2026 CHARTER APPLICATION

des Served at Capacity: 6-12

is should be either the primary contact for the Comm
pplying directly for sponsorship.

up, this will likely be the liaison identified in the Notic
in *nications, scheduling, and notices regarding your app*
Prima *e founding group receives all general communication*
aspects o *he Primary Contact will become public information.*

Primary Contac nuel Finkelstein

Street Address: [redacted]

City: [redacted] State: IL

Phone Number: [redacted] Email: [redacted]

1.2 Applicant Team Information

In accordance with NRS 388A.249, a Committee to Form or a Charter Management Orga
application to the State Public Charter School Authority. For Committee to Form appli
membership requirements contained in the table on the next page and note that
other member of the Committee to Form may be an employee of a proposed
Management Organization. A Committee to Form must comply with the m NRS 388A.240

Is the applicant a Committee to Form or a Charter Management Orga

☒ Committee to Form ☐ Charter Ma

For CMO Applicants, what is the name of the CMO and a

For CMO Applicants, if approved, what e

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 At least 2 years of experience employed as a teacher, not including employment as a substitute teacher: ☒ Yes ☐ No	Della Scott, M.Ed Nevada License Number, if applicable: 60725	Clark County, NV	CTF and proposed board member; no additional role with the proposed school
1(b): a teacher or other person licensed pursuant to chapter 391 of NRS or a school administrator At least 2 years of experience employed as a teacher, not including employment as a substitute teacher: ☒ Yes ☐ No	Erik Simpkins Nevada License Number, if applicable: 113685	Clark County, NV	CTF member; Opportunity 180 Fellow working with Legal Prep Charter Academies to develop plan to open charter school in NV; proposed principal (school leader) of proposed school if a charter is granted.
1(c): a parent or legal guardian who is not a teacher or employee of the proposed school	Kam Green	Clark County, NV	CTF and proposed board member; no additional role with the proposed school
1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources.	Dr. W. James Donner - experience with accounting, financial services and human resources	Sonoma County, CA	CTF and proposed board member; no additional role with the proposed school
1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources.	Samuel Finkelstein - experience with school based accounting/financial controls; law and human resources	Cook County, IL	CTF member; CEO of Legal Prep Charter Academies.

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)*
NA	

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
NA		

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 *(list permanent residence)*
NA	

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
Legal Prep Charter Academy	Indianapolis	IN	8/10/26

Legal Prep Charter Academy Nevada will contract with Legal Prep Charter Academies as its Charter Management Organization (CMO). Legal Prep Charter Academies is currently supporting the development of an affiliated Legal Prep campus in Indianapolis, which is scheduled to open in 2026. That school operates under a separate and independent nonprofit entity and governing board (Legal Prep Charter Academy Indiana, Inc.). While the Indianapolis campus is not formally structured as a CMO relationship under Indiana law, it is supported through the same shared services model described in this application. Each Legal Prep school is independently governed, and the Nevada Committee to Form is not responsible for the opening or operation of other campuses.

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
6	50	50	50	50	50	50
7		50	50	50	50	50
8			50	50	50	50
9	90	90	90	120	120	120
10		90	90	90	120	120
11			90	90	90	120
12				90	90	90
Total	140	280	420	540	570	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: 2525 Emerson Avenue Las Vegas, NV 89121

County: Clark Zip Code(s) to be Served by School: 89121, 89119, 89120, 89169

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: _____

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

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:

Legal Prep Charter Academies (CMO) will provide shared services to the proposed school

1.7 Application Preparation[1]

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	
The name and contact information of the employer of any person(s) that prepared or assisted in preparing the application	
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)	
Provide a resume for the person(s) that prepared or assisted in the preparation of the application as Attachment 2	

[1] NAC 388A.160(8)

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 contains 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.

Samuel Finkelstein	April 28, 2026
Primary Contact Name	Date

[redacted]

Signature

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SECTION 2

MEETING THE NEED

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.

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

Legal Prep's mission is to prepare students from historically underserved communities to succeed in college, career, and civic life by ensuring they achieve strong academic growth, meet college readiness benchmarks, and graduate prepared for postsecondary success. This is accomplished through a rigorous, law-themed curriculum and a culture of high expectations that develops critical thinking, communication, and leadership skills.

Legal Prep envisions a school where all students, including those who are economically disadvantaged, English learners, and students with disabilities, graduate with the academic foundation, professional skills, and sense of purpose to thrive in four-year colleges and universities, pursue meaningful careers, and contribute as informed, ethical leaders in their communities. Through sustained exposure to real-world learning and professional environments, students develop the ability to analyze complex problems, advocate effectively, and navigate pathways to long-term economic and civic success.

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:

Legal Prep's mission and vision are grounded in a commitment to serving students and families in historically underserved communities in the Las Vegas area, particularly those with limited access to high-performing college-preparatory schools. The proposed school will serve grades 6–12 and is designed to meet the needs of students who may enter below grade level, require additional academic and social-emotional supports, or lack access to rigorous, engaging educational opportunities.

In many of the target communities, students face persistent gaps in academic achievement, limited exposure to college and career pathways, and fewer opportunities for real-world learning experiences. Legal Prep's mission directly responds to these needs by combining a rigorous academic program with a distinctive law-themed curriculum that builds critical thinking, communication, and problem-solving skills.

The school's vision further reflects the needs of the community by ensuring that all students graduate prepared not only for college, but for long-term success in their careers and civic lives. By integrating academic rigor, experiential learning, and strong student supports, Legal Prep provides a pathway for students to access opportunities that have historically been out of reach, while preparing them to become leaders and contributors in their communities.

b) The key components of your educational model:

Legal Prep's educational model is intentionally designed to operationalize its mission and vision by developing the competencies outlined in the Legal Prep Graduate Profile. As described above, the Graduate Profile defines

what it means for students to be prepared for success in college, career, and civic life, and is organized around three core domains: Academic Excellence, Thinking & Problem Solving, and Leadership & Impact. These domains are further reflected in specific student outcomes, including college and career readiness, effective communication, critical thinking, problem-solving, leadership, civic engagement, and the development of lawyerly skills.

The school's academic program is built around a set of core components that work together to ensure that all students make meaningful progress toward these outcomes. Each component is aligned to the mission and vision and is reinforced through coherent curriculum, instruction, assessment, and student experiences.

The coherence of this model is illustrated in the Legal Prep Educational Model Framework below, which demonstrates how the school's core components work together to develop the Graduate Profile outcomes.

As shown above, Legal Prep's educational model is built around four core components that work together to develop the competencies outlined in the Graduate Profile. Each component plays a distinct role within the model, while reinforcing the others to ensure that students experience a cohesive and integrated program.

1. Academic Core: Rigorous, College-Preparatory Academic Program

Legal Prep provides a standards-aligned, college-preparatory curriculum in English Language Arts, mathematics, science, and social studies. Instruction is grounded in research-based curricula and supported by

frequent assessment and data-driven instructional practices. This component ensures that all students build a strong academic foundation and are prepared to succeed in four-year colleges and universities, directly advancing Academic Excellence and College & Career Readiness.

2. Experiential Learning: Law-Themed, Career-Connected Learning

A defining feature of Legal Prep's model is its law-themed curriculum, which integrates legal concepts and skills across grade levels. Students participate in daily law courses and monthly experiential learning opportunities with legal professionals, developing skills such as critical thinking, argumentation, communication, and problem-solving. This component brings learning to life and directly develops Thinking & Problem Solving, Effective Communication, and Lawyerly Skills, while reinforcing Leadership & Impact through real-world application.

3. Student Supports: Multi-Tiered System of Supports (MTSS)

Legal Prep implements a comprehensive MTSS framework to ensure that all students receive the level of support necessary to succeed. Through data-driven instruction, targeted interventions, and enrichment opportunities, the school meets students where they are and accelerates their growth. This component ensures that all students, particularly those entering below grade level, make meaningful progress toward Academic Excellence and Critical Thinking outcomes.

4. Culture & Identity Development: Student Experience and Leadership Development

Legal Prep intentionally develops students' leadership, identity, and sense of purpose through advisory structures, extracurricular activities, civic engagement, and school culture systems. These experiences build strong relationships, foster belonging, and create opportunities for students to practice leadership and civic responsibility. This component directly advances Leadership & Impact, including Responsible Leadership and Civic Engagement.

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

Legal Prep's mission and vision are ultimately realized through the achievement of clear, measurable outcomes for both students and the school as a whole. These outcomes are directly aligned to the Legal Prep Graduate Profile and reflect the school's commitment to academic excellence, critical thinking, and leadership development.

At the student level, Legal Prep expects all students to graduate prepared for success in college, career, and civic life. This includes achieving strong academic outcomes, demonstrating growth in critical thinking and communication skills, and developing the leadership and civic competencies necessary to contribute meaningfully to their communities.

Academically, the school is committed to ensuring that students demonstrate significant growth and proficiency in core subject areas. Legal Prep will set ambitious targets for student performance on state assessments, internal interim assessments, and nationally normed measures such as NWEA MAP. The school will also track key indicators of college readiness, including ACT performance aligned to college readiness benchmarks, successful completion of rigorous coursework such as honors and dual-credit classes, and on-track progress toward graduation requirements.

Legal Prep will also establish clear, measurable goals to ensure strong long-term outcomes for students. For example, the school will aim for at least 90% of graduates to enroll in a postsecondary institution, alongside strong graduation rates and sustained academic growth across grade levels. In addition, the school will monitor key engagement indicators, including attendance and chronic absenteeism, to ensure that students remain connected to the school community and positioned for long-term success.

At the school level, Legal Prep will measure success through overall academic performance, student growth outcomes, graduation rates, and postsecondary success indicators, including college enrollment and persistence. The school will also evaluate the effectiveness of its educational model through ongoing analysis of student data, program implementation, and stakeholder feedback. Legal Prep's goal is to meet the highest standards of performance under Nevada's accountability system, with the long-term objective of earning and sustaining a 5-star school rating.

Together, these outcomes ensure that Legal Prep's mission is not only aspirational, but measurable and actionable. By maintaining a clear focus on both academic achievement and the development of critical life skills, the school will create a sustainable pathway to success for the students and communities it serves. Detailed performance goals and benchmarks are outlined in Section 3.

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

Key supporters, partners, or resources	**Contribution**
University of Nevada Las Vegas -Boyd School of Law	UNLV's Boyd School of Law would serve as a key partner in supporting Legal Prep by providing meaningful, real-world learning opportunities for students. This includes graduate law students volunteering at the school as mentors and facilitators for activities such as mock trials and legal writing, access to the moot courtroom on campus for authentic courtroom experiences, and regular engagement with members of the legal community—including attorneys, judges, and professors—through guest speaking, workshops, and career exploration opportunities.
University of Nevada Las Vegas - College of Education	UNLV College of Education will contribute to Legal Prep by supporting teacher development, instructional quality, and student achievement through the placement of student teachers, ongoing professional development, and access to research-based instructional practices. This partnership will strengthen classroom instruction and help build a sustainable pipeline of highly effective educators.
College of Southern Nevada	The College of Southern Nevada will be a vital partner in supporting Legal Prep by providing pathways for workforce development and post-secondary success.

	Through dual enrollment opportunities, students—particularly seniors—will be able to transition seamlessly into college coursework and career-focused programs. CSN can also support Legal Prep through college readiness workshops, career exploration, and certification programs aligned to high-demand fields, ensuring students graduate with both the academic foundation and practical skills needed for success in college, careers, and beyond.
Junior Achievement	Junior Achievement of Southern Nevada will play a key role in supporting Legal Prep by enhancing students' financial literacy, career readiness, and real-world skill development. Through structured programming, volunteer engagement, and partnerships with professionals from the legal and business communities, Junior Achievement will provide students with hands-on learning experiences such as workshops, mentorship, and career exploration. These opportunities will complement Legal Prep's legal-focused curriculum by helping students build critical thinking, ethical decision-making, and financial management skills, ultimately preparing them for success in both post-secondary education and future careers.
Desert Research Institute (DRI)	The Desert Research Institute will support Legal Prep by enhancing science curriculum programming through hands-on, research-based learning experiences. The partnership will also provide teacher training in STEM instruction and support the provision of scientific equipment, helping to build a rigorous and engaging science program for students.
Chicanos Por la Causa	Chicanos Por La Causa Nevada, Inc. (CPLC Nevada) will be a valuable partner in supporting Legal Prep through community-based resources, student and family support services, and workforce development opportunities. CPLC can provide access to wraparound services that support student well-being and family stability, including educational programming, social services, and community outreach. Additionally, CPLC will help connect students and families to career pathways, internships, and post-secondary opportunities, while collaborating on initiatives that promote civic engagement, cultural awareness, and educational equity within the community.
Opportunity 180	Opportunity 180 will continue to play a critical role in supporting Legal Prep through leadership development, strategic guidance, and access to key resources throughout the charter authorization and launch process.

	Through programs such as Propel, Opportunity 180 provides professional development, coaching, and mentorship to strengthen school leadership and organizational capacity. As a demonstrated partner, Opportunity 180 has already provided an initial planning grant and, if approved, Legal Prep will be eligible for up to $160,000 in additional philanthropic funding as well as up to $2,000,000 through the federal Charter School Program Grant—resources that will be instrumental in executing the school's vision. As part of Opportunity 180's Public Charter School portfolio, Legal Prep will also benefit from access to a network of mission-aligned leaders across Southern Nevada, along with continued support as a strategic funder and thought partner. Additionally, Opportunity 180 connects Legal Prep to a broader network of community partners and resources that support students and families, helping ensure a strong foundation and long-term success for the school.
NFBLM	The National Fellowship for Black and Latino Male Educators will play a vital role in supporting Legal Prep by investing in the leadership development of its founding principal and ensuring continued growth over time. Through executive coaching, mentorship, and targeted professional development, the Fellowship will strengthen leadership capacity and support effective school design and implementation. Additionally, the Fellowship will connect Legal Prep to a national network of accomplished educators, leaders, and resources, providing ongoing guidance, collaboration opportunities, and access to best practices that will contribute to the school's long-term success.
Metropolitan Police Department Foundation	The Las Vegas Metropolitan Police Department Foundation will play an important role in supporting the development of Legal Prep through meaningful community partnership and student engagement opportunities. This includes providing mentorship from law enforcement professionals, facilitating career exploration experiences, offering guest speakers, and creating pathways for internships and community service. Through joint events and ongoing collaboration, the Foundation will help foster positive relationships between students and public safety leaders while exposing students to careers in public service and strengthening their understanding of civic responsibility and community impact.
Serenity Health Nonprofit	Serenity Nonprofit, through House of Serenity, will be a key partner in supporting Legal Prep by providing

	behavioral health and mental health services to students at no cost to students or families. These services will include counseling, emotional support, and interventions designed to promote student well-being and academic success. In addition, Serenity will help connect students and families to broader community resources, ensuring access to wraparound supports that address social, emotional, and mental health needs, and strengthen the overall well-being of the school community.
Jackie Gaughan Unit of the Boys & Girls Clubs of Southern Nevada	The Jackie Gaughan Unit of the Boys & Girls Clubs of Southern Nevada will support Legal Prep by providing a safe, structured environment for after-school programming, enrichment activities, and youth development. Through this partnership, students will have access to academic support, mentorship, and character-building opportunities that reinforce the school's focus on leadership, responsibility, and college and career readiness.
Boys Town Nevada	Boys Town Nevada will support Legal Prep by providing behavioral health services, family support, and youth development programming to address students' social-emotional and mental health needs. In addition, Boys Town will offer professional development for teachers focused on classroom management, student relationship-building, and trauma-informed practices, equipping staff with the tools to support positive student outcomes and overall well-being.

3) *Identify the statutory purpose(s)that the school will fulfill and explain the alignment to the school's mission and vision.*

Legal Prep's mission and vision are directly aligned to the statutory purposes of Nevada's charter school law. The proposed school is designed to advance these purposes through a rigorous, innovative educational model that integrates strong academics, real-world learning, and a culture of accountability.

Improving the Academic Achievement of Pupils (a):
Legal Prep is committed to significantly improving academic outcomes for all students by providing a rigorous, college-preparatory program that emphasizes critical thinking, communication, and problem-solving. Through a structured 6–12 pathway, students engage in increasingly complex academic and experiential learning opportunities, ensuring they are fully prepared for postsecondary success.

Encouraging the Use of Effective and Innovative Methods of Teaching (b):
Legal Prep's law-themed, career-connected model represents an innovative approach to teaching and learning. By integrating real-world legal experiences—including mock trials, debate, and partnerships with legal and

business professionals—students engage deeply with academic content in meaningful and applied ways that strengthen engagement and retention.

Providing an Accurate Measurement of the Educational Achievement of Pupils (c):
The school implements a comprehensive assessment system that includes state assessments, interim assessments, and nationally normed measures such as NWEA MAP, as well as college readiness indicators including Pre-ACT and ACT. These tools ensure that student progress is measured accurately and consistently across grade levels.

Establishing Accountability and Transparency of Public Schools (d):
Legal Prep is committed to maintaining high levels of accountability and transparency through full compliance with Nevada Open Meeting Law and SPCSA reporting requirements. The school will ensure that board meetings, academic performance data, and financial information are accessible to the public and communicated clearly to stakeholders.

Providing a Method for Public Schools to Measure Achievement Based Upon Performance (e):
Legal Prep's performance framework is aligned to Nevada's accountability system, including the Nevada School Performance Framework. The school will set ambitious goals for academic growth, proficiency, graduation, and postsecondary success, with the long-term objective of earning and sustaining a 5-star rating.

Creating New Professional Opportunities for Teachers (f):
Legal Prep provides teachers with meaningful opportunities for professional growth, leadership, and innovation. Teachers are supported through ongoing professional development, instructional coaching, and opportunities to design and implement law-themed curriculum, contributing to a collaborative and growth-oriented professional environment.

Section 2.1 Rubric Alignment Summary

Legal Prep's mission and vision are designed to meet the expectations outlined in the SPCSA Mission and Vision rubric. The proposal directly addresses each evaluation criterion as follows:

1. **Clear, measurable, and compelling mission statement which explains the role of the school in meeting the needs of the community and intended student population, and which is reflected throughout the application**

Legal Prep presents a clear, measurable, and compelling mission focused on preparing students from historically underserved communities to succeed in college, career, and civic life. The mission explicitly defines the school's role in addressing gaps in access to rigorous, high-quality educational opportunities by combining a college-preparatory academic program with a law-themed, career-connected model. This mission is consistently reflected throughout the application, including in the Graduate Profile, educational model, instructional design, and proposed student outcomes.

2. **Vision describes success (beyond graduation) for students if the school fulfills its mission**

Legal Prep's vision clearly describes success beyond graduation by emphasizing not only college access, but long-term success in career and civic life. Students are expected to graduate with the academic foundation, professional skills, and sense of purpose necessary to become lawyers, leaders, and changemakers in their communities. This vision reflects a commitment to sustained postsecondary success and long-term impact.

3. **Committee to Form/CMO aims to achieve outcomes that they demonstrate will improve the long-term quality of life of all students served, including students with disabilities, English language learners, economically disadvantaged students, at-risk students, and students above or below grade level**

The application demonstrates a clear commitment to improving long-term outcomes for all students, including diverse and historically underserved populations. Through a rigorous academic program, a comprehensive Multi-Tiered System of Supports (MTSS), and targeted interventions and enrichment opportunities, Legal Prep is designed to meet the needs of students across a wide range of academic levels and backgrounds. The model ensures that all students, regardless of starting point, make meaningful progress toward college and career readiness and are equipped with the skills necessary to succeed beyond high school.

4. **School's plan, in alignment with the mission and vision, satisfies at least one statutory purpose**

Legal Prep's plan clearly satisfies multiple statutory purposes outlined in NRS 388A.246(2), including improving the academic achievement of pupils, encouraging the use of effective and innovative methods of teaching, providing accurate measurement of student achievement, establishing accountability and transparency, and providing performance-based measures of school success. These purposes are directly aligned to the mission and vision and are operationalized through the school's rigorous academic program, law-themed instructional model, comprehensive assessment system, and commitment to public accountability and continuous improvement.

Overall Alignment

Legal Prep's mission and vision are clear, compelling, and consistently reflected throughout the application. The mission explicitly defines the school's purpose in addressing the needs of historically underserved students, while the vision articulates a clear picture of success beyond graduation, including college, career, and civic readiness. Together, they provide a strong foundation for the proposed school and guide the design of the educational model and student outcomes.

The application demonstrates a clear commitment to improving the long-term quality of life for all students served, including those from historically underserved populations such as economically disadvantaged students, English Language Learners, and students with disabilities. This commitment is operationalized through a rigorous, college-preparatory academic program, a comprehensive system of supports, and a clearly defined Graduate Profile that outlines the knowledge, skills, and dispositions students will develop.

In addition, the proposal aligns directly with multiple statutory purposes outlined in Nevada law, including improving academic achievement, encouraging innovative teaching methods, ensuring accurate measurement of student performance, and maintaining accountability and transparency. Collectively, these elements

demonstrate strong alignment between the mission, vision, educational model, and intended outcomes, positioning Legal Prep to meet the expectations of the SPCSA rubric.

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.*

Legal Prep Charter Academy will serve students and families in the Las Vegas communities of ZIP codes 89169, 89121, 89119, and 89120, which are all areas characterized by significant educational and economic need. These communities include high proportions of historically underserved student populations, including students from low-income households, English Language Learners, and students from racial and ethnic groups that have historically experienced lower academic outcomes. Legal Prep is designed to provide a rigorous, supportive, and innovative educational option that expands access to college and career pathways.

The Communities at a glance:

Zip Code	Population	Number of Households	Avg. Income	Racial Demographics	Education attainment %	# of schools with 4 star rating or above	% families below poverty level
89121	68,405 *aged 10-17 6,200	26,676 w/ Children: 6,214	$74,205	◦Hispanic or Latino: 48.8% ◦White : 30.9% ◦Black or African American: 10.8% ◦Asian: 4%	◦Bachelor's Degree or Higher: 16% ◦Associate's Degree: 6% ◦High School Graduate Only: 56% ◦Less Than High School Diploma: 22%	3/20	17.4% 12.27% of Families below poverty with children
89120	24,834 *aged 10-17 2,100	9,659 w/ Children: 2,231	$90,152	◦Hispanic or Latino: 39.8% ◦White: 59.75% ◦Black or African American: 14.92% ◦Asian: 12.84%	◦Bachelor's Degree or Higher: 28% ◦Associate's Degree: 9% ◦High School Graduate Only: 51% ◦Less Than High School Diploma: 12%	3/9	7.82% 5.3% of Families below poverty with children
89169	26,684 *aged 10-17 2,100	12,252 w/ Children 2,294	$57,295	◦Hispanic or Latino: 48.8% ◦White: 30.9% ◦Black or African American: 10.8% ◦Asian: 4% ◦Other Race: 6%	◦Bachelor's Degree or Higher: 20% ◦Associate's Degree: 9% ◦High School Graduate Only: 51% ◦Less Than High School Diploma: 20%	0/8	22% 15.14% of Families below poverty with children

89119	49,486 *aged 10-17 4,100	22,364 w/ Children 4,262	$62,790	Hispanic or Latino: 38.48% White: 29.28% Black or African American: 20.55% Asian: 11% Other Race: 8%	◦Bachelor's Degree or Higher: 20% ◦Associate's Degree: 8% ◦High School Graduate Only: 56% ◦Less Than High School Diploma: 16%	None /5 *No MS or HS within zip code	16.81% 11.15% of Families below poverty with children

Provided by Healthy Southern Nevada

Summary of community needs

As shown above, the targeted communities reflect significant educational and economic challenges. Across these ZIP codes, family poverty rates reach as high as 22%, and educational attainment levels remain low, with only 12–24% of adults holding a bachelor's degree and a substantial percentage lacking a high school diploma. These conditions contribute to limited access to postsecondary opportunities and highlight the need for a school model that emphasizes both academic rigor and long-term college and career readiness.

Educational options available within targeted zip codes

School Name	Zip Code	School Type /Grade Levels	Star Rating	2024-25 Enrollment	Race / Ethnicity (%s)	FRL / IEP / ELL (%)	2024-25 proficiency Rates (%)
Orr, William E MS	89169	District Assigned / 6-8	1	854	H - 51.2% B - 32.1% W - 6.7%	FRL: 100% IEP: 16.4% ELL: 29.7%	Ovrl -13% Math - 8% ELA -17%
Valley HS	89169	Magnet / 9 -12	2	2466	H - 69.5% B -16.5% W - 6%	FRL: 100% IEP: 12.4% ELL: 30.5%	Ovrl -12% Math - 6% ELA -22%
Mack, Jerome MS	89121	District Assigned / 6-8	1	956	H- 71.1% B-17.1% W-<5%	FRL 100% IEP: 14% ELL: 33.4%	Ovrl -14% Math - 11% ELA -17%
Young Women's Leadership Academy	89121	State Charter / 6-8	1	141	H - 52.5% B - 30.5% TMR -8.5%	FRL: 83.7% IEP: 7.8% ELL: 17.7%	Ovrl -8% Math - 1% ELA -13%
NV Learning Academy J-SHS	89121	District Assigned / 6 - 8	1	3204	H - 44.6% B - 21.3% W - 17.4%	FRL: 0% IEP: 7.4% ELL: 5.8%	Ovrl -17% Math - 8% ELA -22%
Chaparral HS	89121	District Assigned / 9 - 12	2	2242	H - 64.5% B - 19% W - 7.5%	FRL: 100% IEP: 14.7% ELL: 27.7%	Ovrl -3% Math - 3% ELA -13%
Mater Mountain Vista	89121	State Charter / 6-8	4	784	H - 80.9% B - 7.1% W - 5.7%	FRL: 34.5% IEP: 3% ELL: 8.6%	Ovrl -42% Math - 34% ELA - 49%
Woodbury, C W MS	89121	District Assigned / 6 -8	1	769	H - 68.1% B - 15.2% W - 8.5%	FRL: 100% IEP: 16.3% ELL: 23.5%	Ovrl -14% Math - 8% ELA -20%

Cannon, Helen C JHS	89120	District Assigned 6-8	2	730	H - 70.1% B - 13.2% W - 7.5%	FRL: 100% IEP: 13.7% ELL: 30.1%	Ovrl -18% Math - 11% ELA -26%
Del Sol Academy of Performing Arts HS	89120	District Assigned / 9 - 12	3	2,527	H - 66% B - 13.5% W - 11.4%	FRL: 100% IEP: 11.5% ELL: 24.2%	Ovrl -28% Math - 11% ELA -44%
Explore Knowledge Academy	89120	District Assigned 6-8	5	174	H - 54% B - < 5% W - 24.1%	FRL: 0% IEP: 13.2% ELL: 8%	Ovrl -52% Math -34% ELA -69%
Explore Knowledge Academy	89120	District Assigned / 9 - 12	4	96	H - 36.5% B - < 5% W - 24.6%	FRL: 0% IEP: 13.2% ELL: 8%	Ovrl -68% Math -48% ELA -89%
Southeast Career Technical Academy HS	89120	District Assigned / 9 - 12	5	1999	H - 54.4% B - 5.9% W - 24.4%	FRL: 100% IEP: 7% ELL: 6%	Ovrl -60% Math -37% ELA -82%

As shown in the table above, students in these communities have limited access to high-quality school options. The majority of schools serving these ZIP codes have received 1- or 2-star ratings under the Nevada School Performance Framework, reflecting persistent challenges in academic performance and student growth. These schools serve high-need populations, with Free and Reduced Lunch rates often approaching 100%, English Language Learner populations frequently exceeding 25%, and significant percentages of students requiring additional academic support. Academic growth indicators are consistently negative across many schools, demonstrating systemic gaps in student achievement.

Collectively, these data demonstrate a clear and urgent need for a high-quality, college-preparatory school option. Legal Prep is specifically designed to meet this need by serving students who may enter below grade level, require targeted supports, or lack access to rigorous and engaging educational opportunities. Through a combination of strong academics, structured supports, and a distinctive law-themed, career-connected model, Legal Prep will expand access to opportunity and improve long-term outcomes for students in these communities.

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

Legal Prep Charter Academy provides a rigorous, college-preparatory educational model that integrates strong core academics with a distinctive law-themed, career-connected program. Students engage in standards-aligned instruction in English Language Arts, mathematics, science, and social studies, while also participating in daily law courses and monthly experiential learning opportunities with legal and business professionals. This approach develops critical thinking, communication, and problem-solving skills, while making learning relevant and engaging. The model is further supported by a comprehensive Multi-Tiered System of Supports (MTSS), data-driven instruction, and a structured student experience that emphasizes leadership, civic engagement, and strong relationships.

This model is intentionally designed to meet the needs of the Las Vegas communities the school will serve, where many students face limited access to high-quality school options, lower academic performance, and fewer opportunities for postsecondary exposure. By combining rigorous academics with targeted supports and

real-world learning experiences, Legal Prep addresses both academic gaps and opportunity gaps. Students receive the instruction, intervention, and mentorship necessary to succeed in high school and beyond, while also gaining exposure to college and career pathways that are often inaccessible within their communities. As a result, Legal Prep expands access to high-quality education and creates a clear pathway to college, career, and long-term success for the students it serves.

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 Assessment[2]: 1) Demographic Need, 2a) Academic Need: Geographies with Consistently Underperforming Schools, and/or 2b) Academic Need: Students at Risk of Dropping Out of School.*

Legal Prep Charter Academy is intentionally designed to meet multiple needs identified in the Nevada State Public Charter School Authority's Academic and Demographic Needs Assessment, including (1) Demographic Need, (2a) Academic Need: Geographies with Consistently Underperforming Schools, and (2b) Academic Need: Students at Risk of Dropping Out of School.

1. Demographic Need: Historically Underserved Student Populations

The SPCSA identifies a demographic need for student groups that consistently underperform on state assessments, including economically disadvantaged students, English Language Learners (ELLs), students with disabilities (IEPs), and students from historically underserved racial and ethnic groups.

The targeted communities for Legal Prep, including ZIP codes 89169, 89121, 89119, and 89120, serve high concentrations of these student groups, with Free and Reduced Lunch rates often approaching 100%, ELL populations frequently exceeding 25–30%, and significant percentages of students requiring additional academic and social-emotional support.

Legal Prep directly addresses this need through a comprehensive model that combines rigorous, college-preparatory academics with targeted supports, including a Multi-Tiered System of Supports (MTSS), differentiated instruction, and integrated social-emotional learning. These systems are designed to ensure that historically underserved students make accelerated academic growth and achieve outcomes above state averages.

2a. Academic Need: Geographies with Consistently Underperforming Schools

The SPCSA identifies a critical academic need in ZIP codes where a significant percentage of students attend schools that have received 1- or 2-star ratings under the Nevada School Performance Framework in consecutive years.

The communities Legal Prep intends to serve are characterized by a high concentration of such schools, with many local campuses consistently rated 1 or 2 stars and demonstrating low proficiency rates and negative growth indicators. As a result, students in these communities have limited access to high-quality school options.

[2] NRS 388A.220(6) and NRS 388A.249

Legal Prep meets this need by providing a high-quality, college-preparatory alternative designed to deliver strong academic outcomes and position the school to achieve a 4- or 5-star rating. Through rigorous instruction, data-driven systems, and targeted interventions, the model is designed to accelerate student growth and provide families with access to a high-performing school option within their community.

2b. Academic Need: Students at Risk of Dropping Out of School

The SPCSA identifies students at risk of dropping out, including economically disadvantaged students, ELLs, students with disabilities, and students experiencing instability, as a key academic need, noting that these groups graduate at lower rates than their peers.

Legal Prep's model is specifically designed to address the underlying factors that contribute to dropout risk. The school emphasizes early indicators of student success, including attendance, academic progress, and credit attainment, and provides structured supports such as Advisory, credit recovery, targeted interventions, and ongoing progress monitoring.

In addition, Legal Prep's law-themed, career-connected model increases student engagement and relevance by connecting academic learning to real-world applications and future career pathways. These experiences, combined with strong relationships and a supportive school culture, are designed to keep students engaged, on track for graduation, and prepared for postsecondary success.

Section 2.2 Rubric Alignment Summary

Legal Prep Charter Academy's Targeted Plan is designed to meet and exceed the expectations outlined in the SPCSA Targeted Plan rubric. The proposal directly addresses each evaluation criterion as follows:

1. **Demonstrates a thorough understanding of the community and students to be served, including the demographics and educational needs of the intended student population, as well as the current school options within the community**

The application demonstrates a thorough understanding of the Las Vegas communities the school will serve, including ZIP codes 89169, 89121, 89119, and 89120. The proposal incorporates detailed demographic data, including income levels, educational attainment, and student subgroup characteristics such as economically disadvantaged students, English Language Learners (ELLs), and students with disabilities. In addition, the application provides a clear analysis of current school options within these communities, including Nevada School Performance Framework ratings, proficiency levels, and student population characteristics. This analysis highlights the prevalence of 1- and 2-star schools and limited access to high-quality educational options, demonstrating a strong understanding of both community context and educational need.

2. **The proposed educational model is clearly described and addresses a need(s) related to student outcomes in the identified community that is either shown to exist with data or is in response to demonstrated demand for a particular school model**

The proposal clearly describes a rigorous, college-preparatory educational model that integrates strong academics with a law-themed, career-connected program and comprehensive student supports. The model is

directly responsive to identified community needs, including low academic performance, limited access to high-quality schools, and gaps in college and career readiness. These needs are supported by both local data and broader findings from the SPCSA Academic and Demographic Needs Assessment. The model's focus on academic rigor, engagement through real-world learning, and targeted interventions demonstrates a strong alignment between identified needs and the proposed educational approach.

3. **Clear, comprehensive explanation of how the proposed model meets identified community needs**

The application provides a clear and comprehensive explanation of how Legal Prep's model addresses the specific needs of the community. Through a combination of rigorous instruction, a Multi-Tiered System of Supports (MTSS), data-driven decision-making, and a structured student experience, the school is designed to improve academic outcomes, increase student engagement, and support long-term success. The integration of law-themed, career-connected learning further strengthens the model by providing relevance and expanding access to postsecondary pathways, directly addressing both academic and opportunity gaps identified in the target communities.

4. **Demonstrates a commitment to meeting at least one of, and preferably multiple, academic, or demographic needs identified in the SPCSA's Academic and Demographic Needs Assessment**

The proposal demonstrates a strong commitment to addressing multiple needs identified in the SPCSA Academic and Demographic Needs Assessment, including Demographic Need, Academic Need: Geographies with Consistently Underperforming Schools, and Academic Need: Students at Risk of Dropping Out of School. The application identifies and serves student populations that have historically underperformed, including economically disadvantaged students, ELLs, and students with disabilities. It also targets ZIP codes with a high concentration of 1- and 2-star schools and presents a model designed to provide a high-quality alternative capable of achieving strong academic outcomes. In addition, the proposal includes intentional strategies to support at-risk students through targeted interventions, engagement strategies, and structured supports designed to improve graduation rates and postsecondary success.

Overall Alignment

Legal Prep's Targeted Plan demonstrates a comprehensive and data-driven understanding of the community and student population it intends to serve. The proposal clearly identifies significant demographic and academic needs within the targeted Las Vegas ZIP codes, including high concentrations of economically disadvantaged students, English Language Learners, and students attending consistently underperforming schools. The application integrates detailed community data with a clear description of existing educational options, demonstrating a strong grasp of both opportunity gaps and system-level challenges.

The proposed educational model is directly aligned to these identified needs and is intentionally designed to improve student outcomes through rigorous academics, targeted supports, and a distinctive law-themed, career-connected approach. The application clearly demonstrates how the model addresses multiple needs outlined in the SPCSA Academic and Demographic Needs Assessment, including demographic needs, geographies with consistently underperforming schools, and students at risk of dropping out. Collectively,

these elements ensure that the proposal is responsive, coherent, and well-positioned to expand access to high-quality educational opportunities and improve long-term outcomes for students in the community.

2.3 Parent and Community Involvement

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

The Committee to Form and proposed school leadership demonstrate strong, authentic ties to and a deep understanding of the target Las Vegas community, grounded in both direct local engagement and extensive experience serving high-need student populations.

Proposed Founding Principal Erik Simpkins has led extensive outreach efforts within the 89119 and 89121 zip codes and surrounding areas, building meaningful relationships with students, families, and community organizations. In partnership with Legal Prep's Founder and CEO, Sam Finkelstein, Mr. Simpkins has worked to both introduce the Legal Prep model to the Las Vegas community and gather meaningful feedback to inform the school's design.

As part of these outreach efforts, Mr. Simpkins, in collaboration with staff from the Chicago campus, conducted demonstration lessons at Nevada Rise Academy, directly engaging students in a Legal Prep classroom experience. Following these lessons, students completed surveys and families were invited to learn more about the school. The response was highly positive, with students expressing strong interest in the model and families submitting intent-to-enroll forms, demonstrating early demand for a school like Legal Prep within the community.

In addition, Mr. Simpkins has participated in community-based events, including the Black History Festival, outreach at the East Las Vegas Library, and engagement efforts at UNLV, helping to build awareness and trust across diverse stakeholder groups. As a former resident of a neighboring zip code and a long-time educator and administrator within the Clark County School District, he brings both lived experience and professional expertise that inform his understanding of the academic, social, and cultural needs of the students and families the school will serve.

Mr. Finkelstein brings over a decade of experience founding and leading Legal Prep in Chicago, where he has successfully served students from historically underserved communities through a rigorous, college-preparatory, law-themed model. Together with Mr. Simpkins, this leadership team combines deep experience serving high-need populations with a commitment to adapting that model to meet the specific needs of the Las Vegas community.

The Committee to Form is further strengthened by the involvement of Della Scott, who brings deep connections to the Las Vegas community and extensive experience working for Nevada school systems. Through her work as an educator and community outreach coordinator for political campaigns, Ms. Scott has built strong relationships with families, community leaders, and local institutions, providing valuable insight into community needs and priorities and supporting the school's community engagement strategy.

In addition, as a parent and community engagement advocate, Kam Green brings strong local connections and experience engaging with young people and community stakeholders in Las Vegas. Through her work in youth

development and community programming, Ms. Green has built relationships with students and families in the community and brings valuable perspective on student interests, engagement strategies, and the types of opportunities that resonate with local youth. Her involvement supports Legal Prep's efforts to build a model that is both relevant and responsive to the lived experiences of the students it will serve.

Dr. Donner's professional background reflects extensive experience in educational leadership. Additionally, Dr. Donner has served as a principal and instructional leader responsible for developing and implementing Comprehensive Education Plans, aligning resources to student achievement goals, and evaluating program effectiveness. His experience includes supporting diverse student populations, including English Learners and students with disabilities, and implementing research-based instructional programs such as International Baccalaureate and AVID. This background enables him to critically evaluate academic outcomes and ensure that the charter school meets the needs of the target community. Dr. Donner also brings direct experience with charter school systems.

These efforts collectively reflect a commitment to building on existing community assets, including strong family networks, local organizations, and community-based institutions that are already supporting student success. Legal Prep's model is designed to partner with and amplify these assets, ensuring that the school is both responsive to and rooted in the community from its inception.

Collectively, the experience of the leadership team demonstrates that the Committee to Form has both the relationships and the contextual knowledge necessary to effectively serve the target community and to build a school that reflects its needs, strengths, and aspirations.

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.*

Parents and community members have played an active and meaningful role in the development of the Legal Prep application. From the earliest stages, the founding team prioritized intentional and authentic engagement to ensure that the proposed school reflects the needs, interests, and aspirations of the community it intends to serve. Through a combination of direct student engagement, parent outreach, and community-based events, stakeholders have had multiple opportunities to provide input that has directly shaped key components of the application.

To engage students and gather early feedback on the model, the founding team conducted four classroom demonstration lessons, reaching over 130 students in grades 4 and 7. These lessons introduced students to Legal Prep's law-themed instructional approach while also serving as a structured feedback mechanism. Student survey results demonstrated strong enthusiasm and interest: 86% of students reported that they enjoyed the lessons, 40% expressed interest in learning about law as part of their school experience, and 82% indicated that they would be very interested in participating in mock trials. This feedback directly informed the design of the academic program, including a strong emphasis on experiential learning, mock trial integration, and project-based legal studies.

Parent and community engagement efforts have been equally robust and impactful. The founding team participated in ten community tabling events, resulting in over 130 parent signatures of interest, which are

clear indicators of demand for the school within the target community. In addition, four virtual town hall meetings were held to provide families with detailed information about Legal Prep and to gather feedback on school design priorities. Kam Green, a member of the Committee to Form and a Clark County School District parent, has played an important role in these efforts by providing direct parent perspective and helping to ensure that outreach and engagement strategies are responsive to the needs and expectations of local families.

Feedback gathered through these engagement efforts has directly influenced the development of the application. Parent survey data and community conversations consistently highlighted priorities such as transportation access, expanded career exploration opportunities, and strong social-emotional supports. These priorities are now reflected in the school's design, including planned transportation considerations, robust career pathway programming, and integrated social-emotional learning structures. In addition, the establishment of a Founding Families Committee reflects a direct response to community input and ensures that parent voice will continue to shape school culture and decision-making beyond the application phase.

Collectively, these strategies demonstrate that Legal Prep has not only engaged the community in a meaningful way, but has also translated that input into concrete design decisions, ensuring that the proposed school is both responsive to and reflective of the community it will serve.

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?*

Legal Prep is committed to sustained, authentic engagement with parents, neighborhood stakeholders, and community members from approval through opening and into full operation. This engagement will be structured across both the pre-opening period and ongoing school operations to ensure strong community buy-in, transparent communication, and continuous responsiveness to stakeholder needs.

During the pre-opening period, Legal Prep will formalize its Founding Families Committee, which will serve as a core advisory group helping to shape school culture, communication systems, and key aspects of the student experience. This group will meet regularly and provide structured feedback on school policies, family engagement strategies, and transition planning, ensuring that parent voice remains central as the school moves toward opening. Legal Prep will also host regular town halls, family workshops, and community forums to provide updates on school progress, answer questions, and gather ongoing input from families.

In parallel, the school will establish a Community Advisory Committee composed of local organizations, nonprofit partners, higher education institutions, and business leaders. This committee will support partnership development, expand student opportunities, and ensure that the school remains aligned to community needs, particularly in connecting students to real-world experiences within legal, civic, and service-oriented fields.

Once the school is operating, Legal Prep will implement consistent, structured systems to maintain strong family and community engagement. These will include regular communication through newsletters, family meetings, and school events; ongoing opportunities for parent participation through committees and

volunteer activities; and continued public board meetings that provide transparency into school performance and decision-making.

To ensure the school remains responsive to parent priorities and concerns, Legal Prep will implement routine feedback systems, including parent, student, and staff surveys administered throughout the year, as well as targeted feedback sessions and focus groups when needed. Importantly, this feedback will be systematically reviewed by school leadership and used to inform decisions related to academics, school climate, transportation, and student supports. The school will also communicate back to families how feedback has been used to make improvements, reinforcing trust and accountability.

In addition, Legal Prep will maintain a strong and visible presence in the community by participating in local events, hosting on-campus engagement opportunities, and partnering with community-based organizations. Through these strategies, Legal Prep will build lasting relationships, establish strong community buy-in, and ensure that parents and community members remain active partners in the school's success from approval through long-term operation.

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?*

Legal Prep is committed to creating an inclusive and welcoming environment that actively encourages participation from all parents, including parents of students with disabilities and English language learners. The school will implement intentional systems and supports to ensure that all families have equitable access to information, meaningful opportunities for engagement, and the ability to actively participate in their child's education.

To ensure clear and accessible communication, Legal Prep will provide all major communications, including newsletters, announcements, and family updates, in both English and Spanish through multilingual outreach. For families who speak languages beyond English and Spanish, the school will utilize translation technology and interpretation services to ensure accessibility. In addition, bilingual staff members and on-site translators will be available during parent-teacher conferences, school events, and important meetings to ensure effective two-way communication.

Legal Prep will also implement targeted strategies to support the engagement of families of students with disabilities and English language learners. This includes hosting workshops and informational sessions designed to help families understand academic programs, individualized education plans (IEPs), language development supports, and available school and community resources. These sessions will be scheduled at flexible times and offered in accessible formats to maximize participation. School staff will work proactively with families to ensure that meetings, communications, and services are tailored to individual needs.

To further support inclusive participation, all school events will be planned with accessibility in mind. This includes providing accessible meeting spaces, offering flexible scheduling options, and ensuring appropriate accommodations for families with disabilities. Legal Prep's Advisory system will serve as a key bridge between school and home, providing consistent communication, relationship-building, and individualized support to families throughout the school year.

Legal Prep will maintain an open-door policy that encourages parent involvement while adhering to all Nevada safety requirements, including visitor protocols and background checks for volunteers. Families will have opportunities to participate through volunteer programs, family engagement nights, cultural events, workshops, and school-based committees. In addition, the school will implement regular feedback systems, including parent surveys, family forums, and targeted outreach, to ensure that all parent voices are heard and reflected in school decision-making.

Through these comprehensive and intentional strategies, Legal Prep will create an inclusive, responsive environment in which all families, regardless of background, language, or need, feel valued, supported, and empowered to actively participate in their child's education.

5. *Describe any opportunities for parent volunteer activities as well as any policies related to parent volunteering.*

Legal Prep values parent and family engagement as a critical component of student success and will provide a variety of meaningful and accessible volunteer opportunities. Participation will be encouraged, but not required, and will never be a condition of student enrollment.

Parents and family members will have opportunities to engage in a range of volunteer activities, including supporting school events, chaperoning field trips, assisting with extracurricular programs such as mock trial and career pathway events, and contributing to family engagement initiatives. Additional opportunities will include participation in the Founding Families Committee, school-based committees, and community events that strengthen school culture and partnerships. Where appropriate and in alignment with school policies, parents may also support classroom activities under the supervision of school staff.

To ensure the safety and security of all students and staff, Legal Prep will implement volunteer policies aligned with Nevada law and best practices. All parent volunteers will be required to complete background checks in accordance with Nevada Revised Statutes, including NRS 388A.515 and NRS 391.104. Volunteers will also be required to follow school visitor protocols, including signing in and out through the front office and wearing visible identification while on campus.

All volunteer activities will be structured and supervised by school staff. Volunteers will not be left alone with students and will be assigned clearly defined roles that align with school expectations and student safety requirements. Training and orientation will be provided to all volunteers, including guidance on school policies, confidentiality, and appropriate interactions with students.

Through these opportunities and procedures, Legal Prep ensures that parent involvement is both meaningful and safe, fostering strong partnerships with families while maintaining a secure and supportive school environment.

6. *Complete the table (duplicate as needed) below for EACH strategic partnership your school has established with community organizations, businesses, or other educational institutions. 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.*

Legal Prep Charter Academy has identified a strategic group of community organizations, educational institutions, and nonprofit entities that are aligned to the school's mission and educational model and have expressed interest in partnering with Legal Prep if a charter is granted. These partnerships would expand student learning opportunities, provide access to additional student supports and enrichment opportunities, and connect students to real-world experiences that reinforce college, career, and civic readiness.

Each partnership outlined below reflects a specific partner organization that has evidenced its interest in engaging with Legal Prep through a Letter of Support, which are included in Attachment 3. These partnerships are not vendor relationships, but rather collaborative efforts that provide meaningful, programmatic support to students and families.

Collectively, these partners' services supplement aspects of Legal Prep's model, including career-connected learning, college readiness, student enrichment, and community engagement. The scope, services, and commitments described below demonstrate how each partnership will contribute to student outcomes and the overall success of the school. These partnerships also are concentrated within and aligned to the communities Legal Prep intends to serve, ensuring that students have access to locally relevant resources, opportunities, and support systems.

In addition to the organizations identified below, a number of local organizations have expressed support for the school, have recognized the need for an academic program like that offered by Legal Prep, and have offered Letters of Support (their letters of support are included in Attachment 3 and designated Attachment 3A). Those organizations are not included in the tables below, but at least some of the organizations may develop into partnerships as the school becomes operational.

Partner Name	**UNLV William S. Boyd School of Law**
Briefly describe this partnership	As outlined in the Letter of Support (Attachment 3), **William S. Boyd School of Law** will partner with Legal Prep Charter Academy to provide students with real-world legal experiences through field trips, mock courtroom experiences, mentorship, and engagement with law students, attorneys, and faculty. This partnership will help students explore legal careers, build skills in argumentation and critical thinking, and envision pathways to college and law 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	**Nature and Purpose of the Partnership** The partnership with the William S. Boyd School of Law at UNLV is designed to provide students with immersive, real-world exposure to legal education and career pathways. This collaboration will inspire students to envision themselves as future legal professionals by connecting their current academic experiences to long-term college and career goals in the legal field. Similar partnerships have occurred in Chicago, and both the students and the law

	student volunteers have gained insights and built connections that have impacted how each group views their ability to impact their communities. **Scope of Services** The William S. Boyd School of Law will provide the following services in coordination with Legal Prep: ● **Field-Based Learning Experiences:** Hosting student field trips to the UNLV campus, including visits to the Thomas & Mack Moot Courtroom and participation in interactive mock law classes. ● **Campus & College Exposure:** Guided UNLV campus tours to build familiarity with the college environment and expectations for postsecondary success. ● **Student & Professional Panels:** Engagement with current law students, attorneys, and legal professionals through panel discussions and Q&A sessions. ● **Career Inspiration & Pathway Development:** Opportunities for students to hear firsthand experiences from individuals within the community, helping them understand the steps required to pursue college and law school. ● **Motivation & Goal Setting:** Structured experiences designed to inspire leadership, build confidence, and connect classroom learning to future careers. **Terms of the Partnership** ● The partnership will be formalized through a contract or MOU . ● Field trips and programming will be scheduled in alignment with school calendars and grade-level learning goals. ● A designated Legal Prep special programs coordinator and UNLV Boyd representative will coordinate logistics, scheduling, and student participation. ● Program effectiveness and student engagement will be reviewed annually to ensure alignment with school goals. **Fee-Based and In-Kind Commitments** ● In-Kind Contributions by UNLV School of Law: ○ Access to UNLV campus facilities, including the moot courtroom

	○ Time and participation from law students, faculty, and legal professionals ○ Development and facilitation of mock classes, tours, and panel discussions ● No fee-based services are anticipated. ● Any transportation or similar out of pocket costs will be supported through private donations and grants.supported through grants or partnership agreements.

Partner Name	**University of Nevada Las Vegas - College of Education**
Briefly describe this partnership	As described in the Letter of Support (Attachment 3), UNLV COE is "enthusiastic about developing a strategic and multifaceted partnership" with Legal Prep to support Legal Prep teacher development and teacher candidates, including Legal Prep students and alum, through educator preparation programs that will strengthen the educator pipeline. The partnership would also offer Legal Prep students with access to career exploration and postsecondary pathways.
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	**Nature and Purpose of the Partnership** The partnership with the UNLV College of Education is designed to strengthen instructional quality, educator development, and student achievement through collaboration in teacher preparation, research-based practices, and professional learning. This partnership aligns with Legal Prep's mission by ensuring students receive high-quality, standards-aligned instruction delivered by well-prepared and continuously developing educators. **Scope of Services** The UNLV College of Education will provide the following services in coordination with school leadership: ● **Teacher Pipeline & Residency Opportunities:** Placement of student teachers, interns, and practicum candidates to support classroom instruction and build a pipeline of highly qualified educators. ● **Professional Development & Coaching:** Access to research-based training, instructional coaching, and best practices aligned to MTSS, PBIS, and culturally responsive teaching.

	• **Curriculum & Instructional Support:** Collaboration on curriculum design, assessment practices, and instructional strategies to support student achievement. • **Research & Evaluation:** Opportunities to engage in research partnerships, program evaluation, and data analysis to inform continuous school improvement. • **College Readiness & Exposure:** Engagement with faculty and programs that support students' awareness of careers in education and pathways to higher education. **Terms of the Partnership** • The partnership is outlined in the Letter of Support and would be formalized through a contract or MOU. • Programming and placements will be coordinated to align with school schedules, instructional goals, and staffing needs. • A Legal Prep special programs coordinator and a UNLV College of Education representative would oversee coordination, communication, and implementation. • Program effectiveness, teacher pipeline outcomes, and student impact will be reviewed annually to ensure alignment and continuous improvement. **Fee-Based and In-Kind Commitments** • No commitments have been made to date. Any fee-based or in-kind commitments would be negotiated at the timing of signing the contract or MOU and would be at no greater than FMV. • Legal Prep will prioritize leveraging partnerships while minimizing costs.

Partner Name	**Junior Achievement of Southern Nevada**
Briefly describe this partnership	As reflected in the Letter of Support (Attachment 3), Junior Achievement of Southern Nevada has expressed interest in exploring partnership opportunities with Legal Prep that strengthen students' career readiness and real-world career skills development. These enrichment opportunities complement the school's college-prep curriculum and help prepare students for success in college and future careers.
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind	**Nature and Purpose of the Partnership**

commitments from community organizations or individuals that will enrich student-learning opportunities	The partnership with Junior Achievement of Southern Nevada (JA) would be designed to provide students with experiential learning opportunities in financial literacy, entrepreneurship, and career readiness. This collaboration directly aligns with Legal Prep's mission to prepare students for college, career, and civic leadership by equipping them with real-world skills that complement the school's law-themed academic model. **Scope of Services** Junior Achievement of Southern Nevada would provide the following services in coordination with Legal Prep's college counselor and instructional leadership team: ● **Financial Literacy Education:** Delivery of JA curriculum focused on budgeting, credit, savings, and financial decision-making, integrated into classroom instruction and advisory structures. ● **Entrepreneurship Programming:** Student participation in JA programs that promote innovation, business planning, and problem-solving, including project-based learning experiences. ● **Career Readiness & Workforce Development:** Career exploration activities, resume-building workshops, mock interviews, and exposure to various career pathways, including legal and business professions. ● **Volunteer & Mentorship Opportunities:** Engagement with business and community volunteers who serve as guest speakers, mentors, and facilitators of JA programming. ● **Capstone Experiences:** Opportunities such as JA Finance Park or similar simulations that provide hands-on, real-world applications of financial and career concepts. **Terms of the Partnership** ● The partnership will be formalized through a contract or MOU prior to implementation. ● JA programming will be scheduled in alignment with the school's academic calendar and integrated into core classes, advisory, or designated enrichment periods. ● Legal Prep's special program coordinator in consultation with its college counselor and Instructional Leadership team, would work with JA representatives to ensure fidelity of program implementation.

	● Program outcomes and student participation data will be reviewed annually to assess impact and inform continuous improvement. **Fee-Based and In-Kind Commitments** ● In-Kind Contributions by JA: a. Access to JA curriculum, instructional materials, and trained volunteers b. Delivery of programming by JA staff and community partners c. Career speakers and mentorship opportunities at no cost to students ● Fee-Based Services (if applicable): a. Certain immersive experiences (e.g., JA Finance Park or advanced simulations) may involve program fees, which will be supported through grants, sponsorships, or private donations. ● Legal Prep will prioritize external funding and partnerships to ensure equitable student access to all programming.

Partner Name	**Jackie Gaughan Boys & Girls Club of Southern Nevada**
Briefly describe this partnership	As outlined in the Letter of Support (Attachment 3), The Jackie Gaughan Boys & Girls Club of Southern Nevada offers opportunities for collaboration around Legal Prep's mentorship program, as well as after-school programming, enrichment programs, and community-based initiatives that would give students the opportunity for leadership development and student growth and 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	**Nature and Purpose of the Partnership** The partnership would focus on providing students with extended learning in a safe, structured environment that supports academic success and positive youth outcomes. This collaboration aligns with Legal Prep's mission by reinforcing student engagement, leadership development, and college and career readiness beyond the traditional school day. **Scope of Services** The Boys & Girls Club services may include: ● **After-School and Extended Learning Programs:** Structured academic support, homework assistance,

	and enrichment activities that reinforce classroom learning. ● **Youth Development & Leadership Programs:** Evidence-based programming focused on character development, leadership skills, and civic engagement, complementing Legal Prep's law and social justice focus. ● **Summer and Out-of-School Programming:** Opportunities for continued learning, enrichment, and supervision during school breaks to mitigate learning loss. **Terms of the Partnership** ● The partnership will be formalized through a contract or MOU prior to school opening. ● Programming may occur on-site at Legal Prep, at the Jackie Gaughan Club location, or through coordinated transportation arrangements. ● A designated Legal Prep special programs coordinator and Club site coordinator will ensure alignment of programming, student participation, and communication. ● Student participation, attendance, and program outcomes will be reviewed annually to assess impact and strengthen services. **Fee-Based and In-Kind Commitments** ● **In-Kind Contributions:** a. Access to established youth development programming and curriculum b. Professional staff support for after-school and enrichment activities c. Use of Club facilities (as applicable) for programming and events ● **Fee-Based Services (if applicable):** a. Membership or program participation fees may apply; however, the partnership will prioritize scholarships, subsidies, or grant funding to ensure equitable access for all students ● Legal Prep will work collaboratively to minimize financial barriers and expand access through community resources and funding streams.

Partner Name	**Las Vegas Metropolitan Police Department Foundation**

Briefly describe this partnership	As outlined in the Letter of Support signed by CTF member Kam Green, M.Ed., “there are meaningful opportunities for partnership” between the LVMPD Foundation and Legal Prep through mentorship opportunities, career exploration, guest speakers, and internship and service opportunities. This partnership would foster positive relationships between students, their families and public safety professionals while promoting civic responsibility and awareness of careers in public service.
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	**Nature and Purpose of the Partnership** The partnership with the LVMPD Foundation is designed to support student development through youth development, education, and community engagement. This collaboration aligns with Legal Prep’s mission by providing students with real-world exposure to the justice system, strengthening civic responsibility, and promoting positive relationships between youth and law enforcement. **Scope of Services** The Las Vegas Metropolitan Police Department Foundation will provide the following services in coordination with school leadership: ● **Mentorship & Youth Engagement:** Opportunities for students to engage with law enforcement professionals through mentorship, presentations, and structured programming. ● **Community-Based Programming/Public Safety & Justice Education:** Workshops and educational sessions for students and families focused on the justice system, rights awareness and community safety. ● **Career Exploration:** Exposure to careers in law enforcement, public safety, and related fields through guest speakers, panels, and experiential learning opportunities. **Terms of the Partnership** ● Programming, which is anticipated to be free, will be coordinated with the Legal Prep special programs coordinator to align with law courses, advisory programming, student leadership opportunities and Parent Advisory Council interests.

	● Program participation and outcomes will be reviewed annually to ensure alignment with student needs, community interest and school goals. **Fee-Based and In-Kind Commitments** ● No fee for this program is anticipated. It is anticipated that "out of pocket" costs would be minimal and that LVMPD volunteers would donate their time to: a. Delivery of workshops, mentorship, and community engagement activities b. Access to educational resources and programming aligned to public safety.

Partner Name	**Boys Town Nevada**
Briefly describe this partnership	As outlined in the Letter of Support (Attachment 3), Boys Town Nevada is interested in partnering with Legal Prep through family engagement and support, and professional development for educators to address students' social-emotional and mental health needs.
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	**Nature and Purpose of the Partnership** The partnership with Boys Town Nevada would focus on two areas: (i) in collaboration with our Parent Advisory Council, offering family engagement and support workshops and resources to strengthen family stability and student success, and (ii) in collaboration with our SEL and professional development teams, providing staff with workshops and resources to create a safe, supportive and high-functioning school environment. **Scope of Services** Boys Town Nevada will provide the following workshops and resources in coordination with the Legal Prep teams identified above: ● **Family Support:** Resources and guidance for families, including parenting support, crisis intervention, and connections to community services.

	● **Professional Development for Staff:** Training and coaching for school staff on behavior management, trauma-informed practices, and student support strategies. **Terms of the Partnership** ● The partnership will be formalized through a contract or MOU prior to implementation. ● Programming would be delivered on-site at Legal Prep. ● All services will comply with FERPA, HIPAA (as applicable), and state regulations regarding student privacy and confidentiality. ● Program effectiveness and service utilization will be reviewed annually to ensure alignment with student needs. **Fee-Based and In-Kind Commitments** ● **In-Kind Contributions:** a. Delivery of SEL programming and family engagement services ● Fee-Based Services (if applicable): a. Professional development training would be donated by Boys Town volunteers and/or paid for by Legal Prep at FMV. ● Legal Prep will work to leverage funding streams and partnerships to minimize costs and ensure equitable access.

Partner Name	**Serenity Health/Serenity Nonprofit**
Briefly describe this partnership	As outlined in the Letter of Support, Serenity Nonprofit, has agreed to partner with Legal Prep to provide free behavioral health services to students and families. This includes counseling, mental health support, and family services aimed at addressing social-emotional needs, reducing barriers to learning, and supporting overall student 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	**Nature and Purpose of the Partnership** The partnership is designed to provide accessible, high-quality behavioral health services that support the academic, social-emotional, and mental well-being of students. This collaboration aligns with Legal Prep's commitment to serving the whole child by addressing

	barriers to learning and ensuring students have the support needed to thrive in both school and life. **Scope of Services** Serenity Healthcare will provide the following services in coordination with school leadership: ● **Behavioral Health Services:** Access to counseling, therapy, and mental health support for students, including individual and group sessions as appropriate. ● **Student & Family Support:** Coordination with families to provide resources, referrals, and guidance to support student well-being and stability. ● **Staff Collaboration & Training:** Consultation and professional development for staff on mental health awareness, trauma-informed practices, and student support strategies. **Terms of the Partnership** ● The partnership will be formalized through a contract or MOU prior to implementation. ● Services may be delivered on-site at Legal Prep or through coordinated referrals, based on student and family needs. ● A designated school liaison and Serenity Healthcare representative will coordinate referrals, service delivery, and communication. ● All services will comply with FERPA, HIPAA (as applicable), and state regulations regarding confidentiality and student privacy. ● Program utilization and effectiveness will be reviewed annually to ensure alignment with student needs and school goals. **Fee-Based and In-Kind Commitments** ● In-Kind Contributions by Serenity Nonprofit: ○ Consultation, coordination, and support services for students and families ○ Collaboration with school staff to implement effective behavioral health supports ● Fee-Based Services (if applicable): ○ Clinical services may be funded through insurance billing, Medicaid, grants, or partnership agreements, depending on eligibility and service type

	○ It is not anticipated that Legal Prep or its students/families would be charged directly for these services. ● Legal Prep will prioritize equitable access by minimizing financial barriers and leveraging available funding sources.

Partner Name	**Opportunity 180**
Briefly describe this partnership	As described in its Letter of Support (Attachment 3), Opportunity 180 has been and will continue to be a key strategic partner supporting Legal Prep throughout the authorization and launch process. As a member of Opportunity 180's Public Charter School portfolio, Legal Prep benefits from the organization's expertise in developing high-quality public charter schools and its commitment to expanding educational opportunities for historically underserved students. Opportunity 180 provides leadership development, strategic guidance, and access to a robust network of mission-aligned leaders and community partners across Southern Nevada. The organization will continue to serve as both a thought partner and advocate for Legal Prep and its mission, helping ensure that the school and its students are well-positioned for long-term 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	This partnership includes both financial and in-kind support from Opportunity 180 designed to strengthen Legal Prep's organizational capacity and implementation. Opportunity 180 has already provided a planning grant and mentorship to support early-stage development. Upon approval, Legal Prep will be eligible for up to $160,000 in additional philanthropic funding through Opportunity 180, as well as access to up to $2,000,000 through the federal Charter School Program Grant administered by Opportunity 180. In addition to financial support, Opportunity 180 delivers extensive in-kind services through programs such as Propel, which offer professional development, executive coaching, and mentorship for school leadership. Opportunity 180 also provides strategic

	advising on operational planning following the application process. Through its portfolio model, Opportunity 180 will connect Legal Prep to a network of experienced school leaders, potential funders, and community organizations, enhancing access to resources that enrich student learning opportunities and support families. Collectively, these supports are designed to ensure strong school leadership, effective implementation of the academic model, and long-term sustainability.

Section 2.3 Rubric Alignment Summary

Legal Prep Charter Academy's Parent and Community Involvement plan is comprehensive, intentional, and aligned to the expectations outlined in the SPCSA rubric. The proposal directly addresses each evaluation criterion as follows:

1. **Demonstrates ties to and/or knowledge of the identified community and explains how the proposed school will build upon community assets**

The application demonstrates strong, authentic ties to the Las Vegas community through the leadership of the Committee to Form, including extensive outreach efforts led by the Founding Principal and supported by the broader leadership team. These efforts include direct engagement with students, families, and community organizations through demonstration lessons, community events, and ongoing outreach within the targeted ZIP codes. The proposal also clearly explains how the school will build upon existing community assets, including local organizations, family networks, and community-based institutions, by establishing partnerships and embedding these resources into the school's model and student experience.

2. **Intentional and thoughtful strategies for engaging with community members, families, and parents representative of the community to be served. Illustrates, with examples, that parents, neighborhood, and community members representative of the community to be served helped shape the school proposal**

Legal Prep outlines intentional and thoughtful engagement strategies that include student demonstration lessons, community tabling events, virtual town halls, and direct outreach to families. These efforts resulted in measurable engagement, including over 130 parent signatures of interest, and feedback from families. Legal Prep used this information in shaping its curriculum and model for Las Vegas, including the emphasis on experiential learning, transportation considerations, expanded career pathways, and integrated social-emotional supports. These examples demonstrate that community input was both actively solicited and meaningfully incorporated into the design of the school.

3. **Outlines a thoughtful plan to proactively engage parents, community members, and other neighborhood partners from the time that the school is approved and once the school is operating**

The proposal outlines a clear and proactive plan for ongoing engagement that spans both the pre-opening and operational phases of the school. This includes the establishment of a Founding Families Committee, a Community Advisory Committee, and ongoing engagement opportunities such as town halls, workshops, and community forums. The plan also includes structured communication systems, regular feedback mechanisms, and continued participation in community events, ensuring sustained and two-way engagement with families and stakeholders over time.

4. **Describes meaningful opportunities for all parents to contribute to the school community and be active partners, including parents of students with disabilities and English language learners**

Legal Prep provides meaningful and inclusive opportunities for parent participation through volunteer activities, school-based committees, family engagement events, and ongoing communication systems. The proposal includes specific strategies to ensure equitable access for all families, including multilingual communication, translation services, accessible meeting formats, and targeted workshops for parents of students with disabilities and English language learners. These systems ensure that all parents are able to actively engage as partners in their child's education.

5. **Adheres to state laws regarding parent and family volunteers, ensuring that there are no volunteering requirements as a condition of enrollment**

The application clearly outlines volunteer policies that are aligned with Nevada law, including required background checks, visitor protocols, and supervision expectations. Importantly, the proposal explicitly states that parent volunteering is encouraged but not required and will never be a condition of enrollment, ensuring compliance with state requirements while promoting meaningful family engagement.

6. **Identifies key supporters, partners, or resources that are directly tied to the stated outcomes of the school, including community partners that are located in and/or serve the identified zip codes. Partnerships are evidenced by specific letters of commitment outlining the accountabilities of both parties and clear, measurable, time-specific deliverables from the partner which are clearly relevant to the needs of the identified population, and do not reflect a paid vendor relationship**

The proposal identifies a strong network of community partners, including higher education institutions, nonprofit organizations, and local agencies that are aligned to the school's mission and student outcomes. These partnerships are clearly connected to key components of the educational model, including college readiness, career pathways, student supports, and community engagement. The application includes detailed descriptions of each partnership's scope of services, terms, and commitments, supported by the evidence of partnership included in Attachment 3. These partnerships reflect authentic, mission-aligned collaborations rather than vendor relationships and are directly responsive to the needs of the targeted student population.

Overall Alignment

Legal Prep's Parent and Community Involvement plan is comprehensive, intentional, and deeply rooted in the communities it intends to serve. The proposal demonstrates strong existing ties to the Las Vegas community, supported by meaningful outreach efforts, direct engagement with students and families, and active involvement from the Committee to Form. These efforts reflect both an understanding of community needs and a commitment to building on existing community assets.

The application outlines clear, proactive strategies for engaging parents and community members from the pre-opening phase through full school operations. Through structures such as the Founding Families Committee, Community Advisory Committee, and ongoing communication and feedback systems, Legal Prep establishes a sustainable framework for two-way engagement and shared decision-making. The proposal also ensures that all families—including parents of students with disabilities and English language learners—have equitable access to information, meaningful opportunities for participation, and the ability to contribute to the school community.

In addition, the school presents a strong network of community-based partnerships that are directly aligned to student outcomes and supported by specific commitments and evidence of collaboration. Volunteer opportunities are clearly defined and supported by policies that ensure student safety, legal compliance, and accessibility, including the explicit assurance that volunteering is not a condition of enrollment.

Collectively, these elements demonstrate a cohesive, inclusive, and community-centered approach to engagement that builds trust, fosters strong partnerships, and ensures that parents and community members are active contributors to the school's success.

SECTION 3

ACADEMIC PLAN

3 Academic Plan

3.1 Transformational Change

In its 2025-2030 Strategic Plan, the SPCSA established goals related to student enrollment and school performance that each charter school applicant should consider when setting their own respective goals:

1. *Provide communities with access to excellent schools that students and families want to attend. The SPCSA aims for a majority of schools to be rated as 4- or 5-stars.*
2. *Provide equitable access to charter schools. The SPCSA aims for sponsored schools to serve a student population that is representative of the state in terms of race/ethnicity and other student groups.*

Legal Prep Charter Academy Las Vegas is designed to expand access to high-quality, college-preparatory education for students who have historically been underserved, while preparing them for meaningful postsecondary pathways in college, career, and civic life. Our model is grounded in a clear and proven theory of change: when students are provided with rigorous, standards-aligned instruction, intensive academic and social-emotional supports, and authentic exposure to professional pathways, particularly in law and civic leadership, they will achieve at high levels and graduate prepared to succeed in college and beyond.

Legal Prep's academic model is anchored in the Legal Prep Graduate Profile, which defines the knowledge, skills, and dispositions students will develop over time. All elements of the instructional program, including curriculum, assessment, student supports, and experiential learning, are intentionally aligned to develop these outcomes in a coherent and reinforcing system.

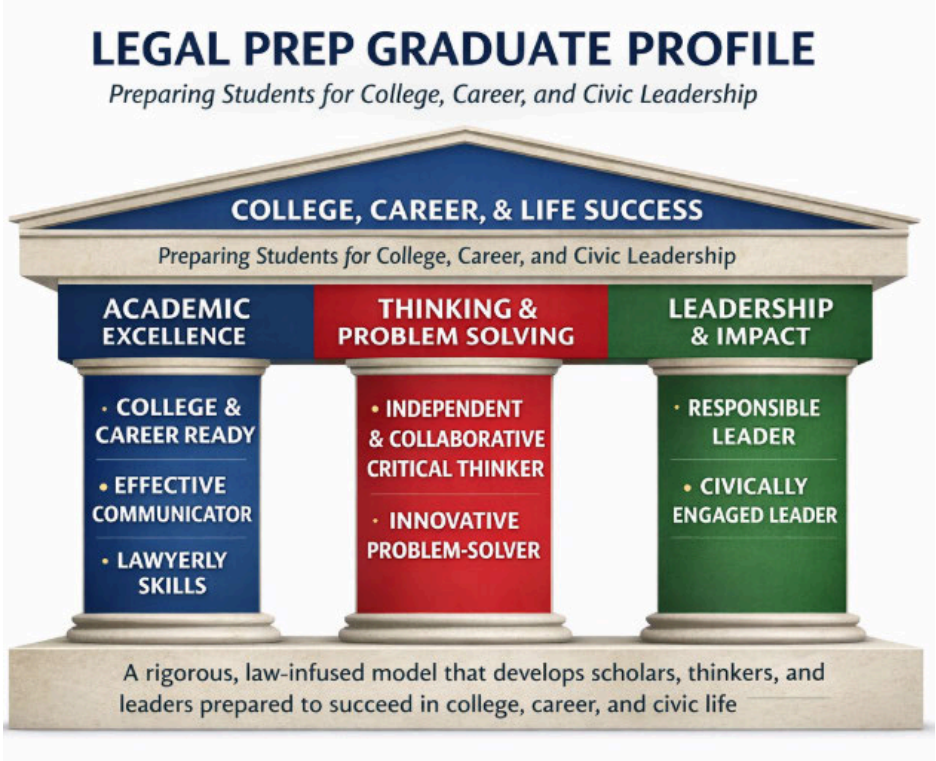
This theory is operationalized through a coherent educational strategy that integrates three core elements:

1. Rigorous, data-driven instruction aligned to college readiness;
2. Targeted supports to accelerate growth for all students, especially those below grade level; and
3. A distinctive law-themed, career-connected learning model that builds purpose, engagement, and real-world skills.

Legal Prep's law-themed, career-connected model is grounded in the belief that students are more engaged and achieve at higher levels when learning is connected to real-world application. Law-related education develops transferable skills such as critical thinking, argumentation, problem-solving, and civic reasoning, which are skills that are essential for success in college, careers, and civic life.

By embedding these skills across the curriculum and reinforcing them through experiential learning, Legal Prep ensures that students not only master academic content, but also develop a strong sense of purpose, identity, and future orientation.

Legal Prep's educational model is anchored in a clear set of student outcomes, organized below into three core domains that collectively define what it means to graduate prepared for college, career, and civic leadership.



These outcomes are intentionally integrated across all aspects of Legal Prep's academic model. Curriculum, instruction, assessment, and student experiences are all designed to reinforce and develop these competencies in a cohesive and mutually reinforcing way. Our approach is directly aligned to the State Public Charter School Authority's strategic goals to (1) ensure that students have access to 4- and 5-star schools and (2) provide equitable access to high-quality educational opportunities for all student groups. We are committed to achieving a 4- or 5-star NSPF rating by the end of our first charter term by combining a proven academic model with strong implementation systems, including frequent data cycles, intensive coaching for teachers, and clear accountability for results.

Importantly, Legal Prep is not a new or untested concept. It builds on the demonstrated success of Legal Prep Chicago, where our model has produced strong outcomes for a student population that closely mirrors the students we intend to serve in Las Vegas. This replication effort is grounded in fidelity to the core components of the model, while incorporating adaptations to meet Nevada standards and the specific needs of the Las Vegas community. Together, these elements form a coherent educational model designed to drive strong academic outcomes, build student identity and purpose, and expand access to high-performing school options across Nevada.

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?*

Legal Prep will ensure that it earns, or is on track to earn, a 4- or 5-star rating by the end of its first charter term through a tightly aligned academic model that integrates rigorous instruction, disciplined data use, and targeted intervention systems, all anchored to the Nevada School Performance Framework (NSPF).

1. Explicit Alignment to the Nevada School Performance Framework (NSPF)

Legal Prep will ensure that it earns, or is on track to earn, a 4- or 5-star rating by the end of its first charter term by designing every component of its academic program around the Nevada School Performance Framework (NSPF) and by implementing systems that consistently translate that design into strong classroom practice and student outcomes. Our approach is not simply aligned to the NSPF at a high level; it is operationalized through specific instructional, assessment, and intervention structures that directly drive performance on each NSPF indicator.

From the outset, the school will establish clear, measurable goals aligned to NSPF performance expectations, including achieving a 3-star rating by Year 2 and a 4-star rating by Year 4, with a trajectory toward 5 stars thereafter. These goals will be supported by interim benchmarks and monitored through a disciplined data cycle that ensures the school remains on track across all indicators.

Explicit Alignment to the NSPF: Middle School

At the middle school level, the NSPF evaluates schools across Academic Achievement, Growth, English Language Proficiency, Closing Opportunity Gaps, and Student Engagement. Legal Prep's model is intentionally designed to drive performance in each of these areas through a coherent and mutually reinforcing system.

Academic Achievement (Proficiency) is driven through consistent access to grade-level, standards-aligned instruction. Teachers internalize Nevada standards, deliver tightly aligned lessons, and use frequent checks for understanding to ensure students master content in real time. Rather than waiting for summative assessments, teachers adjust instruction daily, ensuring that misconceptions are addressed immediately and that students build toward proficiency over time.

Student Growth, which is particularly critical given the academic starting point of the students we intend to serve, is driven through a combination of rigorous Tier 1 instruction and structured intervention. Legal Prep's bi-weekly data cycle ensures that teachers and leaders analyze student performance frequently, identify specific skill gaps, and adjust instruction accordingly. This system is designed to produce Median Growth Percentiles at or above 60, with even higher growth targets for students who enter below grade level.

English Language Proficiency is addressed through both targeted services and embedded instructional strategies. English learners receive designated language development support, while all teachers are trained to incorporate language objectives into content instruction. This ensures that language development is not isolated but integrated across the school day, accelerating progress toward proficiency.

Closing Opportunity Gaps is not treated as a separate initiative, but as a core driver of school performance. Academic data is consistently disaggregated by subgroup, and intervention systems are designed to respond to those data. Targeted supports for students qualifying for free or reduced-price lunch, English learners, and students with disabilities are embedded within the MTSS framework, ensuring that subgroup performance improves alongside overall performance.

Student Engagement is supported through a combination of strong school culture, consistent attendance systems, and meaningful student experiences. The advisory model ensures that every student has a consistent adult advocate, while structured attendance monitoring allows the school to intervene early with students who are at risk of chronic absenteeism. These systems are designed to sustain attendance rates above 95 percent and reduce absenteeism, directly supporting NSPF outcomes.

Explicit Alignment to the NSPF: High School

At the high school level, the NSPF evaluates Academic Achievement, Graduation Rates, English Language Proficiency, College and Career Readiness, and Student Engagement. Legal Prep's high school model is built to drive strong performance across each of these indicators through clearly defined systems.

Academic Achievement is driven through a college-preparatory curriculum aligned to Nevada standards, combined with structured ACT preparation embedded within the school day. Instruction is reinforced through writing, discourse, and problem-solving aligned to both state standards and college readiness expectations.

Graduation Rate is supported through a proactive system that begins in 9th grade. Legal Prep uses a "freshman-on-track" model to monitor credit accumulation and course performance, allowing staff to identify and intervene with students before they fall off track. Advisory structures, credit monitoring systems, and targeted interventions ensure that students remain on pace to graduate, with a target of at least a 90 percent graduation rate.

English Language Proficiency continues to be supported through integrated instruction and targeted services, ensuring that English learners make consistent progress toward language proficiency while also accessing rigorous academic content.

College and Career Readiness, a defining feature of the NSPF at the high school level, is a core strength of the Legal Prep model. Students participate in dual credit coursework, career-connected learning, and structured postsecondary planning. These experiences are not isolated; they are embedded into the academic program through law courses, partnerships, and advisory systems. As a result, students graduate with college credits, clear postsecondary plans, and the skills necessary to succeed beyond high school.

Student Engagement is reinforced through strong school culture, consistent attendance systems, and clear expectations for credit attainment. Students are supported through advisory, intervention, and restorative practices, ensuring both strong attendance and successful progression through high school.

Systems That Drive Results Across All NSPF Indicators

While each NSPF indicator is distinct, Legal Prep's approach is built on systems that simultaneously drive performance across all areas.

- **Instructional Coaching and Leadership:** Teachers are observed weekly and receive targeted feedback aligned to student outcomes. This ensures that instructional quality is consistently improving.

- **Data Cycles:** Bi-weekly data meetings ensure that instruction is continuously adjusted based on student performance.
- **Multi-Tiered System of Supports (MTSS):** Provides differentiated support based on student need, ensuring both growth and proficiency.
- **Extended Learning Time:** Increased instructional time, intervention blocks, and after-school supports ensure students receive the time necessary to succeed.

These systems ensure that alignment to NSPF is not theoretical, but embedded in daily practice. As a result, student outcomes are continuously monitored and adjusted in real time, ensuring the school remains on a clear trajectory toward a 4- or 5-star rating.

Proven Model with Demonstrated Results

Legal Prep's confidence in its ability to achieve a 4- or 5-star rating is grounded in the demonstrated success of its Chicago campus, which serves a similarly high-need student population. Despite serving a student body that is 98.5 percent low-income, with significant exposure to adverse childhood experiences, Legal Prep Chicago has produced strong and improving outcomes. These outcomes reflect the consistent implementation of Legal Prep's core model components and demonstrate the model's ability to drive strong results in a high-need context.

- The school has earned a "Commendable" rating from the Illinois State Board of Education in every evaluation cycle since 2018, demonstrating consistent academic performance.
- The graduation rate exceeds 85 percent, significantly outperforming nearby neighborhood schools, where graduation rates are below 50 percent.
- 93 percent of seniors are accepted to college, and 70 percent enroll, many as first-generation college students.
- 60 percent of students graduate with college credit, demonstrating strong college readiness outcomes.
- The school has maintained a freshman-on-track rate of approximately 90 percent, a key predictor of graduation success.
- Academic growth is strong, including a recent 17.4 percentage point increase in math proficiency.
- At the same time, the school maintains a suspension rate below 2 percent, reflecting a strong, restorative school culture.

These results demonstrate that Legal Prep's model is capable of driving strong academic growth, improving proficiency, closing gaps, and supporting positive student engagement outcomes—all core components of the NSPF.

The Las Vegas campus will replicate these core elements with fidelity while aligning to Nevada standards and leveraging local partnerships, ensuring that these results are both transferable and sustainable in the Las Vegas context.

Conclusion

Through explicit alignment to every NSPF indicator, a coherent system of instruction and intervention, and a proven track record of success in a similar context, Legal Prep is positioned to achieve a 4- or 5-star rating by the end of its first charter term. The model is designed not only to meet accountability expectations, but to exceed them by ensuring that all students, particularly those who have historically been underserved, achieve strong academic outcomes and graduate prepared for success in college, career, and civic life.

2) How will you accelerate student growth at all achievement levels, particularly among students who are most behind?

Legal Prep will accelerate student growth at all achievement levels through a structured and coherent system that combines rigorous grade-level instruction, targeted intervention, extended learning time, and disciplined data use. Our model is grounded in the belief that all students can achieve at high levels when provided with access to grade-level content alongside the differentiated supports necessary to close skill gaps.

Legal Prep accelerates student growth through a structured Multi-Tiered System of Supports (MTSS), which ensures that all students receive the appropriate level of academic and social-emotional support based on their individual needs.

1. Acceleration Through Grade-Level Instruction with Targeted Supports

Legal Prep rejects a remediation-only approach that lowers expectations for students who are behind. Instead, all students will engage in grade-level, standards-aligned instruction, while receiving targeted supports to address unfinished learning.

Teachers will:

- Scaffold instruction to ensure access to grade-level content
- Use strategic grouping to differentiate within lessons
- Provide targeted skill-building aligned to identified gaps

This approach ensures that students build both foundational skills and grade-level mastery simultaneously, which is essential for accelerating growth.

2. Multi-Tiered System of Supports (MTSS)

Legal Prep will implement a robust Multi-Tiered System of Supports (MTSS) to ensure that all students receive the level of support they need:

- **Tier 1 (All Students):** High-quality, standards-aligned core instruction with embedded differentiation
- **Tier 2 (Targeted Support):** Small-group interventions during the school day for students slightly below grade level, focused on key skill gaps in literacy and math
- **Tier 3 (Intensive Support):** Individualized interventions for students significantly below grade level, including increased instructional time and more frequent progress monitoring

Students will be regularly assessed and moved between tiers based on performance data, ensuring that supports are responsive and effective.

3. Intensive Focus on Literacy and Numeracy Foundations

Recognizing that literacy is the foundation for success across all content areas, Legal Prep will prioritize evidence-based literacy instruction and intervention, including:

- Structured reading instruction aligned to the science of reading
- Explicit vocabulary and writing instruction across content areas
- Targeted reading interventions for students below grade level

Similarly, in mathematics, students will receive:

- Conceptual understanding alongside procedural fluency
- Targeted support in foundational numeracy skills
- Opportunities for problem-solving and mathematical reasoning

This dual focus ensures that students develop the foundational skills necessary to access rigorous academic content.

4. Frequent Assessment and Data-Driven Instruction

Acceleration requires timely identification of learning gaps and rapid instructional response. Legal Prep will implement a comprehensive data system that includes:

- Bi-weekly formative assessments
- Quarterly interim assessments aligned to Nevada standards
- Ongoing progress monitoring for students receiving interventions

Teachers and instructional leaders will engage in bi-weekly data meetings to:

- Analyze student performance at the individual and subgroup level
- Identify trends and priority standards
- Adjust instruction and intervention plans accordingly

This continuous improvement cycle ensures that instructional decisions are grounded in real-time data.

5. Extended Learning Time and Additional Supports

Legal Prep's schedule is intentionally designed to provide students with more time to learn, particularly in ELA and mathematics. In addition:

- Daily intervention/enrichment blocks provide targeted support
- After-school tutoring offers additional opportunities for acceleration
- Summer bridge programming supports students entering below grade level

These structures allow students to receive the additional time and intensity of instruction required to make accelerated gains.

6. Focus on Students Most Behind

Students who enter significantly below grade level will receive prioritized and intensive support, including:

- Individualized learning plans based on diagnostic data
- More frequent progress monitoring and instructional adjustments
- Increased access to Tier 3 interventions and extended learning time

Special populations, including English learners and students with disabilities, will receive aligned supports that integrate language development and specialized instruction into core and intervention settings.

7. High-Quality Teaching and Coaching

Teacher effectiveness is central to accelerating student growth. Legal Prep will ensure that all teachers are equipped to meet diverse student needs through:

- Weekly coaching cycles focused on instructional rigor and differentiation
- Professional development aligned to literacy, intervention strategies, and data use
- Collaborative planning structures that support sharing of best practices

Instructional leaders will closely monitor classroom practice to ensure that all students are engaged in rigorous, high-quality learning experiences.

8. Proven Approach to Accelerating Growth

Legal Prep's Chicago campus has demonstrated success in accelerating student growth for a student population with similar needs, particularly through its focus on rigorous instruction, data-driven practices, and targeted intervention systems. The replication of these core elements in Las Vegas provides a strong foundation for achieving similar outcomes.

Conclusion

Through a coherent system that combines grade-level rigor, targeted intervention, extended learning time, and strong instructional practices, Legal Prep will accelerate student growth at all achievement levels. This approach ensures that students who are behind make accelerated gains while all students continue progressing toward college and career readiness benchmarks.

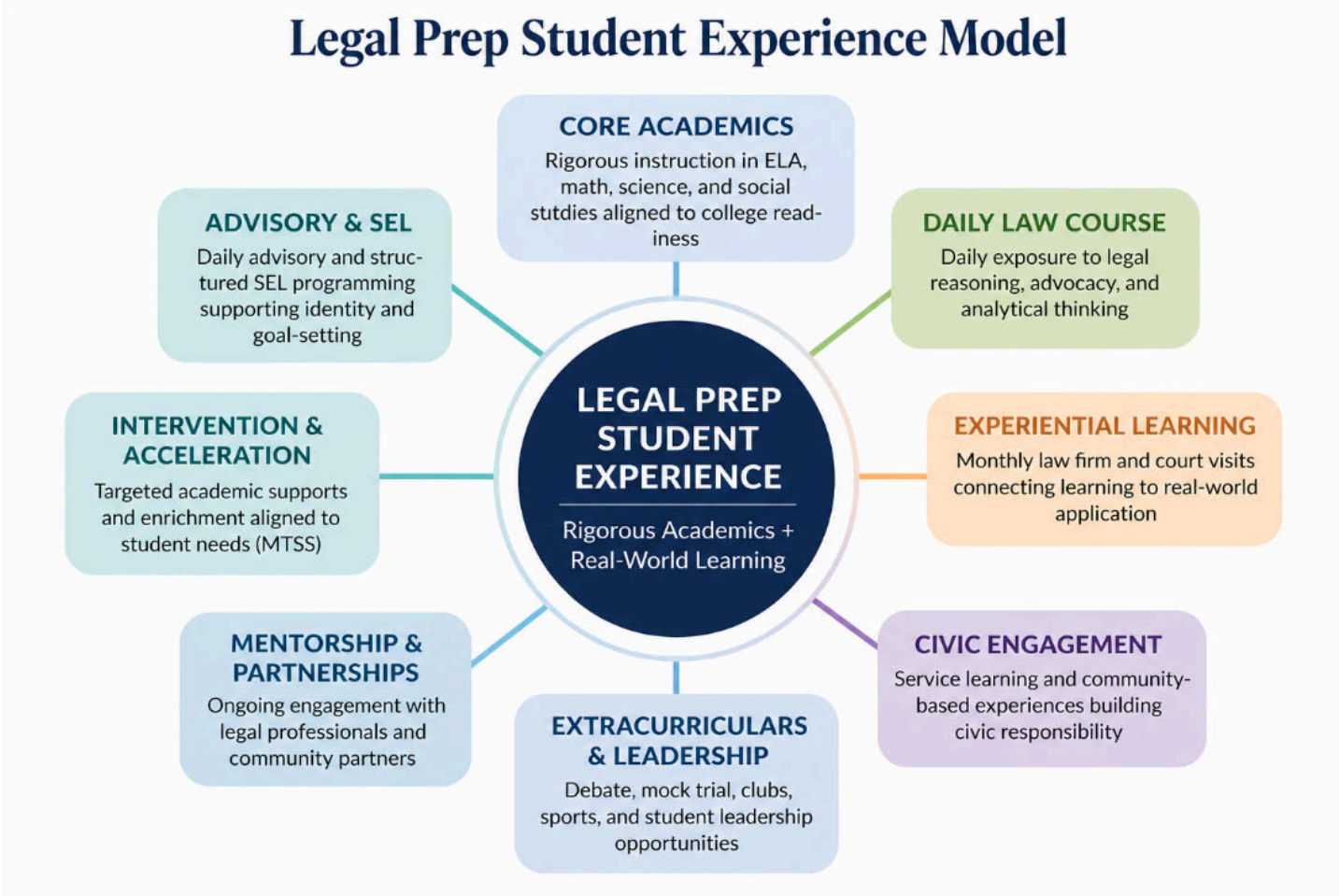
3) *Describe the distinguishing features of your school, including programmatic components that make it unique. For each feature, explain how it will be implemented and how it is expected to influence student success, citing evidence from your experience and/or valid research.*

Legal Prep's model is distinguished by the intentional integration of rigorous academics, career-connected learning, and a structured culture system, creating a cohesive approach that builds academic excellence, student identity, and long-term success.

At its core, Legal Prep is designed to answer two questions:

1. How do we ensure all students achieve at high academic levels?
2. How do we ensure students see purpose and opportunity in their education?

These questions are answered through a set of integrated programmatic components, core principles, and execution structures that define the Legal Prep student experience.



Together, these components ensure that students develop the academic skills, professional competencies, and personal attributes necessary for success in college, career, and civic life.

Research on student engagement and school connectedness supports this approach. For example, studies by the Collaborative for Academic, Social, and Emotional Learning (CASEL) have found that students who experience strong relationships with peers and adults and who participate in structured leadership and enrichment opportunities demonstrate improved attendance, stronger academic outcomes, and reduced behavioral incidents.

A. Programs (Curriculum, Career Pathways, and Signature Experiences)

1. Law-Themed, Career-Connected Learning Model (Core Differentiator)

Legal Prep's law-themed, career-connected learning model is the defining feature of the school and serves as the primary mechanism for connecting rigorous academic instruction to real-world relevance. Rather than offering isolated career electives, Legal Prep integrates legal reasoning, argumentation, and civic analysis across the curriculum, ensuring that students engage daily in the types of thinking and communication required for both college success and professional environments. This model is grounded in the belief that students, particularly those from historically underserved communities, are more likely to persist academically when they see a clear connection between their learning and future opportunities. By embedding legal concepts into core instruction and pairing that instruction with authentic, real-world experiences, Legal Prep creates a coherent program that simultaneously builds academic skill, professional identity, and long-term aspiration.

This law-themed model is implemented through a structured progression of coursework and experiences that build students' knowledge and skills over time. Beginning in middle school, students are introduced to foundational concepts of law, civic systems, and justice, and gradually progress toward more complex analysis, argumentation, and application in high school. This progression includes a sequence of law courses, monthly experiential learning with legal partners, and opportunities for mentorship and internships. Together, these components ensure that students not only learn about the law, but actively practice the skills of reasoning, advocacy, and professional communication in authentic contexts.

Implementation:

The law-themed, career-connected learning model is operationalized through a structured and developmentally sequenced set of experiences that build students' knowledge, skills, and professional identity from middle school through high school. This model is not a standalone program, but an integrated system that combines coursework, experiential learning, and mentorship to ensure that students consistently apply academic skills in real-world contexts.

Legal Prep implements this model through three core components:

1. Law Course Progression (Grades 6–12)

All students participate in a vertically aligned sequence of law and civic courses that build in complexity over time. Beginning in middle school, students are introduced to foundational concepts such as rules, laws, justice, and the structure of government. As students progress, they engage in increasingly sophisticated analysis of legal systems, constitutional principles, and real-world legal issues.

In high school, coursework deepens to include applied legal studies, such as Law in American Society and Law in Literature, where students analyze legal dilemmas, construct arguments, and engage in simulated legal proceedings. As the school grows, upper-grade students will have access to dual credit coursework focused on

legal studies, criminal justice, and legal writing, allowing them to earn college credit while developing advanced analytical and communication skills.

This progression ensures that students not only build content knowledge, but also develop the critical thinking, argumentation, and reasoning skills that are central to both academic success and professional readiness.

2. Experiential Learning and Law Partner Program

In addition to coursework, students participate in a structured experiential learning program that provides regular, hands-on exposure to the legal field. Each month, students engage in law-themed learning experiences developed in partnership with attorneys, judges, and legal organizations. These experiences are aligned to grade-level skill development and increase in complexity over time.

For example, middle school students focus on foundational skills such as conflict resolution and understanding legal roles, while high school students engage in more advanced experiences such as negotiations, mock trial, and structured debate. These experiences culminate in performance-based assessments, including competitions and presentations, where students demonstrate mastery of key skills.

By consistently connecting classroom learning to real-world application, this component increases student engagement, reinforces academic concepts, and helps students develop confidence in their ability to operate in professional environments.

3. Mentorship, Internships, and Professional Exposure

Legal Prep extends learning beyond the classroom through structured mentorship and professional exposure opportunities. Students are paired with mentors from the legal and broader professional community who support their academic, personal, and career development. These relationships are sustained over time and include goal-setting, skill development, and exposure to postsecondary pathways.

As students progress into high school, they gain access to internship opportunities with legal partners, including law firms, courts, and corporate legal departments. These experiences provide students with direct exposure to professional environments and expectations, while allowing them to apply the skills developed through coursework and experiential learning.

These opportunities reinforce students' sense of identity and purpose, helping them to see themselves as capable of succeeding in college and professional settings.

Together, these components create a coherent and reinforcing system in which students learn legal concepts, practice professional skills, and apply their knowledge in authentic contexts, ensuring that the law-themed model drives both academic outcomes and long-term student success.

Impact on Student Success:
This model increases engagement and academic investment by making learning relevant and purpose-driven. Research on career-connected learning and early exposure to professional pathways shows increased student motivation, persistence, and postsecondary attainment, particularly for first-generation college students.

Research on law-related education and experiential learning supports this approach. Programs such as mock trial and civic education initiatives have been shown to improve students' communication skills, critical thinking, and engagement in school. Similarly, research by economist C. Kirabo Jackson demonstrates that rigorous college-preparatory programs can significantly increase college persistence and long-term earnings, particularly for students from underserved communities.

Evidence from Legal Prep's Chicago campus demonstrates the impact of this model on both engagement and postsecondary outcomes. Students consistently participate in experiential learning opportunities, including mock trials, debates, and monthly legal field experiences, which contribute to high levels of student engagement and attendance. These experiences, combined with rigorous academic instruction, have supported strong postsecondary outcomes, including a 93 percent college acceptance rate and 70 percent college enrollment. In addition, approximately 60 percent of graduates earn college credit prior to graduation, reflecting both academic readiness and the effectiveness of integrating real-world learning with college-preparatory coursework.

2. Peace Warriors Program (Student Leadership and Restorative Culture)

The Peace Warriors program is a cornerstone of Legal Prep's student leadership and culture model, designed to build student ownership of school climate while reinforcing restorative practices. Rather than relying solely on adult-driven discipline systems, Legal Prep intentionally develops student leaders who are trained to support conflict resolution, model positive behavior, and contribute to a safe and respectful school environment. This program reflects the school's broader commitment to developing not only academic skills, but also leadership, accountability, and community responsibility. By positioning students as active contributors to school culture, the Peace Warriors program strengthens relationships, reduces behavioral disruptions, and reinforces a shared sense of responsibility for the success of the school community.

Implementation:
The Peace Warriors program is a signature student leadership initiative that trains selected students to serve as peer leaders and mediators within the school community. Peace Warriors:

- Receive training in conflict resolution, mediation, and restorative practices
- Facilitate peer-to-peer conversations to resolve conflicts
- Support school-wide culture initiatives and community-building efforts
- Serve as ambassadors for positive school culture

Impact on Student Success:
This program builds student leadership, accountability, and ownership of school culture. Research on peer mediation and restorative practices demonstrates reductions in disciplinary incidents and improvements in school climate. At Legal Prep Chicago, Peace Warriors have played a critical role in maintaining a safe, respectful, and student-centered environment.

At Legal Prep Chicago, the Peace Warriors program has contributed to a strong and stable school culture, with exclusionary discipline rates consistently below 2 percent. By empowering students to take an active role in maintaining a positive school environment, the program has reduced reliance on traditional disciplinary approaches and strengthened peer relationships. This has resulted in a school climate characterized by high expectations, mutual respect, and strong student investment in the community, all of which are critical drivers of academic success.

3. College-Preparatory Academic Program with Embedded Supports

Legal Prep's college-preparatory academic program is designed to ensure that all students, regardless of their starting point, are prepared to succeed in rigorous postsecondary environments. The program is grounded in grade-level, standards-aligned instruction and is distinguished by its integration of structured supports that enable students to access and master that rigor. Rather than separating remediation from core instruction, Legal Prep embeds intervention, writing, and analytical thinking across the curriculum, ensuring that students simultaneously build foundational skills and engage with complex, grade-level content. This approach reflects an acceleration mindset, in which all students are held to high expectations while receiving the differentiated support necessary to meet those expectations, ultimately preparing them for the demands of college-level coursework and professional pathways.

Implementation:
All students participate in a rigorous, standards-aligned academic program designed to prepare them for college success, including:

- Emphasis on analytical reading, writing, and evidence-based reasoning across all subjects
- Structured writing across the curriculum, aligned to argumentation and critical thinking
- Built-in intervention blocks and targeted supports to address skill gaps
- Alignment to college readiness benchmarks beginning in middle school

Impact on Student Success:
This program ensures that students are prepared not only to graduate, but to succeed in college-level coursework. The integration of writing, argumentation, and critical thinking aligns directly with both college expectations and the demands of the legal field.

The effectiveness of this approach is demonstrated by outcomes at Legal Prep Chicago, where a strong focus on rigorous, standards-aligned instruction and embedded supports has led to consistent academic growth and college readiness. The school has achieved a freshman-on-track rate of approximately 90 percent, a key predictor of graduation, and a graduation rate exceeding 85 percent, significantly outperforming nearby comparison schools. These outcomes reflect the success of combining high expectations with targeted supports to ensure that all students, including those entering below grade level, are prepared to persist and succeed in college.

B. Principles (Core Beliefs Driving the Model)

1. The "Legal Prep Classroom" – Structured, High-Expectations Instructional Environment

The Legal Prep Classroom is the foundational instructional framework that ensures consistency, rigor, and clarity across all classrooms. Rather than leaving instructional quality to individual variation, Legal Prep defines and operationalizes what high-quality teaching looks like, ensuring that every student, in every classroom, experiences rigorous, standards-aligned instruction. This framework is built on the belief that students achieve at high levels when instruction is both highly structured and intellectually demanding, with clear expectations, strong routines, and frequent opportunities to engage in meaningful thinking and discourse. By establishing a common instructional model and reinforcing it through ongoing coaching, Legal Prep creates a system in which strong teaching is not dependent on individual teachers, but is consistently delivered across the school.

The Legal Prep Classroom framework is further illustrated in the following overview, which outlines the core components and instructional expectations that define daily classroom practice. This framework serves as both a design tool and an implementation guide, ensuring that rigorous, structured instruction is consistently delivered across all classrooms.

The Legal Prep Classroom

These are the foundations for our classrooms to push student growth and maintain consistent school culture.

Physical Space

Board Configuration
- Date
- Objective
- Agenda
- Homework

Provided LPCA Posters
- SMART
- LPCA Core Values
- Emergency Management

Required Classroom Posters
- Rules/Norms
- Student Work
- Voice Levels

Chromebooks

Chromebook Cart
- Lock cart in classroom when not in use
- Chromebooks cannot leave your room
- No chargers leave the carts
- Teachers do not share the code with students for any reason

Chromebooks - Class Use
- No headphones in class unless for class-related videos
- No headphones in hallway
- Only school-issued headphones
- Must be using Hapara and circulating the room when Chromebooks are in use

Discipline

Use of "Redirection, Breather, Removal" system
- Consistently addressing non-negotiable behaviors
- Issuing redirections and then breathers to address behavior
- Logging referrals when necessary

Uniforms
- 100% of students in uniform

Escorts
- Not allowing students to be in the hallway for any reason without an escort
- One female and one male student from a class at a time
- No escorts in first/last 10 minutes of class
- Use ticket system

Class Systems/Structures

Silent Do Now
- 5 minutes student work (minimum)
- Students pick up upon entry (or computer work)
- Work at an appropriate level for independent work
- Additional work given if students finish early
- Timer on TV/Promethean
- All students seated and silent at the bell
- Materials on desk: Do Now, writing utensil
- Chromebooks should be parked (under the desk) unless needed for the Do Now
- Attendance taken
- Redirections for talking

100% student engagement in expectation and activity

Only materials needed for class on student desks
- Always verbalize during transitions

Table of contents
- Mandatory use for freshmen and sophomores

MVP - Explicitly stated (*suggested posting in the room)
- Movement
- Volume
- Participation

Sitting SMART
- Sitting up straight (no heads on desks)
- Make eye contact when speaking
- Articulate clearly
- Respond appropriately
- Track the speaker when listening
  - Including "track _____" when calling on a student

Closeout
- No longer than 5 minutes to put away materials / classwork, collect materials, and reflect on class
- Teacher dismisses the class, not the bell
- Students are seated until they are dismissed by the teacher at or after the bell

Organized system of student response
- Discipline of Hands
- Cold Call
- Call and Response
- Organized discussion protocol
  - Make it explicit how students respond

Student movement around the room
- No student in teacher's desks and/or chairs
- No moving around the classroom without teacher permission

Teacher Hallway Presence/ Threshold Purpose

- To greet students
- Do quick check-ins if necessary
- Extra set of eyes in the hallway
- Help clear hallway before the bell

Cell Phone Use

- Allowed during lunch and passing periods
- Can be with a student - not used during class
- No headphones; No calls; No videos
- Follow full phone policy

Implementation:
The Legal Prep Classroom is a clearly defined instructional framework that ensures consistency and rigor across all classrooms. Key elements include:

- Clear, standards-aligned objectives and daily lesson internalization
- Structured routines for entry, transitions, and participation
- Frequent checks for understanding and real-time adjustments
- Emphasis on academic discourse, writing, and evidence-based reasoning
- Strong classroom management grounded in consistency and respect

Teachers are trained and coached to implement this framework with fidelity through weekly observations and feedback cycles.

Impact on Student Success:
A highly structured classroom environment maximizes instructional time, reduces variability in instruction, and ensures that all students experience rigorous, engaging learning daily. Research supports that consistent instructional routines and high expectations are key drivers of student achievement, particularly in schools serving diverse learners.

At Legal Prep Chicago, consistent implementation of this instructional framework has contributed to strong academic growth and improved classroom consistency across grade levels and content areas. Weekly coaching and observation cycles ensure that instructional expectations are reinforced and continuously improved, resulting in classrooms where students are consistently engaged in rigorous, standards-aligned learning.

2. High Expectations with Equitable Supports (Acceleration Mindset)

Legal Prep's academic model is grounded in an acceleration mindset, which rejects the traditional separation between remediation and grade-level instruction. Instead of lowering expectations for students who enter below grade level, Legal Prep ensures that all students have access to rigorous, grade-level content while simultaneously receiving the targeted support necessary to succeed. This principle is critical to closing achievement gaps and accelerating learning, particularly for students who have historically been underserved. By maintaining high expectations and pairing them with structured, responsive supports, Legal Prep ensures that students build both foundational skills and mastery of grade-level standards, positioning them for long-term academic success.

Implementation:
Legal Prep maintains a commitment to grade-level rigor for all students, paired with differentiated supports, including:

- Tiered intervention systems (MTSS)
- Targeted small-group instruction
- Frequent progress monitoring and instructional adjustments

Impact on Student Success:
This approach avoids the pitfalls of remediation-only models and ensures that students build both

foundational skills and grade-level mastery. It is especially critical for accelerating growth among students who enter below grade level.

This approach has been a key driver of student growth at Legal Prep Chicago, where students entering below grade level have demonstrated accelerated academic progress over time. By maintaining access to rigorous instruction while providing targeted intervention, the school has avoided the stagnation often associated with remediation-only models and instead produced sustained gains in both growth and proficiency.

3. Restorative Practices and Relationship-Centered Culture

Legal Prep's culture model is built on the belief that strong relationships and a sense of belonging are essential conditions for academic success. Rather than relying primarily on punitive discipline systems, the school implements a restorative, relationship-centered approach that emphasizes accountability, reflection, and community. This approach is operationalized through advisory structures, explicit teaching of behavioral expectations, and consistent opportunities for students to build relationships with peers and adults. By creating a school environment in which students feel known, respected, and supported, Legal Prep increases engagement, improves behavior, and creates the conditions necessary for sustained academic achievement.

Implementation:
Legal Prep's culture model emphasizes:

- Advisory structures that build strong adult-student relationships
- Explicit teaching of behavioral expectations
- Restorative approaches to discipline and conflict resolution
- Student leadership opportunities (e.g., Peace Warriors)

Impact on Student Success:
A strong, relationship-centered culture improves attendance, reduces disciplinary disparities, and increases student engagement, all of which are directly linked to academic success. At Legal Prep Chicago, this approach has contributed to a strong school culture with low rates of exclusionary discipline and high levels of student engagement. The integration of advisory, restorative practices, and student leadership opportunities, including the Peace Warriors program, has resulted in a school environment where students are invested in their community and supported to succeed both academically and socially.

4. Identity, Purpose, and Professional Mindset Development

A defining element of the Legal Prep model is its intentional focus on developing students' identities as scholars, professionals, and leaders. Many students, particularly those from historically underserved communities, may not see themselves reflected in professional fields or may lack exposure to career pathways. Legal Prep addresses this by embedding opportunities for students to develop confidence, purpose, and a professional mindset throughout the school experience. Through consistent exposure to real-world environments, public speaking opportunities, and leadership experiences, students begin to see themselves as capable of succeeding in college and professional settings. This focus on identity and purpose is not ancillary; it is a core driver of student motivation, persistence, and long-term success.

Implementation:
Through its law-themed model and culture systems, Legal Prep intentionally develops students' identities as scholars and future professionals. Students are regularly exposed to:

- Professional norms and expectations
- Public speaking and presentation opportunities
- Civic engagement and leadership experiences

Impact on Student Success:
Students who develop a strong sense of purpose and identity are more likely to persist academically and pursue postsecondary opportunities. This is particularly impactful for students who may not otherwise see themselves reflected in professional fields.

At Legal Prep Chicago, this emphasis on identity and purpose has contributed to strong postsecondary outcomes, including high rates of college acceptance and enrollment among first-generation college students. Students graduate not only with academic skills, but with the confidence and clarity necessary to navigate postsecondary pathways, a critical factor in long-term success.

C. Structures (Systems That Ensure Coherence and Execution)

1. Extended Learning Time and Intervention Structures

Legal Prep's schedule and instructional structures are intentionally designed to provide the time and targeted support necessary for students to achieve accelerated academic growth. Recognizing that many students will enter below grade level, the school prioritizes both increased access to core instruction and structured opportunities for intervention and enrichment. Rather than treating additional learning time as supplemental, Legal Prep builds it directly into the school day and year, ensuring that all students receive the intensity of instruction required to close gaps and reach grade-level proficiency. This structure reflects the school's broader commitment to an acceleration model, in which time is used strategically to support both mastery and growth.

Implementation:
Legal Prep's schedule is designed to accelerate learning through:

- Increased instructional time in ELA and mathematics
- Daily intervention/enrichment blocks
- After-school tutoring and summer bridge programming

Impact on Student Success:
Extended learning time provides the additional intensity needed for students to close gaps and achieve accelerated growth. At Legal Prep Chicago, extended learning time and structured intervention blocks have been critical to accelerating student growth, particularly for students entering below grade level. By providing consistent access to both rigorous instruction and targeted support, the school has enabled students to make significant academic gains while remaining on track for college readiness.

2. Data-Driven Instructional Systems

Legal Prep's data-driven instructional system is the central mechanism through which assessment results are translated into targeted instructional action and measurable student growth. Rather than viewing assessment as an endpoint, the school treats it as the starting point for continuous improvement. Teachers and leaders engage in a disciplined, recurring cycle of assessing, analyzing, and adjusting instruction, ensuring that student needs are identified early and addressed systematically. This approach creates a feedback loop in which instruction is constantly refined based on real-time evidence of student learning, preventing gaps from widening and ensuring that all students remain on a trajectory toward proficiency.

Step	Key Actions	Key Questions	Outcome
1. Assess	Administer formative, interim, and standardized assessments; collect student work and performance data	What do students know and what gaps exist?	Clear, objective data on student mastery and growth
2. Analyze	Review data in structured data meetings; identify trends by standard, subgroup, and individual student	Where are students struggling? Which standards require reteaching?	Identification of priority skill gaps and learning needs
3. Identify Root Cause	Analyze student errors and misconceptions; reflect on instructional practices and prior knowledge gaps	Why are students struggling with this content?	Clear understanding of underlying causes of performance gaps
4. Plan	Develop targeted reteach plans, intervention groups, and instructional adjustments; align to priority standards	What specific actions will improve student learning?	Concrete, measurable action plan for instruction and intervention
5. Act	Implement reteaching, differentiation, small group instruction, and interventions (Tier 2 / Tier 3 supports)	Are we delivering instruction aligned to student needs?	Adjusted instruction that targets identified gaps

6. Monitor & Adjust	Track progress through ongoing assessments and observations; revisit data in subsequent meetings	Is the intervention working? Are students improving?	Continuous refinement of instruction and supports to ensure growth

This structured cycle is implemented consistently across all grade levels and content areas, with teachers and instructional leaders engaging in regular data meetings to review results, identify trends, and plan targeted instructional responses.

Implementation:
Legal Prep operationalizes this cycle through bi-weekly formative assessments, quarterly interim assessments, and regular data meetings in which teachers and instructional leaders analyze results and adjust instruction.

Impact on Student Success:
Frequent data use ensures that instruction is responsive and targeted, preventing gaps from widening. At Legal Prep Chicago, this disciplined approach to data use has been a key driver of student growth, enabling teachers to quickly identify and address learning gaps. Frequent progress monitoring and responsive instruction have contributed to sustained improvements in both growth and proficiency, particularly in core academic areas.

3. Small, Relationship-Based School Environment

Legal Prep is intentionally designed as a small, relationship-based school environment in which every student is known, supported, and held to high expectations. This structure is critical to both academic and social success, as strong relationships between students and adults are a primary driver of engagement, attendance, and persistence. Rather than relying on scale, Legal Prep prioritizes personalization through advisory systems, consistent adult-student interactions, and a school size that allows staff to respond quickly to student needs. This approach ensures that academic systems are reinforced by strong relationships, creating an environment in which students are both challenged and supported.

Implementation:
Legal Prep is intentionally designed to foster strong relationships through:

- Advisory systems
- Consistent adult-student interactions
- A school size that allows for individualized attention

Impact on Student Success:
Strong relationships are linked to improved academic outcomes, attendance, and student well-being. At Legal Prep Chicago, this relationship-centered structure has contributed to strong student engagement, high attendance, and a positive school climate. Students benefit from consistent adult support and a sense of belonging, which research shows are critical factors in both academic achievement and long-term persistence.

Taken together, these structures ensure that Legal Prep's model is not only well-designed, but consistently executed with fidelity. By aligning time, data systems, and relationships to instructional priorities, the school creates the conditions for strong implementation, continuous improvement, and sustained student success.

Coherence of the Model

These programs, principles, and structures are intentionally designed to function as a unified system. The law-themed model provides relevance and engagement; the Legal Prep Classroom ensures rigorous, consistent instruction; intervention and data systems drive academic growth; and culture structures such as advisory and Peace Warriors create a supportive, accountable community. Together, these elements create a model that is both highly structured and deeply engaging, enabling Legal Prep to deliver strong academic outcomes while preparing students for college, careers, and civic leadership.

Evidence of Success from Existing Model

Legal Prep's Chicago campus has successfully implemented this model with a student population that closely mirrors the intended Las Vegas population. Through its integration of rigorous academics, strong culture systems, and career-connected learning, the school has demonstrated strong student growth, high college matriculation rates, and sustained alumni success.

The Las Vegas campus will replicate these core components with fidelity, while adapting to Nevada standards and the specific needs of the local community.

4) *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.*

Legal Prep will replicate with fidelity the core components of the Legal Prep Charter Academy model currently implemented at Legal Prep's Chicago campus. The Las Vegas campus is not a new or untested concept, but rather an expansion of a proven model that has demonstrated success serving a student population similar to the one we intend to serve in Southern Nevada.

Existing Model Overview

Legal Prep Chicago is a college-preparatory public charter high school that integrates:

- Rigorous, standards-aligned academic instruction
- A law-themed, career-connected learning model
- Structured culture systems, including restorative practices and advisory
- Data-driven instructional practices and tiered intervention systems

These components are not independent initiatives, but part of a coherent system that has been implemented and refined over more than a decade. These components form the foundation of the model that will be implemented in Las Vegas, with adaptations to align with Nevada standards and local community needs.

Student Population Similarity

Legal Prep Chicago serves a student population that is predominantly students of color and students from economically disadvantaged backgrounds, with many students entering below grade level. This closely mirrors the anticipated student population for Legal Prep in Las Vegas, strengthening the relevance and applicability of the model.

Demonstrated Student Outcomes

The Legal Prep Chicago model has produced strong outcomes, including:

- Consistent student growth that exceeds national averages, particularly in ELA and mathematics
- High levels of college matriculation, with the majority of graduates enrolling in two- or four-year institutions
- Strong college persistence rates, indicating that students are not only enrolling in college, but continuing beyond their first year
- High levels of student engagement and participation in career-connected learning experiences

These outcomes reflect the effectiveness of Legal Prep's integrated approach to academic rigor, student support, and real-world learning.

Replication with Fidelity and Adaptation

Legal Prep Las Vegas will replicate the core elements of the Chicago model with fidelity, including:

- The law-themed, career-connected learning approach
- The Legal Prep Classroom instructional framework
- Data-driven instructional and intervention systems
- Culture systems such as advisory and restorative practices

At the same time, the model will be adapted to:

- Align with the Nevada Academic Content Standards and NSPF
- Reflect the needs and assets of the Las Vegas community
- Incorporate local partnerships, particularly within the Nevada legal and civic community

Capacity to Replicate Successfully

The Committee to Form includes leadership responsible for the success of the Chicago campus, as well as Nevada-based leadership actively engaged in local planning and community outreach. This combination of proven experience and local expertise positions Legal Prep to implement the model effectively and achieve similar outcomes.

In addition, Legal Prep's Head of School / School Launch Director will relocate to Las Vegas to support the launch of the new campus alongside the Founding Principal, Erik Simpkins. The Head of School was a founding

teacher at the Chicago campus and previously served as its principal, bringing deep knowledge of the model's design, implementation, and continuous improvement over time.

This leader will play a critical role in ensuring fidelity to the Legal Prep model during the planning year and initial years of operation, including:

- Training and coaching instructional staff on the Legal Prep Classroom framework
- Supporting the implementation of academic systems, including data cycles and intervention structures
- Establishing strong school culture systems, including advisory and restorative practices
- Ensuring alignment between the Chicago model and the Las Vegas implementation

This on-the-ground leadership, combined with ongoing support from the broader Legal Prep network, significantly reduces execution risk and strengthens the school's ability to replicate a proven, high-performing model with fidelity.

Section 3.1 Rubric Alignment Summary

Legal Prep's Transformational Change plan is designed to meet and exceed the expectations outlined in the SPCSA Academic Plan rubric. The proposal demonstrates strong alignment to each evaluation criterion as follows:

1. **Compelling, well-articulated theory of change and clear educational strategy aligned to the mission and critical to the school's success**

The proposal presents a clear and coherent theory of change grounded in the premise that students achieve at high levels when provided with rigorous, grade-level instruction; targeted academic and social-emotional supports; and meaningful, career-connected learning experiences. This theory is operationalized through a defined educational strategy that integrates a college-preparatory academic program, a law-themed instructional model, the Legal Prep Classroom framework, and structured culture systems. Each component is intentionally aligned to the school's mission of preparing students for college, career, and civic leadership and is supported by clearly described implementation systems.

2. **Ambitious, yet achievable plan to further the SPCSA's strategic goals**

The proposal establishes clear, measurable goals aligned to SPCSA priorities, including a trajectory to achieve a 4- or 5-star NSPF rating within the first charter term. The academic model prioritizes both academic growth and proficiency, with explicit strategies to accelerate learning for students who enter below grade level. Through structured intervention systems (MTSS), extended learning time, and consistent analysis of disaggregated data, the plan demonstrates a credible path to closing opportunity gaps and improving outcomes for historically underserved student groups.

3. **Provides a specific description of how the proposal will be implemented to ensure fidelity to the model**

The proposal includes detailed systems to support consistent implementation, including the Legal Prep Classroom instructional framework, bi-weekly data cycles, tiered intervention structures, and weekly coaching for teachers. These systems clearly define expectations for classroom practice and provide ongoing monitoring and feedback to ensure alignment with the model. In addition, replication will be supported by experienced leadership, including a Head of School/School Launch Director with prior experience leading the Chicago campus, who will be based in Las Vegas to guide implementation and ensure fidelity during the launch and early years of operation.

4. **Demonstrates that the key features of the proposed school can be implemented together in a coherent and cohesive manner that will drive toward meeting the proposed mission and vision**

The proposal demonstrates a high degree of internal coherence across programs, principles, and structures. The law-themed model drives relevance and engagement; the Legal Prep Classroom ensures consistent, rigorous instruction; data-driven systems inform targeted intervention; and culture systems, including advisory and Peace Warriors, reinforce a supportive and accountable school environment. These elements are designed to function as an integrated system, ensuring that academic, cultural, and operational components reinforce one another to support student success.

5. **Distinguishing features of the proposed school are supported by compelling evidence of success in schools implementing similar programs while serving similar student populations**

The proposal is grounded in the demonstrated success of Legal Prep Chicago, which serves a student population similar to the anticipated Las Vegas population. Evidence of effectiveness includes strong academic growth, high levels of college matriculation, and sustained student engagement, as well as a graduation rate exceeding 85 percent and a freshman-on-track rate of approximately 90 percent. The consistent implementation of this model over time, combined with the replication support provided by experienced leadership, provides strong evidence that the proposed approach can be successfully implemented in Las Vegas and produce comparable outcomes.

Overall Alignment

Legal Prep's Transformational Change plan presents a coherent, mission-aligned, and evidence-based model designed to expand access to high-quality, college-preparatory education for students who have historically been underserved. The proposal clearly connects the school's theory of change to its academic strategy, law-themed model, instructional framework, data systems, intervention structures, and relationship-centered culture. Together, these elements form an integrated design that is both distinctive and operationally executable. By replicating the core components of the Legal Prep Chicago model with fidelity while adapting to Nevada standards and the needs of the Las Vegas community, the school demonstrates a credible path toward strong academic growth, meaningful student engagement, and achievement of a 4- or 5-star NSPF rating within the first charter term.

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) P*rovide 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.*

Instructional Design and Learning Environment

Legal Prep's instructional design is intentionally built to ensure that all students, regardless of starting point, meet or exceed the Nevada Academic Content Standards while developing the critical thinking, communication, and problem-solving skills required for success in college, career, and civic life. The model is specifically designed to serve students who may enter below grade level and accelerate their growth through a combination of rigorous, standards-aligned instruction, structured and supportive classroom environments, and targeted, data-driven intervention.

At its core, Legal Prep's instructional model is designed to answer a central question: how do we ensure that students simultaneously access grade-level rigor and receive the support necessary to succeed? The answer is a system in which instruction is consistently aligned to standards, reinforced through structured classroom practices, and continuously adjusted based on real-time evidence of student learning.

Students at Legal Prep experience classrooms that are highly structured, academically demanding, and actively engaging. Lessons are designed to maximize student thinking, discourse, reading, and writing, ensuring that students are not passive recipients of information, but active participants in their learning. At the same time, strong classroom routines, clear expectations, and consistent instructional practices create a predictable and supportive environment in which all students can succeed.

This instructional design is reinforced by Legal Prep's law-themed, career-connected model, which provides relevance and purpose to academic learning. By integrating argumentation, analysis, and real-world application into daily instruction, the school increases student engagement and persistence while preparing students for the demands of college and professional environments.

Educational Model Overview

This instructional approach is operationalized through three core elements that define how teaching and learning occur in every classroom.

1. **Rigorous, Standards-Aligned Instruction**
   All instruction is aligned to the Nevada Academic Content Standards and designed to build deep content knowledge, critical thinking, and strong literacy skills across all subject areas.

2. **Structured and Consistent Instructional Framework (Legal Prep Classroom)**
   Every classroom operates within a common instructional framework that ensures high expectations, consistent routines, and maximized instructional time.

3. **Data-Driven Instruction and Targeted Supports**
   Frequent assessment and structured data cycles inform instruction and intervention, ensuring that all students receive the support necessary to achieve mastery.

These elements are reinforced by the school's law-themed, career-connected approach, which provides relevance and real-world application, increasing student engagement and persistence.

Learning Environment

Legal Prep will provide a structured, academically focused, and relationship-driven learning environment characterized by:

- High expectations for all students, both academically and behaviorally
- Consistent classroom routines and procedures to maximize instructional time
- A strong emphasis on student discourse, writing, and critical thinking
- A culture of respect, accountability, and belonging, supported by restorative practices and advisory

These conditions are particularly important for students who have experienced inconsistent or inequitable educational environments, ensuring that all students have access to a stable and academically rigorous learning experience.

Class Size and Structure

Legal Prep's class size and scheduling structures are intentionally designed to balance academic rigor, personalization, and strong relationships.

- **Core academic classes (ELA, Math, Science, Social Studies):** approximately 25–30 students per class
- **Intervention and small-group instruction:** typically 8–15 students per group, depending on need
- **Advisory:** approximately 12–18 students per advisor to ensure individualized support

Students will participate in a departmentalized schedule, beginning in middle school, which allows for content-specialized instruction while maintaining strong relationships through advisory.

The daily schedule includes:

- Extended blocks for ELA and mathematics
- A dedicated intervention/enrichment period
- Opportunities for electives and law-themed programming

Instructional Methods and Teaching Practices

Instruction at Legal Prep is defined not only by what is taught, but by how students are expected to engage with content and demonstrate understanding. Instruction at Legal Prep is grounded in research-based, high-impact teaching practices that promote both mastery of rigorous academic content and the development of higher-order thinking skills. These practices are operationalized through the Legal Prep Classroom

framework and reinforced through ongoing coaching and professional development to ensure consistent, high-quality implementation across all classrooms.

1. Standards-Aligned, Objective-Driven Instruction

All instruction begins with a clear and intentional alignment to the Nevada Academic Content Standards. Teachers engage in a structured lesson internalization process in which they:

- Identify the priority standard(s) and unpack the knowledge and skills required for mastery
- Develop a clear, student-facing objective that defines what students will know and be able to do by the end of the lesson
- Design or select rigorous, standards-aligned tasks that require students to demonstrate mastery at the appropriate level of cognitive demand
- Anticipate common misconceptions and plan targeted supports and checks for understanding

Lessons are designed to ensure that students are consistently engaging with grade-level content and expectations, rather than being limited to below-grade-level remediation. Instructional leaders review lesson plans and observe classrooms to ensure that objectives are aligned, rigorous, and consistently implemented.

This level of intentional planning ensures that instruction is coherent across classrooms and aligned to long-term academic outcomes, including performance on state assessments and readiness for college-level work.

2. Gradual Release of Responsibility and Active Engagement

Instruction follows a structured model (often referred to as “I do, We do, You do”) to support student learning and independence:

- **I Do:** The teacher provides explicit instruction and models thinking processes, including how to approach complex texts, solve problems, or construct written responses.
- **We Do:** Students engage in guided practice with teacher support, often through questioning, discussion, or collaborative work.
- **You Do:** Students demonstrate independent mastery through writing, problem-solving, or other performance tasks.

Throughout the lesson, teachers prioritize active student engagement, ensuring that all students are consistently thinking, speaking, reading, and writing. This includes:

- Structured turn-and-talks and academic discussions
- Opportunities for written responses and reflection
- Collaborative problem-solving tasks

This approach ensures that students are not passive recipients of information, but active participants in their learning, which is critical for both comprehension and retention.

3. Frequent Checks for Understanding and Responsive Instruction

Teachers continuously assess student understanding throughout each lesson using a variety of formative assessment strategies, including:

- Strategic questioning (cold call, call and response, probing questions)
- Exit tickets and quick writes
- Analysis of student work in real time

These checks for understanding are used to:

- Identify misconceptions immediately
- Adjust pacing and instruction within the lesson
- Provide targeted feedback to students

Teachers are trained to respond to data in real time, including re-teaching concepts, providing additional examples, or adjusting instructional strategies as needed. This ensures that gaps in understanding are addressed before they become barriers to future learning.

4. Differentiation and Scaffolding While Maintaining Rigor

Legal Prep ensures that all students have access to grade-level content while receiving the supports necessary to succeed. Teachers differentiate instruction by:

- Using flexible grouping based on student need
- Providing scaffolded materials and supports (e.g., graphic organizers, sentence frames, guided notes)
- Adjusting the level of support while maintaining the same rigorous learning objective

Importantly, differentiation at Legal Prep does not involve lowering expectations. Instead, it ensures that all students are working toward the same high standards, with varying levels of support to reach mastery.

This approach is particularly important for students who enter below grade level, as it allows them to engage in grade-level work while simultaneously building foundational skills.

5. Literacy Across the Curriculum (Reading, Language, and Comprehension Development)

Legal Prep prioritizes literacy development across all content areas, recognizing that the ability to read, comprehend, and analyze complex texts is foundational to success in all academic disciplines and on state assessments. This is particularly critical given that many students will enter below grade level in reading.

To address this, Legal Prep implements a comprehensive, school-wide literacy approach that includes:

- **Close Reading of Complex Texts:**
  Students regularly engage with grade-level, complex texts across all subjects, including literary, informational, and primary source documents. Teachers guide students through structured reading

processes that emphasize comprehension, annotation, and analysis.

- **Explicit Vocabulary Instruction:**
  Teachers intentionally teach both academic vocabulary (Tier 2) and content-specific vocabulary (Tier 3) to ensure students can access increasingly complex material. Vocabulary instruction is embedded within daily lessons and reinforced through repeated exposure and use.

- **Reading Comprehension Strategies:**
  Students are explicitly taught strategies such as summarizing, questioning, inferencing, and analyzing text structure. These strategies are consistently reinforced across content areas to build transferable literacy skills.

- **Text-Based Discussion and Analysis:**
  Students regularly engage in discussions grounded in textual evidence, requiring them to interpret, analyze, and defend their thinking using specific references from the text.

- **Targeted Reading Interventions:**
  Students who are below grade level receive additional support through small-group instruction and intervention blocks focused on foundational reading skills and comprehension.

Teachers across all disciplines are trained to incorporate literacy strategies into their instruction, ensuring that reading and comprehension are consistently reinforced throughout the school day.

Impact on Student Success:
Research consistently demonstrates that literacy is the strongest predictor of academic success across all subjects. By embedding reading and language development across the curriculum, Legal Prep ensures that students build the skills necessary to access rigorous content, perform on state assessments, and succeed in college and careers.

6. Writing Across the Curriculum (Literacy as a Core Instructional Priority)

Legal Prep places a central emphasis on Writing Across the Curriculum as a core instructional priority, recognizing that strong writing skills are essential for success in college, careers, and civic life. Writing is not confined to ELA classes; rather, it is embedded across all content areas as a primary tool for thinking, analysis, and communication.

To ensure consistency and rigor, Legal Prep will implement a structured, research-based approach to writing instruction, including the use of the Collins Writing Program. This framework provides a clear system for integrating writing into daily instruction through:

- Frequent, low-stakes writing tasks that build fluency and confidence
- Structured writing assignments aligned to specific learning objectives
- Consistent expectations for organization, clarity, and use of evidence
- Common rubrics and feedback protocols across content areas

Students will engage in a range of writing experiences, including:

- Argumentative writing, where students develop claims supported by evidence
- Analytical writing, focused on interpreting texts, data, and concepts
- Short, frequent writing tasks that reinforce understanding of daily objectives

Teachers across all disciplines are trained to incorporate writing into their lessons and to provide targeted feedback that helps students improve over time. Instructional leaders monitor implementation to ensure that writing is consistently embedded across classrooms.

Impact on Student Success:

Research demonstrates that frequent, structured writing improves both literacy and content mastery. By embedding writing across all subjects, Legal Prep ensures that students develop the ability to think critically, organize their ideas, and communicate effectively—skills that are essential for success on state assessments, in college, and in the legal profession.

7. Integration of Law-Themed Instructional Practices (Critical Thinking, Discourse, and Advocacy)

Legal Prep's instructional model incorporates a set of signature practices drawn from legal education and professional practice, designed to develop students' critical thinking, communication, and advocacy skills.

These practices are embedded across content areas and reinforced through both core instruction and law-themed coursework. Key strategies include:

- **Argumentation and Evidence-Based Reasoning:**
  Students regularly construct and defend claims using textual evidence, data, and logical reasoning. This includes written and verbal argumentation aligned to both academic standards and real-world applications.

- **Case Study Analysis:**
  Students engage with real-world and simulated cases that require them to apply academic content to complex scenarios, analyze multiple perspectives, and draw evidence-based conclusions.

- **Socratic Seminars and Structured Academic Discourse:**
  Classrooms incorporate regular opportunities for **student-led discussion**, including Socratic seminars, where students:
    - Engage deeply with complex texts or issues
    - Ask and respond to questions
    - Build on one another's ideas
    - Support their thinking with evidence

  Teachers facilitate these discussions using structured protocols to ensure equitable participation and high levels of rigor.

- **Oral Advocacy and Public Speaking:**
  Students develop oral communication skills through:
  - Presentations and formal speeches
  - Structured debates
  - Mock trial and moot court simulations
  - Informal opportunities to articulate and defend ideas in class

  These experiences build confidence, clarity of thought, and the ability to communicate effectively in both academic and professional settings.

- **Debate and Perspective-Taking:**
  Students regularly engage with multiple viewpoints, learning to evaluate arguments, challenge assumptions, and respectfully engage in disagreement.

Impact on Student Success:
These instructional practices deepen student engagement and promote higher-order thinking skills, including analysis, evaluation, and synthesis. Research supports that discussion-based instruction, argumentation, and speaking opportunities significantly improve comprehension, critical thinking, and retention.

At Legal Prep Chicago, these practices have contributed to strong student engagement and the development of students as confident, articulate thinkers prepared for college and careers.

8. Continuous Improvement Through Coaching and Observation

To ensure consistent implementation of these instructional practices, teachers participate in weekly coaching cycles that include:

- Classroom observations aligned to the Legal Prep Classroom framework
- Targeted, actionable feedback
- Opportunities for practice and reflection

Instructional leaders monitor implementation across classrooms to ensure that all students experience high-quality, rigorous instruction every day. This system of continuous improvement is essential to maintaining strong instructional quality at scale. Together, these instructional practices ensure that students consistently engage in rigorous, standards-aligned learning while developing the higher-order thinking and communication skills required for success beyond high school.

Conclusion

Legal Prep's instructional design combines rigorous standards-aligned instruction, a structured and supportive learning environment, and targeted supports to ensure that all students meet or exceed the Nevada Academic Content Standards. Through consistent implementation of the Legal Prep Classroom framework and a focus on data-driven instruction, the school is designed to deliver strong academic outcomes for all students.

2) *Using the table below, provide a comprehensive list of the school's curricula for core academic subjects: English Language Arts, Math, Science, and Social Studies, and describe how these curricula align to Nevada Academic Content Standards.*

Legal Prep has selected a set of high-quality, standards-aligned curricula that collectively support rigorous academic instruction, literacy development, and critical thinking across all content areas. These curricula were selected not only for their alignment to the Nevada Academic Content Standards (NVACS), but also for their ability to support Legal Prep's instructional model, which emphasizes argumentation, discourse, writing, and real-world application.

Each curriculum serves as a foundational resource that is implemented within the Legal Prep Classroom framework and reinforced through data-driven instructional practices, targeted supports, and consistent integration of literacy across content areas. In addition, Legal Prep's internally developed law program extends and connects these core academic experiences, providing a coherent, career-connected learning model that builds both academic mastery and professional skills.

Grade(s)	Subject	Product Name	Rationale for Selection
6–12	English Language Arts	Savvas myPerspectives	Selected for its strong alignment to Nevada Academic Content Standards (NVACS) and emphasis on complex texts, writing, and academic discourse. The curriculum supports close reading, evidence-based writing, and discussion, which align directly to Legal Prep's focus on argumentation and critical thinking. It provides a coherent scope and sequence while allowing for adaptation through writing across the curriculum and data-driven instructional practices.
6–12	Mathematics	Savvas Mathematics (enVision series)	Selected for its alignment to NVACS and focus on conceptual understanding, procedural fluency, and problem-solving. The curriculum provides a strong foundation for grade-level instruction and is supplemented by targeted intervention and small-group support. Instruction will be reinforced through data-driven practices and aligned to Legal Prep's emphasis on reasoning, analysis, and real-world application.
6–8	Science	OpenSciEd (Middle School) *(or OpenSciEd-aligned units if needed)*	Selected for its high-quality, inquiry-based approach aligned to NGSS (which Nevada has adopted). OpenSciEd emphasizes phenomena-based learning, critical thinking, and student discourse, which align closely with Legal Prep's instructional model. Students engage in hands-on investigations and apply scientific reasoning, supporting both engagement and mastery of rigorous content.

9–12	Science	OpenSciEd (High School)	Selected for its rigorous, NGSS-aligned curriculum that emphasizes scientific inquiry, problem-solving, and real-world application. The curriculum supports deep conceptual understanding and aligns with Legal Prep's focus on analytical thinking and discourse. Its structure allows for integration of writing, argumentation, and data analysis across science courses.
6–8	Social Studies	C3 Framework-aligned, teacher-developed curriculum using primary sources (e.g., iCivics, DBQ Project, Stanford History Education Group)	Selected to provide a flexible, standards-aligned approach that emphasizes inquiry, civic understanding, and analysis of primary and secondary sources. This approach allows for integration of Legal Prep's law-themed model, including argumentation, perspective-taking, and civic reasoning. Materials such as DBQs and primary source analysis support writing and critical thinking aligned to both NVACS and the school's instructional priorities.
9–12	Social Studies	DBQ Project + primary source-based curriculum (C3 Framework aligned)	Selected for its emphasis on document-based inquiry, argumentation, and analysis of historical and civic issues. The DBQ Project supports structured writing and evidence-based reasoning, which align directly to Legal Prep's focus on legal analysis and advocacy. This approach allows for integration of law-related themes while maintaining alignment to Nevada standards and college readiness expectations.
6-12	Law / Legal Studies (School-Developed)	Legal Prep Law Program (internally developed curriculum and experiential program)	Legal Prep's law program is a vertically aligned, internally developed curriculum that integrates legal content, civic education, and skill development across grades 6–12. The program includes a sequence of law courses, monthly experiential learning with legal partners, and mentorship opportunities designed to build critical thinking, argumentation, and communication skills. Beginning in middle school, students develop foundational knowledge of law, civic systems, and justice, and progress toward advanced legal analysis, writing, and application in high school, including dual credit opportunities. The curriculum is aligned to relevant Nevada Academic Content Standards in ELA and social studies, while also incorporating Legal Prep's internal law learning standards. This program was selected because it provides a coherent, career-connected learning experience that increases student engagement, reinforces academic skills, and prepares students for college and professional pathways. Evidence from Legal Prep Chicago demonstrates that this integrated approach contributes to strong student engagement, high

			participation in experiential learning, and strong postsecondary outcomes.

Together, these curricula form a coherent instructional system in which students engage in rigorous, standards-aligned content across all subjects while developing transferable skills in reading, writing, analysis, and problem-solving. The use of inquiry-based science, primary source-driven social studies, and writing-intensive ELA and law courses ensures that students are consistently practicing the types of thinking required for success on state assessments and in college-level coursework. This coherence is further strengthened by the consistent use of writing, discourse, and evidence-based reasoning across all disciplines.

Curriculum Delivery and Adaptation for Special Populations

Legal Prep ensures that all students, including students with disabilities, English learners, and those performing below grade level, have full access to rigorous, standards-aligned curriculum through a combination of inclusive instructional practices, targeted supports, and data-driven adjustments.

Students with Disabilities (SPED)

Students with disabilities will receive instruction aligned to the Nevada Academic Content Standards, with accommodations and modifications as outlined in their Individualized Education Programs (IEPs). Legal Prep will implement an inclusion-first model, in which:

- Students participate in general education classrooms to the greatest extent possible
- Special education staff collaborate with general education teachers through co-planning and co-teaching models where appropriate
- Instruction is differentiated through scaffolds such as guided notes, visual supports, chunked tasks, and structured writing supports, ensuring that all students can access grade-level curriculum, including Savvas myPerspectives, Savvas Mathematics, and OpenSciEd

Students requiring additional support will receive targeted small-group or individualized instruction through intervention blocks or specialized services. Progress toward IEP goals will be monitored regularly and used to inform instructional adjustments.

English Language Learners (ELLs)

English learners will receive instruction that integrates language development with content learning, ensuring they can access rigorous academic material while developing English proficiency. Core curricula, including Savvas myPerspectives and content-area materials such as OpenSciEd and primary source-based social studies resources, will be supported through embedded language development strategies to ensure English learners can fully access and engage with grade-level content.

Key strategies include:

- Use of scaffolded instruction, including visuals, sentence frames, and structured discourse opportunities
- Explicit teaching of academic vocabulary and language structures
- Opportunities for speaking, listening, reading, and writing across all content areas
- Targeted EL support services, including small-group instruction where appropriate

Legal Prep will monitor student progress using both academic assessments and English language proficiency measures, adjusting instruction to meet evolving student needs.

Students Performing Below Grade Level

Recognizing that many students will enter below grade level, Legal Prep's instructional model is designed to accelerate learning without lowering expectations.

Supports include:

- Access to grade-level curriculum with embedded scaffolds
- Participation in Tier 2 and Tier 3 interventions through the MTSS framework
- Additional instructional time during intervention blocks, after school, or summer programming
- Frequent progress monitoring to ensure that interventions are effective

This approach ensures that students build foundational skills while continuing to engage with grade-level content.

Commitment to Equity and Access

Across all student groups, Legal Prep is committed to ensuring equitable access to rigorous instruction. Teachers are trained to differentiate instruction and use data to inform decision-making, ensuring that all students are supported to meet or exceed academic standards.

Assessment System Alignment

Legal Prep's assessment system is intentionally designed to provide timely, actionable data that drives instructional decision-making and accelerates student learning. Rather than functioning as isolated checkpoints, assessments are integrated into a continuous cycle of instruction, analysis, and adjustment, ensuring that student performance is monitored across proficiency, growth, and subgroup outcomes. This system aligns directly to the Nevada Academic Content Standards and prepares students for success on state assessments, including the Smarter Balanced Assessments (SBAC).

Legal Prep's assessment system is designed to provide timely, actionable data at the classroom, student, subgroup, and school level so that instruction and interventions can be adjusted quickly and effectively. The assessment system below outlines how different types of assessments are used throughout the year to monitor student progress, inform instruction, and ensure alignment to academic goals.

Assessment Type	Assessment / Tool	Who Takes It	Frequency	Primary Purpose	How Data Will Be Used
Formative Assessments	Exit tickets, checks for understanding, short written responses, analysis of student work	All students	Daily / ongoing	Monitor understanding in real time	Adjust daily instruction, identify misconceptions, determine reteach needs
Interim Assessments	Standards-aligned interim assessments	All students	Quarterly	Measure mastery of Nevada Academic Content Standards and progress toward end-of-year proficiency	Analyze trends by student, class, grade, and subgroup; plan reteaching, intervention, and instructional adjustments
Growth Assessment	NWEA MAP Growth (ELA and Math)	All students	Fall, Winter, Spring	Measure academic growth over time and establish baseline / projected growth targets	Set individual and cohort growth goals; identify students needing acceleration or intervention; monitor whether students are on pace

College Readiness Assessment	Pre-ACT Suite (PreACT8/9 and PreACT Secure)	Grades 8–10	Fall and Spring	Measure college readiness and predict ACT performance; assess progress toward college readiness benchmarks	Identify strengths and gaps in ELA and math aligned to ACT expectations; track year-over-year growth; inform targeted instruction and intervention; prepare students for success on the ACT
State Summative Assessments	SBAC / Nevada state assessments	Applicable tested grades	Annually	Measure proficiency and accountability performance	Evaluate schoolwide performance, subgroup outcomes, and alignment to SPCSA / NSPF goals
English Learner Assessment	WIDA Screener / WIDA ACCESS	English Learners / potential ELs	Identification + annually	Identify EL students and monitor language development	Determine services, monitor English language growth, adjust instructional supports
Intervention Progress Monitoring	Targeted skill checks, intervention assessments, teacher-created progress monitoring tools	Students receiving Tier 2 or Tier 3 supports	Bi-weekly or more frequently, as needed	Determine whether interventions are effective	Adjust intervention strategies, groupings, and level of support within MTSS

Course Performance Data	Grades, assignments, projects, and common assessments	All students	Weekly / ongoing	Monitor mastery, engagement, and on-track status	Identify students at risk, communicate with families, assign office hours or additional support

Together, these assessments provide a comprehensive and multi-layered view of student performance, allowing teachers and leaders to monitor both immediate understanding and long-term progress. This system ensures that instructional decisions are grounded in real-time evidence and that interventions are responsive to student needs.

1. Alignment to Standards and SBAC Expectations

All assessments,whether classroom-based or interim, are aligned to the Nevada Academic Content Standards and reflect the rigor and format of SBAC assessments. This includes:

- Emphasis on critical thinking, problem-solving, and application of knowledge
- Use of multi-step tasks and performance-based assessments
- Integration of reading, writing, and reasoning skills across content areas

This alignment ensures that students are consistently practicing the types of tasks and skills required for success on state assessments.

2. Formative Assessments (Ongoing, Classroom-Based)

Teachers use frequent formative assessments to monitor student understanding and adjust instruction in real time. These include:

- Checks for understanding during lessons
- Exit tickets and short written responses
- Analysis of student work

These assessments provide immediate feedback and allow teachers to address misconceptions quickly.

3. Interim Assessments (Benchmarking and Progress Monitoring)

Legal Prep will administer **quarterly interim assessments** aligned to Nevada standards and predictive of SBAC performance. These assessments:

- Measure student progress toward grade-level standards
- Identify trends at the student, classroom, and school level
- Inform instructional planning and intervention decisions

Instructional teams will analyze interim assessment data during structured data meetings and adjust instruction accordingly.

4. Progress Monitoring for Intervention

Students receiving Tier 2 or Tier 3 interventions will be assessed more frequently to monitor progress and ensure that supports are effective. Data from these assessments will be used to:

- Adjust intervention strategies
- Determine movement between tiers
- Ensure that students are on track to meet grade-level expectations

5. Data-Driven Instructional Cycles

Assessment data is used within structured, bi-weekly data cycles in which teachers and instructional leaders:

- Analyze student performance
- Identify priority standards and gaps
- Plan targeted instructional responses

This disciplined approach ensures that assessment data consistently translates into instructional action, preventing learning gaps from widening and keeping all students on track toward grade-level proficiency.

6. Preparation for College and Career Readiness

In addition to state-aligned assessments, Legal Prep incorporates tasks that build college readiness, including:

- Extended writing assignments
- Research projects
- Performance-based tasks

These assessments reinforce the skills necessary for success beyond high school while maintaining alignment to academic standards.

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

Legal Prep provides a well-rounded educational experience that includes the arts, computer education and technology, health, and physical education, not as isolated requirements, but as integrated components of the school's broader instructional model. These subject areas are aligned to Nevada Academic Content Standards and are intentionally designed to reinforce academic learning, student engagement, and personal development. By integrating these disciplines into both standalone courses and the core academic program, Legal Prep ensures that students develop the full range of skills necessary for success in college, careers, and civic life.

1. Arts Education

Implementation:
Legal Prep will provide students with access to arts education through elective courses and integrated instructional experiences. Arts programming will include opportunities such as:

- Visual arts (e.g., drawing, design, and multimedia projects)
- Performing arts opportunities (e.g., speech, debate, and performance-based presentations)

In addition, elements of the arts will be embedded within core instruction, particularly through:

- Presentation and performance tasks
- Creative projects connected to law, history, and civic themes

Arts instruction will also support Legal Prep's emphasis on presentation, performance, and communication, particularly through law-themed experiences such as mock trials, debates, and public speaking.

Alignment and Impact:
Arts instruction will align to Nevada Academic Content Standards for Fine Arts and support the development of creativity, self-expression, and critical thinking. Participation in the arts is associated with increased student engagement, improved academic outcomes, and stronger social-emotional development.

2. Computer Education and Technology

Implementation:
Legal Prep will ensure that all students develop strong digital literacy and technology skills through both dedicated instruction and integration across content areas. Students will:

- Learn foundational technology skills, including typing, digital research, and responsible use of technology
- Use technology regularly for writing, research, collaboration, and presentation
- Engage with tools such as word processing, presentation software, and online learning platforms

As students progress, they will also be exposed to more advanced applications, such as:

- Digital research and analysis
- Technology tools for problem-solving and project-based learning

Alignment and Impact:
Instruction will align to Nevada standards for computer education and technology. Developing strong digital literacy is essential for college and career readiness and supports student success across all academic subjects. Technology is also a critical tool for research, writing, and presentation within Legal Prep's academic program, supporting students in developing the digital literacy skills necessary for college and professional environments.

3. Health Education

Implementation:
Legal Prep will provide health education aligned to Nevada Academic Content Standards, focusing on:

- Physical health and wellness
- Nutrition and healthy lifestyle choices
- Mental and emotional health
- Decision-making and personal responsibility

Health instruction may be delivered through:

- Standalone health courses (as appropriate by grade level)
- Advisory programming and integrated lessons

Alignment and Impact:
Health education supports students' ability to make informed decisions and maintain overall well-being. This is critical to ensuring that students are able to fully engage in their academic experience.

4. Physical Education (PE)

Implementation:
All students will participate in regular physical education classes that include:

- Structured physical activity
- Fitness development and goal-setting
- Team-based and individual sports

PE courses will be designed to promote lifelong fitness habits and will include opportunities for students to develop teamwork, discipline, and perseverance.

Alignment and Impact:
Physical education will align to Nevada standards and support students' physical health, which is closely linked to academic performance, attendance, and overall well-being. Physical education also supports student readiness to learn by promoting focus, discipline, and overall well-being, which are closely linked to academic success and attendance.

5. Integration with Legal Prep's Educational Model

These subject areas are intentionally integrated into Legal Prep's broader instructional model, ensuring that they reinforce and extend core academic learning rather than operate as isolated experiences. For example:

- Technology is embedded in writing, research, and presentation tasks across content areas
- Arts and performance are incorporated into law-themed activities such as mock trials, debates, and presentations

- Health and wellness are reinforced through advisory and culture systems

This integrated approach ensures that students receive a well-rounded education that supports both academic achievement and personal development.

Conclusion

Through a combination of dedicated coursework and intentional integration across the curriculum, Legal Prep ensures that students receive a well-rounded education that supports academic achievement, personal development, and college and career readiness. These subject areas reinforce the school's core instructional priorities, including communication, critical thinking, and student engagement, ensuring alignment with both Nevada standards and the broader goals of the model.

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.*

Legal Prep's instructional strategies are intentionally designed to ensure that all students, particularly those who may enter below grade level, can access rigorous, grade-level instruction and demonstrate strong academic growth. These strategies are grounded in research-based practices and are aligned to the needs of the anticipated student population, including English learners, students with disabilities, and students requiring accelerated academic support. At Legal Prep, instructional strategies function as part of a coherent system that integrates rigorous instruction, literacy development, differentiation, and data-driven decision-making to ensure consistent and effective implementation across classrooms.

1. Standards-Aligned, Explicit Instruction

Teachers deliver instruction that is explicitly aligned to the Nevada Academic Content Standards and grounded in clear, objective-driven lessons. Instruction emphasizes:

- Modeling of thinking processes
- Clear explanations of concepts and skills
- Guided practice followed by independent application

Why this is well suited:
Many students entering Legal Prep may require additional clarity and structure to access rigorous content. Explicit instruction ensures that all students, particularly those below grade level, are provided with the foundational understanding necessary to succeed.

2. Gradual Release and Active Engagement Strategies

Instruction is structured to ensure students move from supported learning to independent mastery. Teachers implement:

- Gradual release ("I do, We do, You do")

- Frequent opportunities for student discussion and collaboration
- Writing and problem-solving tasks that require active participation

Why this is well suited:
Students learn most effectively when actively engaged. These strategies ensure that all students are consistently thinking, speaking, reading, and writing, which is critical for building both comprehension and retention.

3. Writing Across the Curriculum (Collins Writing Program)

Legal Prep embeds writing into all subject areas through a structured approach supported by the Collins Writing Program. Students engage in:

- Frequent, low-stakes writing tasks
- Argumentative and analytical writing aligned to content standards
- Structured feedback and revision

Why this is well suited:
Writing strengthens both literacy and content mastery. For students who may struggle with reading or expressing ideas, frequent writing builds clarity, confidence, and academic language development.

4. Literacy Strategies Across Content Areas

All teachers incorporate literacy strategies into instruction, including:

- Close reading of complex texts
- Explicit vocabulary instruction
- Text-based discussion and analysis

Why this is well suited:
Given that literacy is the foundation for success across all subjects, this approach ensures that students develop the skills necessary to access rigorous content and perform on state assessments.

5. Law-Themed Instructional Strategies (Discourse and Advocacy)

Legal Prep integrates instructional strategies drawn from legal practice, including:

- Socratic seminars and structured discussion
- Debate and argumentation
- Case study analysis
- Oral advocacy and public speaking

Why this is well suited:
These strategies promote higher-order thinking, engagement, and communication skills. They also provide relevance and purpose, which are critical for motivating students and increasing persistence.

6. Differentiation Through Flexible Grouping and Scaffolding

Teachers differentiate instruction to meet diverse student needs while maintaining grade-level rigor by:

- Using flexible grouping based on assessment data
- Providing scaffolds such as sentence frames, graphic organizers, and guided practice
- Adjusting supports while maintaining consistent learning objectives

Why this is well suited:
These strategies are applied consistently within the Legal Prep Classroom framework, ensuring that differentiation is structured, intentional, and aligned to grade-level expectations. This approach allows all students to access the same rigorous content while receiving the support they need to succeed, which is essential for closing achievement gaps.

7. Multi-Tiered System of Supports (MTSS)

Legal Prep implements a structured MTSS framework to provide differentiated support:

- **Tier 1:** High-quality core instruction for all students
- **Tier 2:** Targeted small-group interventions
- **Tier 3:** Intensive, individualized supports

Why this is well suited:
MTSS ensures that students receive the level of support they need based on data, enabling accelerated growth for students who are behind while continuing to challenge all learners.

Together, these instructional strategies ensure that all students consistently engage in rigorous, standards-aligned learning while receiving the differentiated supports necessary to achieve mastery.

Data, Methods, and Systems for Differentiated Instruction

1. Frequent Formative Assessment

Teachers use ongoing formative assessments to monitor student understanding, including:

- Checks for understanding
- Exit tickets and written responses
- Analysis of student work

These assessments allow teachers to adjust instruction in real time.

2. Interim Assessments and Progress Monitoring

Students participate in quarterly interim assessments aligned to Nevada standards, as well as more frequent progress monitoring for students receiving interventions.

These data points are used to:

- Identify skill gaps
- Group students for targeted instruction
- Monitor progress toward academic goals

3. Structured Data Cycles

Teachers and instructional leaders participate in bi-weekly data meetings to:

- Analyze student performance
- Identify trends and priority standards
- Plan targeted instructional responses

These cycles ensure that differentiation is systematic and data-driven, rather than reactive or inconsistent.

4. Instructional Leadership and Coaching

Instructional leaders support differentiation through:

- Classroom observations focused on instructional practice
- Feedback aligned to student outcomes
- Coaching on strategies for meeting diverse student needs

This ensures that all teachers are equipped to implement effective differentiation.

Conclusion

Legal Prep's instructional strategies are intentionally designed to support all learners through a combination of explicit instruction, active engagement, literacy development, and differentiated supports. These strategies are reinforced by a strong system of data collection and analysis, ensuring that instruction is responsive to student needs and aligned to academic goals. Together, these instructional strategies create a learning environment in which all students are expected and supported to achieve at high levels. By combining rigorous instruction, active engagement, literacy development, and data-driven differentiation, Legal Prep ensures that students are prepared to meet or exceed the Nevada Academic Content Standards and succeed beyond high school.

5) *If the proposed charter school intends to include a career and technical education program, provide a description of the career and technical education program and courses that will be implemented by the charter school.*

Legal Prep will implement a career-connected, law-themed pathway that functions as a Career and Technical Education (CTE)-aligned program, preparing students for success in both postsecondary education and professional careers. While rooted in legal studies, the program is designed to develop transferable career skills, including communication, analysis, problem-solving, and professional collaboration, that are applicable across multiple career fields.

This pathway is not a standalone program, but an integrated component of Legal Prep's broader academic model. By combining rigorous coursework, real-world experiences, and professional skill development, the program ensures that students graduate with both strong academic preparation and meaningful exposure to college and career pathways.

Program Overview

Legal Prep's CTE-aligned pathway is designed as a structured and sequenced program beginning in middle school and culminating in advanced high school experiences, including dual credit coursework and work-based learning opportunities. The program integrates:

- Law and civic-focused coursework
- Experiential learning and real-world application
- Professional skill development
- Postsecondary readiness and career exploration

Together, these components create a coherent pathway that builds both academic mastery and career readiness over time.

Course Progression and Pathway Structure

Students engage in a vertically aligned sequence of coursework and experiences that increase in complexity and independence:

Middle School (Grades 6–8): Foundational Skills and Exposure

Students are introduced to foundational concepts in law, civic systems, and public policy while developing core academic skills. Instruction emphasizes:

- Critical thinking and reasoning
- Reading comprehension of complex texts
- Writing and argumentation

Students also begin engaging in structured, law-related activities such as mock trials, debates, and classroom-based experiential learning, building early awareness of legal and civic careers.

Early High School (Grades 9–10): Skill Development and Application

Students deepen their understanding of legal systems and apply academic skills in more complex contexts. Coursework and instruction emphasize:

- Legal reasoning and analysis
- Constitutional principles and law in society
- Case study analysis and evidence-based argumentation

Students engage in increasingly rigorous writing, structured academic discourse, and public speaking, while participating in experiential learning opportunities that connect classroom content to real-world application.

Upper High School (Grades 11–12): Advanced Coursework and Career Preparation

Students transition to advanced, career-connected experiences that prepare them for postsecondary success. Opportunities include:

- Dual credit coursework in legal studies, criminal justice, and related fields
- Advanced law and civics electives
- Internships, mentorships, and field-based experiences

Students also participate in capstone experiences, including legal writing projects, advocacy presentations, and real-world applications of their learning.

Work-Based Learning and Career Exposure

A defining feature of Legal Prep's CTE program is its integration of structured, work-based learning experiences. Students regularly engage with professionals in the legal, civic, and business communities through:

- Guest speakers and career-focused workshops
- Site visits to courts, law firms, and civic institutions
- Monthly experiential learning aligned to grade-level skill development

Students develop key professional competencies, including:

- Resume writing and interview preparation
- Professional communication and collaboration
- Workplace readiness and goal-setting

As the school grows, these opportunities will expand to include:

- Internships
- Mentorship programs
- Career shadowing experiences

These experiences provide students with authentic exposure to professional environments and reinforce the relevance of their academic learning.

Alignment to Nevada CTE Goals

Legal Prep's pathway aligns with the goals of Career and Technical Education in Nevada by:

- Providing structured career awareness and exploration opportunities beginning in middle school

- Developing technical and professional skills aligned to workforce demands
- Supporting college and career readiness through dual credit and postsecondary exposure
- Integrating academic and career-focused learning into a coherent program

While the pathway is focused on legal studies and public service, the skills developed, including communication, analysis, problem-solving, and collaboration, are highly transferable and aligned to a wide range of career fields.

Integration with Academic Program

The CTE pathway is fully integrated into Legal Prep's academic model, ensuring that career preparation strengthens, rather than competes with, academic learning. For example:

- Writing Across the Curriculum supports legal writing, argumentation, and communication
- Literacy strategies support comprehension of complex legal and informational texts
- Law-themed instructional practices reinforce critical thinking, discourse, and analysis

This integration ensures that students are simultaneously developing academic mastery and career-ready skills.

Impact on Student Success

Research on career-connected learning demonstrates that students who participate in programs that integrate academic content with real-world application show higher levels of engagement, persistence, and postsecondary success.

At Legal Prep Chicago, this integrated model has contributed to strong student engagement and positive postsecondary outcomes, particularly for students from historically underserved backgrounds. Students graduate not only with academic skills, but with the confidence, experience, and professional awareness necessary to succeed in college and careers.

Conclusion

Legal Prep's CTE-aligned, law-themed pathway provides students with a structured and meaningful progression from foundational learning to advanced, career-connected experiences. By integrating rigorous academics with real-world application, the program ensures that students graduate prepared for both college and career, with the skills, knowledge, and experiences necessary to succeed in a wide range of postsecondary pathways.

Section 3.2 Rubric Alignment Summary

Legal Prep's Curriculum and Instructional Design meets and exceeds the expectations outlined in the SPCSA Academic Plan rubric. The proposal directly addresses each evaluation criterion as follows:

1. **Describes instructional model and learning environment that align to the proposed mission and vision, academic program, and instructional strategies. Instructional model and learning environment will engage students in ways that are culturally responsive and relevant**

Legal Prep presents a clear and coherent instructional model grounded in rigorous, standards-aligned instruction, structured classroom systems (Legal Prep Classroom), and a law-themed, career-connected approach. The learning environment emphasizes high expectations, consistent routines, student discourse, and writing across the curriculum, creating an engaging and culturally relevant experience that connects academic content to real-world applications and student identity development.

2. **Identifies curricula for all core academic subjects and demonstrates that they align to the Nevada Academic Content Standards**

Legal Prep identifies high-quality, standards-aligned curricula for English Language Arts, Mathematics, Science, and Social Studies, supplemented by internally developed materials aligned to Nevada Academic Content Standards. The selected curricula emphasize critical thinking, literacy development, and problem-solving, and are intentionally chosen to support both grade-level mastery and accelerated growth for students entering below grade level.

3. **Includes a logical plan for delivering required courses including arts, computer education and technology, health, and physical education**

Legal Prep provides a comprehensive plan for delivering instruction in the arts, computer education and technology, health, and physical education through a combination of dedicated coursework and integration into the broader instructional model. These areas are aligned to Nevada standards and contribute to a well-rounded education that supports student engagement, wellness, and college and career readiness.

4. **Demonstrates that instructional strategies are well suited to the identified student population and will enable effective differentiation**

The proposal outlines a robust set of instructional strategies, including explicit, standards-aligned instruction; gradual release; literacy and writing across the curriculum; law-themed discourse and advocacy; and structured differentiation, that are specifically designed to meet the needs of students who may enter below grade level, English learners, and students with disabilities. The integration of MTSS, flexible grouping, scaffolding, and extended learning time ensures that all students can access rigorous content while receiving targeted support.

5. **If the school intends to include a career and technical education program, the application outlines a logical plan that is aligned with the school's mission, vision, instructional model, and goals for student growth as well as the State's requirements for career and technical education**

Legal Prep presents a coherent, law-themed, career-connected pathway that functions as a CTE-aligned program. This pathway integrates academic content with real-world applications, including experiential learning, professional partnerships, and skill development in communication, analysis, and problem-solving.

The program aligns directly to the school's mission and supports student growth by increasing engagement, relevance, and postsecondary readiness.

Overall Alignment

Legal Prep's Curriculum and Instructional Design presents a coherent, standards-aligned, and highly structured instructional system designed to ensure that all students meet or exceed the Nevada Academic Content Standards. The proposal demonstrates strong alignment between curriculum selection, instructional practices, assessment systems, and student supports, ensuring that each component reinforces the others in a unified model. Through the integration of rigorous core curricula, the Legal Prep Classroom framework, data-driven instructional cycles, and a comprehensive Multi-Tiered System of Supports (MTSS), the school establishes a clear and executable plan for delivering high-quality instruction and accelerating student growth.

The instructional model is intentionally designed to serve a diverse student population, including students who may enter below grade level, English learners, and students with disabilities, by maintaining access to grade-level content while providing differentiated support. In addition, the integration of literacy, writing, discourse, and law-themed instructional practices ensures that students develop the higher-order thinking and communication skills necessary for success in both academic and real-world contexts.

The proposal further demonstrates coherence by aligning instructional design with broader programmatic elements, including career-connected learning and a CTE-aligned pathway, ensuring that academic rigor is paired with relevance and purpose. This integrated approach is supported by clearly defined systems for implementation, monitoring, and continuous improvement, providing confidence that the model can be executed with fidelity.

Collectively, these elements demonstrate that Legal Prep's instructional design is not only well-conceived, but also operationally sound, aligned to state standards, and capable of driving strong academic outcomes for all students.

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.*

Legal Prep will implement a structured and proactive system for student promotion and matriculation that ensures all students remain on track toward college and career readiness. Promotion decisions are grounded in demonstrated mastery of grade-level standards, course performance, and progress toward graduation benchmarks, and are supported by a comprehensive system of monitoring, intervention, and family engagement. This approach prioritizes early identification and support, ensuring that students receive timely intervention before falling significantly behind.

Promotion and Matriculation Policy

Middle School (Grades 6–8)

Students will be promoted to the next grade level upon:

- Earning passing grades in all core subject areas: English Language Arts, Mathematics, Science, Social Studies, and Law
- Demonstrating sufficient mastery of grade-level standards through coursework, assessments, and teacher evaluation

Promotion decisions will be based on a combination of course performance, demonstrated mastery of key standards, and overall readiness for the next grade level, rather than solely on isolated grades or test scores. Students who do not meet these requirements will be provided with credit recovery and targeted interventions, with promotion decisions made based on demonstrated mastery and readiness for the next grade level.

High School (Grades 9–12)

Promotion in high school is based on credit accumulation, course completion, and mastery of core subjects, ensuring students remain on track for graduation.

Credit Structure

- Semester-long courses = 0.5 credit
- Students typically earn 7 credits per year
- Students must earn a minimum of 24 credits to graduate. This credit structure is aligned to Nevada graduation requirements and ensures that students are consistently progressing toward both graduation and college readiness benchmarks.

Promotion Benchmarks

These benchmarks are monitored continuously throughout the year to ensure that students remain on track and receive timely support if they fall behind.

- **9th → 10th Grade:**
  Students must earn at least **5 credits**, including successful completion of core courses of English, Math, Law, Science, and Social Studies
- **10th → 11th Grade:**
  Students must earn at least **11 cumulative credits** and remain on track in core content areas
- **11th → 12th Grade:**
  Students must earn at least **17 cumulative credits** and be on track to meet all graduation requirements
- **Graduation Requirement:**
  Students must earn **24 total credits**, including all Nevada-required coursework:
    - English, Math, Science, Social Studies
    - PE/Health
    - Computer/CTE
    - Electives

In addition to Nevada minimum requirements, Legal Prep will require:

- Completion of law-themed coursework sequence
- Completion of a postsecondary plan (college, career, or military)
- Participation in career-connected learning experiences (e.g., internships, mock trial, etc.)

Whenever possible, students will complete credits within Legal Prep's program, with credit recovery and alternative pathways available when needed.

Attendance and Promotion Expectations

Legal Prep maintains high expectations for attendance as a critical component of academic success:

- Students are expected to maintain at least 95% attendance
- Students missing more than a defined threshold (e.g., 18 days) may be required to attend summer school or intervention programming
- Chronic absenteeism triggers targeted interventions and family engagement

Attendance is monitored closely and is integrated into the broader system of academic support and accountability.

Approach to Retention

Legal Prep prioritizes intervention and acceleration over retention. Retention will only be considered when:

- Multiple interventions have been implemented and monitored
- The student has not demonstrated sufficient progress despite support
- The school determines retention is in the student's best academic interest

Retention is considered a last resort and is used only when it is determined to be the most appropriate intervention to support long-term student success. All retention decisions will include:

- Family consultation and involvement
- A clear academic support plan for the student

Student Progress Monitoring and Support Structures

Student progression is monitored through Legal Prep's broader data-driven instructional system, including formative assessments, interim assessments, and structured data cycles. Student progression is supported through a comprehensive system that includes:

- **Advisory:**
  Advisors monitor student progress daily, track promotion benchmarks, and serve as the primary point of contact for families

- **Ongoing Progress Monitoring:**
  Teachers track grades, assessments, and mastery of standards to identify students at risk early
- **Office Hours and Tutoring:**
  Students are required to attend additional support sessions if performance falls below expectations (e.g., below a C average)
- **Credit Recovery and Intervention:**
  Students who fall behind are provided with structured opportunities to recover credits and re-engage with content

Communication with Students and Families

Legal Prep ensures that promotion policies and student progress are clearly communicated and consistently reinforced through:

- **Student and Family Handbook** (distributed annually)
- **Orientation sessions** for students and families
- **Real-time grade access through an online platform** (e.g., PowerSchool)
- **Quarterly report cards and progress reports**
- **Parent-teacher conferences** at key points during the year
- **Regular communication through Advisory**, including phone calls, meetings, and updates

Families are engaged as partners in the promotion process and are notified early and frequently if students are at risk of not meeting promotion requirements. This consistent communication ensures that families are active partners in supporting student progress and are able to respond early when challenges arise.

Conclusion

Legal Prep's promotion and matriculation system combines clear expectations, continuous progress monitoring, and structured supports to ensure that all students remain on track for success. By prioritizing early intervention, strong relationships, and transparent communication with families, the school creates a system in which students are consistently supported to meet academic benchmarks and progress toward graduation and postsecondary readiness.

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 to access credit recovery options.*

Legal Prep implements a comprehensive, proactive system to ensure that students remain on track for promotion and graduation and to rapidly support those who begin to fall behind. Rather than relying on isolated or reactive interventions, the school uses a coordinated set of academic, behavioral, and relational supports to identify risk early, intervene quickly, and monitor progress continuously. This system is grounded in the belief that students fall off track gradually and can be effectively supported to recover when intervention is timely, targeted, and consistently implemented.

Early Identification and Continuous Monitoring

Legal Prep uses a structured, data-driven process to identify students at risk of retention or dropping out as early as possible. Student progress is monitored across multiple indicators, including:

- Course grades and credit accumulation
- Performance on interim and formative assessments
- Attendance and chronic absenteeism
- Behavioral and engagement data

Students are flagged for intervention when they fall below defined thresholds (e.g., below a C average, below attendance expectations, or off track in credit accumulation), triggering immediate review and support planning. These indicators are reviewed on a bi-weekly basis through data meetings, where instructional leaders and teachers identify students who are off track and develop targeted action plans. This ensures that intervention begins well before students reach a point of failure.

Advisory as the Core Intervention Structure

The Advisory system is the central structure through which student progress is monitored and supported on a daily basis. Each student is assigned an advisor who remains with them over multiple years and serves as:

- The primary academic monitor
- The main point of contact for families
- A mentor responsible for goal-setting, progress tracking, and accountability

Advisors regularly conference with students to review:

- Grades and credit accumulation
- Progress toward promotion benchmarks
- Attendance and behavioral expectations

Advisors are responsible for ensuring that intervention plans are implemented consistently and that students remain accountable for progress toward academic and graduation benchmarks. Advisors also communicate directly with families and ensure that parents/guardians are aware of any risks and the supports in place. This consistent adult relationship is critical to keeping students engaged and on track.

Multi-Tiered System of Supports (MTSS)

Legal Prep's MTSS framework provides a structured approach to addressing academic risk:

- **Tier 1:** High-quality, standards-aligned instruction with built-in differentiation
- **Tier 2:** Targeted small-group interventions during the school day, focused on specific skill gaps
- **Tier 3:** Intensive, individualized support for students significantly behind, including additional instructional time and personalized learning plans

Movement between tiers is driven by ongoing data analysis, ensuring that supports are responsive, targeted, and adjusted as student needs evolve.

Structured Academic Supports and Accountability Systems

Legal Prep reinforces academic progress through clear expectations paired with structured mandatory supports, including:

- **Mandatory Office Hours:** Students falling below a C average are required to attend additional support sessions with teachers
- **Tutoring and Intervention Blocks:** Students receive targeted support during the school day and through after-school programming
- **Frequent Progress Monitoring:** Teachers and advisors track progress toward mastery and promotion benchmarks

These systems create a culture in which students are consistently supported while also held accountable for their learning.

Credit Recovery (High School)

For students who fall behind in credit accumulation, Legal Prep provides a structured and closely monitored credit recovery program.

Students may recover credits through:

- Standards-aligned online platforms (e.g., Edgenuity or similar programs)
- Small-group or individualized instruction led by teachers
- Extended learning opportunities, including after-school and summer programming

Credit recovery is not treated as a standalone program, but as part of a broader support system. Students in credit recovery:

- Are assigned clear completion timelines
- Receive regular check-ins from advisors and staff
- Must demonstrate mastery of content, not just completion of assignments

Whenever possible, students are expected to recover credits within the Legal Prep program to ensure consistency and quality. All credit recovery coursework is aligned to Nevada standards and monitored by school staff to ensure rigor and consistency.

Support for Overage and At-Risk Students

Students who are overage or significantly off track will receive individualized support plans that may include:

- Adjusted course schedules to prioritize credit accumulation

- Increased access to credit recovery and intervention supports
- Intensive advisory and counseling support
- Goal-setting and progress tracking tied to graduation benchmarks

Legal Prep's model is designed to re-engage students and accelerate progress, ensuring that students who are behind can still graduate on time whenever possible. These plans are monitored weekly by advisors and instructional leaders to ensure that students are making measurable progress toward graduation benchmarks.

Integration of Social-Emotional and Engagement Supports

Legal Prep integrates social-emotional and engagement supports to address non-academic barriers that may contribute to students falling off track. These supports include:

- Advisory-based socio-emotional learning
- Programs such as Peace Warriors, which build student leadership and conflict resolution skills
- Access to counseling and social work support

These supports help address underlying barriers to success, such as disengagement, behavior challenges, or external stressors.

Conclusion

Legal Prep's approach to supporting at-risk students is proactive, structured, and deeply integrated into the school's design. Through early identification, strong relationships, clear expectations, and targeted interventions, the school ensures that students remain on track for promotion and graduation. This system is designed not only to prevent students from falling behind, but to accelerate progress and support long-term academic and postsecondary success.

3) *For high school programs, 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 will exceed those required by the State of Nevada, explain the additional requirements.*

Legal Prep will meet and, where appropriate, exceed the State of Nevada's graduation requirements through a structured, standards-aligned system that ensures all students graduate prepared for college and career success. The school's approach combines clear credit requirements, rigorous academic expectations, and continuous progress monitoring to ensure that students not only meet minimum requirements, but are fully prepared for postsecondary pathways.

Credit Accumulation and Graduation Requirements

Students will earn credit through successful completion of coursework aligned to the Nevada Academic Content Standards. All coursework is designed to build the knowledge and skills necessary for college readiness, including critical thinking, writing, and problem-solving. Consistent with Nevada policy:

- Semester-long courses will earn 0.5 credits
- Students will earn approximately 7 credits per year
- Students must earn a minimum of 24 total credits to graduate, depending on diploma pathway (Standard, Advanced, or College and Career Ready)

Graduation requirements will include coursework in:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education and Health
- Computer Education/CTE
- Electives

Legal Prep will ensure that all students are enrolled in coursework that keeps them on track to meet or exceed these requirements, with progress monitored continuously through data systems and Advisory structures.

Grading and Grade Point Average (GPA)

Legal Prep will implement a clear and transparent grading system aligned to college-preparatory expectations. Students will earn course grades based on demonstrated mastery of content, including performance on assignments, assessments, and projects.

A standard GPA system will be used to:

- Track academic progress
- Inform promotion and intervention decisions
- Support college applications

The school will also provide weighted GPA options for advanced coursework (e.g., honors or dual credit courses), as appropriate, to incentivize rigor and recognize student achievement. GPA data will be reviewed regularly by advisors and instructional leaders to identify students who may require additional support or intervention.

Transcripts and Academic Records

Student transcripts will provide a comprehensive record of academic progress and will include:

- Courses completed and credits earned
- Semester and cumulative GPA
- Progress toward graduation requirements
- Indicators of advanced coursework (e.g., dual credit, honors)
- Postsecondary readiness milestones, as applicable

Transcripts will be maintained in compliance with state and federal requirements and will support students in applying to colleges, workforce programs, or other postsecondary pathways with a clear and comprehensive record of academic achievement.

Elective Courses and Program Alignment

Electives are intentionally aligned to the school's academic model and career-connected learning approach, ensuring that they reinforce core skills such as communication, analysis, and professional readiness. Legal Prep will offer electives that align to its academic model and mission, including:

- Law and civic-focused courses
- College and career readiness coursework
- Enrichment opportunities that support student interests and skill development

As the school grows, additional electives will be added based on student interest and community partnerships, particularly in areas connected to professional pathways.

Exceeding Nevada Requirements (Legal Prep Model Enhancements)

While meeting all Nevada graduation requirements, Legal Prep extends beyond minimum expectations by incorporating additional programmatic elements that ensure students graduate with the skills, experiences, and preparation necessary for success in college and careers. Those additional elements include:

- A sequenced law-themed coursework pathway that builds analytical reasoning, advocacy, and communication skills
- A requirement that all students complete a postsecondary plan, including college applications and financial aid processes
- Integration of career-connected learning experiences, such as mock trial, internships, and professional exposure

These enhancements ensure that students graduate not only with the required credits, but with the skills, experiences, and preparation necessary for postsecondary success.

Legal Prep's graduation requirements are designed to ensure that all students meet Nevada standards while also achieving true college and career readiness. Through a combination of rigorous coursework, structured progression, and integrated career-connected learning, students graduate with both the academic foundation and practical skills necessary to succeed in postsecondary pathways.

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

Legal Prep's graduation requirements are intentionally designed to ensure that all students graduate prepared for success in college, careers, and civic life. The school defines postsecondary readiness as the combination of academic preparation, transferable skills, real-world experience, and a clear, actionable plan for life after high

school. Through the integration of rigorous coursework, career-connected learning, and structured support systems, Legal Prep ensures that students are equipped to pursue a wide range of postsecondary pathways.

Academic Readiness

Students graduate having completed a rigorous, college-preparatory course of study aligned to the Nevada Academic Content Standards. Instruction emphasizes:

- Analysis of complex texts
- Writing across the curriculum
- Evidence-based reasoning and problem-solving

These skills are reinforced across all subjects, ensuring that students are consistently engaging in the types of thinking and academic work required for success in college-level coursework.

College and Career Readiness Skills

In addition to academic content, Legal Prep prioritizes the development of transferable skills that are essential across postsecondary pathways, including:

- Critical thinking and analysis
- Written and oral communication
- Collaboration and problem-solving
- Professional behavior and self-advocacy

These skills are embedded across the curriculum and reinforced through both classroom instruction and law-themed programming, ensuring that students are prepared for both academic and professional environments.

Career-Connected Learning and Real-World Exposure

A defining feature of Legal Prep's model is the integration of real-world learning experiences that connect academic content to future opportunities. Students participate in:

- Mock trials, debates, and legal simulations
- Interactions with professionals from legal, civic, and business communities
- Experiential learning opportunities aligned to grade-level skill development

These experiences help students develop confidence, professional awareness, and a clear understanding of potential career pathways, increasing both engagement and persistence.

Postsecondary Planning and Accountability

Legal Prep ensures that every student graduates with a clearly defined and actionable postsecondary plan. Through Advisory and structured programming, students receive ongoing support in:

- College selection and application processes
- Financial aid completion, including FAFSA
- Career exploration and goal setting
- Preparation for alternative pathways, including workforce or military service

Students are expected to graduate with:

- Acceptance to at least one postsecondary option (e.g., college, program, or pathway)
- A clearly defined next step aligned to their goals

Progress toward these milestones is monitored regularly by advisors and school leadership, ensuring that students remain on track throughout high school.

Systems to Ensure Readiness

Legal Prep's systems ensure that postsecondary readiness is not left to chance, but is actively monitored and supported. These include:

- Advisory structures that track academic progress and postsecondary planning
- Data-driven monitoring of grades, credits, and readiness indicators
- Targeted interventions for students who fall behind
- Access to dual credit coursework and career-connected learning opportunities

These systems ensure that all students receive the support necessary to meet graduation requirements and successfully transition to postsecondary pathways.

Conclusion

Legal Prep's graduation requirements and instructional model are designed to ensure that all students graduate prepared for success beyond high school. By combining rigorous academics, career-connected learning, and structured postsecondary planning, the school ensures that students leave with the knowledge, skills, and experiences necessary to thrive in college, careers, and civic life.

Section 3.3 Rubric Alignment Summary

Legal Prep's Promotion and Graduation Requirements meet and exceed the expectations outlined in the SPCSA Academic Plan rubric. The proposal directly addresses each evaluation criterion as follows:

1. **Describes promotion and retention policies for all grades to be served, demonstrating high expectations for all students**

Legal Prep clearly articulates promotion and retention policies for all grades served, including both middle school and high school. These policies are grounded in high academic expectations and include clear benchmarks for course performance, skill mastery, and readiness for advancement. The proposal demonstrates

that promotion decisions are based on rigorous academic standards while also incorporating structured supports to help students meet those expectations.

2. **Structures are in place to support students at risk of dropping out, including those who are over age for their grade, those needing to access credit recovery options, and those performing significantly below grade level**

Legal Prep outlines a comprehensive set of structures to support students at risk of dropping out, including those who are overage, behind in credits, or performing below grade level. These structures include targeted interventions, Advisory monitoring, credit recovery systems, and individualized support plans. The proposal demonstrates a proactive and responsive approach to ensuring that students remain on track for promotion and graduation.

3. **If proposing a high school program, clearly articulates high school graduation requirements which align with Nevada Graduation Requirements and will ensure that graduating students are college and career ready**

Legal Prep provides a clear and detailed description of high school graduation requirements aligned to Nevada Graduation Requirements. The proposal ensures that students meet all required credits and coursework while also preparing for college and career readiness through rigorous academic programming, including law-themed coursework, writing-intensive instruction, and access to dual credit opportunities. The graduation framework reflects both compliance and a strong commitment to postsecondary success.

Overall Alignment

Legal Prep's promotion and graduation plan demonstrates a clear, rigorous, and supportive system that maintains high expectations for all students while providing the necessary structures to ensure student success. The integration of promotion policies, intervention systems, and graduation requirements reflects a coherent approach that supports persistence, completion, and college and career readiness.

3.4 Driving for Results

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.*

Legal Prep's academic goals are directly aligned to its mission of preparing students for success in college, careers, and civic leadership, and are designed to ensure that all students achieve strong academic outcomes regardless of starting point. The school defines success through a combination of proficiency, growth, and postsecondary readiness, with a particular emphasis on accelerating outcomes for students who have historically been underserved.

To operationalize this vision, Legal Prep has established a set of clear, measurable academic goals aligned to the Nevada School Performance Framework (NSPF) and the SPCSA Academic Performance Framework. These goals are designed not only to meet state accountability expectations, but to ensure that students are on a trajectory toward long-term success beyond high school.

Legal Prep's academic goals are organized into four core categories:

- **Academic Achievement (Proficiency):** Ensuring that students meet or exceed grade-level expectations on state assessments
- **Student Growth:** Accelerating learning for all students, particularly those entering below grade level
- **College and Career Readiness:** Preparing students for success on the ACT and in postsecondary pathways
- **Student Progress and Persistence:** Ensuring that students remain on track for promotion and graduation

This structure ensures alignment to NSPF indicators while also reflecting the broader goals of the Legal Prep model.

Legal Prep will measure progress toward these goals using a comprehensive set of assessments and performance indicators that provide both short-term and long-term insight into student learning. These include:

- State assessments, including SBAC (grades 6–8) and ACT (grade 11)
- Nationally normed assessments, including MAP Growth administered three times annually
- Interim assessments aligned to Nevada Academic Content Standards
- Course performance and credit accumulation data

These measures were selected because they provide a comprehensive and reliable picture of student learning, capturing both long-term outcomes (state assessments) and short-term progress (interim and formative data). Together, these measures provide a complete and reliable picture of student performance, capturing both mastery of grade-level standards and progress over time. This combination ensures that the school can monitor outcomes aligned to NSPF expectations while also making timely instructional adjustments.

Academic targets will be set using a combination of internal and external benchmarks to ensure that goals are both ambitious and attainable. Specifically, Legal Prep will use:

- Historical performance data from comparable student populations
- National growth norms (e.g., MAP Growth projections)
- SPCSA and NSPF performance benchmarks
- Internal expectations for college readiness and postsecondary success

These inputs allow the school to establish targets that reflect both the anticipated starting point of students and the level of growth required to reach proficiency and college readiness. In early years, targets emphasize accelerated growth, while over time, expectations shift toward increasing levels of proficiency and postsecondary readiness. Targets will be ambitious yet achievable, with the expectation that Legal Prep will reach a 4-star rating within its first charter term while establishing the conditions necessary to achieve 5-star performance in subsequent years.

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).

The following table outlines Legal Prep's annual performance and growth targets aligned to NSPF indicators and SPCSA performance expectations. These targets are designed to reflect an ambitious but achievable trajectory toward a 4- or 5-star rating.

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2027-28	2028-29	2029-30
Increase ELA proficiency (SBAC, Grades 6–8)	Both	SBAC (annual), interim assessments (quarterly)	Baseline established Fall 2027 (MAP, interim, and prior records where available)	+8 percentage points	+10 percentage points	+10 percentage points
Increase Math proficiency (SBAC, Grades 6–8)	Both	SBAC (annual), interim assessments (quarterly)	Baseline established Fall 2027 (MAP, interim, and prior records where available)	+8 percentage points	+10 percentage points	+10 percentage points
Increase ACT college readiness (Grade 11)	Both	ACT (annual)	Baseline established Fall 2027 (MAP, interim, and prior records where available)	+10% meeting benchmarks	+15%	+20%
Achieve strong student growth (all grades)	Both	MAP Growth (fall, winter, spring)	Baseline established Fall 2027 (MAP, interim, and prior records where available)	Median Growth Percentile ≥55	≥60	≥60+
Reduce subgroup performance gaps (FRL, EL, SPED)	Both	SBAC, MAP, internal data (quarterly review)	Baseline established Fall 2027 (MAP, interim, and prior records where available)	Reduce gaps by 5 points	Reduce gaps by 7 points	Reduce gaps by 10 points

% of students earning college credit	NSPF	Course completion, transcripts	None	N/A	N/A	60% (first year with juniors)
Increase % of students on track for promotion/ graduation	SPCSA	Credit accumulation, grades (quarterly)	Baseline established at the end of the first semester in year 1	85% on track	90%	95%
Increase attendance and reduce chronic absenteeism	SPCSA	Attendance data (monthly review)	Baseline established Fall 2027 (first 30–60 days of attendance data)	≥92% attendance	≥94%	≥95%

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

As a new school, Legal Prep will establish its initial academic baselines during the first year of operation using a combination of diagnostic assessments, standards-aligned interim assessments, and available prior student data. These baselines are designed to provide a clear and accurate understanding of student starting points, allowing the school to set meaningful and ambitious growth and proficiency targets.

At the beginning of the school year, all students will complete a fall administration of the NWEA MAP Growth assessment, which will serve as the primary baseline measure for both achievement and growth. MAP Growth provides nationally normed data that enables the school to:

- Identify student performance relative to grade-level expectations
- Establish individualized and cohort-level growth targets
- Benchmark student outcomes against national norms

In addition to MAP Growth, Legal Prep will administer standards-aligned interim assessments during the first quarter to establish baseline proficiency levels relative to the Nevada Academic Content Standards. These assessments are designed to reflect the rigor and format of SBAC, ensuring that baseline data is directly aligned to long-term accountability measures.

Legal Prep will also establish baseline data for key non-assessment indicators, including attendance, course performance, and credit accumulation. Attendance baselines will be determined during the first 30–60 days of school, while academic progress indicators such as grades and credit accumulation will be monitored continuously throughout the first semester to establish initial benchmarks for student progression.

Where available, the school will incorporate prior student data from feeder schools to supplement internal baseline measures. This may include:

- Prior academic records and course grades

- English language proficiency data (WIDA)
- Special education records and diagnostic evaluations

These data sources provide additional context for understanding student needs and support more precise goal-setting.

Importantly, Legal Prep anticipates that many students will enter below grade level, consistent with the needs identified in the targeted communities. As a result, initial baselines are used not only to measure current performance, but to establish the level of accelerated growth required for students to reach grade-level proficiency and long-term academic success.

Following the first year of implementation, Legal Prep will refine its baselines and targets using actual student performance data. This includes analyzing trends in MAP Growth, interim assessments, course performance, and attendance data to adjust expectations and ensure that future targets are increasingly precise, cohort-specific, and aligned to demonstrated outcomes.

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?*

Legal Prep will implement a comprehensive performance management system that ensures student progress is continuously measured, evaluated, and acted upon at every level of the organization. This system is designed to make student performance visible, actionable, and accountable, ensuring that data is not only collected, but consistently used to inform instruction, monitor progress, and drive improved outcomes for all students.

Rather than relying on end-of-year outcomes alone, Legal Prep structures its academic program around ongoing cycles of measurement, analysis, and response, ensuring that student needs are identified early and addressed systematically.

A Coherent System of Measurement Across All Levels

Student progress at Legal Prep will be measured through a combination of formative, interim, and summative assessments that together provide a complete picture of learning.

At the individual student level, teachers and advisors track progress daily and weekly through classroom-based assessments, written work, and checks for understanding. These data points allow teachers to identify misconceptions in real time and adjust instruction immediately. Over time, these daily indicators are paired with more formal measures, including quarterly interim assessments and MAP Growth assessments, to evaluate whether students are progressing toward grade-level standards and long-term academic goals.

At the cohort and grade level, instructional leaders analyze patterns in student performance, including:

- Mastery of priority standards
- Growth trends across assessment windows

- Course performance and credit accumulation

This level of analysis allows the school to identify systemic trends, such as gaps in specific standards or inconsistencies across classrooms, and respond with targeted instructional adjustments.

At the school-wide level, leadership evaluates performance against key accountability metrics, including SBAC proficiency, ACT outcomes, and overall student growth. These indicators are used not only for external accountability, but as internal benchmarks to ensure that the school is on track to meet its long-term goals, including achieving a 4- or 5-star rating. This multi-level approach ensures that student performance is monitored consistently across individual, cohort, and school-wide levels, creating alignment between classroom instruction and overall school goals.

Embedded Evaluation Through Structured Data Cycles

Measurement alone is insufficient without structured opportunities to interpret and act on data. To ensure that evaluation is consistent and actionable, Legal Prep embeds data analysis into the weekly rhythm of the school.

The core structure for this work is the bi-weekly data cycle, during which teachers and instructional leaders engage in a disciplined process of:

- Reviewing student performance data
- Identifying trends and gaps
- Determining root causes of underperformance
- Planning targeted instructional responses

These cycles are reinforced through weekly instructional leadership meetings and monthly school-wide data reviews led by the Principal. This layered approach ensures that data is analyzed not only at the classroom level, but also at the grade and school level, creating alignment across the organization. This approach ensures that equity is actively monitored and addressed, rather than assumed based on overall performance.

Intentional Monitoring of Special Populations and Subgroups

A defining feature of Legal Prep's performance management system is its focus on equity and subgroup performance. The school does not treat overall performance as sufficient; instead, it intentionally monitors outcomes for all student groups to ensure equitable access to success.

Academic data will be disaggregated by:

- Race and ethnicity
- Socioeconomic status (FRL)
- English learner status
- Students with disabilities

This disaggregated data is reviewed during each data cycle, with instructional leaders asking not only whether students are succeeding, but which students are not—and why.

Specialized staff, including those responsible for special education and English learner services, are integrated into this process. They collaborate with teachers and instructional leaders to ensure that supports are aligned to student needs and that interventions are both targeted and effective.

Proactive Identification and Response to Disparities

Legal Prep recognizes that disparities in student performance do not resolve on their own; they must be actively identified and addressed. As such, the school will implement a proactive approach to monitoring and responding to achievement gaps.

Through regular data analysis, the school will:

- Compare proficiency and growth across student groups
- Identify patterns of inequitable access to rigorous instruction
- Analyze related indicators such as attendance and engagement

When disparities are identified, the school responds through coordinated action, which may include:

- Adjustments to instructional strategies and supports
- Increased intervention time for specific student groups
- Targeted professional development for teachers

Leadership is responsible for ensuring that these responses are implemented consistently and that progress toward closing gaps is monitored in subsequent data cycles. This approach ensures that equity is embedded into the instructional model, rather than treated as a separate initiative.

Transparent Reporting to All Stakeholders

Legal Prep's performance management system is designed to ensure that data is not only collected and analyzed, but also shared transparently with all stakeholders.

Students and families will receive regular updates on progress through:

- Real-time grade reporting systems (e.g., PowerSchool)
- Quarterly report cards and progress reports
- Advisory conferences and direct communication from advisors
- Parent-teacher conferences and school-wide updates

Internally, teachers and leaders will have access to:

- Data dashboards tracking student performance
- Regular reports aligned to academic goals
- Structured opportunities to review and act on data

The governing board will receive periodic updates on academic performance, including progress toward key goals and areas requiring attention. This transparency ensures that all stakeholders have a clear understanding of student progress and are able to actively support student success.

A System Designed for Continuous Improvement

Taken together, these structures create a system in which student performance is continuously monitored, instructional decisions are grounded in real-time data, and disparities are identified and addressed proactively. This ensures that Legal Prep's academic program remains responsive, aligned to its goals, and focused on driving strong outcomes for all students.

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.*

Legal Prep will use a structured corrective action system to ensure that academic underperformance is identified early, addressed quickly, and monitored until improvement occurs. Corrective action will not be reserved for end-of-year results. Instead, it will be embedded in the school's ongoing data cycles so that teachers, instructional leaders, and school leadership can respond during the year when student performance data indicates that students, cohorts, subgroups, or the school as a whole are not on track to meet academic goals.

Corrective action will be triggered when student performance falls below established expectations in one or more of the following areas:

- Interim or formative assessment data shows that individual students, classrooms, or grade-level cohorts are not mastering priority standards.
- MAP Growth data indicates that students are not on pace to meet annual growth targets.
- SBAC-aligned interim assessments show that students are not progressing toward proficiency expectations.
- Subgroup data shows gaps widening or persistent underperformance among English learners, students with disabilities, economically disadvantaged students, or other student groups.
- Course grades, credit accumulation, or failure rates indicate that students are at risk of not meeting promotion or graduation requirements.
- Classroom, grade-level, or subject-area trends indicate inconsistent implementation of curriculum, instruction, or intervention systems.

These triggers will be reviewed through Legal Prep's bi-weekly data cycles, weekly instructional leadership meetings, and monthly schoolwide performance reviews. The purpose of these reviews is to ensure that underperformance leads to specific action steps, assigned ownership, and follow-up monitoring.

Classroom-Level Corrective Action

When data indicates that individual students or a classroom are not meeting expectations, corrective action begins with the classroom teacher, supported by instructional leadership. Teachers will be expected to identify the specific standards or skills students have not mastered and adjust instruction accordingly.

Corrective actions may include:

- Reteaching priority standards using alternative instructional strategies
- Increasing guided practice or small-group instruction
- Adjusting pacing to allow additional time for mastery
- Providing targeted feedback and additional practice opportunities
- Re-grouping students based on demonstrated need

Instructional leaders will support teachers through observation, coaching, lesson review, and co-planning. If classroom data does not improve after the initial instructional response, support will intensify through additional coaching, modeling, targeted professional development, or intervention planning.

Cohort and Grade-Level Corrective Action

When data shows underperformance across a grade level, subject area, or student cohort, the response will be coordinated by instructional leaders in collaboration with teachers. The goal is to identify whether the issue reflects a common standards gap, curriculum pacing concern, instructional trend, or intervention need.

Corrective actions may include:

- Revising pacing plans or reteach calendars
- Re-grouping students across classrooms for targeted support
- Increasing instructional time for high-priority standards
- Developing common reteach lessons or assessments
- Providing grade-level or subject-specific professional development

These adjustments will be implemented consistently across classrooms and reviewed in subsequent data cycles to determine whether student performance is improving.

Corrective Action for Special Populations

When data indicates that a specific student group is underperforming, Legal Prep will implement targeted supports designed to address the needs of that population. This includes English learners, students with disabilities, economically disadvantaged students, and other groups identified through disaggregated data review.

Corrective actions may include:

- Increased collaboration between general education teachers and specialized staff

- Adjustments to scaffolds, accommodations, language supports, or intervention services
- Review of IEP implementation, EL supports, or intervention plans
- Additional progress monitoring for identified students or groups
- Targeted professional development for teachers on subgroup-specific instructional strategies

Special education and English learner staff will help design and monitor these interventions, while the Principal and instructional leaders will ensure that supports are implemented consistently and reviewed for impact.

Schoolwide Corrective Action

If schoolwide data indicates that Legal Prep is not on track to meet annual academic goals, the Principal will lead a broader corrective action process in partnership with the leadership team and, where appropriate, the governing board. Schoolwide corrective action will focus on identifying root causes and adjusting systems, not simply adding isolated interventions.

Corrective actions may include:

- Refining curriculum implementation or assessment systems
- Adjusting the instructional calendar or pacing guides
- Reallocating staff time or resources toward priority academic needs
- Expanding intervention blocks, tutoring, or extended learning opportunities
- Providing schoolwide professional development aligned to identified gaps
- Increasing monitoring of classroom implementation and student progress

Schoolwide corrective actions will include clear timelines, responsible parties, and follow-up measures to determine whether the response is producing improvement.

Roles and Accountability

Legal Prep's corrective action system assigns clear responsibility at each level of implementation:

- Teachers are responsible for implementing classroom-level instructional adjustments, monitoring student progress, and communicating student needs.
- Instructional leaders are responsible for analyzing classroom and cohort data, coaching teachers, coordinating intervention responses, and monitoring implementation.
- Specialized staff are responsible for ensuring that supports for students with disabilities, English learners, and other special populations are aligned to student needs and implemented with fidelity.
- The Principal is accountable for overall academic performance, ensuring that corrective actions are timely, appropriate, and effective.
- The governing board monitors schoolwide academic performance and holds school leadership accountable for progress toward annual goals.

Monitoring Effectiveness

Corrective actions will be monitored through subsequent data cycles to determine whether student performance is improving. If data shows insufficient progress, Legal Prep will adjust or intensify the intervention. This may include increasing intervention time, revising instructional strategies, providing additional coaching, or reallocating resources to address the identified need.

This process ensures that corrective action is not a one-time response, but an ongoing cycle of implementation, monitoring, and refinement.

Conclusion

Legal Prep's corrective action system is designed to ensure that underperformance is addressed quickly, systematically, and with clear accountability. By embedding corrective action into regular data cycles and assigning responsibility across teachers, instructional leaders, specialized staff, the Principal, and the governing board, Legal Prep creates a performance management system that is responsive to student needs and focused on continuous improvement. This approach ensures that students, cohorts, subgroups, and the school as a whole remain on track to meet ambitious academic goals.

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.*

Legal Prep's interim assessment system is designed to provide frequent, valid, and actionable data that allows teachers and leaders to monitor student progress and make timely instructional decisions. These assessments are intentionally aligned to the Nevada Academic Content Standards and are selected to provide both predictive insight into state assessment performance and real-time information on student learning needs.

Legal Prep will use two complementary interim assessment tools, each serving a distinct purpose within the school's performance management system:

- MAP Growth assessments, administered three times per year in the fall, winter, and spring
- Standards-aligned interim assessments, administered quarterly and designed to reflect the rigor and format of SBAC

MAP Growth provides nationally normed data that measures student growth over time and allows the school to benchmark performance against national averages. Quarterly interim assessments provide more direct alignment to Nevada standards and allow the school to monitor mastery of specific content.

These assessments will be used in combination to create a comprehensive picture of student learning. MAP Growth provides a longitudinal measure of student growth across the year and allows the school to benchmark performance against national norms. In contrast, standards-aligned interim assessments provide a more precise measure of mastery of Nevada standards and readiness for SBAC performance. Together, these tools ensure that the school can monitor both growth and proficiency, which are critical components of NSPF accountability.

Assessment results will be analyzed during structured data cycles, where teachers and instructional leaders identify specific standards gaps, determine root causes of underperformance, and develop targeted instructional responses. These responses are implemented immediately and monitored in subsequent cycles to ensure effectiveness. This system ensures that interim assessments function not as isolated checkpoints, but as integral components of a continuous improvement cycle aligned to curriculum, instruction, and academic goals.

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

Legal Prep prioritizes embedded, classroom-based assessment as the primary driver of responsive instruction. Teachers are expected to continuously assess student understanding during instruction and adjust teaching in real time to ensure that all students are progressing toward mastery. These practices are not optional or teacher-dependent; they are core expectations embedded within the Legal Prep Classroom framework.

Teachers will be trained and expected to incorporate a consistent set of embedded assessment practices into every lesson, ensuring that student understanding is continuously monitored. Those assessments include:

- Exit tickets aligned to lesson objectives
- Short written responses and quick writes
- Strategic questioning techniques
- Analysis of student work during lessons

This ensures that checks for understanding are implemented consistently across classrooms, rather than varying by teacher, and that instructional adjustments are made immediately when students demonstrate gaps in understanding.

Teacher development in this area is supported through weekly coaching cycles. Instructional leaders observe classrooms with a focus on how teachers check for understanding and respond to student data. Feedback is specific and actionable, helping teachers refine their practice over time. Instructional leaders hold teachers accountable for implementing these practices consistently and for using the resulting data to inform instructional decisions.

In addition, collaborative planning time provides teachers with opportunities to:

- Develop common formative assessments
- Analyze student responses
- Share effective strategies for assessing understanding

This ensures that embedded assessment practices are standardized across the school and are implemented intentionally as part of the instructional program.

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.*

Legal Prep has selected interim assessments that are valid, reliable, and aligned to the Nevada Academic Content Standards, ensuring that assessment data accurately reflects student learning and progress toward academic goals. These assessments are widely used in high-performing schools and have demonstrated effectiveness in measuring both proficiency and growth across diverse student populations.

MAP Growth is a nationally normed assessment that has been extensively validated as a measure of student growth. It provides reliable data across testing windows and allows educators to track progress over time with a high degree of accuracy. Because it is adaptive, it is particularly effective for measuring growth among students performing both below and above grade level. Its adaptive design ensures that results are reliable across a wide range of student performance levels, making it particularly effective for measuring growth among students both below and above grade level.

Quarterly interim assessments are designed to align directly to the Nevada Academic Content Standards and to reflect the structure and rigor of SBAC. These assessments include multi-step tasks, reading passages, writing components, and problem-solving questions that mirror state assessment expectations. Because these assessments are directly aligned to the standards and mirror the rigor and structure of SBAC, they provide a valid measure of student readiness for state assessments.

Legal Prep's curriculum, assessment system, and academic goals are intentionally aligned to ensure coherence across all components of the instructional program. Curriculum is aligned to the Nevada Academic Content Standards, interim assessments measure mastery of those standards, and academic goals are set based on the same expectations. This alignment ensures that assessment data is both valid and reliable as an indicator of student progress toward proficiency, growth, and postsecondary readiness.

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 assessments are a central component of Legal Prep's instructional decision-making process and are used to drive timely, data-informed adjustments to instruction, intervention, and resource allocation. Rather than serving solely as evaluation tools, these assessments are embedded within the school's performance management system to ensure that student progress is continuously monitored and acted upon.

Following each interim assessment cycle, teachers and instructional leaders engage in a structured analysis process. During these sessions, they:

- Review overall performance and identify trends
- Analyze student work to determine specific misconceptions
- Identify priority standards requiring reteaching or reinforcement
- Develop action plans for instructional adjustments

These steps ensure that assessment data is translated into specific, actionable instructional changes rather than remaining at the level of general analysis. Instructional adjustments are expected to be implemented immediately following each assessment cycle and monitored in subsequent cycles to determine their effectiveness.

Teachers are supported in using assessment data through ongoing professional development and coaching. Training focuses on:

- Interpreting assessment data accurately
- Identifying root causes of student errors
- Designing targeted instructional responses

Instructional leaders model effective data analysis and support teachers in applying these practices within their classrooms. Over time, this builds a culture in which data use is embedded in daily instruction and decision-making. Instructional leaders hold teachers accountable for using assessment data to inform instruction and for demonstrating improvement in student outcomes. This system ensures that interim assessments function as a continuous feedback loop, connecting measurement, instruction, and student outcomes in a coherent and responsive process.

7) *For each interim assessment identified above, describe the performance targets and benchmarks the school will use to monitor student progress and ensure it remains on track to meet its academic goals throughout the first year. Explain how these targets will be set, measured, and adjusted if needed.*

Legal Prep will establish a structured system of performance targets and interim benchmarks aligned to its annual academic goals to ensure that student progress is continuously monitored and remains on track throughout the school year. These benchmarks function as leading indicators of end-of-year success, allowing the school to determine whether students are progressing toward proficiency, growth, and college readiness goals well in advance of state assessments.

At the beginning of the school year, baseline performance will be established using fall MAP Growth assessments and the first cycle of standards-aligned interim assessments. These data points provide a clear understanding of each student's starting point relative to grade-level expectations and allow the school to set individual, cohort, and school-wide targets. These baseline measures align directly to the academic goals outlined in Question 2, ensuring consistency between starting points, targets, and long-term expectations.

For MAP Growth, performance targets will be grounded in nationally normed growth expectations. Each student will be assigned an individualized growth goal based on their baseline score, with the expectation that all students meet or exceed typical annual growth. These growth targets will be set to ensure that students are on a trajectory to meet or exceed the Median Growth Percentile goals outlined in the school's annual performance targets. For students performing below grade level, Legal Prep will set more ambitious targets to ensure accelerated progress. These targets will be reviewed after each testing window to determine whether students are on pace to meet their projected growth.

Quarterly interim assessments will be used to monitor mastery of Nevada Academic Content Standards and progress toward SBAC proficiency. These benchmarks are aligned to the proficiency targets outlined in Question 2, ensuring that interim assessment performance reflects progress toward SBAC expectations. For each assessment cycle, Legal Prep will establish benchmarks that reflect:

- The percentage of students demonstrating proficiency on priority standards
- The level of mastery required to remain on track for end-of-year expectations

- Progress in closing gaps between student groups

These benchmarks are intentionally sequenced across the year, with expectations increasing each quarter to reflect the progression toward full mastery. For example, early assessments may focus on foundational skills and partial mastery, while later assessments will require students to demonstrate full proficiency on grade-level standards.

Performance against these benchmarks will be analyzed during each data cycle. Teachers and instructional leaders will examine not only whether students met the targets, but also how close they are to meeting them and which specific skills or standards require additional focus. This analysis focuses on identifying the specific distance between current performance and target benchmarks, allowing for precise instructional adjustments.

Importantly, Legal Prep's approach to benchmarking is both ambitious and responsive. Adjustments are made within a structured framework that maintains high expectations while ensuring that targets remain realistic and aligned to student needs. If data indicates that targets are either too low or not attainable based on student starting points, the school will adjust expectations accordingly while maintaining a focus on long-term outcomes. Adjustments may include revising growth targets, refining interim assessment benchmarks, or modifying instructional pacing to better align with student needs.

In addition, subgroup performance will be closely monitored against these benchmarks to ensure that all students are making progress. When disparities are identified, the school will establish targeted subgroup benchmarks and implement additional supports to ensure equitable outcomes.

Through this structured system of baseline setting, ongoing benchmarking, and responsive adjustment, Legal Prep ensures that interim assessments function as a continuous monitoring system aligned to its academic goals. This approach allows the school to identify whether students are on track, make timely instructional adjustments, and maintain a clear trajectory toward strong proficiency, growth, and postsecondary readiness outcomes.

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

Legal Prep will implement a comprehensive data management system designed to ensure that student information is accurately collected, securely stored, and immediately accessible to inform instructional decision-making and performance monitoring. This system is built to support rapid analysis and action, ensuring that data is not only reliable and compliant, but consistently used by teachers and leaders to improve student outcomes.

Data Collection Across Multiple Systems

Student data at Legal Prep will be collected through a combination of systems that capture academic performance, attendance, behavior, and intervention participation.

The school will utilize Infinite Campus as the primary student information system, consistent with Nevada requirements. Infinite Campus will house official student records, including:

- Enrollment and demographic information
- Attendance data
- Course grades and transcripts
- Discipline records

In addition to Infinite Campus, Legal Prep will use specialized platforms to collect academic assessment data, including:

- MAP Growth for nationally normed achievement and growth data
- Standards-aligned interim assessment platforms for tracking mastery of Nevada Academic Content Standards
- Classroom-based assessment tools to capture formative data

These systems will work in tandem to provide a comprehensive view of student performance, ensuring that data is captured at multiple points throughout the instructional cycle. This multi-system approach ensures that data is captured at multiple points in the instructional cycle, allowing for both real-time monitoring and longitudinal analysis of student performance.

Data Integration and Accessibility

To ensure that data is usable and actionable, Legal Prep will integrate key data sources into internal dashboards and reporting systems. Instructional leaders and teachers will have access to integrated, real-time dashboards that provide a clear and actionable view of student performance, including:

- Real-time student performance data
- Growth metrics and benchmark comparisons
- Subgroup performance data

These dashboards will be designed to support quick analysis and decision-making, allowing staff to identify trends, monitor progress, and adjust instruction efficiently.

Data access will be role-based, ensuring that:

- Teachers can access classroom and student-level data
- Instructional leaders can access grade-level and school-wide data
- Administrative staff can access operational and compliance data

This structure ensures that all staff have access to the information they need, while maintaining appropriate controls over sensitive data.

Data Storage, Security, and Compliance

Legal Prep will implement strict protocols to ensure that all student data is stored securely and in compliance with applicable laws and regulations, including FERPA.

Key components of the school's data security approach include:

- Secure, password-protected systems for all data platforms
- Role-based access controls to limit data access to authorized personnel
- Regular staff training on data privacy and confidentiality
- Secure storage of physical records, where applicable

The school will also establish clear procedures for:

- Data entry and verification to ensure accuracy
- Backup and recovery of digital records
- Secure transfer of records when students enroll, transfer, or graduate

These protocols ensure that student information is protected while remaining accessible for educational purposes.

Data Use and Continuous Improvement

Legal Prep's data systems are designed not only for storage and compliance, but to actively support the school's instructional and performance management systems.

Data collected through Infinite Campus and assessment platforms will be actively used within Legal Prep's instructional and leadership systems to drive decision-making at all levels of the organization. Data will be:

- Reviewed during bi-weekly data cycles
- Used to inform instructional planning and intervention decisions
- Monitored by leadership to ensure alignment with academic goals

This integration ensures that data is consistently translated into instructional action and used to drive decisions that improve student outcomes.

Conclusion

Through the use of Infinite Campus, assessment platforms, and integrated data dashboards, Legal Prep will implement a data management system that is secure, efficient, and highly actionable. This system ensures that data is not only collected and stored, but consistently used to inform instruction, monitor progress, and support continuous improvement across the school.

9) *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.*

Legal Prep recognizes that strong academic outcomes are driven by effective organizational systems and sound financial management. As such, the school will establish clear, measurable organizational and financial performance goals aligned to the SPCSA Organizational and Financial Performance Frameworks. These goals

are designed not only to ensure compliance, but to create the operational conditions necessary for consistent, high-quality instruction and long-term student success.

Rather than treating organizational and financial performance as separate from the academic program, Legal Prep integrates these goals into its overall performance management system. School leadership and the governing board will monitor these indicators alongside academic outcomes, ensuring that the school is functioning effectively at every level.

Organizational Performance Goals

Legal Prep's organizational goals focus on the core conditions that enable student success, including attendance, school culture, family engagement, and student persistence. These areas are foundational to the school's model and are monitored through clearly defined metrics that allow leadership to identify trends, intervene early, and ensure that students remain engaged and on track.

To ensure clarity and accountability, Legal Prep has established the following key organizational performance targets:

- **Student Attendance**
  - Maintain **≥ 92% average daily attendance in Year 1**, increasing to **≥ 95% by Year 3**
  - Reduce chronic absenteeism to **< 20% by Year 2** and **< 15% by Year 3**
- **School Culture and Discipline**
  - Maintain **out-of-school suspension rate below 5%**, with a long-term goal of **< 3%**
  - Track and reduce repeat behavioral incidents through restorative practices and Advisory supports
- **Family Engagement**
  - Achieve **≥ 85% participation in parent-teacher conferences**
  - Maintain **≥ 80% family satisfaction** on annual surveys
  - Ensure consistent Advisory communication with families
- **Student Persistence and Promotion**
  - Maintain **≥ 90% student retention year over year**
  - Ensure **≥ 85% of students are on track for promotion or graduation in Year 1**, increasing to **≥ 95% by Year 3**

These goals will be monitored regularly through leadership review cycles and will inform both day-to-day decision-making and longer-term strategic planning.

Financial Performance Goals

Legal Prep's financial goals are designed to ensure fiscal responsibility, transparency, and long-term sustainability. The school's financial model is built on conservative assumptions and disciplined financial management practices, ensuring that resources are aligned to support student achievement while maintaining compliance with all applicable requirements.

To operationalize this approach, Legal Prep has established the following financial performance targets:

- **Balanced Budget**
  - Maintain a **balanced budget annually**, ensuring expenditures align with projected revenue
- **Cash Flow and Liquidity**
  - Maintain **at least 60 days of cash on hand by Year 2**
  - Ensure consistent positive cash flow throughout the year
- **Financial Sustainability**
  - Align staffing and program costs to enrollment levels
  - Maintain conservative enrollment and revenue assumptions to minimize financial risk
- **Compliance and Oversight**
  - Achieve **clean annual audits with no material findings**
  - Ensure timely submission of all required financial reports to SPCSA
- **Resource Allocation**
  - Prioritize spending on **instruction, intervention, and student supports**, ensuring alignment with academic goals

These financial goals are reviewed regularly by school leadership and the governing board, ensuring that financial performance remains aligned with both operational needs and long-term sustainability.

Performance Monitoring and Dashboard System

To ensure that organizational and financial goals are actively monitored and acted upon, Legal Prep will implement a structured performance dashboard that integrates key metrics into a single, coherent system.

This dashboard allows leadership to quickly assess performance across key domains, identify areas where performance is below target, and initiate timely corrective action. It also creates transparency and shared accountability by providing a consistent framework for reviewing performance at both the school and board level.

Sample Monthly Performance Dashboard

Category	Metric	Target	Current	Status
Attendance	Average Daily Attendance	≥ 92%	90%	
Attendance	Chronic Absenteeism	< 20%	22%	
Academics	Students On Track (Grades/Credits)	≥ 85%	87%	
Culture	Suspension Rate	< 5%	3%	

Culture	Repeat Behavior Incidents	Decreasing trend	Flat	
Family Engagement	Conference Participation	≥ 85%	82%	
Finance	Budget Variance	Within ±3%	+1%	
Finance	Days Cash on Hand	≥ 60 days	55 days	
Finance	Audit Findings	None	N/A	

This dashboard will be reviewed:

- Weekly by school leadership for operational monitoring
- Monthly by the leadership team and governing board for accountability
- Quarterly for deeper analysis and strategic planning

Each metric is assigned to a responsible staff member or team, ensuring clear ownership. When performance falls below target, corrective actions are identified and tracked through subsequent review cycles, creating alignment between goals, monitoring, and response.

Alignment to SPCSA Frameworks

Legal Prep's organizational and financial performance goals are intentionally aligned to the SPCSA Organizational and Financial Performance Frameworks.

Organizationally, the focus on attendance, culture, family engagement, and student persistence reflects the expectations for strong school operations and student support systems. These indicators ensure that the school is providing a stable and effective learning environment.

Financially, the emphasis on balanced budgets, liquidity, audit compliance, and responsible resource allocation aligns directly with SPCSA expectations for fiscal health and sustainability. Regular monitoring and governing board oversight ensure transparency and accountability.

Conclusion

Legal Prep's organizational and financial performance goals are designed to ensure that the school operates effectively and that resources are aligned to support student achievement. By establishing clear metrics, monitoring performance regularly, and assigning accountability at each level of the organization, the school creates a system in which operational effectiveness directly supports academic success.

Section 3.4 Rubric Alignment Summary

1. **All academic goals and targets are expressed in SMART terms (Specific, Measurable, Achievable, Relevant, and Time-Bound) and demonstrate a commitment to ensuring the success of all students including students with disabilities, English language learners, economically disadvantaged students, at-risk students, and students above or below grade level**

Legal Prep establishes clear academic goals that are specific, measurable, and time-bound, aligned to both internal performance targets and the Nevada School Performance Framework. Goals explicitly include performance and growth expectations for all student groups, including students with disabilities, English Learners, and economically disadvantaged students. The proposal demonstrates a strong commitment to ensuring success across all student populations through differentiated supports and aligned performance targets.

   a. **Mission-specific academic goals explicitly complement or supplement, but do not replace, the SPCSA's performance standards. All such indicators, measures, and metrics are rigorous, valid, reliable, and objectively verifiable**

Legal Prep's academic goals are aligned to and complement SPCSA performance expectations, including SBAC proficiency, growth measures, and college and career readiness indicators. The proposal incorporates multiple valid and reliable measures, including MAP Growth, interim assessments, ACT, and course performance, ensuring that all metrics are objective, rigorous, and aligned to student outcomes.

   b. **Annual performance and growth goals align to the Nevada School Performance Framework and/or the Authority Performance Framework and will put the school on a trajectory to meet SPCSA performance standards**

The proposal clearly aligns academic goals to NSPF indicators, including proficiency, growth, and subgroup performance. Legal Prep articulates a trajectory toward achieving a 4- or 5-star rating within the first charter term, supported by measurable growth targets and a structured plan for improving student outcomes over time.

   c. **Quarterly performance targets can be used to develop a plan for monitoring and reporting academic performance gaps and a process for using data to support instruction and inform professional development**

Legal Prep includes quarterly and interim benchmarks that allow for ongoing monitoring of student performance and identification of achievement gaps. These benchmarks are embedded within structured data cycles, enabling instructional leaders and teachers to adjust instruction, provide targeted support, and inform professional development based on real-time student data.

2. **Sound plan for measuring and reporting academic performance and progress of students and monitoring for disparities in academic performance between student groups**

Legal Prep outlines a comprehensive system for measuring student performance using multiple data sources, including interim assessments, MAP Growth, and summative assessments. The proposal includes clear plans for disaggregating data by subgroup and monitoring disparities, ensuring that all student groups are supported and that gaps are addressed proactively.

3. **Explanation of corrective actions that will be taken if the school fails to meet achievement outcomes at the classroom, cohort, special population and/or school-wide level (throughout the year or at end of year), including the party responsible for implementing these actions**

The proposal provides a clear and actionable framework for corrective action, including instructional adjustments, increased intervention, targeted professional development, and leadership oversight. Responsibilities are clearly defined across teachers, instructional leaders, and the Principal, ensuring accountability at all levels.

4. **Internal assessment selections will provide sufficiently rich data for evaluation of the education program, are valid and reliable, and are fully aligned with state assessments, Nevada Academic Content Standards, and the curriculum as presented**

Legal Prep selects a set of internal assessments, including MAP Growth and standards-aligned interim assessments, that provide valid, reliable, and actionable data. These assessments are aligned to Nevada Academic Content Standards and are predictive of performance on state assessments, ensuring coherence across curriculum, instruction, and assessment.

5. **The assessment plan is sufficiently detailed to demonstrate collection and analysis of individual student, student cohort, special populations, and school level data (interim, annual, year over year), including a clear process for setting and monitoring ambitious academic goals**

The proposal includes a detailed assessment plan that captures data at multiple levels, including individual student, subgroup, cohort, and school-wide performance. Data is analyzed through structured systems, including bi-weekly data cycles and leadership review, ensuring that progress is monitored consistently and that goals are adjusted as needed.

6. **Logical plan for using assessment data to drive key decisions aimed at improving academic outcomes**

Legal Prep demonstrates a clear and logical process for using data to inform instruction, intervention, and professional development. Data is used to identify skill gaps, group students for intervention, adjust instructional strategies, and support teacher development. This approach ensures that data is actively used to improve outcomes, not simply collected.

7. **Organizational and financial goals are aligned to the SPCSA's Performance Frameworks**

Legal Prep establishes clear organizational and financial performance goals, including attendance, engagement, financial sustainability, and operational effectiveness. These goals are monitored through a structured

dashboard and are aligned to SPCSA Organizational and Financial Performance Frameworks, ensuring that operational systems support academic success.

Overall Alignment

Legal Prep's Driving for Results plan reflects a comprehensive, data-driven, and highly aligned system for setting goals, measuring progress, and driving continuous improvement. The proposal demonstrates strong alignment to SPCSA expectations, integrates assessment, instruction, and accountability systems, and provides a clear, actionable framework for achieving high levels of student success.

3.5 At Risk Students and Special Populations

Legal Prep is designed as an open-enrollment, college-preparatory public school that intentionally serves a diverse student population, including students who have been historically underserved and those who require additional academic, behavioral, or social-emotional support to succeed. Based on community engagement in Las Vegas and Legal Prep's experience operating in similar contexts, the school anticipates enrolling a significant number of students who enter below grade level, are economically disadvantaged, are first-generation college-bound, are English learners, or receive special education services.

Legal Prep's model is grounded in the belief that all students can achieve at high levels when provided with rigorous instruction, strong relationships, and targeted, responsive supports. Accordingly, support for at-risk students and special populations is not treated as a separate program, but is embedded within the school's academic model, culture, and daily operations. This approach is proactive, data-driven, and aligned to a whole-child framework that recognizes the interconnected nature of academic performance, attendance, behavior, and social-emotional development.

To meet the needs of its students, Legal Prep implements a coherent system of supports that includes:

- A rigorous, standards-aligned college-preparatory curriculum with built-in differentiation
- A Multi-Tiered System of Supports (MTSS) framework for academic and behavioral intervention
- Daily Advisory structures that monitor student progress and strengthen relationships with students and families
- Integrated social-emotional learning and trauma-informed practices
- Ongoing data analysis to identify needs early and adjust supports in real time

These systems are reinforced through clear roles, consistent routines, and frequent collaboration among teachers, advisors, counselors, and school leaders. As a result, students are not only identified when they are at risk, but are immediately connected to appropriate interventions and supports.

Legal Prep is also committed to equitable access and outcomes, consistent with the priorities of the Nevada State Public Charter School Authority. The school removes barriers to enrollment and participation and ensures that all students have access to high-quality instruction, enrichment opportunities, and postsecondary pathways, regardless of background or prior academic performance.

The following sections outline how Legal Prep will identify at-risk students and special populations, implement targeted supports, monitor progress, and ensure that all students are on track to meet academic expectations and graduate prepared for college and career success.

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?*

Legal Prep defines "at-risk students" as those who, based on academic, behavioral, or engagement indicators, are not on track to meet grade-level expectations, promotion benchmarks, or graduation requirements. This includes students performing below grade level in core subjects, earning below a C average in one or more courses, missing ten percent or more of instructional time, demonstrating repeated behavioral concerns, or showing early signs of disengagement from the instructional program.

This definition is intentionally broad and proactive. Rather than waiting for students to fail courses or fall significantly behind, Legal Prep identifies risk early and intervenes quickly. The school's model is built on the understanding that academic risk is often cumulative and predictable, and that timely, data-driven responses can significantly improve outcomes. At Legal Prep Chicago, this approach has enabled staff to identify students at risk early, often within the first quarter of the school year, allowing interventions to be implemented before students experience course failure or significant academic decline.

Comprehensive Identification System

Legal Prep will implement a multi-dimensional system for identifying at-risk students that integrates academic, behavioral, and engagement data. This system ensures that student needs are understood holistically and that interventions are aligned to root causes, such as gaps in specific standards, attendance barriers, or disengagement, rather than isolated symptoms.

At the **academic level**, students will be identified as at risk based on:

- Course grades, particularly performance below a C average
- Performance on interim and formative assessments
- MAP Growth data indicating below-expected growth or performance below grade level
- Credit accumulation trends for high school students

At the **attendance level**, students will be identified based on:

- Chronic absenteeism (missing 10 percent or more of school days)
- Patterns of tardiness or early dismissal
- Sudden changes in attendance patterns

At the **behavioral and engagement level**, indicators include:

- Repeated behavioral incidents or referrals
- Decreased participation or disengagement in class

- Social-emotional concerns identified through Advisory or student support staff

These indicators are not reviewed in isolation. Legal Prep uses a whole-child approach, recognizing that academic, behavioral, and attendance challenges are often interconnected.

Data Collection and Review Processes

Student data is collected continuously and reviewed through structured systems, including daily classroom monitoring, weekly Advisory review, and bi-weekly data cycles, ensuring that risk is identified quickly and addressed in real time.

Teachers collect and analyze data daily through classroom assessments and observations. This information is aggregated and reviewed during bi-weekly data cycles, where teachers and instructional leaders identify students who are off track and determine appropriate interventions.

Advisors play a central role in this process by maintaining up-to-date information on each student's academic progress, attendance, and overall well-being. Advisors regularly conference with students to review performance against promotion benchmarks and identify emerging concerns.

At the leadership level, school leaders review aggregated data weekly and monthly to identify broader trends and ensure that systems of support are functioning effectively.

Early Warning Indicators and Tiered Identification

Legal Prep utilizes an early warning system to categorize students based on level of risk and urgency of need. Students are generally identified across three levels:

- **Emerging Risk:** Students beginning to show signs of academic or engagement challenges, such as declining grades or inconsistent attendance
- **Moderate Risk:** Students with sustained academic struggles, failing grades, or increasing absenteeism
- **High Risk:** Students significantly off track for promotion or graduation, including those with multiple course failures, chronic absenteeism, or significant behavioral concerns

This tiered identification system allows the school to match students with appropriate levels of support and ensures that resources are allocated effectively.

Integration with School Systems

Identification of at-risk students is not a standalone process, but is embedded within Legal Prep's broader instructional and support systems. Data collected through assessments, attendance tracking, and behavioral monitoring flows directly into:

- MTSS intervention planning
- Advisory monitoring and goal-setting
- Credit recovery and academic support systems

This integration ensures that once a student is identified as at risk, there is a clear and immediate pathway to support.

Commitment to Proactive Intervention

Legal Prep's approach is intentionally proactive. The school does not wait for end-of-quarter or end-of-year data to identify struggling students. Instead, through continuous data collection and structured review cycles, the school identifies risk early and responds quickly.

This approach reflects Legal Prep's core belief that with the right systems, supports, and relationships in place, all students can remain on track for success.

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)?*

Legal Prep implements a comprehensive, multi-tiered system of academic and behavioral supports designed to ensure that all students, including those identified as at risk, are able to access rigorous instruction and make meaningful progress toward grade-level expectations. This system is grounded in the belief that students require different levels and types of support at different times, and that interventions must be both responsive and systematically delivered to be effective.

Rather than relying on isolated programs, Legal Prep integrates intervention into the core structure of the school through a Multi-Tiered System of Supports (MTSS) that combines high-quality instruction, targeted interventions, and intensive individualized support. This system is designed to ensure that intervention begins as soon as students demonstrate early signs of academic risk, rather than after course failure or significant learning loss. At Legal Prep Chicago, this approach has resulted in strong student growth and high rates of students returning to Tier 1 instruction after receiving targeted supports, demonstrating the effectiveness of early, structured intervention.

Multi-Tiered System of Supports (MTSS)

Legal Prep's MTSS framework provides a structured approach to supporting students based on their level of need.

- **Tier 1: Core Instruction for All Students**
  All students receive access to rigorous, standards-aligned instruction in every classroom. Instruction is designed with built-in differentiation, frequent checks for understanding, and opportunities for small-group instruction. Core instructional practices, including Writing Across the Curriculum and structured literacy supports, ensure that all students develop foundational skills necessary for success.
- **Tier 2: Targeted Interventions**
  Students who are identified as at risk based on academic data, including performance below a C average, below-expected growth on MAP, or lack of mastery on interim assessments, receive targeted intervention. This may include small-group instruction during the school day, focused intervention

blocks, and required participation in teacher-led support sessions such as office hours. Interventions are aligned to specific skill gaps and are adjusted regularly based on student progress.

- **Tier 3: Intensive Individualized Support**
  Students with significant academic or behavioral needs receive individualized intervention plans. These supports may include additional instructional time, one-on-one or very small group instruction, and coordinated support from specialized staff. For high school students, this may also include structured credit recovery plans to ensure progress toward graduation. Students are typically moved to Tier 3 when they do not demonstrate sufficient progress after a defined period of Tier 2 intervention, as determined through bi-weekly data cycles.

This tiered system ensures that support is both scalable and responsive, allowing the school to meet the needs of a wide range of learners.

Academic Intervention Structures

Academic interventions at Legal Prep are embedded into the daily and weekly schedule to ensure that intervention is consistent, mandatory when needed, and aligned to identified skill gaps.

Key structures include:

- **Intervention Blocks During the School Day**
  Dedicated time is built into the schedule for targeted instruction based on student need. During this time, students may receive additional support in literacy, mathematics, or other core areas.
- **Mandatory Office Hours and Tutoring**
  Students who are not meeting academic expectations are required to attend additional support sessions with their teachers. These sessions focus on reteaching key concepts, providing additional practice, and addressing specific areas of difficulty.
- **Credit Recovery and Acceleration (High School)**
  High school students who fall behind in credit accumulation have access to structured credit recovery options, including standards-aligned online platforms and teacher-supported instruction. These programs are closely monitored to ensure that students demonstrate mastery and remain on track for graduation.
- **Data-Driven Grouping and Instruction**
  Students are grouped flexibly based on current performance data, allowing teachers to target instruction more effectively. Groupings are adjusted regularly based on ongoing assessment data.

Behavioral and Social-Emotional Supports

Legal Prep recognizes that academic challenges are often connected to behavioral and social-emotional factors. As such, the school integrates behavioral and social-emotional supports into its intervention framework.

Key components include:

- **Advisory System**
  Advisory serves as the central structure for monitoring student progress and providing consistent adult support. Advisors build strong relationships with students, track academic and behavioral data, and serve as the primary point of contact for families.
- **Peace Warriors and Restorative Practices**
  Legal Prep implements a restorative approach to discipline that emphasizes conflict resolution, accountability, and community building. Programs such as Peace Warriors support students in developing leadership skills and managing conflict constructively.
- **Counseling and Social Work Support**
  Students with more significant social-emotional needs have access to counseling and additional support services, ensuring that underlying barriers to learning are addressed.

Evidence Base and Research Alignment

Legal Prep's intervention model is grounded in research-based practices that have been shown to improve outcomes for at-risk students.

- The MTSS framework is widely recognized as an effective approach for improving academic outcomes and reducing achievement gaps by providing tiered, data-driven interventions.
- Frequent formative assessment and data cycles, as outlined in *Driven by Data* (Bambrick-Santoyo), support timely instructional adjustments and improved student learning.
- Structured literacy and Writing Across the Curriculum approaches support reading and writing development across content areas, which is critical for college readiness.
- Restorative practices and social-emotional learning have been shown to improve school climate, reduce disciplinary incidents, and increase student engagement.

Legal Prep's implementation of these practices is informed by its experience operating successful programs in Chicago and Indianapolis, where similar systems have supported strong student outcomes.

Monitoring Effectiveness of Interventions

Legal Prep continuously monitors the effectiveness of its interventions through its data systems and structured review processes.

Student progress is tracked through:

- Interim and formative assessment data
- Course performance and grades
- Attendance and behavioral data

During bi-weekly data cycles, teachers and instructional leaders review intervention outcomes to determine whether students are making sufficient progress. If students are not demonstrating measurable progress within a defined intervention cycle, supports are adjusted or intensified, including changes to instructional strategies, grouping, or intervention time.

At the leadership level, school leaders monitor trends in intervention effectiveness across classrooms and grade levels, ensuring that supports are implemented with fidelity and producing the desired results.

Research on multi-tiered intervention systems demonstrates that structured, data-driven supports significantly improve academic outcomes and increase high school completion rates for at-risk students. Legal Prep's MTSS framework reflects these evidence-based practices by providing tiered, responsive interventions aligned to student need.

Measuring the Success of Academic Remediation Efforts

Legal Prep defines the success of its academic remediation efforts as the extent to which students who enter below grade level demonstrate accelerated growth, close achievement gaps, and ultimately achieve grade-level proficiency and graduation readiness. To ensure this, the school establishes clear short-term, medium-term, and long-term success metrics aligned to its academic goals and performance framework.

Short-Term Measures of Success (Within-Year Monitoring)

In the short term, the effectiveness of remediation efforts will be measured through frequent progress monitoring and interim benchmarks. These indicators are reviewed during each data cycle to determine whether students are responding to intervention and to guide immediate instructional adjustments.

Key short-term indicators include:

- **Growth on interim assessments**, including quarterly standards-aligned assessments
- **MAP Growth progress** between fall, winter, and spring administrations, with a focus on meeting or exceeding projected growth targets
- **Improvement in course grades**, particularly movement from failing to passing
- **Mastery of targeted standards**, as measured through formative assessments and intervention-specific progress monitoring
- **Reduction in the number of students requiring Tier 2 and Tier 3 supports over time**

These data points are reviewed during bi-weekly data cycles, ensuring that interventions are continuously evaluated and refined.

Medium-Term Measures of Success (Year 1–3)

Over the first several years of operation, Legal Prep will evaluate remediation success based on cohort-level progress toward grade-level proficiency and promotion benchmarks.

Key medium-term indicators include:

- Increases in SBAC proficiency rates in ELA and Math, particularly among students who entered below grade level
- Median Growth Percentiles (MGP) at or above 60, indicating strong student growth relative to peers

- Reduction in subgroup achievement gaps, including for economically disadvantaged students, English learners, and students with disabilities
- Increases in the percentage of students on track for promotion or graduation, as measured by grades and credit accumulation
- Decreased reliance on intensive interventions, indicating that students are successfully transitioning back to core instruction

By Year 3, Legal Prep expects that a significant majority of students who entered below grade level will have made substantial progress toward or reached grade-level expectations.

Long-Term Measures of Success (Year 5 and Beyond)

In the long term, the success of remediation efforts will be measured by the extent to which students achieve sustained academic success and postsecondary readiness.

Key long-term indicators include:

- Achievement of a 4- or 5-star rating on the Nevada School Performance Framework
- High school graduation rates at or above 90 percent
- College and career readiness indicators, including ACT performance, dual credit attainment, and postsecondary enrollment
- Sustained closure of achievement gaps across student groups
- Reduced percentage of students entering high school significantly below grade level over time, reflecting stronger early intervention

These outcomes demonstrate that remediation efforts are not only effective in the short term, but are producing lasting improvements in student achievement.

Continuous Improvement and Adjustment

Legal Prep recognizes that effective remediation requires ongoing refinement. As such, the school will regularly evaluate the effectiveness of its intervention strategies using both short-term and long-term data.

If students are not meeting expected growth benchmarks, the school will:

- Adjust intervention strategies and intensity
- Reallocate resources to high-need areas
- Provide additional coaching and support to teachers

This ensures that remediation efforts remain responsive and aligned to student needs.

A Coherent System of Measurement and Impact

By establishing clear success metrics across multiple time horizons, Legal Prep ensures that its remediation efforts are:

- Immediate and responsive in the short term
- Outcome-driven in the medium term
- Sustainable and transformative in the long term

This comprehensive approach ensures that students who begin behind are not only supported, but are placed on a trajectory toward long-term academic success.

A System Designed for Responsiveness and Acceleration

Legal Prep's academic remediation approach is designed not only to address gaps in student learning, but to accelerate progress and ensure that all students can access and succeed in grade-level content. Through the integration of a Multi-Tiered System of Supports, structured intervention time, strong instructional practices, and continuous data analysis, the school creates a coherent system in which students are identified early, supported effectively, and monitored closely over time.

By pairing these systems with clear short-, medium-, and long-term success metrics, Legal Prep ensures that remediation efforts are both responsive and results-driven. This approach enables students who enter below grade level to make accelerated gains, close achievement gaps, and ultimately achieve long-term academic success.

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.*

Legal Prep implements a comprehensive Response to Intervention (RTI) model, grounded in a Multi-Tiered System of Supports (MTSS), to ensure that all students receive the level of academic and behavioral support necessary to succeed. This model is designed to provide early identification, targeted intervention, and continuous progress monitoring, allowing the school to respond to student needs in a structured and timely manner.

Legal Prep's RTI model is fully integrated into the school's instructional program and operates as a dynamic system, in which students move between levels of support based on ongoing data. The model addresses both academic and behavioral needs and is supported by regular data analysis, collaborative planning, and clear accountability structures. At Legal Prep Chicago, this integrated approach has resulted in strong student growth and a high proportion of students successfully transitioning from targeted intervention back to core instruction.

Tiered Structure and Interventions

Legal Prep's RTI model is organized into three tiers of support, each providing increasing levels of intensity based on student need.

Tier 1: Core Instruction (All Students)

Tier 1 represents the foundation of Legal Prep's instructional model and serves all students. The goal of Tier 1 is to ensure that the vast majority of students can succeed through access to high-quality, standards-aligned instruction.

Key Tier 1 components include:

- Rigorous, standards-aligned curriculum in all core subjects
- Differentiated instruction within the classroom
- Frequent checks for understanding and formative assessment
- Writing Across the Curriculum and structured literacy supports
- Positive school culture systems and clear behavioral expectations

Tier 1 instruction is designed to meet the needs of approximately 70–80 percent of students.

Tier 2: Targeted Interventions (Some Students)

Students are placed in Tier 2 based on academic data, including performance below a C average, below-expected growth on MAP, or lack of mastery on interim assessments.

Key Tier 2 interventions include:

- Small-group instruction during dedicated intervention blocks
- Targeted literacy and math interventions aligned to identified needs
- Mandatory office hours and tutoring sessions
- Increased progress monitoring through interim and formative assessments
- Behavioral supports through Advisory and targeted interventions

Students receiving Tier 2 support are typically those demonstrating emerging or moderate academic risk. Legal Prep anticipates that approximately 15–25 percent of students will require Tier 2 interventions at any given time.

Tier 3: Intensive Interventions (Few Students)

Tier 3 provides intensive, individualized support for students with significant academic or behavioral needs.

Key Tier 3 interventions include:

- Individualized learning plans based on diagnostic data
- One-on-one or very small group instruction
- Increased instructional time in core subject areas
- Coordinated support from specialized staff
- Structured credit recovery plans for high school students
- Intensive behavioral and social-emotional supports

Tier 3 is designed for students who are significantly below grade level or who have not responded to Tier 2 interventions. Legal Prep anticipates that approximately 5–10 percent of students will require Tier 3 support. Students are moved to Tier 3 when they do not demonstrate sufficient progress after a defined period of Tier 2 intervention, as determined through bi-weekly data cycles.

Determining Tier Placement and Proportions

Student placement within the RTI framework is determined through a comprehensive analysis of academic, behavioral, and engagement data. This includes:

- Performance on MAP Growth and interim assessments
- Course grades and credit accumulation
- Attendance and behavioral data
- Teacher and advisor input

Students are placed into tiers based on clearly defined criteria and are reviewed regularly during bi-weekly data cycles to ensure that students are receiving the appropriate level of support and are progressing toward grade-level expectations.

The anticipated proportions of students at each tier are based on multiple sources:

First, Legal Prep's experience operating in Chicago and Indianapolis suggests that a significant portion of incoming students may enter below grade level, particularly in literacy and mathematics. However, the school's model is designed to rapidly move students into Tier 1 through strong core instruction and targeted early intervention.

Second, national research on MTSS implementation indicates that effective Tier 1 instruction should meet the needs of approximately 70–80 percent of students, with smaller percentages requiring Tier 2 and Tier 3 support. Legal Prep's projected proportions align with these established benchmarks.

Third, community engagement and demographic analysis in Las Vegas indicate that the school will serve a population with diverse needs, including students who may require additional academic and social-emotional support. These projections have informed the school's planning for staffing, scheduling, and intervention capacity.

Dynamic Movement Between Tiers

A key feature of Legal Prep's RTI model is that tier placement is not static. Students move between tiers based on their response to intervention, as determined through ongoing progress monitoring and bi-weekly data cycles.

- Students who demonstrate improvement may transition from Tier 2 or Tier 3 back to Tier 1
- Students who do not respond to interventions may receive more intensive support

This dynamic approach ensures that supports are responsive and that students receive the level of intervention appropriate to their current needs.

Monitoring and Accountability

The effectiveness of the RTI model is monitored through ongoing data analysis and leadership oversight.

Teachers are responsible for implementing Tier 1 and Tier 2 supports, while instructional leaders and specialized staff oversee Tier 3 interventions. The Principal is responsible for ensuring that the RTI system is implemented with fidelity and is producing the desired outcomes.

Regular data reviews ensure that:

- Students are appropriately placed within tiers
- Interventions are effective
- Adjustments are made as needed

Conclusion

Legal Prep's RTI model provides a structured, data-driven framework for supporting all students. By combining strong core instruction with targeted and intensive interventions, and by maintaining flexible movement between tiers, the school ensures that all students receive the support they need to succeed academically and remain on track for long-term success.

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

Legal Prep views families as essential partners in supporting student success. Communication regarding academic performance, including the need for remediation, is proactive, transparent, and ongoing. Rather than communicating only when concerns arise, Legal Prep establishes consistent, proactive communication systems that ensure families are informed early, typically within one to two weeks of emerging academic concerns, and remain engaged throughout the intervention process.

At the center of this communication model is the belief that families should never be surprised by a student's academic standing. As such, Legal Prep integrates communication about remediation into its broader Advisory and progress monitoring systems.

Proactive and Ongoing Communication

Legal Prep communicates with families regularly about student performance through multiple channels. Families have real-time access to student grades, assignments, and attendance through the school's student information system, allowing them to monitor progress continuously.

In addition, families receive:

- Quarterly report cards and interim progress reports

- Regular updates from teachers regarding classroom performance
- Notifications when students fall below key academic benchmarks

When a student begins to demonstrate signs of academic risk, communication is initiated early rather than waiting for end-of-term results. This expectation ensures that families are aware of concerns well before students reach a point of course failure or significant academic decline.

Advisory as the Primary Communication Structure

The Advisory system serves as the primary vehicle for communicating with families about student progress and the need for remediation.

Each student is assigned an advisor who:

- Monitors academic, attendance, and behavioral data
- Serves as the primary point of contact for families
- Initiates direct outreach when concerns arise

When a student requires additional support, the advisor contacts the family to:

- Explain the specific academic concerns
- Share relevant data, such as grades or assessment results
- Outline the interventions that will be implemented
- Discuss how the family can support the student at home

This communication is typically conducted through phone calls or conferences, ensuring that families have the opportunity to ask questions and engage in the process.

Clear and Actionable Communication

Legal Prep ensures that communication about remediation is clear, specific, and actionable. Families are not only informed that their child is struggling, but are provided with:

- A clear explanation of the academic issue or skill gap
- The specific supports and interventions the school will provide
- Expectations for student participation in those supports
- Concrete steps families can take to reinforce learning at home

This approach helps families understand both the challenge and the path forward, increasing the likelihood of student success.

Structured Family Meetings and Conferences

For students requiring more significant intervention, Legal Prep will convene structured meetings with families. These meetings may include advisors, teachers, and other relevant staff and are used to:

- Review student performance in detail
- Develop a shared plan for improvement
- Establish clear expectations and goals

These meetings ensure alignment between the school and family and reinforce a shared commitment to the student's success.

Ongoing Follow-Up and Progress Updates

Communication does not end once interventions are implemented. Advisors and teachers provide ongoing updates to families regarding student progress, including:

- Improvements in grades or assessment performance
- Continued areas of concern
- Adjustments to intervention plans

This ensures that families remain informed and engaged throughout the remediation process.

Commitment to Accessibility and Partnership

Legal Prep is committed to ensuring that communication is accessible to all families. The school will provide translation and interpretation services as needed and will utilize multiple communication methods to meet families where they are.

By establishing consistent, proactive, and relationship-driven communication systems, Legal Prep ensures that families are informed early, understand their child's needs, and are positioned as active partners in supporting student success.

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?*

Legal Prep implements a comprehensive, proactive system of behavioral and social-emotional supports designed to identify and address student needs early, before they escalate into more significant challenges. This system is grounded in a whole-child approach that recognizes the strong connection between students' social-emotional well-being, behavior, and academic success.

Rather than treating behavioral or mental health concerns as isolated issues, Legal Prep integrates these supports into its Multi-Tiered System of Supports (MTSS), ensuring that students receive the appropriate level of intervention based on their needs.

Early Identification and Prevention

Legal Prep prioritizes early identification of behavioral and social-emotional needs through continuous monitoring of student data and strong adult-student relationships.

Students are flagged for Tier 2 behavioral or social-emotional support when patterns emerge across these indicators, such as repeated minor behavioral incidents, declining engagement, or noticeable changes in attendance or classroom participation. Indicators include:

- Patterns in behavioral data, including minor incidents or repeated redirections
- Attendance trends, including increased absences or disengagement
- Teacher observations of changes in behavior, participation, or emotional regulation
- Advisory check-ins and student self-reporting

Advisors play a central role in this process, as they maintain regular contact with students and are often the first to recognize changes in behavior or well-being.

Tiered Behavioral and Social-Emotional Interventions

Legal Prep's approach to behavioral and social-emotional support mirrors its academic MTSS framework, providing increasing levels of support based on student need.

Tier 1: Universal Supports (All Students)

All students receive access to a structured, supportive environment that promotes positive behavior and social-emotional development.

Key Tier 1 supports include:

- A clearly defined school culture framework, including expectations aligned to the Legal Prep Classroom model
- Daily Advisory, which includes goal-setting, relationship-building, and social-emotional learning
- Explicit instruction in social-emotional competencies, such as self-management, communication, and conflict resolution
- School-wide restorative practices that emphasize accountability and community

Programs such as Peace Warriors further reinforce these skills by providing students with opportunities to develop leadership and conflict resolution abilities.

Tier 2: Targeted Supports (Some Students)

Students who demonstrate early signs of behavioral or social-emotional challenges receive targeted interventions designed to address specific needs.

These supports may include:

- Small-group counseling or skill-building sessions focused on areas such as emotional regulation or peer relationships
- Increased check-ins with advisors or designated staff
- Behavioral goal-setting and progress monitoring
- Targeted interventions during Advisory or other structured times

These interventions are designed to be short-term and responsive, with the goal of helping students quickly return to Tier 1 supports. These supports are typically implemented and reviewed within a two- to four-week cycle to determine whether students are responding and whether additional intervention is needed.

Tier 3: Intensive Supports (Few Students)

Students with more significant or persistent needs receive individualized, intensive support.

These supports may include:

- Individual counseling services
- Development of individualized behavioral or social-emotional support plans
- Coordination with external service providers, where appropriate
- Increased frequency of check-ins and monitoring

These interventions are highly individualized and are designed to address both immediate needs and underlying causes of behavior.

Development and Implementation of Individual Plans

For students requiring more intensive support, Legal Prep develops individualized plans that are tailored to the student's specific needs.

These plans are developed collaboratively and may include input from:

- Advisors
- Teachers
- School leadership
- Counseling or support staff
- Families

Each plan includes:

- Clearly defined goals
- Specific interventions and supports
- Roles and responsibilities for implementation
- A timeline for review and adjustment

Advisors or designated staff are responsible for monitoring implementation and ensuring that all components of the plan are carried out consistently. Plans are communicated clearly to all stakeholders, ensuring consistency in implementation across settings.

Monitoring and Progress Tracking

The effectiveness of behavioral and social-emotional interventions is monitored through ongoing data collection and structured review processes.

Student progress is tracked using:

- Behavioral data, including frequency and type of incidents
- Attendance and engagement indicators
- Feedback from teachers, advisors, and support staff
- Student self-reflection and goal tracking

These data are reviewed regularly during student support meetings and data cycles. If a student is not making expected progress within a defined intervention cycle, supports are adjusted or intensified based on data, including changes to intervention strategies, frequency, or level of support.

Family Engagement and Communication

Families are actively involved in the development and monitoring of behavioral and social-emotional support plans. Advisors and school staff communicate regularly with families to:

- Share concerns and observations
- Collaborate on strategies to support the student
- Provide updates on progress

This partnership ensures alignment between home and school and strengthens the effectiveness of interventions.

A Proactive and Integrated System

Legal Prep's behavioral and social-emotional support system is designed to be proactive, integrated, and responsive. By identifying concerns early, providing tiered supports, and continuously monitoring progress, the school ensures that students receive the support they need to succeed both academically and personally.

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.*

Members of Legal Prep's founding team bring a strong and demonstrated track record of serving diverse student populations and achieving meaningful academic outcomes for students who have historically been underserved. This experience is grounded in both Legal Prep's existing campuses and the professional backgrounds of key leaders, including the Founding Principal and members of the Committee to Form.

At Legal Prep Chicago, the school has developed a particularly strong reputation for serving students with disabilities. Approximately 20–25% of students at Legal Prep Chicago have Individualized Education Programs (IEPs), compared to a district average of approximately 15%. This higher percentage reflects not

over-identification, but rather a track record of success and trust among families, who actively seek out Legal Prep because of its strong inclusion model, individualized supports, and commitment to high expectations for all learners.

Within this context, Legal Prep Chicago has produced strong outcomes, including high graduation rates, strong college acceptance rates, and consistent student growth. Students with disabilities are supported through a structured inclusion model that combines co-teaching, targeted interventions, and progress monitoring, ensuring access to grade-level curriculum alongside appropriate supports. Members of Legal Prep's leadership team have direct experience implementing and overseeing these systems, ensuring both compliance and strong academic outcomes.

While Legal Prep Chicago has historically served a smaller population of English learners due to its geographic location, the school has implemented research-based instructional strategies for the EL students it does serve, resulting in strong academic progress and language development. More importantly, Legal Prep's instructional model, which emphasizes literacy, structured discourse, writing across the curriculum, and differentiated instruction, is inherently aligned to best practices for English learner success.

In addition, Founding Principal Erik Simpkins brings extensive experience serving English language learners through his work in Clark County School District, where he has supported diverse student populations with significant EL representation. Members of the Committee to Form also bring experience working with multilingual learners and implementing instructional strategies that support language development and academic access. This combination of prior experience and a strong instructional model ensures that Legal Prep Las Vegas is well-positioned to effectively serve English learners from day one.

Legal Prep's model is also designed to support students experiencing housing instability or other barriers through its Advisory system, strong family engagement practices, and integrated social-emotional supports. These systems ensure that students are consistently monitored, supported, and connected to resources that enable academic success.

Finally, Legal Prep provides meaningful opportunities for intellectually gifted students through its rigorous college-preparatory curriculum, law-themed programming, and advanced coursework opportunities, including dual credit. Students are consistently challenged through writing, argumentation, critical thinking, and real-world applications, ensuring that advanced learners remain engaged and continue to grow.

Collectively, the founding team's experience demonstrates a consistent ability to implement systems that support a wide range of learners while maintaining high expectations and achieving strong academic outcomes. This track record provides a strong foundation for successfully serving diverse student populations in Las Vegas.

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 over-identification 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?*

Legal Prep will implement a comprehensive, legally compliant, and data-driven process for identifying students who may require special education services, while also ensuring that students are not over-identified or inappropriately retained in special education. The school's approach is grounded in the requirements of the Individuals with Disabilities Education Act (IDEA), including its Child Find obligation, and in the broader principle that all students should receive the right support in the right setting at the right time.

Legal Prep understands that Child Find is an affirmative and ongoing responsibility. The school will not wait for a student to fail significantly before acting. Instead, it will maintain systems to locate, identify, and evaluate students who may have disabilities and may need special education and related services, including students who are newly enrolling, highly mobile, unhoused, English learners, or advancing from grade to grade despite suspected disability-related needs. Child Find responsibilities will apply to all enrolled students and will be embedded into the school's enrollment, instructional, intervention, and student support systems.

Legal Prep's Child Find procedures will begin at enrollment and continue throughout the school year. As part of the intake and records review process, the school will gather and review all available prior documentation, including:

- Existing IEPs or eligibility paperwork
- Prior evaluation reports
- Section 504 plans
- Academic records and transcripts
- Attendance, discipline, and intervention history
- Family disclosures regarding prior services, diagnoses, or concerns

For students entering with an existing IEP, Legal Prep will promptly convene appropriate staff, review the current plan, and ensure continuity of services. For students who do not arrive with an identified disability but present signs of potential need, Legal Prep will rely on a structured referral process grounded in multiple data sources and professional judgment.

Students may be identified for further review through several pathways. In most cases, referral for evaluation follows documented evidence that a student has received high-quality Tier 1 instruction and targeted Tier 2 interventions, unless the suspected disability is significant enough to warrant immediate referral. First, teachers, advisors, and intervention staff will monitor student performance through Legal Prep's MTSS framework and regular data cycles. Students who demonstrate persistent difficulty despite receiving high-quality instruction and targeted interventions may be referred for further problem-solving and possible evaluation. Second, parents or guardians may raise concerns at any time, and the school will respond promptly and appropriately. Third, the Special Populations Coordinator and leadership team will review academic, attendance, behavioral, and social-emotional data regularly to identify patterns that may indicate the presence of a disability.

Legal Prep will ensure that academic struggle, language acquisition needs, inconsistent prior schooling, trauma, attendance issues, or ineffective instruction are not misidentified as disabilities. To reduce the risk of over-identification, the school will require evidence that the student has had access to strong core instruction and, when appropriate, targeted interventions before moving to a formal special education referral, unless the

suspected disability is so significant that immediate referral is warranted. This distinction is especially important for English learners and students who have experienced interrupted formal education. In those cases, the school will ensure that teams consider language proficiency, acculturation, attendance, mobility, and instructional history before determining whether a referral is appropriate.

Once concerns rise to the level of suspected disability, Legal Prep will initiate a formal referral process. The school's multidisciplinary team, led by the Special Populations Coordinator, will review relevant information and determine whether a formal evaluation should be proposed. If so, Legal Prep will provide prior written notice, obtain informed parental consent, and conduct a comprehensive evaluation within federally and state-mandated timelines, typically within 60 days of receiving consent. Evaluations will use multiple sources of information and will not rely on a single test or data point. Assessments will be selected and administered so as not to be discriminatory on a racial, cultural, or linguistic basis, and will be conducted in the student's dominant language or mode of communication whenever appropriate and feasible. The evaluation process will be designed to identify the student's educational needs, not simply to assign a label.

Eligibility decisions will be made by a properly constituted team that includes qualified professionals and the parent or guardian. The team will consider whether the student has a disability under IDEA and whether, because of that disability, the student requires specially designed instruction. This two-part standard is critical to ensuring that students are not identified solely because they are behind academically or exhibit behavioral challenges. Legal Prep will document this process carefully and maintain clear records of interventions attempted, referral concerns, evaluation data, and team decision-making.

Legal Prep will also establish clear procedures for addressing possible over-identification or historical misidentification. If a student enrolls with an existing eligibility category or IEP but the school team believes the student may have been incorrectly identified in the past, the school will not unilaterally discontinue services. Instead, the school will continue to implement the current IEP while gathering updated information and, when appropriate, initiating a reevaluation process consistent with IDEA requirements. That reevaluation may include updated academic, cognitive, behavioral, speech/language, occupational, or social-emotional data, depending on the area of concern.

If the reevaluation team determines that the student no longer meets eligibility criteria or no longer requires special education services, the IEP team will formally document that determination and exit the student in compliance with legal requirements. Importantly, Legal Prep will approach exit as a transition, not a cliff. For students exiting special education, the school will develop a support plan to ensure continuity and stability in the general education environment. That plan may include:

- Continued academic progress monitoring
- Targeted MTSS supports or intervention block participation
- Classroom accommodations through general education practices, where appropriate
- Advisor check-ins and family communication
- Follow-up review after a defined period to ensure the student is successful without special education services

This approach helps ensure that students who no longer require IDEA services continue to receive appropriate support and do not experience a sudden loss of structure.

The Special Populations Coordinator will oversee the implementation of Child Find and the school's referral and evaluation systems. This individual is responsible for ensuring that all timelines are met, documentation is complete, and referral and evaluation processes are implemented consistently. This includes training staff annually on:

- Child Find obligations
- Referral indicators and documentation requirements
- Distinguishing disability from language acquisition or instructional gaps
- Parent rights and procedural safeguards
- Timelines and evaluation procedures

The Coordinator will also maintain a referral log and compliance calendar to monitor timelines, outcomes, and patterns. School leaders will periodically review referral and eligibility data by subgroup to ensure that identification practices are equitable and to guard against both under-identification and over-identification.

In sum, Legal Prep's process for identifying students who require special education services is proactive, compliant, and rooted in both IDEA's Child Find requirements and the school's broader commitment to equity. By combining strong core instruction, structured intervention systems, multidisciplinary review, family partnership, and careful evaluation practices, Legal Prep will ensure that students who need special education are identified and served appropriately, while also protecting against over-identification and ensuring that students are exited thoughtfully and lawfully when services are no longer needed.

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.

Legal Prep will implement a comprehensive continuum of special education services designed to meet the diverse needs of students with mild, moderate, and severe disabilities while ensuring access to rigorous, grade-level instruction in the least restrictive environment. This continuum is grounded in an inclusion-first philosophy, supported by structured intervention systems, and aligned to IDEA requirements.

At its core, Legal Prep's model is designed to ensure that special education is not a separate track, but an integrated system of supports that allows students to access the same academic expectations as their peers, with appropriate accommodations, modifications, and specially designed instruction.

Legal Prep will provide services across a continuum that includes general education with supports, co-taught classrooms, targeted small-group instruction, and individualized intensive supports. Placement within this continuum will be determined by the IEP team based on each student's individualized needs, using data on academic performance, progress towards IEP goals, and response to prior interventions, and will be reviewed regularly to ensure that services remain appropriate. Service levels are reviewed at least quarterly, and more frequently through data cycles when student progress indicates a need for adjustment.

For the majority of students with disabilities, services will be delivered within the general education setting through a push-in and co-teaching model. In these classrooms, special education teachers and general education teachers collaborate to plan and deliver instruction. This allows students to engage with grade-level content while receiving real-time support, including scaffolding, differentiated instruction, and targeted feedback. Co-teaching responsibilities, including planning, instruction, and assessment, are clearly defined and monitored by instructional leaders to ensure consistent implementation.

Instructional practices within inclusive classrooms will include:

- Differentiation aligned to grade-level standards
- Flexible grouping based on student need
- Scaffolded supports such as graphic organizers, guided notes, and sentence frames
- Explicit modeling and guided practice
- Frequent checks for understanding and immediate instructional adjustment

This model ensures that students with disabilities are not removed from rigorous instruction, but instead receive the support necessary to access it.

In addition to push-in services, Legal Prep will provide targeted small-group pull-out instruction for students who require more focused intervention. These sessions will be aligned to IEP goals and will focus on specific skill gaps in areas such as literacy, mathematics, executive functioning, or social-emotional development. Pull-out services will be scheduled strategically to minimize loss of access to core instruction and will be coordinated closely with general education teachers. These services are designed to supplement, not replace, access to core instruction in the general education setting.

For students with more significant needs, including those with severe intellectual, learning, or emotional disabilities, Legal Prep will provide intensive, individualized programming. These students will have highly customized instructional plans that align to their IEP goals while still maintaining access to general education to the greatest extent possible.

Supports for students with more significant needs may include:

- Increased instructional time in small-group or one-on-one settings
- Modified curriculum aligned to grade-level standards with appropriate accommodations
- Use of specialized instructional strategies, including multi-sensory approaches and structured skill-building
- Behavior intervention plans (BIPs) for students with significant emotional or behavioral needs
- Coordination with related service providers such as speech-language pathologists, occupational therapists, or school psychologists

For students with emotional or behavioral disabilities, Legal Prep will integrate academic and behavioral supports through its MTSS and PBIS-aligned systems. This includes structured routines, clear expectations, restorative practices, and access to counseling and social-emotional supports. Students with more intensive needs will receive individualized behavior plans that include clearly defined goals, interventions, and monitoring systems.

Across all levels of the continuum, Legal Prep will ensure that instruction is both individualized and standards-aligned. Special education teachers will not only support skill remediation, but will also ensure that students are building toward grade-level expectations and long-term academic success.

The continuum of services will be supported by strong collaboration structures. Special education and general education teachers will engage in co-planning, shared data analysis, and joint problem-solving to ensure that instruction is aligned and effective. This collaboration is essential to ensuring that services are implemented with fidelity and that students experience a cohesive educational program. This collaboration is monitored through observation, coaching, and data review to ensure that supports are implemented with fidelity.

Importantly, Legal Prep's continuum is designed to be flexible and responsive. Students are not placed permanently within a single level of service. Instead, the IEP team will regularly review student progress and adjust services as needed. Students may move toward more inclusive settings as they demonstrate increased independence and mastery, or may receive more intensive support if needed.

This dynamic approach ensures that services are tailored to student needs at any given time, rather than being fixed or static.

Finally, Legal Prep's continuum of services is informed by its experience in Chicago, where the school has successfully implemented an inclusion-based model serving a high percentage of students with disabilities. That experience demonstrates that, when supported by strong instructional systems, collaboration, and high expectations, students with a wide range of needs can achieve meaningful academic growth and remain on track for graduation.

Through this structured and responsive continuum of services, Legal Prep ensures that students with disabilities receive the level of support necessary to access rigorous instruction while remaining included in the general education environment to the greatest extent appropriate. This approach balances individualized support with high expectations and positions students for long-term academic success.

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?

Collaboration between special education staff, related service providers, and general education teachers is a core component of Legal Prep's inclusion model and is essential to ensuring that all students have access to rigorous, grade-level instruction. This collaboration is intentionally structured, scheduled, and monitored to ensure consistent and effective implementation across classrooms.

At the classroom level, Legal Prep will implement a co-teaching model in core academic subjects, particularly English Language Arts and mathematics, where the need for differentiation and literacy support is greatest. In co-taught classrooms, general education and special education teachers share responsibility for planning, delivering, and assessing instruction. This model allows students with disabilities to remain in the general education setting while receiving real-time, targeted support.

Co-teaching will be implemented using a range of evidence-based instructional approaches, including small-group instruction, differentiated station work, and shared instructional delivery, selected based on lesson objectives and student needs. Teachers will be trained to apply these models strategically to maximize access to grade-level content and provide targeted support.

Teachers will be trained in these models and supported in selecting the appropriate approach based on data and instructional goals.

Beyond co-teaching, collaboration is embedded into the school's planning and data systems. General and special education teachers will have regular, scheduled common planning time, during which they will:

- Co-plan lessons aligned to grade-level standards
- Identify necessary accommodations, modifications, and scaffolds
- Design differentiated instructional strategies
- Align instruction to IEP goals and student needs

This planning time ensures that differentiation is proactive rather than reactive and that students with disabilities are considered in the design of instruction from the outset. This planning time is required and protected within the master schedule to ensure consistent collaboration across all teams.

Collaboration also extends to Legal Prep's bi-weekly data cycles, where teachers and instructional leaders analyze student performance. Special education staff participate fully in these cycles, ensuring that:

- Students with disabilities are included in all academic data discussions
- Instructional adjustments reflect both general education standards and IEP goals
- Interventions are coordinated across settings

Instructional leaders are responsible for ensuring that decisions made during these cycles are implemented consistently across classrooms.

Related service providers, including speech-language pathologists, occupational therapists, and other specialists, will also be integrated into this collaborative structure. These providers will:

- Communicate regularly with teachers regarding student needs and progress
- Provide strategies and supports that can be implemented within the classroom
- Align their services with classroom instruction to reinforce skill development

This ensures that related services are aligned to classroom instruction and reinforce students' academic learning.

Instructional leaders, including the Special Populations Coordinator and school leadership team, will play a critical role in ensuring that collaboration is implemented effectively. This includes:

- Observing co-taught classrooms and providing feedback
- Monitoring the quality and consistency of collaborative planning

- Supporting teachers in refining co-teaching practices
- Ensuring that accommodations and modifications are implemented with fidelity

Professional development will further support collaboration by training teachers in co-teaching strategies, differentiation, and inclusive instructional practices. This ensures that all staff understand their roles and are equipped to work effectively as part of a collaborative team.

Importantly, Legal Prep's model ensures that students with disabilities are not removed from rigorous instruction, but are supported within it. Through strong collaboration, teachers are able to maintain high expectations while providing the individualized supports necessary for student success.

This integrated approach ensures that students with disabilities are supported within rigorous academic instruction, with collaboration structures that promote consistency, accountability, and access to grade-level content.

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.*

Legal Prep will ensure that all students with disabilities are served by appropriately licensed, highly qualified staff in full compliance with federal and Nevada law. The school's staffing model is intentionally designed to support both strong service delivery and effective program oversight, ensuring that students receive high-quality instruction and that all compliance requirements are consistently met.

At the center of this model is the Special Populations Coordinator, a dedicated leadership role responsible for overseeing all aspects of special education and English learner programming. This individual will ensure compliance with IDEA and Nevada regulations, coordinate service delivery, support staff development, and monitor student outcomes. The Special Populations Coordinator will also serve as the primary point of contact for families, staff, and external agencies related to special education services.

Legal Prep will employ licensed special education teachers who meet all Nevada certification requirements. These teachers will be responsible for providing specially designed instruction, supporting co-teaching models, implementing IEPs, and collaborating with general education staff. Staffing levels will be aligned to student enrollment and service needs, ensuring appropriate caseloads and the ability to deliver services with fidelity. Staffing levels will be reviewed regularly and adjusted as needed to ensure that caseloads remain appropriate and that all required services can be delivered with fidelity.

In addition, Legal Prep will provide access to related service personnel, which may include:

- Speech-language pathologists
- Occupational therapists
- School psychologists
- Other specialized providers as required by student IEPs

These services may be delivered through a combination of direct hires and contracted providers, depending on student needs and service intensity. All related service providers will meet Nevada licensure requirements and will be integrated into the school's instructional and support systems.

Legal Prep's staffing model is designed to support its inclusion-based approach. Special education teachers will be embedded within grade-level and content teams, allowing them to participate in co-teaching, collaborative planning, and data analysis. This ensures that students with disabilities are supported within the general education setting and that services are aligned to core instruction. Instructional leaders monitor this collaboration to ensure that services are implemented consistently and aligned to student needs.

To ensure that staffing remains responsive to student needs, Legal Prep will:

- Monitor student enrollment and IEP service requirements regularly
- Adjust staffing levels as needed to maintain appropriate ratios and caseloads
- Prioritize hiring staff with experience in inclusive practices and co-teaching

Recruitment of special education staff will be a priority during the hiring process. Legal Prep will seek candidates with demonstrated experience working with diverse learners and a commitment to high expectations for students with disabilities. Hiring criteria will include:

- Appropriate licensure and certification
- Experience with IEP development and implementation
- Ability to collaborate effectively with general education staff
- Knowledge of evidence-based instructional and intervention practices

In addition to hiring qualified staff, Legal Prep will invest in ongoing professional development to ensure that all staff are prepared to meet the needs of students with disabilities. This includes training in:

- IEP implementation and compliance requirements
- Co-teaching and inclusive instructional practices
- Differentiation and scaffolding strategies
- Behavior supports and intervention planning

General education teachers will also receive training to ensure that they are able to effectively support students with disabilities within their classrooms. This is critical to maintaining a strong inclusion model and ensuring that accommodations and modifications are implemented consistently.

The Special Populations Coordinator will monitor staffing effectiveness and compliance through:

- Regular review of service delivery logs and documentation
- Observation of classrooms and co-teaching practices
- Monitoring of IEP implementation and progress reporting
- Ongoing communication with teachers and related service providers

This oversight ensures that staffing is not only compliant, but also effective in supporting student outcomes.

Legal Prep's approach is informed by its experience in Chicago, where the school has successfully staffed and implemented an inclusion-based model serving a higher-than-average percentage of students with disabilities. This experience demonstrates the school's ability to recruit, support, and retain staff capable of delivering high-quality services.

Through a combination of strong leadership, qualified staffing, and ongoing professional development, Legal Prep will ensure that students with disabilities receive high-quality, compliant, and effective services aligned to their needs.

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?*

Legal Prep will implement a comprehensive, data-driven system for monitoring the progress and success of students receiving special education services. This system is designed to ensure that all students are making meaningful progress toward their Individualized Education Program (IEP) goals, accessing grade-level curriculum, and moving toward long-term academic success.

Progress monitoring is not treated as a compliance exercise, but as a central component of instructional decision-making. Legal Prep integrates IEP progress monitoring into its broader academic systems, including formative assessment, interim assessment, and structured data cycles, ensuring that students receiving special education services are fully included in the school's overall performance management framework.

Student progress will be monitored through multiple, aligned measures. First, each student's progress toward IEP goals will be tracked regularly using clearly defined, measurable objectives. Special education teachers will collect data on these goals on an ongoing basis, using methods appropriate to the specific skill or need being addressed. Progress toward IEP goals will be reported to families in accordance with federal and state requirements and will be reviewed during IEP meetings.

In addition to IEP-specific goals, students' academic performance will be monitored through the same systems used for all students, including interim assessments, formative assessments, and course grades. This ensures that students receiving special education services are not only progressing toward individualized goals, but are also advancing toward grade-level standards and overall academic benchmarks.

Legal Prep will utilize bi-weekly data cycles as a central structure for evaluating student progress. During these cycles, teachers, special education staff, and instructional leaders will review student data to:

- Analyze progress toward both IEP goals and grade-level standards
- Identify areas of strength and ongoing need
- Adjust instructional strategies and interventions accordingly

Special education staff will participate fully in these data cycles, ensuring that decisions about instruction and intervention are coordinated across general education and special education settings. Decisions to adjust

instruction or services are based on whether students are making sufficient progress toward IEP goals and grade-level expectations within a defined monitoring period.

IEP teams will meet at least annually, and more frequently as needed, to review student progress and update goals, services, and supports. These meetings will include parents, general education teachers, special education teachers, and relevant specialists. The team will use data from multiple sources to determine whether the current program is effective and to make adjustments as needed.

Instructional and curricular decisions for students with disabilities will be tracked and monitored through several systems, including:

- IEP documentation, including goals, accommodations, and service minutes
- Lesson planning and co-planning structures between general and special education teachers
- Data dashboards that track academic performance and intervention outcomes
- Progress monitoring tools aligned to specific IEP goals

This multi-layered approach ensures that instructional decisions are transparent, consistent, and grounded in data.

Legal Prep will also implement a thoughtful and compliant process for exiting students from special education services when appropriate. Exit decisions will be based on a formal reevaluation process conducted in accordance with IDEA requirements. This process will include:

- Review of current academic performance and progress toward grade-level standards
- Analysis of progress toward IEP goals
- Input from teachers, specialists, and parents
- Updated evaluation data, as needed

A student will be considered for exit only when the IEP team determines, based on multiple data sources, that the student no longer meets eligibility criteria and can access and make progress in the general education curriculum without specially designed instruction.

Importantly, exit from special education will be treated as a supported transition, not an abrupt change. For students exiting services, Legal Prep will implement a transition plan that may include:

- Continued progress monitoring through MTSS systems
- Targeted Tier 2 supports, if needed
- Ongoing advisor check-ins and family communication
- Follow-up review to ensure continued success

This monitoring ensures that students maintain progress after exit and allows the school to respond quickly if additional support is needed.

The Special Populations Coordinator will oversee all aspects of progress monitoring and exit processes, ensuring that:

- Data is collected consistently and accurately
- Timelines and legal requirements are met
- Staff are supported in implementing monitoring systems
- Decisions are aligned to both student needs and compliance requirements

Through this comprehensive system, Legal Prep ensures that students receiving special education services are continuously supported, that instructional decisions are data-driven, and that transitions into and out of services are thoughtful, appropriate, and aligned to long-term student success.

f) What are your plans for monitoring and evaluating the extent to which your special education program complies with relevant federal and state laws?

Legal Prep will implement a comprehensive system to monitor and ensure compliance with all applicable federal and Nevada special education laws and regulations, including the Individuals with Disabilities Education Act (IDEA). Compliance will be treated as an integral component of the school's overall performance management system, ensuring that legal requirements are consistently met while maintaining a strong focus on student outcomes.

Responsibility for overseeing special education compliance will rest with the Special Populations Coordinator, who will serve as the primary compliance officer for special education and English learner programs. This individual will be responsible for ensuring that all processes, documentation, and services align with federal and state requirements and that staff are supported in meeting those expectations.

Legal Prep will implement clear systems and procedures to ensure compliance across all stages of special education service delivery. This includes:

- **Timely Identification and Evaluation**
  The school will maintain systems to track all referrals, evaluations, and eligibility determinations to ensure that timelines are met. A compliance calendar and tracking system will be used to monitor deadlines related to initial evaluations, reevaluations, and parent notifications.
- **IEP Development and Implementation**
  The school will ensure that all IEPs are developed in accordance with legal requirements and include all required components, including present levels of performance, measurable annual goals, accommodations, and service plans. Teachers and service providers will be responsible for implementing IEPs with fidelity, and the Special Populations Coordinator will monitor implementation through regular review and observation.
- **Service Delivery and Documentation**
  Legal Prep will maintain service logs and documentation to ensure that students receive all services as outlined in their IEPs. The school will regularly review service delivery records to confirm that services are being provided consistently and in accordance with student needs.
- **Progress Monitoring and Reporting**
  The school will ensure that student progress toward IEP goals is monitored and reported to families in accordance with legal requirements. This includes regular progress reports and communication with families regarding student performance.

- **Parent Rights and Procedural Safeguards**
  Legal Prep will ensure that families are informed of their rights under IDEA, including procedural safeguards, consent requirements, and participation in decision-making. The school will provide clear communication and documentation to ensure that families are active partners in the special education process.

To ensure that these systems are implemented effectively, Legal Prep will conduct regular internal compliance reviews. These reviews will include audits of student files, verification of timelines, and review of service delivery documentation. The Special Populations Coordinator will lead these audits and will identify any areas of concern, ensuring that corrective actions are taken promptly.

In addition, Legal Prep will participate fully in all state-required monitoring and reporting processes, including audits, reviews, and data submissions required by the Nevada Department of Education and the SPCSA. The school will respond promptly to any findings or recommendations and will implement corrective action plans as needed.

Professional development will play a critical role in maintaining compliance. All staff, including general education teachers, will receive training on:

- IDEA requirements and timelines
- IEP implementation and documentation
- Roles and responsibilities in supporting students with disabilities
- Confidentiality and data privacy requirements

This ensures that compliance is not limited to a single role, but is understood and upheld across the organization.

Legal Prep will also monitor compliance through its leadership structures. School leaders will receive regular updates on special education compliance indicators, including evaluation timelines, service delivery, and progress monitoring. This ensures that compliance is visible and prioritized at the highest levels of the organization.

Finally, Legal Prep will align compliance monitoring with its broader data systems, allowing the school to track trends over time and ensure that practices are both compliant and effective. This integration ensures that compliance supports, rather than detracts from, the school's academic mission.

Through strong leadership, clear systems, regular monitoring, and ongoing staff development, Legal Prep will ensure that its special education program operates in full compliance with all applicable laws while delivering high-quality services to students.

g) *For proposed middle and high schools,* discuss how you will develop and implement transition plans for special education students.

Legal Prep will develop and implement comprehensive transition plans for students with disabilities beginning no later than age 14, in full compliance with IDEA and Nevada requirements. These plans are designed to

ensure that students are prepared for success in postsecondary education, careers, and independent living, and are fully aligned to Legal Prep's mission of college, career, and civic readiness.

Transition planning at Legal Prep is not treated as a standalone compliance requirement, but as an integrated component of the student experience. Through a combination of individualized planning, career-connected learning, and structured supports, students with disabilities will be prepared to pursue meaningful postsecondary pathways.

Each student's transition plan will be developed as part of the IEP process and will include:

- Measurable postsecondary goals based on the student's strengths, interests, and preferences
- Identification of the skills and experiences needed to achieve those goals
- A coordinated set of activities, services, and supports to facilitate the transition

The IEP team, including the student, family, special education staff, and general education teachers, will collaborate to ensure that transition plans are personalized and aligned to each student's aspirations.

Legal Prep will place a strong emphasis on student voice and ownership in the transition planning process. Students will be actively involved in setting goals, reflecting on their progress, and developing plans for life after high school. This approach builds self-advocacy skills and ensures that students are prepared to navigate postsecondary environments.

Transition planning will be reinforced through Legal Prep's broader instructional and culture systems. The Advisory program will play a central role in supporting students' postsecondary planning by:

- Guiding students through goal-setting and progress monitoring
- Supporting college and career exploration
- Assisting with applications, financial aid, and decision-making

In addition, Legal Prep's law-themed, career-connected model provides a unique and powerful structure for transition planning. Students will have access to:

- Exposure to legal and professional environments through partnerships and site visits
- Opportunities to develop professional skills such as communication, advocacy, and collaboration
- Experiential learning activities such as mock trial, debate, and case analysis

These experiences help students connect their academic work to real-world opportunities and build a clear vision for their future.

For students with disabilities, transition supports will be tailored to ensure access and success. This may include:

- Targeted instruction in self-advocacy and independent living skills
- Support in navigating college disability services and accommodations
- Coordination with postsecondary institutions, workforce programs, or community organizations

Legal Prep will also provide opportunities for students to participate in dual credit coursework and career exploration programs, where appropriate, ensuring that students with disabilities have equitable access to advanced academic and career pathways.

Progress toward transition goals will be monitored regularly through the IEP process. The IEP team will review and update transition plans at least annually, using data on academic performance, skill development, and student engagement to ensure that plans remain relevant and effective.

The Special Populations Coordinator will oversee transition planning to ensure compliance and consistency across the school. This includes monitoring timelines, supporting staff, and ensuring that all required components are included in each student's plan.

Legal Prep's approach is informed by its experience in Chicago, where students are supported to graduate with strong postsecondary outcomes, including college acceptance and persistence. By integrating transition planning into its broader academic and career-connected model, Legal Prep ensures that students with disabilities are not only prepared to graduate, but are equipped to succeed in their next phase of life.

Through this comprehensive and integrated approach, Legal Prep will ensure that all students with disabilities leave the school with a clear plan, the necessary skills, and the confidence to pursue college, careers, and independent living.

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?

Legal Prep will implement a comprehensive, legally compliant, and culturally responsive system for identifying English Learners (ELs), ensuring that all students who qualify for services are accurately identified while minimizing both under-identification and misidentification. This process is grounded in federal requirements under Title III of the Elementary and Secondary Education Act (ESEA), Nevada state regulations, and best practices for multilingual learner identification.

The identification process will begin at enrollment and will be embedded into Legal Prep's broader intake, assessment, and student support systems. All families will complete a Home Language Survey (HLS) as part of the registration process. The HLS will be administered consistently to all students and will be available in families' home languages to ensure accurate and accessible responses. The purpose of this survey is to identify students who may have exposure to a language other than English and therefore may require further screening.

Students whose responses on the Home Language Survey indicate the presence of a language other than English will be administered the WIDA Screener, the state-approved English language proficiency assessment. Screening will occur within the first 30 days of enrollment, in accordance with state and federal requirements. This assessment will be conducted by trained and qualified staff in accordance with Nevada guidelines and within required timelines. The results of the screener will determine whether the student qualifies as an English Learner and the level of support needed.

Legal Prep will take deliberate steps to ensure that identification is both accurate and equitable. The school recognizes that language differences, cultural background, and prior educational experiences can sometimes be mistaken for learning disabilities or academic deficits. To prevent misidentification, Legal Prep will:

- Ensure that assessments are administered in a manner that is culturally and linguistically appropriate
- Train staff to distinguish between language acquisition needs and potential disabilities
- Review multiple data sources, including prior academic records, language exposure, and teacher observations
- Collaborate with families to understand the student's linguistic and educational background

This approach is particularly important in avoiding the over-identification of English learners as students with disabilities, as well as ensuring that students who genuinely require EL services are not overlooked.

Legal Prep will also implement safeguards to prevent under-identification. The school will:

- Ensure that all enrollment staff are trained on proper administration of the Home Language Survey
- Monitor enrollment and screening data to confirm that all eligible students are assessed
- Conduct periodic audits of student records to verify that identification procedures are being followed consistently

Once identified, EL status and proficiency levels will be documented in the school's data systems and made accessible to relevant staff. Students will be placed into appropriate English language development services immediately following identification to ensure uninterrupted access to instruction and support. This ensures that identification leads directly to appropriate instructional supports and services.

The Special Populations Coordinator will oversee the identification process, ensuring compliance with all federal and state requirements and maintaining a system for tracking screening timelines, results, and placement decisions.

Legal Prep's approach is strengthened by the experience of its founding team. While the Chicago campus has historically served a smaller EL population due to its geographic location, it has implemented research-based instructional practices aligned to language development. More importantly, Founding Principal Erik Simpkins and members of the Committee to Form bring direct experience serving English learners in Clark County School District and similar settings. This experience ensures that Legal Prep Las Vegas will implement identification processes that are both compliant and responsive to the needs of multilingual learners in the community.

Through this structured and proactive approach, Legal Prep will ensure that all English Learners are accurately identified and positioned to receive the supports necessary for both language development and academic success.

b) *How will the results of the WIDA Screener and other identification and program placement decisions be communicated to staff and parents?*

Legal Prep will implement a clear, timely, and accessible communication process to ensure that both families and staff fully understand the results of English Learner identification, including WIDA Screener outcomes and subsequent program placement decisions. This process is designed to meet all federal and Nevada requirements while also reflecting Legal Prep's broader commitment to transparency and strong family partnership.

Once a student completes the WIDA Screener and is identified as an English Learner, Legal Prep will provide families with formal written notification of the results within the required timeline, typically within 30 days of identification. This notification will include:

- The student's English language proficiency level across domains (listening, speaking, reading, and writing)
- A clear explanation of what the results mean in practical terms
- The type and structure of English language development services the student will receive
- The rationale for the student's placement within the program
- Information regarding the family's rights, including the right to accept or decline services

All communication will be provided in a language that parents can understand. Legal Prep will ensure access through translated written materials, interpretation services, and bilingual staff where available. This ensures that families are not only informed, but are able to meaningfully engage in decisions regarding their child's education.

Beyond formal notification, Legal Prep will prioritize direct, relationship-based communication. Advisors will serve as the primary point of contact for families and will follow up with phone calls or meetings to:

- Explain assessment results in more detail
- Answer questions and address concerns
- Ensure that families understand how services will support their child's success

This approach ensures that communication is not limited to written notices, but is reinforced through personal engagement.

Communication with staff will be equally structured and intentional. WIDA Screener results and EL status will be recorded in the school's student information system and data dashboards, ensuring that all relevant staff have access to accurate and up-to-date information. Teachers will receive clear information about:

- Each student's proficiency level
- Recommended instructional supports and scaffolds
- Required accommodations

In addition, EL data will be reviewed during data cycles and collaborative planning meetings, allowing teachers and instructional leaders to incorporate language development strategies into lesson planning and instruction.

The Special Populations Coordinator will oversee this communication process, ensuring that:

- Notifications are provided within required timelines
- Communication is accessible and compliant
- Staff are informed and equipped to support EL students

To ensure consistency and quality, Legal Prep will provide training for both instructional and operations staff on:

- Interpreting WIDA Screener results
- Communicating results to families
- Implementing appropriate instructional supports

This ensures that communication is accurate, consistent, and aligned to student needs.

Legal Prep will also maintain ongoing communication with families of English Learners throughout the year. This includes:

- Updates on student progress in both language development and academic performance
- Regular conferences and advisory communication
- Annual reporting of English language proficiency growth (e.g., WIDA ACCESS results)

Through this comprehensive system, Legal Prep ensures that identification and placement decisions are clearly communicated, well understood, and consistently connected to instructional practice and family engagement.

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 (ELAD endorsement) for the primary teacher providing EL services in pull-out and inclusive environments at charter schools.*

Legal Prep will ensure that English Learners are served by qualified, appropriately licensed staff in full compliance with Nevada law. The school's staffing model is designed to support both effective language development and access to rigorous academic content, ensuring that EL students receive high-quality instruction aligned to their needs.

At the center of this model is the Special Populations Coordinator, who will oversee both special education and English Learner programming. This individual will be responsible for ensuring compliance with all federal and state requirements related to EL identification, service delivery, assessment, and progress monitoring. The Coordinator will also support staff development, monitor student outcomes, and ensure that EL services are implemented with fidelity.

Legal Prep will employ or designate licensed teachers with the required ELAD (English Language Acquisition and Development) endorsement, as required under Nevada law, to provide English language development services. These teachers will be responsible for delivering both pull-out and push-in EL services, administering required assessments, and monitoring student progress. By ensuring that EL services are delivered by properly endorsed staff, Legal Prep will meet all statutory requirements and ensure instructional quality.

The school will implement a hybrid service model (push-in and small group pull-out), which requires coordination across multiple staff roles. ELAD-endorsed teachers will:

- Provide targeted small-group instruction focused on language development
- Support students within general education classrooms through push-in services
- Collaborate with general education teachers to integrate language supports into core instruction

General education teachers will also play a critical role in supporting EL students. While they may not hold ELAD endorsements, they will be trained in sheltered instruction strategies, including scaffolding, structured discourse, and vocabulary development. This ensures that language development is reinforced throughout the school day, not limited to isolated instructional blocks.

To ensure that staff are fully prepared to meet the needs of EL students, Legal Prep will provide ongoing professional development focused on:

- Interpreting WIDA Screener and WIDA ACCESS results
- Implementing language development strategies across content areas
- Differentiating instruction for multilingual learners
- Distinguishing language acquisition needs from other learning challenges

This training will be provided to both EL staff and general education teachers, ensuring a shared understanding of best practices.

Legal Prep will also ensure that staff responsible for EL assessment and monitoring are properly trained. ELAD-endorsed staff will administer the WIDA Screener and WIDA ACCESS assessments in accordance with state guidelines. The Special Populations Coordinator will oversee assessment administration, ensure compliance with timelines, and maintain accurate records of student performance.

To support ongoing monitoring of EL student progress, Legal Prep will implement a structured system that includes:

- Annual WIDA ACCESS assessments to measure language proficiency growth
- Interim and formative academic assessments to track content mastery
- Regular data reviews during bi-weekly data cycles

EL student data will be integrated into the school's broader data systems, ensuring that language development and academic performance are analyzed together. This allows teachers and leaders to make informed instructional decisions and adjust supports as needed.

Staffing decisions will be aligned to projected student enrollment and need. Legal Prep anticipates serving a significant population of English Learners in Las Vegas and will ensure that staffing levels are sufficient to provide both direct services and instructional support. As enrollment grows, the school will scale EL staffing accordingly to maintain appropriate caseloads and ensure effective service delivery.

Legal Prep's approach is strengthened by the experience of its founding leadership. Founding Principal Erik Simpkins brings direct experience serving English Learners in Clark County School District, and members of the Committee to Form have also worked with multilingual student populations. This experience, combined with a strong staffing plan and professional development system, ensures that Legal Prep is well-positioned to meet the needs of EL students.

Through a combination of properly licensed staff, a hybrid service delivery model, ongoing professional development, and strong monitoring systems, Legal Prep will ensure that all English Learners receive high-quality instruction and support, enabling them to develop English proficiency while achieving academic success.

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?

Legal Prep will implement a comprehensive instructional model for English Learners that integrates language development with rigorous, grade-level academic instruction. The school's approach is grounded in the expectation that English Learners will engage in grade-level academic content from the outset while receiving the language supports necessary to access and succeed in that content. As such, Legal Prep's model emphasizes simultaneous language acquisition and content mastery, ensuring that students develop English proficiency while engaging in high-quality academic work.

The instructional program for English Learners is built around a push-in and small-group pull-out hybrid model, in which language development is both embedded within core instruction and supported through targeted intervention.

Within the general education classroom, teachers will implement sheltered instruction strategies designed to make rigorous content accessible to multilingual learners. These strategies include:

- Explicit teaching of academic vocabulary, including both general academic terms and content-specific language
- Use of visual supports, modeling, and structured scaffolds to support comprehension
- Opportunities for structured student discourse, including partner talk, small-group discussion, and whole-class dialogue
- Sentence frames and writing supports to help students express complex ideas
- Clear, standards-aligned objectives paired with language objectives to guide instruction

These strategies are reinforced through the Legal Prep Classroom framework, which emphasizes structured routines, active engagement, and frequent checks for understanding. Because all students are expected to read, write, speak, and think critically throughout each lesson, English Learners are consistently practicing both language and content skills.

Legal Prep's strong emphasis on Writing Across the Curriculum is particularly beneficial for English Learners. Through frequent, structured writing tasks, students develop the ability to organize their thinking, use academic language, and communicate effectively. Writing instruction is supported by clear expectations, modeling, and feedback, allowing students to build both confidence and proficiency over time.

In addition to classroom-based supports, English Learners will receive targeted small-group instruction aligned to their proficiency levels. These sessions will focus on:

- Development of foundational language skills, including listening, speaking, reading, and writing
- Explicit instruction in grammar, syntax, and academic language structures
- Reinforcement of content-area vocabulary and concepts

This targeted instruction allows students to address specific language gaps while remaining connected to grade-level content.

Legal Prep's law-themed instructional model further strengthens support for English Learners by providing structured opportunities for language use in meaningful contexts. Activities such as mock trials, debates, and Socratic seminars require students to articulate ideas, use evidence, and engage in academic discourse. These experiences provide authentic opportunities to practice language in ways that are engaging, purposeful, and aligned to real-world skills.

Teachers will be trained to differentiate instruction based on students' English proficiency levels, using data from WIDA assessments and classroom performance. Differentiation is guided by clearly defined language proficiency levels, ensuring that all students work toward the same academic objectives while receiving appropriate linguistic supports. Differentiation strategies will include:

- Adjusting the level of linguistic complexity while maintaining the same academic task
- Providing multiple entry points to content
- Offering additional supports for comprehension and expression

Importantly, Legal Prep's approach avoids lowering academic expectations for English Learners. Instead, students are supported to engage in the same rigorous work as their peers, with appropriate scaffolds to ensure success.

The school's instructional model is supported by ongoing professional development and coaching. Teachers will receive training in:

- Sheltered instruction strategies
- Language development across content areas
- Use of data to inform instruction for English Learners

Instructional leaders and the Special Populations Coordinator will monitor implementation through classroom observations, coaching, and data analysis to ensure that strategies are applied consistently and effectively. This monitoring ensures that language supports are applied consistently across classrooms and aligned to student proficiency data.

Legal Prep's approach is informed by both research and practice. Strategies such as structured discourse, explicit vocabulary instruction, and integrated language development have been shown to improve outcomes for English Learners. In addition, the school's broader instructional model, which emphasizes literacy, writing, and critical thinking, aligns closely with best practices for supporting multilingual learners.

Through this integrated and rigorous approach, Legal Prep ensures that English Learners are not only supported in developing English proficiency, but are also fully engaged in the academic program and positioned for long-term success.

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?*

Legal Prep will implement a comprehensive and data-driven system to monitor the progress and success of English Learners, ensuring that students are making consistent gains in both English language proficiency and academic achievement. This system is aligned to Nevada requirements and integrates language development data into the school's broader performance management framework.

English Learner progress will be measured through a combination of state assessments, interim assessments, and ongoing classroom-based data. The primary measure of language development will be the WIDA ACCESS assessment, which is administered annually and provides a standardized measure of students' proficiency across listening, speaking, reading, and writing. Legal Prep will use these results to track year-over-year growth and ensure that students are progressing toward English language proficiency.

In addition to WIDA ACCESS, the school will monitor EL student performance through:

- Interim and formative academic assessments aligned to Nevada Academic Content Standards
- Course grades and classroom performance
- Participation in academic discourse, writing, and reading tasks
- Teacher observations and feedback

This multi-measure approach ensures that EL students are evaluated not only on language acquisition, but also on their ability to access and succeed in core academic content.

EL student data will be reviewed regularly during Legal Prep's bi-weekly data cycles, where teachers and instructional leaders analyze both academic and language development data. This allows the school to identify trends, adjust instruction, and ensure that supports are effectively meeting student needs.

The Special Populations Coordinator will oversee the monitoring of EL progress, ensuring that:

- Assessment data is collected and analyzed consistently
- Students are receiving appropriate services based on their proficiency levels
- Instructional adjustments are made in response to student data

Legal Prep will also ensure that families are regularly informed of student progress. This includes communication of WIDA ACCESS results, updates during parent-teacher conferences, and ongoing Advisory communication.

The process for exiting students from EL services will be fully aligned to Nevada state criteria and will be based on demonstrated English language proficiency. Students will be considered for exit when they meet

established proficiency thresholds on the WIDA ACCESS assessment and demonstrate the ability to access and succeed in grade-level academic content without dedicated language support.

Exit decisions will be made through a structured process that includes:

- Review of WIDA ACCESS scores and proficiency levels
- Consideration of academic performance in core content areas
- Input from teachers and instructional staff
- Documentation of readiness to succeed without language support services

Importantly, exit from EL services will be treated as a supported transition, not an abrupt change. Students who exit the program will continue to be monitored to ensure continued success. Legal Prep will implement a monitoring period during which:

- Student academic performance is reviewed regularly
- Teachers continue to provide appropriate classroom supports as needed
- Advisors maintain communication with families

If a student demonstrates difficulty after exiting services, the school will provide targeted supports through its MTSS framework and may re-evaluate the student's needs in accordance with state guidelines.

Legal Prep's approach ensures that exit decisions are both rigorous and student-centered, balancing the goal of language proficiency with the need for sustained academic success.

Through this comprehensive system of monitoring, evaluation, and supported transition, Legal Prep ensures that English Learners are not only progressing in their language development, but are also fully prepared to succeed academically once they exit EL services.

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.*

Legal Prep is committed to ensuring that intellectually gifted students are both identified and provided with meaningful opportunities to extend their learning beyond grade-level expectations. The school's model is designed to support a wide range of learners, including those who require additional challenge, through a combination of rigorous instruction, differentiation, and access to advanced academic and enrichment opportunities.

Identification of intellectually gifted students will be based on multiple measures, ensuring that students are recognized for their strengths across different domains. Legal Prep will use:

- Performance on standardized and interim assessments
- Classroom performance and demonstrated mastery of grade-level content
- Teacher recommendations and observations
- Student work products, including writing, projects, and assessments

This multi-measure approach ensures that identification is not limited to a single test score and allows the school to recognize students who demonstrate advanced ability in different ways.

Once identified, intellectually gifted students will be supported primarily through differentiation within the core instructional program. Legal Prep's emphasis on rigorous, standards-aligned instruction, writing across the curriculum, and critical thinking provides a strong foundation for advanced learners. Teachers will differentiate instruction by:

- Providing opportunities for deeper analysis and extended thinking
- Offering more complex texts, problems, and tasks
- Allowing students to move at an accelerated pace when appropriate
- Designing assignments that require synthesis, evaluation, and independent inquiry

In addition to in-class differentiation, gifted students will have access to advanced coursework and enrichment opportunities. As students progress, this may include:

- Honors-level coursework or advanced sections, where feasible
- Dual credit opportunities in partnership with higher education institutions
- Participation in academic competitions, debate, and mock trial
- Leadership roles within programs such as Peace Warriors or other student initiatives

Legal Prep's law-themed model provides a particularly strong platform for gifted students, as it emphasizes argumentation, analysis, and real-world problem-solving. Activities such as mock trial, Socratic seminars, and case-based learning naturally allow advanced learners to engage at higher levels of complexity and depth.

The school's Advisory system will also support gifted students by helping them set ambitious academic and postsecondary goals and identify opportunities aligned to their interests and strengths.

From a staffing perspective, Legal Prep will ensure that teachers are equipped to support advanced learners through professional development in differentiation and enrichment strategies. Instructional leaders will provide coaching to support teachers in designing rigorous tasks and extending learning for students who demonstrate advanced mastery.

The Special Populations Coordinator and instructional leadership team will monitor the performance of gifted students through the school's data systems to ensure that these students are continuing to grow and are not plateauing. This includes reviewing assessment data, course performance, and participation in advanced opportunities.

Through a combination of rigorous core instruction, intentional differentiation, and access to advanced and enrichment opportunities, Legal Prep ensures that intellectually gifted students are challenged, engaged, and supported to reach their full potential.

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?*

Legal Prep will implement a proactive and compliant system for identifying students and families who qualify for services under the McKinney-Vento Homeless Assistance Act, as well as any applicable migrant student provisions. The school recognizes that housing instability is often underreported and that effective identification requires both structured processes and strong relationships with families.

As part of the enrollment process, all families will complete a residency and housing questionnaire designed to identify living situations that may qualify under McKinney-Vento, including temporary housing, doubled-up living arrangements, shelters, or transitional housing. This questionnaire will be administered consistently to all families and will be available in multiple languages to ensure accessibility.

Legal Prep will also train enrollment staff, advisors, and school personnel to recognize indicators of housing instability, including:

- Frequent changes in address or school enrollment
- Gaps in documentation or difficulty providing standard enrollment records
- Patterns of absenteeism or mobility
- Family disclosures or concerns raised during communication

The school will designate a staff member, typically within the student support or Special Populations Coordinator role, to serve as the McKinney-Vento liaison. This individual will be responsible for overseeing identification, ensuring compliance, and coordinating services.

To avoid misidentification, Legal Prep will ensure that staff are trained on the legal definition of homelessness under McKinney-Vento and will use consistent criteria when determining eligibility. At the same time, the school will take a family-centered approach, recognizing that families may be hesitant to disclose housing instability. Staff will prioritize building trust and creating a supportive environment in which families feel comfortable sharing their circumstances.

Through these systems, Legal Prep ensures that all students who qualify for services are accurately identified and supported.

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

Once identified, Legal Prep will assess the needs of students experiencing housing instability through a comprehensive and individualized approach. This assessment occurs immediately upon identification and is revisited regularly to ensure that supports remain aligned to student needs. The school recognizes that these students may face a range of challenges that impact their academic performance, attendance, and well-being.

The McKinney-Vento liaison, in collaboration with advisors, teachers, and support staff, will work with families to identify specific needs, which may include:

- Transportation to ensure school stability
- Access to school supplies, uniforms, and basic necessities
- Academic support and intervention services
- Social-emotional support and counseling
- Assistance accessing community resources

Legal Prep will ensure that all students identified under McKinney-Vento receive their legal rights, including:

- Immediate enrollment, even if documentation is incomplete
- The ability to remain in their school of origin, when applicable
- Access to transportation and other supports necessary for attendance
- Full participation in all academic and extracurricular programs

The school will coordinate closely with local agencies, community organizations, and service providers to connect families with additional resources as needed. Legal Prep's existing and planned partnerships with community-based organizations will support this work by providing access to wraparound services.

The Advisory system will play a central role in ongoing support. Advisors will maintain regular contact with students and families, monitor attendance and engagement, and serve as a consistent point of connection within the school. This relationship-based approach ensures that needs are identified early and addressed promptly.

Student progress will be monitored through the school's academic and data systems, including attendance, grades, and engagement indicators. The McKinney-Vento liaison and leadership team will review this data regularly to ensure that supports are effective and that students are able to remain engaged in school.

Legal Prep will also ensure that staff are trained on the rights and needs of students experiencing homelessness, including strategies for supporting stability, reducing barriers, and maintaining high expectations.

Through these coordinated systems, Legal Prep ensures that students experiencing housing instability receive not only the services required by law, but also the academic and social-emotional support necessary to succeed.

Section 3.5 Rubric Alignment Summary

1. **Provides a clear and research-based process for identifying at-risk students and their needs, including those with academic and behavioral needs**

Legal Prep presents a comprehensive, research-based system for identifying at-risk students through multiple data sources, including academic performance, attendance, behavior, and engagement indicators. The use of early warning systems, Advisory monitoring, and structured data cycles ensures that students are identified proactively and accurately. This process reflects a deep understanding of student need and incorporates both academic and behavioral indicators, aligning with best practices for early identification.

2. **Outlines the methods according to which the school will remediate academically underperforming students, including the system according to which the school will track progress, facilitate teacher collaboration, and the research supporting the school's remediation strategy**

Legal Prep outlines a robust remediation system grounded in a Multi-Tiered System of Supports (MTSS), including targeted interventions, structured intervention blocks, and credit recovery systems. The plan includes clear systems for progress monitoring, including interim assessments, MAP Growth, and classroom-based data, as well as bi-weekly data cycles that facilitate teacher collaboration and instructional adjustment. The model is supported by research-based practices, including data-driven instruction, structured literacy, and targeted intervention strategies.

3. **The school's Response to Intervention system differentiates planning for each student according to the significance of their need, providing a continuum of programs, strategies, and supports that corresponds with the needs identified for each student and is supported by research**

Legal Prep provides a clearly articulated RTI/MTSS framework that differentiates support across Tier 1, Tier 2, and Tier 3 levels. Each tier includes specific programs, strategies, and supports aligned to student need, including core instruction, targeted small-group intervention, and intensive individualized supports. The system is dynamic, allowing students to move between tiers based on progress, and is supported by research on tiered intervention systems and effective instructional practices.

4. **Presents a reasonable plan and identifies the parties responsible for communicating with parents regarding remediation needs**

Legal Prep presents a clear and structured communication plan grounded in its Advisory model. Advisors serve as the primary point of contact for families and are responsible for communicating academic concerns, intervention plans, and progress updates. Communication is proactive, ongoing, and accessible, ensuring that families are informed early and engaged as partners in supporting student success.

5. **Demonstrates that the school's response to early signs of behavioral and/or social emotional needs will be met with positive interventions and restorative justice practices. The school will utilize differentiated support for each student in collaboration with the students' parents, teachers, and with support, as needed, from other school staff**

Legal Prep demonstrates a comprehensive behavioral and social-emotional support system aligned to MTSS principles. The model includes universal supports, targeted interventions, and intensive individualized plans, supported by restorative practices, Advisory structures, and programs such as Peace Warriors. The plan emphasizes collaboration among staff and families and provides differentiated supports based on student need, ensuring early and effective intervention.

6. **Demonstrates the Committee to Form or CMO's track record of success serving a wide range of students with disabilities (mild, moderate, and severe), English language learners, homeless and migrant students, and intellectually gifted students**

Legal Prep demonstrates a strong track record of serving diverse student populations, particularly students with disabilities, as evidenced by serving 20–25% students with IEPs at its Chicago campus—significantly above the district average—due to its reputation for high-quality inclusive services. The team also brings relevant experience serving English Learners, including the Founding Principal's experience in Clark County School District, and outlines systems for supporting homeless, migrant, and gifted students through Advisory, differentiated instruction, and enrichment opportunities.

7. **Clear demonstration and understanding of Nevada and federal laws and regulations governing services for special populations**

Legal Prep demonstrates a clear and comprehensive understanding of federal and Nevada requirements, including IDEA (Child Find, evaluation, IEP development, LRE), Title III (EL identification and services), McKinney-Vento (homeless identification and rights), and Nevada licensure requirements. The proposal outlines compliant systems for identification, service delivery, monitoring, and reporting across all special populations.

8. **For students with disabilities:**
   ●Provides a logical plan to screen all students and to ensure that struggling students are evaluated for special education services early and accurately
   ●Presents a plan for student evaluation and developing IEPs that contain rigorous goals and instructional plans that are suitable to meet those students' goals
   ●Presents a monitoring plan that will enable relevant staff to track the progress of all students with IEPs towards the goals articulated in their respective plans
   ●Demonstrates that the school will be able to provide all special education and related services needed either by the staff listed on their organization chart or identified external groups with whom they can contract to provide needed services. Specifies full Nevada licensure for all special education teachers/coordinators
   ●Articulates requirements and processes for monitoring services to students in need and plans to exit students who attain sufficient progress
   ●Articulates process for monitoring compliance with state and federal laws pertaining to serving students with disabilities
   ●For middle and high schools, presents a logical and thorough plan for developing and implementing transition plans

Legal Prep provides a comprehensive and compliant special education plan that includes Child Find procedures, a structured referral and evaluation process, and development of IEPs with rigorous, standards-aligned goals. The proposal outlines a clear monitoring system tied to IEP goals and broader academic performance. The staffing model includes a Special Populations Coordinator, licensed special education teachers, and related service providers, ensuring that all required services can be delivered in compliance with Nevada licensure requirements.

Legal Prep articulates a clear system for monitoring student progress through IEP goal tracking, assessment data, and structured data cycles. The plan includes a compliant and data-driven process for exiting students from special education services, including reevaluation and supported transition. The proposal also outlines

strong compliance monitoring systems led by the Special Populations Coordinator and includes a comprehensive transition planning process beginning at age 14, aligned to postsecondary readiness and Legal Prep's career-connected model.

9. **For English language learners:**
   ●Processes for identifying English language learners are well-defined, including administration of placement assessments and communications to parents and teachers
   ●Indicates full Nevada licensure for all English language learners teachers/coordinators
   ●Describes the specific services that will be provided for students within and outside the classroom, including curriculum and instruction and exposure to co-teaching
   ●Articulates requirements and processes for monitoring services to students in need and plans to exit students who attain sufficient progress

Legal Prep provides a clear and compliant plan for serving English Learners, including identification through the Home Language Survey and WIDA Screener, communication of results to families and staff, and delivery of services through a hybrid push-in and pull-out model. The plan includes ELAD-endorsed teachers, integration of sheltered instruction strategies across classrooms, and structured monitoring using WIDA ACCESS and academic data. The proposal also includes a clear process for exiting EL services and monitoring students post-exit.

10. **For intellectually gifted students, demonstrates that the school will extend their learning offerings such that those students have access to unique, tailored opportunities. The proposed staffing structure demonstrates sufficient staffing and teacher support to implement the plan**

Legal Prep demonstrates a strong plan for serving intellectually gifted students through differentiated instruction, advanced coursework, dual credit opportunities, and enrichment aligned to its law-themed model. The staffing structure and professional development plan ensure that teachers are equipped to extend learning and support advanced students.

11. **For homeless/migrant students:**
    ●Presents a logical and systematic method according to which the school will identify homeless and/or migrant students
    ●Clear plan to assess and meet the needs of students identified as homeless and/or migrant

Legal Prep presents a clear and compliant plan for identifying and supporting students experiencing homelessness through residency questionnaires, staff training, and designation of a McKinney-Vento liaison. The proposal includes systems for assessing student needs, removing barriers to access, and providing wraparound supports, ensuring that these students are able to fully participate and succeed.

Overall Alignment

Legal Prep's approach demonstrates a coherent system for serving at-risk students and special populations, with clearly defined processes for identification, intervention, progress monitoring, and compliance. The

proposal aligns to research-based practices and federal and state requirements and provides a credible, executable plan for achieving equitable academic outcomes.

3.6 Professional Development

Legal Prep's professional development model is designed to ensure that every teacher, leader, and student-facing staff member is fully prepared to implement the school's academic program with fidelity and to meet the needs of the students the school is designed to serve. Because Legal Prep's model depends on rigorous instruction, consistent classroom systems, strong culture, and targeted supports for diverse learners, professional development is not treated as an isolated compliance requirement or a series of disconnected workshops. Rather, it is a core operating system of the school.

At Legal Prep, professional development serves three interconnected purposes. First, it ensures that all staff can deliver the school's college-preparatory, law-themed instructional model at a high level from the first day of school. Second, it builds the capacity of teachers to use curriculum, assessment, and student data effectively in order to accelerate student growth. Third, it ensures that all teachers are prepared to support special populations, including students with disabilities, English Learners, students performing below grade level, and students who require behavioral or social-emotional supports.

This model includes a strong pre-opening induction period, ongoing weekly and monthly professional development during the school year, and individualized coaching and feedback cycles. It is intentionally aligned to the school's curriculum, instructional framework, assessment systems, MTSS structures, and school culture model. Professional development will be delivered through a combination of internal leadership, including the Principal, instructional leaders, and the Special Populations Coordinator, as well as external partners when specialized expertise is needed.

Because Legal Prep is replicating a proven model while also adapting it to Nevada expectations, professional development will also play a central role in ensuring fidelity to the network's core design while building staff understanding of Nevada standards, Nevada accountability expectations, and Nevada-specific legal requirements. In this way, professional development functions as both an implementation tool and a continuous improvement strategy, ensuring that teachers and leaders are equipped not only to launch the school successfully, but to improve student outcomes over time.

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.*

Legal Prep's professional development model is built around the core belief that strong student outcomes depend on strong adult practice, and that adult practice improves most when training is coherent, job-embedded, aligned to the instructional model, and reinforced through ongoing feedback. Because Legal Prep's educational program is both rigorous and distinctive, combining a college-preparatory curriculum, a law-themed instructional approach, structured classroom systems, Writing Across the Curriculum, restorative culture practices, and targeted supports for students who need remediation or acceleration, professional

development must do more than introduce staff to isolated techniques. It must build a shared understanding of how all components of the model fit together and how teachers are expected to execute them daily.

Accordingly, Legal Prep's professional development system will include several core components, each of which is designed to support effective implementation of the school's educational program.

The first core component is instructional model training. Teachers will receive explicit training on the Legal Prep instructional framework, including standards-aligned lesson design, objective-driven instruction, gradual release, checks for understanding, academic discourse, and differentiated support. This training is essential because the school's academic model depends on consistency across classrooms. Students must experience the same high expectations, the same level of rigor, and the same core instructional routines regardless of teacher or subject. By establishing a common instructional language and shared expectations for practice, Legal Prep ensures that implementation of the educational model is coherent and predictable across the school.

The second core component is curriculum and assessment implementation training. Teachers will be trained on the selected curricula in each core content area, including how to internalize units and lessons, identify priority standards, adapt materials for student need without reducing rigor, and align daily instruction to interim and state assessment expectations. Professional development in this area will also focus on how teachers use formative assessment, interim assessment data, and student work analysis to make instructional decisions. This component directly supports the school's educational program because Legal Prep's model depends on tight alignment between curriculum, assessment, and instruction. Teachers must not only know what to teach, but how to use evidence of student learning to adjust pacing, reteach standards, and provide targeted intervention.

The third core component is literacy, writing, and discourse development across content areas. Because Legal Prep's educational model is rooted in argumentation, advocacy, analytical thinking, and communication, all teachers, not just English teachers, are responsible for building students' literacy and language skills. Professional development will therefore include training in Writing Across the Curriculum, structured reading supports, academic vocabulary instruction, close reading, text-based discussion, and oral advocacy strategies such as debate and Socratic seminar. This component is particularly important because it is central to both Legal Prep's college-preparatory mission and its law-themed differentiator. It ensures that the model is not reduced to isolated legal experiences, but is instead reflected in the daily instructional experience of students across subjects.

The fourth core component is student support and differentiation, including support for special populations. Teachers will receive training on how to meet the needs of students with disabilities, English Learners, students performing below grade level, and students requiring behavioral or social-emotional supports. This includes IEP implementation, inclusive instructional practices, co-teaching, scaffolding, sheltered instruction strategies, and use of MTSS systems. This component is essential to effective implementation because Legal Prep is designed to serve a diverse and often underserved student population. The educational model can only succeed if teachers are able to deliver rigorous instruction while also adapting supports based on student need.

The fifth core component is school culture and classroom environment. Teachers and leaders will be trained in the Legal Prep Classroom model, restorative practices, Advisory systems, and core behavior expectations. This includes how to establish routines, maintain a focused classroom culture, build student relationships, and respond to behavior in ways that preserve student dignity while maintaining high standards. This component supports the educational program by ensuring that classrooms are safe, orderly, and academically focused, conditions that are necessary for rigorous instruction and strong student learning.

The sixth core component is data use and continuous improvement. Teachers and leaders will receive ongoing professional development in data analysis, including how to interpret interim and formative assessment results, identify misconceptions, analyze subgroup performance, and translate data into concrete instructional responses. This component directly supports implementation of the educational model because Legal Prep's program depends on frequent progress monitoring, targeted intervention, and responsive instruction.

Professional development at Legal Prep will be delivered through a combination of internal leadership and external expertise. Most ongoing professional development will be conducted internally by school and network leaders, including the Principal, instructional leaders, the Special Populations Coordinator, and experienced members of the Legal Prep team who understand the model deeply. This internal approach is important because much of the school's PD is tied directly to the day-to-day implementation of the Legal Prep model and therefore requires facilitators who understand the school's expectations, curriculum, culture systems, and instructional framework in detail.

At the same time, Legal Prep will also utilize external partners when specialized expertise is needed. This may include curriculum-specific training, restorative practices training, specialized support related to special populations, or professional development tied to law-themed programming and experiential learning. External support will be used strategically, not as a substitute for internal leadership, but as a way to deepen expertise in targeted areas that are particularly important to the school's success.

Professional development will include both uniform and individualized components. Uniform professional development will be used when all staff need a common foundation, such as at the start of the year, during curriculum rollout, or when reinforcing schoolwide expectations related to instruction, culture, assessment, or compliance. This ensures consistency across classrooms and creates a shared understanding of what high-quality implementation looks like.

At the same time, Legal Prep recognizes that not all teachers need the same support at the same time. Accordingly, individualized professional development will occur through coaching cycles, differentiated support from school leaders, role-specific training, and targeted follow-up based on observation and student data. New teachers may require more foundational support in classroom management or lesson execution, while more experienced teachers may receive coaching focused on rigor, discourse, or differentiation. Similarly, special education teachers, EL staff, and leaders may receive specialized training tied to their roles and responsibilities.

This balance between uniform and individualized development is critical. Uniform training creates coherence; individualized support drives growth. Together, they ensure that teachers are not only introduced to Legal Prep's model, but are also supported over time in implementing it at a high level.

In sum, Legal Prep's professional development model is designed to build the knowledge, skills, and habits necessary for effective implementation of the educational program. By grounding PD in the actual demands of classroom practice, aligning it tightly to the school's instructional and culture model, and delivering it through both internal leadership and targeted external support, Legal Prep creates a professional learning system that is coherent, practical, and responsive to staff and student needs.

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.*

Legal Prep will implement a structured and practice-oriented pre-opening professional development program designed to ensure that all teachers are fully prepared to execute the school's academic model with fidelity from the first day of school. While the school's broader professional development system focuses on continuous improvement over time, the pre-opening induction period is specifically designed to build initial readiness, ensuring that every teacher can deliver rigorous, aligned instruction immediately.

This induction period is tightly aligned to the incubation year plan and represents the transition from planning to execution. By the time students arrive, teachers will not only understand the model, but will have rehearsed it, received feedback on it, and refined their practice.

Structure and Timeline of Pre-Opening Professional Development

Pre-opening professional development will take place over the course of three weeks prior to the first day of school, following initial hiring and onboarding.

The sequence is intentionally designed to move teachers from understanding to execution:

- **Phase 1: Orientation and Model Alignment (2 days)**
  Focused on mission, vision, student population, and the full Legal Prep educational model
  Establishes a shared understanding of expectations, culture, and outcomes
- **Phase 2: Systems and Curriculum Internalization (5 days)**
  Focused on unpacking standards, internalizing curriculum, and aligning instruction to assessments
  Teachers begin building actual lesson plans and unit plans
- **Phase 3: Instructional Practice and Rehearsal (5 days)**
  Focused on practicing instructional delivery, discourse strategies, and classroom routines
  Includes peer teaching, modeling, and structured feedback
- **Phase 4: Classroom Readiness and Final Preparation (3 days)**
  Focused on classroom setup, procedures, culture, and Day 1 readiness
  Teachers finalize plans and rehearse opening weeks of instruction

This progression ensures that teachers are not passively receiving information, but actively preparing to implement the model.

Focus of Pre-Opening Professional Development (What Makes It Distinct)

While pre-opening PD introduces key components of the model, its primary purpose is application, not exposure. Teachers will engage in deep, hands-on work to prepare for instruction, including:

Lesson Internalization and Planning

Teachers will:

- Unpack standards and identify priority objectives
- Plan lessons aligned to curriculum and assessments
- Anticipate student misconceptions and plan responses

By the end of this phase, teachers will have fully developed and aligned lesson plans for the opening weeks of school.

Practice-Based Instructional Training

A defining feature of Legal Prep's pre-opening PD is rehearsal.

Teachers will:

- Practice delivering lessons to peers
- Facilitate discussions and academic discourse
- Model writing instruction and provide feedback
- Receive coaching and refine their delivery

This ensures that teachers enter the classroom having already practiced key instructional moves.

Preparation for Unique Instructional Elements

Legal Prep's model includes several distinctive components, including:

- Writing Across the Curriculum
- Structured academic discourse (Socratic seminar, debate)
- Law-themed instruction and case-based learning

Pre-opening PD will focus heavily on these areas through:

- Modeling of exemplar lessons
- Practice facilitating discourse and argumentation
- Simulated law-themed activities (e.g., mock trial scenarios)

This ensures that teachers are not encountering these elements for the first time with students.

Alignment to Assessment and Data Systems

Teachers will be trained to:

- Align instruction to interim and state assessments
- Use formative assessment to guide daily instruction
- Understand how their instruction connects to schoolwide goals

Unlike ongoing PD, which focuses on refining data use, pre-opening PD ensures that teachers begin the year with a clear understanding of how instruction, assessment, and outcomes connect.

Serving Diverse Learners from Day One

Pre-opening PD will ensure that teachers are prepared to support all learners immediately, including:

- Students with disabilities (IEP implementation, co-teaching)
- English Learners (scaffolding, language supports)
- Students below grade level (intervention and differentiation)

This training is practical and embedded in lesson planning, ensuring that supports are part of instruction—not added later.

Classroom Culture and Systems

Teachers will establish:

- Clear routines and procedures
- Expectations aligned to the Legal Prep Classroom model
- Systems for building relationships and maintaining high expectations

Teachers will rehearse these routines so that classrooms are structured and predictable from Day 1.

Alignment to Incubation Year Plan

This induction program is the culmination of the incubation year, during which leadership will:

- Finalize curriculum and assessment systems
- Develop PD content and materials
- Hire and onboard staff
- Align instructional and operational systems

Pre-opening PD translates this planning into execution by ensuring that:

- Teachers have internalized curriculum
- Instructional systems are understood and practiced
- Schoolwide expectations are aligned

Conclusion

Legal Prep's pre-opening professional development program is intentionally designed to move teachers from understanding to execution. By focusing on rehearsal, alignment, and practical application, the school ensures that teachers enter the classroom fully prepared to deliver rigorous instruction, implement core systems, and support all students from the first day of school. This strong launch is essential to establishing the consistency, rigor, and culture necessary for long-term student success.

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?*

Legal Prep will provide a structured and sustained professional development program throughout the school year that combines dedicated full-day training, weekly embedded professional development time, and ongoing collaborative planning. This model is intentionally designed to ensure that professional learning is continuous, job-embedded, and directly connected to classroom practice.

Over the course of the school year, Legal Prep will provide 3–4 full professional development days, in addition to weekly professional development time built into the school schedule. Together, these structures ensure that teachers have both the time and support necessary to refine their practice, respond to student data, and implement the school's academic model with fidelity.

Full Professional Development Days

Legal Prep will schedule 3–4 full PD days across the school year, typically aligned to key academic milestones (e.g., after interim assessments or at the start of a semester). These full-day sessions allow for deeper learning and reflection than is possible during shorter weekly sessions.

These days will be used to:

- Analyze schoolwide and cohort-level data, including interim assessment results
- Identify trends in student performance and gaps in instruction
- Adjust curriculum pacing and instructional priorities
- Provide targeted training aligned to areas of need (e.g., literacy, math, differentiation, special populations)
- Recalibrate expectations for instructional quality and classroom culture

Because these days occur at strategic points in the year, they serve as reset and alignment opportunities, ensuring that the school remains on track toward its academic goals.

Weekly Embedded Professional Development

In addition to full PD days, Legal Prep will include **weekly professional development time built into the school schedule**, typically through a designated PD block after school. This ensures that professional learning is consistent, ongoing, and directly tied to instructional practice.

Weekly PD sessions will generally be 60–90 minutes in length and will focus on:

- Instructional strategies aligned to current units of study
- Analysis of student work and formative assessment data
- Reinforcement of the Legal Prep instructional framework
- Differentiation strategies and support for special populations
- Classroom culture and management practices

These sessions are intentionally aligned to what teachers are currently teaching, making the professional development immediately applicable and actionable.

Common Planning and Collaboration Time

Legal Prep's schedule will also include regular common planning time for teachers, organized by grade level and/or content area. This time is distinct from formal PD and is critical to ensuring alignment and collaboration across classrooms.

During common planning time, teachers will:

- Co-plan lessons aligned to standards and curriculum
- Internalize upcoming units and identify priority content
- Develop and refine instructional materials
- Plan differentiation strategies for specific student groups
- Align expectations across classrooms

This time ensures that teachers are not working in isolation, but are instead part of a coordinated instructional team.

Use of Data Cycles and Collaborative Structures

A central component of Legal Prep's professional development model is the use of bi-weekly data cycles, which function as both a professional learning and instructional planning structure.

During these cycles, teachers and instructional leaders will:

- Review interim and formative assessment data
- Analyze student work and identify misconceptions
- Determine root causes of underperformance
- Plan targeted instructional responses

These sessions are highly structured and focused on translating data into instructional action. They also provide an opportunity for teachers to learn from one another and share effective practices.

Alignment to Staffing and Leadership Structure

Legal Prep's staffing model is designed to support this professional development structure. Instructional leaders, including the Principal and any instructional coaches, will facilitate PD sessions, lead data cycles, and support collaborative planning. The Special Populations Coordinator will provide targeted training and support related to students with disabilities and English Learners.

This distributed leadership model ensures that professional development is:

- Content-specific
- Responsive to student needs
- Consistently implemented across the school

Coherence and Sustainability of the PD Model

The combination of full PD days, weekly embedded PD, and ongoing collaboration creates a coherent and sustainable professional development system. Full-day sessions provide opportunities for deep analysis and recalibration, while weekly sessions and collaborative structures ensure that learning is continuous and directly connected to classroom practice.

Importantly, this structure ensures that professional development is not episodic or disconnected, but instead is an integral part of the school's instructional program and daily operations.

Conclusion

Legal Prep's professional development schedule is designed to provide teachers with consistent, structured, and meaningful opportunities to improve their practice. By combining full-day training, weekly embedded PD, and collaborative planning time, the school ensures that teachers are supported in delivering high-quality instruction and responding effectively to student needs throughout the year.

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

Legal Prep's professional development model is anchored in a structured system of coaching, observation, and feedback that ensures that professional learning is consistently translated into improved instructional practice. This system is grounded in the leadership and coaching framework outlined in Leverage Leadership by Paul Bambrick-Santoyo, which emphasizes frequent observation, bite-sized feedback, and continuous practice as the primary drivers of teacher development.

This coaching model has been implemented effectively within Legal Prep's existing campuses, including in Indianapolis planning and Chicago operations, and will be replicated with fidelity in Las Vegas. It reflects a clear belief that the fastest way to improve student outcomes is to improve the quality of daily instruction through consistent, high-quality coaching.

Frequency and Structure of Observations and Coaching

At Legal Prep, all teachers will participate in a consistent coaching cycle that includes weekly observations for most teachers, particularly in the first years of teaching or when additional support is needed. More experienced teachers demonstrating strong performance may move to a bi-weekly observation cadence, though all teachers will continue to receive regular feedback throughout the year.

Observations will be:

- Short, focused, and aligned to a specific instructional priority
- Conducted during live instruction, often through targeted walkthroughs
- Anchored in a shared instructional rubric aligned to the Legal Prep model

This high-frequency observation cycle ensures that feedback is timely, relevant, and directly connected to classroom practice.

Coaching Model and Feedback Delivery

Consistent with the *Leverage Leadership* framework, coaching at Legal Prep is designed to be actionable, focused, and immediately implementable.

Following each observation, teachers will receive:

- Prompt feedback (typically within 24–48 hours)
- A clearly defined "bite-sized" action step focused on a high-leverage instructional move
- Opportunities to practice and rehearse the action step with a coach

Coaching conversations will prioritize:

- Clarity of the instructional goal
- Identification of the highest-leverage area for improvement
- Practice of the desired skill, often through role-play or modeling

This ensures that feedback leads to immediate changes in practice, rather than remaining abstract or theoretical.

Leadership and Ownership of Coaching

Coaching will be led by Legal Prep's instructional leadership team, including:

- The Principal
- School Launch Director / Head of Schools (onsite in year 1)
- Instructional leaders and/or deans (as applicable)
- The Special Populations Coordinator

Each leader will be responsible for coaching a defined group of teachers, ensuring:

- Consistency in feedback

- Strong relationships between coach and teacher
- Clear accountability for teacher growth

The Special Populations Coordinator will provide targeted coaching related to:

- Co-teaching and inclusive practices
- IEP implementation
- English Learner supports and differentiation

This ensures that coaching is both general (instructional quality) and specialized (student needs).

Alignment to Data and Instructional Priorities

A defining feature of Legal Prep's coaching model is its direct alignment to student outcomes. Coaching priorities are not determined in isolation, but are informed by:

- Interim and formative assessment data
- Student work analysis
- Trends identified during data cycles

Instructional leaders will identify schoolwide and grade-level priorities (e.g., writing, discourse, checks for understanding), and coaching will be aligned to those priorities. This ensures that coaching is not fragmented, but is instead coherent and aligned across classrooms.

Differentiated Coaching and Teacher Development

While the structure of coaching is consistent, the content of coaching is differentiated based on teacher need.

For example:

- New teachers may focus on lesson structure, pacing, and classroom management
- Developing teachers may focus on rigor, questioning, and student discourse
- Advanced teachers may focus on differentiation, leadership, or mentoring

This differentiated approach allows all teachers to grow while maintaining a consistent system across the school.

Tracking, Accountability, and Continuous Improvement

Legal Prep will implement a structured system to track coaching and teacher development. This system will:

- Document observations and feedback
- Track progress on specific action steps
- Identify trends in teacher performance across the school

Instructional leaders will regularly review this data to:

- Ensure consistency in coaching quality
- Identify areas for additional professional development
- Hold leaders accountable for teacher growth

This approach ensures that coaching is not only frequent, but also effective and measurable.

Integration with Evaluation

Legal Prep's evaluation system is aligned with its coaching model, ensuring that teachers receive consistent expectations and support. Formal evaluations will be informed by observation data collected throughout the year, creating alignment between:

- Daily coaching
- Formal evaluation
- Professional development priorities

This integration ensures that evaluation is not punitive, but part of a broader system of continuous improvement.

Conclusion

Legal Prep's coaching model reflects a disciplined, research-based approach to teacher development grounded in the principles of frequent observation, actionable feedback, and deliberate practice. By implementing a system aligned to *Leverage Leadership* and building on proven practices from its existing campuses, Legal Prep ensures that teachers are consistently improving their instructional practice. This system is essential to achieving the school's academic goals and ensuring strong outcomes for all students.

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

Legal Prep will ensure that all teachers are prepared to meet the needs of students requiring additional supports through a comprehensive and integrated professional development system that combines foundational training, ongoing coaching, collaborative planning, and targeted support aligned to student needs. This approach reflects the school's broader belief that serving special populations is not the responsibility of a small subset of staff, but a core expectation for all teachers.

Rather than treating support for students with disabilities, English Learners, or other at-risk students as separate from the instructional program, Legal Prep embeds these practices into its core teaching model. As a result, professional development in this area is both systematic and continuous, ensuring that teachers are consistently building the skills necessary to support diverse learners.

Foundational Training and Pre-Opening Preparation

During the pre-opening professional development period, all teachers will receive foundational training on serving students with additional needs. This includes:

- Understanding IEPs, accommodations, and modifications
- Implementing inclusive instructional practices within general education classrooms
- Applying co-teaching models effectively
- Using scaffolding strategies to support English Learners
- Differentiating instruction based on student data

This training is practical and embedded within lesson planning and rehearsal, ensuring that teachers are prepared to implement these strategies from the first day of school.

Ongoing Professional Development Focused on Special Populations

Throughout the school year, Legal Prep will provide ongoing professional development focused on meeting the needs of special populations. These sessions will be integrated into weekly PD and full PD days and will include:

- Deep dives into differentiation strategies across content areas
- Analysis of student work from special populations
- Training on specific supports for English Learners, including language objectives and sheltered instruction
- Reinforcement of inclusive practices and co-teaching strategies

These sessions will be responsive to student data, ensuring that professional development is aligned to the specific needs of the student population.

Coaching and Individualized Support

A central component of teacher development in this area is targeted coaching, aligned to the school's broader instructional coaching model.

Instructional leaders and the Special Populations Coordinator will provide:

- Classroom-based coaching on differentiation and scaffolding
- Feedback on implementation of IEP accommodations and modifications
- Support in planning and delivering co-taught lessons
- Guidance on supporting English Learners within content instruction

Consistent with the principles of Leverage Leadership, coaching will focus on specific, high-leverage instructional practices and will include opportunities for teachers to practice and refine their skills.

Collaboration and Co-Teaching Structures

Legal Prep's schedule and staffing model are designed to support collaboration between general education teachers and specialists.

Teachers will receive support through:

- Co-planning time with special education teachers and EL staff
- Participation in data cycles that include analysis of special population performance
- Ongoing collaboration around lesson design, grouping, and intervention

These structures ensure that teachers are not working in isolation, but are supported by a team with shared responsibility for student success.

Role of the Special Populations Coordinator

The Special Populations Coordinator will play a central role in supporting teacher development. This includes:

- Providing training on compliance and instructional practices
- Supporting teachers in implementing IEPs and EL supports
- Coaching teachers on differentiation and inclusive practices
- Monitoring implementation and identifying areas for additional support

This role ensures that expertise in special populations is consistently integrated into both professional development and daily instruction.

Alignment to Data and Continuous Improvement

Teacher support will be closely aligned to student data. Legal Prep will regularly analyze the performance of students with disabilities, English Learners, and other subgroups to identify trends and areas of need.

This data will be used to:

- Inform professional development priorities
- Guide coaching focus areas
- Adjust instructional strategies and supports

This ensures that teacher development is directly tied to improving outcomes for students who require additional support.

Conclusion

Legal Prep's approach to supporting teachers in serving special populations is comprehensive, integrated, and continuous. By combining foundational training, ongoing professional development, targeted coaching, and collaborative structures, the school ensures that all teachers are equipped to meet the needs of diverse learners. This system not only supports compliance with legal requirements, but also ensures that all students have access to rigorous instruction and the opportunity to succeed.

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

Legal Prep will deliver professional development through a combination of internal instructional leadership and targeted external partners, ensuring that all training is both aligned to the school's academic model and

supported by appropriate expertise. This approach reflects the school's belief that the most effective professional development is led by individuals who understand the instructional program deeply, supplemented by specialized external expertise when needed.

The primary responsibility for professional development will rest with the school's internal leadership team. The Principal will serve as the instructional leader of the school and will be responsible for setting the vision for teaching and learning, ensuring alignment between professional development and academic goals, and directly leading or overseeing key PD sessions. The Principal will also play a central role in coaching teachers and monitoring instructional quality across classrooms.

A critical component of Legal Prep's professional development model in Las Vegas will be the support of the School Launch Director / Head of Schools, a role filled by Katie-jo Ray, a former Legal Prep principal and founding teacher with deep experience implementing the Legal Prep model. In her role supporting new campus launches, including the Indianapolis campus in 2026–2027, Ms. Ray provides intensive, on-the-ground leadership and coaching to ensure strong execution in a school's first year.

In Las Vegas, the School Launch Director / Head of Schools will:

- Lead and support pre-opening professional development aligned to the Legal Prep instructional and culture model
- Provide ongoing, on-site coaching and support to the Founding Principal, Erik Simpkins, particularly during the first year of implementation
- Facilitate professional development sessions focused on core elements of the Legal Prep model, including Writing Across the Curriculum, academic discourse, classroom systems, and culture
- Support instructional leaders in building strong coaching systems and ensuring fidelity to the model

This role is especially important in ensuring that Legal Prep Las Vegas is not developing its systems in isolation, but is instead directly supported by a leader with deep experience successfully implementing the model. It provides an additional layer of capacity and ensures that professional development is both high-quality and tightly aligned to Legal Prep's proven approach.

Supporting the Principal and School Launch Director, instructional leaders and/or deans (as applicable to the final staffing model) will facilitate ongoing professional development, lead data cycles, and provide coaching and feedback to teachers. These leaders will be responsible for translating schoolwide priorities into actionable instructional practices and ensuring consistency across grade levels and content areas.

The Special Populations Coordinator will play a critical role in professional development related to students with disabilities, English Learners, and other students requiring additional support. This individual will design and deliver training on topics such as IEP implementation, co-teaching, differentiation, and sheltered instruction strategies. The Coordinator will also support teachers through coaching and collaboration, ensuring that professional development is aligned to both compliance requirements and instructional best practices.

In addition to internal leadership, Legal Prep will utilize external professional development providers in targeted areas where specialized expertise is beneficial. These may include:

- Curriculum-specific training providers to support effective implementation of core instructional materials
- Organizations or consultants with expertise in restorative practices and school culture
- Experts in special education or English Learner instruction, as needed
- Partners connected to Legal Prep's law-themed programming who can support experiential learning and content integration

Any external providers will be selected based on demonstrated expertise, alignment to the school's model, and ability to provide practical, actionable training for teachers. Legal Prep will ensure that all external professional development is integrated into the broader PD system and reinforced through coaching and follow-up support.

The division of responsibility between internal and external providers is intentional. Internal leaders, including the Principal and School Launch Director, ensure coherence, consistency, and alignment to the school's daily instructional practices, while external partners provide depth in specialized areas. This balance allows Legal Prep to maintain fidelity to its model while continuously strengthening staff capacity.

All professional development activities, including any external partnerships, are reflected in the school's budget. The budget includes allocations for:

- Staff time dedicated to professional development
- External training and consulting services, where applicable
- Materials and resources needed to support training

These allocations are aligned to the school's academic priorities and are designed to ensure that professional development is both high-quality and sustainable over time.

Legal Prep's approach to professional development leadership is informed by its experience in Chicago and Indianapolis, where internal instructional leadership, supported by the School Launch Director role and targeted external expertise, has been critical to successful implementation of the school model. By leveraging this proven approach, Legal Prep ensures that professional development is not only well-designed, but also effectively delivered and supported.

Section 3.6 Rubric Alignment Summary

1. **Clearly describes professional development that will be offered during the incubation year to effectively support the academic program, including the topics to be covered and any specialized components of the educational model**

Legal Prep provides a comprehensive and well-structured pre-opening professional development plan aligned to its incubation year. The proposal outlines a multi-week induction program that prepares teachers to implement the academic model with fidelity, including training in curriculum, assessment systems, Writing Across the Curriculum, academic discourse, law-themed instruction, classroom culture, and support for special populations. The inclusion of the School Launch Director / Head of Schools further strengthens the plan by ensuring model-specific training and on-the-ground implementation support.

2. **Provides a summary of professional development opportunities throughout the school year to effectively support the academic program, including topics and structures**

Legal Prep outlines a coherent and sustained professional development system that includes 3–4 full professional development days, weekly embedded PD time, and structured collaboration opportunities. The plan clearly describes how these structures will be used to support instructional improvement, curriculum implementation, data analysis, and differentiation. Professional development topics are aligned to the academic program and responsive to student data, ensuring ongoing alignment to instructional priorities.

3. **Explains teacher coaching plans that will effectively support teacher development, including responsible parties**

Legal Prep presents a clear and robust coaching model aligned to the principles of frequent observation, actionable feedback, and continuous improvement. The proposal specifies the frequency of observations, the structure of feedback, and the roles of the Principal, instructional leaders, Special Populations Coordinator, and School Launch Director in supporting teacher development. Coaching is differentiated based on teacher need and is directly connected to instructional priorities and student outcomes.

4. **Demonstrates how professional development will support all teachers in meeting the needs of special populations including students with disabilities and English language learners**

Legal Prep demonstrates a comprehensive and integrated approach to supporting teachers in serving special populations. The proposal includes foundational training, ongoing professional development, coaching, and collaboration structures focused on differentiation, co-teaching, IEP implementation, and English Learner supports. The Special Populations Coordinator plays a central role in delivering and supporting this work, ensuring alignment between compliance and instructional practice.

5. **Clear identification of the persons or organizations responsible for professional development. If professional development is to be provided by contracted third party, the third party has appropriate expertise**

Legal Prep clearly identifies the individuals responsible for professional development, including the Principal, instructional leaders, Special Populations Coordinator, and School Launch Director / Head of Schools. The proposal also includes the use of external providers in targeted areas, with a clear emphasis on selecting partners with demonstrated expertise and alignment to the school's model. This structure ensures both internal coherence and access to specialized knowledge.

6. **Cost of any third party provided professional development is reflected in the budget**

Legal Prep demonstrates that all professional development, including any external partnerships, is accounted for in the budget. The proposal aligns professional development plans with budget assumptions, ensuring that all training activities are financially feasible and sustainable over time.

Overall Alignment

Legal Prep's professional development plan is comprehensive, coherent, and tightly aligned to the school's academic model. The proposal demonstrates strong systems for onboarding, ongoing development, coaching, and support for special populations, as well as clear ownership and budget alignment. Taken together, these elements provide a high level of confidence in the school's ability to build and sustain strong instructional practice.

3.7 School Culture

1) *Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment, reinforce student intellectual and social development, and support fulfillment of the school's mission and vision.*

Legal Prep Charter Academy will establish a structured, relationship-driven, and academically focused school culture designed to prepare students for success in college, career, and civic life. The school's culture is grounded in three core principles: high expectations, strong relationships, and purposeful learning. These principles are not separate from the academic program; they are the conditions that make rigorous academic achievement possible.

At Legal Prep, culture is intentionally designed to support the school's mission of preparing students from historically underserved communities to succeed in college and beyond through a rigorous, law-themed educational experience. Students are expected to meet high academic and behavioral expectations every day, while receiving the support, structure, and encouragement necessary to meet those expectations. This balance of challenge and support creates an environment in which students are both accountable and empowered.

A defining feature of Legal Prep's culture is its emphasis on structure and consistency. Across all classrooms, the Legal Prep Classroom framework establishes clear expectations for routines, behavior, and academic engagement. Students experience predictable structures for how class begins, how they participate, and how they demonstrate learning. This consistency reduces ambiguity, maximizes instructional time, and creates a focused learning environment where students can fully engage in rigorous academic work.

At the same time, Legal Prep prioritizes strong relationships between students and adults. The Advisory system serves as the foundation of this relational culture. Each student is paired with an advisor who remains with them over multiple years and serves as a mentor, advocate, and primary point of contact for families. Advisors monitor academic progress, support goal-setting, and build trust with students, ensuring that every student is known, supported, and held accountable.

This combination of structure and relationships creates a culture in which students feel both supported and challenged. Students understand that they are expected to work hard, engage deeply in their learning, and take ownership of their growth, while also knowing that adults are invested in their success.

Legal Prep's culture is further reinforced through its law-themed, career-connected model, which provides students with a clear sense of purpose. Students are not only learning academic content; they are developing the skills of critical thinking, argumentation, communication, and advocacy that are central to the legal

profession and to success in college and careers. This focus on real-world application increases student engagement and helps students see the relevance of their education.

The school also intentionally develops students' social and emotional skills through its Advisory program, restorative practices, and structured opportunities for leadership. Students learn to manage conflict, reflect on their actions, and contribute positively to the school community. Programs such as peer leadership and restorative circles reinforce accountability while maintaining a sense of belonging and respect.

In addition, schoolwide systems such as the uniform policy and structured expectations for behavior contribute to a culture of professionalism and focus. Students are expected to come to school prepared, dressed appropriately, and ready to engage in learning, reinforcing the habits and expectations necessary for future success.

Collectively, these elements create a positive academic environment characterized by:

- high levels of student engagement and time on task
- strong relationships between students and adults
- clear expectations and consistent routines
- a shared commitment to academic success and personal growth

This culture directly supports student intellectual development by ensuring that students are consistently engaged in rigorous, standards-aligned instruction and are supported in developing critical thinking and communication skills. It also supports social development by fostering self-discipline, collaboration, and leadership.

Ultimately, Legal Prep's culture is designed to ensure that all students, regardless of background, are prepared to meet high expectations, persist through challenges, and graduate ready to succeed in college, careers, and civic life. By aligning culture to the mission and academic program, Legal Prep creates a coherent student experience in which culture is not separate from learning, but a primary driver of student success.

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. What are the school culture goals? How will you evaluate school culture and the implementation of your culture plan.*

Legal Prep will implement its school culture through a structured, intentional, and highly consistent approach that begins before the first day of school and continues through daily systems, routines, and ongoing monitoring. Culture is not left to chance; it is explicitly taught, practiced, and reinforced for students, staff, and families.

Establishing Culture from Day One

Legal Prep will begin establishing its culture through a comprehensive onboarding process for students, staff, and families prior to and during the opening weeks of school.

Staff Preparation (Pre-Opening):
All staff will participate in extensive pre-service training focused on the Legal Prep Classroom framework, Advisory systems, restorative practices, and schoolwide expectations. This ensures that all adults enter the school year with a shared understanding of expectations and consistent approaches to instruction and culture.

Student and Family Orientation:
Prior to the first day of school, Legal Prep will host grade-level orientation sessions where students and families are introduced to:

- academic and behavioral expectations
- daily routines and systems
- Advisory structures and communication systems

Students and families will receive clear, explicit guidance on what it means to be part of the Legal Prep community, ensuring alignment from the outset.

First Weeks of School: Explicit Culture Building

The first weeks of school at Legal Prep are intentionally designed to establish culture through direct instruction, structured practice, and consistent reinforcement. Rather than assuming students understand expectations, the school treats culture as something that must be explicitly taught, modeled, and practiced from the outset.

During the opening days of school, students participate in structured onboarding experiences, including Freshman Connection for ninth-grade students and Middle School Connection for sixth-grade students. These programs are designed to build a shared understanding of the school's expectations, routines, and community values while also establishing strong relationships between students and staff.

Throughout these sessions, students receive direct instruction on how the school operates on a daily basis. This includes clear guidance and practice around classroom routines, transitions between classes, expectations for participation, and how to engage in academic work. Students are not only told what is expected—they are given opportunities to practice these expectations in real time, receive feedback, and refine their behavior before transitioning into the full academic schedule.

A significant focus of the first weeks is ensuring that students understand and can successfully navigate the Legal Prep Classroom framework. Teachers model expectations for entering the classroom, beginning work immediately, participating in structured discussion, and completing written tasks aligned to lesson objectives. Students practice these routines across multiple classes, ensuring consistency and reducing confusion. By the end of the first weeks, students have internalized the core structures that will define their daily academic experience.

In addition to classroom systems, students engage in structured activities that build community and reinforce relationships. Advisory sessions play a central role during this period, allowing students to connect with their advisor, set academic and personal goals, and begin building a sense of belonging within the school. Advisors

also introduce systems for tracking grades, attendance, and progress, ensuring that students understand how they will be held accountable throughout the year.

The first weeks also include explicit instruction in behavioral expectations and school culture norms. Staff teach students how to interact respectfully with peers and adults, how to manage conflict, and how to take ownership of their actions. These lessons are reinforced through restorative practices, which emphasize accountability, reflection, and community rather than purely punitive responses. Students begin to understand not only what the rules are, but why those expectations exist and how they contribute to a positive learning environment.

Importantly, the school also establishes clear expectations around professionalism and readiness during this time. Students are expected to arrive on time, be in uniform, and come prepared to engage in learning. These expectations are consistently reinforced across all settings, helping students build habits that support both academic success and long-term development.

Throughout the first weeks, school leaders and teachers closely monitor student adjustment and provide additional support as needed. Students who struggle to meet expectations receive targeted guidance through Advisory, additional practice opportunities, and increased communication with families. This ensures that all students, regardless of starting point, are able to successfully transition into the school environment.

By the end of the initial onboarding period, students have experienced consistent expectations across classrooms, developed relationships with peers and staff, and practiced the routines necessary for success. This structured and intentional approach ensures that the school year begins with a strong cultural foundation that supports both academic engagement and long-term student success.

Daily Reinforcement of Culture

Following the initial onboarding period, Legal Prep reinforces its culture through a set of consistent, schoolwide systems that operate every day and in every classroom. These systems ensure that expectations are not only introduced, but practiced, reinforced, and internalized over time.

The Legal Prep Classroom (Consistency and Academic Focus)
The Legal Prep Classroom serves as the foundation for daily culture and instructional consistency. Every classroom operates within a clearly defined framework that includes structured entry routines, explicit lesson objectives, consistent participation protocols, and predictable closing procedures. Students enter each class knowing exactly what is expected of them, from how they begin their work to how they engage in discussion and demonstrate understanding. Teachers use common routines such as silent “Do Now” activities, structured questioning techniques, and clear expectations for student discourse and writing. These systems reduce variability across classrooms, maximize instructional time, and create an environment where students can focus on rigorous academic work without distraction or confusion.

Advisory (Relationships, Monitoring, and Accountability)
Advisory is the central structure through which culture is personalized and sustained for each student. Each student is assigned an advisor who serves as a consistent adult advocate, monitoring academic performance,

attendance, and behavior on an ongoing basis. Advisors meet regularly with students to review grades, set goals, and address challenges before they escalate. This structure ensures that no student "falls through the cracks," as every student has an adult responsible for their success. Advisory also serves as the primary communication bridge between school and home, reinforcing expectations with families and ensuring alignment around student progress. Through this system, culture is not only schoolwide, but individualized and relationship-driven.

Restorative Practices and Student Leadership (Ownership and Community)
Legal Prep's culture is reinforced through a restorative, relationship-centered approach that emphasizes accountability, reflection, and community responsibility. When conflicts or behavioral issues arise, staff use structured restorative practices to help students understand the impact of their actions, repair harm, and re-engage with the community. In addition, students take an active role in maintaining school culture through leadership opportunities such as the Peace Warriors program, where trained students support conflict resolution and model positive behavior. This approach shifts culture from being adult-driven to shared ownership, where students are active participants in creating a safe, respectful, and productive environment.

Schoolwide Systems and Expectations (Professionalism and Readiness)
Legal Prep reinforces culture through consistent, visible expectations that promote professionalism and readiness for learning. Systems such as the school uniform policy and phone-free environment are not isolated rules, but part of a broader expectation that students come to school prepared to engage seriously in their education. Students are expected to be in uniform, on time, and ready to participate fully in all aspects of the school day. The phone-free policy ensures that instructional time is protected and that students remain focused on learning and peer interaction. These systems are enforced consistently and predictably, reinforcing habits such as responsibility, organization, and attention that are critical for success in college and professional environments.

Mid-Year Student Entry Plan

Legal Prep recognizes that students who enter mid-year require intentional support to successfully integrate into the school culture. To ensure a smooth transition, Legal Prep will implement a structured onboarding process for new students, including:

- A dedicated orientation session covering:
    - school expectations and routines
    - academic structures
    - culture systems
- Assignment to an Advisor who provides immediate support, including:
    - daily check-ins during the transition period
    - monitoring of academic and behavioral adjustment
- An abbreviated version of the Connection program, focused on:
    - practicing key routines and expectations
    - understanding classroom structures
- Communication with families to ensure alignment and support

This process ensures that mid-year students are not expected to "figure it out," but are explicitly taught and supported in adapting to the culture.

School Culture Goals

Legal Prep will establish clear, measurable goals to ensure that school culture supports academic success:

- **Attendance:** ≥ 92% in Year 1; ≥ 95% by Year 3
- **Chronic Absenteeism:** Reduction to <20% by Year 2
- **Student Engagement:** High participation in class and school activities (measured through observation and survey data)
- **Discipline:** (1) Low rates of exclusionary discipline; and (2) Reduction in repeat behavioral incidents
- **Family Engagement:** ≥ 85% participation in conferences and key events
- **Student Belonging:** ≥ 80% positive responses on student culture surveys

These goals ensure that culture is measurable and tied directly to student outcomes.

Monitoring and Evaluating School Culture

Legal Prep will monitor and evaluate school culture through a structured performance management system that combines real-time data, regular review cycles, and clear accountability for action. Culture is treated as a measurable and continuously improving component of the school's overall performance, rather than a set of static expectations.

At the classroom level, school leaders will regularly observe the implementation of the Legal Prep Classroom framework to ensure that expectations for structure, engagement, and student behavior are consistently applied. These observations focus on indicators such as student participation, adherence to routines, time on task, and the overall tone of the classroom environment. Feedback is provided to teachers through coaching cycles, ensuring that culture is reinforced through daily instructional practice.

At the student level, Advisors play a central role in monitoring culture and engagement. Advisors track key indicators such as attendance, behavior, academic engagement, and responsiveness to school expectations. Through regular check-ins and progress reviews, Advisors identify early signs of disengagement and coordinate interventions with teachers and school leaders. This ensures that culture is not only monitored at a systems level, but also at the individual student level.

At the schoolwide level, Legal Prep will track a set of core culture metrics, including attendance, chronic absenteeism, behavioral data, and participation in school programming. These data points provide a clear, objective picture of how students are experiencing the school environment and whether the culture is supporting engagement and learning. For example, trends in attendance and repeat behavioral incidents are used as leading indicators of culture strength and areas for improvement.

These data are reviewed through a consistent leadership cadence. School leadership will review culture data weekly to identify emerging issues and respond quickly, while more comprehensive reviews will take place

monthly to assess trends across grade levels and student groups. This structured review process ensures that culture is actively monitored and that issues are addressed before they become systemic.

In addition to quantitative data, Legal Prep will gather qualitative feedback from students, families, and staff to better understand the lived experience of the school community. This includes regular surveys, Advisory feedback, and family engagement structures such as meetings and events. These feedback systems provide insight into student belonging, relationships, and overall school climate, ensuring that culture is evaluated from multiple perspectives.

Importantly, culture data will not only be collected and reviewed, but used to drive action. When data indicates that culture goals are not being met, school leaders will implement targeted responses, which may include adjustments to routines and systems, additional staff training, increased student supports, or enhanced family communication. These actions are monitored in subsequent review cycles to ensure that they are effective.

Responsibility for monitoring and maintaining school culture is clearly defined. Advisors are responsible for monitoring individual student engagement and communicating with families. Teachers are responsible for implementing classroom-level expectations and maintaining a consistent learning environment. School leaders are responsible for analyzing data, identifying trends, and ensuring that systems are implemented with fidelity. This shared accountability ensures that culture is consistently reinforced across all levels of the organization.

Through this structured and responsive system, Legal Prep ensures that school culture is continuously evaluated, strengthened, and aligned to its mission. By combining real-time data, regular review cycles, and clear ownership, the school creates a culture that is not only well-defined, but consistently implemented and continuously improved.

Conclusion

Legal Prep's approach to culture implementation is intentional, structured, and aligned to its academic mission. By explicitly teaching expectations, reinforcing them through daily systems, supporting students and families, and continuously monitoring outcomes, the school ensures that culture is consistently implemented and that all students are positioned to succeed academically and socially.

3) *Describe the school's approach to help support all students' social and emotional needs.*

Legal Prep implements a comprehensive, proactive, and integrated approach to supporting students' social and emotional development. This approach is grounded in a whole-child framework that recognizes that academic success is directly tied to students' sense of belonging, emotional well-being, and ability to manage challenges. Rather than treating social-emotional support as a standalone program, Legal Prep embeds these supports within its daily structures, instructional practices, and culture systems.

A Tiered, Preventative System of Support

Legal Prep's approach is organized through a Multi-Tiered System of Supports (MTSS), ensuring that all students receive appropriate levels of social-emotional support based on their needs.

Tier 1: Universal Supports (All Students)
At the core of Legal Prep's model is a set of universal supports designed to create a safe, structured, and supportive environment for all students.

These include:

- Daily Advisory, which builds relationships and provides consistent adult mentorship
- Explicit instruction in social-emotional skills, including self-management, communication, and conflict resolution
- A structured school environment with clear routines and expectations
- A restorative, relationship-centered culture that emphasizes accountability and belonging

Through these systems, all students develop the foundational skills necessary to succeed academically and socially.

Tier 2: Targeted Supports (Some Students)
Students who demonstrate early signs of social-emotional or behavioral challenges receive targeted interventions designed to address specific needs.

These supports may include:

- Small-group counseling or skill-building sessions
- Increased check-ins with Advisors or support staff
- Behavioral goal-setting and progress monitoring
- Targeted support during Advisory or intervention blocks

These interventions are designed to be short-term and responsive, helping students build skills and successfully return to Tier 1 supports.

Tier 3: Intensive Supports (Few Students)
Students with more significant needs receive individualized and sustained support.

These supports may include:

- Individual counseling services
- Development of individualized behavior or support plans
- Coordination with external service providers
- Increased frequency of monitoring and family communication

These supports are highly personalized and designed to address both immediate needs and underlying challenges.

Advisory as the Core Social-Emotional Structure

Advisory is the primary structure through which social-emotional support is delivered and sustained. Each student is assigned an advisor who remains with them over multiple years and serves as a consistent adult

advocate. In practice, Advisory functions as the daily anchor of the student experience. Students begin or regularly engage in structured time with their advisor to review progress, set goals, and address challenges before they escalate. Over time, this creates a consistent relationship in which students feel known, supported, and accountable, which is critical to both engagement and persistence.

Advisors:

- Monitor student well-being, engagement, and relationships
- Facilitate goal-setting and reflection
- Provide a safe space for students to discuss challenges
- Serve as the primary connection between school and family

This structure ensures that every student is known, supported, and connected to an adult who is responsible for their success.

Restorative Practices and Relationship-Centered Culture

Legal Prep's approach to student behavior is grounded in restorative practices, which emphasize accountability, reflection, and community rather than punishment alone. Students are explicitly taught how to resolve conflict constructively, take responsibility for their actions, and repair harm in a way that strengthens relationships and reinforces community norms.

In practice, when conflicts arise, staff facilitate structured conversations in which students reflect on their actions, hear from those impacted, and identify concrete steps to repair harm. These conversations are guided and consistent, ensuring that students develop the skills to manage future situations more effectively. This approach ensures that discipline is not simply reactive, but instructional, helping students build the social-emotional competencies necessary for long-term success.

Legal Prep's restorative approach is further strengthened through its Peace Warriors program, a structured student leadership initiative that trains students to serve as peer mediators and culture leaders within the school community. Peace Warriors receive explicit training in conflict resolution, communication, and restorative practices, and play an active role in supporting peers in resolving conflicts, modeling positive behavior, and reinforcing schoolwide expectations.

In practice, Peace Warriors may help facilitate peer conversations, support community-building activities, and serve as ambassadors of the school's values. By positioning students as leaders within the culture system, the program builds ownership, strengthens peer relationships, and reduces reliance on adult-driven discipline. Evidence from Legal Prep's Chicago campus demonstrates that this approach contributes to a strong school climate and very low levels of exclusionary discipline, while increasing student investment in the school community.

Collectively, these systems create a relationship-centered culture in which students feel respected, supported, and accountable. This environment promotes positive behavior, strengthens community, and ensures that all students are able to fully engage in the academic program.

Mental Health and Counseling Supports

Legal Prep provides access to mental health supports to ensure that students' emotional needs are addressed alongside their academic needs.

The school will:

- Maintain access to counseling services for students
- Provide targeted support for students experiencing stress, trauma, or behavioral challenges
- Partner with community-based organizations to expand access to mental health services

These supports ensure that students receive both preventative and responsive care, particularly those facing significant external challenges.

Integration with Academic Systems

Social-emotional supports at Legal Prep are fully integrated with academic systems, ensuring that student needs are addressed holistically.

For example:

- Advisors monitor both academic and emotional indicators
- Data systems track attendance, behavior, and engagement alongside academic performance
- Intervention plans address both academic and social-emotional needs

This integration ensures that students are supported as whole learners and that barriers to academic success are addressed proactively.

Monitoring and Continuous Improvement

Legal Prep will monitor the effectiveness of its social-emotional supports through a combination of data and feedback, including:

- Attendance and engagement trends
- Behavioral data and intervention outcomes
- Student, staff, and family surveys
- Advisory and counseling feedback

These data are reviewed regularly by school leadership to identify trends, evaluate effectiveness, and adjust supports as needed.

Conclusion

Legal Prep's approach to social-emotional support is proactive, structured, and deeply integrated into the school's overall model. By combining strong relationships, explicit skill development, tiered interventions, and

access to mental health resources, the school creates an environment in which all students are supported to succeed both academically and personally. This comprehensive system ensures that students develop the resilience, self-awareness, and interpersonal skills necessary for long-term success in college, careers, and life.

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

Legal Prep will implement a clear, consistent, and age-appropriate uniform policy designed to promote a culture of professionalism, focus, and belonging while ensuring that all students are able to meet expectations regardless of financial circumstances.

The uniform policy is intentionally simple and structured. Students are required to wear a school polo shirt, khaki dress pants, and closed-toe shoes, with optional school-branded outerwear. Students are also expected to wear a visible school ID and adhere to expectations around neatness and presentation. These expectations reinforce the importance of coming to school prepared and ready to engage in learning, while also contributing to a consistent and distraction-free academic environment.

At the same time, Legal Prep is committed to ensuring that uniform requirements do not create barriers for students or families. The school will take a proactive and equity-driven approach to supporting access, including:

- Providing uniforms at cost, with reduced pricing made possible through bulk purchasing
- Offering free uniform items to families with demonstrated financial need
- Ensuring flexibility within the policy, such as allowing families to purchase standard items (e.g., khaki pants, shoes) from a variety of affordable retailers
- Avoiding excessive or specialized requirements that would increase cost or limit accessibility

In addition, the school will ensure that no student is excluded from learning due to uniform-related challenges. When students arrive out of uniform, they will be provided with a temporary replacement item for the day, allowing them to fully participate in school while the issue is addressed with the family. This approach ensures that expectations are maintained while prioritizing student access to instruction.

Communication with families is also a critical component of this system. The uniform policy will be clearly communicated during enrollment, orientation, and through the student handbook, and school staff will work proactively with families to address any barriers before they become issues.

Through this balanced approach, Legal Prep ensures that the uniform policy reinforces its culture of high expectations and professionalism while remaining accessible and equitable for all students. The goal is not simply compliance with a dress code, but the development of habits and expectations that support student success in school and beyond.

Section 3.7 Rubric Alignment Summary

1. **Appropriate and effective strategies to support a school climate that will allow for fulfillment of the school's stated mission and vision, as well as the school's stated academic goals.**

The proposal demonstrates a clear and coherent approach to school culture that is directly aligned to Legal Prep's mission of preparing students for success in college, career, and civic life. The culture model integrates high expectations, structured classroom systems, strong relationships, and a law-themed, purpose-driven student experience. Systems such as the Legal Prep Classroom, Advisory, restorative practices, and career-connected learning ensure that students are consistently engaged in rigorous academic work while developing the habits and skills necessary for long-term success.

2. **Describes a concrete plan for norming social/cultural expectations at the start of each year as well as for students who enter mid-year.**

Legal Prep provides a detailed and actionable plan for establishing culture at the beginning of the school year through structured onboarding experiences, including Freshman Connection and Middle School Connection programs, student and family orientation sessions, and explicit instruction in routines, expectations, and schoolwide systems. Students are given opportunities to practice and internalize expectations before transitioning into the full academic program. The proposal also outlines a clear process for supporting mid-year entrants, including targeted orientation, Advisory-based support, and structured onboarding to ensure that all students are able to successfully integrate into the school culture.

3. **Provides plans to establish a culture of high expectations with students/families and teachers/staff and promote a positive school culture.**

The proposal establishes a culture of high expectations through consistent, schoolwide systems that apply to students, staff, and families. Students are held to clear academic and behavioral expectations reinforced through the Legal Prep Classroom, uniform policy, and daily routines. Staff are trained extensively in pre-service and ongoing professional development to ensure consistent implementation of instructional and culture systems. Families are engaged through orientation, Advisory communication, and ongoing outreach, ensuring alignment around expectations and student success. This comprehensive approach creates a positive, structured environment that promotes both accountability and belonging.

4. **Presents well-defined goals around school culture and plans to monitor progress.**

Legal Prep establishes clear, measurable culture goals, including targets for attendance, chronic absenteeism, student engagement, discipline, family participation, and student belonging. The proposal outlines a structured system for monitoring these indicators through real-time data, leadership review cycles, classroom observations, and stakeholder feedback. Culture is evaluated regularly at the classroom, student, and schoolwide levels, with clearly defined ownership and processes for adjusting systems and supports when goals are not met.

5. **Presents research-based and age-appropriate strategies to support students' social and emotional needs.**

The proposal includes a comprehensive, research-based approach to social-emotional support grounded in a Multi-Tiered System of Supports (MTSS), restorative practices, and Advisory structures. Students receive universal social-emotional instruction, targeted interventions, and individualized supports based on need. The model emphasizes relationship-building, skill development, and proactive intervention, supported by

counseling services and community partnerships. These strategies are age-appropriate and integrated into the daily student experience, ensuring that social-emotional development supports academic success.

6. **Dress code and/or uniform policy is age-appropriate, and the applicant articulates how the proposed school will ensure that uniform requirements do not create a barrier for economically disadvantaged students.**

Legal Prep presents a clear and age-appropriate uniform policy designed to promote professionalism and readiness for learning. The proposal includes specific strategies to ensure equitable access, including providing uniforms at cost, offering free items to families with demonstrated need, allowing flexibility in purchasing standard clothing items, and providing temporary replacements when needed. These systems ensure that uniform expectations are consistently maintained without creating barriers to student participation.

Overall Alignment

Legal Prep's School Culture plan demonstrates a comprehensive, structured, and highly intentional approach to building and sustaining a positive academic environment. The proposal integrates clear expectations, strong relationships, and consistent systems to ensure that culture supports both student engagement and academic success. Through explicit onboarding, daily reinforcement systems, tiered social-emotional supports, and ongoing monitoring of culture metrics, Legal Prep establishes a coherent and executable model aligned to its mission and academic goals. Collectively, these elements position the school to create a strong, equitable, and academically focused culture that supports all students in achieving long-term success.

3.8 Student Discipline

Legal Prep's discipline system is designed to create and maintain a safe, structured, and respectful learning environment that supports the school's college-preparatory, law-themed mission. The school's approach is grounded in a simple but important principle: student discipline exists to teach, restore, and protect learning, not merely to punish misconduct. Accordingly, Legal Prep's discipline policy is built around high expectations, clear routines, consistent responses, restorative practices, and strong adult-student relationships.

At Legal Prep, discipline is closely connected to school culture. Students are taught what it means to be part of an orderly, academically serious, and community-oriented school environment, and they are supported in meeting those expectations through consistent classroom systems, Advisory, restorative accountability, and positive behavior incentives. When students fall short of expectations, staff respond with a continuum of interventions and consequences that are designed to address the behavior, repair harm, and help the student re-engage successfully in the school community.

Legal Prep's discipline model is intentionally structured to keep students in class and in school whenever possible. Low-level infractions are addressed through redirection, demerits, detention, restorative conversations, and loss of privileges, while more serious infractions may result in parent conferences, behavior plans, suspension, or expulsion, consistent with applicable law and due process requirements. This layered approach allows the school to respond proportionately while preserving safety and instructional continuity.

The school's discipline system also reflects Legal Prep's broader commitment to equity and student support. Discipline decisions are not made in isolation, but with consideration of student age, context, prior history, disability status, and the underlying causes of behavior. School leaders, the culture team, Advisory staff, and support personnel work together to ensure that discipline is implemented consistently, that restorative practices are used proactively, and that students who need additional behavioral or social-emotional support are connected to appropriate interventions.

In this way, Legal Prep's discipline policy is not separate from the academic program, but a central part of the conditions necessary for academic success. A school cannot achieve strong academic results without a safe, focused, and respectful learning environment, and Legal Prep's discipline system is designed to create exactly that environment for all students.

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 student to meet school expectations, including restorative justice practices, consequences for infractions, and incentives for positive behavior, as applicable.*

Legal Prep will implement a clear, structured, and developmentally appropriate discipline policy designed to maintain a safe and orderly learning environment while promoting student growth, accountability, and restoration. The policy is grounded in the school's broader educational philosophy: students learn best in environments that are predictable, respectful, academically focused, and relationally strong. As such, Legal Prep's discipline system is designed not only to address misconduct, but also to teach students how to regulate their behavior, repair harm, and contribute positively to the school community.

The full discipline policy is codified in the Legal Prep Student and Family Handbook, which is provided as Attachment 4. This document reflects Nevada statutory and regulatory requirements and outlines detailed procedures, due process protections, and implementation structures. The school's discipline philosophy, structures, and core practices are already well-developed and are consistent with the discipline framework Legal Prep has implemented at other campuses. The proposed Las Vegas policy preserves Legal Prep's core model while adapting procedural language, appeal rights, and exclusionary discipline requirements to Nevada law.

At the center of Legal Prep's discipline system is the belief that students must be taught expectations explicitly and held accountable consistently. Students cannot be expected to meet standards that have not been clearly taught, modeled, practiced, and reinforced. Accordingly, the discipline system begins with prevention: establishing strong routines, norming expectations, building relationships, and creating classrooms in which students understand what respectful and productive behavior looks like.

Legal Prep will teach schoolwide expectations explicitly at the start of the school year and will reinforce them throughout the year through Advisory, classroom routines, whole-school messaging, and adult modeling. These expectations will cover academic behavior, movement through the building, transitions, use of technology, dress code, interactions with peers and adults, and participation in restorative processes. Students entering midyear will also be explicitly oriented to these expectations so that the culture remains consistent throughout the year.

To encourage students to meet expectations, Legal Prep will rely first on strong instructional and relational practices. Teachers will establish clear routines, use consistent behavior expectations, and respond to low-level misconduct quickly and calmly so that minor disruptions do not escalate. Advisory will serve as an additional layer of support by helping students reflect on choices, set behavior goals, and maintain strong communication between school and home. Because advisors monitor students across academics, culture, and attendance, they are especially well-positioned to identify patterns early and intervene before behavior becomes more serious.

A second core feature of Legal Prep's discipline system is its use of restorative justice practices and restorative accountability. The school's goal is not simply to assign consequences, but to help students understand the impact of their actions, repair harm when possible, and rebuild trust within the community. Restorative practices will be used proactively and responsively. Proactively, staff will use Advisory, circles, and classroom community-building practices to help students develop communication, empathy, and conflict-resolution skills. Responsively, when students engage in misconduct, school staff may use restorative conversations, reflection activities, problem-solving conferences, peace circles, and other restorative interventions to help students take responsibility and make amends.

These restorative practices are especially important because Legal Prep's model is built around community, advocacy, and personal responsibility. Students are not merely expected to "avoid trouble"; they are expected to become thoughtful members of a learning community and, over time, young people who can navigate disagreement, conflict, and accountability in constructive ways.

At the same time, Legal Prep recognizes that restorative practices must operate alongside a clear and credible consequence system. Accordingly, the school will use a graduated continuum of responses to student misconduct. For lower-level infractions, teachers and staff will typically respond with redirection, verbal correction, demerits, or other immediate classroom-based consequences. When a student does not correct behavior or engages in more significant misconduct, the response may escalate to detention, restorative accountability work, parent contact, student conference, parent conference, loss of privileges, or structured behavior intervention.

Legal Prep's demerit and detention framework is especially useful in creating consistency for recurring low-level behaviors. Under this system, students earn demerits for clearly defined infractions, and accumulated demerits result in a detention or other follow-up consequence. This approach communicates to students that repeated disregard of school expectations matters, while also avoiding overreliance on exclusionary discipline for minor misconduct. Detentions may include a silent work period, reflection, restitution, or restorative accountability tasks. The purpose is not to shame students, but to create a predictable accountability structure that reinforces behavioral expectations.

For more significant infractions, Legal Prep will employ more serious interventions, including referral to the culture or social-emotional team, discipline review, in-school consequences where appropriate, suspension, and, for the most serious offenses, expulsion proceedings. However, the school is committed to using exclusionary discipline only when necessary to protect safety or address serious disruption. Suspensions will not be used casually or as a primary response to ordinary misbehavior. Instead, they will be reserved for

behavior that threatens safety, substantially disrupts learning, or constitutes a serious violation of the Code of Conduct.

When exclusionary discipline is used, Legal Prep will ensure due process, family communication, and opportunities for re-engagement. Students and families will be informed of the allegations, given an opportunity to respond, and notified of decisions and appeal rights consistent with applicable law. Students who are removed from school will be expected and supported to continue academic work to the extent required by law and school policy. Following suspension or other serious discipline, the school will facilitate re-entry and re-engagement so that students return with a plan for success rather than simply resuming school without support.

Legal Prep's discipline system will also include positive behavior incentives, because a strong school culture depends not only on correcting misconduct, but on affirming and rewarding positive choices. The school plans to continue a structured merit system similar to the one already used in other Legal Prep settings. Students may earn merits or other forms of positive recognition for behaviors such as strong attendance, punctuality, leadership, perseverance, academic effort, advocacy, respect, and positive citizenship. These incentives may be redeemable through a school store or reflected in public recognition, raffles, celebrations, or eligibility for special privileges and activities.

This incentive system is important for two reasons. First, it reinforces that school culture is not merely about what students should avoid, but about the positive behaviors the school wants to cultivate. Second, it allows staff to notice and celebrate growth, which is especially important for students who may struggle but are working to improve. A discipline system that only notices failure is incomplete; Legal Prep's model is designed to notice progress, effort, and character as well.

The school will also use loss of privileges and good-standing systems as intermediate responses to misconduct. Students who repeatedly fail to meet expectations may lose access to selected privileges, extracurricular activities, or school events until behavior improves. Conversely, students in good standing may be eligible for special activities, recognition, or leadership opportunities. This approach helps students understand that full participation in the school community is connected to both behavior and responsibility.

Importantly, Legal Prep's discipline policy will be implemented with attention to fairness, equity, and student rights. School leaders will consider relevant context and mitigating factors, including student age, prior history, disability status, and the seriousness of the incident, before assigning consequences. Students with disabilities will receive all procedural protections required by law, and disciplinary responses will be coordinated with IEP or other support plans as necessary. The school will also monitor discipline patterns to ensure that consequences are applied consistently and that no student subgroup is disproportionately impacted.

Responsibility for implementation of the discipline policy will rest with a clearly defined group of adults, including school leadership, the culture team, teachers, advisors, and the Special Populations Coordinator where appropriate. Teachers will address classroom-level behaviors and initiate referrals when necessary. Advisors will support communication and student reflection. Culture and social-emotional staff will help determine interventions and implement restorative responses. School leaders will oversee major disciplinary decisions, ensure consistency, maintain records, and protect due process. This shared responsibility ensures

that discipline is neither entirely classroom-based nor entirely centralized, but coordinated across the adults responsible for student success.

Taken together, Legal Prep's discipline policy reflects a balanced and coherent approach. It combines high expectations, restorative practices, clear consequences, positive incentives, family partnership, and support for re-engagement. It is designed to maintain safety and order while also teaching students how to make better choices, repair harm, and remain connected to the school community. In this way, the discipline policy supports not only compliance and campus safety, but also the school's broader mission of preparing students to be disciplined scholars, thoughtful advocates, and responsible community members.

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.*

Legal Prep is committed to ensuring that its discipline practices are implemented equitably and in a manner that protects the rights of all students, particularly students with disabilities and other historically underserved populations. The school recognizes that discipline systems, if not carefully designed and monitored, can result in disproportionate outcomes. Accordingly, Legal Prep will implement a comprehensive approach that combines clear expectations, strong staff training, data monitoring, restorative practices, and legal compliance to ensure that discipline is both fair and supportive of student success.

At the core of this approach is a commitment to keeping students in school and engaged in learning whenever possible. Legal Prep's discipline model is intentionally designed to minimize reliance on exclusionary discipline and to prioritize interventions that address behavior while maintaining students' connection to the classroom. For most student behavior, the school will utilize a continuum of responses—including redirections, demerits, restorative accountability, conferences, and targeted interventions—before considering removal from class or school. This approach reflects the school's belief that discipline should support student growth and not unnecessarily interrupt access to instruction.

To prevent disproportionate impact, Legal Prep will implement consistent and clearly defined discipline practices across classrooms and staff. Expectations, definitions of infractions, and corresponding consequences will be codified in the student handbook and reinforced through ongoing staff training. Teachers and staff will be trained to apply these expectations consistently, reducing variability that can lead to inequitable outcomes.

In addition to consistency, Legal Prep will implement centralized oversight for more significant disciplinary decisions. While teachers will manage routine classroom behaviors, referrals, suspensions, and other significant consequences will involve the culture team and school leadership. This structure ensures that discipline decisions are reviewed through multiple perspectives and are not dependent on a single individual's discretion. It also allows the school to monitor patterns and ensure that decisions are aligned with both policy and equity goals.

A critical component of Legal Prep's approach is ongoing data monitoring and analysis. The school will systematically track discipline data, including referrals, demerits, detentions, suspensions, and expulsions, and will disaggregate this data by student subgroup, including race/ethnicity, disability status, English Learner

status, and other relevant characteristics. School leadership will review this data regularly to identify trends and assess whether any student group is experiencing disproportionate disciplinary outcomes.

If disparities are identified, Legal Prep will take immediate and targeted action. This may include:

- Additional staff training on culturally responsive practices and implicit bias
- Increased use of restorative and preventative interventions
- Review and adjustment of discipline procedures
- Targeted coaching for specific staff or teams
- Increased involvement of support staff, including the Special Populations Coordinator

This data-driven approach ensures that equity is not assumed, but actively monitored and addressed.

Legal Prep's use of restorative practices is also central to preventing disproportionate discipline. By focusing on repairing harm, building relationships, and teaching appropriate behavior, restorative approaches reduce reliance on punitive and exclusionary responses. These practices provide structured opportunities for students to reflect, take responsibility, and re-engage, while maintaining their place in the school community.

With respect to students with disabilities, Legal Prep will fully comply with all federal and state requirements, including the Individuals with Disabilities Education Act (IDEA), to ensure that student rights are protected throughout disciplinary processes. The school will implement all required procedural safeguards, including:

- Conducting Manifestation Determination Reviews (MDRs) when disciplinary actions may result in a change of placement
- Ensuring that disciplinary decisions consider whether behavior is related to the student's disability
- Providing continued access to educational services, even when students are removed from their current placement, as required by law
- Aligning disciplinary responses with the student's IEP and any Behavior Intervention Plan (BIP)

Legal Prep will also prioritize preventative supports for students with disabilities, including the use of Functional Behavioral Assessments (FBAs), development and implementation of Behavior Intervention Plans, and coordination between general education and special education staff. These supports are designed to address the root causes of behavior and reduce the likelihood of disciplinary incidents.

Importantly, Legal Prep will not rely solely on compliance mechanisms after behavior occurs, but will work proactively to ensure that students with disabilities are supported effectively within the classroom. This includes strong co-teaching practices, differentiation, and ongoing collaboration between teachers and the Special Populations Coordinator.

Across all student groups, Legal Prep will ensure that discipline decisions are individualized and context-aware, while still maintaining consistency in expectations. School leaders will consider factors such as student history, intent, developmental level, and underlying needs when determining appropriate responses. This balanced approach allows the school to maintain fairness while recognizing the unique circumstances of each student.

Finally, Legal Prep will engage families as partners in maintaining equitable discipline practices. Through Advisory and regular communication, families will be informed of expectations, involved in addressing concerns, and included in planning interventions when necessary. This partnership helps ensure that discipline is understood, supported, and reinforced both at school and at home.

Through this comprehensive system, combining clear expectations, consistent implementation, data monitoring, restorative practices, legal compliance, and strong family engagement, Legal Prep will ensure that discipline practices do not disproportionately impact any student population. At the same time, the school will protect the rights of students with disabilities and prioritize the continuation of educational services, ensuring that all students remain connected to learning and positioned for success.

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.*

Legal Prep will implement clear, structured, and legally compliant procedures to ensure that all students are afforded full due process in cases of suspension or expulsion. These procedures are designed to protect student rights, ensure fairness and consistency in disciplinary decisions, and maintain transparency for students and families. While the final policy will be adapted to align with Nevada-specific statutory requirements, Legal Prep's approach is grounded in well-established due process principles and reflects the procedures successfully implemented in its existing schools.

For short-term suspensions, Legal Prep will ensure that students are provided with notice of the alleged misconduct and an opportunity to respond before the suspension is imposed, except in emergency situations where immediate removal is necessary to ensure safety. In such cases, the opportunity to respond will be provided as soon as practicable following the removal. Parents or guardians will be notified promptly—typically within the same day or within 24 hours—through phone, email, or other available communication methods. Written notice will include a description of the incident, the reason for the suspension, the duration of the suspension, and any expectations regarding academic work during the suspension period.

During any suspension, Legal Prep will ensure that students have access to academic work and are provided opportunities to make up missed assignments, quizzes, or tests, consistent with applicable law. The school's goal is to ensure that disciplinary consequences do not unnecessarily interrupt a student's academic progress.

For longer-term suspensions or disciplinary actions that may lead to expulsion, Legal Prep will implement additional procedural safeguards. Students and families will receive written notice of the charges, including the specific conduct alleged, the policies violated, and the potential consequences. This notice will also include information about the hearing process, the student's rights, and the opportunity to present a response.

When a student is recommended for expulsion, Legal Prep will convene a formal discipline hearing, often referred to as a Discipline Board process in the Legal Prep model. As reflected in the existing handbook, this process includes a structured hearing in which:

- The school presents evidence supporting the recommendation
- The student and/or parent or guardian is given the opportunity to respond to the allegations

- The student may present evidence, call witnesses, and question the school's evidence
- The student may be represented by legal counsel or another advocate

The hearing will be presided over by a designated hearing officer (such as the Head of Schools or designee), and the process will be conducted in a manner that is respectful, impartial, and consistent with due process requirements.

Following the hearing, the decision-making body (e.g., Discipline Board or designated leadership group) will issue a written determination within a defined timeframe. This determination will include:

- A summary of the evidence presented
- Findings regarding whether the alleged conduct occurred
- The rationale for the decision
- The disciplinary action to be taken, if any

If expulsion is recommended, the written decision will also include the length of the expulsion and any conditions for potential reinstatement, consistent with applicable law.

Legal Prep will provide a clear and accessible appeal process for students facing expulsion. As reflected in the existing model, students and families will have the opportunity to submit a written appeal within a defined period (e.g., five business days) following notification of the decision. The appeal will be reviewed by a higher-level authority, such as the Chief Executive Officer or governing board designee, who was not the original decision-maker.

The appeal process will include:

- Review of the hearing record and submitted evidence
- Consideration of any additional information provided by the student or family
- A final written decision issued within a defined timeline

The final decision will be communicated to the family in writing and will include the outcome of the appeal and the rationale for the decision. This decision will be considered final within the school's internal process.

Throughout all disciplinary proceedings, Legal Prep will ensure that:

- Students are treated with dignity and respect
- Decisions are based on evidence and consistent application of policy
- Families are informed and engaged at each stage of the process

For students with disabilities, Legal Prep will provide all additional procedural protections required under federal and state law, including manifestation determinations, continued access to educational services, and alignment with the student's Individualized Education Program (IEP), as described in Section 3.5.

Legal Prep views expulsion as a measure of last resort, to be used only when all other appropriate interventions have been exhausted and when a student's continued presence would pose a serious threat to

safety or substantially disrupt the educational environment. This approach is not theoretical; it is grounded in the school's track record. At Legal Prep's Chicago campus, the school has not expelled a student since 2021, reflecting a consistent commitment to resolving behavioral challenges through restorative practices, targeted interventions, and strong student support systems rather than removal from the school community. This track record demonstrates that Legal Prep's discipline model is designed and implemented to keep students engaged in school while still maintaining high expectations and accountability.

Legal Prep's due process procedures are designed to balance accountability with fairness, ensuring that students understand the consequences of their actions while also being afforded full opportunity to be heard. By providing clear notice, structured hearings, and meaningful appeal opportunities, the school ensures that all disciplinary decisions are transparent, equitable, and legally compliant.

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?*

Legal Prep will implement its discipline policy through a clearly defined and distributed leadership structure that ensures consistency, accountability, and compliance with all applicable reporting requirements. While discipline is a shared responsibility across the school community, specific roles are assigned to ensure that the system is implemented with fidelity and that all disciplinary actions are documented accurately and reported appropriately.

At the school level, the Principal will serve as the primary leader responsible for the overall implementation of the discipline policy. The Principal will ensure that discipline practices align with the school's mission, are applied consistently across classrooms, and reflect both restorative principles and legal requirements. The Principal will also oversee major disciplinary decisions, including suspensions and recommendations for expulsion, and will ensure that all procedures, including due process requirements, are followed.

Supporting the Principal, the school will have a culture team and/or designated Assistant Principal of Culture or equivalent leadership role, responsible for the day-to-day management of student behavior systems. This team will:

- Review and respond to discipline referrals
- Determine appropriate interventions and consequences
- Coordinate restorative practices and follow-up supports
- Monitor patterns of student behavior across the school

This structure ensures that discipline decisions are not made in isolation by individual teachers, but are instead reviewed and implemented through a consistent and centralized system.

Teachers play a critical role in the implementation of the discipline policy at the classroom level. They are responsible for:

- Establishing and reinforcing classroom expectations
- Addressing low-level behaviors through redirection and demerits
- Documenting infractions and submitting referrals when necessary

- Communicating with families in coordination with advisors

The Advisory system further supports implementation by ensuring that each student has a consistent adult responsible for monitoring behavior, communicating with families, and supporting behavior improvement over time. Advisors serve as a key bridge between students, families, and the school's discipline system.

The Special Populations Coordinator will play a critical role in ensuring that discipline practices comply with federal and state requirements for students with disabilities and English Learners. This includes:

- Reviewing disciplinary actions involving students with IEPs or language needs
- Ensuring that manifestation determinations and other required processes are followed
- Supporting staff in implementing appropriate interventions and accommodations
- Monitoring discipline data for potential disproportionate impact on special populations

At the network level, the School Launch Director / Head of Schools will provide additional oversight and support, particularly during the school's initial years. This role will:

- Support the Principal in establishing strong and consistent discipline systems
- Review discipline data and practices to ensure alignment with Legal Prep's model
- Provide coaching and guidance on culture, discipline, and restorative practices
- Ensure that implementation reflects the organization's expectations and track record

This added layer of leadership is particularly important in ensuring a strong and consistent launch.

Disciplinary Records, Data Systems, and SPCSA Reporting

Legal Prep will maintain accurate, complete, and timely disciplinary records through its student information system and internal data tracking processes. All discipline-related incidents, including referrals, demerits, detentions, suspensions, and expulsions, will be documented consistently and in accordance with school policy.

The culture team and school leadership will be responsible for:

- Ensuring that all incidents are recorded accurately and promptly
- Maintaining documentation of disciplinary actions and outcomes
- Verifying that records align with school policy and legal requirements

The Principal, in coordination with the school's operations and compliance functions, will ensure that all required discipline data is reported to the Nevada State Public Charter School Authority (SPCSA) and any other applicable state entities. This includes:

- Submission of required reports within established timelines
- Verification of data accuracy prior to submission
- Compliance with all state reporting requirements related to discipline

To ensure data integrity and consistency, Legal Prep will:

- Train staff on documentation procedures and expectations
- Conduct periodic audits of discipline records
- Review data regularly to identify discrepancies or gaps

Discipline data will also be used internally to monitor trends, inform decision-making, and ensure equitable implementation of the discipline policy.

Conclusion

Legal Prep's discipline policy is implemented through a clearly defined system of shared responsibility and centralized oversight. By assigning specific roles to the Principal, culture team, teachers, advisors, Special Populations Coordinator, and School Launch Director, the school ensures that discipline practices are consistent, equitable, and compliant. At the same time, strong systems for documentation, monitoring, and reporting ensure that all disciplinary actions are accurately recorded and reported to the SPCSA, supporting both accountability and continuous improvement.

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

Legal Prep will establish clear, measurable goals for student behavior that reflect the school's commitment to a safe, structured, and academically focused learning environment. These goals are grounded in the belief that strong student behavior is not incidental, but must be intentionally taught, reinforced, and monitored. Accordingly, Legal Prep's behavior goals focus on attendance, engagement, respect for others, and adherence to school expectations, all of which are essential to student success.

At a high level, Legal Prep's behavior goals include:

- High levels of student engagement and classroom focus, as demonstrated by consistent adherence to classroom expectations and minimal disruptions to instruction
- Low rates of exclusionary discipline, including suspension and expulsion, with a clear emphasis on keeping students in school and in class
- High rates of positive behavior, as reflected through participation in the school's merit and recognition systems
- Strong attendance and punctuality, which are closely tied to both academic and behavioral expectations
- Reduction in repeat behavioral incidents, indicating that interventions are effective and that students are learning from prior mistakes

These goals reflect both the school's culture model and its broader academic mission. A school that is orderly, respectful, and focused on learning is a prerequisite for achieving strong academic outcomes.

Tracking Discipline Data

Legal Prep will implement a comprehensive and structured system for tracking discipline data. All disciplinary incidents and responses will be recorded in the school's student information system and internal tracking tools, ensuring that data is accurate, consistent, and accessible to relevant staff.

The school will track a range of discipline-related data points, including:

- Redirections, demerits, and detentions
- Referrals and types of infractions
- Suspensions and expulsions
- Repeat incidents by student
- Location, time, and context of incidents
- Data disaggregated by student subgroup, including race/ethnicity, disability status, and English Learner status

Teachers will be responsible for documenting classroom-level incidents, while the culture team and school leadership will ensure that all higher-level disciplinary actions are recorded and reviewed.

To ensure accuracy and consistency, Legal Prep will:

- Provide training for staff on discipline documentation procedures
- Establish clear definitions and categories for infractions
- Conduct periodic audits of discipline records
- Monitor data entry practices across staff

This structured approach ensures that discipline data is reliable and can be used effectively for decision-making.

Use of Discipline Data

Legal Prep will use discipline data as a central tool for improving school culture, supporting students, and ensuring equitable outcomes. Data will not simply be collected for compliance purposes, but will be actively analyzed and used to guide action.

At the classroom and student level, discipline data will be used to:

- Identify students who are exhibiting patterns of behavior and require additional support
- Inform interventions, including restorative practices, behavior plans, and targeted supports
- Support Advisory conversations and goal-setting with students and families

At the school level, leadership will review discipline data regularly, typically on a weekly and monthly basis, in order to:

- Identify trends in behavior across grade levels, classrooms, or times of day

- Determine whether expectations are being implemented consistently
- Assess the effectiveness of interventions and culture systems
- Monitor for disparities across student groups

If patterns of concern are identified, the school will take targeted action. This may include:

- Adjusting schoolwide expectations or routines
- Providing additional training or coaching for staff
- Increasing supports for specific students or groups
- Strengthening restorative practices or intervention systems

Discipline data will also be integrated with academic and attendance data, allowing the school to take a holistic view of student performance. This integration ensures that behavioral challenges are understood in context and addressed in coordination with academic supports.

Ensuring Equity and Continuous Improvement

A key priority in the use of discipline data is ensuring that discipline practices are equitable. Legal Prep will regularly disaggregate discipline data by student subgroup and review it for potential disparities. If disproportionate outcomes are identified, the school will investigate root causes and implement corrective actions, as described in the previous section.

This continuous improvement cycle ensures that discipline practices evolve over time and remain aligned to the school's values and goals.

Conclusion

Legal Prep's approach to student behavior is intentional, data-driven, and aligned to its academic mission. By establishing clear behavior goals, implementing strong systems for tracking data, and using that data to inform decision-making, the school ensures that its discipline system supports both student growth and a positive learning environment. This approach allows Legal Prep to maintain high expectations while providing the support necessary for all students to succeed.

Section 3.8 Rubric Alignment Summary

1. **Presents sound policies for student discipline, suspension, and expulsion including procedures for due process which align to Nevada statutes and regulations**

Legal Prep presents a comprehensive and well-structured discipline policy that includes a clear continuum of responses, defined expectations, and formal procedures for suspension and expulsion. The proposal outlines detailed due process protections, including notice, opportunity to respond, formal hearing procedures, and an appeal process. The model reflects strong alignment to legal requirements and demonstrates the capacity to implement policies consistent with Nevada statutes and regulations.

2. **Describes the proactive use of restorative justice practices, including prior to suspensions or expulsions**

Legal Prep demonstrates a strong commitment to restorative justice practices as a core component of its discipline system. The proposal describes the use of restorative accountability, Advisory-based supports, conflict resolution structures, and alternative dispute resolution methods such as mediation and peace circles. These practices are used both proactively and responsively to address behavior, repair harm, and maintain student connection to the school community prior to the use of exclusionary discipline.

3. **Clear designation of staff responsible for implementing the discipline plan, including maintenance of student records and data**

Legal Prep clearly identifies the roles and responsibilities of staff involved in implementing the discipline policy, including the Principal, culture team, teachers, advisors, Special Populations Coordinator, and School Launch Director / Head of Schools. The proposal also outlines responsibility for maintaining accurate discipline records and ensuring compliance with reporting requirements, including submission of data to the SPCSA.

4. **A plan to ensure that certain student populations are not disproportionately impacted by discipline policies, including protection of the rights of students with disabilities**

Legal Prep provides a comprehensive and data-driven plan to ensure equitable discipline practices. The proposal includes systems for monitoring discipline data by subgroup, identifying disparities, and implementing corrective actions. It also demonstrates strong understanding of and compliance with legal protections for students with disabilities, including manifestation determinations and continued access to educational services. The emphasis on restorative practices and tiered interventions further supports equitable outcomes.

5. **Goals for student behavior are clear and measurable. There is a plan, and designated personnel, for monitoring and reporting related to behavior goals as well as ongoing maintenance of discipline records**

Legal Prep establishes clear goals for student behavior, including high levels of engagement, low rates of exclusionary discipline, strong attendance, and reduction in repeat incidents. The proposal outlines a structured system for tracking discipline data, including demerits, referrals, suspensions, and subgroup trends. Leadership is responsible for regularly reviewing this data, monitoring progress, and using it to inform decisions, ensuring that discipline systems are continuously improved and aligned to school goals.

Overall Alignment

Legal Prep's student discipline plan is comprehensive, coherent, and aligned to both legal requirements and the school's academic and cultural model. The proposal demonstrates a strong balance between high expectations, restorative practices, clear accountability, and data-driven decision-making. Together, these elements provide confidence that the school will maintain a safe, equitable, and academically focused learning environment.

3.9 School Calendar and Schedule

Legal Prep's school calendar and schedule are intentionally designed to support the academic model, meet the needs of the student population, and ensure alignment with the broader community in which the school operates. The calendar reflects a balance between rigorous instructional time, structured opportunities for teacher development, and predictable breaks that support student well-being and family planning.

Because Legal Prep is an open-enrollment public charter school that anticipates serving students from across the Las Vegas community, including families with students enrolled in Clark County School District (CCSD), the school has intentionally aligned key portions of its academic calendar, including fall, winter, and spring breaks, with the district calendar. This alignment reduces barriers for families, simplifies planning for households with multiple children, and supports consistent attendance by minimizing conflicts in scheduling.

At the same time, the calendar is designed to support Legal Prep's specific educational model, which includes strong emphasis on instructional consistency, frequent assessment cycles, structured professional development, and a culture of high expectations. The inclusion of dedicated professional development days, teacher work days, and a clearly sequenced academic calendar ensures that both students and staff are positioned for success.

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.*

Legal Prep's proposed school calendar reflects both the needs of its student population and the requirements of its educational model by prioritizing instructional time, family accessibility, and alignment with key academic and operational milestones.

First, the calendar is designed to meet the needs of families in the Las Vegas community, many of whom will have children enrolled in Clark County School District schools. By aligning major breaks - including fall break, winter break, and spring break - with the district calendar, Legal Prep reduces scheduling conflicts for families and supports consistent student attendance. This alignment is especially important for working families and for households with multiple children, as it allows families to plan childcare, travel, and family obligations more effectively. It also reinforces Legal Prep's commitment to being a community-responsive school that removes barriers to access wherever possible.

Second, the calendar reflects the needs of Legal Prep's student population by ensuring consistent and sufficient instructional time. The proposed calendar includes the required number of instructional days and is structured to maximize continuity of learning. The school year begins with a clear transition from pre-opening professional development into student instruction, allowing teachers to start the year fully prepared. The sequencing of instructional weeks and breaks is designed to maintain academic momentum while also providing students with periodic opportunities for rest and reset.

Third, the calendar is aligned to Legal Prep's data-driven instructional model, which relies on regular assessment cycles and instructional adjustments. The placement of breaks and professional development days allows the school to:

- Conduct interim assessments and analyze results
- Provide targeted professional development aligned to student data
- Adjust instructional pacing and intervention strategies

For example, professional development and teacher work days are strategically placed to follow key instructional periods, enabling staff to reflect on student performance and make necessary adjustments before the next phase of instruction. This ensures that the calendar is not simply a schedule of days, but a tool that supports continuous improvement.

Fourth, the calendar reflects Legal Prep's commitment to strong teacher preparation and ongoing development. As shown in the attached academic schedule, the school includes dedicated professional development days prior to the start of the school year and throughout the year. These days allow teachers to engage in curriculum planning, data analysis, and targeted training aligned to the school's academic priorities. For example, the calendar includes multiple professional development days in August prior to the start of school, followed by additional teacher work days and professional learning opportunities during the year.

In addition to full-day professional development, the calendar supports the school's broader professional development model by aligning with weekly embedded PD time and collaborative planning structures described in Section 3.6. This ensures that teacher development is not isolated, but integrated into the overall schedule.

Fifth, the calendar supports Legal Prep's emphasis on school culture and student stability. Predictable routines, consistent scheduling, and alignment with community norms all contribute to a stable learning environment. The inclusion of clearly defined start and end dates, structured breaks, and consistent weekly schedules helps students develop habits of attendance, punctuality, and engagement.

Finally, the calendar reflects Legal Prep's commitment to operational readiness and flexibility. The inclusion of teacher work days, make-up days, and closing days ensures that the school has the capacity to respond to unforeseen disruptions while still meeting instructional requirements. This flexibility is critical to maintaining continuity of learning and ensuring that students receive the full educational program.

As reflected in Attachment 5, the proposed academic calendar includes:

- A structured pre-opening period for staff preparation
- A clearly defined first day of school for students
- Alignment with major district breaks
- Dedicated professional development and teacher work days
- A full academic year that meets or exceeds required instructional days

In sum, Legal Prep's calendar is not only compliant, but intentionally designed to support both the needs of students and families and the successful implementation of the school's educational model. By aligning to community expectations while also supporting instructional priorities, the calendar creates the conditions necessary for strong attendance, effective teaching, and sustained academic growth.

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.*

Legal Prep's daily and weekly schedule is intentionally designed to support rigorous academic instruction, provide sufficient time for core content areas, and ensure that students receive the targeted supports and enrichment opportunities necessary for success. The structure reflects the school's college-preparatory mission, its emphasis on literacy and analytical thinking, and its commitment to serving a diverse student population.

Legal Prep will operate on a five-day instructional week (Monday through Friday). The school has intentionally chosen a traditional five-day schedule, rather than a four-day model used by some schools in the Las Vegas area, in order to maximize instructional time, provide consistency for students and families, and support students who may require additional academic or social-emotional support.

Daily Schedule and School Hours

The school day will run from 8:00 AM to 3:00 PM, with student drop-off beginning at 7:30 AM. This early arrival window allows students to transition into the school day in a structured and supportive environment, including time for breakfast, informal check-ins, and preparation for instruction.

Following dismissal, Legal Prep will offer after-school programming until approximately 4:30 PM, including academic support (e.g., tutoring, office hours), extracurricular activities, athletics, and enrichment opportunities. To ensure equitable access, the school will provide an activities bus for students who remain after school, reducing transportation barriers and allowing all students to participate in extended-day opportunities.

This extended day structure supports both academic intervention and enrichment, ensuring that students have access to additional learning time without extending the core instructional day beyond a manageable length.

Structure of the Instructional Day

The instructional day is designed to provide substantial time in core academic subjects, while also incorporating Legal Prep's unique law-themed programming, intervention supports, and Advisory.

A typical student schedule will include:

- English Language Arts (ELA)
- Mathematics
- Science
- Social Studies
- Law (daily course unique to Legal Prep)
- Advisory
- Electives or enrichment (as applicable)

Core academic subjects are prioritized within the schedule to ensure that students receive sufficient instructional time aligned to Nevada Academic Content Standards.

Instructional Minutes in Core Subjects

Legal Prep will allocate instructional time in a manner that reflects both the developmental needs of students and the structure of the school's academic program. The school will operate on a period-based schedule, with different class lengths for middle school and high school students. This approach allows for deeper instructional blocks in earlier grades while preparing students for a high school schedule that mirrors college-style pacing and expectations.

Middle School (Grades 6–7)

Students in grades 6 and 7 will follow a schedule built around 60-minute daily class periods, allowing for extended time to build foundational skills, particularly in literacy and mathematics.

A typical middle school schedule will include:

- **English Language Arts (ELA): 60 minutes daily**
  Focused on reading comprehension, writing development, vocabulary, and analytical thinking, with strong integration of Writing Across the Curriculum.
- **Mathematics: 60 minutes daily**
  Emphasizing conceptual understanding, fluency, and problem-solving, with sufficient time for guided practice and intervention.
- **Science: 60 minutes daily**
  Supporting inquiry-based learning and application of scientific concepts aligned to standards.
- **Social Studies: 60 minutes daily**
  Reinforcing content knowledge, historical analysis, and civic understanding.
- **Law: 60 minutes daily**
  Introducing students to legal concepts, argumentation, and structured discourse, while reinforcing literacy skills.

This structure ensures that middle school students have sufficient time in each content area to build strong academic foundations and develop the habits necessary for success in high school.

Upper Middle School / High School Transition (Grade 8)

Students in grade 8 will follow the high school schedule, transitioning to 50-minute daily class periods. This intentional shift prepares students for the expectations and pacing of high school while maintaining strong academic rigor.

Grade 8 students will take the same core academic subjects and law course, but within a schedule that emphasizes increased independence, efficiency, and readiness for high school coursework.

High School (Grades 9–12)

Students in grades 9–12 will follow a schedule built around 50-minute daily class periods, aligning with a traditional high school and college-preparatory structure.

A typical high school schedule will include:

- **English Language Arts (ELA): 50 minutes daily**
  Focused on advanced reading, analytical writing, and argumentation.
- **Mathematics: 50 minutes daily**
  Supporting progression through required coursework and preparation for college-level mathematics.
- **Science: 50 minutes daily**
  Emphasizing content mastery, inquiry, and analytical thinking.
- **Social Studies: 50 minutes daily**
  Closely aligned with Legal Prep's civic and legal focus, emphasizing evidence-based reasoning and discourse.
- **Law: 50 minutes daily**
  A core component of the Legal Prep model, focused on mock trial, debate, case analysis, and advocacy skills.

In addition, high school students will participate in electives, potential dual credit opportunities, and targeted intervention or support blocks as needed.

Alignment Across Grade Levels

Across all grade levels, Legal Prep's allocation of instructional time reflects its core academic priorities:

- A strong emphasis on literacy, writing, and academic discourse
- Consistent daily instruction in all core subjects
- Integration of law and civic education across the curriculum
- A gradual transition from longer instructional blocks in early grades to a high school structure that supports college readiness

This design ensures that students build strong foundational skills in middle school and are fully prepared for the rigor and expectations of high school and postsecondary education.

Advisory and Student Support Structures

Each student will also participate in a daily Advisory period, which is a cornerstone of the Legal Prep model. Advisory serves multiple purposes, including:

- Monitoring academic progress and behavior
- Supporting goal-setting and organization
- Facilitating communication between school and families
- Providing social-emotional learning and community-building

In addition, the schedule includes time for intervention and support, which may be embedded within the day or provided through structured blocks. This allows the school to provide targeted academic support, particularly in literacy and mathematics, for students who are not yet meeting grade-level expectations.

Teacher Schedule and Collaboration

Teacher schedules are designed to align with the student schedule while also providing time for:

- Common planning and collaboration
- Participation in data cycles
- Professional development (as described in Section 3.6)

Teachers will have dedicated planning periods during the school day, as well as structured opportunities for collaboration across content areas and grade levels. This ensures that instruction is aligned, data-informed, and responsive to student needs.

Alignment to Educational Model

The structure of the school day reflects Legal Prep's educational priorities in several key ways:

- **Emphasis on literacy and writing** is reflected in extended ELA time and integration of writing across subjects
- **Focus on critical thinking and discourse** is supported through law courses and structured discussion in all classes
- **Support for diverse learners** is embedded through intervention blocks and extended learning opportunities
- **Strong relationships and accountability** are reinforced through daily Advisory
- **Access and equity** are supported through after-school programming and transportation

This alignment ensures that the schedule is not simply a logistical structure, but a direct reflection of the school's academic model.

Attachment 6: Draft Schedules

As Attachment 6, Legal Prep has provided draft student and teacher schedules for the grade levels served in Year 1 (grades 6 and 9). These schedules illustrate:

- Daily course sequences
- Instructional minutes by subject
- Advisory and intervention periods
- Teacher planning and collaboration time

These draft schedules demonstrate how the school's instructional priorities are operationalized in practice.

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.*

Legal Prep's daily and weekly schedule is intentionally designed to support the school's academic model, reinforce its culture of high expectations, and meet the needs of the diverse student population it is designed to serve. The schedule is not simply a logistical framework, but a core component of the school's instructional strategy, ensuring that students have sufficient time, structure, and support to succeed academically and develop the skills necessary for college and career readiness.

At its foundation, the schedule reflects Legal Prep's commitment to rigorous, literacy-driven instruction. By providing daily instruction in English Language Arts, mathematics, science, social studies, and law, the schedule ensures that students are consistently engaged in core academic content. The prioritization of literacy across subjects, through extended ELA time in middle school and continued emphasis on writing and discourse in high school, aligns directly to the school's focus on analytical thinking, argumentation, and communication. These skills are essential not only to the law-themed model, but to success in college and beyond.

The inclusion of a daily law course further distinguishes Legal Prep's schedule and reinforces its educational model. This course provides a structured opportunity for students to engage in debate, case analysis, and mock trial, while applying reading, writing, and critical thinking skills in meaningful contexts. By embedding this course into the daily schedule, rather than offering it as an occasional or elective experience, the school ensures that its signature programming is central to the student experience.

The schedule is also designed to support students who enter below grade level or require additional support. The use of longer instructional blocks in middle school (60-minute periods) allows teachers to provide deeper instruction, guided practice, and targeted support within each class period. The inclusion of intervention structures and after-school academic support ensures that students who need additional time can receive it without sacrificing access to core instruction. This is particularly important given Legal Prep's expectation that it will serve a significant number of students who require academic acceleration.

At the same time, the schedule supports college readiness and increasing independence in high school. The transition to 50-minute class periods beginning in 8th grade is intentional, as it prepares students for the pacing and structure of high school coursework and, ultimately, college environments. This gradual shift ensures that students build both the academic skills and the time management habits necessary for long-term success.

Legal Prep's schedule also reflects the importance of strong relationships and student support systems. The inclusion of daily Advisory provides a consistent structure for monitoring student progress, supporting goal-setting, and maintaining communication with families. Advisory ensures that every student is known well by at least one adult in the building and that academic, behavioral, and social-emotional needs are addressed proactively.

The weekly schedule further supports the school's model by integrating professional development and collaboration time for teachers, as described in Section 3.6. Weekly embedded professional development and common planning time ensure that teachers are continuously improving their practice, aligning instruction,

and responding to student data. This alignment between adult learning and student learning is essential to the success of the model.

Legal Prep's schedule is also designed with family needs and access in mind. By operating on a five-day week and aligning major breaks with the Clark County School District calendar, the school reduces logistical challenges for families, particularly those with multiple children in different schools. The inclusion of an extended day, with after-school programming and an activities bus, ensures that all students, regardless of transportation access, can participate in academic support, extracurricular activities, and enrichment opportunities.

Finally, the schedule supports a positive and structured school culture. Consistent daily routines, predictable transitions, and clearly defined instructional blocks create an environment in which students can focus on learning and develop strong habits. The balance between rigorous instruction, structured support, and opportunities for enrichment ensures that students are both challenged and supported.

In sum, Legal Prep's daily and weekly schedule is optimal because it is intentionally aligned to the school's academic model, responsive to the needs of its student population, and designed to support both student and teacher success. By providing sufficient instructional time, embedding core elements of the model, and ensuring access to additional supports and opportunities, the schedule creates the conditions necessary for strong academic outcomes and a positive school experience.

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?*

Legal Prep will establish ambitious and measurable attendance goals that reflect the school's commitment to consistent student engagement and academic success. Because attendance is one of the strongest predictors of student achievement and graduation, Legal Prep treats attendance as a core component of its academic and culture model rather than a standalone compliance requirement.

The school's attendance goals include:

- Average daily attendance of at least 95%
- Reduction of chronic absenteeism (defined as missing 10% or more of school days) to below 20% in Year 1, with a goal of reducing it further over time
- Consistent improvement in student punctuality, including reductions in tardiness and early dismissals

These goals align with the expectations outlined in Legal Prep's existing model, where students are expected to maintain high attendance and are supported in doing so.

Systems for Monitoring Attendance

Legal Prep will implement a structured system for collecting and monitoring attendance data on a daily, weekly, and monthly basis.

Attendance will be recorded in the school's student information system each period or at least once daily, depending on final system configuration. Teachers will be responsible for taking accurate attendance during each class period, ensuring that absences and tardies are documented consistently.

At the school level, attendance data will be monitored by a combination of roles, including:

- Operations staff or designated attendance personnel, responsible for maintaining accurate records and ensuring data entry integrity
- The Principal and school leadership team, responsible for reviewing attendance trends and setting priorities
- Advisors, who monitor attendance for their assigned students and serve as the primary point of contact for families

Attendance data will be reviewed:

- **Daily**, to identify absences and follow up with families
- **Weekly**, to identify emerging patterns and students at risk
- **Monthly**, to analyze trends and assess progress toward attendance goals

This structured approach ensures that attendance issues are identified early and addressed promptly.

Role of Advisory in Attendance Monitoring

The Advisory system plays a central role in ensuring high attendance rates. Each student is assigned an advisor who is responsible for tracking attendance, monitoring patterns, and communicating with families.

Advisors will:

- Review attendance data regularly for their advisees
- Follow up with students and families after absences
- Identify patterns of concern, such as repeated tardiness or early signs of chronic absenteeism
- Support students in setting goals related to attendance and punctuality

Because advisors maintain consistent relationships with students and families, they are well-positioned to address attendance concerns early and effectively.

Preventative Strategies to Promote Attendance

Legal Prep will implement several proactive strategies to promote strong attendance and reduce absenteeism.

First, the school will establish a strong and engaging school culture that encourages students to attend consistently. Students who feel connected to their school, teachers, and peers are more likely to attend regularly. The school's emphasis on Advisory, extracurricular opportunities, and law-themed programming helps build this connection.

Second, Legal Prep will use clear expectations and communication. Students and families will be informed of attendance expectations, including the importance of maintaining at least 95% attendance. These expectations will be reinforced through Advisory, family communication, and schoolwide messaging.

Third, the school will implement positive incentives for strong attendance. This may include recognition for perfect or improved attendance, alignment with the school's merit system, and eligibility for special activities or privileges. These incentives reinforce the importance of attendance while celebrating student success.

Targeted Interventions to Reduce Truancy and Chronic Absenteeism

For students who begin to show signs of attendance challenges, Legal Prep will implement a tiered system of interventions aligned to its MTSS framework.

These interventions may include:

- Early outreach to families, including phone calls and meetings, to understand barriers to attendance
- Individualized attendance plans, developed collaboratively with students and families
- Increased monitoring and check-ins through Advisory
- Referral to support services, including counseling or social work support where appropriate
- Academic supports, such as tutoring or office hours, to help students stay engaged

For students experiencing more significant challenges, the school may:

- Conduct more formal attendance interventions
- Involve additional staff, including leadership or support personnel
- Coordinate with external agencies or resources, as appropriate

This tiered approach ensures that interventions are responsive to the level of need and are implemented early enough to prevent escalation.

Family Engagement and Communication

Legal Prep recognizes that strong family partnerships are essential to improving attendance. The school will maintain regular communication with families regarding attendance, including:

- Immediate notification of absences
- Regular updates through Advisory
- Conferences to address ongoing concerns

Families will be engaged as partners in addressing attendance challenges, ensuring that interventions are aligned between home and school.

Data-Driven Continuous Improvement

Attendance data will be integrated into the school's broader data systems and reviewed alongside academic and behavioral data. This allows the school to identify connections between attendance and student performance and to adjust strategies accordingly.

School leadership will use attendance data to:

- Identify schoolwide trends
- Evaluate the effectiveness of interventions
- Adjust policies and practices as needed

This continuous improvement approach ensures that attendance strategies remain effective over time.

Conclusion

Legal Prep's approach to attendance is proactive, structured, and aligned to its academic and culture model. By establishing clear goals, implementing strong monitoring systems, leveraging Advisory relationships, and providing both preventative and targeted supports, the school ensures that students attend regularly and remain engaged in their learning. This approach not only supports compliance, but also creates the conditions necessary for strong academic outcomes and long-term student success.

Section 3.9 Rubric Alignment Summary

1. **Proposed calendar and schedule meets or exceeds applicable statutory and regulatory requirements**

Legal Prep's proposed calendar meets all applicable statutory and regulatory requirements, including the minimum number of instructional days and required instructional minutes. The calendar includes a full academic year, structured professional development days, teacher work days, and built-in contingency days, ensuring compliance and operational readiness.

2. **Calendar and schedule support implementation of the academic program**

The calendar and daily schedule are intentionally designed to support Legal Prep's academic model, including daily instruction in core subjects, a daily law course, Advisory, and intervention supports. The structure provides sufficient instructional time for literacy, mathematics, and critical thinking while aligning to assessment cycles, professional development, and continuous improvement processes.

3. **Alignment between teacher and student schedules**

Legal Prep's schedule ensures alignment between teacher and student schedules, including dedicated planning periods for teachers, common planning time, and structured collaboration opportunities. This alignment supports consistent instruction, effective use of data, and coordinated support for students across classrooms.

4. **Outlines meaningful goals for student attendance and plans to monitor and intervene to prevent students from becoming chronically absent**

Legal Prep establishes clear and measurable attendance goals, including a target of at least 95% average daily attendance and a reduction in chronic absenteeism. The proposal includes a structured system for monitoring attendance data daily, weekly, and monthly, as well as a tiered intervention approach that includes Advisory monitoring, family outreach, individualized plans, and targeted supports to address attendance challenges.

5. **Presents sound policies for student attendance and truancy including procedures for due process that comply with state laws and are customized to the charter school**

Legal Prep presents clear attendance policies and procedures, including expectations for attendance, tardiness, and early dismissal. The proposal includes processes for communicating with families, addressing truancy, and providing support to students experiencing attendance challenges. These policies are aligned to the school's model and will be adapted to ensure full compliance with Nevada laws and regulations.

Overall Alignment

Legal Prep's school calendar and schedule are comprehensive, intentional, and aligned to both statutory requirements and the school's academic model. The proposal demonstrates a clear connection between schedule design, instructional priorities, and student needs, including strong attendance systems and family alignment. These elements provide confidence that the school will implement a schedule that supports both academic success and operational effectiveness.

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.

Legal Prep's dual credit program is a core component of its college-preparatory model and reflects the school's commitment to ensuring that all students graduate prepared for postsecondary success. Through its partnership with the College of Southern Nevada (CSN), Legal Prep will provide students with meaningful access to college-level coursework while still in high school, allowing them to earn transferable college credit, build confidence in their academic abilities, and develop a clear pathway to college and career success.

This program builds directly on Legal Prep's experience implementing dual credit programming in other regions, including its partnership with the Chicago City Colleges in Chicago and Ivy Tech in Indianapolis. The model has been refined to ensure both rigor and access, allowing students to participate in college-level coursework within a supportive high school environment.

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.*

Legal Prep will offer a comprehensive dual credit program in partnership with the College of Southern Nevada (CSN), an accredited institution approved by the Nevada Department of Education to provide dual credit opportunities. This partnership ensures full compliance with NRS 389.310 and provides students with access to high-quality, transferable college coursework.

Through this partnership, Legal Prep students in grades 9 through 12 will have the opportunity to enroll in dual credit courses that allow them to earn both high school and college credit simultaneously. The program will be designed to ensure that students are exposed to college-level expectations while receiving the academic support necessary to succeed.

Courses Offered

Legal Prep's dual credit program is designed to provide students with a coherent and meaningful sequence of college-level coursework, rather than a limited set of standalone classes. Building on the model implemented in Indianapolis, Legal Prep will offer students the opportunity to complete the equivalent of the Indiana College Core, adapted to align with course offerings and requirements at the College of Southern Nevada (CSN).

Through this structured sequence, students will be able to earn approximately one full year of transferable college credit by the time they graduate from high school. This coursework will span core academic disciplines and is designed to meet general education requirements at postsecondary institutions, ensuring that credits are broadly applicable and valuable to students' future academic pathways.

The program will include dual credit courses in areas such as:

- **English composition and advanced writing**, aligned to Legal Prep's emphasis on Writing Across the Curriculum
- **Mathematics**, including college-level quantitative reasoning or algebra
- **Social sciences**, such as government, history, or related disciplines
- **Additional general education coursework**, as approved by CSN and aligned to college readiness pathways

In addition to this core sequence, Legal Prep will offer students the opportunity to earn **up to 12 college credits in law-related coursework**, a distinctive feature of the school's model. These courses will be aligned to Legal Prep's law-themed curriculum and may include topics such as constitutional law, legal reasoning, or law and society, depending on CSN offerings and program development.

This combination of general education coursework and law-focused dual credit courses allows students to graduate with both a strong academic foundation and specialized knowledge aligned to Legal Prep's mission.

Importantly, the program is designed to be accessible and structured, rather than limited to a small group of students. Legal Prep will support students in preparing for and succeeding in dual credit coursework through its rigorous core curriculum, strong emphasis on literacy and analytical thinking, and targeted academic supports.

By offering a clearly defined pathway equivalent to a year of college credit, plus additional law-focused coursework, Legal Prep ensures that students graduate not only ready for college, but already experienced in college-level academic work.

Instructional Model and Delivery

A defining feature of Legal Prep's dual credit program is that courses will be taught by Legal Prep teachers who are credentialed and approved by CSN. This model allows students to experience college-level coursework within the familiar and supportive environment of their high school, while still meeting the standards and expectations of the partner institution.

Teachers will receive the necessary qualifications and approval from CSN to serve as dual credit instructors, ensuring that courses meet all academic and institutional requirements. This approach provides several key advantages:

- Consistency in instruction, as students remain with Legal Prep teachers who understand the school's model
- Increased access, as students do not need to travel off-site to participate
- Alignment with the high school curriculum, ensuring coherence across courses

In some cases, Legal Prep may also explore opportunities for students to participate in courses delivered directly by CSN, either on campus or through approved online formats, depending on student need and program development.

Program Structure and Student Participation

Legal Prep's dual credit program will be structured to ensure both access and readiness. Students will be encouraged to participate in dual credit courses once they have demonstrated readiness through academic performance and teacher recommendation.

Eligibility criteria may include:

- Demonstrated academic proficiency (e.g., GPA thresholds)
- Successful completion of prerequisite coursework
- Readiness for college-level expectations, including independent work and time management

The school will actively work to ensure that dual credit opportunities are accessible to a broad range of students, not limited to a small subset of high achievers. This includes providing academic preparation, advising, and support to help students succeed in these courses.

Program Management and Oversight

The dual credit program will be managed collaboratively by Legal Prep and CSN, with clear roles and responsibilities.

At Legal Prep:

- School leadership and counselors will oversee student enrollment and participation
- Teachers will deliver instruction and assess student performance in alignment with CSN standards
- Staff will monitor student progress and provide support as needed

In partnership with CSN:

- CSN will approve courses and instructors
- CSN will ensure that courses meet college-level standards
- CSN will award college credit upon successful completion

Legal Prep will maintain regular communication with CSN to ensure program quality, alignment, and compliance.

Alignment to Legal Prep's Academic Model

The dual credit program is fully aligned to Legal Prep's broader academic model. The school's emphasis on writing, analytical thinking, argumentation, and discourse prepares students for success in college-level coursework. In particular, Legal Prep's law-themed curriculum provides a strong foundation for dual credit courses in civics, law, and social sciences.

By integrating dual credit into the school's academic program, Legal Prep ensures that students are not only prepared for college, but are already engaging in college-level work prior to graduation.

Conclusion

Legal Prep's dual credit program, in partnership with the College of Southern Nevada, provides a rigorous, accessible, and well-structured pathway for students to earn college credit while in high school. By leveraging a proven model, utilizing credentialed teachers, and aligning coursework to the school's academic program, Legal Prep ensures that students are prepared for and successful in college-level learning.

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.*

Legal Prep has initiated meaningful and substantive engagement with the College of Southern Nevada (CSN) to establish a dual credit partnership that will support the school's college-preparatory program. This engagement reflects both early-stage alignment around program design and a shared commitment to expanding access to college-level coursework for students in Las Vegas.

To date, Legal Prep has:

- Identified CSN as its primary dual credit partner, consistent with Nevada statutory requirements

- Engaged in ongoing conversations with CSN representatives regarding program structure, course offerings, and instructor qualifications
- Secured a letter of support from CSN, demonstrating institutional commitment to the partnership
- Received a draft dual credit Memorandum of Understanding (MOU) from CSN, which is ready to be executed upon approval of the charter

This level of engagement demonstrates that the partnership is not conceptual, but is well-developed and nearing formal execution. As included in Attachment 7, Legal Prep is providing evidence of this engagement, including a letter of support and a draft MOU.

Program Implementation Timeline

Legal Prep will open in Year 1 serving grades 6 and 9. Because dual credit opportunities are most appropriate for upper high school students who have demonstrated readiness for college-level coursework, the school anticipates launching dual credit offerings beginning in Year 2, as students progress into 10th grade and beyond.

This phased approach reflects a commitment to:

- Ensuring students are academically prepared before enrolling in college-level courses
- Building strong foundational skills in the early high school years
- Implementing the program with fidelity and appropriate supports

Importantly, the partnership with CSN will be fully established during the incubation year and Year 1, ensuring that the program is ready to launch as soon as students are eligible.

Plans to Further the Partnership Prior to and During Year 1

During the incubation year and first year of operation, Legal Prep will work closely with CSN to finalize and operationalize the dual credit partnership, building on the draft MOU already developed.

Key steps include:

- **Finalizing and executing the Memorandum of Understanding (MOU)**
  Legal Prep and CSN will execute the draft agreement, clearly defining roles, responsibilities, course offerings, and instructor requirements.
- **Aligning course offerings and sequences**
  The school will finalize the sequence of dual credit courses, including both general education coursework and law-related offerings aligned to the Legal Prep model.
- **Teacher credentialing and approval**
  Legal Prep teachers will begin the process of becoming credentialed and approved by CSN to teach dual credit courses, ensuring readiness for program launch in Year 2.
- **Establishing enrollment and registration processes**
  Legal Prep and CSN will develop clear systems for student eligibility, enrollment, and credit tracking.

- **Aligning academic expectations and instructional practices**
  The school will ensure alignment between Legal Prep coursework and CSN expectations, maintaining college-level rigor.
- **Developing student readiness and support systems**
  Legal Prep will prepare students for dual credit through rigorous core coursework, writing-intensive instruction, and academic supports in grades 9 and 10.

Leveraging Prior Experience to Ensure Successful Implementation

Legal Prep's approach to this partnership is informed by its prior experience implementing dual credit programming in Chicago through the City Colleges of Chicago and in Indianapolis in partnership with Ivy Tech Community College. Through that work, Legal Prep has:

- Successfully built a structured dual credit pathway aligned to general education requirements
- Supported teachers in becoming credentialed dual credit instructors
- Developed systems for enrollment, advising, and academic monitoring
- Ensured alignment between high school and college-level expectations

This experience provides a clear roadmap for implementation and ensures that Legal Prep Las Vegas is not building a program from scratch, but replicating a proven model.

Commitment to Full Program Readiness and Expansion

Legal Prep is committed to ensuring that the dual credit program is fully operational beginning in Year 2 and expands as the school grows to serve additional high school grades.

By combining early engagement, a draft MOU ready for execution, teacher credentialing, and aligned systems, Legal Prep will ensure that:

- Students are prepared and ready to succeed in dual credit coursework
- Courses meet all CSN and Nevada requirements
- The program launches smoothly and expands over time

Conclusion

Legal Prep has established a strong foundation for its dual credit partnership with the College of Southern Nevada and has a clear, phased plan for implementation. The combination of early engagement, documented support, a draft MOU ready for execution, and a proven model ensures that the dual credit program will be implemented with fidelity and positioned for long-term success.

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.*

Legal Prep's dual credit program, in partnership with the College of Southern Nevada (CSN), will be structured to ensure both financial sustainability and full access for students. The school is committed to eliminating financial barriers to participation by covering the cost of dual credit courses so that students and families incur no out-of-pocket expenses.

CSN's Jumpstart Concurrent Enrollment program utilizes a clearly defined fee structure. As outlined in the CSN Dual Credit program materials, the per-course fee is set on a multi-year schedule, with projected costs reaching approximately $118.50 per course by the 2028–2029 academic year, the first year in which Legal Prep anticipates offering dual credit courses. These fees are established by the Nevada System of Higher Education and apply uniformly to participating high school partners.

Legal Prep will compensate CSN for dual credit courses through a third-party billing model, consistent with CSN's established processes. Under this model:

- Students are enrolled in CSN courses through the high school
- CSN invoices the school (rather than individual students) based on enrolled course rosters
- The school is responsible for payment of course fees on behalf of students

This structure is supported by CSN's operational model, which requires a formal Letter of Intent (LOI) and third-party billing request submitted annually by the high school partner, specifying course offerings, enrollment projections, and billing details.

Legal Prep will fund these costs through a combination of philanthropic fundraising, grants, and school resources, ensuring that dual credit participation is fully subsidized. This approach aligns with Legal Prep's broader commitment to equity and access, particularly for students from historically underserved communities. By removing financial barriers, the school ensures that dual credit opportunities are not limited to students who can afford them, but are available to all students who demonstrate readiness.

In addition to course fees, Legal Prep will cover any required associated costs, including:

- Textbooks and instructional materials, which CSN requires high school partners to provide for enrolled students
- Administrative and program costs, including coordination, enrollment management, and student support

Students will not be required to pay tuition, course fees, or material costs to CSN. This is a deliberate design decision intended to promote broad participation and ensure that the dual credit program reflects the school's mission of expanding access to college opportunities.

The school will ensure strong financial planning and oversight of the dual credit program. Projected costs will be incorporated into the school's annual budget, and enrollment projections will be aligned to available funding. As the program expands in future years, Legal Prep will continue to secure funding to support increased participation while maintaining its commitment to no-cost access for students.

Conclusion

Legal Prep will compensate the College of Southern Nevada through a structured third-party billing model aligned to CSN's established dual credit program, with per-course fees projected at approximately $118.50 by the first year of implementation. These costs, along with associated materials and program expenses, will be fully covered by the school through fundraising and other resources. As a result, students will be able to participate in dual credit courses at no cost, ensuring equitable access to college-level coursework and reinforcing Legal Prep's mission of preparing all students for postsecondary success.

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.*

Legal Prep will implement a comprehensive and structured system to monitor student participation and success in the dual credit program, ensuring that enrollment, attendance, academic performance, and credit attainment are tracked accurately and used to support student success. This system will be closely aligned with both Legal Prep's internal data systems and the operational requirements of the College of Southern Nevada (CSN).

Because dual credit courses represent both high school and college-level expectations, Legal Prep will treat participation in these courses as a high-priority academic pathway, with intentional monitoring and support at every stage.

Monitoring Course Enrollment and Participation

Legal Prep will work in close coordination with CSN to manage course enrollment through established processes. As outlined in CSN's Jumpstart Concurrent Enrollment program, students are enrolled in courses through the high school using official rosters submitted by a designated school representative.

At Legal Prep:

- A designated dual credit coordinator or school designee (e.g., counselor or administrator) will be responsible for managing enrollment processes
- The school will submit and verify student enrollment rosters for each course, ensuring accuracy of student information and eligibility
- The school will monitor enrollment deadlines, drop deadlines, and withdrawal deadlines in alignment with CSN requirements

This process ensures that students are properly enrolled, that all requirements are met, and that errors are avoided that could impact student transcripts or financial obligations.

Monitoring Attendance and Engagement

Student attendance in dual credit courses will be monitored through both Legal Prep's internal attendance systems and course-level tracking.

Because most dual credit courses will be delivered by Legal Prep teachers within the school day:

- Daily attendance will be recorded as part of the standard school attendance system
- Teachers will monitor student engagement, participation, and completion of assignments

For any courses delivered through CSN (e.g., online or off-site, if applicable in future years), Legal Prep will:

- Track student participation through course platforms and instructor communication
- Maintain regular check-ins with students to ensure engagement
- Coordinate with CSN instructors or staff to address concerns

Advisors will play a key role in monitoring attendance and engagement by:

- Reviewing student attendance and participation regularly
- Following up with students who show signs of disengagement
- Communicating with families when concerns arise

This multi-layered approach ensures that students remain engaged and supported throughout the course.

Monitoring Academic Progress and Credit Attainment

Legal Prep will closely monitor student academic performance in dual credit courses to ensure successful completion and credit attainment.

Monitoring will include:

- Course grades and performance data, tracked by the dual credit instructor (Legal Prep teacher or CSN instructor)
- Regular review of student progress during data cycles and advisory check-ins
- Identification of students who may be at risk of not successfully completing the course

The school will also coordinate with CSN to:

- Verify final grades and transcripted credits
- Ensure that credits are properly awarded and recorded
- Support students in accessing transcripts and understanding their progress toward college credit completion

Students will receive support throughout the course, including:

- Access to tutoring, office hours, and academic support
- Advisor guidance on managing workload and expectations
- Intervention when students show signs of difficulty

Integration with Legal Prep Data Systems

Dual credit data will be fully integrated into Legal Prep's broader data systems. This includes:

- Tracking enrollment and course participation
- Monitoring grades and completion rates
- Identifying trends across cohorts and subgroups

School leadership will review this data regularly to:

- Assess the effectiveness of the dual credit program
- Identify areas for improvement
- Ensure equitable access and outcomes

Role of School Leadership and Staff

Responsibility for monitoring the dual credit program will be shared across key roles, including:

- School leadership, who oversee program implementation and performance
- Dual credit coordinator or designee, who manages enrollment and coordination with CSN
- Teachers, who monitor classroom performance and provide instruction
- Advisors, who support student engagement and communication with families

This distributed model ensures both accountability and strong student support.

Conclusion

Legal Prep's approach to monitoring dual credit students is comprehensive, structured, and aligned to both internal systems and CSN requirements. By tracking enrollment, attendance, academic performance, and credit attainment—and by providing targeted support throughout—the school ensures that students not only enroll in dual credit courses, but successfully complete them and earn meaningful college credit.

Section 3.10 Rubric Alignment Summary

1. **Detailed plan for establishing and running a program for dual credit to enable students to enroll in dual credit courses at a college or university**

Legal Prep presents a detailed and comprehensive plan for establishing and running a dual credit program in partnership with the College of Southern Nevada (CSN). The program includes a structured sequence of dual credit coursework equivalent to approximately one year of transferable college credit, along with up to 12 additional law-focused credits aligned to the school's academic model. The program is delivered through Legal Prep teachers who are credentialed and approved by CSN, ensuring alignment to college-level standards while maintaining coherence with the high school instructional program. The proposal also includes a phased implementation timeline, with program launch beginning in Year 2, ensuring appropriate student readiness and strong execution.

2. **Evidence of, at minimum, initial engagement with a college or university and clear steps and timelines for further engagement to ensure that the dual credit program will come to fruition**

Legal Prep provides strong evidence of initial engagement with CSN, including a letter of support and a draft dual credit Memorandum of Understanding (MOU) that is ready for execution upon charter approval. The proposal also outlines clear steps and timelines for further engagement during the incubation year and Year 1, including execution of the MOU, alignment of course offerings, teacher credentialing, and development of enrollment and support systems. These actions demonstrate a clear and feasible path to full program implementation.

3. **Specific plans for monitoring students enrolled in the dual credit program to ensure they have sufficient supports and resources to successfully earn college credits**

Legal Prep outlines specific and structured plans for monitoring students enrolled in the dual credit program, including management of enrollment rosters, tracking of attendance and participation, monitoring of academic performance, and verification of credit attainment through CSN transcripts. These monitoring systems are integrated into the school's broader data systems and Advisory model, ensuring that students receive ongoing academic support, timely interventions, and guidance throughout their dual credit coursework.

4. **The proposed program for dual credit is shown to be both appropriate for high school students seeking advanced coursework as well as financially accessible to all students**

Legal Prep demonstrates that its dual credit program is both appropriate and accessible. The program is designed for students who have demonstrated readiness for advanced coursework and is aligned to college-level expectations through CSN. At the same time, Legal Prep ensures financial accessibility by fully covering all course fees, including per-course tuition (projected at approximately $118.50 per course), textbooks, and associated costs. Students will incur no out-of-pocket expenses, ensuring equitable access for all students.

Overall Alignment

Legal Prep's dual credit program is comprehensive, well-structured, and aligned to statutory requirements, student needs, and the school's academic model. The proposal demonstrates strong partnership development, a clear implementation plan, robust monitoring systems, and a financially accessible structure. These elements provide strong evidence that the program will be successfully implemented and will provide meaningful college credit opportunities for students.

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[3]*.*

[3] NRS 388.820-388.874 and NAC 388.800-388.860

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.

Legal Prep Charter Academy does not propose to offer a program of distance education (including online, virtual, or cyber instruction) as part of its academic model. All instruction will be delivered in-person at the school site, with students engaging in a structured, classroom-based learning environment aligned to the Legal Prep model. Accordingly, the requirements and questions outlined in Section 3.11 are not applicable to this application.

SECTION 4

OPERATIONS PLAN

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) *Provide, as Attachment 10, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.*

Legal Prep's Bylaws, Code of Ethics, and Conflict of Interest Policy are attached as Attachment 10.

2) *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.*

Legal Prep Charter Academy Nevada will be governed by an independent, nonprofit Board of Directors responsible for the overall governance, strategic direction, and fiduciary oversight of the school. Consistent with the organization's bylaws, the Board retains ultimate authority for the success of the school while delegating day-to-day management and execution to school leadership.

Legal Prep operates under a clear and disciplined governance structure in which the Board governs, the Chief Executive Officer (CEO) manages organizational performance and strategy execution, and the Principal/Head of School leads the daily operation of the school. This structure ensures both strong accountability and operational clarity.

Primary Roles of the Governing Board

The Board's responsibilities are focused on governance rather than management and are organized around several core functions.

First, the Board is responsible for setting and safeguarding the mission, vision, and long-term strategic direction of the school. The Board ensures that all major decisions remain aligned to Legal Prep's academic model and its commitment to preparing students for college and career success.

Second, the Board provides oversight of academic performance. This includes regular review of student achievement data, progress toward the goals outlined in Section 3, and alignment with the SPCSA Performance Framework. The Board does not manage instruction directly, but it holds the CEO accountable for ensuring that the school achieves its academic goals.

Third, the Board maintains fiduciary responsibility for the organization. It approves the annual budget, monitors financial performance, ensures compliance with financial controls, and supports long-term sustainability. This includes oversight of audits, major financial decisions, and financial risk.

Fourth, the Board ensures legal and regulatory compliance. This includes adherence to Nevada Open Meeting Law, reporting requirements, and all applicable federal, state, and authorizer expectations.

Finally, the Board is responsible for leadership oversight and accountability. The Board hires, supports, and evaluates the CEO, who in turn supervises the Principal/Head of School. This structure allows the Board to maintain focus on governance and performance outcomes while ensuring that day-to-day operations are led by qualified school leadership.

Relationship Between the Board, CEO, and Principal

Legal Prep's governance model is designed to create a clear chain of accountability while maintaining appropriate separation between governance and operations.

The CEO serves as the primary point of accountability to the Board, responsible for overall school performance, including academic outcomes, operational execution, and financial sustainability. The CEO reports directly to the Board and provides regular updates on performance through structured reporting systems.

The Principal/Head of School reports to the CEO and is responsible for the day-to-day leadership of the school. This includes implementation of the academic program, management of staff, school culture, and daily operations.

The Board interacts with the CEO through:

- regular Board meetings and performance updates
- review of academic, operational, and financial dashboards
- formal evaluation processes

The CEO, in turn, manages the Principal and ensures that the school is executing effectively against Board-established priorities.

This structure ensures:

- clear accountability at each level
- alignment between strategy and execution
- appropriate separation between governance and management

Board Committees

To support its work, the Board will establish standing committees that allow for deeper oversight in key areas while maintaining full decision-making authority at the Board level.

The **Academic Excellence Committee** is responsible for reviewing student achievement data, monitoring progress toward academic goals, and ensuring alignment with the school's academic model. This committee works closely with the CEO and school leadership to understand trends in performance and identify areas for improvement before bringing recommendations to the full Board.

The **Finance and Audit Committee** oversees budgeting, financial reporting, and long-term financial planning. This includes reviewing budget-to-actual performance, monitoring financial health, overseeing audits, and providing guidance on major financial decisions. The committee ensures that the Board has a clear understanding of the school's financial position and risks.

The **Governance and Nominating Committee** is responsible for board development and effectiveness. This includes recruiting and onboarding new members, ensuring compliance with governance policies, leading board self-evaluation processes, and supporting ongoing training and development.

Each committee operates under a Board-approved charter, meets regularly, and provides recommendations to the full Board. The Board retains ultimate authority and does not delegate final decision-making responsibility.

Advisory Bodies and Councils

In addition to formal Board committees, Legal Prep will establish advisory bodies to strengthen stakeholder engagement and ensure that the school remains responsive to its community.

The **Parent Advisory Council (PAC)** provides a structured forum for family voice and engagement. The PAC offers input on school culture, communication, and family experience, and supports community-building efforts. While it does not have governing authority, it plays an important role in ensuring that the Board and school leadership remain connected to the needs and perspectives of families.

Legal Prep will also engage **Community and Legal Advisory Partners**, including representatives from law firms, community organizations, and higher education institutions. These partners provide guidance on partnerships, experiential learning opportunities, and the development of the school's law-themed model.

Advisory bodies do not have decision-making authority and do not bind the Board. Instead, they provide input and recommendations that inform Board and leadership decisions.

Interaction Across Governance Structures

The Board maintains clear and structured communication across all governance and advisory entities. Committees report regularly to the full Board, ensuring that detailed analysis informs decision-making. Advisory bodies provide input through defined channels, including periodic updates and presentations.

The CEO serves as the primary liaison across these groups, ensuring alignment between Board priorities, committee work, and school-level implementation.

This structure ensures that:

- governance remains efficient and focused
- decision-making authority remains centralized with the Board
- stakeholder input is incorporated in a meaningful and organized way

Conclusion

Legal Prep's governance model is clear, disciplined, and aligned to best practices in charter school governance. By establishing a strong relationship between the Board, CEO, and Principal, and by leveraging committees and advisory bodies to support oversight and engagement, the school ensures that governance is both effective and responsive. This structure provides the foundation for strong accountability, sound decision-making, and sustained organizational success.

3) *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?*

Legal Prep's Board of Directors will evaluate the success of the school through a structured, data-driven performance management system aligned to the school's mission, the SPCSA Performance Framework, and the goals outlined in Section 3 of this application. The Board will function as an active governing body that regularly reviews performance data, identifies trends, and holds school leadership accountable for results across academic, organizational, and financial domains.

The school will operate under a governance structure in which the Chief Executive Officer (CEO) serves as the primary point of accountability to the Board. The CEO is responsible for overseeing the overall performance of the school, including academic outcomes, operational execution, and financial sustainability. The Principal reports directly to the CEO and is responsible for the day-to-day leadership of the school, including implementation of the academic program, staff management, and school culture. The CEO, in turn, reports to the Board and is responsible for ensuring that the school is meeting its performance goals.

This structure ensures a clear chain of accountability while allowing the Board to focus on governance, oversight, and strategic decision-making rather than day-to-day operations.

At the core of this approach is a commitment to continuous monitoring and improvement, supported by clearly defined key performance indicators (KPIs) and a predictable reporting cadence. The Board will assess success through a combination of leading and lagging indicators, ensuring both real-time visibility into school performance and long-term progress toward goals.

Key Performance Indicators

The Board will rely on a defined set of KPIs aligned to three core domains:

Academic Performance

- State assessment proficiency and growth (aligned to NSPF)
- NWEA MAP Growth in ELA and mathematics
- Course pass rates and GPA trends
- Credit accumulation and on-track-to-graduate indicators
- Subgroup performance, including students with disabilities and English Learners

- Participation and success in dual credit coursework

Organizational Performance

- Student attendance (target: ≥ 95%)
- Chronic absenteeism rates
- Student retention and reenrollment
- Discipline data, including suspension rates and subgroup analysis
- Family engagement and satisfaction
- Staff retention and school climate

Financial Performance

- Budget-to-actual performance
- Cash flow and fund balance
- Enrollment relative to projections
- Audit outcomes and financial compliance

These indicators ensure that the Board evaluates success holistically, with equal attention to student outcomes, school culture, and financial sustainability.

Reporting Structure and Frequency

The Board will receive regular, structured reports through the CEO, who is responsible for synthesizing school-level data and presenting it in a clear and actionable format. This ensures consistency and allows the Board to focus on oversight and strategic decision-making.

Monthly Reports (CEO, with input from Principal and leadership team)
These reports will include academic progress updates, attendance and discipline trends, and key operational updates.

Quarterly Reports (CEO and instructional leadership)
These reports will include more in-depth analysis of academic performance, including interim assessment results, subgroup performance, and progress toward annual goals.

Financial Reports (Monthly and Quarterly)
Prepared by the school's financial lead and reviewed by the CEO, these reports will include budget-to-actual performance, cash flow projections, and enrollment updates.

Annual Review
The Board will conduct a comprehensive annual review of academic, organizational, and financial performance, including evaluation of the Principal (led by the CEO) and overall school performance aligned to the SPCSA framework.

All reporting will be organized through a performance dashboard, allowing the Board to quickly assess performance, identify trends, and focus discussions on key priorities.

Roles and Accountability

- The Principal is responsible for day-to-day school performance and implementation of the academic program
- The CEO is responsible for supervising the Principal, monitoring school performance, and reporting to the Board
- The Board is responsible for holding the CEO accountable for overall school performance

Board committees will support this work by reviewing data in greater depth and providing recommendations to the full Board.

Continuous Improvement

When performance falls short of expectations, the Board will work through the CEO to require corrective action. The CEO will oversee the development and implementation of improvement plans and report progress back to the Board. This ensures a clear and effective accountability structure while maintaining strong support for school leadership.

Conclusion

Legal Prep's governance structure ensures that the Board evaluates school success through a clear and disciplined system of performance monitoring, reporting, and accountability. By establishing a strong relationship between the Board, CEO, and Principal, the school ensures that governance remains focused on results while day-to-day operations are managed effectively. This approach provides the Board with full visibility into school performance and ensures alignment with the school's mission and goals.

4) *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.*

The following individuals are the currently proposed members of the governing board of Legal Prep Charter Academy. Each brings unique experience and perspective to the board and will serve the school effectively in exercising oversight. The proposed board reflects a deliberate effort to ensure alignment with the statutory requirements outlined in NRS Chapter 388A, including representation of individuals with expertise in education, finance, and community engagement. As part of the ongoing board development process, Legal Prep is actively finalizing additional board members to ensure full alignment with all statutory requirements prior to school opening. The completed Board Membership Template, provided as Attachment 9, reflects the current composition and anticipated additions.

W. James Donner - Dr. Donner currently serves on the Committee to Form and is a proposed member of the governing board. Dr. Donner's professional background reflects extensive experience in educational leadership, financial stewardship, and regulatory compliance, which collectively align with the statutory duties of a charter school governing body. Dr. Donner currently serves as a Chief Business Official, where he prepares and manages multi-year budgets, oversees fiscal controls, and ensures compliance with state and federal financial reporting requirements. He has led the development of interim and long-range financial plans, supervised independent audits, and administered procurement and risk management systems. This experience directly supports the governing board's statutory obligation to ensure the financial viability and accountability of the charter school. Dr. Donner also has extensive experience implementing and monitoring compliance systems. His work includes executing contracts, negotiating collective bargaining agreements, coordinating with auditors, and ensuring adherence to state and federal program requirements. He has also overseen student data reporting systems and funding certifications, ensuring organizational transparency and legal compliance. Additionally, Dr. Donner has served as a principal and instructional leader responsible for developing and implementing Comprehensive Education Plans, aligning resources to student achievement goals, and evaluating program effectiveness. His experience includes supporting diverse student populations, including English Learners and students with disabilities, and implementing research-based instructional programs such as International Baccalaureate and AVID. This background enables him to critically evaluate academic outcomes and ensure that the charter school meets or exceeds performance expectations. Additionally, Dr. Donner brings direct experience with charter school systems, including petitioning for charter renewals and funding determinations, which aligns with the statutory framework governing charter authorization, renewal, and oversight. This familiarity allows him to contribute meaningfully to board-level decisions related to charter performance, sustainability, and compliance with the terms of the charter contract. Dr. Donner's qualifications are further supported by a Doctor of Education in Educational Leadership, superintendent certification, and multiple administrative credentials across several states. These credentials reflect advanced preparation in organizational leadership, policy implementation, and system-level governance, all of which are essential to fulfilling the duties of a charter school governing board as contemplated under Nevada law.

In summary, Dr. Donner's professional experience and academic preparation align directly with the responsibilities outlined in NRS Chapter 388A. He is well prepared to contribute to effective governance by ensuring fiscal integrity, academic accountability, and full compliance with all applicable legal and regulatory requirements in service of Nevada's charter school students and communities.

Della Scott - Ms. Scott currently serves on the Committee to Form and is a proposed member of the governing board. Ms. Scott's professional background reflects extensive experience in education, licensure under chapter 391 of NRS, community engagement, and strategic leadership, which directly support the statutory role of a charter school governing body in overseeing the academic, operational, and organizational success of the school. Ms. Scott brings over two decades of experience as an educator in the Clark County School District, where she has consistently delivered standards-aligned instruction, utilized data-informed practices to improve student outcomes, and supported the social-emotional development of students. Her direct classroom experience enables her to provide informed oversight of academic performance and instructional quality, ensuring that the charter school fulfills its educational obligations. In alignment with Nevada's emphasis on effective governance and accountability, Ms. Scott has demonstrated strong competencies in data analysis, program development, and collaborative planning. She has contributed to professional learning communities,

mentored colleagues, and worked with educational teams to analyze student performance data and refine instructional strategies. This experience supports the governing board's responsibility to monitor school performance and ensure continuous improvement. NRS 388A.320 also anticipates that governing board members will act in the best interest of the school community and maintain responsiveness to stakeholders. Ms. Scott's extensive background in community engagement and public outreach uniquely positions her to fulfill this role. As a Community Outreach Coordinator for the State of Nevada during the 2020 election, she led statewide initiatives to engage diverse populations, coordinated volunteers, and developed strategies to increase participation and access. Her ability to build strong relationships with families, community members, and organizational partners directly aligns with the board's responsibility to ensure transparency, responsiveness, and community trust. Additionally, Ms. Scott's involvement in political campaigns has further strengthened her expertise in stakeholder engagement, strategic communication, and large-scale coordination. Her work required navigating complex organizational environments, aligning diverse interests, and advancing initiatives centered on equity and inclusion—skills that are essential for effective charter school governance. Her academic preparation, including a Master of Education in Montessori Education and dual bachelor's degrees in Public Relations and Women & Minority Studies, reinforces her commitment to student-centered learning, equity, and inclusive practices. This foundation supports her ability to contribute meaningfully to governance decisions that prioritize diverse student needs and equitable access to educational opportunities. In summary, Ms. Scott's combination of long-standing educational experience, proven leadership in community engagement, and commitment to equity aligns directly with the responsibilities outlined in NRS 388A.320. She is well prepared to serve as an effective governing board member, and specifically as a member of the Board be licensed under NRS 391, contributing to the oversight of academic performance, fostering strong community relationships, and ensuring that the charter school operates with integrity, accountability, and a clear focus on student success.

Kam Green - Ms. Green currently serves on the Committee to Form as a parent of a school-aged child, bringing a critical and statutorily recognized perspective to the formation process. She is a proposed member of the governing board. While her child will not be in a grade that allows enrollment at Legal Prep when it opens, Ms. Green will still bring a unique perspective as a parent and as a community engagement specialist and fulfills an essential role in ensuring that the proposed school is responsive to community needs. Legal Prep will recruit and add an additional Legal Prep parent to the board. As a parent, Ms. Green offers firsthand knowledge of the educational, social, and developmental needs of students. This lived experience enables her to contribute meaningfully to decisions regarding school design, academic programming, school culture, and family engagement. Her perspective supports the intent of NRS Chapter 388A to ensure that charter schools are developed with a clear understanding of and accountability to the communities they serve. Ms. Green's experience in community engagement strengthens the committee's ability to evaluate whether the school meets the expectations of families, promotes student success, and provides a safe, supportive, and effective learning environment. Her involvement helps ensure transparency, accountability, and alignment with community priorities throughout the charter development process. In summary, Ms. Green is well qualified to serve on the governing board. Her perspective is essential to ensuring that Legal Prep is responsive, inclusive, and focused on the success and well-being of its students and the needs of the community.

5) *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.*

The Board has plans to expand to seven members in the next six months and eventually 11 members by the time the School opens in Fall 2027. These additional members will be primarily Clark County residents, who have expertise in the areas of law, finance, banking, real estate/construction, insurance, community development, post-secondary education, marketing, and as the school begins to enroll students, a parent or guardian from among the families with enrolled students. Several parents of students with an intent to enroll have expressed interest in joining the proposed Board, so we expect a parent will be elected from these founding families. For the other positions, from experience in Chicago and Indianapolis, knowledge in the identified industry sectors is particularly helpful not only in the initial launch of the school, but also in its ongoing operations. Legal Prep will use its national wide base of support and business relationships to identify potential board members and pursue introductions. We have met with both public and private sector organizations and businesses, whose members have expressed interest in supporting the school in various capacities including board membership. These organizations include legal organizations, schools of higher education, and community service organizations in the Las Vegas community. The businesses include private sector businesses such as law firms and public sector offices, such as judicial staff and public sector attorneys. Many of the board members for Legal Prep in Chicago and in Indy come from these types of businesses and organizations, and we anticipate expanding the Las Vegas board to include members from these organizations, as well as non-legal business sectors such as banking, finance, and other industry sectors, as noted above.

In addition, and as noted below, Legal Prep is actively pursuing board members with academic and administrative experience in Las Vegas to replace Mr. Simpkins if a charter is granted. While the board will continue to have a strong base of members with academic and administrative expertise (Donner, Finkelstein, Scott) without Mr. Simpkins, the Board will need an additional member licensed by Nevada under NRS 391. Legal Prep has partnered with Opportunity 180, which hosts a board matching portal, and is also recruiting founding board members through this partnership. Additionally, Legal Prep will replace Mr. Finkelstein if the school is granted a charter and enters into a shared services agreement with Legal Prep Charter Academies.

6) *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.*

Legal Prep recognizes that if it is granted a charter and enters into an agreement with the authorizer, the proposed founding Principal Erik Simpkins will not be able to serve as a Board member because he will become an employee of the School. Over the next several months, Legal Prep will continue its efforts to expand the board as noted above. These expansion efforts contemplate bringing a Clark County based school administrator onto the board in lieu of or as replacement for Mr. Simpkins. Additionally, Legal Prep anticipates replacing Samuel Finkelstein with other Board members that have a legal and business background. Although Mr. Finkelstein will not be an employee of the School, it is contemplated that Legal Prep Nevada will eventually enter into a shared services agreement with Legal Prep Chicago for administrative and operational support. Mr. Finkelstein is an employee of that entity and will resign from the Board if the Board decides to pursue a shared services agreement with Legal Prep Chicago. This evolution of the Board has been fully anticipated and

planned and should not cause any disruption to the smooth operation of the Board. Both Mr. Simpkins and Mr. Finkelstein, as school and thought leaders, will continue to interface with and support the Board as the school moves through the steps of development, planning, implementation and operation.

7) *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?*

Legal Prep Charter Academy Nevada will implement a comprehensive and structured board development program, consistent with the requirements of NRS 388A.224, designed to ensure that all Board members are well-prepared to fulfill their governance responsibilities and to support the long-term success of the school. This program includes both a formal onboarding process for new Board members and ongoing training for all members, aligned to best practices in nonprofit and charter school governance.

The Board recognizes that effective governance requires not only strong individual expertise, but also a shared understanding of roles, expectations, and accountability. Accordingly, board development is treated as an ongoing priority rather than a one-time activity.

New Board Member Orientation

Before the school opens, and thereafter, prior to their first board meeting, all new Board members will participate in a structured onboarding process designed to ensure that they are prepared to contribute effectively from the outset.

New member orientation will include:

- An overview of Legal Prep's mission, model, and academic program
- Review of the charter application, performance goals, and SPCSA expectations
- Governance training on the roles and responsibilities of the Board versus school leadership
- Review of key policies, including bylaws, conflict of interest policies, and Open Meeting Law (OML) requirements
- Introduction to the school's financial model, budget, and reporting systems
- Overview of the SPCSA Performance Framework and accountability expectations

New members will also receive a Board onboarding packet that includes key documents such as the bylaws, recent Board materials, financial reports, and academic data dashboards.

This onboarding process will typically occur within the first 30–60 days of appointment and will require approximately six hours of initial training, including both independent review and facilitated sessions.

Ongoing Board Development

In addition to onboarding, Legal Prep will provide ongoing professional development to ensure that Board members continue to build their capacity over time and remain aligned to evolving expectations.

Board development will occur through a combination of:

- Annual or semi-annual formal training sessions
- Ongoing training integrated into Board meetings
- Access to online training resources and modules

Legal Prep will continue its partnership with the National Charter Schools Institute to support Board development. This will include:

- Participation in in-person governance trainings, as appropriate
- Use of the Institute's online training library, which provides modules on key governance topics
- Access to best practice resources and guidance specific to charter school boards

Training Topics

Board training will focus on the core areas necessary for effective governance, including:

- **Governance roles and responsibilities of the Board** versus management
- **Academic oversight**, including how to interpret student achievement data
- **Financial oversight**, including budgeting, financial statements, and audit processes
- **Legal and regulatory compliance**, including Nevada Open Meeting Law and SPCSA requirements
- **Equity and student outcomes**, including monitoring subgroup performance
- **Strategic planning and goal setting**
- **Board governance best practices**, including effective meetings and decision-making

Training topics will be aligned to the school's stage of development and areas of need, ensuring relevance and impact.

Timeline and Time Commitment

Board members are expected to engage in ongoing development as part of their service. This includes:

- **Initial onboarding:** before the school opens and prior to the first board meeting, per NRS 388A.224
- **Annual formal training:** approximately 3–6 hours per year
- **Ongoing learning:** periodic training embedded within Board meetings

This structure ensures that Board members receive both foundational training and continuous development without creating an excessive time burden.

Responsibility for Board Training

Responsibility for board training will be shared across key roles:

- The Board Chair will ensure that training is prioritized and aligned to Board needs

- The CEO will coordinate training content, provide context related to school performance, and facilitate sessions as appropriate
- External partners, including the National Charter Schools Institute, will provide specialized training and resources

This shared approach ensures that training is both internally aligned and informed by external expertise.

Conclusion

Legal Prep's board development plan ensures that all Board members are equipped with the knowledge, skills, and context necessary to govern effectively. Through structured onboarding, ongoing training, and partnership with experienced providers, the Board will maintain a high level of capacity and alignment, enabling it to provide strong oversight and support for the school's success.

8) 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.

Legal Prep Charter Academy Nevada will implement a clear, structured, and accessible process for addressing concerns or objections raised by students and families. This process is designed to ensure that issues are resolved at the appropriate level, that families are treated with respect and transparency, and that concerns are addressed in a timely and consistent manner. The process reflects Legal Prep's broader commitment to strong family engagement and continuous improvement.

At Legal Prep, concerns are addressed through a tiered escalation process, beginning at the point closest to the issue and moving to higher levels of review only as necessary. This ensures that concerns are resolved efficiently while also providing families with clear pathways for escalation if needed.

Step 1: School-Level Resolution (Teacher or Staff Member)

When a concern arises, families are first encouraged to contact the appropriate teacher or staff member directly. In most cases, issues related to classroom instruction, student experience, or day-to-day procedures can be resolved at this level through direct communication and collaboration.

This initial step reflects Legal Prep's belief that concerns should be addressed as close to the source as possible and that strong relationships between families and school staff are essential to student success.

Step 2: Principal Review

If the concern is not resolved at the classroom or staff level, the parent or student may escalate the issue to the Principal. The Principal will:

- Review the concern
- Gather relevant information from all parties
- Meet with the family as appropriate
- Determine a resolution consistent with school policy

The Principal is responsible for ensuring that school-level decisions are applied fairly and consistently and that concerns are addressed in a timely manner.

Step 3: CEO Review

If the concern remains unresolved after review by the Principal, the parent or student may submit the concern to the Chief Executive Officer (CEO). At this stage, the CEO will:

- Conduct an independent review of the issue
- Evaluate whether school policies and procedures were followed appropriately
- Determine whether additional action or clarification is needed

The CEO serves as the primary point of escalation beyond the school level and ensures consistency across policies and practices.

Step 4: Governing Board Review

If the concern remains unresolved, or if the concern relates specifically to a governing board policy or decision, the parent or student may submit a written complaint to the Board of Directors.

At this stage:

- The Board will review the concern at a scheduled meeting, consistent with Nevada Open Meeting Law requirements
- The Board may request additional information from the CEO or school leadership
- The Board will determine whether the policy or decision in question was applied appropriately or whether further action is warranted

The Board's role is to provide final oversight, not to manage day-to-day operations. Accordingly, the Board will focus on whether policies were properly established and followed, rather than revisiting routine operational decisions.

Communication and Documentation

At each stage of the process:

- The school will document the concern and the steps taken to address it
- Families will receive clear communication regarding the status and outcome of their concern
- Timelines for response will be reasonable and consistent, ensuring that concerns are not left unresolved

This documentation supports both transparency and accountability.

Alignment to School Policy

This process is aligned to Legal Prep's existing complaint procedures, which emphasize resolving concerns at the lowest appropriate level before escalating to leadership and, if necessary, the Board.

Conclusion

Legal Prep's complaint and objection process ensures that families have a clear, fair, and accessible pathway for raising concerns, while also maintaining appropriate roles and responsibilities at each level of the organization. By prioritizing resolution at the school level and providing structured escalation to the CEO and Board, the school ensures both responsiveness and strong governance.

4.1 Rubric Alignment Summary

1. **Proposed governance structure, including delineation of roles and responsibilities between leadership and the board, is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials**

Legal Prep presents a clear governance structure that delineates roles and responsibilities between the Board, the Chief Executive Officer (CEO), and the Principal. The Board provides strategic oversight and holds the CEO accountable for overall school performance. The CEO reports to the Board and is responsible for organizational leadership, performance monitoring, and supervision of the Principal. The Principal manages the day-to-day operations of the school. This structure ensures effective governance and meaningful oversight across academic, operational, and financial domains.

2. **The board puts into place a structure that enables it to collect the information it needs to evaluate the performance of the school**

Legal Prep establishes a structured reporting system in which the Board receives regular academic, organizational, and financial reports through the CEO. Monthly, quarterly, and annual reporting cycles, combined with performance dashboards and committee review structures, ensure that the Board receives timely, accurate, and actionable information to evaluate school performance.

3. **Provides evidence that the governing body fulfills (or describes reasonable and detailed plans to ensure that the governing body will fulfill) statutory requirements for board membership**

Legal Prep describes a plan to ensure compliance with Nevada statutory requirements for board composition, including inclusion of required member categories such as licensed educators, a parent representative, and individuals with expertise in areas such as finance, law, or human resources. The Board will ensure that all statutory requirements are met prior to school opening and maintained over time.

4. **Demonstrates that the membership of the governing body embodies (or has clear plans to embody prior to the opening of the school) the wide range of expertise and skills needed to oversee a successful charter school**

Legal Prep demonstrates that its Board includes (or will include prior to opening) members with diverse expertise in education, finance, law, operations, and community engagement, as well as alignment to the school's law-themed model. The Board's composition reflects the skills necessary to oversee academic performance, financial sustainability, and organizational effectiveness.

5. **There are no prohibited familial relationships between charter holder board members, charter holder board members and staff, or charter holder board members and CMO/EMO employees within the third degree of consanguinity or affinity nor any supervisory or business relationships**

Legal Prep affirms that there will be no prohibited familial, supervisory, or business relationships among Board members, staff, or related entities, consistent with Nevada law. The Board will implement policies and procedures to ensure compliance with these requirements.

6. **Proposed conflict of interest policy, ethics policy, and bylaws are reasonable and compliant. Bylaws contemplate a mechanism for removal of governing body members if needed**

Legal Prep's bylaws and governance policies include clear provisions related to conflict of interest, ethics, and Board member responsibilities. The bylaws explicitly include procedures for removal of Board members, ensuring accountability and compliance with applicable laws and best practices.

7. **Provides plans for meaningful, appropriate training for board members on a regular basis. Governance training is provided by experienced third parties and addresses on-boarding for new members, or when the composition of the board changes. Board training costs are reflected in the budget narrative assumptions and the budget calculations.**

Legal Prep provides a comprehensive Board training plan that includes onboarding for new members and ongoing development for existing members. Training will be provided through internal leadership and experienced third-party providers, including the National Charter Schools Institute, and will address governance roles, academic oversight, financial management, and legal compliance. Training is ongoing and aligned to Board needs.

8. **Describes a reasonable process for resolving student/parent objections**

Legal Prep describes a clear, tiered process for resolving student and parent objections, beginning at the staff level and escalating to the Principal, CEO, and Board as appropriate. This process ensures that concerns are addressed at the appropriate level while maintaining fairness, transparency, and proper governance roles.

Overall Alignment

Legal Prep's Board Governance plan is clear, coherent, and aligned to Nevada statutory requirements and charter school best practices. The proposal demonstrates strong role clarity across the Board, CEO, and Principal, effective oversight structures, compliant policies, and a commitment to ongoing Board development. These elements provide confidence that the Board will govern effectively and ensure strong academic, organizational, and financial performance.

4.2 Leadership Team

1) *Provide, as Attachment 11, organizational charts for the school in year one and for when the school reaches full capacity.*

The organizational charters for Legal Prep in Year One and in Year Four, when the school reaches full capacity are included as Attachment 11.

2) *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.*

The Committee to Form includes Nevada-based members actively engaged in local planning and community outreach, as well as school leadership who have been instrumental in the success of the Chicago campus. This combination of proven experience and local expertise positions Legal Prep to implement the model effectively in Nevada and achieve similar outcomes.

Together, this highly qualified and cohesive team has the demonstrated capacity to implement the Legal Prep school design in alignment with Nevada's charter school performance framework and the expectations of the SPCSA. The team's collective experience reflects a strong track record of opening, operating, and sustaining high-quality schools that serve diverse student populations and achieve measurable academic outcomes.

a. School Leadership, Operations, and Governance

The CTF includes experienced school administrators (Donner, Finkelstein, Simpkins), teachers (Scott, Simpkins) and executive leaders (Donner, Green) with a record of success in school startup and continuous improvement environments, as well as board governance. These CTF members have managed key operational functions including budgeting, staffing, compliance, and strategic planning in alignment with state and federal requirements, and have expertise in education, finance, law, and community development, consistent with

SPCSA expectations for effective governance. Clear delineation of roles between the CTF and school leadership ensures strong oversight, accountability, and adherence to Nevada Open Meeting Law and all applicable statutes.

b. Curriculum, Instruction, and Assessment

Members of the CTF, including Ms. Scott and Mr. Simpkins, have deep expertise in standards-aligned curriculum design and implementation, specifically aligned to the Nevada Academic Content Standards. Mr. Finkelstein's experience as CEO of Legal Prep in Chicago, including his experience in setting the strategic goals for academic success and overseeing alignment with state and local standards, also positions the CTF for success in this area. The instructional model emphasizes data-driven instruction, frequent formative assessment, and rigorous interim and summative assessments to monitor student progress. Team members have experience implementing evidence-based instructional practices, supporting diverse learners, and building systems for ongoing teacher coaching and evaluation. The proposed academic program is designed to meet or exceed state performance expectations and close achievement gaps among student subgroups.

c. At-Risk Students and Special Populations

The team brings significant experience serving Nevada's priority populations, including students identified as at-risk, English learners, and students with disabilities. Both at-risk students and special populations have been a focus of each of the CTF members' work experience, which they bring to this project. The proposed model includes a robust Multi-Tiered System of Supports (MTSS), targeted interventions, and compliance with Individuals with Disabilities Education Act (IDEA) and all applicable state regulations. The team has demonstrated success in their respective careers in improving outcomes for historically underserved students and is prepared to meet the SPCSA's focus on equity, access, and closing opportunity gaps. Systems are in place to ensure appropriate identification, service delivery, and progress monitoring for all special populations.

d. Performance Management

As CTF members transition to the proposed board, they will implement a comprehensive performance management system aligned to the SPCSA Academic, Organizational, and Financial Performance Frameworks. The team will set clear, measurable goals tied to student achievement, growth, and organizational effectiveness consistent with the framework they have developed in the charter application. Members of both the CTF and the proposed school leadership team have experience using real-time data systems, dashboards, and regular performance reviews to drive decision-making and continuous improvement. As reflected in the charter application, staff coaching, mentoring and evaluation systems are aligned with student outcomes and professional standards, ensuring accountability at all levels of the organization.

e. Parent and Community Engagement

The team prioritizes authentic family and community engagement as a core component of school success. Members have experience building strong partnerships with families through consistent communication, workshops, and leadership opportunities. From the outset, Legal Prep and the CTF have prioritized the needs and desires of the community. Legal Prep has been actively engaged in community outreach efforts within the 89119 and 89121 zip codes, and surrounding areas, building meaningful relationships with students, families, and local organizations. Proposed Principal Simpkins and members of the CTF have participated in events at the East Las Vegas Library and engaged with the community through several outreach efforts at UNLV, broadening awareness of Legal Prep across diverse audiences. As a former resident of a neighboring zip code

to 89119, Mr. Simpkins has also conducted direct canvassing within the community, gaining firsthand insight into the needs, assets, and challenges facing local families. His professional experience—spanning over 10 years as a classroom teacher and administrator within the Clark County School District—further strengthens his understanding of the academic, social, and cultural dynamics impacting students in this region. Collectively, these experiences not only reflect a commitment to understand community needs, but also positions the leadership team to effectively serve and partner with the community from day one. The CTF and later the proposed board will ensure that the school implements the proposed structures to maintain ongoing stakeholder input and engagement, particularly with historically underserved communities, including a parent advisory council and regular communication from the Principal. Partnerships with local organizations that the CTF has begun to cultivate will continue to grow and will support wraparound services and enrich student learning opportunities, aligning with SPCSA's emphasis on community need and responsiveness.

In sum, both individually and collectively the CTF members bring specialized expertise to a cohesive, mission-driven group that has a shared vision for educational excellence and equity. The team's combined experience in Nevada and comparable educational contexts ensures readiness to navigate the state's regulatory environment while delivering strong academic results. Their shared commitment to accountability, equity, and continuous improvement aligns directly with SPCSA's expectations for high-quality charter schools.

3) *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.*

Proposed Principal Erik Simpkins will be the School's leader if a charter is granted. Erik brings more than 20 years of experience in K–12 and adult education, including substantial leadership experience within a large urban school district. His background demonstrates a consistent record of improving student outcomes, leading school-wide systems, and serving diverse and historically underserved student populations. He is highly qualified to serve as a founding principal, as reflected in his accomplishments detailed in his Resume (Attachment 12) and briefly summarized below:

1. Leadership Experience in High-Need, Diverse Settings

- Served as Assistant Principal at Ruby Duncan Elementary School (CCSD), leading instruction and operations for over 600 students.
- Supervised and coached 30+ teachers, implementing systems that improved both academic outcomes and school climate.
- Currently serving as an Opportunity 180 Propel Expansion Fellow, where he is designing and leading the development of a new charter school model focused on underserved communities.

2. Success in Improving Student Achievement

- Contributed to increased Nevada Star Rating at Ruby Duncan Elementary through:
    - Measurable gains in MAP (Measures of Academic Progress) growth in reading and math
    - Improved SBAC (Smarter Balanced Assessment Consortium) proficiency rates
    - Increased performance on readiness assessments

- Led data-driven interventions that increased grade-level proficiency and student growth.
- Achieved a 78% High School Equivalency (HSE) pass rate for course completers while serving as an adult education instructor.

3. Demonstrated Impact in the Classroom and School-Wide

- Consistently demonstrated student growth in the classroom using differentiated, data-driven instruction aligned to MTSS and PBIS frameworks.
- Improved overall school performance and accountability metrics, including star rating increases.
- Led Professional Learning Communities (PLCs) and targeted interventions that improved math and ELA proficiency across grade levels.

4. Experience and Commitment to Serving All Student Populations

- Students with disabilities (IEPs) through MTSS implementation and targeted interventions
- English Language Learners (ELLs) through standards-aligned instruction and WIDA growth focus
- Students in need of remediation via tiered supports and intervention systems
- Students above grade level through differentiated instruction and enrichment strategies

His work reflects a deep commitment to educational equity and closing achievement gaps for underserved populations, including students qualifying for free/reduced lunch (FRL).

5. Leadership in High-Performing and High-Growth Schools

- Board Member and Educational Committee Chair at Futuro Academy, a 4-star high-performing charter school, overseeing academic performance and accountability.
- Contributed to school turnaround and high-growth outcomes in multiple settings, including post-pandemic academic recovery efforts at a high-performing middle school.
- Played a key role in improving school culture and academic systems aligned with high-performing school models.
- Implemented PBIS (Positive Behavioral Interventions and Supports) and MTSS (Multi-Tiered System of Supports) frameworks to improve both academic outcomes and school climate.
- Led staff development, coaching, and performance management systems focused on continuous improvement.
- Fostered strong family and community engagement, including:
    - 15+ community events
    - 100+ family signatures of support
    - 50+ intent-to-enroll commitments

6. Governance and Charter School Development Expertise

- Leading CTF and board formation and participating in the charter authorization process for Legal Prep Charter Academy.

- Experience in strategic planning, compliance, and accountability through board service and fellowship training.
- Strong alignment with high-performing charter school models and operational excellence.

In sum, Erik Simpkins' experience demonstrates that he has:

- A broad range of experience serving all student populations
- Leadership in high-performing and high-growth schools
- A proven ability to build strong school culture
- A clear track record of driving significant student achievement gains in demographics aligned with the proposed school

His combination of instructional expertise, leadership experience, governance knowledge, and commitment to equity positions him strongly to lead Legal Prep Charter Academy to success.

4) 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.

Leadership Team Structure and Employment Model

The proposed leadership team is intentionally designed to meet the rigorous expectations of the Nevada State Public Charter School Authority by combining experienced on-site leadership with deep institutional knowledge of the Legal Prep model.

Legal Prep Charter Academy Nevada, Inc. will be the nonprofit entity that governs and operates the school. The Founding Principal will be the school leader and sole employee reporting directly to the Nevada governing board, consistent with the governance structure described in Question 3.

Other members of the leadership team will be employees of Legal Prep Charter Academies (an affiliated organization operating under separate nonprofit entities) who will provide on-site and ongoing support to the Nevada campus, particularly during the planning year and initial years of operation. While these individuals will be physically based at the school and integrated into daily operations, they will not be employees of the Nevada nonprofit and will not report to the Nevada board. Instead, they will work in close collaboration with the Founding Principal to support successful school launch and implementation of the model.

Leadership Team Structure and Roles

The school's leadership team will consist of the following key positions:

Founding Principal (School Leader): Erik Simpkins

Mr. Simpkins will serve as the instructional and operational leader of the school and will be directly accountable to the Nevada governing board. He will be responsible for academic achievement, staff

supervision, school culture, and overall school performance. As described in Question 3, he will lead implementation of the school's vision, drive student outcomes, and ensure alignment with Nevada's academic and organizational expectations.

Head of School / School Launch Director: Katie-jo Ray

Ms. Katie-jo Ray, an employee of Legal Prep Charter Academies, will relocate to Las Vegas to support the school's planning year and initial years of operation. She is a founding teacher of the Chicago campus and a former principal, bringing deep, firsthand experience with the Legal Prep model.

In her role supporting the Nevada campus, Ms. Ray will:

- Provide coaching and support to the Founding Principal
- Train and develop instructional staff on the Legal Prep model
- Support implementation of academic systems, including data-driven instruction and intervention structures
- Establish and reinforce school culture systems, including advisory and restorative practices
- Ensure fidelity to the proven Legal Prep model while adapting to the Nevada context

Ms. Ray does not serve as the school leader and does not have supervisory authority over the Principal; rather, she serves in a support and coaching capacity to strengthen school launch and early execution.

Director of Operations: Melissa Almazan

Ms. Melissa Almazan, also an employee of Legal Prep Charter Academies, will be based on-site in Las Vegas and will support the operational functions of the school. She brings more than a decade of experience with the Legal Prep model, including experience in charter school incubation, compliance, and financial management.

In her role supporting the Nevada campus, Ms. Almazan will:

- Support development and implementation of operational systems, including finance, compliance, and reporting
- Assist the Principal in overseeing day-to-day operations
- Coordinate with third-party vendors and service providers
- Support student recruitment, enrollment, and family engagement efforts
- Help establish systems that ensure operational excellence and compliance with Nevada requirements

As with Ms. Ray, Ms. Almazan supports the school in an embedded capacity but does not report to the Nevada governing board and is not part of the school's formal employment structure.

Capacity and Readiness to Execute

This leadership structure reflects a deliberate balance of clear governance, strong on-site leadership, and embedded support from experienced operators. The Founding Principal maintains full authority and

accountability for school performance, while the presence of experienced team members from affiliated Legal Prep organizations provides additional capacity to support successful launch and implementation.

This model ensures that the Nevada school operates with clear lines of authority and governance, while also benefiting from the expertise and proven practices developed across the broader Legal Prep network.

Attachments
Resumes for Katie-jo Ray and Melissa Almazan are included in Attachment 13, consistent with application requirements.

5) *Explain how the school leader will be supported, developed, and evaluated. Include the competencies used for selecting and evaluating the school leader and identify the specific leadership evaluation tool(s) the school plans to use.*

Overview

The proposed founding principal, Erik Simpkins, will be supported, developed, and evaluated through a structured system grounded in the Instructional Leadership Standards and Professional Responsibilities Standards outlined in the Nevada Educator Performance Framework for School Administrators. This system prioritizes continuous improvement, data-driven leadership, and measurable student outcomes, ensuring alignment with high-performing school expectations.

1. **Leadership Competencies for Selection and Evaluation**

Erik Simpkins was selected based on demonstrated strength in the following core competencies, which will also serve as the foundation for ongoing evaluation:

A. Instructional Leadership Competencies
- Vision-setting and stakeholder engagement
- Data-driven instruction and accountability systems
- Teacher development and coaching systems
- Establishing high-performing, equity-driven school cultures
- Curriculum alignment and instructional systems design

B. Organizational & Professional Competencies
- Human capital management and teacher effectiveness
- Continuous self-reflection and improvement
- Ethical leadership and professional obligations
- Family and community engagement

These competencies directly align with Erik Simpkins' demonstrated experience:

- Leading MTSS and PBIS systems to support diverse learners (ELL, IEP, FRL)

- Improving school-wide achievement outcomes and star ratings
- Supporting teacher growth through coaching and PLC structures
- Engaging families and communities in meaningful ways

2. **Leadership Evaluation Tools**

The school and proposed Board will utilize the following evaluation tools:

- A goal setting and planning tool to be completed by Principal Simpkins, Head of Schools Ray and CEO Finkelstein that aligns with the instructional leadership and organization & professional competencies categories identified above.
- A rubric for measuring progress and performance aligned with the goals and planning set.
- A self-assessment form
- Formal evaluation cycles
- Evidence-based performance discussions

The school and proposed Board will also seek input from strategic community partners and stakeholders.

3. **Ongoing Support Structures**

Erik Simpkins will be supported through:

- **Executive Coaching:** the Head of Schools and Sam Finkelstein will provide coaching aligned to leadership standards
- **Board Oversight:** The Board will monitor and evaluate school progress and leadership performance tied to academic outcomes
- **Professional Learning:** Erik will continue to participate in leadership fellowships and training, including that offered through Opportunity 180
- **Data Systems:** Erik and his team will be trained and have access to real-time student performance data to support his/their decision-making
- **Peer Collaboration:** The school will ensure that Erik has the opportunity to engage with high-performing school leaders of other schools.

Conclusion

The leadership evaluation system is rigorous, transparent, and aligned to both state standards and high-performing charter school practices. By anchoring evaluation in the Standards and Indicators Rubric, goal-setting processes, and student achievement outcomes, the school ensures that Erik Simpkins is consistently supported and held accountable for delivering strong academic results and equitable opportunities for all students, by ensuring that he (and other school leaders):

- Demonstrate experience serving all students, including ELL, IEP, FRL, and advanced learners
- Are evaluated on the ability to establish and sustain a high-performing school culture

- Are held accountable for measurable student achievement gains at the classroom, cohort, and school-wide levels
- Engage in continuous reflection and improvement using a structured, evidence-based framework

4.2 Rubric Alignment Summary

1. **The organizational chart clearly indicates all positions, delineating board and leadership roles and lines of authority.**

Legal Prep provides clear organizational charts (Attachment 11) that delineate roles, responsibilities, and reporting lines across the Board, CEO, Principal, and school leadership team. The structure reflects a disciplined governance model in which the Board provides oversight, the CEO manages organizational performance, and the Principal leads day-to-day operations. This clarity ensures effective decision-making, accountability, and alignment between governance and school-level execution.

2. **The qualifications of the Committee to Form (CMO for CMO Applicants) are demonstrable with empirical data related to student performance, including students from diverse backgrounds and experiences, students with disabilities, English language learners, and other special populations.**

Legal Prep demonstrates that the qualifications of the Committee to Form are supported by a track record of improving student outcomes in comparable settings. Team members have led and supported schools that have achieved measurable gains in student performance, including increases in MAP growth, SBAC proficiency, and overall school performance metrics. This experience includes work with diverse student populations, including students with disabilities, English Learners, and students requiring remediation, demonstrating the team's capacity to deliver strong academic outcomes aligned to the proposed model.

3. **The qualifications of the Committee to Form (CMO for CMO Applicants) include experience with recruitment, hiring, and development of a highly effective staff.**

The Committee to Form includes leaders with direct experience recruiting, hiring, developing, and retaining effective educators and staff. This includes building school teams from the ground up, implementing structured hiring processes, coaching and evaluating teachers, and establishing professional development systems aligned to instructional goals. These experiences ensure that the school will be able to build and sustain a high-quality staff capable of executing the proposed academic and culture model.

4. **If identified, school leader demonstrates a range of experience serving all students (students with disabilities, English language learners, students in need of remediation, and students above or below grade level).**

Proposed Principal Erik Simpkins demonstrates a strong record of leadership serving diverse student populations, including students with disabilities, English Learners, and students requiring remediation and enrichment. As described in Question 3 and supported by Attachment 12, he has led school-wide systems that resulted in measurable improvements in student achievement, including increased MAP growth, improved

SBAC performance, and gains in overall school performance ratings. His leadership experience includes establishing strong school culture systems, implementing MTSS and PBIS frameworks, and coaching teachers to improve instructional outcomes, all in settings serving student populations similar to those targeted by Legal Prep.

5. **Structure of the school leadership team will allow for effective management of the school and staff and demonstrates appropriate assignment of management roles and distribution of responsibilities for instructional leadership, curriculum, personnel, budgeting, financial management, special education and EL programming, legal compliance, state reporting, external relations, and any unique, school-specific staffing needs.**

Legal Prep presents a clearly defined leadership team structure that distributes responsibilities across instructional leadership, operations, compliance, and culture. The combination of a Founding Principal, Head of School/School Launch Director, and Director of Operations ensures that all core functions—including curriculum and instruction, personnel management, budgeting, special education and EL programming, compliance, and external relations—are effectively managed. This structure leverages both on-site leadership and experienced Legal Prep leaders with deep institutional knowledge, significantly reducing startup risk and ensuring strong execution from day one.

6. **School leadership team job descriptions or resumes identify qualifications and competencies… and demonstrate capacity to successfully manage the school.**

Legal Prep provides detailed resumes and role descriptions (Attachments 12 and 13) that demonstrate alignment between leadership qualifications and the school's mission and program. Members of the leadership team bring experience in instructional leadership, school operations, governance, and community engagement, with a demonstrated ability to manage complex school environments and drive student outcomes. This alignment ensures that leadership capacity matches the demands of the proposed school model.

7. **Comprehensive plan for coaching, support, and evaluation of school leadership. The board articulates a clear, ambitious, data-driven set of standards and criteria that the school leader must satisfy to keep the school on track to achieve its vision.**

Legal Prep presents a comprehensive and structured system for coaching, support, and evaluation of school leadership. The proposed Principal will be supported through executive coaching, ongoing professional development, and collaboration with experienced Legal Prep leaders. Evaluation is grounded in clear, data-driven leadership competencies aligned to the Nevada Educator Performance Framework and includes goal-setting, formal evaluation cycles, and evidence-based performance reviews tied directly to student outcomes. The Board, through the CEO, will maintain clear accountability for leadership performance, ensuring alignment with the school's mission and goals.

Overall Alignment

Legal Prep's Leadership Team plan demonstrates strong alignment to SPCSA expectations and provides clear evidence of capacity to successfully implement the proposed school design. The combination of proven leadership experience, demonstrated student outcomes, strong systems for staff development and performance management, and a well-defined leadership structure ensures that the school is positioned for effective execution from day one. The alignment between leadership qualifications, the academic model, and the performance management systems described throughout the application provides a high level of confidence in the school's ability to achieve strong academic, organizational, and financial outcomes.

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.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Principal	1	1	1	1	1	1
Assistant Principals	0	1	2	2	2	2
Special Populations Coordinator	1	1	1	1	1	1
School Launch Director	1	0	0	0	0	0
Classroom Teachers - Core Subjects	5	11	19	25	25	25
Special Education Teachers	1	2	3	4	4	4
EL/TESOL Teachers	1	1	2	2	2	2
Social Worker	1	1	1	1	1	1
Assistant Dean	2	2	2	3	3	3
SEL Counselor	0	1	2	2	2	2
College Counselor	0	0	1	1	1	1
Teacher Aides and Assistants	2	2	3	3	3	3
School Operations Support Staff	1	1	2	2	2	2
Internship Coordinator	0	0	.5	1	1	1
Total FTEs at School	**16**	**24**	**39.5**	**48**	**48**	**48**

2) *Provide the student-teacher ratio as well as the ratio of total adults to students for the school.*

Student-Teacher and Adult-to-Student Ratios

Year	Enrollment	Instructional Teachers*	Student-Teacher Ratio	Total Staff	Adult-to-Student Ratio
Year 1	140	7	20:1	16	9:1

Year 2	280	14	20:1	24	12:1
Year 3	420	24	18:1	39.5	11:1
Year 4	540	31	17:1	48	11:1
Year 5	570	31	18:1	48	12:1

*Student-teacher ratios include all instructional staff, including core content teachers as well as special education and English Learner teachers, reflecting Legal Prep's inclusive instructional model.

Legal Prep's staffing model is designed to ensure that students receive rigorous instruction, individualized academic support, and strong relationships with adults across all grade levels. The table above outlines the projected student-teacher ratios and overall adult-to-student ratios for the first five years of operation.

In Year 1, Legal Prep will operate with a student-to-teacher ratio of approximately 20:1 and an adult-to-student ratio of approximately 9:1, reflecting a strong level of adult support during the school's initial launch. As the school grows, the student-to-teacher ratio improves to approximately 17:1 by Year 4 and remains within a narrow and manageable range as enrollment stabilizes, while the overall adult-to-student ratio remains consistently at approximately 12:1.

These ratios reflect intentional staffing decisions aligned to the school's model. The inclusion of special education and English Learner teachers within the instructional staffing count ensures that all students, including those requiring additional support, receive access to differentiated instruction. At the same time, the overall adult-to-student ratio reflects the presence of additional staff, including leadership, student support personnel, and operations staff, who contribute to a structured and supportive school environment.

Maintaining relatively low ratios across both instructional and total staff allows Legal Prep to:

- Provide targeted academic intervention and support
- Ensure strong implementation of the Advisory model
- Maintain a safe, orderly, and relationship-driven school culture
- Support students' social-emotional and behavioral needs

As enrollment increases, staffing scales proportionally to maintain these conditions and ensure that the model continues to support strong student outcomes.

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.*

Legal Prep's staffing model is intentionally designed to support the school's academic program, culture model, and the needs of the student population it is designed to serve. The model reflects a belief that strong student outcomes require not only effective classroom instruction, but also a coordinated system of academic, social-emotional, and operational supports.

At the core of the staffing model is a focus on high-quality, standards-aligned instruction delivered consistently across classrooms. The number of instructional teachers, including both core content and specialized staff such as special education and English Learner teachers, increases in proportion to enrollment, ensuring that class sizes remain manageable and that students receive sufficient instructional attention. The inclusion of both special education teachers and English Learner (EL) staff ensures that students with diverse learning needs are supported within the general education environment, consistent with the school's inclusion model described in Section 3.5. This structure allows Legal Prep to provide rigorous instruction while also meeting the needs of students who may enter below grade level or require targeted supports.

The staffing model is also closely aligned to Legal Prep's emphasis on literacy, writing, and analytical thinking. By ensuring daily instruction in core subjects and maintaining strong teacher capacity in English language arts and social studies, the school supports its writing-intensive, law-themed curriculum. The addition of specialized staff, including those supporting intervention and language development, allows teachers to differentiate instruction without reducing rigor.

A second defining feature of the staffing model is its alignment to Legal Prep's student support and culture systems. The inclusion of roles such as Assistant Deans, a Social Worker, and a Social-Emotional Learning (SEL) Counselor reflects the school's commitment to proactive and restorative approaches to student behavior. These positions ensure that behavioral and social-emotional needs are addressed in a structured and supportive manner, reducing reliance on exclusionary discipline and helping students remain engaged in school.

The addition of Assistant Principal positions is similarly phased to align with enrollment growth and increasing instructional and operational complexity. These roles ensure sufficient leadership capacity to support teacher coaching, implementation of instructional systems, and oversight of school culture and operations as the school expands.

The Advisory model, which is central to the Legal Prep experience, is further supported by maintaining a strong overall adult-to-student ratio. This ensures that each student has consistent access to adults who know them well and can monitor their academic progress, attendance, and well-being. In a community where students may face external challenges, this level of adult support is critical to building trust and promoting persistence.

The staffing model also reflects a commitment to college and career readiness, particularly as students progress into high school. The addition of roles such as a College Counselor and a phased Internship

Coordinator position, beginning as a part-time role and expanding as high school enrollment grows, ensures that students receive guidance and access to real-world experiences aligned to Legal Prep's mission. These roles are intentionally phased in as the high school grades expand, ensuring that supports are in place when students are ready to access them.

Operationally, the inclusion of dedicated school operations staff ensures that the school runs efficiently and that instructional staff can focus on teaching and student support. This is particularly important in a growing school, where strong operational systems are necessary to maintain consistency and quality.

Importantly, the staffing model is designed to scale responsibly as enrollment grows. Staffing increases proportionally with student enrollment, maintaining appropriate student-teacher and adult-to-student ratios while adding specialized roles as needed. This phased approach ensures both financial sustainability and programmatic integrity.

Finally, the staffing model is well suited to the community Legal Prep intends to serve. The school anticipates enrolling students from a wide range of backgrounds, including students who may require academic acceleration, language support, or additional social-emotional resources. By including a robust set of instructional and support staff from the outset, Legal Prep ensures that it is prepared to meet these needs on day one, rather than reacting to them after the fact.

In sum, Legal Prep's staffing model is not simply a projection of positions, but a carefully designed system aligned to the school's academic priorities, culture model, and student population. By integrating instructional staff, student support roles, and operational capacity, the model creates the conditions necessary for strong student outcomes and long-term success.

Section 4.3 Rubric Alignment Summary

1. **Aligns to the mission, vision, and proposed academic program**

Legal Prep's staffing model is clearly aligned to its mission and academic program. The allocation of core instructional staff, special education and English Learner teachers, and law-aligned programming supports the school's emphasis on literacy, analytical thinking, and college and career readiness. The inclusion of Advisory, culture, and student support roles ensures that the staffing structure reinforces both the academic model and the school's commitment to strong relationships and student success.

2. **Matches the proposed budget and is explicitly aligned to both budget narrative assumptions and to budget calculations**

The staffing plan aligns directly to the proposed budget, including both narrative assumptions and detailed financial projections. Staffing levels scale proportionally with enrollment, ensuring that personnel costs remain sustainable while maintaining programmatic integrity. All positions included in the staffing chart are reflected in the budget calculations, demonstrating coherence between staffing decisions and financial planning.

3. **Demonstrates an understanding of expected student population and aligns to the applicant's commitment to meet the needs of special populations and the community the school intends to serve**

Legal Prep's staffing model reflects a clear understanding of the expected student population, including students who may require academic acceleration, language support, and social-emotional resources. The inclusion of special education teachers, EL staff, a Social Worker, and an SEL Counselor demonstrates alignment to the needs of special populations. The model also reflects a commitment to serving the broader community by ensuring that students have access to both academic and non-academic supports.

4. **Ensures sufficient capacity to enable high-quality teacher support/development, student/family support, effective school operations, and compliance with all applicable policies and procedures**

The staffing plan ensures sufficient capacity across instructional, leadership, and operational functions. The presence of leadership roles such as the Principal and Assistant Deans supports teacher coaching and development, while student support staff enable strong family engagement and intervention systems. Dedicated operations staff ensure compliance with reporting requirements and efficient school operations, allowing instructional staff to focus on teaching and learning.

5. **Demonstrates reasonable student-teacher ratios based on the proposed model and statutory student-teacher ratios for special education are met (22:1 for students with severe disabilities)**

Legal Prep demonstrates reasonable and appropriate student-teacher ratios that support its academic model. The student-teacher ratio begins at approximately 20:1 in Year 1 and improves to approximately 17:1 by Year 4 and remains within a narrow and manageable range as enrollment stabilizes, reflecting a commitment to manageable class sizes and individualized instruction. The staffing model also ensures compliance with statutory requirements for special education, including maintaining appropriate caseloads for students with more intensive needs.

Overall Alignment

Legal Prep's staffing model is comprehensive, intentional, and aligned to the school's mission, academic program, and student population. The plan demonstrates strong alignment between staffing, budget, and program design, while ensuring sufficient capacity to support instruction, student services, and operations. These elements provide confidence that the school will be staffed appropriately to deliver high-quality outcomes.

4.4 Human Resources

1) *Describe your strategy, plans, timelines, and key selection criteria for recruiting and hiring teachers, leadership, and staff. Identify who will be responsible for the hiring processes and how the recruitment efforts will ensure that all hires are representative of the student body and aligned to the school's design.*

Legal Prep will implement a comprehensive and proactive recruitment and hiring strategy designed to attract, select, and retain high-quality teachers, leaders, and staff who are aligned to the school's academic model and mission. This strategy is informed by Legal Prep's experience opening and staffing schools in other regions and is tailored to the Las Vegas context to ensure a strong and diverse candidate pool.

At the center of this approach is the belief that staff quality is the single most important in-school factor influencing student outcomes. Accordingly, Legal Prep prioritizes early recruitment, rigorous selection processes, and alignment to the school's instructional and cultural expectations.

Recruitment Strategy

Legal Prep will utilize a multi-channel recruitment strategy to build a diverse and highly qualified candidate pool. Recruitment efforts will focus on both local talent in the Las Vegas area and broader regional and national pipelines.

Key recruitment channels will include:

- Partnerships with local teacher preparation programs and universities, including UNLV and other Nevada-based institutions
- National and regional job boards and education-focused recruitment platforms
- Charter school and education networks with strong track records of preparing teachers for high-need schools
- Referrals from current Legal Prep staff and professional networks
- Targeted outreach to educators with experience in urban education, special populations, and culturally responsive teaching

In addition, Legal Prep has established a partnership with Teach For America – Nevada, through which the school anticipates hiring 2–3 Teach For America corps members as part of its founding teaching team. This partnership provides access to a pipeline of mission-driven educators who have demonstrated commitment to equity and serving students in high-need communities. These corps members will participate fully in Legal Prep's professional development and coaching systems and will be supported to ensure strong instructional effectiveness.

For leadership roles, including the Principal and key instructional leaders, Legal Prep will leverage its internal pipeline and national network to identify candidates with demonstrated success in similar school models.

Commitment to Diverse and Representative Hiring

Legal Prep is committed to recruiting and hiring a staff that reflects the diversity of the student population and community it serves. The school recognizes that a diverse staff enhances student engagement, strengthens relationships, and improves outcomes.

To support this goal, Legal Prep will:

- Prioritize recruitment efforts that reach diverse candidate pools

- Partner with organizations and networks that focus on educators of color and underrepresented groups
- Implement structured hiring processes to reduce bias and ensure fairness
- Evaluate candidates not only on technical skills, but also on their ability to connect with and support a diverse student population

The inclusion of Teach For America corps members further supports this goal by expanding access to diverse, mission-aligned candidates.

Selection Criteria

Legal Prep will utilize clear and rigorous selection criteria aligned to the school's academic model and student needs.

For instructional staff, key selection criteria include:

- Demonstrated ability to deliver rigorous, standards-aligned instruction
- Strong content knowledge in the subject area
- Commitment to literacy, writing, and academic discourse across content areas
- Experience or demonstrated capacity to serve students with diverse learning needs, including students with disabilities and English Learners
- Strong classroom management and relationship-building skills
- Alignment to Legal Prep's mission and culture of high expectations

For leadership positions, additional criteria include:

- Demonstrated instructional leadership and coaching ability
- Experience improving student outcomes in similar settings
- Ability to lead teams and manage school operations effectively
- Strong data-driven decision-making skills

All candidates will be assessed through a multi-step process that may include interviews, performance tasks (such as sample lessons), and reference checks.

Hiring Process and Responsibilities

The hiring process will be led by a coordinated leadership structure to ensure consistency and alignment.

- The CEO will oversee the overall hiring strategy and ensure alignment to organizational priorities
- The Principal will lead the hiring of instructional staff and school-based roles, with support from the CEO
- Additional leadership staff may participate in interviews and selection processes as appropriate

This structure ensures both centralized oversight and school-level input, allowing for strong alignment between staffing decisions and school needs.

Recruitment Timeline

Legal Prep will begin recruitment well in advance of the school's opening to ensure a strong candidate pool.

The general timeline will include:

- **Fall–Winter (Year Prior to Opening):** Begin outreach, build candidate pipeline, and identify leadership candidates
- **Winter–Spring:** Conduct interviews and extend offers for key positions, including teachers and support staff
- **Spring–Early Summer:** Finalize hiring for remaining positions
- **Summer:** Complete onboarding and prepare staff for pre-opening professional development

This timeline ensures that the majority of staff are hired early enough to participate fully in pre-opening training and preparation.

Alignment to School Model

Legal Prep's hiring strategy is directly aligned to its academic and cultural model. The school seeks candidates who are not only strong instructors, but who are committed to:

- Writing across the curriculum
- Structured academic discourse
- Restorative culture practices
- Serving students who may enter below grade level

By aligning recruitment and selection to these priorities, Legal Prep ensures that staff are prepared to implement the model with fidelity.

Conclusion

Legal Prep's recruitment and hiring strategy is comprehensive, intentional, and aligned to the school's mission and model. Through proactive outreach, rigorous selection processes, strategic partnerships such as Teach For America, and a strong commitment to diversity and representation, the school will build a founding team capable of delivering high-quality instruction and supporting all students.

2) *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.*

Legal Prep Charter Academy Nevada is committed to providing a competitive and comprehensive compensation and benefits package that supports the professional and personal well-being of its staff. The school's approach is grounded in the belief that strong student outcomes depend on attracting and retaining high-quality educators, and that compensation systems must reflect both the demands of the role and the importance of staff stability.

Legal Prep's benefits structure is informed by its existing model in Chicago, with adjustments to align with Nevada requirements and the Las Vegas labor market.

Core Benefits Structure

Legal Prep will provide a comprehensive benefits package that includes paid time off, health coverage, retirement benefits, and additional supports.

Paid Time Off (PTO)
Legal Prep will provide a competitive PTO structure aligned to its school calendar:

- Approximately **10 PTO days annually for school-year staff**, in addition to scheduled school breaks and holidays
- Approximately **15 PTO days annually for year-round staff**
- Additional leave benefits, including FMLA, parental leave, bereavement, and other legally required leave

This structure ensures that staff have time for rest, personal needs, and family responsibilities.

Medical, Dental, and Vision Insurance
Legal Prep will offer comprehensive health insurance coverage for employees and eligible dependents, with the school contributing a significant portion of premiums. Consistent with the Indianapolis model, the school anticipates contributing approximately:

- 80% of employee-only premiums
- 70% of employee + spouse premiums
- 60% of family coverage premiums

This ensures that high-quality healthcare is accessible and affordable for staff.

Retirement Benefits (Nevada-Specific)

Legal Prep Charter Academy Nevada will participate in the Nevada Public Employees' Retirement System (PERS), which applies to charter school employees in Nevada.

- Participation in PERS is mandatory for eligible employees, rather than optional
- Contributions are made through a combination of employer and employee contributions, as defined by state law and PERS requirements
- Employees will vest in the system according to Nevada guidelines

In addition to PERS, Legal Prep may offer access to supplemental retirement savings options, such as a 403(b) plan, allowing employees to contribute additional pre-tax income toward retirement.

This structure ensures that employees receive a stable, long-term retirement benefit while also having flexibility to save beyond required contributions.

Additional Benefits and Supports

Legal Prep will provide additional benefits designed to support staff well-being and effectiveness, including:

- Flexible spending accounts (FSA) for healthcare and dependent care
- Optional life and disability insurance
- Access to employee assistance resources
- Ongoing professional development aligned to the school's instructional model

These benefits reinforce the school's commitment to supporting staff both professionally and personally.

Incentives and Reward Structures

Legal Prep's compensation model is designed to reward strong performance while maintaining a culture of collaboration and shared responsibility.

Incentives and recognition structures may include:

- Performance-based recognition tied to instructional effectiveness, student growth, and contribution to school culture
- Leadership opportunities, such as grade-level leadership, mentoring roles, or instructional coaching pathways
- Opportunities for increased responsibility and compensation over time based on demonstrated effectiveness

Rather than relying solely on short-term financial incentives, Legal Prep emphasizes long-term professional growth and leadership development as key motivators for high-performing staff.

Retention Strategy

Legal Prep's approach to retention is grounded in creating a professional environment where educators feel supported, developed, and valued.

Key elements of the retention strategy include:

1. Strong Professional Development and Coaching
Teachers receive ongoing coaching and feedback aligned to the school's instructional model, ensuring that they are continuously improving and supported in their work.

2. Clear Career Pathways
Teachers have opportunities to grow within the organization, including leadership roles such as instructional coach, department lead, or administrator.

3. Supportive School Culture
The school emphasizes collaboration, shared expectations, and strong relationships among staff. A structured and predictable environment reduces burnout and supports teacher effectiveness.

4. Manageable Workload and Strong Systems
Clear routines, curriculum alignment, and operational support reduce unnecessary workload and allow teachers to focus on instruction.

5. Mission Alignment
Legal Prep recruits and retains staff who are deeply committed to the school's mission. Teachers who feel connected to the purpose of their work are more likely to remain and succeed.

Conclusion

Legal Prep's compensation and benefits model is designed to attract and retain high-quality educators by providing competitive benefits, strong retirement options, meaningful professional growth opportunities, and a supportive working environment. By combining financial stability with a strong focus on professional development and mission alignment, the school ensures that it can retain high-performing teachers and build a stable, effective team over time.

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

Legal Prep Charter Academy Nevada will implement clear, structured, and legally compliant procedures for hiring and dismissing school personnel. These procedures are designed to ensure that all hiring decisions are rigorous and aligned to the school's mission, and that all personnel actions are conducted fairly, consistently, and in compliance with Nevada law.

The school will utilize a centralized hiring and human resources structure in which the Principal, Chief Executive Officer (CEO), and Director of Operations (Las Vegas) each play clearly defined roles. This structure ensures both school-level alignment and organizational oversight.

Hiring Procedures

Legal Prep's hiring process is designed to identify and select candidates who are highly qualified and aligned to the school's academic model and student population.

The process begins with workforce planning and role approval, led by the Principal, who identifies staffing needs based on enrollment and program requirements. The CEO reviews and approves all hiring plans to ensure alignment with organizational priorities and budget.

Once positions are approved, the Director of Operations leads the posting and management of job openings, coordinating recruitment efforts across multiple channels. The Principal plays a central role in candidate sourcing and outreach, particularly for instructional positions.

Applications are reviewed through a structured screening process led by the Principal for school-based roles, with involvement from the CEO for leadership positions. Selected candidates participate in a multi-step selection process that includes interviews, performance-based assessments (such as demonstration lessons for teachers), and reference checks.

The Principal makes a recommendation for hire, and the CEO serves as the final decision-maker, ensuring consistency and alignment across all hiring decisions.

All offers of employment are conditional, pending completion of required background checks and verification processes.

Background Checks and Compliance

Legal Prep will comply fully with Nevada requirements for employee screening. All prospective employees must successfully complete a criminal background check, including fingerprinting, prior to beginning employment.

The Director of Operations will be responsible for coordinating this process, including:

- Submission of fingerprint-based background checks through the appropriate Nevada agencies
- Verification of results prior to employment start
- Maintenance of all required documentation

Employment will not begin until the background check process is successfully completed and clearance is received. In addition, the school will verify all required licensure and credentials for applicable positions.

This process ensures that all staff meet legal requirements and that student safety is protected.

Dismissal Procedures

Legal Prep's dismissal procedures are designed to ensure fairness, consistency, and compliance, while maintaining high expectations for staff performance.

The process begins with ongoing performance monitoring, led by the Principal, who conducts regular observations, provides feedback, and documents performance concerns. The CEO provides oversight to ensure consistency and alignment with organizational expectations.

When performance concerns arise, the school may implement a Performance Improvement Plan (PIP), which outlines specific areas for improvement, clear expectations, and a defined timeline. While PIPs are a common tool used to support staff development, they are not required in all cases prior to dismissal, particularly in cases involving serious misconduct.

If performance does not improve, or if conduct warrants more immediate action, the Principal may recommend dismissal. The CEO reviews all recommendations and serves as the final decision-maker, ensuring that all actions are consistent with school policy and legal requirements.

Prior to finalizing a dismissal decision, the CEO will ensure that:

- All relevant documentation is complete
- The process has been applied fairly and consistently
- The decision complies with applicable employment laws and policies

Once a decision is made, the employee is formally notified, and the Director of Operations manages the administrative aspects of the separation process, including documentation, final pay, and benefits.

Conclusion

Legal Prep's hiring and dismissal procedures are clear, structured, and aligned to both legal requirements and organizational priorities. By establishing defined roles for the Principal, CEO, and Director of Operations, the school ensures that personnel decisions are rigorous, consistent, and compliant. The inclusion of thorough background checks, structured hiring practices, and fair dismissal procedures ensures that the school maintains a high-quality staff while protecting students and supporting organizational integrity.

4) *Describe the school's performance management system and process for teacher evaluation. Identify the teacher evaluation tool(s) the school plans to utilize.*

Legal Prep Charter Academy Nevada will implement a comprehensive performance management system designed to ensure that all teachers receive frequent feedback, ongoing support, and clear accountability for student outcomes. This system is grounded in the belief that strong instruction is the primary driver of student achievement and that teacher development requires consistent observation, actionable feedback, and structured evaluation.

The performance management system integrates daily instructional practice, coaching, and formal evaluation into a unified framework, ensuring that expectations for teaching are clear and that support is aligned to those expectations.

Performance Management System

Legal Prep's performance management system is built around three core components:

1. Frequent Observation and Coaching
2. Data-Driven Instructional Review
3. Formal Evaluation and Accountability

This system reflects the instructional leadership model outlined in *Leverage Leadership* by Paul Bambrick-Santoyo and is consistent with the approach used in Legal Prep's existing schools.

Teachers will receive weekly or bi-weekly observations, depending on experience and performance level. These observations are:

- Short and focused on specific instructional practices

- Aligned to a shared instructional rubric
- Followed by prompt, actionable feedback

Coaching conversations focus on “bite-sized” action steps, allowing teachers to improve quickly and consistently. Teachers are supported through modeling, co-planning, and practice, ensuring that feedback translates into improved instruction.

Data-Driven Instructional Review

Teacher performance is also evaluated based on student outcomes and instructional effectiveness.

Teachers participate in regular data cycles, during which they:

- Analyze student work and assessment results
- Identify areas of student need
- Adjust instruction accordingly

Instructional leaders use this data to:

- Identify trends in teacher performance
- Target coaching and professional development
- Ensure alignment between instruction and student outcomes

This integration ensures that evaluation is not based solely on observation, but also on impact on student learning.

Formal Evaluation Process

In addition to ongoing coaching, Legal Prep will implement a formal teacher evaluation process that occurs on a regular cycle.

The evaluation process includes:

- Multiple formal observations conducted throughout the year
- Review of instructional practice aligned to the school’s rubric
- Consideration of student performance data
- Assessment of professional responsibilities and contributions to school culture

Teachers will receive formal evaluation ratings and written feedback, along with clear expectations for growth.

New or developing teachers will receive more frequent observations and support, while experienced teachers will continue to receive regular evaluation and feedback.

Teacher Evaluation Tool

Legal Prep will utilize an internally developed instructional rubric aligned to the principles of Leverage Leadership, which focuses on high-impact teaching practices.

The evaluation tool will assess areas including:

- Lesson planning and objective alignment
- Instructional delivery and clarity
- Checks for understanding and responsiveness to student learning
- Academic rigor and student engagement
- Classroom culture and management
- Use of data to inform instruction

This rubric is designed to be:

- Clear and actionable for teachers
- Aligned to daily practice
- Consistent across classrooms

Because the rubric is directly aligned to coaching and professional development, teachers experience a unified system rather than disconnected evaluation and support processes.

Roles and Responsibilities

- The Principal is the primary instructional leader responsible for teacher evaluation and coaching
- The CEO provides oversight and ensures consistency and quality across the evaluation system
- Instructional leaders (if applicable) support observation, coaching, and data analysis

This structure ensures both strong school-level implementation and organizational alignment.

Continuous Improvement and Accountability

Legal Prep's performance management system is designed to support continuous improvement while maintaining high expectations.

When teachers demonstrate strong performance, they may be provided with leadership opportunities and additional responsibilities. When teachers struggle, they receive targeted support, including coaching and, when appropriate, a Performance Improvement Plan (PIP).

If performance does not improve, the evaluation system provides a clear and fair process for personnel decisions, ensuring accountability while maintaining professionalism and consistency.

Conclusion

Legal Prep's performance management system is comprehensive, aligned, and grounded in best practices in instructional leadership. By integrating frequent coaching, data-driven decision-making, and formal evaluation into a single system, the school ensures that teachers are both supported and held accountable. This approach is essential to achieving strong student outcomes and sustaining a high-quality instructional program.

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

Legal Prep Charter Academy Nevada will implement a structured, consistent, and evidence-based approach to identifying and addressing unsatisfactory performance among both teachers and school leadership. This approach is grounded in the school's broader performance management system and is designed to ensure that all staff are both supported in their development and held accountable for meeting clearly defined expectations.

At Legal Prep, performance concerns are addressed proactively rather than reactively. The school relies on frequent observation, data monitoring, and ongoing coaching to identify areas of concern early. Teachers are observed regularly, and their performance is assessed based on both instructional practice and student outcomes. Similarly, the Principal's performance is monitored through academic results, school culture indicators, operational performance, and regular reporting to the Chief Executive Officer (CEO). This continuous monitoring system allows the school to identify performance concerns as patterns over time, rather than reacting to isolated incidents.

When concerns are identified, the school's first response is targeted support. For teachers, this includes increased observation and coaching, focused feedback on specific instructional practices, and opportunities for modeling, co-planning, and guided practice. Expectations for improvement are clearly communicated, and progress is monitored closely. Because coaching and evaluation are fully integrated, teachers experience a coherent system in which feedback is directly connected to improvement.

If performance concerns persist despite initial support, the school will implement a formal Performance Improvement Plan (PIP). The PIP clearly defines the areas of concern, establishes specific and measurable expectations for improvement, outlines the support that will be provided, and sets a defined timeline for demonstrating progress. The Principal is responsible for implementing PIPs for teachers, while the CEO provides oversight to ensure that the process is applied consistently and fairly across the organization.

The performance of the Principal is managed through a parallel structure led by the CEO. The CEO monitors leadership performance through a combination of academic outcomes, school culture metrics, staff retention and development, and operational effectiveness. When concerns arise, the CEO provides direct feedback, establishes clear expectations for improvement, and monitors progress over a defined period. If necessary, a formal improvement plan for the Principal will be implemented, aligned to the same principles of clarity, support, and accountability used with teachers.

If performance does not improve despite targeted support and formal intervention, Legal Prep will take appropriate personnel action. For teachers, the Principal may recommend dismissal, with the CEO serving as the final decision-maker to ensure consistency and organizational alignment. For the Principal, the CEO may

recommend further action, up to and including dismissal, with the Board serving as the final authority. This structure ensures that all high-stakes personnel decisions include appropriate levels of review and accountability.

Throughout this process, Legal Prep is committed to fairness, consistency, and transparency. All performance decisions are based on documented evidence, aligned to clearly defined expectations, and applied consistently across staff. The school will ensure compliance with all applicable employment laws and internal policies, and staff will receive clear communication regarding expectations, feedback, and outcomes at each stage of the process.

Ultimately, Legal Prep's approach balances support and accountability. By identifying concerns early, providing meaningful opportunities for improvement, and maintaining clear and consistent expectations, the school ensures that staff are set up for success. At the same time, the system provides a clear and fair pathway for addressing persistent performance issues, ensuring that all students have access to high-quality instruction and leadership.

6) *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.*

Legal Prep Charter Academy Nevada will utilize a hybrid Human Resources model that combines internal leadership capacity with contractual shared services across Legal Prep campuses. This approach ensures that all core HR functions are managed effectively and in compliance with applicable laws, while also allowing the school to operate efficiently and control costs during its initial years.

Core HR functions, including payroll, benefits administration, employee relations, and compliance, will be led by the Legal Prep Director of Operations, who will be based in Las Vegas and serve as the primary HR lead for the school. This individual will be responsible for implementing HR systems, ensuring compliance with Nevada employment requirements, and managing day-to-day personnel matters, including employee relations and support.

In addition to this onsite capacity, Legal Prep will leverage contractual shared services with its Chicago-based organization to support key administrative HR functions, particularly in the areas of payroll processing and benefits administration. Under this structure:

- The Director of Operations will coordinate and oversee all HR functions locally
- Payroll and benefits administration will be supported through established systems and expertise from the Legal Prep Chicago organization
- The Director of Operations will be compensated through a contractual arrangement with the Chicago entity, ensuring clarity of responsibilities and cost structure

This model allows Legal Prep Nevada to access proven systems and operational expertise from an established organization, while maintaining direct, onsite leadership and accountability for HR functions.

Scope of Shared Services and Responsibilities

Shared services support will primarily include:

- Payroll processing and reporting
- Benefits administration and vendor coordination
- HR systems and infrastructure (e.g., onboarding, documentation, compliance tracking)

The Director of Operations will retain responsibility for:

- Employee relations and personnel management
- Implementation of HR policies and procedures
- Coordination of hiring, onboarding, and compliance processes
- Oversight of all HR-related activities at the school level

This clear division of responsibilities ensures that HR functions are both efficient and responsive, with local leadership supported by established systems.

Cost Efficiency and Sustainability

The use of shared services allows Legal Prep Nevada to reduce administrative overhead during its early years, when enrollment is still growing. Rather than building a full standalone HR infrastructure immediately, the school can leverage existing systems while investing resources directly into instructional and student support roles.

Costs associated with shared services will be reflected in the school's budget as contractual expenses and are expected to be lower than the cost of building a fully independent HR function in Year 1. As the school grows, HR responsibilities may be gradually transitioned to onsite staff, particularly within school operations roles, ensuring long-term sustainability.

Transition and Long-Term Plan

A key responsibility of the Director of Operations will be to establish systems, processes, and infrastructure that can be sustained locally over time. As enrollment increases and the organization grows, HR responsibilities may be partially transitioned to school-based operations staff, reducing reliance on shared services while maintaining continuity and quality.

This phased approach ensures that:

- Systems are strong and consistent from Day 1
- Staff receive high-quality HR support
- The model remains financially sustainable as the school scales

Conclusion

Legal Prep's hybrid HR model combines onsite leadership with shared services to ensure effective, compliant, and cost-efficient management of all Human Resources functions. By leveraging established systems while maintaining direct local oversight, the school ensures both operational excellence and long-term sustainability.

Section 4.4 Rubric Alignment Summary

1. **Articulates recruitment and hiring processes and strategies likely to result in the hiring of high-quality teachers, leaders, and staff reflective of the student body**

Legal Prep articulates a comprehensive recruitment and hiring strategy that includes multi-channel sourcing, early pipeline development, and rigorous selection processes aligned to the school's academic model. The use of partnerships such as Teach For America, outreach to local and national educator pipelines, and structured interview and performance-based selection processes ensures that the school will attract high-quality candidates. The proposal also demonstrates a clear commitment to recruiting a staff that reflects the diversity of the student population and community.

2. **Describes a feasible compensation structure and rewards/incentives that are likely to attract and retain high-performing teachers**

Legal Prep describes a competitive and sustainable compensation structure that includes strong employer contributions to health benefits, participation in the Nevada Public Employees' Retirement System (PERS) for eligible employees, paid time off, and additional benefits. The proposal also includes incentives such as leadership opportunities, professional growth pathways, and recognition for performance. This approach balances financial sustainability with a strong value proposition for attracting and retaining high-performing staff.

3. **Essential recruitment, hiring, and dismissal functions and processes, such as background checks, payroll, benefits, and employee relations, are clearly described and responsible parties are identified**

Legal Prep clearly describes all essential human resources functions, including structured hiring processes, required criminal background checks and fingerprinting prior to employment, and compliant dismissal procedures. The proposal identifies responsible parties at each stage, including the Principal, CEO, and Director of Operations. The hybrid HR model, which combines onsite leadership with shared services for payroll and benefits administration, ensures that all functions are managed effectively and in compliance with applicable laws.

4. **School performance management system is likely to retain and promote talented staff, allows for re-structuring and removal of staff as needed, creates opportunities for leadership development, and sets clear expectations**

Legal Prep presents a comprehensive performance management system that integrates frequent coaching, data-driven evaluation, and formal performance review processes. The system is designed to retain and develop high-performing staff through ongoing professional development and leadership opportunities, while

also allowing for restructuring or removal when necessary. Clear expectations for instructional practice and performance are established and reinforced through consistent observation and feedback.

5. **School performance management system identifies low-performing teacher or leader performance, provides plans, support, and training for improvement, and provides the steps the school leadership will take in instances of persistent low-performance**

Legal Prep's performance management system includes clear processes for identifying and addressing low performance through frequent observation, data monitoring, and documented feedback. The proposal includes structured interventions such as targeted coaching and Performance Improvement Plans (PIPs), with defined expectations and timelines. The system also outlines clear steps for escalation and personnel decisions when performance does not improve, ensuring both support and accountability.

Overall Alignment

Legal Prep's Human Resources plan is comprehensive, well-structured, and aligned to the school's mission and academic model. The proposal demonstrates strong recruitment systems, competitive compensation, clear HR processes, and a rigorous performance management system. These elements collectively ensure that the school will attract, support, and retain high-quality staff while maintaining accountability for performance.

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 timeline for implementing these strategies, and who will be responsible for implementing these strategies.*

Legal Prep will implement a comprehensive, community-driven recruitment and enrollment strategy during the incubation year designed to build strong initial enrollment and ensure equitable access for historically underserved students and families. This strategy builds on Legal Prep's proven recruitment model in Chicago, is tailored to the Las Vegas context through extensive community engagement, and is aligned to SPCSA priorities around serving high-need student populations.

The approach is grounded in three core principles: deep, trust-based community engagement; targeted outreach in high-need communities; and disciplined enrollment execution supported by clear systems and accountability. Together, these elements create a structured pathway from initial awareness to full enrollment.

Early Traction and Enrollment Foundation

Legal Prep enters the incubation year with a meaningful and growing base of community interest generated through extensive, high-touch engagement in the Las Vegas community. To date, these efforts have resulted in more than 100 family signatures indicating interest and a developing set of intent-to-enroll forms across multiple grade levels.

Importantly, this early pipeline reflects engagement with families aligned to the school's target communities and grade levels, while also serving as a foundation for continued growth. Legal Prep views this early traction

not as a final outcome, but as a launching point for a structured and intensive recruitment strategy designed to generate the majority of applications and confirmed enrollments during the formal enrollment cycle.

This approach is consistent with typical enrollment patterns for new schools, in which family decision-making accelerates during the fall and winter application window.

Enrollment Funnel and Conversion Strategy

Legal Prep's recruitment strategy is anchored in a clearly defined enrollment funnel that tracks family engagement from initial outreach through enrollment. This system allows the school to monitor progress at each stage, identify gaps, and deploy targeted strategies to improve conversion.

The enrollment funnel includes:

- Initial outreach and lead generation through community engagement and marketing
- Conversion of interested families into active applicants
- Admission and enrollment through a structured process
- Final registration and matriculation by the June 15 enrollment audit

The school's targets are designed to ensure that enrollment meets or exceeds the planned Year 1 enrollment of 140 students while maintaining a sufficient buffer to account for typical summer attrition.

To guide implementation and ensure that enrollment targets are met, Legal Prep uses a clearly defined enrollment funnel with projected conversion rates at each stage. These projections are based on experience from comparable school launches and are used to set targets, monitor progress, and inform real-time adjustments to recruitment strategy.

Stage	Description	Target Conversion Rate	Projected Students (Year 1)
Leads Generated	Families engaged through outreach events, canvassing, referrals, and marketing	—	650–700
Interested Families	Families who attend an event, complete an interest form, or engage directly with staff	~60%	390–420

Applications Submitted	Families who complete the formal application process	~65–70%	255–290
Accepted / Admitted	Students offered admission (including lottery, if applicable)	100%	155–170
Enrolled (Day 1)	Students who complete registration and attend school	~90%	**140–154**

This model allows Legal Prep to proactively manage enrollment by identifying gaps at each stage of the funnel and deploying targeted strategies to increase conversion, ensuring that enrollment goals remain achievable even as initial demand continues to grow.

Overall Strategy and Phasing

Legal Prep will execute its recruitment strategy through a structured, three-phase approach aligned to the enrollment cycle.

Phase 1: Awareness and Relationship Building (Spring–Summer 2026)

During this phase, Legal Prep will deepen and expand its existing community presence, focusing on building awareness and trust within targeted high-need communities.

Key strategies include sustained community-based outreach, including canvassing, tabling at events, and engagement with local organizations and feeder schools. The school will also expand experiential recruitment efforts, such as mock law classes and student-facing programming, which allow prospective students to directly engage with the Legal Prep model.

At the same time, Legal Prep will build its marketing and communications infrastructure, including multilingual materials, digital outreach, and targeted messaging aligned to the needs of families in priority zip codes.

Responsibility during this phase is shared across the organization. The Principal leads day-to-day outreach and relationship-building efforts, the CEO oversees strategy and resource allocation, and the Board supports visibility and community connections.

The primary goal of Phase 1 is to generate a broad and mission-aligned base of interested families.

Phase 2: Active Recruitment and Application Conversion (Fall–Winter 2026–27)

The second phase focuses on converting demonstrated interest into completed applications and enrollment commitments.

Legal Prep will implement targeted feeder school outreach, including presentations, classroom visits, and direct engagement with school staff and counselors. The school will host frequent engagement opportunities, including open houses, school tours, and interactive events that allow families to experience the academic model and school culture.

A key component of this phase is high-touch application support. Staff will work directly with families to complete applications, provide language support, and remove barriers related to technology or process. At the same time, the school will implement data-driven follow-up systems to ensure that all interested families receive consistent communication and support throughout the application process.

The Principal is responsible for execution of recruitment and conversion strategies, while the CEO monitors progress and adjusts strategy as needed. The Board continues to support outreach and expand community connections.

The primary goal of Phase 2 is to convert interest into completed applications and confirmed enrollment commitments.

Phase 3: Enrollment Completion and Matriculation (Winter–Spring through June 15, 2027)

The final phase ensures that accepted students complete the enrollment process and are prepared to begin school. Legal Prep will host admitted student events and onboarding activities designed to build community, reinforce family commitment, and reduce summer attrition. The school will maintain consistent and proactive communication with families to ensure completion of enrollment requirements.

The school will also implement a disciplined enrollment monitoring system, including weekly enrollment meetings and real-time tracking of key metrics. This allows the team to identify risks early and deploy targeted interventions, such as additional outreach, expanded events, or intensified follow-up with families.

The Principal leads enrollment completion and family engagement, while the CEO ensures accountability and alignment to enrollment targets. The primary goal of Phase 3 is to maximize enrollment and ensure that the school meets or exceeds its enrollment target by the June 15 enrollment audit.

The following table summarizes the phased recruitment and enrollment strategy, including timelines, key activities, and primary objectives at each stage.

Phase	Timeframe	Key Activities	Primary Goal
Phase 1: Awareness & Relationship Building	Spring – Summer 2026	Community outreach and canvassing in targeted zip codes; partnerships with feeder schools and community organizations; experiential recruitment (e.g., mock law classes); launch of multilingual marketing and communications	Generate a strong, mission-aligned base of prospective families and build trust within target communities
Phase 2: Active Recruitment & Application Conversion	Fall–Winter 2026–27	Feeder school presentations and visits; open houses and family engagement events; application support and one-on-one assistance; data-driven follow-up with interested families	Convert interested families into completed applications and confirmed enrollment commitments
Phase 3: Enrollment Completion & Matriculation	Winter–Spring 2027 (through June 15)	Admitted student events; ongoing family communication and follow-up; weekly enrollment tracking and intervention; summer onboarding and transition supports	Achieve full enrollment by the June 15 audit and minimize summer melt to ensure strong Day 1 attendance

This phased approach ensures that Legal Prep not only generates early interest, but systematically converts that interest into enrolled students through a disciplined and monitored process.

Systems for Execution and Accountability

To ensure effective implementation, Legal Prep will establish a set of disciplined systems and structures. These include weekly enrollment meetings led by the CEO and Principal, a real-time enrollment dashboard tracking all stages of the enrollment pipeline, and clearly defined benchmarks aligned to the June 15 enrollment audit.

If enrollment progress falls below expectations at any point, the school will implement rapid-response strategies, including increased outreach, additional recruitment events, expanded marketing efforts, and activation of board and partner networks.

Clear ownership across the organization ensures accountability. The CEO is responsible for overall strategy and performance monitoring, the Principal is responsible for execution and day-to-day recruitment, and the Board provides oversight and strategic support.

Conclusion

Legal Prep's recruitment and enrollment strategy is comprehensive, disciplined, and grounded in both early community engagement and a structured plan for conversion and enrollment. By combining strong initial traction with a clearly defined enrollment funnel, phased execution strategy, and rigorous monitoring systems, the school demonstrates a credible and achievable pathway to meeting and exceeding its Year 1 enrollment targets.

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 learns; and other at-risk students as defined in the SPCSA's Needs Assessment?*

Legal Prep Charter Academy is intentionally designed to ensure equitable access for all students, with a particular focus on the historically underserved populations identified in the SPCSA's Demographic and Academic Needs Assessment. The school's approach to access is both proactive and structural: Legal Prep does not rely on passive enrollment, but instead intentionally recruits students from high-need communities while systematically removing barriers that often limit access to school choice.

Alignment to Identified Community Need

Legal Prep's recruitment strategy is directly aligned to the SPCSA Needs Assessment, which identifies significant unmet need among economically disadvantaged students, English Language Learners, students with disabilities, and students attending 1- and 2-star schools. The school will prioritize recruitment in high-need Las Vegas zip codes, including 89121, 89120, 89169, and 89119, which are communities with high concentrations of students enrolled in underperforming schools.

By focusing outreach in these areas, Legal Prep ensures that students most impacted by limited access to high-quality educational options are intentionally targeted and recruited. This approach is not incidental, but central to the school's mission and enrollment strategy.

Proactive and Targeted Recruitment

Legal Prep ensures equal access by actively engaging students and families who are least likely to access school choice options without direct outreach.

The school's recruitment strategy includes:

- sustained canvassing and tabling in targeted neighborhoods
- partnerships with feeder schools serving high percentages of economically disadvantaged students and English learners
- delivery of in-school programming (e.g., mock law classes) to directly engage students

- flexible engagement opportunities, including virtual and in-person events

These strategies ensure that families are not required to seek out the school independently, but are instead reached directly through trusted community channels.

Elimination of Structural Barriers

Legal Prep will implement a set of structural supports to ensure that all families—regardless of income, language, or circumstance—are able to access the enrollment process.

Transportation Access
The school will provide transportation serving targeted zip codes and surrounding high-need communities. This ensures that access to the school is not limited by geography or transportation costs, which are often a primary barrier for low-income families.

Multilingual Communication and Support
All recruitment and enrollment materials will be available in Spanish and other relevant languages. The school will provide translation and interpretation services at events and throughout the enrollment process to ensure full accessibility for English Language Learners and their families.

High-Touch Enrollment Support
Legal Prep will provide individualized support to families throughout the application and enrollment process, including one-on-one assistance, in-person support at community events, and direct follow-up. This approach is particularly important for families who may face barriers related to technology, work schedules, or familiarity with enrollment systems.

Open and Non-Selective Enrollment
Legal Prep will maintain an open-enrollment, non-selective admissions policy. The school will not impose academic, behavioral, or ability-based requirements, ensuring that all students—including those below grade level, students with disabilities, and English Language Learners—have equal opportunity to enroll.

Access for Special Populations

Legal Prep's commitment to equal access includes intentional recruitment and full inclusion of students with disabilities, English Language Learners, and other at-risk populations.

The school will:

- actively communicate its openness to all students, including those requiring specialized services
- ensure that enrollment practices do not discourage or exclude any student group
- align recruitment messaging with the school's inclusive instructional model and support systems

This approach ensures that access is not only permitted, but actively encouraged and supported.

Organizational Responsibility and Accountability

Ensuring equitable access is a shared organizational responsibility with clearly defined roles. The CEO is responsible for ensuring that recruitment strategy, partnerships, and resources are aligned to serving high-need populations. The Principal leads day-to-day outreach and monitors enrollment data to ensure that the student population reflects the targeted communities. The Board provides oversight and ensures alignment to the school's mission and SPCSA priorities.

In addition, the school will regularly review enrollment data, including demographic trends, to identify and address any gaps in access. If certain student groups are underrepresented, Legal Prep will adjust its outreach strategies and increase targeted engagement efforts.

Conclusion

Legal Prep's approach to equitable access is intentional, structured, and mission-driven. By combining targeted recruitment in high-need communities, removal of structural barriers, inclusive enrollment practices, and clear organizational accountability, the school ensures that all students—particularly those identified in the SPCSA Needs Assessment—have meaningful access to a high-quality educational option.

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

Legal Prep Charter Academy Nevada will ensure that it meets and exceeds the minimum enrollment requirement through a combination of demonstrated early community interest, a structured and disciplined recruitment strategy, and rigorous systems for monitoring and conversion throughout the enrollment cycle.

The school's enrollment plan is intentionally designed around three tiers:

- **Minimum Enrollment:** 75 students
- **Planned Enrollment:** 140 students
- **Maximum Enrollment:** 154 students

This tiered approach ensures financial viability at the minimum level while maintaining a clear and achievable pathway to full enrollment.

Early Pipeline and Recruitment Foundation

Legal Prep enters the incubation year with a meaningful and growing pipeline of prospective families generated through extensive community engagement in targeted Las Vegas communities. These efforts have resulted in more than 100 family signatures indicating interest and a developing set of intent-to-enroll forms across multiple grade levels.

Importantly, this early pipeline reflects engagement with families aligned to the school's target population and geographic focus. Legal Prep views this early traction as a foundation for continued growth, rather than a final measure of enrollment readiness. Consistent with typical enrollment patterns for new schools, the majority of

applications and confirmed enrollments are expected to occur during the formal fall and winter recruitment cycle.

Over-Recruitment and Funnel Management Strategy

To ensure that minimum enrollment is achieved, Legal Prep will implement a disciplined over-recruitment strategy that accounts for typical attrition between interest, application, and enrollment.

The school will:

- Maintain a prospective student pipeline significantly above the minimum enrollment threshold
- Build a funnel of interested families that exceeds minimum enrollment by at least 2.0–2.5x
- Continuously convert early interest into applications and completed registrations

This approach ensures that even with expected attrition, the school will meet or exceed the minimum enrollment requirement.

Conversion Systems and Family Engagement

Legal Prep's strategy is not dependent on initial interest alone, but on the school's ability to convert that interest into enrolled students.

To support this, the school will implement:

- **High-touch family engagement**, including direct communication, one-on-one support, and multilingual outreach
- **Structured application support**, ensuring that families successfully complete each step of the enrollment process
- **Multiple engagement points**, including open houses, school tours, and admitted student events
- **Clear enrollment milestones**, guiding families from interest through application, acceptance, and registration

These systems ensure that families who express interest are actively supported through to full enrollment.

Real-Time Monitoring and Intervention

Legal Prep will implement a rigorous system to monitor enrollment progress and ensure that targets are met.

This includes:

- Weekly enrollment meetings led by the CEO and Principal
- A real-time enrollment dashboard tracking leads, intent-to-enroll forms, applications, acceptances, and registrations
- Clearly defined weekly and monthly benchmarks aligned to the June 15 enrollment audit

If enrollment progress falls below expectations at any stage, the school will implement rapid-response strategies, including:

- increasing outreach in targeted zip codes
- adding recruitment events and expanding community presence
- intensifying direct follow-up with prospective families
- activating board and partner referral networks

This system ensures that enrollment risks are identified early and addressed immediately.

Expanded Recruitment Reach and Access

Legal Prep's ability to meet minimum enrollment is further strengthened by its investment in transportation, which significantly expands the pool of students who can realistically enroll. By providing transportation to and from targeted zip codes (89121, 89120, 89169, and 89119) and surrounding high-need communities, the school removes one of the most common barriers to enrollment for families.

This transportation plan is not only an equity strategy, but a core component of the school's enrollment model. It allows Legal Prep to recruit across multiple high-need neighborhoods rather than relying on a single geographic area, increasing both the size and stability of the enrollment pipeline. As a result, transportation directly supports the school's ability to meet and sustain enrollment targets by ensuring that interested students are able to attend.

Organizational Responsibility and Accountability

Meeting minimum enrollment is a shared organizational priority with clearly defined accountability. The CEO is responsible for overseeing enrollment strategy, monitoring progress, and ensuring that resources are aligned to enrollment goals. The Principal leads all recruitment, conversion, and family engagement efforts and is directly accountable for enrollment outcomes. The Board provides oversight, monitors progress, and supports recruitment through community connections and advocacy. This structure ensures that enrollment is actively managed and that accountability is maintained at all levels of the organization.

Conclusion

Through a combination of early community engagement, disciplined over-recruitment, structured conversion systems, and rigorous monitoring and intervention—supported by a transportation strategy that expands access across high-need communities—Legal Prep demonstrates a clear and credible pathway to meeting and exceeding the minimum enrollment requirement of 75 students. The strength of the school's recruitment strategy lies not in a single data point, but in a comprehensive system designed to generate, convert, and sustain enrollment throughout the cycle.

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 that the enrollment audit for new schools which determines initial per pupil funding is conducted on or before June 15 of each year.

Legal Prep Charter Academy Nevada will implement a data-driven recruitment and enrollment campaign with clearly defined targets, timelines, and accountability structures to ensure that the school meets and exceeds its planned enrollment of 140 students by the June 15 enrollment audit.

Consistent with typical enrollment patterns for new schools, Legal Prep anticipates that the majority of applications and confirmed enrollments will occur during the winter and spring recruitment period. Accordingly, the school's targets and monitoring systems are designed to ensure disciplined execution and continuous progress during this critical window.

Enrollment Funnel and Key Metrics

Legal Prep will manage enrollment through a clearly defined funnel:

Leads → Event Attendance → Intent to Enroll → Applications → Acceptances → Registered Students

To achieve the planned enrollment of 140 students, the school will maintain the following targets:

- **Leads/Interested Families:** 300–350
- **Intent to Enroll Forms:** 175–200
- **Completed Applications:** 150–165
- **Accepted Students:** 140–150
- **Fully Registered Students (June 15):** 140+

These targets reflect a conservative conversion model and include a buffer to account for typical attrition between stages, ensuring that the school meets both its minimum and planned enrollment thresholds.

Winter and Spring Enrollment Timeline and Benchmarks

Legal Prep will track progress through a structured set of milestones aligned to the enrollment cycle and the June 15 audit.

January–February: Application Conversion Phase
During this phase, the primary focus is converting existing interest into completed applications.

Target outcomes include:

- 125–140 completed applications
- Continued growth in intent-to-enroll forms

Key actions include:

- Direct follow-up with all prospective families
- Application support sessions and one-on-one assistance
- Continued outreach and engagement in targeted communities

March–April: Acceptance and Commitment Phase
During this phase, the focus shifts to securing commitments and advancing families through the enrollment process.

Target outcomes include:

- 140+ accepted students
- 110–125 fully registered students

Key actions include:

- Admitted student events and family engagement sessions
- Targeted follow-up with accepted families
- Continued recruitment to fill remaining seats

May–June 15: Final Enrollment and Verification Phase
The final phase ensures that all students complete registration and are included in the June 15 enrollment count.

Target outcomes include:

- 140+ fully registered students
- Established waitlist for backfill and enrollment stability

Key actions include:

- Final document collection and enrollment verification
- High-touch follow-up with incomplete registrations
- Summer onboarding and transition planning

Marketing and Recruitment Activity Targets

To support these outcomes, Legal Prep will maintain consistent recruitment activity levels throughout the winter and spring period.

These include:

- **Community outreach and events:** 2-3 events per week in targeted zip codes
- **Feeder school engagement:** ongoing outreach to partner schools and organizations
- **Family engagement events:** at least 2 open houses or information sessions per month
- **Direct family follow-up:** weekly communication with all prospective and applying families
- **Digital outreach:** ongoing social media, email, and targeted marketing campaigns

These activity targets ensure that the enrollment pipeline continues to grow and convert throughout the cycle.

Monitoring, Accountability, and Data Systems

Legal Prep will implement a rigorous system to monitor progress toward enrollment targets and ensure accountability.

This includes:

- Weekly enrollment meetings led by the CEO and Principal to review progress and identify risks
- A real-time enrollment dashboard tracking all stages of the pipeline
- Clearly defined weekly and monthly benchmarks aligned to the June 15 audit

If enrollment progress falls below targets at any stage, the school will implement rapid-response strategies, including:

- increasing outreach efforts and event frequency
- expanding marketing investments
- activating board and partner referral networks
- intensifying direct follow-up with prospective families

Roles and Responsibilities

Clear ownership ensures accountability for enrollment outcomes. The CEO is responsible for overseeing enrollment strategy, monitoring progress, and ensuring alignment of resources and marketing efforts. The Principal leads all recruitment, conversion, and family engagement activities and is directly accountable for meeting enrollment targets. The Board provides oversight, monitors progress, and supports recruitment through community connections and advocacy.

Alignment to June 15 Enrollment Audit

All targets, timelines, and monitoring systems are explicitly designed to ensure that Legal Prep meets or exceeds its planned enrollment by the June 15 audit, which determines per-pupil funding. By combining disciplined execution, continuous monitoring, and proactive intervention, the school ensures that enrollment targets remain achievable and that risks are addressed in real time.

2. Describe the application and enrollment process.

Legal Prep Charter Academy will implement an application and enrollment process that is accessible, transparent, and fully compliant with all federal, state, and SPCSA requirements, while intentionally designed to eliminate barriers to access for historically underserved students and families. As an open-enrollment public charter school, Legal Prep will not impose any academic or behavioral requirements for admission and will ensure that all interested students, including students with disabilities and English Language Learners, are able to successfully apply and enroll.

The enrollment process is structured around three core components: (a) a clearly defined application and enrollment calendar, (b) a fair and transparent lottery process, and (c) comprehensive systems to ensure staff

compliance with all legal requirements related to student enrollment and special populations. In Year 1, Legal Prep will implement an accelerated enrollment timeline to secure early commitments and maximize access for families, while in subsequent years the school will align to a more traditional Nevada enrollment cycle. Across all years, the process is designed to provide multiple entry points for families, offer high-touch support, and ensure equitable access for all students.

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.

Legal Prep will implement a clear and predictable application and enrollment calendar that balances early access for families with alignment to standard Nevada enrollment practices. The calendar is intentionally designed to maximize family participation, provide ample time for application support, and ensure full enrollment by the June 15 enrollment audit.

Year 1 (Accelerated Enrollment Timeline)

For its inaugural year, Legal Prep will utilize an accelerated enrollment timeline to build early momentum, secure enrollment commitments, and provide additional time for family engagement and onboarding.

- **Application Opens:** Early September
- **Application Window Closes:** Early November
- **Lottery (if needed):** Mid-November (immediately following the close of the application window)
- **Rolling Enrollment and Backfill:** Mid-November through June 15

This accelerated timeline provides several key advantages:

- **Increased Access for Families:** Families have multiple months, including both fall and winter, to learn about the school, attend events, and complete the application process
- **Additional Application Support:** Staff are able to provide high-touch, one-on-one support to families over an extended period, reducing barriers related to language, technology, or scheduling constraints
- **Stronger Enrollment Certainty:** Early identification of enrolled students allows the school to focus on conversion, onboarding, and retention well in advance of the June 15 enrollment count
- **Reduced Enrollment Risk:** The school can identify and address any enrollment gaps earlier in the cycle and deploy targeted interventions as needed

Following the lottery, Legal Prep will continue to accept applications and enroll students on a rolling basis, maintaining a waitlist and backfilling seats as needed to ensure that the school reaches and sustains its planned enrollment.

Subsequent Years (Standard Enrollment Timeline)

In future years, Legal Prep will transition to a more typical Nevada enrollment cycle while maintaining its commitment to accessibility and early engagement.

- **Application Opens:** Mid-November
- **Application Window Closes:** End of January
- **Lottery (if needed):** Early February
- **Rolling Enrollment and Backfill:** February through the start of the school year and beyond

This timeline aligns with regional enrollment patterns while continuing to provide:

- Sufficient time for family awareness and engagement
- Clear and predictable enrollment deadlines
- Opportunities for continued enrollment after the lottery through rolling admissions

Post-Lottery and Ongoing Enrollment

In both Year 1 and subsequent years:

- If the number of applicants exceeds available seats, a lottery will be conducted immediately following the close of the application window
- Students not selected in the lottery will be placed on a waitlist in randomized order
- Legal Prep will continue to enroll students from the waitlist and through new applications on a rolling basis as seats become available
- Enrollment will remain open through the June 15 count date and into the school year, consistent with state law and best practices

Alignment to June 15 Enrollment Audit

All application and enrollment timelines are explicitly designed to ensure that Legal Prep meets or exceeds its planned enrollment of 140 students by the June 15 enrollment audit, which determines per-pupil funding.

By combining an accelerated Year 1 timeline with ongoing rolling enrollment and high-touch family engagement, Legal Prep ensures that all interested families have sufficient opportunity to apply and enroll, while also maintaining strong enrollment outcomes and financial sustainability.

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

Legal Prep Charter Academy will implement a fair, transparent, and legally compliant lottery process to ensure equal access for all students when the number of applicants exceeds available seats. The lottery will be conducted in accordance with all applicable federal and state laws and SPCSA requirements.

Lottery Process

If the number of applications received during the open enrollment window exceeds the number of available seats in any grade level, Legal Prep will conduct a random lottery immediately following the close of the application window.

- The lottery will be conducted using a randomized selection process that ensures each applicant has an equal chance of admission, subject only to approved preferences
- All applications submitted during the enrollment window will be included in the lottery
- The lottery will generate both:
    - A list of accepted students, up to capacity
    - A waitlist, in randomized order

Families will be notified promptly of lottery results and provided with clear next steps for enrollment or waitlist status.

Enrollment Preferences

Legal Prep will implement a limited and permissible enrollment preference:

- **Sibling Preference**:
  Preference will be given to applicants who have a sibling currently enrolled at Legal Prep at the time of admission, consistent with Nevada law and common charter school practice

No other preferences or weighted lottery mechanisms will be used. This approach ensures that the enrollment process remains equitable, accessible, and aligned to the school's commitment to serving all students, while also supporting family stability and continuity.

Waitlist and Backfill Procedures

Students who are not selected in the lottery will be placed on a waitlist in the order determined by the randomized lottery process.

- As seats become available, students will be offered admission in waitlist order
- Legal Prep will continue to enroll students from the waitlist and through new applications on a rolling basis
- The school will maintain the waitlist through the start of the school year and beyond, consistent with applicable law

Commitment to Open Access and Equity

Legal Prep's lottery policy is designed to reinforce its commitment to open access and non-discrimination:

- Admission will not be based on academic performance, test scores, disability status, English language proficiency, or any other impermissible criteria
- The school will actively communicate its openness to all students, including students with disabilities and English Language Learners
- The enrollment process will be supported by multilingual communication and high-touch family engagement to ensure that all interested families are able to participate

Oversight and Accountability

- The **Principal and Director of Operations** will be responsible for implementing and overseeing the lottery process
- The **CEO** will ensure that the process is aligned to Legal Prep's mission and all legal requirements
- The **Board** will provide oversight to ensure that the lottery is conducted fairly, transparently, and in compliance with all applicable laws

This lottery policy ensures that Legal Prep maintains a fair and transparent enrollment process while preserving its commitment to equitable access for all students.

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?

Legal Prep Charter Academy will implement a comprehensive system of training, oversight, and continuous monitoring to ensure that all staff members are fully knowledgeable about and compliant with legal enrollment requirements for special populations, including students with disabilities, English Language Learners (ELLs), and other at-risk student groups.

This system is designed to ensure full compliance with all applicable federal and state laws, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, Title VI of the Civil Rights Act, the Equal Educational Opportunities Act (EEOA), and the McKinney-Vento Homeless Assistance Act.

Staff Roles and Responsibilities

Legal Prep will clearly define responsibility for enrollment compliance across key staff roles:

- **Special Populations Coordinator:**
  Responsible for ensuring compliance with all requirements related to students with disabilities and English Language Learners, including:
  - Oversight of IEP and 504 processes
  - Coordination of ELL identification and services
  - Ensuring that enrollment practices do not create barriers for special populations
  - Serving as the primary point of contact for families and staff regarding special population requirements
- **Director of Operations:**
  Responsible for ensuring compliance with all enrollment procedures and documentation requirements, including:
  - Implementation of the application and enrollment process
  - Maintenance of enrollment records and required documentation
  - Oversight of staff training related to enrollment systems and compliance
  - Ensuring that all enrollment practices are consistent, transparent, and legally compliant
- **Principal:**
  Responsible for ensuring that all staff members are trained, supported, and held accountable for

implementing compliant enrollment practices and for fostering a school culture that supports equitable access for all students

- **CEO:**
  Provides overall oversight and ensures that systems, policies, and practices are aligned with legal requirements and organizational expectations

Initial Training and Onboarding

All staff members involved in student recruitment, enrollment, and student services will participate in mandatory onboarding training prior to the start of the enrollment cycle.

This training will include:

- Legal requirements related to enrollment and non-discrimination
- Specific protections for:
  - Students with disabilities (IDEA and Section 504)
  - English Language Learners (Title VI and EEOA)
  - Students experiencing homelessness (McKinney-Vento)
  - Foster youth and other at-risk populations
- Prohibited practices, including:
  - Discouraging or counseling out students based on academic performance, disability status, or language proficiency
  - Requesting impermissible information during the enrollment process
- Procedures for ensuring equal access, including multilingual communication and application support

Ongoing Training and Professional Development

Legal Prep will provide ongoing training throughout the year to ensure continued compliance and staff readiness:

- **Annual Compliance Training:** Required for all relevant staff prior to each enrollment cycle
- **Mid-Year Refresh Sessions:** Targeted training to address updates in law, policy, or identified areas of need
- **Role-Specific Training:** Additional training for the Special Populations Coordinator, Director of Operations, and other key staff based on their responsibilities
- **Scenario-Based Training:** Practical training using real-world scenarios to ensure staff can appropriately respond to complex enrollment situations involving special populations

Systems and Procedures to Ensure Compliance

Legal Prep will implement clear systems and protocols to ensure consistent and compliant practices:

- **Standardized Enrollment Procedures:**
  Written policies and step-by-step procedures governing application, lottery, and enrollment processes

- **Enrollment Checklists and Documentation Protocols:**
  Ensuring that all required documents are collected in compliance with legal requirements while avoiding impermissible barriers
- **Multilingual and Accessible Enrollment Materials:**
  Ensuring that all families can access and complete the enrollment process regardless of language or background
- **Centralized Enrollment Oversight:**
  All enrollment activities will be coordinated through the Director of Operations to ensure consistency and compliance

Monitoring, Accountability, and Continuous Improvement

Legal Prep will establish systems to monitor compliance and address issues proactively:

- **Regular Compliance Reviews:**
  The Director of Operations and Special Populations Coordinator will conduct periodic audits of enrollment practices and documentation
- **Leadership Oversight:**
  The Principal and CEO will review enrollment data and processes to ensure equitable access and identify any disparities in enrollment patterns
- **Corrective Action Protocols:**
  If any compliance concerns are identified, the school will implement immediate corrective actions, including additional training and process adjustments
- **Board Oversight:**
  The Board will receive updates on enrollment practices and compliance to ensure accountability at the governance level

Commitment to Equitable Access

Through these systems, Legal Prep ensures that all staff members are not only knowledgeable about legal requirements, but also fully equipped to implement enrollment practices that are equitable, inclusive, and aligned with the school's mission to serve historically underserved students. This comprehensive approach ensures that Legal Prep maintains full compliance with all legal requirements while actively supporting access and enrollment for all students, including those in special populations.

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?

Once Legal Prep Charter Academy has opened, its student recruitment strategy will evolve from a founding enrollment campaign to a sustained, community-embedded recruitment and retention system. While pre-opening efforts are focused on building awareness and initial enrollment, post-opening recruitment will be driven by school performance, student experience, and community reputation, supplemented by targeted outreach and disciplined backfill practices.

Shift from Pre-Opening to Post-Opening Recruitment

In the pre-opening year, recruitment is necessarily broad and awareness-driven, relying heavily on community outreach, events, and direct engagement to introduce families to a new school model.

Once the school is operational, recruitment will shift in three key ways:

1. From Awareness to Proof of Model
Recruitment will be grounded in demonstrated student outcomes and experiences, including:

- Student work products (e.g., mock trial performances, writing, projects)
- Academic growth and achievement data
- Testimonials from students and families
- Visibility of partnerships with legal and community organizations

Families will no longer be asked to "take a chance" on a new school, but rather to engage with a school that is actively delivering on its mission.

2. From External Outreach to Community Ambassadors
Current students and families will serve as the school's most effective ambassadors. Legal Prep will intentionally cultivate this through:

- Family referral programs and informal ambassador networks
- Student showcases and public-facing events
- Strong relationships with families that lead to organic word-of-mouth recruitment

3. From One-Time Campaign to Continuous Pipeline
Recruitment will become a year-round effort, with ongoing engagement in targeted zip codes (89121, 89120, 89169, 89119) and surrounding communities, rather than a single enrollment cycle.

Post-Opening Recruitment Strategies and Activities

Legal Prep will continue to implement targeted recruitment strategies, including:

- **Ongoing Community Engagement:**
  Continued presence at community events, neighborhood organizations, and feeder schools
- **School-Based Events and Showcases:**
  Regular open houses, student exhibitions, and law program demonstrations that allow prospective families to experience the school firsthand
- **Feeder School Partnerships:**
  Sustained relationships with elementary and middle schools to ensure a consistent pipeline of prospective students
- **Digital and Direct Outreach:**
  Continued use of social media, email, and direct communication to maintain visibility and engagement

- **Student Recruitment Through Programming:**
  Expansion of experiences like mock law classes and summer programs that engage prospective students directly

Backfilling Vacancies in Existing Grades

Legal Prep will implement a disciplined and responsive backfill strategy to ensure that seats remain filled and enrollment remains stable.

Key components include:

- **Active Waitlist Management:**
  Maintaining a robust waitlist generated through the lottery and ongoing applications
- **Rolling Enrollment:**
  Accepting and enrolling new students throughout the year, consistent with state law and best practices
- **Targeted Backfill Outreach:**
  When vacancies arise, the school will conduct targeted outreach in priority zip codes and through feeder school partners to identify and recruit new students
- **Onboarding Systems for New Students:**
  Structured onboarding processes to ensure that mid-year entrants are successfully integrated into the academic program and school culture

This approach ensures that the school maintains strong enrollment levels while providing access to students seeking to transfer from underperforming schools.

Student Retention Strategies

Legal Prep recognizes that student retention is the most critical driver of long-term enrollment stability. The school's retention strategy is rooted in both its educational model and intentional systems of support.

1. Engaging and Relevant Academic Model
Legal Prep's law-themed, experiential learning model is designed to increase student engagement and investment in school. Programs such as mock trial, debate, and partnerships with legal professionals provide students with meaningful and motivating learning experiences.

2. Strong School Culture and Relationships
The school will prioritize relationship-building through:

- Advisory systems
- Mentorship opportunities
- Consistent family communication

Students and families will feel known, supported, and connected to the school community.

3. Social-Emotional and Academic Supports
Legal Prep will provide:

- Counseling and social-emotional supports
- Academic interventions for struggling students
- Structured supports for students transitioning from other schools

These supports are particularly important for students identified in the SPCSA Needs Assessment as at risk of dropping out.

4. Family Engagement and Communication
Regular communication with families, including conferences, events, and proactive outreach, will ensure that families remain engaged partners in their child's education.

5. Monitoring and Early Intervention
The school will track key indicators such as attendance, behavior, and academic performance to identify and address potential retention risks early.

Roles and Responsibilities

- **Principal:** Leads all recruitment, backfill, and retention efforts and is accountable for enrollment stability and student persistence
- **CEO:** Oversees strategy, monitors enrollment and retention data, and ensures alignment to organizational goals
- **Board:** Provides oversight and supports community connections and long-term sustainability

Conclusion
Through a shift from awareness-based recruitment to a performance-driven, community-embedded model, combined with disciplined backfill practices and a strong focus on student retention, Legal Prep will ensure stable enrollment and long-term sustainability while continuing to expand access for students in high-need communities.

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
6	25	25	25	25	25	25
7		25	25	25	25	25
8			25	25	25	25
9	50	50	50	50	50	50
10		50	50	50	50	50
11			50	50	50	50
12				50	50	50
Total	75	150	225	275	275	275

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
6	50	50	50	50	50	50
7		50	50	50	50	50
8			50	50	50	50
9	90	90	90	120	120	120
10		90	90	90	120	120
11			90	90	90	120
12				90	90	90
Total	140	280	420	540	570	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
6	60	60	60	60	60	60
7		60	60	60	60	60
8			60	60	60	60
9	94	94	94	129	128	128
10		94	94	95	129	128
11			94	95	95	129
12				95	95	95
Total	154	308	462	594	627	660

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.

Legal Prep Charter Academy's Year 1 enrollment and multi-year growth plan are intentionally designed to balance strong academic implementation, financial sustainability, facility alignment, and responsiveness to demonstrated community demand. The plan reflects a disciplined approach to launching a high-quality school while ensuring long-term viability.

Rationale for Year 1 Grade Levels and Enrollment

Legal Prep will open serving grades 6 and 9, with a total planned enrollment of 140 students (50 in 6th grade and 90 in 9th grade).

This configuration is grounded in both the Legal Prep model and best practices for school launch:

- **Strategic Entry Points:**
  Serving 6th and 9th grades allows Legal Prep to establish strong academic and cultural foundations at key transition years. These entry points are critical for shaping student habits, academic trajectories, and long-term outcomes.
- **Cohort-Based Culture Building:**
  Launching with two grades enables the school to build a cohesive culture among a manageable number of students, ensuring that expectations, routines, and the Legal Prep model are implemented with fidelity.

- **Alignment to Recruitment Pipeline:**
  The school's outreach strategy is specifically designed to recruit students at these transition points, including partnerships with elementary and middle schools and direct engagement with families of rising 6th and 9th grade students.

Alignment to Enrollment Scenarios and Financial Sustainability

Legal Prep's enrollment plan is supported by a clearly defined set of enrollment scenarios:

- **Minimum Enrollment:** 75 students
- **Planned Enrollment:** 140 students
- **Maximum Enrollment:** 154 students (stays within 10% of planned enrollment)

This structure ensures that:

- The school is financially viable at the minimum enrollment level, providing a strong risk mitigation strategy
- The planned enrollment reflects realistic and achievable targets based on current demand
- The maximum enrollment provides limited flexibility to accommodate additional demand without requiring a charter amendment

Legal Prep enters the incubation year with a meaningful and credible early enrollment pipeline built through extensive community engagement and targeted outreach. While the current number of intent-to-enroll forms from students eligible for Year 1 enrollment is still growing, the school has established a strong base of interested families and clear evidence of demand within its target communities.

Importantly, Legal Prep's enrollment strategy is designed to generate the majority of applications and confirmed enrollments during the formal recruitment and application cycle, rather than relying solely on pre-incubation commitments. This reflects typical enrollment patterns in similar markets, where family decision-making accelerates during the fall and winter application window.

The school's structured recruitment plan, including high-frequency outreach, feeder school engagement, application support systems, and weekly enrollment monitoring, provides a clear and credible pathway to meeting and exceeding the minimum enrollment threshold of 75 students by the June 15 enrollment audit.

Alignment to Facility Capacity

The Year 1 enrollment model and long-term growth plan are also intentionally aligned to Legal Prep's current first-choice facility option.

- The planned Year 1 enrollment of 140 students allows the school to comfortably operate within the available space, ensuring that all core academic, student support, and operational functions are effectively delivered
- The phased growth model ensures that the school will not outgrow the facility prematurely, allowing time to fully utilize the space while maintaining program quality

- Gradual expansion provides the flexibility to plan for future facility needs thoughtfully, rather than reacting to capacity constraints

This alignment between enrollment, growth, and facility capacity reflects a realistic and responsible approach to school launch and long-term sustainability.

Rationale for Gradual Growth Model

Following Year 1, Legal Prep will grow in a deliberate, grade-by-grade progression, ultimately serving grades 6–12.

- **Year 2:** Grades 6, 7, 9, and 10 (280 students)
- **Year 3:** Grades 6–8 and 9–11 (420 students)
- **Year 4 and Beyond:** Full 6–12 model (510 students)

This phased growth model is intentional and reflects several key priorities:

1. Fidelity to the Academic Model
Gradual expansion allows the school to ensure that its academic program, including its law-themed curriculum and instructional systems, is implemented with high fidelity before scaling.

2. Staffing and Operational Capacity
The growth plan aligns with the school's ability to recruit, develop, and retain high-quality staff, ensuring that each additional grade level is supported by strong instructional and operational systems.

3. Student Experience and Culture
Expanding one grade level at a time allows Legal Prep to maintain a consistent and positive school culture, ensuring that new students are integrated effectively into the school community.

4. Demand-Driven Expansion
The growth plan is aligned to the school's recruitment pipeline and demonstrated community demand, particularly within targeted high-need zip codes. The school will continue to monitor demand and adjust recruitment strategies to ensure that each grade level is fully enrolled before expanding further.

5. Facility-Aligned Growth
The phased approach ensures that enrollment growth remains aligned to available space, allowing the school to maintain high-quality learning environments and avoid overcrowding.

Alignment to Community Need

The selected enrollment size and growth trajectory are also responsive to the needs identified in the SPCSA Needs Assessment:

- The initial enrollment allows Legal Prep to serve a meaningful cohort of students from communities with high concentrations of 1- and 2-star schools

- The phased growth model ensures that the school can sustain high-quality outcomes for historically underserved students, rather than expanding too quickly and risking diminished program quality

Conclusion

Legal Prep's Year 1 enrollment and long-term growth plan reflect a deliberate and balanced approach that prioritizes academic quality, financial sustainability, facility alignment, and responsiveness to community demand. By launching with a focused set of grades and scaling intentionally over time, the school ensures that it can deliver a high-quality educational experience while meeting its enrollment targets and fulfilling its mission.

6. *As Attachment 14, provide evidence of demand from prospective students and families within the community you intend to serve as described in the Targeted Plan section.*

Attachment 14 provides evidence of early and growing demand from prospective students and families within the communities Legal Prep intends to serve. This evidence reflects a structured and intentional community engagement effort focused on the high-need zip codes identified in the Targeted Plan, including 89121, 89120, 89169, and 89119.

Specifically, Attachment 14 includes:

- Family interest forms and signatures collected through community outreach efforts
- Intent-to-enroll forms from prospective families across multiple grade levels
- Documentation of outreach activities, including community events, school-based engagement, and direct canvassing

To date, these efforts have resulted in more than 100 family signatures indicating interest and a developing set of intent-to-enroll forms. Importantly, this interest reflects engagement with families aligned to the school's target population and geographic focus, including students from historically underserved communities.

Legal Prep recognizes that early-stage demand data represents a starting point rather than a final measure of enrollment readiness. Consistent with typical enrollment patterns for new schools, the majority of applications and confirmed enrollments are expected to occur during the formal fall and winter recruitment cycle. Accordingly, the purpose of Attachment 14 is to demonstrate that Legal Prep has already established a meaningful presence in the community and a credible foundation of interest upon which to build.

In addition to documenting current interest, Attachment 14 reflects the effectiveness of Legal Prep's recruitment strategy to date. Outreach efforts led by the Founding Principal have included extensive engagement at community events, direct canvassing in targeted neighborhoods, partnerships with feeder schools, and experiential recruitment activities such as mock law classes. These efforts have generated authentic, relationship-based interest rather than passive or incidental inquiries.

Collectively, this evidence demonstrates that Legal Prep has successfully engaged families in its target communities, generated early demand aligned to its mission, and established a strong foundation for continued recruitment and enrollment growth during the incubation year.

Legal Prep will continue active recruitment and community engagement efforts following submission of this application, with a focus on expanding the pipeline of prospective students in targeted grade levels. The school anticipates meaningful growth in intent-to-enroll forms and applications during the upcoming recruitment phases and looks forward to providing updated enrollment data and evidence of demand during the capacity interview process.

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.*

Legal Prep Charter Academy will implement a high-touch, relationship-driven engagement strategy to maintain consistent communication with families who have demonstrated interest and to maximize conversion from interest to completed applications and enrollment.

Building on the strong early pipeline of families who have submitted intent-to-enroll forms or otherwise expressed interest, the school will focus on three key strategies: consistent communication, meaningful engagement opportunities, and individualized support throughout the application process.

Consistent and Proactive Communication

Legal Prep will maintain regular, personalized communication with all interested families through multiple channels, including phone calls, text messages, emails, and virtual updates.

- Families will receive regular reminders about key application deadlines and next steps
- Communications will be provided in multiple languages, including Spanish, to ensure accessibility
- Messaging will reinforce the school's value proposition, including its academic model, culture, and student opportunities

This approach ensures that families remain informed, engaged, and supported throughout the enrollment process.

Ongoing Family Engagement Opportunities

The school will provide multiple opportunities for families to engage more deeply with the Legal Prep model and community:

- Virtual and in-person information sessions and town halls
- Open houses and school preview events
- Student experience opportunities, such as mock law classes and program demonstrations
- Admitted family events and community-building activities

These events allow families to build confidence in their enrollment decision and strengthen their connection to the school.

Individualized Application and Enrollment Support

Recognizing that many families may face barriers related to time, technology, or familiarity with the enrollment process, Legal Prep will provide:

- One-on-one support to complete applications and required documentation
- In-person assistance at community events and school meetings
- Follow-up with families who have started but not completed applications

This high-touch support ensures that families who have already demonstrated interest are able to successfully complete the enrollment process.

Pipeline Tracking and Conversion Monitoring

Legal Prep will actively track all interested families through a centralized enrollment system and monitor progress across key milestones:

- Intent to enroll
- Application submission
- Acceptance
- Registration

The Principal and enrollment team will conduct weekly reviews of this pipeline to identify gaps and deploy targeted follow-up strategies to ensure that families move successfully through each stage.

Roles and Accountability

- **Principal:** Leads all family engagement and conversion efforts and ensures that interested families are actively supported through the application process
- **CEO:** Monitors enrollment progress and ensures that communication and engagement strategies are effective
- **Board:** Supports outreach efforts and reinforces engagement through community connections

Through this structured and relationship-centered approach, Legal Prep will ensure that families who have already demonstrated interest remain engaged, supported, and positioned to successfully apply and enroll, maximizing conversion and ensuring strong enrollment outcomes.

Section 4.5 Rubric Alignment Summary

1. **Recruitment and enrollment plan for year 1 and subsequent years**

- **Leverages proactive, grassroots strategies such as door-to-door visits, open houses, and forums, and community conversations over the internet, social media, or other passive tactics which disproportionately benefit more advantaged populations.**

- **Includes specific plans to ensure equal access to interested families including families in poverty, students zoned to attend 1- and 2-star schools, students with disabilities, EL students, and other at-risk students as defined in the SPCSA's Academic and Demographic Needs Assessment.**
- **Demonstrates an understanding of the identified community.**
- **Is likely to allow the school to enroll a representative student population based on surrounding zoned schools or a mission-specific educationally disadvantaged population.**

Legal Prep presents a comprehensive, community-driven recruitment strategy grounded in proactive, grassroots engagement, including canvassing, tabling at community events, feeder school partnerships, experiential recruitment (e.g., mock law classes), and direct family engagement. The plan includes targeted recruitment in high-need Las Vegas zip codes (89121, 89120, 89169, and 89119) and specific strategies to ensure equal access for historically underserved populations, including multilingual communication, transportation access, and high-touch enrollment support. These efforts demonstrate a strong understanding of the identified community and are designed to result in a student population representative of surrounding communities and aligned to the SPCSA Needs Assessment.

2. **Recruitment and enrollment plan for year 1 and subsequent years includes realistic and appropriate targets, timelines, staff capacity, and monitoring plan to provide confidence that the school will meet its minimum enrollment.**

Legal Prep's enrollment plan includes clearly defined targets across minimum, planned, and maximum enrollment scenarios, supported by a structured enrollment funnel, phased recruitment strategy, and detailed timelines aligned to the June 15 enrollment audit. The plan is grounded in early community engagement and a growing pipeline of prospective families, and is supported by disciplined systems for conversion, including high-touch family engagement, application support, and real-time monitoring. Weekly enrollment meetings, performance dashboards, and defined intervention strategies ensure that progress is actively managed and that risks are addressed proactively. Collectively, these elements provide strong confidence that the school will meet and exceed its minimum enrollment requirement.

3. **The application and enrollment process adequately addresses and is compliant with Nevada laws and regulations regarding notification to families within a 2-mile radius during the incubation year, application and enrollment timelines, lotteries, weighted lotteries, enrollment preferences, and backfilling vacant seats when students withdraw.**

Legal Prep outlines a clear and compliant application and enrollment process, including an accelerated Year 1 timeline and a standard enrollment cycle for subsequent years. The proposal includes a fair and transparent lottery process with sibling preference, rolling enrollment and waitlist management, and structured backfill procedures. The plan also establishes defined roles, staff training systems, and oversight mechanisms to ensure compliance with all applicable laws and regulations, including requirements related to special populations and non-discrimination.

4. **The planned enrollment numbers for years 1 through 6, including annual growth, is reasonable and supported by a clear rationale.**

Legal Prep provides a clear and reasonable enrollment plan, beginning with 140 students in grades 6 and 9 and growing to a full 6–12 model over time. The rationale is grounded in strategic entry points, cohort-based culture building, alignment to community need, and a phased growth model that ensures fidelity to the academic program and operational capacity. The plan is further supported by alignment to facility capacity and staffing, ensuring that growth is both sustainable and responsive to demand.

5. **The recruitment and enrollment plan as well as planned enrollment numbers for year 1 and subsequent years are aligned with the staffing plan and budget, including projected recruitment expenses.**

Legal Prep's enrollment plan is fully aligned with its staffing model, budget assumptions, and operational capacity. The phased growth model ensures that staffing increases are matched to enrollment growth, while minimum and planned enrollment scenarios provide financial stability. Recruitment strategies and associated activities are aligned to available resources and are designed to be scalable and sustainable over time.

6. **Demonstrated interest from parents of students in the appropriate grade level to enroll in year 1 and originating in the identified communities or zip codes to be served (approximately 30% of year 1 enrollment). Demand should be demonstrated through meeting sign in sheets or intent to enroll forms that capture, at minimum, parent name, student grade levels, and zip code of residence.**

Legal Prep demonstrates early and growing interest from prospective families through documented outreach and engagement efforts in targeted high-need communities. Evidence includes family interest forms, intent-to-enroll forms, and documentation of community engagement activities aligned to the school's target zip codes. While the current data represents an early-stage pipeline, it reflects meaningful engagement with families aligned to the school's intended student population. Legal Prep's structured recruitment strategy is designed to build on this foundation and generate the majority of applications and confirmed enrollments during the formal enrollment cycle.

7. **Proactive and detailed plan for maintaining engagement with parents of prospective students who have already demonstrated interest and converting interest into actual applications for enrollment.**

Legal Prep outlines a proactive and detailed family engagement strategy that includes consistent, multilingual communication, ongoing engagement events, and individualized application support. The plan includes structured pipeline tracking, weekly monitoring of enrollment progress, and targeted follow-up to ensure conversion from interest to completed enrollment. This high-touch approach ensures that families who have demonstrated interest remain engaged and successfully transition to enrolled students.

Overall Alignment

Legal Prep's Student Recruitment and Enrollment plan is comprehensive, strategic, and aligned to the school's mission and the needs of the Las Vegas community. The proposal demonstrates strong grassroots recruitment strategies, clear enrollment targets and timelines, compliant and accessible enrollment processes, and a disciplined approach to monitoring and conversion. The plan is supported by early and growing community interest and a clear, credible pathway to achieving enrollment targets. Collectively, these elements provide strong confidence that the school will successfully recruit, enroll, and retain a representative student population while maintaining compliance and long-term sustainability.

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 15 ("Incubation Year Planning Table").

Legal Prep Charter Academy will implement a comprehensive and highly structured incubation year plan to ensure that the school meets all SPCSA Pre-Opening Requirements and is fully prepared for a successful launch. This plan is aligned to the SPCSA Pre-Opening Checklist and reflects a disciplined approach to executing key academic, operational, financial, and governance priorities throughout Year 0.

The SPCSA Pre-Opening Process establishes a clear framework for new schools, including monthly submission of required documents, ongoing engagement with SPCSA staff, required trainings, and final verification of facility readiness prior to opening. Legal Prep's start-up plan is intentionally designed to meet and exceed these expectations through defined workstreams, clear ownership, and milestone-based execution.

Alignment to SPCSA Pre-Opening Process

Legal Prep will fully participate in and align its planning year activities to the SPCSA Pre-Opening Process, including:

- **Pre-Opening Kickoff (November):**
  School leadership and board representatives will participate in the SPCSA kickoff meeting to ensure full understanding of requirements, timelines, and expectations
- **Monthly Submission and Review Cycle (January–July):**
  Legal Prep will submit required documents and evidence by the 15th of each month through Epicenter, with internal deadlines set in advance to ensure timely submission and quality control
- **Monthly Check-In Meetings:**
  The Principal and CEO will participate in monthly meetings with SPCSA staff to review progress, address feedback, and proactively resolve any challenges
- **Required Trainings (December–September):**
  School leaders, board members, and key staff will participate in SPCSA-provided trainings covering governance, enrollment, special populations, finance, accountability, and compliance

- **Facility Readiness Milestones:**
  Legal Prep will secure a Temporary or Final Certificate of Occupancy at least 30 days prior to the first day of school and participate in the required pre-opening walkthrough at least 10 days prior to opening

This structured approach ensures that all pre-opening requirements are met in a timely and compliant manner and that the school is fully prepared to begin operations.

Incubation Year Workstreams and Planning Approach

Legal Prep's incubation year plan is organized across the core workstreams outlined in the SPCSA Incubation Year Planning Table (Attachment 15), ensuring comprehensive coverage of all operational domains. Each workstream includes SMART goals, detailed activities, responsible personnel, and timelines.

Instruction

Legal Prep will finalize all curriculum, assessment systems, and instructional frameworks, including alignment to Nevada standards and integration of the school's law-themed model. Key milestones include curriculum mapping, pacing guides, assessment calendars, and instructional staff training.

- **Responsible:** Principal (lead), CEO, Director of Curriculum/Instruction
- **Timeline:** January–July, with final readiness prior to Summer PD

Talent

Legal Prep will recruit, hire, and onboard all staff required for Year 1, with a focus on hiring high-quality teachers aligned to the school's mission and student population.

Key activities include:

- Finalizing job descriptions and compensation structures
- Multi-channel recruitment and candidate sourcing
- Structured interview and selection processes
- Background checks and onboarding
- **Responsible:** Principal (lead), CEO, Board support
- **Timeline:** January–June (hiring complete by early summer)

Operations

Legal Prep will establish all operational systems necessary for school launch, including enrollment systems, student information systems, compliance processes, and daily operational procedures.

Key activities include:

- Enrollment system setup and training
- Development of policies and procedures

- Compliance with reporting and documentation requirements
- Preparation for enrollment audit
- **Responsible:** Director of Operations (lead), Principal
- **Timeline:** January–July

Technology

Legal Prep will ensure that all instructional and operational technology systems are in place, including student devices, network infrastructure, and data systems.

- **Responsible:** Director of Operations, technology vendors
- **Timeline:** Spring–Summer

Finance

Legal Prep will finalize its financial systems, including budgeting, accounting processes, internal controls, and reporting structures.

Key activities include:

- Establishing financial policies, systems, and controls
- Aligning budget to enrollment and staffing
- Participating in SPCSA financial trainings
- **Responsible:** CEO (lead), Board, Director of Operations, financial partners
- **Timeline:** Ongoing throughout Year 0

Parent and Community Engagement

Legal Prep will continue and expand its community engagement efforts to support enrollment, build partnerships, and maintain strong relationships with families.

Key activities include:

- Ongoing recruitment and enrollment efforts
- Family engagement events and communication
- Partnership development with community organizations
- **Responsible:** Principal (lead), CEO, Board
- **Timeline:** Ongoing throughout Year 0

School Systems and Culture

Legal Prep will establish its school culture systems, including behavior expectations, advisory structures, and student support systems.

Key activities include:

- Development of student handbook and policies
- Staff training on culture and expectations
- Implementation of advisory and mentoring structures
- **Responsible:** Principal (lead), culture team
- **Timeline:** Spring–Summer

Governance

The Legal Prep Board will ensure that governance structures, policies, and compliance requirements are fully established.

Key activities include:

- Participation in SPCSA governance training
- Adoption of policies and bylaws
- Ongoing oversight of school readiness
- **Responsible:** Board (lead), CEO support
- **Timeline:** Ongoing

Facility

Legal Prep will finalize its facility, ensuring compliance with all building, health, safety, and occupancy requirements.

Key milestones include:

- Lease execution and build-out (if applicable)
- Inspections and compliance approvals
- Certificate of Occupancy
- Pre-opening walkthrough
- **Responsible:** CEO (lead), Board, Director of Operations
- **Timeline:** Spring–Summer, with final approvals at least 30 days prior to opening

Monitoring, Accountability, and Risk Management

To ensure successful execution of the incubation year plan, Legal Prep will implement:

- **Weekly internal leadership meetings** to track progress across all workstreams
- **Monthly milestone tracking aligned to SPCSA deadlines**
- **Clear accountability for each workstream lead**
- **Proactive communication with SPCSA staff** to address challenges early

Failure to meet pre-opening requirements can result in delayed opening or other consequences, and Legal Prep's structured approach is designed to mitigate this risk and ensure full readiness.

Conclusion

Legal Prep's incubation year plan is comprehensive, structured, and fully aligned to SPCSA Pre-Opening Requirements. By organizing work across defined domains, establishing clear ownership, and aligning milestones to the SPCSA process, the school ensures that it will meet all requirements and be fully prepared for a successful and high-quality launch.

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.

Legal Prep Charter Academy has designed a comprehensive, multi-layered leadership development plan for its Founding Principal, Erik Simpkins, that combines structured external training, embedded residency experiences, and ongoing coaching within the Legal Prep network. This approach ensures that the school leader is fully prepared to execute all Year 0 priorities and successfully launch a high-quality school aligned to the Legal Prep model.

Propel Fellowship and External Leadership Development

Erik Simpkins is participating in the Opportunity 180 Propel Fellowship, a highly selective leadership development program designed to support school leaders in launching high-quality public charter schools in Nevada.

The Propel Fellowship provides several core components:

- **Residency in a High-Performing School Model:**
  Erik spends significant time embedded in Legal Prep's Chicago campus, observing and practicing key leadership functions, including instructional leadership, culture systems, and data-driven decision-making
- **Community-Based School Design:**
  The fellowship emphasizes co-creating a school with the community it will serve, which directly supports Erik's extensive outreach efforts in Las Vegas and ensures that the school model reflects local needs and priorities
- **Leadership Coaching and Feedback Cycles:**
  Erik receives ongoing coaching and participates in structured reflection cycles to continuously refine his leadership practice
- **Strategic Planning and Execution Support:**
  The fellowship supports development of key launch components, including the academic model, staffing plan, and operational systems

Legal Prep selected Opportunity 180 as a partner because of its deep expertise in the Nevada charter landscape, strong track record of supporting high-quality school launches, and emphasis on community-driven design and equitable access. The fellowship is specifically aligned to preparing leaders to successfully navigate the SPCSA authorization and pre-opening process.

Embedded Training with Legal Prep's Chicago Campus

In addition to the Propel Fellowship, Erik's leadership development is grounded in deep immersion in the Legal Prep model, ensuring fidelity to the academic program, culture, and operational systems.

Key components include:

- **Residency at Legal Prep Chicago:**
  Erik participates in structured residencies at the Chicago campus, where he engages in:
  - Instructional leadership and teacher coaching
  - School culture and discipline systems
  - Data meetings and performance management
  - Family engagement practices
- **Direct Coaching from CEO and Senior Leaders:**
  Erik receives ongoing coaching from the CEO and network leadership team, including regular check-ins focused on Year 0 priorities, problem-solving, and strategic planning
- **Participation in Leadership Team Meetings:**
  Erik participates in network-level leadership meetings to gain exposure to decision-making processes and operational systems

Alignment to Year 0 Goals

The leadership development plan is directly aligned to Legal Prep's incubation year priorities and ensures that the Principal is prepared to lead across all key workstreams.

Instructional Readiness:
Training in curriculum implementation, data-driven instruction, and teacher coaching ensures that Erik can lead the development and execution of the academic program.

Talent Recruitment and Development:
Exposure to Legal Prep's hiring practices and performance management systems prepares Erik to recruit, hire, and develop high-quality staff.

School Culture and Student Experience:
Hands-on experience with Legal Prep's culture systems ensures that Erik can establish a strong, consistent school culture from Day 1.

Operations and Compliance:
Participation in SPCSA trainings and operational planning ensures that Erik understands all pre-opening requirements, enrollment compliance, and reporting expectations.

Community Engagement and Enrollment:
The fellowship's emphasis on community-based design, combined with Erik's ongoing outreach in Las Vegas, ensures that he is well-positioned to lead recruitment and family engagement efforts.

Integration with SPCSA Pre-Opening Requirements

Erik's leadership development is further supported by required SPCSA pre-opening trainings, which provide additional guidance on:

- Enrollment systems and lottery processes
- Special education and IDEA compliance
- English Language Learner requirements
- Governance and accountability frameworks
- Financial and operational compliance

These trainings, combined with ongoing interaction with SPCSA staff through monthly check-ins, ensure that Erik is fully prepared to meet all pre-opening requirements and lead a compliant and effective school.

Conclusion

Legal Prep's leadership development plan is comprehensive, intentional, and directly aligned to the demands of launching a high-quality charter school. By combining the Opportunity 180 Propel Fellowship, embedded training within the Legal Prep network, and ongoing coaching and support, the school ensures that its Founding Principal is fully prepared to execute Year 0 goals and lead a successful school launch.

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.

Immediately following approval, Legal Prep Charter Academy Nevada will deploy a dedicated incubation team consisting of full-time and part-time personnel responsible for executing all Year 0 priorities. This team will include Nevada-based leadership as well as experienced staff from Legal Prep's existing schools, working through formalized contractual relationships rather than a centralized management organization. This structure allows the school to leverage proven expertise while maintaining clear local accountability.

Year 0 staffing and contracted support will be funded through a combination of start-up resources, including a planned application for a federal Charter Schools Program (CSP) grant and continued partnership with Opportunity 180.

Full-Time School-Based Leadership

Founding Principal (Full-Time)

- **Employment:** Employed by Legal Prep Charter Academy Nevada
- **Compensation:** Full-time salary and benefits funded through start-up resources, including anticipated CSP funding
- **Responsibilities:**
  The Founding Principal will serve as the primary leader of the incubation year and will be responsible for day-to-day execution across all workstreams, including:

- Student recruitment, enrollment, and family engagement
- Staff recruitment, hiring, and onboarding
- Development of school culture and instructional systems
- Implementation planning for curriculum and instruction
- Coordination of all SPCSA pre-opening requirements and submissions
- Participation in SPCSA trainings and monthly check-ins

The Principal will be fully dedicated to launch activities and is directly accountable for ensuring that the school meets all readiness benchmarks prior to opening.

Executive Leadership and Strategic Oversight

Chief Executive Officer (Part-Time, Significant Allocation)

- **Employment:** Employed by an affiliated Legal Prep nonprofit organization
- **Compensation:** Existing salary through that organization, with dedicated time allocated to Nevada development
- **Responsibilities:**
  - Strategic oversight of all Year 0 activities
  - Direct coaching and supervision of the Founding Principal
  - Oversight of finance, facility planning, and key partnerships
  - Support for board development and governance
  - Ensuring alignment to the Legal Prep academic model and long-term sustainability

Operations Leadership

Director of Operations (Part-Time, Significant Allocation)

- **Employment:** Employed by Legal Prep's Chicago-based nonprofit organization
- **Compensation:** Existing salary through that organization, with a majority (>50%) of time allocated to Nevada during the incubation year
- **Responsibilities:**
  - Development and implementation of operational systems (enrollment, compliance, SIS)
  - Oversight of enrollment processes and legal compliance
  - Coordination of facility readiness, vendors, and logistics
  - Management of pre-opening documentation and Epicenter submissions
  - Preparation for enrollment audit and operational launch

This role provides experienced operational leadership while maintaining cost efficiency during the planning year.

Instructional and Special Populations Support

Director of Curriculum and Instruction (Part-Time, Contractual Support)

- **Employment:** Employed by an affiliated Legal Prep nonprofit organization and providing support through a contractual relationship
- **Compensation:** Funded through start-up resources, including anticipated CSP funding
- **Responsibilities:**
  This individual will provide integrated instructional and compliance support during the incubation year, drawing on prior experience as both a Director of Curriculum and Instruction and a Director of Special Education, along with all required certifications.

  Responsibilities include:

  - Supporting curriculum alignment to Nevada standards and the Legal Prep instructional model
  - Assisting with development of pacing guides, assessments, and instructional systems
  - Coaching the Founding Principal on instructional leadership, including teacher observation and feedback systems
  - Ensuring compliance with IDEA, Section 504, and English Language Learner (ELL) requirements
  - Supporting the development of SPED and ELL systems and processes
  - Participating in SPCSA trainings related to special populations and ensuring alignment to all legal requirements

This integrated role ensures that instructional planning and special populations compliance are fully aligned from the outset, allowing the school to build systems that support all learners while maintaining operational efficiency during the incubation year.

Governing Board (Oversight Role)

Board of Directors (Part-Time, Governance Role)

- **Employment:** Not applicable
- **Responsibilities:**
  - Provide oversight of the incubation year plan and school readiness
  - Participate in SPCSA-required governance training
  - Monitor progress toward enrollment, financial, and operational milestones
  - Support community engagement and partnership development

The Board will meet regularly throughout Year 0 to ensure accountability and alignment to the school's mission.

External Partnerships and Leadership Development

Legal Prep will continue its partnership with Opportunity 180, including the Propel Fellowship, which provides structured leadership development, coaching, and support aligned to Nevada school launch. The organization was selected due to its deep experience supporting high-quality charter school development in Nevada and its focus on community-based design and equitable access.

Alignment to Year 0 Goals

This staffing structure ensures that:

- A full-time, Nevada-based Principal is accountable for daily execution
- Experienced personnel from existing Legal Prep organizations provide targeted, high-impact support through contractual relationships
- Operational, instructional, and compliance functions are clearly defined and owned
- Compensation and staffing levels are aligned to available start-up funding and scale appropriately toward opening

By combining dedicated local leadership with experienced support and clear governance oversight, Legal Prep ensures that it has the capacity to successfully execute all incubation year priorities and meet SPCSA pre-opening requirements.

Section 4.6 Rubric Alignment Summary

1. **Provides key milestones for the planning year, as well as concrete actions and accountability, which will ensure that the school is ready for a successful launch. Incubation year plan:**
- **Includes necessary activities/milestones to ensure that any program-specific components will be ready to begin on the first day of school.**
- **Includes necessary activities/milestones to ensure the school will be operationally ready to open.**
- **Includes necessary activities/milestones to ensure that the SPCSA Pre-Opening Requirements will be met.**
- **Clearly identifies the individuals responsible for leading year 0 initiatives and meeting year 0 milestones.**

Legal Prep provides a comprehensive incubation year plan organized across clearly defined workstreams, each with multiple SMART goals, detailed activities, responsible personnel, and timelines. The plan includes all necessary milestones to ensure instructional readiness, operational readiness, and full compliance with SPCSA Pre-Opening Requirements, including monthly submissions, required trainings, and facility readiness benchmarks. Responsibilities are clearly assigned across the Founding Principal, CEO, Director of Operations, and Board, ensuring strong accountability and disciplined execution throughout Year 0.

2. **If a third party (including an CMO/EMO) will implement portions of the Year 0 plan, these actions should align to the contract or additional documentation presented later in the application.**

Legal Prep does not rely on a traditional CMO or EMO structure. Instead, the school leverages contractual relationships with affiliated Legal Prep nonprofit organizations to provide targeted support in operations, instruction, and compliance. These roles, responsibilities, and relationships are clearly defined and aligned to the Year 0 plan, ensuring that all external support is structured, accountable, and consistent with the school's operational model.

3. **Outlines comprehensive leadership development plans that include training aligned with incubation year goals as well as stated academic goals.**

Legal Prep outlines a comprehensive leadership development plan for the Founding Principal that includes participation in the Opportunity 180 Propel Fellowship, embedded residency experiences at an existing Legal Prep campus, ongoing coaching from experienced leadership, and required SPCSA trainings. These components are directly aligned to Year 0 priorities, including instructional leadership, staff hiring, enrollment execution, and compliance, ensuring that the school leader is fully prepared to meet both incubation year and academic program goals.

4. **Outlines the function of any employees in Year 0, as well as the funding source for associated compensation. The staffing outlined for Year 0 will enable the school to reach its Year 0 milestones and goals.**

Legal Prep clearly outlines all Year 0 personnel, including the full-time Founding Principal, part-time executive leadership, operations support, and instructional and compliance support. The proposal specifies employment structures across affiliated nonprofit entities and clearly identifies responsibilities for each role. Compensation is aligned to available start-up resources, including anticipated CSP funding and Opportunity 180 support, ensuring that staffing levels are sufficient and sustainable to meet all Year 0 milestones and pre-opening requirements.

5. **Startup expenses are reflected in the budget narrative assumptions and the budget calculations.**

Legal Prep's startup plan, including staffing, facility, operations, and recruitment activities, is fully aligned with and reflected in the budget narrative and financial projections. The use of phased hiring, contractual support, and alignment to enrollment scenarios ensures that startup expenses are realistic, controlled, and directly tied to the school's implementation plan.

Overall Alignment

Legal Prep's Incubation Year Development plan is comprehensive, well-structured, and aligned to SPCSA expectations for a successful school launch. The proposal demonstrates clear milestones, defined responsibilities, and a disciplined approach to meeting all pre-opening requirements. Leadership development is robust and directly tied to Year 0 goals, and the staffing model is both realistic and sufficient to execute the plan. Additionally, the proposal reflects a strong understanding of the operational, instructional, and compliance demands of launching a new school, positioning Legal Prep for a successful and fully compliant opening.

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.*

Legal Prep Charter Academy Nevada will implement a comprehensive and scalable operational model to ensure that all essential services are delivered effectively, efficiently, and in alignment with the school's mission. The school's approach is grounded in three core principles: equitable access for all students, operational excellence, and strong vendor accountability. Legal Prep will also implement systems to regularly evaluate the effectiveness of each service area and ensure continuous improvement over time.

For each major operational function, Legal Prep will either develop internal capacity or partner with qualified third-party vendors. All vendors will be selected through a structured process that includes competitive bidding where appropriate, evaluation of experience with charter schools and Nevada regulatory requirements, and alignment to the school's service expectations. Vendor performance will be monitored through clearly defined contracts, service-level expectations, and ongoing oversight by school leadership.

Operational services will be funded through a combination of per-pupil revenue, applicable state and federal funding streams, and start-up funding sources. Where external funding is available, Legal Prep will pursue those opportunities; however, the school's financial model is designed to ensure that all critical services can be provided regardless of the availability of supplemental funding.

All operational services described in this section, including transportation, food service, technology, facilities maintenance, and student support services, are fully reflected in the school's budget assumptions and financial projections. Costs have been developed based on vendor quotes, prior experience operating similar programs in Illinois and Indiana, and conservative enrollment assumptions, ensuring that all services are both realistic and financially sustainable.

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.*

Legal Prep will provide student transportation to ensure that access to the school is not limited by geography, income, or transportation availability. This approach is central to the school's commitment to equitable access, particularly for students residing in high-need communities and zip codes with limited access to high-quality school options.

Transportation Model

Legal Prep will implement a hub-and-spoke transportation model, consisting of:

- **Satellite Pickup Locations:**
  Students will be transported from strategically selected satellite stops located in targeted zip codes and surrounding high-need communities. These stops will be placed in accessible, high-traffic, and community-centered locations to maximize convenience and safety for families.
- **Centralized School Drop-Off:**
  Buses will transport students from satellite stops directly to the school, minimizing travel time and ensuring reliable daily attendance.
- **After-School Late Bus:**
  Legal Prep will provide a late activities bus to support students participating in athletics, extracurricular

activities, and extended learning opportunities. This ensures that transportation does not serve as a barrier to full participation in the school program.

This model allows the school to efficiently serve a geographically diverse student population while maintaining cost control and operational flexibility.

Equitable Access and Enrollment Impact

Providing transportation is a critical component of Legal Prep's enrollment and retention strategy. By offering reliable transportation:

- Students from economically disadvantaged households are able to attend regardless of family transportation resources
- Students in targeted high-need zip codes can access a high-quality school option outside of their immediate neighborhood
- Families are able to consistently send students to school, supporting attendance and academic success
- Students can fully participate in after-school programming, which is central to the Legal Prep model

This approach directly supports the school's mission and aligns with the priorities outlined in the SPCSA Needs Assessment.

Vendor Selection and Oversight

Legal Prep will contract with a qualified transportation provider through a structured procurement process.

Vendor Selection Criteria will include:

- Experience serving charter schools or similar student populations
- Ability to design and optimize routes using a satellite stop model
- Demonstrated safety record and compliance with all applicable regulations
- Capacity to provide both regular and late bus services
- Cost-effectiveness and scalability

Vendor Accountability Measures will include:

- Clearly defined service expectations and performance metrics in the contract
- Regular monitoring of on-time performance, safety, and service quality
- Ongoing communication between the vendor and the Director of Operations
- Periodic performance reviews and contract evaluation

Funding Strategy

Legal Prep will pursue all available state and federal transportation funding, including any applicable Nevada transportation reimbursements or grants. However, the school's financial plan does not rely exclusively on these funding sources.

Transportation services will be supported through:

- Per-pupil funding allocations
- Budgeted operational expenses
- Supplemental funding sources, if available

This approach ensures that transportation services will be provided with or without external funding, eliminating transportation as a barrier to enrollment and ongoing attendance.

Operational Responsibility

- **Director of Operations:** Oversees transportation vendor selection, route design, and ongoing service monitoring
- **Principal:** Ensures alignment to student needs and program participation, including after-school access
- **CEO:** Provides oversight of budgeting and vendor contracts
- **Board:** Monitors overall service effectiveness and alignment to mission

Conclusion

Legal Prep's transportation plan is designed to ensure that all students have reliable access to the school and its full program offerings. By combining an efficient satellite stop model, after-school transportation, and strong vendor oversight, the school ensures that transportation supports both enrollment and long-term student success

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.*

Legal Prep Charter Academy Nevada will provide a comprehensive and compliant food service program to ensure that all students have consistent access to nutritious meals throughout the school day. The school will operate as its own School Food Authority (SFA) and will contract with a qualified Food Service Management Company (FSMC) to manage daily meal operations.

Food Service Model

Legal Prep will implement a warmed meal service model, in which meals are prepared offsite by the FSMC and delivered to the school for final preparation and service in a warming kitchen. This model is cost-effective, scalable, and consistent with the school's facility plan and projected enrollment.

Key components of the model include:

- **Breakfast and Lunch Service:**
  Daily breakfast and lunch will be provided to all students in compliance with federal and state nutrition standards

- **National School Lunch Program (NSLP) Participation:**
  Legal Prep will participate in the NSLP and all applicable child nutrition programs to ensure that students, particularly those from economically disadvantaged households, have access to free or reduced-price meals
- **Warming Kitchen Infrastructure:**
  The school's facility will include a compliant warming kitchen designed to safely receive, store, heat, and serve meals

Equitable Access and Student Support

Food service is a critical component of Legal Prep's commitment to equitable access and student success. By providing daily meals:

- Students from low-income households have reliable access to nutritious food
- Families are not burdened by the cost or logistics of providing meals
- Students are better positioned to engage academically and maintain focus throughout the day

Legal Prep will actively encourage participation in meal programs and will ensure that the application process for free and reduced-price meals is accessible, confidential, and available in multiple languages.

Vendor Selection and Oversight

Legal Prep will select an FSMC through a competitive procurement process consistent with federal and state requirements for child nutrition programs.

Vendor Selection Criteria will include:

- Demonstrated experience operating school meal programs, particularly within charter schools
- Knowledge of NSLP and federal nutrition program compliance
- Ability to deliver high-quality, nutritious meals at scale
- Cost-effectiveness and operational reliability

Vendor Accountability Measures will include:

- Clearly defined contract terms, including service expectations and performance metrics
- Ongoing monitoring of meal quality, service delivery, and compliance
- Regular communication between the FSMC and school leadership
- Periodic performance evaluations and contract review

Internal Oversight and Compliance

As the School Food Authority, Legal Prep will retain full responsibility for compliance with all federal and state child nutrition regulations.

- The Director of Operations will oversee the FSMC relationship, compliance, and reporting requirements. She has previously served in this capacity in Illinois.
- School leadership will participate in all required state and federal trainings related to food service and nutrition programs
- The school will maintain all required documentation and reporting to ensure compliance with NSLP and other applicable programs

Funding Strategy

Food service operations will be funded through a combination of:

- Federal reimbursements through the National School Lunch Program and related programs
- State funding, where applicable
- Budgeted school operational funds, if necessary to supplement program costs

This structure ensures that the school can provide consistent, high-quality meal service while maintaining financial sustainability.

Experience and Capacity

Legal Prep brings direct experience in establishing and managing food service programs as a School Food Authority in both Illinois and Indiana. This experience includes successful procurement and oversight of Food Service Management Companies, compliance with federal nutrition program requirements, and implementation of efficient service models. This proven track record ensures that Legal Prep has the capacity to successfully implement a compliant and effective food service program in Nevada.

Conclusion

Legal Prep's food service plan ensures that all students have access to nutritious meals in a manner that is compliant, efficient, and aligned to the school's mission. By operating as its own SFA, partnering with an experienced FSMC, and leveraging prior experience across multiple states, the school is well-positioned to deliver high-quality food service from Day 1.

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

Legal Prep Charter Academy Nevada will implement a comprehensive technology infrastructure and instructional technology program designed to fully support its academic model, operational needs, and student safety. The school's approach is grounded in three core priorities: reliable infrastructure, instructional integration, and responsible use, supported by both internal technical expertise and high-quality external vendors.

Technology Infrastructure and Connectivity

Legal Prep will ensure that all core technology systems are fully operational prior to the start of the school year, including network infrastructure, student and staff devices, and key operational platforms.

- **E-Rate Participation:**
  Legal Prep will participate in the federal E-Rate program to support the cost of network infrastructure and Internet access. The school brings direct experience successfully implementing E-Rate-funded systems in both Illinois and Indiana, ensuring compliance and cost efficiency.
- **High-Speed Internet and Network Infrastructure:**
  The school will secure reliable, high-speed Internet access and internal network systems capable of supporting instructional technology, assessment platforms, and operational systems.
- **Director of IT Oversight:**
  Legal Prep's Director of IT will oversee all aspects of technology system setup and implementation, including network infrastructure, device deployment, and integration of instructional and operational platforms. This role ensures that all systems are configured effectively prior to launch and aligned to the school's academic and operational needs.
- **Vendor Selection and Implementation:**
  Technology vendors will be selected based on experience, reliability, scalability, and compliance with education data privacy standards. The Director of IT, in collaboration with the Director of Operations, will oversee vendor selection, implementation, and ongoing performance monitoring. Implementation of all core technology systems will occur during the incubation year, with vendor selection and system design completed by early spring, system configuration and device procurement completed by late spring, and full testing and staff training completed prior to Summer Professional Development. This timeline ensures that all systems are fully operational and integrated prior to the first day of school.

Student and Staff Devices

Legal Prep will operate a 1-to-1 student device model, ensuring that every student has access to a school-issued Chromebook.

- **Student Devices:**
  Each student will be assigned a Chromebook to support daily instruction, research, assessments, and digital learning platforms
- **Staff Devices:**
  All staff members will be provided with appropriate devices and access to instructional and operational systems necessary to perform their roles effectively

This model ensures equitable access to technology and supports both in-class and extended learning opportunities.

Instructional Technology Integration

Technology will be intentionally integrated into instruction to enhance learning and support skill development.

Legal Prep will implement a robust suite of instructional platforms, including tools for:

- Practice and skill development
- Reading and writing support
- Math and science instruction
- Formative and interim assessment
- College and career readiness

These platforms will supplement core curriculum and enable differentiated instruction, real-time feedback, and targeted academic support.

Technology Use Policies and Student Safety

Legal Prep will implement comprehensive technology policies for both students and staff to ensure responsible use, safety, and alignment to the school's academic environment.

- **Student Device Policy:**
  Students will use school-issued Chromebooks for all instructional purposes
- **Personal Device Policy:**
  Personal devices, including phones, tablets, smartwatches, and earbuds, will not be permitted during the school day. Students will place these devices in a designated technology locker system prior to the start of the school day and retrieve them at dismissal
- **Acceptable Use Policies:**
  The school will maintain clear, written policies outlining expectations for technology use, digital citizenship, and consequences for misuse
- **Content Filtering and Monitoring:**
  All school-issued devices and networks will include appropriate content filtering and monitoring systems to ensure student safety and compliance with federal requirements

Data Systems and Operational Technology

Legal Prep will implement a comprehensive set of data systems and operational technology platforms to support student achievement, operational efficiency, family engagement, and compliance.

- **Student Information System (SIS):**
  Legal Prep will utilize **Infinite Campus** as its core student information system, ensuring alignment with Nevada reporting requirements and seamless integration with state systems. The SIS will serve as the central platform for student enrollment, attendance, scheduling, grading, and compliance reporting.
- **Assessment and Data Systems:**
  Legal Prep will implement a robust suite of assessment tools and data systems to monitor student progress and inform instruction, including:
    - Interim and formative assessment platforms aligned to curriculum and state standards
    - Practice and skill development tools to support differentiated instruction
    - Systems to track academic growth, attendance, behavior, and intervention data
- The Director of IT, in collaboration with the Principal, will design and implement internal dashboards that provide real-time student data, allowing school leaders and teachers to:

    - Monitor student performance across multiple data points
    - Identify trends and gaps in achievement
    - Inform instructional decisions and targeted interventions
- **Communication Platforms:**
  Legal Prep will implement a multi-channel communication system to ensure consistent and accessible communication with families and staff.
  These systems will include:
    - **Weekly family newsletters** to provide updates on academics, events, and school initiatives
    - **Mass communication platforms** capable of delivering text, voice, and email messages to families
    - Teacher-to-family communication tools to support ongoing engagement and responsiveness
- All communications will be accessible in multiple languages, including Spanish, to ensure equitable access for all families.
- **Telephone and Internal Communication Systems:**
  The school will implement a Voice over Internet Protocol (VoIP) phone system to support internal and external communication. This system will provide reliable, scalable, and cost-effective communication across classrooms, offices, and administrative functions.

Vendor Selection and Accountability

Technology vendors will be selected through a structured process that prioritizes:

- Proven experience with K–12 schools
- Ability to meet data privacy and security requirements
- Reliability and scalability
- Cost-effectiveness

The Director of IT, in partnership with the Director of Operations, will oversee vendor relationships, including:

- Monitoring system performance and uptime
- Ensuring compliance with contractual obligations
- Coordinating technical support and issue resolution
- Conducting periodic vendor evaluations

Funding Strategy

Technology infrastructure, devices, and systems will be funded through a combination of:

- E-Rate reimbursements for eligible infrastructure and Internet costs
- Per-pupil funding and operational budget allocations
- Start-up funding sources, including anticipated CSP support

This diversified funding strategy ensures that all necessary technology systems can be implemented and sustained.

Conclusion

Legal Prep's technology plan ensures that all students and staff have access to reliable, high-quality technology that supports instruction, operations, and student safety. By combining proven experience with E-Rate implementation, a 1-to-1 device model, strong instructional integration, dedicated IT leadership, and clear policies, the school is well-positioned to deliver a technology program that enhances learning while maintaining a focused and structured school environment.

d) Facilities maintenance (including janitorial and landscape maintenance)

Legal Prep Charter Academy Nevada will implement a facilities maintenance plan that ensures the school environment is safe, clean, well-maintained, and fully compliant with all applicable health and safety requirements. The school's approach combines contracted services for day-to-day operations with landlord-provided support for building systems and exterior maintenance.

Janitorial and Cleaning Services

Legal Prep will contract with a qualified third-party vendor to provide daily janitorial and cleaning services.

- **Scope of Services:**
  Services will include daily cleaning of classrooms, restrooms, common areas, and offices, as well as periodic deep cleaning and sanitation as needed
- **Health and Safety Standards:**
  Cleaning protocols will meet all applicable health and safety standards, including requirements related to sanitation, hygiene, and safe use of cleaning materials
- **Background Checks and Security Requirements:**
  All vendor personnel who will be present in the building during school hours or in areas accessible to students will be required to complete background checks consistent with school and state requirements prior to performing services
- **Vendor Oversight:**
  The Director of Operations will monitor vendor performance, ensure compliance with contract expectations, and address any issues related to cleanliness or service quality

General Maintenance and Repairs

General building maintenance, including repairs to major building systems, will be addressed through the school's facility lease agreement.

- The landlord will be responsible for structural maintenance, major system repairs (HVAC, plumbing, electrical), and building upkeep, as defined in the lease
- The Director of Operations will serve as the primary point of contact for coordinating maintenance requests and ensuring timely resolution of any issues

This structure ensures that the school benefits from professional facility management while maintaining clear accountability for day-to-day operations.

Landscape Maintenance

Landscape maintenance, including exterior upkeep, groundskeeping, and related services, will also be provided through the facility lease agreement.

- The landlord will be responsible for maintaining outdoor spaces in a manner that is safe, clean, and consistent with local regulations
- The school will monitor these services to ensure that exterior conditions support a positive and welcoming environment for students and families

Vendor Selection and Accountability

For contracted janitorial services, Legal Prep will utilize a structured vendor selection process that prioritizes:

- Experience serving schools or similar facilities
- Ability to meet health, safety, and security requirements
- Reliability and consistency of service
- Cost-effectiveness

Vendor performance will be monitored through:

- Clearly defined service expectations and contract terms
- Regular review of cleanliness and maintenance standards
- Ongoing communication between the vendor and the Director of Operations

Funding Strategy

Facilities maintenance services will be funded through:

- Lease-related costs, which include maintenance and landscape services
- Operational budget allocations for contracted janitorial services

This structure ensures that all maintenance needs are met in a cost-effective and sustainable manner.

Conclusion

Legal Prep's facilities maintenance plan ensures that the school will operate in a clean, safe, and well-maintained environment from Day 1. By combining contracted janitorial services with landlord-provided maintenance and strong internal oversight, the school establishes a clear and effective system for maintaining high-quality facilities.

e) School health and nursing services: Describe your plans for providing nursing services, including how student required immunizations will be monitored.

Legal Prep Charter Academy Nevada will implement a comprehensive school health services plan to ensure that all students have access to necessary health supports and that the school remains fully compliant with all state and federal health requirements. This plan includes contracted nursing services, partnership with community-based providers, and clearly defined systems for monitoring student health compliance, including immunizations.

Nursing Services Model

Legal Prep will contract with a qualified third-party provider to deliver school nursing services.

- **Scope of Services:**
  Contracted nursing staff will be responsible for:
  - Managing student health records and medical documentation
  - Providing care for minor injuries and illnesses
  - Administering medications in accordance with applicable laws and policies
  - Supporting students with chronic health conditions (e.g., asthma, diabetes, allergies)
  - Developing and maintaining health care plans for students as needed
- **Compliance and Oversight:**
  The Director of Operations will oversee the nursing services contract, ensuring that all services are delivered in compliance with Nevada health regulations and school policies.

Community Partnership for Student Wellness

Legal Prep will partner with Serenity Nonprofit to provide additional support for student wellness and access to services. A letter of support from Serenity is included.

This partnership will support:

- Student mental health and wellness services
- Referrals to community-based health and social services
- Family engagement and support resources
- Coordination of services for students with identified needs

This collaboration strengthens the school's ability to provide holistic, wraparound support for students and families.

Immunization Monitoring and Compliance

Legal Prep will implement a clear and compliant system for monitoring student immunization requirements.

- **Enrollment Requirements:**
  All students will be required to provide documentation of required immunizations in accordance with Nevada law prior to enrollment
- **Tracking and Monitoring:**
  Student immunization records will be tracked through the school's Student Information System (Infinite Campus) and maintained by the nursing provider
- **Follow-Up and Compliance:**
  The school will:
  - Notify families of missing or incomplete immunization records
  - Provide clear deadlines for compliance
  - Coordinate with families and local health providers to support completion
- **Exemptions:**
  All medical and religious exemptions will be handled in accordance with Nevada law and documented appropriately

Emergency Preparedness and Health Protocols

Legal Prep will maintain protocols to ensure student safety in emergency situations, including:

- Emergency response procedures for illness and injury
- Staff training in basic first aid and emergency response
- Coordination with local emergency services
- Maintenance of required health and safety documentation

Vendor Selection and Accountability

The nursing services provider will be selected through a structured process based on:

- Experience providing school-based nursing services
- Knowledge of Nevada health regulations and compliance requirements
- Ability to serve diverse student populations

The Director of Operations will monitor performance through:

- Regular communication and service reviews
- Compliance checks and documentation audits
- Ongoing evaluation of service quality and responsiveness

Funding Strategy

School health and nursing services will be funded through:

- Operational budget allocations

- Potential Medicaid reimbursement programs, where applicable
- Supplemental funding sources, if available

This approach ensures that all required health services are delivered consistently and sustainably.

Conclusion

Legal Prep's school health and nursing services plan ensures that all students receive necessary medical support in a safe, compliant, and responsive environment. Through contracted nursing services, strong internal systems, and partnership with Serenity Nonprofit, the school is well-positioned to support student health, wellness, and readiness to learn.

f) Safety and security (include any plans for onsite security personnel).

Legal Prep Charter Academy Nevada will implement a comprehensive safety and security plan designed to ensure a safe, structured, and welcoming school environment, while maintaining alignment with the school's culture and mission. The school's approach combines trained staff, controlled access systems, and modern security technology, without reliance on onsite law enforcement personnel.

Staffing and Supervision Model

Legal Prep will not utilize onsite law enforcement. Instead, the school will rely on a trained internal team of Assistant Deans and school leaders to oversee safety, supervision, and student behavior.

- **Assistant Deans:**
  Assistant Deans will be responsible for:
  - Monitoring student behavior and maintaining a safe school environment
  - Supervising key areas of the building, including entry points, hallways, and common spaces
  - Responding to incidents and supporting de-escalation
  - Reinforcing school culture and expectations
- **Training:**
  All Assistant Deans and relevant staff will receive training in:
  - Safety and security protocols
  - Emergency response procedures
  - De-escalation and restorative practices
  - Crisis management

This model ensures that safety is integrated into the school's culture and daily operations, rather than treated as a separate or punitive function.

Controlled Building Access and Monitoring

Legal Prep will implement a secure, controlled entry system to manage access to the building.

- **Single Point of Entry:**
  The school will maintain a single, monitored point of entry for all students, staff, and visitors
- **Access Control Systems:**
  Doors will be secured and controlled through monitored access systems to ensure that only authorized individuals enter the building
- **Video Surveillance:**
  The school will install a comprehensive camera system covering entrances, hallways, and common areas to support monitoring and incident review

Weapons Detection System

Legal Prep will utilize an Evolv Express weapons detection system at the main entrance.

- All visitors and guests will pass through the system upon entry
- The system provides efficient and non-invasive screening, similar to those used in major public venues such as stadiums and event spaces
- This approach enhances safety while maintaining a welcoming and non-institutional environment, avoiding the negative impact that traditional metal detectors can have on school culture

Emergency Preparedness and Protocols

Legal Prep will implement comprehensive emergency response procedures to ensure readiness for a range of situations, including:

- Medical emergencies
- Fire and evacuation procedures
- Lockdown and shelter-in-place protocols
- Coordination with local emergency responders

Staff will be trained on all emergency procedures, and the school will conduct regular drills in accordance with state and local requirements. In addition, Legal Prep will implement protocols specific to the Las Vegas climate, including procedures for extreme heat conditions and heat advisories. These protocols will include adjustments to outdoor activities, modified arrival and dismissal procedures as needed, access to climate-controlled spaces, and communication with families regarding heat-related safety measures. Staff will be trained to monitor and respond to heat-related health concerns to ensure student safety.

Vendor Selection and Oversight

Security-related systems and vendors, including access control, camera systems, and weapons detection technology, will be selected based on:

- Proven reliability and effectiveness
- Experience working with schools or similar institutions
- Compliance with safety and data privacy standards

The Director of Operations will oversee vendor implementation and ongoing performance, ensuring that all systems function effectively and are maintained over time.

Funding Strategy

Safety and security systems will be funded through:

- Startup funding, including anticipated CSP resources
- Operational budget allocations
- Potential grant opportunities, where available

This ensures that all safety systems are in place prior to opening and maintained over time.

Conclusion

Legal Prep's safety and security plan provides a comprehensive, proactive approach that prioritizes both student safety and a positive school culture. By combining trained internal staff, controlled access systems, and modern screening technology, the school ensures a secure environment while maintaining a welcoming and supportive atmosphere for students and families.

g) Other services that will be critical to the academics, operations, or financial management of the school.

In addition to the services described above, Legal Prep Charter Academy Nevada will implement a comprehensive set of additional operational supports to ensure strong academic outcomes, efficient operations, and financial integrity. These services will be provided through a combination of internal leadership, contractual partnerships, and experienced external vendors, with clear accountability and oversight.

Financial Management and Accounting

Legal Prep will partner with an experienced financial services provider to support accounting, financial reporting, and compliance.

- **Scope of Services:**
  - General ledger management and bookkeeping
  - Financial reporting and budget monitoring
  - Accounts payable and receivable
  - Preparation for audits and compliance reporting
- **Oversight:**
  The CEO will oversee financial management, with support from the Director of Operations and the Board, ensuring strong internal controls and alignment to the approved budget.

Legal and Compliance Services

Legal Prep will leverage its strong relationships within the legal community to secure **pro bono legal services** to support governance, compliance, and operational needs.

- **Scope of Services:**
    - Charter compliance and regulatory guidance
    - Contract review and negotiation
    - Employment and HR-related legal support
    - Risk management and liability guidance
- **Model and Partnerships:**
  Legal Prep has a long-standing history of partnering with law firms and legal professionals who provide pro bono support to the organization. These relationships will be extended to the Nevada campus, allowing the school to access high-quality legal expertise while maintaining cost efficiency.
- **Supplemental Support (as needed):**
  In situations requiring specialized or ongoing legal services beyond pro bono capacity, Legal Prep will engage paid legal counsel to ensure full coverage and compliance.

This approach ensures that the school benefits from high-quality legal expertise, strong community partnerships, and responsible financial management.

Human Resources and Payroll Services

Legal Prep will implement a structured approach to human resources and payroll through a combination of internal leadership and external support.

- **Scope of Services:**
    - Payroll processing and benefits administration
    - Employee onboarding and personnel records
    - Compliance with employment laws and policies
- **Oversight:**
  The Director of Operations will oversee HR systems, with support from experienced staff within affiliated Legal Prep organizations.

Student Information and Data Reporting Systems

In addition to core SIS and instructional platforms, Legal Prep will ensure full compliance with all state reporting and accountability requirements.

- **Scope of Services:**
    - State reporting and data submissions
    - Enrollment and attendance reporting
    - Assessment and accountability reporting
- **Oversight:**
  The Director of Operations and Director of IT will coordinate to ensure data accuracy, compliance, and timely reporting.

Insurance and Risk Management

Legal Prep will secure comprehensive insurance coverage to protect students, staff, and the organization.

- **Coverage Areas:**
    - General liability
    - Educators' legal liability
    - Property and casualty
    - Workers' compensation

The school will work with experienced brokers to ensure appropriate coverage levels and cost-effective policies.

Transportation Routing and Planning Support

In addition to transportation services, Legal Prep will utilize routing and logistics support to optimize efficiency.

- **Scope of Services:**
    - Route planning and optimization for satellite stops
    - Coordination of arrival and dismissal logistics
    - Integration with transportation vendors

This ensures that transportation services are both efficient and responsive to student needs.

Extended Learning and Enrichment Partnerships

Legal Prep's academic model includes robust enrichment and experiential learning opportunities, supported by external partnerships.

- **Scope of Services:**
    - Partnerships with legal organizations, courts, and businesses
    - Guest speakers, mentorship programs, and field experiences
    - Support for extracurricular activities and student organizations

These partnerships are central to the Legal Prep model and enhance both recruitment and student engagement.

Vendor Selection and Accountability

All service providers will be selected through a structured process that includes:

- Evaluation of experience, qualifications, and cost
- Alignment to school needs and mission
- Reference checks and prior performance

The school will ensure accountability through:

- Clearly defined contracts and service expectations
- Ongoing performance monitoring by the Director of Operations
- Regular review of vendor effectiveness and responsiveness

Funding Strategy

These services will be funded through:

- **Per-pupil funding and operational budget allocations**
- **Start-up funding**, including anticipated CSP resources
- **Grants and partnerships**, where applicable

This diversified approach ensures that all critical services are sustainably funded.

Conclusion

Legal Prep's comprehensive approach to additional operational services ensures that the school is fully supported across all critical domains, including finance, legal compliance, human resources, data systems, and enrichment programming. By combining experienced leadership with strong vendor partnerships and clear accountability structures, the school is well-positioned to operate efficiently, remain compliant, and deliver a high-quality educational experience.

Service Evaluation and Continuous Improvement

Legal Prep will implement clear metrics and processes to evaluate the effectiveness of all operational services and ensure continuous improvement.

Each service area will be monitored using defined performance indicators, including:

- **Transportation:** On-time arrival rates, route efficiency, student utilization, and family satisfaction
- **Food Service:** Meal participation rates, compliance with nutrition standards, and service quality feedback
- **Technology:** System uptime, device availability, and user support response times
- **Facilities Maintenance:** Cleanliness standards, response time for repairs, and inspection outcomes
- **Health Services:** Compliance with immunization requirements, response time to student needs, and documentation accuracy
- **Safety and Security:** Incident response times, adherence to protocols, and effectiveness of access control systems

The Director of Operations will oversee performance monitoring across all service areas, conduct regular vendor reviews, and implement corrective actions when necessary. School leadership will review these data regularly to ensure that all services are operating effectively and aligned to student needs.

2) *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*.

Legal Prep Charter Academy Nevada will implement a comprehensive data security and privacy framework to ensure full compliance with the Family Educational Rights and Privacy Act (FERPA) and all applicable federal, state, and local laws governing the protection of student and employee information. The school's approach combines secure technology systems, clearly defined access controls, and strong staff accountability, ensuring that data privacy is embedded in both daily operations and long-term systems.

Responsibility for data security will be clearly defined across the leadership team. The Director of IT will lead all technical systems and infrastructure, including system configuration, access controls, and ongoing monitoring. The Director of Operations will oversee compliance with data handling procedures and reporting requirements, while the Principal and CEO will ensure that all practices align with legal requirements and organizational expectations. This structure ensures that data privacy is both technically managed and operationally enforced.

Legal Prep will utilize secure, industry-standard platforms to manage student and employee data. The school will implement Infinite Campus as its Student Information System, along with vetted instructional and operational platforms that meet all applicable data privacy requirements. All systems will be configured to ensure encryption of sensitive data, secure user authentication, and regular system updates.

Access to data will be tightly controlled through role-based permissions, ensuring that staff only have access to the information necessary to perform their responsibilities. The school will also implement data minimization practices, limiting the collection and storage of personally identifiable information to what is required for educational and operational purposes.

All vendors that access student or employee data will be required to meet strict data privacy standards. Vendors will be vetted for compliance with FERPA and other applicable laws, and contracts will include clear data protection provisions. The Director of IT and Director of Operations will monitor vendor performance and compliance on an ongoing basis.

To ensure consistent implementation, all staff will receive training on data privacy and security during onboarding and through annual refreshers. Staff will also be required to sign confidentiality agreements acknowledging their responsibility to protect sensitive information.

Legal Prep will maintain a clear incident response plan to address any potential data security concerns. In the event of a suspected breach, the school will take immediate steps to investigate, contain, and report the issue in accordance with applicable laws, while also reviewing and strengthening systems to prevent future occurrences.

Finally, the school will ensure that families are informed of their rights under FERPA through annual notifications and clearly defined procedures for accessing and updating student records.

Through this combination of secure systems, defined roles, and consistent training, Legal Prep ensures that all student and employee information is protected while supporting effective and compliant school operations.

Section 4.7 Rubric Alignment Summary

1. **Operations plan includes logical plans for all essential and program-specific non-academic services, including, but not limited to transportation, food service, facilities management, nursing, and purchasing processes, and school safety.**

Legal Prep presents a comprehensive operations plan that includes detailed, logical approaches for all essential non-academic services, including transportation, food service, technology, facilities maintenance, health services, safety and security, and additional operational supports such as finance, legal, and human resources. Each service area is clearly described with defined responsibilities, vendor strategies, and alignment to the school's academic model and student needs, ensuring full operational readiness.

2. **Articulates a reasonable process and timeline for ensuring school will have information technology infrastructure, equipment, software, and policies to support the school operations and model.**

Legal Prep outlines a clear and reasonable process for implementing its technology systems, including participation in the E-Rate program, structured vendor selection, and oversight by a dedicated Director of IT. The plan includes a defined timeline for system selection, configuration, testing, and staff training during the incubation year, ensuring that all infrastructure, devices, and platforms are fully operational prior to the first day of school.

3. **Costs of services are realistic and align with budget.**

Legal Prep demonstrates that all operational services are aligned with its budget assumptions and financial plan. Costs are based on prior experience operating similar programs in Illinois and Indiana, vendor-informed projections, and conservative enrollment assumptions. The plan includes diversified funding strategies, including per-pupil funding, E-Rate reimbursements, and start-up funding sources, ensuring that all services are financially sustainable.

4. **Articulates metrics and processes for evaluating effectiveness of services.**

Legal Prep provides a clear framework for evaluating the effectiveness of all operational services through defined performance metrics and ongoing monitoring systems. Service areas such as transportation, food service, technology, facilities, health services, and safety will be evaluated using specific indicators, including reliability, participation, compliance, and user satisfaction. The Director of Operations will oversee performance monitoring and vendor accountability, with regular review and continuous improvement processes in place.

Overall Alignment

Legal Prep's Services plan is comprehensive, well-structured, and aligned to the school's operational and academic needs. The proposal demonstrates strong planning across all essential service areas, clear implementation processes and timelines, realistic cost alignment, and defined systems for ongoing evaluation

and improvement. These elements collectively ensure that the school will be fully operational, compliant, and equipped to support student success from Day 1.

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:

Legal Prep Charter Academy Nevada is seeking a facility that supports both immediate launch needs and long-term growth, while enabling full implementation of its college-preparatory, law-themed academic model. The school's facility strategy is intentionally phased, beginning with a space that can support the first two years of operation and transitioning to a permanent facility as the school scales to full capacity.

The proposed facility must support academic rigor, student engagement, and experiential learning, including unique programmatic elements such as a mock courtroom and space for collaborative, discussion-based instruction. To ensure alignment between enrollment growth and facility capacity, Legal Prep has developed a phased facility plan that scales instructional and programmatic space in tandem with student enrollment.

Year	Grades Served	Enrollment	General Education Classrooms	Key Programmatic Spaces	Facility Strategy
Year 1	6, 9	140	7 (4 HS, 3 MS)	Offices (Principal, AP, Social Worker), intervention rooms, cafeteria/multipurpose space, outdoor recreation area	Utilize existing facility space aligned to initial launch needs
Year 2	6–7, 9–10	280	14	Expanded intervention and support spaces; initial specialty spaces (science, art, law program)	Scale within existing facility footprint
Year 3	6–8, 9–11	420	21	Full suite of student support spaces; expanded specialty classrooms; mock courtroom and enrichment areas	Evaluate long-term facility needs and begin transition planning

At Capacity	6–12	600	25	Fully built-out academic, student support, and signature program spaces (including law program)	Permanent facility aligned to full program implementation

The sections below provide additional detail regarding location, classroom needs, and program-specific space requirements.

a) The desired location of the school facility.

Legal Prep is targeting a facility in Las Vegas within or proximate to high-need communities, including the zip codes identified in the recruitment plan (89121, 89120, 89169, and 89119). The goal is to locate the school in an area that is:

- Accessible to students from multiple neighborhoods
- Aligned to communities with a high concentration of students attending 1- and 2-star schools
- Convenient for transportation routes, including satellite bus stops

Legal Prep is currently exploring a strong near-term facility option in the current home of Nevada Rise, which is expected to become available as that school transitions to a new location. This site presents several advantages:

- Sufficient indoor space to support Year 1 and Year 2 classroom needs
- A large outdoor blacktop area suitable for physical education and recreational activities
- Existing parking capacity to support staff and family access
- The potential for a long-term lease or rent-to-own arrangement, including the possibility of constructing a permanent facility on the property

While this site is a leading option, Legal Prep will continue to evaluate additional facilities to ensure the selected location best meets programmatic, operational, and long-term growth needs.

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

Legal Prep's classroom needs are directly aligned to its phased enrollment model and are informed by a detailed facility needs assessment.

- **Year 1 (140 students):**
  - 4 high school classrooms (9th grade)
  - 3 middle school classrooms (6th grade)
  - **Total: 7 general education classrooms**
- **Year 2 (280 students):**
  - 8 high school classrooms (grades 9–10)
  - 6 middle school classrooms (grades 6–7)
  - **Total: 14 general education classrooms**

- **Year 3 (420 students):**
    - 12 high school classrooms
    - 9 middle school classrooms
    - **Total: 21 general education classrooms**
- **At Capacity (Grades 6–12, 510 students):**
    - 16 high school classrooms
    - 9 middle school classrooms
    - **Total: 25 general education classrooms**

This classroom progression reflects a deliberate and scalable growth model that ensures appropriate class sizes, scheduling flexibility, and alignment with the school's academic program at each stage of development.

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

In addition to general education classrooms, Legal Prep requires a robust set of specialized spaces to support its academic model, student supports, and enrichment programming.

At a minimum, the school will include the following spaces during the initial years of operation, with additional capacity added as enrollment grows:

- **Special Education and Student Support Spaces:**
    - Dedicated Resource Room(s) for special education services and individualized instruction
    - Small-group intervention rooms for academic support
    - Counseling and wellness spaces, including a "Peace Room" to support student social-emotional needs and house its award winning Peace Warriors program
- **English Language Learner (ELL) Support:**
    - Flexible instructional space for language development and targeted support
- **Academic and Instructional Specialty Spaces:**
    - A science lab to support hands-on science instruction
    - A library or media center to support literacy and research
    - Dedicated spaces for art and music instruction
- **Legal Prep Signature Programming Spaces:**
    - A mock courtroom, which is central to the Legal Prep model and supports experiential learning in law courses
    - Flexible classrooms designed for seminar-style instruction, debate, and collaborative work
- **Student Enrichment and Community Spaces:**
    - Student lounge areas (as space allows)
    - Multipurpose spaces that can support enrichment, clubs, and community programming

As the school grows toward full capacity, these spaces will expand to include additional resource rooms, dedicated middle and high school student support areas, and expanded specialty programming spaces, ensuring that all students have access to both rigorous academics and comprehensive supports.

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

Legal Prep Charter Academy Nevada's facility design is intentionally structured to support efficient operations, strong student support systems, and a safe, well-organized school environment. In addition to instructional space, the school requires dedicated areas for leadership, student services, food service, and physical activity, all of which are essential to the successful implementation of the school model.

Administrative and Student Support Spaces

The school will include a set of administrative and student-facing spaces that allow leadership and support staff to operate effectively and provide direct services to students and families.

These spaces will include:

- A main office and reception area to serve as the central entry point for families and visitors
- Dedicated offices for the Principal and Assistant Deans
- Multiple counseling and student support offices, including space for a social worker
- A nurse station or health clinic, which will serve as the primary location for student health services, medication administration, and monitoring of student wellness needs
- Administrative office space for operations and support staff
- A staff workroom and staff lounge to support teacher collaboration and planning
- A conference room for meetings, family conferences, and team collaboration

As the school grows, additional administrative and support spaces will be added to accommodate increased staffing and expanded student services, including additional counseling and special populations support areas.

Food Service Space

Legal Prep will provide food service through a multipurpose cafeteria space supported by a warming kitchen, consistent with its School Food Authority model.

- A cafeteria or multipurpose room will be used for breakfast and lunch service, as well as school-wide events and gatherings
- A warming kitchen will support meal storage, heating, and distribution in compliance with health and safety requirements

As enrollment increases, the school will ensure that food service spaces are scaled appropriately, including the potential for separate middle school and high school lunch periods or spaces.

Physical Education and Recreation Space

Legal Prep's facility will include space to support physical education, student wellness, and recreational activities.

- The school will utilize a large outdoor blacktop area for basketball, fitness activities, and general physical education programming

- Where feasible, the school will include access to additional indoor or outdoor space to support structured PE and student activities

This approach ensures that students have regular opportunities for physical activity, which supports both health and academic performance.

Design Considerations and Program Alignment

The facility will be designed to support both operational efficiency and the student experience, including:

- A **d**edicated building entrance with controlled access
- Clear separation of spaces as the school grows (e.g., between middle school and high school students, particularly 6th grade)
- Adequate storage space for instructional materials, technology, and operational needs
- Functional layouts that support supervision, safety, and ease of movement throughout the building

Conclusion

Legal Prep's facility space plan ensures that all operational, administrative, and student support functions are fully integrated into the school design. By providing dedicated space for leadership, health services, food service, and physical activity, the school creates an environment that supports both effective operations and student success from Day 1 and as the school grows.

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:*
    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 16. 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 17.

Identified Facility and Overall Approach

Legal Prep Charter Academy Las Vegas has identified a highly viable primary facility option that would allow for an efficient and timely school launch, while also maintaining a broader facilities strategy to ensure long-term sustainability and flexibility.

The school's preferred facility is the current campus operated by Nevada Rise, located at 2525 Emerson Avenue, Las Vegas, Nevada, which is expected to become available as Nevada Rise relocates to a newly acquired property. This facility is a shared campus with Paradise Church and offers a strong, turn-key opportunity for Legal Prep's Year 1 operations.

At the same time, Legal Prep is actively working with a local commercial real estate partner, Hiltz Commercial Group, to identify and evaluate additional facility options. Two additional sites have already been identified that could meet the school's needs if the Nevada Rise site does not materialize.

This dual-track approach ensures both near-term feasibility and long-term flexibility, while maintaining a high level of confidence in securing an appropriate facility prior to opening.

Primary Facility: Nevada Rise / Paradise Church Site

The Nevada Rise facility represents an ideal Year 1 location due to its readiness, capacity, and alignment with Legal Prep's programmatic needs.

Facility Overview

- **Location:** 2525 Emerson Avenue, Las Vegas, NV
- **Current Use:** K–12 charter school (Nevada Rise) co-located with Paradise Church
- **Available Classrooms:** 14 existing classrooms
- **Expansion Potential:** Additional modular classrooms can be added on-site
- **Campus Features:**
    - Cafeteria and full cooking kitchen
    - Administrative office space
    - Large blacktop outdoor area with basketball courts
    - Ample on-site parking
    - Large assembly hall (currently used by the church), suitable for school-wide gatherings and events
- **Site Size:** Several acres, with potential for future expansion or new construction

This facility is particularly well-suited for Legal Prep's model, which emphasizes both academic instruction and community-based programming. The availability of a large assembly space and outdoor areas supports school culture, enrichment, and extracurricular activities.

Alignment to School Needs

For Year 1, Legal Prep anticipates serving approximately:

- 90 students in 9th grade
- 50 students in 6th grade

The existing 14 classrooms provide more than sufficient capacity to support this initial enrollment, while also allowing for:

- Dedicated classrooms by grade and subject
- Space for special populations services (SPED, EL, SEL)
- Administrative and student support offices

As enrollment grows, the site's flexibility allows for:

- Installation of modular units
- Reconfiguration of existing spaces
- Potential future expansion of permanent facilities

Long-Term Facility Strategy

While the Nevada Rise facility is expected to meet the school's needs in the near term, Legal Prep is also evaluating long-term options to ensure alignment with full enrollment at scale.

The Emerson Avenue site offers a unique long-term opportunity:

- The property sits on several acres, allowing for future ground-up development
- There is potential for a future purchase agreement, depending on alignment with the property owner

Legal Prep would consider pursuing a purchase and expansion strategy only after:

- Enrollment stabilizes
- Long-term facility needs are fully understood
- Financial conditions support capital investment

This phased approach reflects lessons learned from prior expansion efforts and prioritizes operational flexibility and financial prudence.

Status of Discussions and Evidence of Feasibility

Legal Prep has engaged in initial discussions with the leadership of Paradise Church, which owns and operates the facility. These conversations have been constructive, and there is strong mutual interest in exploring a partnership once the school secures charter approval.

At this time:

- No formal agreement (LOI or lease) has been executed
- The property owner has indicated they are not prepared to enter into a formal agreement prior to charter approval

This is consistent with typical charter school facility timelines and does not present a barrier to securing the site post-authorization.

Legal Prep will continue to:

- Maintain active communication with the property owner
- Advance discussions toward a lease or MOU following charter approval
- Document all agreements as part of pre-opening requirements

Alternative Facility Pipeline

To ensure continuity and mitigate risk, Legal Prep has engaged Hiltz Commercial Group to support facility identification and acquisition in the Las Vegas market.

Through this partnership:

- Multiple potential sites have been identified and evaluated
- At least two additional viable facility options are currently under consideration
- Each option has been preliminarily assessed for:
    - Size and layout
    - Zoning and code compliance
    - Accessibility for students and families

This pipeline ensures that Legal Prep will be able to secure a facility even if the Nevada Rise site becomes unavailable.

Facility Development and Readiness Timeline

If the Nevada Rise facility is secured, Legal Prep anticipates a streamlined preparation process:

- **Fall 2026:** Charter approval
- **Fall 2026 - Winter 2027:** Finalize lease agreement and begin planning
- **Winter - Spring 2027:** Minor updates, furnishings, and compliance inspections
- **Summer 2027:** Final readiness, staffing, and occupancy approvals
- **Fall 2027:** School opening

Because the facility is currently operating as a school, minimal renovation is expected, significantly reducing both cost and timeline risk.

Code Compliance and Safety

Legal Prep will ensure that the selected facility:

- Meets all applicable local and state building codes
- Complies with fire safety, health, and sanitation requirements

- Passes all required inspections

Consistent with Nevada requirements, the facility will be fully inspected and approved no later than 30 days prior to the first day of school.

Financial Approach to Facilities

Legal Prep's financial model is designed to support a leased facility in the early years, with flexibility to pursue ownership in the future.

Approach:

- Year 1–3: Lease-based model with minimal tenant improvements
- Long-term: Evaluate purchase or development opportunities if financially viable

Key Principles:

- Avoid overinvestment prior to enrollment stabilization
- Maintain flexibility as the school grows
- Align facility costs with conservative enrollment assumptions

This approach reflects Legal Prep's broader financial strategy, which prioritizes sustainability and avoids reliance on high-risk capital investments in the early years.

Summary

Legal Prep has identified a highly promising primary facility that is well-aligned to its educational model and operational needs, while also maintaining a robust pipeline of alternative options. The Nevada Rise / Paradise Church site offers a rare combination of readiness, flexibility, and long-term potential, positioning the school for a strong and stable launch.

At the same time, Legal Prep's partnership with Hiltz Commercial Group and its phased facility strategy ensure that the school can successfully secure and prepare a facility regardless of final site selection. This balanced approach demonstrates both immediate readiness and long-term planning discipline, consistent with the organization's track record of successful school development.

3) *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 Committee to Form brings demonstrated capacity and direct experience in facility acquisition, financing, renovation, and ongoing facilities management, including successful execution across multiple Legal Prep campuses. This experience provides strong evidence that the team can secure, prepare, and manage a facility in Nevada in a manner that is both timely and financially sustainable.

The Chief Executive Officer has led all major facility efforts for Legal Prep's existing schools, including both acquisition and renovation projects. In Chicago, the CEO directed multiple renovation projects at the existing campus and led the purchase of the school's facility, managing the full process from site identification and negotiation through financing, build-out, and ongoing oversight. These projects were completed on schedule and within budget, while maintaining alignment with the school's operational and financial model.

More recently, for the Indianapolis campus, the Legal Prep team secured a leased facility and is currently overseeing a renovation project to prepare the space for Year 1 operations. This work includes coordination with contractors, alignment of the physical space to programmatic needs, and ensuring compliance with all applicable building, safety, and occupancy requirements. The Indianapolis project is progressing on schedule with appropriate financing in place and demonstrates the team's ability to manage facility development in a new market.

Across both cities, the team has demonstrated the ability to:

- Identify and evaluate facility options aligned to enrollment, programmatic, and community needs
- Structure financially responsible lease or purchase agreements
- Manage build-out and renovation projects, including timelines, budgets, and vendor coordination
- Ensure compliance with building codes, health and safety requirements, and occupancy standards
- Align facility design to the school's academic model, including specialized spaces such as collaborative classrooms and program-specific areas

In addition to direct project leadership, the team has established relationships with contractors, architects, financing partners, and facilities consultants, allowing for efficient execution and problem-solving throughout the development process.

For the Nevada campus, Legal Prep will apply this same disciplined approach, beginning with securing a facility that meets short-term needs and allows for early operations, while evaluating long-term options for a permanent site. The team's prior experience ensures that all phases of facility acquisition and development, from site selection through occupancy, will be managed proactively, with clear timelines, defined responsibilities, and strong financial oversight.

Conclusion

The Committee to Form's proven track record in facility acquisition and renovation, combined with its disciplined approach to planning, financing, and execution, demonstrates strong capacity to successfully deliver a facility that is ready for opening and aligned to the school's long-term growth strategy.

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

Legal Prep Charter Academy Nevada will implement a comprehensive facility maintenance plan designed to ensure that the school environment remains safe, clean, fully operational, and compliant with all applicable health and safety requirements. The school's approach combines landlord-supported maintenance, contracted services, and proactive internal oversight, ensuring both day-to-day upkeep and long-term facility sustainability.

Maintenance Structure and Responsibilities

Facility maintenance responsibilities will be clearly divided between the landlord and the school, as defined in the lease agreement.

- The landlord will be responsible for major building systems and structural maintenance, including HVAC, plumbing, electrical systems, and exterior upkeep
- Legal Prep will be responsible for day-to-day facility operations, including cleanliness, minor repairs, and overall building condition

The Director of Operations will serve as the primary lead for all facility-related matters, including coordinating maintenance requests, overseeing vendors, and ensuring that all issues are addressed in a timely manner.

Preventative Maintenance and Ongoing Monitoring

Legal Prep will implement a proactive approach to facility maintenance to minimize disruptions and extend the life of building systems.

- **Preventative Maintenance Scheduling:**
  The school will work with the landlord and service providers to ensure regular maintenance of major systems, including HVAC inspections, safety system checks, and routine servicing
- **Routine Facility Inspections:**
  The Director of Operations and school leadership will conduct regular walkthroughs of the building to identify maintenance needs early and ensure that all spaces remain in good condition
- **Work Order and Tracking System:**
  Maintenance requests will be tracked through a centralized system to ensure timely response and resolution

Janitorial and Cleaning Services

Legal Prep will maintain a clean and healthy learning environment through contracted janitorial services.

- Daily cleaning of classrooms, restrooms, and common areas
- Periodic deep cleaning and sanitation
- Monitoring of vendor performance by the Director of Operations

All vendor staff will be required to meet school safety requirements, including background checks, where applicable.

Grounds and Exterior Maintenance

Exterior maintenance, including landscaping and groundskeeping, will be provided through the facility lease agreement.

- The landlord will maintain outdoor areas, including parking lots and recreational spaces

- The school will monitor these services to ensure that outdoor areas remain safe, clean, and accessible for students and families

Health, Safety, and Compliance

Legal Prep will ensure that all facility maintenance practices are aligned with applicable health and safety standards.

- Compliance with building, fire, and health codes
- Maintenance of safety systems, including alarms, cameras, and access controls
- Coordination with local authorities and inspectors, as required

The school will maintain all required documentation related to inspections, maintenance, and compliance.

Vendor Selection and Accountability

All maintenance-related vendors will be selected based on:

- Experience working with schools or similar facilities
- Ability to meet safety, reliability, and compliance standards
- Cost-effectiveness and responsiveness

Vendor performance will be monitored through:

- Clearly defined service expectations
- Regular review of work quality and response times
- Ongoing communication and issue resolution led by the Director of Operations

Funding Strategy

Facility maintenance costs will be supported through:

- Lease-related expenses, which include major maintenance and exterior upkeep
- Operational budget allocations for janitorial services and minor repairs

This structure ensures that all maintenance needs are met in a financially sustainable manner.

Conclusion

Legal Prep's facility maintenance plan combines proactive oversight, clearly defined responsibilities, and strong vendor accountability to ensure that the school environment remains safe, clean, and fully operational. By integrating preventative maintenance, regular monitoring, and aligned lease responsibilities, the school is well-positioned to maintain a high-quality facility that supports student learning and long-term success.

5) *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 18.*

Legal Prep Charter Academy Nevada will implement a structured and proactive approach to securing all required zoning, permitting, and occupancy approvals to ensure that the selected facility is fully authorized to operate as a school prior to opening. The team's strategy is grounded in early due diligence, experienced local partnership, and clear alignment to jurisdictional requirements, minimizing risk and ensuring timely compliance.

Facility Zoning and Permitting Strategy

Legal Prep is prioritizing facility options that are already zoned for educational use or have a clear and feasible pathway to approval. The primary facility under consideration, including the current home of Nevada Rise, is located on property that has previously been used for school operations, significantly reducing zoning risk and streamlining the permitting process.

For all potential sites, Legal Prep will:

- Confirm zoning designation and permitted use with the local jurisdiction prior to finalizing any lease agreement
- Identify any required conditional use permits, variances, or zoning adjustments early in the process
- Ensure that the facility meets all applicable building, fire, and health codes required for school occupancy

Local Partnership and Due Diligence

Legal Prep is working closely with Hiltz Commercial Group, an experienced commercial real estate firm with deep knowledge of the Las Vegas market and local regulatory environment.

Hiltz Commercial Group is supporting the school in:

- Identifying and evaluating potential facility sites
- Assessing zoning classifications and permitting pathways
- Coordinating with local planning and regulatory agencies
- Advising on feasibility and timeline considerations for each potential site

This partnership ensures that Legal Prep is making informed decisions and engaging effectively with local jurisdictions.

Engagement with Local Jurisdictions

To date, Legal Prep has conducted preliminary due diligence related to facility zoning and feasibility, including confirming that leading facility options have previously been approved for school use.

Following approval of the charter application, Legal Prep will engage directly with the appropriate local agencies, including:

- **Planning Department / Zoning Division:**
  To confirm allowable use, zoning compliance, and any required approvals
- **Building and Safety Department:**
  To ensure compliance with building codes, occupancy requirements, and inspection processes
- **Fire Department:**
  To confirm compliance with fire safety standards and emergency access requirements
- **Traffic and Transportation Division:**
  To review traffic flow, student drop-off and pick-up procedures, and any required traffic mitigation measures

Legal Prep will maintain ongoing communication with these entities throughout the pre-opening period to ensure that all requirements are met in a timely manner.

Permitting Timeline

Legal Prep's permitting and approval timeline is aligned to the SPCSA pre-opening process and is intentionally front-loaded to reduce risk:

- **Fall 2026 (Immediately Post-Approval):**
  Finalize facility selection and confirm zoning compliance
- **Fall–Winter 2026:**
  Submit any required zoning applications, permits, or approvals
- **Winter–Spring 2027:**
  Complete any required build-out or renovations and initiate inspections
- **Spring 2027:**
  Obtain all required approvals from planning, building, and fire authorities
- **At Least 30 Days Prior to Opening:**
  Secure a Temporary or Final Certificate of Occupancy (COO), consistent with SPCSA requirements

This timeline ensures that all approvals are secured well in advance of the first day of school.

Risk Mitigation

Legal Prep's facility strategy significantly reduces permitting risk through:

- Prioritizing sites with existing or prior school use
- Engaging experienced local partners (Hiltz Commercial Group)
- Initiating early and ongoing communication with local jurisdictions
- Aligning timelines to allow for contingencies and adjustments

Documentation and Approvals

At the time of application submission, Legal Prep does not yet have formal approvals from the local jurisdiction for a specific facility site. However, the team has engaged in ongoing due diligence and site evaluation in partnership with Hiltz Commercial Group, including confirmation that primary facility options have previously been approved for school use.

Following charter approval, Legal Prep will immediately advance formal engagement with the relevant local agencies to secure all required zoning, permitting, and occupancy approvals. This work will include submission of any required applications, coordination with planning and building departments, and completion of all inspections necessary to obtain a Certificate of Occupancy.

Legal Prep's proactive planning, combined with its partnership with Hiltz Commercial Group, ensures that the school is well-positioned to navigate the approval process efficiently and meet all pre-opening requirements within the established timeline.

Conclusion

Legal Prep's structured approach to zoning and permitting, combined with experienced local partnership and a proactive timeline, ensures that the selected facility will be fully approved and ready for operation prior to opening. This approach reflects both strong planning and a clear understanding of the regulatory requirements necessary to successfully launch a new school in Las Vegas.

6) *Provide, as Attachment 19, 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.*

Attachment 19 outlines the full insurance program for Legal Prep Charter Academy Nevada, including all required coverage types and associated coverage levels, ensuring compliance with Nevada law and protection for students, staff, and the organization.

Section 4.8 Rubric Alignment Summary

1. **Facility plans in the short and long-term are reasonable and meet the needs of the projected student population and proposed program.**

Legal Prep presents a clear, phased facility plan that aligns space, enrollment, and programmatic needs from Year 1 through full capacity. The application details classroom counts, specialized instructional spaces (including a mock courtroom, intervention rooms, and student support areas), and operational spaces such as administrative offices, food service, and physical education facilities. These plans are directly tied to projected enrollment growth and ensure that the facility will be appropriate for the educational program and sufficient for the student population at each stage of development.

2. **If a facility (or permanent facility) has not been identified:**
   ●Description of anticipated facilities needs that will be appropriate for the educational program of the school and adequate for the projected student enrollment.

The application clearly articulates facility requirements aligned to the academic model, including general education classrooms, specialized instructional spaces, student support areas, and signature program elements such as a mock courtroom. These needs are quantified and scaled over time, demonstrating that the proposed facility, whether the primary site or an alternative, will be sufficient and appropriate for both initial launch and long-term program implementation.

●Inclusion of costs associated with the anticipated facilities needs in the budget including renovation, rent, utilities, insurance, and maintenance.

Legal Prep's facility strategy is grounded in a financially conservative, lease-based model, with facility-related costs incorporated into the broader financial plan. The proposal emphasizes alignment between facility costs and enrollment projections, while avoiding reliance on high-risk capital investments in early years. This demonstrates that facility cost assumptions are realistic and consistent with the school's financial model.

●Evidence to indicate that facilities-related budget assumptions are realistic based on anticipated location, size, etc.

The application supports the credibility of its facility assumptions through:

- Identification of a specific, viable facility option (Nevada Rise site) currently operating as a school
- Engagement with a local real estate partner (Hiltz Commercial Group)
- Evaluation of multiple alternative sites

These elements demonstrate that assumptions regarding facility size, cost, and feasibility are grounded in real market conditions and active site identification efforts, rather than hypothetical projections.

●A realistic, timebound plan for selecting and preparing a facility that will meet the programmatic needs and budgetary constraints.

Legal Prep provides a clear, time-bound facility development timeline, from post-authorization lease execution through final inspections and occupancy approvals. The timeline is practical and achievable, particularly given that the primary facility option requires minimal renovation due to its current use as a school. This reflects a well-planned and executable approach to facility readiness.

●A sound plan, which demonstrates an understanding of the local permitting requirements and processes, for ensuring that the facility will have proper permitting to operate as a school.

The application demonstrates a strong understanding of local zoning, permitting, and occupancy requirements, including the need to engage planning, building, fire, and traffic authorities. The proposal outlines a structured approach to confirming zoning, securing permits, and obtaining all required approvals, culminating in a Certificate of Occupancy prior to opening. This reflects a clear and informed approach to regulatory compliance.

●A clear, time bound plan to engage with local jurisdiction(s) and municipalities, specifically the applicable planning department/division and traffic department/division.

Legal Prep outlines a proactive engagement strategy with local jurisdictions, including coordination with planning, zoning, building, fire, and traffic departments. The partnership with Hiltz Commercial Group further strengthens this approach by providing local expertise and facilitating communication with relevant agencies. This demonstrates a credible and structured plan for navigating local approval processes.

●Assurance that the proposed location will be in compliance with applicable building codes, health and safety laws, and with the requirements of the Americans with Disabilities Act (ADA).

The proposal clearly commits to ensuring that the selected facility will meet all applicable building codes, fire safety requirements, health and sanitation standards, and ADA requirements, with inspections completed at least 30 days prior to opening. This provides strong assurance of compliance with all required safety and accessibility standards.

3. **Demonstrated capacity to manage facility selection, leasing, acquisition, development, renovation, and management, as applicable.**

The Committee to Form demonstrates proven capacity and experience through:

- Successful facility acquisition and renovation in Chicago
- Active facility development and build-out for the Indianapolis campus
- Direct leadership by the CEO in managing facility projects from acquisition through occupancy

This track record, combined with established relationships with contractors, financing partners, and real estate experts, provides strong evidence that the team can successfully execute facility selection, development, and management in Nevada.

4. **Plans for facility maintenance will ensure that the facility provides a safe and clean learning environment for students.**

Legal Prep outlines a comprehensive and sustainable facility maintenance plan, including:

- Clear division of responsibilities between landlord and school
- Oversight by the Director of Operations
- Preventative maintenance systems and routine inspections
- Contracted janitorial and vendor services with defined accountability

These systems ensure that the facility will remain safe, clean, and fully operational, supporting a high-quality learning environment over time.

Overall Alignment

Legal Prep's facilities plan Meets the Standard. The proposal demonstrates a well-developed, realistic, and highly credible facilities strategy that includes:

- A strong primary facility option aligned to programmatic needs
- A viable and active pipeline of alternative sites
- A clear and achievable development and permitting timeline
- Demonstrated organizational capacity to execute facility acquisition and management
- Financially responsible and sustainable facility assumptions
- Robust plans for maintenance, compliance, and long-term use

Collectively, these elements show that Legal Prep is fully prepared to secure, prepare, and maintain a facility that supports its academic model and student population, with minimal execution risk and strong alignment to SPCSA expectations.

SECTION 5

FINANCIAL PLAN

5 Financial Plan

1) *How will the school ensure that all public funds are used efficiently, aligned with the approved budget, and safeguarded through effective internal controls?*

Legal Prep Charter Academy Nevada will ensure that all public funds are used efficiently, aligned to the approved budget, and safeguarded through a comprehensive system of financial policies, internal controls, and oversight structures grounded in established practices from Legal Prep's existing campuses. These systems are designed to ensure responsible stewardship of public funds, compliance with all applicable laws and regulations, and transparency in financial operations.

At the foundation of this approach is a clearly defined governance structure. The Board of Directors holds ultimate fiduciary responsibility and will approve the annual budget, review financial statements, and oversee adherence to financial policies. The Chief Executive Officer will oversee day-to-day financial operations, ensuring that all expenditures align with the approved budget and organizational priorities, while the Director of Operations and finance staff will manage accounting processes, financial reporting, and transaction execution.

Legal Prep will adopt formal Financial Policies and Procedures that establish clear expectations for budgeting, accounting, procurement, and internal controls. These policies include requirements that all expenditures align with the approved budget, are properly documented, and are subject to appropriate approval thresholds. For example, expenditures above defined thresholds require CEO approval, and all transactions must include supporting documentation such as invoices, contracts, and purchase approvals. This structure ensures that spending decisions are intentional, authorized, and transparent.

The school will implement strong internal controls designed to prevent fraud, waste, and abuse. Key controls include segregation of duties between authorization, recordkeeping, and payment functions; required approvals for all disbursements; and regular reconciliation of bank accounts by personnel independent of cash handling responsibilities. Cash receipts will be recorded promptly and deposited intact, and restricted funds will be tracked separately and used only for authorized purposes.

Legal Prep will also utilize structured procurement procedures to ensure that all purchases are cost-effective and aligned to the school's financial position. Larger purchases and contracts will require multiple competitive quotes and formal approval, and all vendor agreements will be reviewed to ensure financial responsibility and compliance with applicable funding requirements.

To ensure ongoing alignment to the budget, the school will prepare regular financial reports, including monthly or quarterly financial statements, which will be reviewed by leadership and the Board. Any material budget variances will be addressed promptly, and budget amendments will require Board approval. This ongoing monitoring ensures that financial decisions remain aligned to both the approved budget and the school's strategic priorities.

Finally, Legal Prep will engage an independent external auditor to conduct an annual audit in accordance with state and federal requirements. Audit results and any findings will be reviewed by the Board, and corrective

actions will be implemented as needed. This independent review provides an additional layer of accountability and ensures compliance with all reporting requirements.

Through this combination of clear governance, strong internal controls, disciplined budgeting practices, and independent oversight, Legal Prep will ensure that all public funds are managed responsibly, transparently, and in full compliance with applicable laws and regulations.

2) *Describe the systems and processes the school plans to use to manage accounting, purchasing, and payroll in compliance with state requirements. If the school plans to contract for any administrative services, explain which services will be contracted and the criteria for selecting contractors.*

Legal Prep Charter Academy Nevada will implement a comprehensive and compliant financial management system to ensure that all accounting, purchasing, and payroll functions are executed accurately, efficiently, and in full alignment with state and federal requirements. These systems are grounded in established practices currently in use at Legal Prep's existing campuses and are supported by a combination of internal leadership and shared administrative capacity.

Accounting Systems and Processes

Legal Prep will maintain its financial records in accordance with Generally Accepted Accounting Principles (GAAP) and all applicable Nevada reporting requirements. The school will utilize QuickBooks as its centralized accounting system to manage general ledger activity, track revenues and expenditures, and support financial reporting.

Accounting services and back-office financial support will be shared across Legal Prep's existing campuses, allowing the Nevada school to leverage established systems, experienced personnel, and consistent processes from Day 1. This shared approach ensures both efficiency and continuity while maintaining clear local oversight.

The accounting process will include:

- Accurate and timely recording of all financial transactions
- Monthly bank reconciliations performed by personnel independent of disbursement functions
- Preparation of regular financial statements for review by the CEO and Board
- Tracking of restricted and grant-funded revenues to ensure compliance with funding requirements

These processes ensure that financial information is reliable, transparent, and aligned with regulatory expectations.

Purchasing and Procurement

Legal Prep will implement structured procurement procedures to ensure that all purchases are necessary, cost-effective, and aligned with the approved budget.

All purchases will follow a clearly defined approval process, including:

- Pre-approval requirements for expenditures based on established thresholds
- Use of purchase orders where appropriate
- Documentation of all expenditures, including invoices, contracts, and receipts
- Review of purchases to ensure alignment with budget and funding restrictions

For larger purchases and contracts, the school will obtain multiple competitive quotes and conduct a thorough review to ensure that agreements are financially responsible and in the best interest of the school. All contracts and lease agreements will be reviewed and approved by the CEO prior to execution.

Payroll Systems and Processes

Payroll will be administered through ADP, a nationally recognized payroll provider, to ensure compliance with all applicable tax, reporting, and employment requirements.

The payroll system will include:

- Semi-monthly payroll processing for all employees
- Automated calculation and filing of payroll taxes and required withholdings
- Secure maintenance of payroll records and employee data
- Proper authorization of all compensation changes

All payroll changes, including salary adjustments and new hires, will require appropriate approval and documentation prior to processing. Timekeeping procedures will be implemented for hourly staff, with supervisor review and approval to ensure accuracy.

Contracted Administrative Services

Legal Prep will utilize contracted service providers where appropriate to enhance efficiency and ensure compliance. Planned contracted services include:

- Payroll processing through ADP
- Independent audit services conducted annually by an external audit firm in accordance with state and federal requirements

This structure ensures that key financial functions are supported by specialized expertise while maintaining strong internal oversight.

Vendor Selection and Evaluation Criteria

All contractors and service providers will be selected through a structured evaluation process that includes:

- Demonstrated experience working with schools or nonprofit organizations
- Knowledge of applicable state and federal requirements
- Ability to provide accurate, timely, and reliable services
- Cost-effectiveness and alignment with the school's budget

- Strong references and track record of performance

Contracts will include clearly defined scopes of work, service expectations, and performance standards. Vendor performance will be monitored regularly, and contracts will be reviewed and renewed based on effectiveness and value.

Conclusion

Legal Prep's accounting, purchasing, and payroll systems are designed to ensure accuracy, compliance, and efficiency across all financial operations. By combining established internal controls, shared administrative capacity across campuses, use of ADP for payroll, and independent audit oversight, the school will maintain a high standard of financial management that safeguards public funds and supports long-term organizational success.

3) How will the school comply with Nevada's financial reporting[4] and annual independent audit[5] requirements, and what financial controls will be implemented to support compliance?

Legal Prep Charter Academy Nevada will comply with all Nevada financial reporting and audit requirements through a comprehensive system of established financial policies, internal controls, and structured oversight, grounded in practices currently implemented at Legal Prep's existing campuses. These systems are designed to ensure full compliance with applicable provisions of Nevada Revised Statutes (NRS) and Nevada Administrative Code (NAC), including requirements related to financial reporting, recordkeeping, and independent audits.

Financial Reporting and Compliance

Legal Prep will maintain its financial records and prepare all financial statements in accordance with Generally Accepted Accounting Principles (GAAP) and the reporting requirements established by the State Public Charter School Authority (SPCSA) and the State of Nevada.

The school will:

- Prepare regular financial reports, including monthly or quarterly financial statements, for review by the CEO and Board
- Submit all required financial reports to the SPCSA and other applicable state agencies in accordance with established timelines
- Maintain accurate and complete accounting records using a centralized financial system
- Track restricted and grant-funded revenues separately to ensure compliance with funding requirements

Financial reporting responsibilities will be supported by shared accounting services across Legal Prep campuses, ensuring consistency, accuracy, and alignment with established systems.

[4] NRS Chapter 387 and NAC Chapter 387
[5] NAC 387.775

Annual Independent Audit

Legal Prep will engage an independent external audit firm to conduct an annual financial audit in accordance with Nevada law and SPCSA requirements.

- The audit will be conducted in compliance with applicable state and federal regulations governing public charter schools
- The Board of Directors will oversee the selection of the audit firm and review all audit reports and management letters
- Audit results will be submitted to the SPCSA and other required agencies in accordance with applicable deadlines

Management will address any audit findings promptly and implement corrective actions as needed, with progress reported to the Board.

Internal Controls and Financial Safeguards

Legal Prep will implement a robust system of internal controls designed to safeguard public funds and ensure compliance.

Key controls include:

- **Segregation of Duties:**
  Responsibilities for authorization, custody of funds, and recordkeeping will be separated whenever feasible to reduce the risk of error or fraud
- **Authorization and Approval Processes:**
  All expenditures will require appropriate approval based on established thresholds, with larger expenses requiring CEO authorization
- **Documentation and Recordkeeping:**
  All financial transactions will be supported by appropriate documentation, including invoices, contracts, and receipts
- **Cash Management Controls:**
  Funds will be deposited promptly and reconciled regularly, with bank reconciliations performed by personnel independent of cash disbursement functions
- **Procurement Controls:**
  The school will obtain competitive quotes for significant purchases and ensure that all contracts are reviewed and approved prior to execution
- **Payroll Controls:**
  Payroll will be processed through ADP, with all compensation changes requiring appropriate authorization and documentation

These controls are designed to prevent fraud, waste, and abuse while ensuring that all expenditures align with the approved budget and applicable laws.

Board Oversight and Accountability

The Board of Directors will provide ongoing oversight of financial operations and compliance.

- Approving the annual budget and any material amendments
- Reviewing regular financial reports and audit findings
- Ensuring that appropriate financial policies and internal controls are in place

This governance structure ensures accountability and transparency in all financial matters.

Conclusion

Through a combination of GAAP-aligned financial reporting, annual independent audits, strong internal controls, and active Board oversight, Legal Prep will ensure full compliance with Nevada financial requirements. These systems provide a clear framework for responsible stewardship of public funds and position the school for long-term financial integrity and success.

4) *How will the school ensure transparency and accountability to stakeholders (e.g. the SPCSA, families, taxpayers) regarding the use of public funds?*

Legal Prep Charter Academy Nevada will ensure transparency and accountability in the use of public funds through a combination of clear reporting practices, public access to financial information, open governance, and strong oversight structures. These systems are designed to provide stakeholders—including the SPCSA, families, and taxpayers—with consistent, accurate, and accessible information about the school's financial operations.

At the core of this approach is a commitment to regular and transparent financial reporting. The school will prepare and submit all required financial reports to the SPCSA in accordance with established timelines, including budgets, interim financial statements, and annual financial reports. In addition, the Board of Directors will receive regular financial updates and review key financial indicators to ensure that spending remains aligned with the approved budget and the school's mission.

Legal Prep will further ensure transparency by making key financial documents publicly available. The school will post approved budgets, financial reports, and annual independent audit reports on its website, allowing families and community members to access and review information regarding the school's financial position and use of public funds. This approach promotes openness and builds trust with the broader community.

The school will also comply fully with Nevada's Open Meeting Law, ensuring that Board meetings are conducted in a transparent and publicly accessible manner. Board meetings will be properly noticed, open to the public, and documented through agendas and meeting minutes. Financial decisions, including budget approvals and significant expenditures, will be discussed and approved in these public forums, providing stakeholders with direct visibility into the school's governance and financial oversight.

In addition to public reporting, Legal Prep will maintain strong internal accountability through clearly defined roles and responsibilities. The Board of Directors holds ultimate fiduciary responsibility and will oversee

financial policies, review audit results, and ensure that appropriate internal controls are in place. School leadership, including the CEO and Director of Operations, will ensure that financial practices are implemented consistently and in compliance with all applicable requirements.

Finally, the annual independent audit provides an additional layer of accountability. Audit results and any findings will be reviewed by the Board and made available to the SPCSA and the public, with corrective actions implemented as needed.

Through these combined practices, including transparent reporting, public access to financial information, open governance, and independent oversight, Legal Prep ensures that all stakeholders have confidence in the responsible and accountable use of public funds.

5) *If the school intends to make capital purchases, including facility acquisition, construction, or renovation, what steps will it take to ensure that public funds are used efficiently, competitively, and in compliance with applicable laws? What contingency plans will be in place to address financial shortfalls?*

Legal Prep Charter Academy Nevada does not plan to make any major capital purchases during Year 1, as the school intends to operate in a leased facility during its initial years. This approach reduces upfront financial risk and allows the school to focus resources on program implementation, staffing, and student services during the critical launch period.

As the school grows and approaches long-term capacity, Legal Prep anticipates pursuing a permanent facility solution in approximately Years 3 or 4. At that time, the school will implement a structured and compliant process to ensure that all capital expenditures, including potential facility acquisition or construction, are executed efficiently, competitively, and in full compliance with applicable laws.

Legal Prep will ensure responsible use of public funds through:

- **Competitive Procurement Processes:**
  The school will obtain multiple competitive bids for all major capital projects, including design, construction, and related services, to ensure cost-effectiveness and transparency
- **Professional Expertise and Oversight:**
  The school will engage qualified professionals, including architects, contractors, and legal and financial advisors, to guide the planning, negotiation, and execution of any capital project
- **Board Approval and Oversight:**
  All major capital expenditures will require Board approval, with detailed review of financial implications, project scope, and alignment to the school's long-term strategic plan
- **Alignment with Budget and Financing Plan:**
  Capital projects will only proceed when supported by a clearly defined financing strategy that does not compromise the school's operational stability
- **Compliance with Applicable Laws and Regulations:**
  All procurement, contracting, and financial practices will comply with federal, state, and local requirements, including any applicable public contracting standards

Contingency Planning

Legal Prep will implement conservative financial planning and maintain contingency strategies to mitigate risks associated with capital projects.

- **Phased Decision-Making:**
  The school will not commit to a facility purchase or construction project until enrollment, financial performance, and long-term sustainability have been clearly demonstrated
- **Multiple Facility Options:**
  Legal Prep will maintain flexibility by continuing to evaluate both leased and ownership options, ensuring that alternative pathways remain available if conditions change
- **Financial Reserves and Conservative Assumptions:**
  The school's financial model is built on conservative revenue and expense assumptions, allowing for flexibility in the event of unexpected costs or delays
- **Access to Financing Partners:**
  The school will work with experienced financing partners to structure responsible and sustainable financing options for any future capital project
- **Project Scope Flexibility:**
  If financial conditions change, the school will adjust the scope or timing of any capital project to ensure that core academic and operational priorities are protected

Conclusion

By deferring major capital investments during the initial years and implementing a disciplined, transparent, and phased approach to future facility acquisition, Legal Prep ensures that public funds will be used responsibly and in compliance with all applicable requirements. This approach balances long-term planning with near-term financial stability and positions the school to make sound capital decisions when appropriate.

6) *As Attachment 20, 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 21 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.

Attachment 20 includes a comprehensive budget narrative for Legal Prep Charter Academy Nevada, detailing all underlying assumptions related to revenue projections, staffing levels, and anticipated expenditures. The narrative addresses per-pupil revenue, anticipated funding sources (including variable income such as grants and fundraising), and cost assumptions, as well as the methodology used to project student populations and associated weighted funding. It also outlines the school's approach to ensuring compliance with applicable funding requirements and adapting to potential variations in enrollment or funding levels.

7) *Submit the completed Financial Plan Workbook for the proposed school as Attachment 22. 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).*

Attachment 22 includes the completed Financial Plan Workbook for the proposed school. The budget has been developed using conservative assumptions and ensures that projected expenditures do not exceed available resources in any fund or fiscal year, consistent with statutory requirements.

Section 5 Rubric Alignment Summary

1. **The financial manager has the appropriate expertise to provide accurate and timely financial information to decision-makers.**

Legal Prep demonstrates strong financial management capacity through a clearly defined governance and operational structure, including oversight by the Board of Directors, day-to-day leadership by the CEO, and execution by the Director of Operations and finance staff. The use of established systems across existing campuses, combined with shared accounting services and external audit support, ensures that financial information is accurate, timely, and reliable for decision-making.

2. **The school protects mission-critical expenses when faced with budget cuts and commits to maintaining financial viability. The budget does not appropriate for any fund any amount in excess of the budget resources of that fund (in any single year).**

The financial plan is built on a conservative, slow-growth model that prioritizes instructional quality, leadership, and student supports. The budget avoids reliance on uncertain revenue streams and includes a

1.5% contingency reserve, allowing the school to absorb financial variability without compromising mission-critical functions. Additionally, the Financial Plan Workbook ensures that expenditures do not exceed available resources in any year, demonstrating a clear commitment to long-term financial viability.

3. **There is appropriate segregation of financial duties which align to organizational charts, leadership roles and responsibilities, and vendor responsibilities, as applicable.**

Legal Prep outlines a robust system of internal controls, including clear segregation of duties across authorization, recordkeeping, and payment functions. Financial responsibilities are appropriately distributed among leadership and finance personnel, with additional oversight from the Board. This structure aligns with the organizational model and ensures checks and balances that reduce risk and support accountability.

4. **Control systems ensure that only allowable expenses will be made and that all expenses will be coded appropriately.**

The school will implement comprehensive financial policies and procedures requiring:

- Pre-approval of expenditures based on defined thresholds
- Documentation of all transactions (invoices, contracts, receipts)
- Separate tracking of restricted funds
- Regular reconciliation and review processes

These controls ensure that all expenditures are allowable, properly coded, and aligned with funding requirements, including federal and state restrictions.

5. **Projections are accurate, conservative, and legally compliant. This includes appropriate allocations for required expenditures such as sponsorship fee, Public Employee Retirement System contributions, etc.**

The financial model is intentionally conservative, using SPCSA-provided per-pupil funding assumptions and excluding uncertain revenue sources such as fundraising, at-risk funding, and GATE funding. Required expenditures, including the SPCSA authorizer fee and PERS contributions (38.5%), are explicitly incorporated. Revenue assumptions are stabilized beginning in Year 2, reflecting realistic, recurring public funding streams.

6. **Budget priorities are consistent with the proposed model, including but not limited to educational program, staffing, and facility, and budget priorities are aligned with the proposed enrollment plan, including any enrollment growth.**

The budget is tightly aligned to Legal Prep's academic model, including:

- Strong investment in instructional staff and leadership
- Dedicated resources for special populations and student supports
- Programmatic investments aligned to the law-themed model

Staffing and expenditures scale directly with enrollment growth, ensuring that budget priorities remain aligned with both the educational program and phased expansion plan.

7. **Sufficient detail and specificity of assumptions for all budget line items to allow for the assessment of fiscal viability.**

Attachment 20 provides detailed, transparent assumptions for all major budget categories, including:

- Enrollment projections and subgroup assumptions
- Per-pupil revenue calculations
- Salary ranges and staffing levels
- Facility and operational cost assumptions
- Vendor-based and market-informed pricing

This level of detail allows for a clear and thorough assessment of fiscal viability and reasonableness of assumptions.

8. **Clear understanding of monthly cash flow that demonstrates viability of the school.**

The Financial Plan Workbook reflects a positive and stable financial trajectory, supported by conservative revenue assumptions, phased staffing, and disciplined cost management. Ongoing financial monitoring practices, including monthly budget-to-actual reviews and forecasting updates, demonstrate a clear understanding of cash flow and the ability to manage financial performance over time.

9. **Sufficient cash reserves to cover operations.**

The financial plan includes:

- Annual contingency reserves
- Positive ending fund balances
- Conservative expense assumptions

These elements ensure that the school maintains sufficient liquidity to cover operations and absorb short-term financial fluctuations.

10. **All funds from external sources that are included in the budget are guaranteed with cash in hand or letter of award and grant terms.**

The financial model relies primarily on stable, formula-driven public funding sources. The only significant external funding included is anticipated CSP funding, which is appropriately identified as non-recurring and not relied upon beyond Year 1. No philanthropic or fundraising revenue is assumed, ensuring that core operations are not dependent on unsecured or uncertain funding sources.

11. **There is no evidence that the school ever will become insolvent or lack access to the necessary amount of liquidity.**

The financial plan demonstrates long-term sustainability, with:

- Conservative enrollment and revenue assumptions
- Controlled cost growth aligned to enrollment
- No reliance on speculative funding
- Positive financial position across all projected years

These elements collectively demonstrate that the school is highly unlikely to face insolvency or liquidity challenges.

12. **Assumptions about facilities in all financial statements correspond to a conservative facility plan and account for possible contingencies.**

Facility assumptions are aligned with a lease-first strategy, avoiding debt financing and major capital expenditures in early years. Lease costs, escalation assumptions, and minimal tenant improvements are incorporated into the budget, consistent with the broader facilities plan. This demonstrates that facility-related financial assumptions are conservative, realistic, and aligned with operational strategy.

Overall Alignment

Legal Prep's financial plan Meets the Standard. The proposal demonstrates a disciplined, conservative, and highly credible financial model that includes:

- Strong financial leadership and governance structures
- Robust internal controls and compliance systems
- Conservative and realistic revenue and expenditure assumptions
- Clear alignment between budget, program, and enrollment growth
- Sufficient reserves and liquidity to ensure stability
- Minimal reliance on variable or non-recurring funding

Collectively, these elements demonstrate that Legal Prep is well-positioned to operate a financially sustainable school with strong fiscal oversight, compliance, and long-term viability, fully aligned with SPCSA expectations.

The financial plan reflects a deliberate emphasis on sustainability, ensuring that the school can maintain high-quality programming while adapting to changing financial conditions.

SECTION 6

ADDENDUM

6 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.

Section 6 of the application is designed to capture information related to Charter Management Organizations (CMOs), Educational Management Organizations (EMOs), and Committee to Form applicants that propose to contract with such organizations. Legal Prep Charter Academy will contract with Legal Prep Charter Academies as its Charter Management Organization (CMO) to provide shared services and technical support. While this model differs from a traditional third-party CMO structure, it reflects Legal Prep's established approach of supporting independently governed schools through centralized expertise and services across a network of affiliated nonprofit entities that share a common academic model and leadership framework. Accordingly, the responses that follow are intended to clearly describe Legal Prep's organizational structure, track record, and capacity to successfully launch and operate a high-quality school in Las Vegas.

Legal Prep currently operates a high-performing campus in Chicago and has a second campus in Indianapolis that has been thoroughly planned and is on track for a successful, on-time launch. These experiences demonstrate the organization's ability to design, plan, and execute high-quality school openings while maintaining fidelity to its academic model and achieving strong student outcomes. The leadership team supporting this expansion includes individuals who have been directly responsible for the success of the Chicago campus and are actively engaged in the development of the Las Vegas school.

The Las Vegas campus will be governed by an independent local board, consistent with Nevada law and best practices for charter school governance. At the same time, Legal Prep will leverage shared services and centralized supports through contractual relationships between affiliated nonprofit entities. These services, including academic program design, professional development, and operational support, are structured to support school success while preserving clear lines of authority and accountability at the school level.

Importantly, these shared services agreements are negotiated at arm's length and are reviewed and adjusted annually to reflect the evolving needs of each campus. This approach ensures flexibility, transparency, and accountability, while allowing the network to benefit from economies of scale. These efficiencies are particularly valuable in the early years of a school's operation as enrollment grows and core systems are established.

Collectively, this model combines the benefits of a proven, high-quality school design and experienced leadership team with the autonomy and accountability of a locally governed charter school. The responses that follow provide additional detail on Legal Prep's track record, capacity, and organizational structure as they relate to the questions in this section.

6.1 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 23.*

Legal Prep Charter Academy has completed the CMO/EMO Data Request template for its existing Chicago campus and its planned Indianapolis campus, to the extent applicable, in order to provide transparency regarding the performance and operations of affiliated schools.

The completed Data Request workbook, including the Summary and Contact Information worksheets and any relevant explanatory or contextual information, is provided as Attachment 23.

2) *Describe the CMO/EMO's track record regarding academic performance. Provide, as Attachment 24 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.*

Legal Prep Charter Academy's academic performance should be understood within the context of the student population it serves and the multiple measures used to assess school quality, including state accountability ratings, graduation outcomes, and postsecondary success.

Legal Prep operates a single campus in Chicago, authorized by Chicago Public Schools and evaluated under the Illinois State Board of Education (ISBE) accountability system. Since the implementation of the current ISBE framework in 2018, Legal Prep has consistently earned a "Commendable" rating, the second-highest designation in the state's five-tier system. This rating reflects overall school performance across multiple indicators, including graduation rate and school quality measures, and places Legal Prep in good standing with its authorizer.

As with many schools serving high-need populations, standardized test proficiency rates at Legal Prep are below state averages. However, these results must be viewed in light of students' academic starting points. Incoming freshmen typically enter significantly below grade level, with reading levels around fifth to sixth grade and math levels around fourth to fifth grade. The ISBE accountability system does not currently include a growth metric, which limits its ability to fully capture student progress for schools serving students with substantial academic gaps.

Despite these challenges, Legal Prep demonstrates strong performance on key indicators of student success:

- **Graduation Rate:** Legal Prep's graduation rate has been just over 85% in recent years, closely aligned with the statewide average of approximately 87.7% and significantly higher than nearby district schools serving similar communities.

- **Freshman On-Track:** Legal Prep has historically maintained a freshman on-track rate of approximately 90%, a metric widely recognized as one of the strongest predictors of high school graduation.
- **College Access and Enrollment:** Approximately 93% of seniors are accepted to at least one college or university, with 70% enrolling, and approximately 80% identified as first-generation college students.
- **Early College Credit:** Nearly 60% of students graduate with college credit, with some earning more than a semester's worth of credit prior to graduation.

These outcomes reflect a school model that is highly effective at supporting students through high school completion and into postsecondary pathways.

In addition, Legal Prep has made significant progress in creating a strong and supportive school culture, which is foundational to academic success. Through a comprehensive social-emotional support model and a shift to restorative practices, the school has reduced exclusionary discipline rates to below 2%, among the lowest in Chicago Public Schools.

Legal Prep is clear-eyed about the need to continue improving academic proficiency outcomes. The organization has taken deliberate steps to address this challenge, including expanding to serve middle school grades in new campuses. This strategy is designed to address academic gaps earlier, strengthen foundational literacy and numeracy skills, and improve long-term attainment outcomes.

Overall, Legal Prep's academic track record demonstrates a consistent ability to serve a highly underserved student population, maintain strong standing with its authorizer, and deliver meaningful student outcomes in graduation, college access, and postsecondary readiness, while continuing to focus on improving academic proficiency over time.

3) *Describe the CMO/EMO's track record regarding Organizational Performance. Provide as Attachment 25, the three most recent organizational performance reports from the state department of education and authorizer for all other schools affiliated with the CMO/EMO.*

The organizational performance of Legal Prep's affiliated schools demonstrates a strong and consistent track record of effective governance, compliance, and operational execution.

Legal Prep's Chicago campus has consistently met or exceeded authorizer expectations across key organizational performance indicators. As reflected in the school's most recent Financial and Compliance Performance Reports - the most current years of data available from Chicago Public Schools (CPS) - Legal Prep has earned ratings of "Meets Standard" or "Exceeds Standards" across all major categories, including financial condition, financial controls, reporting, and legal compliance. In both the 2022–23 and 2023–24 reporting cycles, the school received an unqualified audit opinion with no material weaknesses or significant deficiencies, and no legal compliance findings, demonstrating strong internal controls and full compliance with applicable laws and regulations.

In addition, Legal Prep has demonstrated consistent operational effectiveness, including timely submission of required compliance documents (over 95% on-time submission rates) and strong financial management practices, such as maintaining appropriate liquidity, positive net assets, and no loan delinquencies. These

indicators reflect a well-established organizational infrastructure capable of supporting high-quality school operations.

Beyond its existing campus, Legal Prep has demonstrated the capacity to successfully plan and execute school replication. The Indianapolis campus, scheduled to open in Fall 2026, has met all major pre-opening benchmarks to date—including staffing, facilities, enrollment, and compliance requirements—and is on track for an on-time and successful launch.

Relevant organizational performance documentation for affiliated schools is provided as Attachment 25.

4) *Describe the CMO/EMO's track record regarding Financial Performance. Provide, as Attachment 26, a copy of the management organization's three most recent audits and other historical financial documents for the CMO/EMO, such as 990's.*

The financial performance of Legal Prep's affiliated schools demonstrates a strong and consistent track record of sound financial management, internal controls, and fiscal responsibility.

Legal Prep's Chicago campus has maintained a record of clean, unqualified audits with no material weaknesses or significant deficiencies across the three most recent audit cycles. These results reflect strong financial controls, effective oversight by the governing board, and adherence to generally accepted accounting principles and all applicable financial reporting requirements.

In addition to its audit results, Legal Prep has demonstrated overall financial stability, including maintaining positive net assets, appropriate liquidity, and consistent compliance with financial reporting and oversight expectations, as reflected in the school's Financial and Compliance Performance Reports. These indicators demonstrate the organization's ability to operate within its means, manage resources responsibly, and sustain high-quality school operations over time.

To provide additional transparency, the organization's most recent IRS Form 990 filings and other relevant financial documentation are provided as Attachment 26.

5) *Provide, as Attachment 27, 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.*

Legal Prep Charter Academies is not a traditional Charter Management Organization (CMO) or Educational Management Organization (EMO); however, in the interest of transparency, audited financial statements for its affiliated school have been provided.

Legal Prep Charter Academies operates one existing campus in Chicago, and the audited financial statements for this school, covering the most recent three years, are included as part of Attachment 26.

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."*

Legal Prep has not had any contracts with charter schools that have been terminated by the organization or by any affiliated governing board. The organization's affiliated campuses operate under separate nonprofit entities with shared services agreements that are currently in good standing and have not been terminated.

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.*

Legal Prep has not experienced any revocations, non-renewals, withdrawals, or failed school openings. Legal Prep's Chicago campus has been successfully operating since its founding and has consistently renewed its charter. The school's first two charter terms were each granted for five years, which was the standard renewal term at the time. In a subsequent renewal cycle, Legal Prep was granted a two-year term due to concerns related to suspension and expulsion rates. It is important to note that this determination was based on pre-COVID data and did not reflect more recent improvements that had already been implemented by the school.

At the time of that renewal, Legal Prep had already begun implementing a comprehensive restorative justice program, which has since resulted in a 98% reduction in suspensions and the near elimination of expulsions, with only one expulsion since 2021. These efforts have been widely recognized, and Legal Prep is now considered a leader in restorative practices within its authorizing district.

In its most recent renewal, Legal Prep was granted a four-year charter term, which was the longest term awarded within its renewal cohort, with most schools receiving two- or three-year terms. This renewal reflects the authorizer's recognition of the school's strong academic, organizational, and culture outcomes, as well as the successful implementation of its restorative practices.

Legal Prep has not experienced any revocations, non-renewals, shortened or conditional renewals based on performance deficiencies that remain unaddressed, or school closures. In addition, the planned Indianapolis campus remains on track for an on-time opening and has not experienced any delays or withdrawals.

Collectively, this record demonstrates Legal Prep's ability to respond effectively to feedback, implement meaningful improvements, and maintain strong performance over time

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.*

There have been no performance deficiencies or compliance violations within the past three years that have resulted in formal authorizer intervention. The Chicago campus has maintained strong academic, organizational, and compliance performance during this period, and no corrective actions or formal interventions have been required.

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*

Within the past three years, Legal Prep's Chicago campus was named as a defendant in a matter involving a now-former employee, that resulted in three separately filed litigations, all of which were fully covered by the school's insurance provider and resolved through settlement in early 2024. JR v. Board of Education of the City of Chicago et al., filed in the United States District Court for the Northern District of Illinois, case no. 1:19−cv−08145, JR v. Board of Education of the City of Chicago et al., filed in the United States District Court for the Northern District of Illinois, case no.1:19-cv-4115 and related action ZR v. Finkelstein, filed in the United States District Court for the Northern District of Illinois, case no. 23-CV-01146. The defense and settlement were fully covered by insurance and did not impact the school's financial position or ongoing operations. The matter did not result in any findings of systemic wrongdoing and has been fully resolved with no continuing obligations or liabilities.

Aside from this resolved matter, there are no other current, pending, or past litigation matters within the past three years that require disclosure.

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.

Legal Prep has not had any schools that were previously approved by an authorizer that failed to open or did not open on time.

The organization's existing Chicago campus successfully opened as scheduled and has operated continuously since its founding. In addition, the planned Indianapolis campus is currently on track for an on-time opening and has met all major pre-opening benchmarks to date.

Section 6.1 Rubric Alignment Summary

1. **Academic Performance data for schools affiliated with the CMO/EMO demonstrate strong performance equivalent to 4- or 5-star performance on the NSPF.**

Legal Prep's academic performance demonstrates strong outcomes for a school serving a highly underserved student population, with consistent performance indicators aligned to college readiness and student success. The Chicago campus has maintained a "Commendable" rating under the Illinois State Board of Education accountability system, reflecting strong overall performance relative to comparable schools. While proficiency rates are impacted by students entering significantly below grade level, the school demonstrates strong results on key leading indicators of long-term success, including a graduation rate of approximately 85%, a freshman on-track rate of approximately 90%, and high rates of college acceptance (93%) and enrollment (70%). These outcomes, particularly for a population with significant academic gaps, demonstrate a model that is effectively preparing students for postsecondary success and aligns with the intent of high-performing school frameworks.

2. **Financial Performance data for schools affiliated with the CMO/EMO demonstrate strong performance equivalent to a rating of 'meets standard' on the SPCSA's Financial Performance Framework.**

Legal Prep demonstrates a strong track record of financial performance, including consistent unqualified audit opinions with no material weaknesses or significant deficiencies over the past three years. The organization maintains sound financial practices, including positive net assets, appropriate liquidity, and adherence to all financial reporting requirements. These indicators reflect strong financial management and are consistent with performance at or above a "meets standard" level on charter financial performance frameworks.

3. **Organizational Performance data for schools affiliated with the CMO/EMO demonstrate strong performance equivalent to a rating of 'meets standard' on the SPCSA's Organizational Performance Framework.**

Legal Prep's organizational performance demonstrates consistent strength across governance, compliance, and operational execution. The Chicago campus has earned "Meets Standard" or "Exceeds Standards" ratings across key organizational performance indicators, including financial controls, reporting, and legal compliance. The organization has maintained high rates of timely reporting, strong internal controls, and full compliance with applicable requirements. In addition, Legal Prep has demonstrated the capacity to successfully plan and execute school replication, with the Indianapolis campus meeting key pre-opening benchmarks and remaining on track for an on-time launch.

4. **The CMO/EMO and affiliated schools have no significant audit findings within the last three years.**

Legal Prep has had no significant audit findings within the past three years. The organization has consistently received clean, unqualified audit opinions with no material weaknesses or significant deficiencies, demonstrating strong internal controls and financial oversight.

5. **Any legal issues, including contract terminations, are satisfactorily explained.**

Legal Prep has not experienced any contract terminations. The organization has disclosed a limited number of legal matters involving a former employee, all of which were resolved through insurance-covered settlements and did not result in findings of systemic wrongdoing or impact the organization's financial position or operations. These matters have been fully resolved and do not present ongoing risk.

6. **Any authorizer interventions, compliance violations, performance deficiencies and/or schools that failed to open or did not open on time are explained and were satisfactorily resolved.**

Legal Prep has not experienced any recent authorizer interventions, compliance violations, or failed school openings. A prior shorter renewal term in Chicago related to suspension and expulsion practices has been fully addressed through the implementation of a comprehensive restorative practices model, resulting in a dramatic reduction in exclusionary discipline and strong recognition from the authorizer. The school's most recent renewal resulted in a four-year charter term, the longest in its cohort, reflecting strong overall performance and successful resolution of prior concerns. In addition, the Indianapolis campus remains on track for an on-time opening with all major pre-opening benchmarks met.

Overall Alignment

Legal Prep's past performance demonstrates a strong and credible track record across academic, financial, and organizational domains. The organization has consistently maintained strong financial and compliance performance, demonstrated effective governance and operational execution, and delivered meaningful academic outcomes for a highly underserved student population. Where areas for improvement have been identified, Legal Prep has demonstrated the ability to respond effectively and implement sustainable solutions. Collectively, this record provides strong evidence of the organization's capacity to successfully launch and operate a high-quality school in Las Vegas.

6.2 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.*

Legal Prep's strategic vision is to operate a small network of high-quality, college-preparatory schools that deliver strong academic outcomes while maintaining fidelity to its law-themed, career-connected model. Rather than pursuing rapid or large-scale expansion, Legal Prep is committed to disciplined, intentional growth that ensures each campus is fully supported and positioned for long-term success.

Currently, Legal Prep operates one established campus in Chicago serving grades 9–12 and is preparing to open a second campus in Indianapolis in Fall 2026, which will serve grades 6 and 9 in its first year and grow to a full 6–12 model over time. The proposed Las Vegas campus represents the next phase of this strategic growth and is planned to open in Fall 2027, similarly launching with grades 6 and 9 and expanding to serve grades 6–12.

At this time, Legal Prep does not have plans to expand beyond these three campuses. The organization believes that operating a focused network of three schools will allow it to achieve meaningful economies of scale, particularly in the areas of academic programming, professional development, and operational support. This structure will also enable Legal Prep to build a more robust and sustained alumni support program, strengthening postsecondary persistence and long-term outcomes for students across all campuses.

Legal Prep's approach to growth is guided by a clear set of criteria, including demonstrated community need, strong local leadership, alignment with the organization's academic model, and the ability to establish meaningful community partnerships. The decision to expand to Indianapolis and Las Vegas reflects these criteria, including both cities' need for high-quality college-preparatory options and the presence of strong local leadership and community support.

The Indianapolis campus is currently the only pending school within the network and is on track for an on-time opening in Fall 2026. The Las Vegas campus is being proposed as part of this application and reflects a similarly thorough and deliberate planning process.

Projected enrollment across the network will grow in a controlled and sustainable manner as each campus adds one grade level per year. This gradual growth model allows Legal Prep to ensure strong implementation, maintain high expectations, and provide consistent support to students and staff at each stage of expansion.

Collectively, this strategic approach reflects Legal Prep's commitment to quality, sustainability, and long-term impact. By maintaining a focused network and prioritizing strong execution at each campus, Legal Prep is well-positioned to deliver high-quality outcomes for students while building a stable and scalable organizational foundation.

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.*

Legal Prep's expansion to Nevada is a deliberate and strategic extension of its existing growth plan, rather than part of a broad or rapid national expansion effort. The proposed Las Vegas campus represents the third school in a focused network, following the established Chicago campus and the planned Indianapolis campus.

The decision to expand to Las Vegas is grounded in a clear alignment between community need and Legal Prep's proven model. As outlined in this application, the targeted Las Vegas communities demonstrate significant demand for high-quality, college-preparatory school options, particularly for historically underserved student populations. Legal Prep's law-themed, career-connected model is well-suited to meet these needs by combining rigorous academics with real-world learning experiences and strong student supports.

In addition to demonstrated need, the expansion to Nevada is supported by strong local leadership and community engagement. The Founding Principal, Erik Simpkins, is based in Las Vegas and has conducted extensive outreach within the community, building relationships with families, schools, and community organizations. This local presence, combined with the support of the broader Legal Prep leadership team, ensures that the model will be implemented with both fidelity and responsiveness to the local context.

Importantly, the addition of a Las Vegas campus is consistent with Legal Prep's strategy of maintaining a small, high-quality network of schools. With three campuses—Chicago, Indianapolis, and Las Vegas—the organization is positioned to leverage shared resources, achieve economies of scale, and strengthen cross-campus collaboration, while maintaining strong oversight and support for each individual school.

Collectively, this approach ensures that expansion to Nevada is both intentional and sustainable, aligning with Legal Prep's commitment to high-quality school design, strong execution, and long-term impact for students and communities.

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.*

Legal Prep's approach to recruiting, developing, and supporting school and organizational leaders is grounded in a combination of proven internal talent, intentional leadership development, and a structured pipeline for future growth. Rather than relying on a large centralized network, Legal Prep has built a model that leverages

experienced leaders who support multiple campuses while maintaining strong site-based leadership at each school.

Legal Prep has already developed a strong core leadership team that supports school design, implementation, and continuous improvement across campuses. This includes a School Launch Director/Head of Schools, a Director of Legal Programming, and a Director of Development, each of whom brings deep experience within the Legal Prep model and provides targeted support aligned to their area of expertise. These leaders work directly with school-based teams to ensure fidelity to the model, support instructional and programmatic implementation, and build organizational capacity at each campus.

For school-level leadership, Legal Prep prioritizes the development of leaders from within the organization whenever possible. The organization has a track record of cultivating internal talent, including developing teachers and instructional leaders into school leadership roles. The Founding Principal for the Las Vegas campus is a strong example of this approach, bringing both local experience and deep alignment to the Legal Prep model.

To support ongoing leadership development, Legal Prep maintains an internal talent map that identifies high-potential staff at both the campus and cross-campus level. This tool is used to proactively develop future leaders through targeted coaching, expanded responsibilities, and professional development opportunities. Leaders are provided with structured support, including coaching, collaboration with experienced staff, and exposure to multiple aspects of school operations.

As the organization grows to include additional campuses, this approach allows Legal Prep to maintain a strong pipeline of qualified leaders while ensuring that each school is supported by experienced personnel. By combining internal talent development, targeted recruitment, and shared leadership capacity across campuses, Legal Prep is well-positioned to recruit, train, and sustain high-quality leadership at both the school and organizational level.

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 28.*

Legal Prep Charter Academies employs a disciplined, data-driven approach to expansion that prioritizes quality, sustainability, and alignment to community need. The organization evaluates readiness for expansion through a structured internal “greenlighting” framework that assesses performance across key domains, ensuring that growth occurs only when the necessary academic, organizational, and operational conditions are in place.

This framework evaluates readiness across six core areas: Academic Performance, Organizational Health, Leadership Capacity, Financial Readiness, Community Demand, and Operational Readiness. Each domain includes clearly defined indicators and benchmarks, with specific thresholds that must be met prior to approving expansion. Certain domains - Organizational Health, Leadership Capacity, Financial Readiness, and Operational Readiness - are considered non-negotiable and must be fully satisfied. Academic Performance and Community Demand must demonstrate strong alignment to benchmarks or a clear positive trajectory.

Expansion decisions are made only when these criteria are met in full, ensuring that growth does not outpace the organization's capacity to deliver high-quality outcomes.

The organization assesses a range of key performance indicators within this framework, including academic outcomes (such as state accountability performance, student growth, graduation rates, and subgroup performance), organizational metrics (including compliance history, audit results, and staff retention), leadership readiness (including identification and development of a founding principal and leadership pipeline), financial sustainability (including balanced budgets, secured startup funding, and conservative enrollment assumptions), and evidence of community demand (including family interest, outreach engagement, and partnership development). These indicators are supported by specific benchmarks that define readiness and are applied consistently across expansion decisions.

Legal Prep's current expansion efforts meet these criteria. The Chicago campus has demonstrated sustained academic, organizational, and financial performance, including clean audits and strong compliance history. The organization has successfully applied this model in the planning and development of the Indianapolis campus, which is on track for an on-time launch. This experience has further strengthened Legal Prep's operational systems, leadership development processes, and approach to school launch, providing additional evidence of readiness to expand.

Leadership capacity is a particular strength at this stage. The organization has a clearly defined leadership structure, including a School Launch Director/Head of Schools and other shared leadership roles, and has identified and developed a Founding Principal for the Las Vegas campus through a structured leadership pipeline. This includes participation in a residency-based model that provides hands-on experience in school leadership, ensuring readiness to lead a new campus from day one.

Legal Prep's expansion to Nevada is both timely and strategic. The decision reflects strong alignment with community need, as demonstrated through extensive outreach, stakeholder engagement, and documented interest from families and community partners. The Las Vegas market presents a clear opportunity to expand access to high-quality, college-preparatory school options, particularly for students from historically underserved communities. Legal Prep's law-themed, career-connected model is well-positioned to meet this need by combining rigorous academics with real-world learning experiences and strong student supports.

At the same time, the organization is at an appropriate stage of maturity to expand. With one established campus and a second campus preparing to open, Legal Prep has developed the systems, leadership capacity, and operational infrastructure necessary to support a third campus while maintaining quality across all sites. The organization's deliberate approach to growth, including its use of a formal greenlighting framework, ensures that expansion is pursued only when it can be executed successfully and sustainably.

The full Expansion Readiness Framework, including detailed indicators and benchmarks across all domains, is provided in Attachment 28.

5) *Describe the steps that the CMO/EMO and local school team will take to scale the model as proposed in this application, including the people involved and the resources contributed both by the CMO/EMO and the new schools.*

Legal Prep's approach to scaling its model is grounded in a structured, phased implementation process that combines experienced leadership, clearly defined roles, and targeted resource allocation. This approach ensures that each new campus is launched with fidelity to the model while being responsive to local community needs.

The process begins during the planning and incubation phase, led by the Founding Principal and supported by Legal Prep's senior leadership team. During this phase, the team focuses on key pre-opening priorities, including community engagement, student recruitment, staff hiring, and facility readiness. The School Launch Director/Head of Schools plays a central role in this work, providing direct oversight, coaching, and support to ensure alignment with the Legal Prep model and successful execution of all pre-opening benchmarks.

In parallel, Legal Prep's shared leadership team provides targeted support across key functional areas. The Director of Legal Programming leads the development and implementation of the law-themed curriculum and experiential learning components, ensuring that partnerships, programming, and instructional design are fully aligned to the model. The Director of Development supports fundraising, grant management, and external partnerships to ensure the school has the resources needed to support its students. Additional operational support is provided through shared services in areas such as finance, human resources, and compliance, ensuring that foundational systems are in place prior to opening.

Once the school opens, the focus shifts to implementation, coaching, and continuous improvement. The Founding Principal is responsible for day-to-day school operations, including instruction, culture, and staff management, while continuing to receive support from the Head of Schools and shared leadership team. Structured systems, such as data cycles, instructional coaching, and professional development, are implemented to ensure strong execution and ongoing alignment to the model.

Resources to support scaling are intentionally distributed across both the local school and shared leadership. The local campus is responsible for site-based staffing, student programming, and daily operations, while shared resources provide expertise, continuity, and efficiency across campuses. This includes curriculum development, leadership coaching, partnership development, and operational systems that benefit from economies of scale.

Importantly, all shared services are provided through clearly defined, arm's-length agreements between affiliated nonprofit entities, which are reviewed and adjusted annually to reflect the needs of each campus. This structure ensures accountability, flexibility, and appropriate oversight by each school's governing board.

Collectively, this approach allows Legal Prep to scale its model in a controlled and sustainable manner, ensuring that each campus is supported by experienced leadership, strong systems, and the resources necessary to deliver high-quality outcomes for students.

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.*

Legal Prep's expansion efforts to date have been thoughtful and deliberate, with the Indianapolis campus serving as the organization's first replication beyond its founding Chicago site. While the Indianapolis campus is

still in the pre-opening phase, the planning process has provided valuable insights that have strengthened Legal Prep's approach to future expansion, including the proposed Las Vegas campus.

One key lesson has been related to facilities strategy. During the early stages of the Indianapolis expansion, Legal Prep initially pursued a larger, more complex facility acquisition project. Ultimately, this approach proved to be less efficient than anticipated and did not move forward. Through this experience, the organization recognized the risks associated with taking on a large-scale facility project too early in the development process, particularly before enrollment patterns, programmatic needs, and operational systems are fully established.

In response, Legal Prep shifted to a more flexible and scalable approach, securing a leased facility with a targeted tenant improvement project to support the school's initial launch. This approach has proven to be more effective both financially and operationally, allowing the organization to open the school in a right-sized space while maintaining flexibility to expand or adjust facilities over time as enrollment grows and programmatic needs become clearer.

This experience has directly informed the facilities strategy for the proposed Las Vegas campus. Legal Prep will prioritize a phased facilities approach that aligns with initial enrollment and program needs, avoiding unnecessary capital risk and allowing the school to scale its physical footprint in a deliberate and data-informed manner.

More broadly, the Indianapolis planning process has reinforced the importance of disciplined execution, strong local leadership, and flexibility in adapting implementation strategies while maintaining fidelity to the core academic model. Legal Prep has incorporated these lessons into its expansion planning, ensuring that the Las Vegas campus benefits from a more streamlined, efficient, and lower-risk launch process.

Collectively, these lessons demonstrate Legal Prep's ability to reflect on its experiences, make data-informed adjustments, and continuously improve its approach to school expansion, positioning the organization for a successful launch in Las Vegas.

Section 6.2 Rubric Alignment Summary

Legal Prep Charter Academy's Scale Strategy is deliberate, focused, and aligned to the expectations outlined in the SPCSA rubric. The proposal directly addresses each evaluation criterion as follows:

1. **Well defined, thoughtful, strategic vision and five-year growth plan for developing new schools in Nevada and/or elsewhere, as applicable. Includes number and types of schools, proposed opening years, all currently identified communities and an explanation of how they were selected, and projected numbers of students.**

Legal Prep presents a clear and disciplined growth strategy focused on operating a small network of high-quality schools rather than pursuing rapid expansion. The organization currently operates a Chicago campus, is preparing to open a second campus in Indianapolis in Fall 2026, and proposes the Las Vegas campus as the next phase of growth. The plan outlines a realistic timeline, grade-level expansion model (launching

with grades 6 and 9 and growing to 6–12), and controlled enrollment growth, demonstrating a thoughtful and well-defined approach to expansion.

2. **Meaningful focus on expansion in Nevada and commitment of organizational resources to support quality school openings and operations**

The proposal demonstrates a strong and intentional commitment to Nevada through the identification of Las Vegas as a targeted market based on community need, leadership presence, and alignment with Legal Prep's model. The application outlines dedicated leadership support, including a Founding Principal based in Las Vegas and a School Launch Director/Head of Schools providing direct oversight, as well as shared resources to support successful implementation.

3. **CMO/EMO criteria for evaluating readiness for expansion are comprehensive and demonstrate high expectations for academic, financial, and organizational performance. Evidence is provided that the organization is ready to expand according to the articulated criteria for evaluating readiness**

Legal Prep's readiness for expansion is demonstrated through its track record of strong performance in Chicago, successful planning and execution of the Indianapolis launch, and a disciplined approach to growth that prioritizes community need, leadership readiness, and operational capacity. While Legal Prep does not operate as a traditional CMO, the organization applies clear internal criteria to expansion decisions, including demonstrated demand, alignment to the model, and the ability to provide sufficient leadership and operational support.

4. **The plan to scale the model to Nevada is thorough, realistic, and adequately resourced at both the organizational and school levels**

The proposal outlines a structured, phased approach to scaling that includes pre-opening planning, targeted support from experienced leadership, and clear delineation of responsibilities between shared services and school-based staff. Resources are intentionally distributed to ensure both strong site-level execution and cross-campus support, allowing the organization to benefit from economies of scale while maintaining accountability and flexibility.

5. **Plans for sourcing and training potential school leaders, including qualifications and competencies, is aligned with the mission and programs**

Legal Prep demonstrates a strong approach to leadership development that includes internal talent development, targeted recruitment, and structured support for school leaders. The organization has an established leadership team supporting multiple campuses and maintains a talent pipeline through internal development and coaching, ensuring that future leaders are aligned to the mission and capable of implementing the model with fidelity.

6. **Previous scale-up endeavors are shown to have been successful with student performance data and organizational financial data (if applicable)**

Legal Prep's Chicago campus provides evidence of sustained academic, organizational, and financial performance, and the Indianapolis campus has successfully met all major pre-opening benchmarks and remains on track for an on-time launch. These results demonstrate the organization's ability to execute expansion plans effectively while maintaining high standards of performance.

7. **Includes plan to infuse Nevada school(s) with the essential elements of the model**

The proposal clearly describes how the Las Vegas campus will implement the core elements of the Legal Prep model, including rigorous academics, law-themed career-connected learning, data-driven instruction, and structured culture systems. Support from experienced leadership ensures fidelity to the model while allowing for appropriate adaptation to the local context.

Overall Alignment

Legal Prep's scale strategy reflects a disciplined, intentional approach to growth that prioritizes quality, sustainability, and strong execution over rapid expansion. The proposal demonstrates a clear and coherent plan to grow from a single high-performing campus to a small, focused network of schools, supported by experienced leadership, shared resources, and strong internal systems.

The organization's track record in Chicago and its successful planning for the Indianapolis launch provide credible evidence of its capacity to replicate its model with fidelity while adapting to new contexts. The proposed Las Vegas campus is fully aligned with this strategy, representing a carefully selected expansion opportunity supported by demonstrated community need, strong local leadership, and a well-resourced implementation plan.

Collectively, these elements demonstrate that Legal Prep is well-positioned to expand in a thoughtful and sustainable manner, ensuring that each campus is supported to achieve high-quality outcomes for students while maintaining strong organizational performance.

6.3 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.*

Legal Prep Charter Academy has demonstrated the organizational capacity to open and operate high-quality schools through its successful operation of its Chicago campus and the ongoing development of its Indianapolis campus, which is on track for an on-time launch in Fall 2026. These efforts reflect a deliberate and well-executed approach to school design, planning, and implementation, supported by an experienced leadership team and established operational systems.

Legal Prep's capacity is anchored in a core group of experienced leaders who support multiple campuses in defined functional areas. This includes the Founder and CEO, who brings over a decade of experience leading Legal Prep's Chicago campus and driving its academic, operational, and strategic success; a School Launch Director/Head of Schools who provides direct oversight of school design, implementation, and leadership

coaching; a Director of Legal Programming who ensures fidelity to the law-themed curriculum and experiential learning model; and a Chief Development Officer who supports fundraising, partnerships, and external engagement. Together, this leadership team provides the expertise and support necessary to successfully launch and operate new campuses while maintaining consistency across schools.

The timeline for building and deploying organizational capacity follows a structured, phased approach:

Planning and Incubation (12–18 months prior to opening):
During this phase, Legal Prep focuses on community engagement, enrollment development, facility identification, staffing, and systems planning. The Founding Principal leads this work locally, supported by the Head of Schools and shared leadership team. Key milestones include securing a facility, hiring founding staff, establishing community partnerships, and implementing recruitment strategies.

Pre-Opening (6–12 months prior to opening):
As the school approaches opening, the focus shifts to finalizing staffing, onboarding and training teachers, establishing school culture systems, and implementing operational infrastructure, including finance, compliance, and student information systems. Shared leadership provides direct support in curriculum, professional development, and operational readiness to ensure alignment with the Legal Prep model.

Year 1 Launch and Implementation:
Once the school opens, the Founding Principal leads day-to-day operations, supported by ongoing coaching and oversight from the Head of Schools and shared leadership team. Systems such as data cycles, instructional coaching, and MTSS are fully implemented to ensure strong execution and continuous improvement.

Ongoing Growth and Stabilization:
As enrollment grows, Legal Prep continues to deploy shared resources and leadership support while gradually building additional capacity at the school level. Shared services are reviewed and adjusted annually to reflect evolving needs, ensuring both efficiency and sustainability.

Resources to support organizational capacity are intentionally distributed across both local and shared structures. The local campus is responsible for site-based operations, staffing, and student programming, while shared leadership provides expertise in curriculum, leadership development, operations, and partnerships. This model allows Legal Prep to benefit from economies of scale while maintaining clear accountability at the school level.

Collectively, this approach demonstrates that Legal Prep has the leadership, systems, and timeline necessary to successfully open and sustain high-quality schools, while maintaining a disciplined and well-supported growth strategy.

2) *Provide, as Attachment 29, 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 organizational charts included in Attachment 29 build upon the Nevada school-level structure presented in Section 4.2 and expand to illustrate Legal Prep's cross-campus support model. While each campus is governed by an independent nonprofit board with full authority over school operations, Legal Prep utilizes a shared services structure in which experienced leaders provide support across campuses in defined functional areas.

These shared services are provided through contractual relationships between affiliated nonprofit entities and do not create a centralized management hierarchy. As reflected in the charts, school leaders report directly to their respective governing boards, while shared services staff provide advisory, coaching, and technical support to ensure strong implementation and consistency across campuses.

This structure ensures clear lines of authority and accountability at the school level, while allowing the organization to benefit from shared expertise and operational efficiencies.

3) Identify the CMO/EMO's leadership team and their specific roles and responsibilities.

Legal Prep's leadership structure is designed to support the successful implementation and ongoing operation of high-quality schools through a combination of experienced school-based leadership and shared functional expertise across campuses. While Legal Prep does not operate as a traditional CMO, it has established a leadership model in which key individuals provide targeted support in defined areas, ensuring both strong site-level execution and consistency of the academic model.

The leadership team includes individuals with deep experience in school leadership, instructional design, legal programming, operations, and development. These leaders work collaboratively with the Founding Principal and school-based staff to ensure effective implementation, continuous improvement, and alignment with the organization's mission and model.

Leadership Team and Responsibilities

Samuel Finkelstein/Co-Founder and CEO Legal Prep. Sam has spent significant time over the last ten months developing relationships with Nevada-based businesses and community organizations. His extensive background serving students and families from traditionally unserved communities and communities underrepresented in the legal community positions him well to lead Legal Prep Las Vegas as CEO, responsible for ensuring the mission, vision, and core values of Legal Prep are maintained and that the operation of the school stays focused on the commitments and expectations of the charter authorizer and the Board of Directors. As CEO, it is also Sam's responsibility to mentor and support the Principal, who directly reports to the CEO. Sam is a University of Michigan Law School graduate, who was a litigation attorney and clinical assistant professor at Northwestern University Pritzker School of Law before running programs for at-risk high school students in Chicago through Just The Beginning (JTB). As JTB's program director, he was responsible for successfully expanding the Chicago-based program to four new locations across the country as part of JTB's expansion initiative. Sam began his work to open Legal Prep in 2009, during which time he spent over a year inside the Noble Network of Charter Schools to learn from their charter model before opening the doors of Legal Prep in Chicago in the fall of 2012. More recently, Sam became a member of the Building Hope's 2023 school leadership cohort, after Legal Prep was recognized by Building Hope for its Educational Innovation. Sam also was recognized by Crain's Business as a Leader in Community Development on Chicago's West Side. Sam is the lead member of the initiative to expand Legal Prep's reach to Indianapolis. Among other things, Sam is

responsible for working directly with the authorizer and funders, as well as school leadership, community partners, and the Legal Prep Board. Sam is an avid traveler, and spent a year in Brazil with his family immersing themselves in the language and culture.

Laura Miller/Chief Development Officer of Legal Prep. Laura will be responsible for supporting the CEO with respect to school governance, community engagement, and fundraising, as well as in executing on the school's strategic plan. She is responsible for developing and maintaining relationships with community members and others associated with the experiential learning programs, student internships, and the mentoring programs. She also is responsible for ensuring proper board governance, and coordinates fundraising activities and grant writing. In addition, she provides business advice on corporate and commercial matters to the CEO and school leadership. Prior to joining Legal Prep's staff in 2022, Laura was a long-time Board member and a Law Program volunteer since the school's inception in 2012. She earned her J.D. from the Marshall-Wythe School of Law at the College of William and Mary, is an experienced litigator, and a licensed patent attorney. She has served on the Board of Directors and Executive Management Teams and has headed multiple business and practice committees and departments, including Business Development, while in private practice. She has significant experience serving the target population, not only from her work at Legal Prep, but also while serving as an attorney and guardian ad litem at the Cook County Guardian's Ad Litem Office, where she represented abused and neglected children, and in her pro bono activities representing clients in need of legal services and immigration assistance. She also volunteers regularly at a food pantry, where she has the opportunity to use and improve her Spanish language skills.

Katie-jo Ray/School Launch Director/Head of Legal Prep Schools. Katie-jo Ray brings a rare combination of classroom expertise, instructional leadership, and mission-driven practice that makes her exceptionally well suited to serve as Head of Schools. During her tenure at Legal Prep Charter Academy Chicago Campus from 2012 to 2021, she developed a deep, comprehensive understanding of what drives school success at every level. Beginning as an English Instructor and Department Head, she delivered rigorous, standards-aligned instruction while coaching teachers to implement effective strategies such as writing workshops, small-group instruction, and differentiated learning rooted in students' diverse cultural backgrounds. Her transition into a teacher coach and later Principal demonstrates a consistent trajectory of leadership, where she not only designed curriculum and assessment systems grounded in backwards design and data analysis, but also embedded relationship-building as a cornerstone of academic rigor. This balance of high expectations and human-centered leadership is essential for mentoring principals and ensuring alignment with a school's mission. As Principal, Katie-Jo Ray strengthened instructional quality through consistent observation and coaching cycles, while also building strong partnerships with families and the broader community through home visits and engagement initiatives. Her leadership in professional development—particularly in equity, trauma-informed practices, and IEP compliance—reflects a strong command of both performance outcomes and regulatory requirements, positioning her to ensure schools meet authorizer mandates without losing sight of their core purpose. Since 2021, she has expanded her impact as an Instructional Council Member for Meade School District, supporting grades 6–12 and coaching educators on technology integration, vertical alignment, and data-informed instruction. Her work with alternative high school students and the development of culturally relevant curriculum aligned to the Oceti Sakowin Essential Understandings further underscores her commitment to inclusive, responsive education. Coupled with her Master's degree, National Board Certification, and national experience leading professional development, Katie-Jo Ray is uniquely equipped to oversee and mentor school leaders while maintaining fidelity to mission, compliance expectations, and high standards of student achievement.

Robert Barz/Director of Legal Programming of Legal Prep. Bob combines his deep legal expertise with a proven ability to design and lead engaging, mission-aligned law instruction. A graduate of Northwestern University and University of Illinois Chicago School of Law, and a former practicing attorney with over a decade of experience in patent law, Bob brings real-world legal insight directly into the classroom. What distinguishes him is not just his content knowledge, but his ability to translate complex legal concepts—such as constitutional law and criminal procedure—into relevant, student-centered learning experiences. By anchoring lessons in current legal debates like "No Cash Bail" or "Stop and Frisk," and incorporating interactive simulations such as mock crime scene investigations, he ensures that students engage deeply with the law as a living, evolving system that impacts their lives. Bob developed and expanded a dual credit law program that enables students to earn college credits, while also standardizing curriculum and integrating legal thinking across disciplines in his role as English and Law Department Head. His classroom culture—structured like a collaborative professional environment—prepares students for postsecondary success while fostering accountability and critical thinking. Beyond instruction, he actively builds partnerships with legal professionals, designing meaningful classroom experiences that extend learning beyond textbooks. His mentorship of teachers, collaboration with school leadership, and work with organizations like Street Law, Inc. further reflect his capacity to scale impact across a network. Taken together, Bob's instructional excellence, program development experience, and authentic connection to the legal field position him to effectively oversee all law classes and related programming while ensuring rigor, relevance, and alignment with Legal Prep's mission in his role as Director of Legal Programming .

Melissa Almazan/Director of Operations of Legal Prep. Melissa has been with Legal Prep since before Legal Prep opened in 2012. Prior to joining Legal Prep, Melissa worked in Chicago Public Schools (CPS) with the Office of News Schools, which is now called Office of Innovation and Incubation (I&I). I&I is responsible for overseeing CPS authorized charter schools. In her role as Operations and Management Coordinator at CPS, Melissa handled financial aspects of the department and worked with charter schools on incubation budgeting issues. At Legal Prep, Melissa oversees compliance with various state, local, and federal mandates, including compliance with respect to student-athletes and coaches. She also is responsible for maintaining the books and records, including financial records of the school, and assists with other administrative matters. As a long time member of Legal Prep, Melissa is an integral part of the culture of the school. She heads the committee charged with developing and implementing school-wide student incentives and activities. As part of the leadership team, she will work to replicate these tasks and train staff as part of the Indy school launch, with appropriate modifications to meet the Indiana standards and regulations, as well as community expectations and needs. Melissa plans to relocate to Las Vegas to assist in the launch of the school.

Legal Prep's leadership structure ensures that each campus is supported by experienced professionals with clearly defined roles and responsibilities, while maintaining strong accountability at the school level. Shared leadership provides expertise, continuity, and efficiency across campuses, while school-based leadership remains responsible for day-to-day operations and student outcomes. Collectively, this approach ensures that Legal Prep has the leadership capacity, clarity of roles, and organizational alignment necessary to support high-quality school operations and successful expansion.

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.*

The table below reflects Legal Prep's projected staffing model across its affiliated schools, including both school-based staff and shared leadership roles that support multiple campuses. While Legal Prep does not operate as a traditional CMO/EMO, this table is used to illustrate how organizational capacity is deployed across campuses through a combination of site-based staffing and shared services.

Shared roles represent individuals who provide cross-campus support in defined functional areas (e.g., academic programming, operations, development), and whose time is allocated across multiple schools. This model allows Legal Prep to maintain a lean and efficient organizational structure while ensuring that each campus is supported by experienced leadership and operational expertise.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CEO	1	1	1	1	1	1
Head of School / School Launch Director	1	1	1	1	1	1
Director of Legal Programming	1	1	1	1	1	1
Chief Development Officer	1	1	1	1	1	1
Director of Operations	1	1	1	1	1	1
HR / Compliance Support		.5	.75	1	1	1
IT / Systems Support		.5	.75	1	1	1
Total CMO/EMO FTEs	**5**	**6**	**6.5**	**7**	**7**	**7**

Section 6.3 Rubric Alignment Summary

1. **CMO/EMO has sufficient infrastructure and staff capacity (or plan to develop same) to support the proposed network of schools, including shared services and the costs associated with them.**

Legal Prep demonstrates sufficient infrastructure and staff capacity to support its current and proposed network of schools through a combination of established leadership, shared services, and a disciplined growth strategy. The organization has successfully operated its Chicago campus and is actively supporting the development of its Indianapolis campus, which is on track for an on-time launch. The proposed Las Vegas campus builds on this foundation, supported by an experienced leadership team and a defined shared services model that includes academic programming, professional development, operations, and partnerships. This structure allows the organization to leverage economies of scale while maintaining strong support for each campus.

2. **Organization charts clearly indicate lines of authority between the board, CMO/EMO, and schools.**

Legal Prep provides organizational charts (Attachment 29) that clearly delineate lines of authority and accountability across the Board, network-level leadership, and school-based leadership. Each campus operates under an independent governing board, consistent with Nevada law, with the CEO serving as the primary link between governance and organizational leadership. School leaders report to their respective boards through this structure, while shared services staff provide support without creating a centralized management hierarchy. This model ensures clarity of authority while maintaining appropriate separation between governance and operations.

3. **Clearly describes the roles and responsibilities of the CMO/EMO leadership team.**

Legal Prep clearly defines the roles and responsibilities of its leadership team, including the CEO, Head of Schools/School Launch Director, Director of Legal Programming, Chief Development Officer, and Director of Operations. Each role is aligned to a specific functional area, including academic leadership, school launch and coaching, curriculum and program design, development and partnerships, and operational management. These leaders work collaboratively with school-based staff to support implementation, provide coaching and oversight, and ensure consistency of the academic model across campuses. This clarity of roles ensures both strong execution at the school level and alignment across the organization.

4. **Sufficient evidence is provided that the staffing plan for the CMO/EMO can support the proposed scale strategy.**

Legal Prep provides sufficient evidence that its staffing model can support its proposed scale strategy through a combination of experienced shared leadership and a phased approach to capacity development. The organization's staffing plan includes dedicated roles that support multiple campuses, as well as projected growth in shared services capacity over time, including operations, compliance, and systems support. The presence of experienced leaders who have already supported school implementation, combined with a deliberate approach to expansion, ensures that each new campus is adequately supported without overextending organizational capacity.

Overall Alignment

Legal Prep's Network Capacity plan demonstrates a clear and credible ability to support the proposed expansion of schools while maintaining high-quality implementation. The organization combines a proven track record of school operation, a well-defined shared services model, and a leadership team with clearly defined roles and responsibilities. Organizational charts establish clear lines of authority, and the staffing plan reflects a disciplined approach to scaling capacity in alignment with growth. Collectively, these elements provide strong confidence that Legal Prep has the infrastructure, leadership, and systems necessary to successfully support its network of schools.

6.4 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.

Legal Prep Charter Academy will partner with Legal Prep Charter Academies as its Charter Management Organization (CMO) to provide comprehensive support across academic, operational, and organizational functions.

Unlike a traditional third-party CMO selected through an external procurement process, Legal Prep Charter Academies is an affiliated organization with a demonstrated track record of developing and supporting Legal Prep schools. The organization currently supports campuses operating under separate nonprofit entities and has successfully implemented its model in Chicago, with expansion underway in Indianapolis. As such, the decision to partner with Legal Prep Charter Academies reflects an intentional continuation of an established and proven structure, rather than a competitive selection process.

Through this partnership, Legal Prep Charter Academies will provide shared services and technical support in key areas including academic program implementation, leadership coaching and development, data-driven instruction, operations, compliance, and fundraising. These services will be formalized through a management agreement between Legal Prep Charter Academy Nevada, Inc. and Legal Prep Charter Academies, ensuring clear expectations, defined scopes of work, and accountability for performance.

This model is designed to balance strong local governance with centralized expertise. The Nevada nonprofit board retains full authority and accountability for the school, including oversight of the Founding Principal and academic outcomes, while leveraging the experience and infrastructure of Legal Prep Charter Academies to support successful implementation. This approach has proven effective in prior Legal Prep campuses and provides a strong foundation for high-quality execution in Las Vegas.

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.*

Legal Prep Charter Academy will contract with Legal Prep Charter Academies as its Charter Management Organization (CMO) through a formal management agreement. The proposed Las Vegas campus will be governed by an independent nonprofit board that retains full authority and accountability for all aspects of school performance, including academic outcomes, financial management, organizational compliance, and oversight of the Founding Principal. The CMO relationship is designed to provide shared services and technical support, not to transfer governance authority away from the Nevada board.

Through this agreement, Legal Prep Charter Academies will provide support in defined functional areas, including academic programming, leadership development, operations, compliance, fundraising, and implementation of the Legal Prep model. These services will be provided pursuant to clearly defined contractual terms, scopes of work, reporting expectations, and oversight mechanisms. CMO personnel will support implementation but will not supersede the authority of the governing board or the school leader.

The relationship between the governing board and any shared services support is guided by clearly defined internal controls to ensure accountability and transparency. These include:

- **Contractual Clarity and Annual Review:** All shared services are governed by written agreements that clearly define scope of services, deliverables, and cost structures. These agreements are reviewed and approved by the governing board and are subject to annual evaluation and renewal based on school needs and performance.
- **Board Oversight and Approval Authority:** The governing board retains full authority over key decisions, including budget approval, major contracts, academic programming, and the evaluation of school leadership. The board reviews regular reports on academic performance, financial health, and operational progress.
- **Performance Monitoring:** The board establishes clear performance expectations for the school, aligned to the charter contract and organizational goals, and monitors progress through data dashboards, financial reports, and regular updates from the school leader.
- **School Leader Accountability:** The Founding Principal reports directly to the governing board and is responsible for implementing the school's academic and operational program. The board conducts

formal evaluations of the school leader and holds the leader accountable for meeting established performance goals.

- **Separation of Governance and Operations:** The structure maintains a clear distinction between governance (board), management (school leadership), and support (shared services), ensuring that decision-making authority remains with the appropriate entity and that conflicts of interest are minimized.

Through these internal controls, the governing board ensures that all aspects of school performance are closely monitored and that any shared services provided are aligned to the school's needs and mission. This structure promotes strong accountability, transparency, and flexibility, positioning the Las Vegas campus for successful implementation and sustained high performance.

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 30.*

Legal Prep Charter Academy Nevada will contract with Legal Prep Charter Academies as its Charter Management Organization (CMO). During the incubation year, this relationship will be formalized through a structured planning and implementation agreement that supports school design, staffing, operational readiness, and launch execution. This approach reflects Legal Prep's established model of providing centralized expertise and technical support across affiliated schools, while ensuring that the Nevada governing board retains full authority and oversight of the school.

Attachment 30 provides a draft Planning and Implementation Services Agreement between Legal Prep Charter Academies and Legal Prep Charter Academy Nevada, which outlines the specific scope of services to be delivered during the incubation year, including academic planning, leadership development, operational systems, and compliance preparation. The agreement establishes clear roles, responsibilities, and limitations of the relationship and is designed to ensure transparency and accountability. The agreement is currently in draft form and will be finalized and approved by the respective independent governing boards of both organizations, each with separate legal review.

Role During the Incubation Year

Under this agreement, Legal Prep Charter Academies (Chicago) will serve as a service provider, offering targeted administrative, instructional, and operational support during the planning and incubation year. These services are designed to reduce startup risk, ensure fidelity to the Legal Prep model, and support a strong and successful school launch.

As outlined in Attachment 30, services include:

- **Academic and Instructional Support:**
  Curriculum design, professional development planning, instructional coaching, and support for implementation of the Legal Prep Classroom framework and law-themed model
- **Operational and Administrative Support:**
  Financial systems, compliance support, technology infrastructure, and operational planning

- **Leadership and Governance Support:**
  Coaching and support for the Founding Principal, as well as support for board development and governance systems
- **Programmatic Support:**
  Development of key program elements, including the law program, mentorship structures, social-emotional systems, and college and career readiness programming

These services are provided by experienced Legal Prep leaders who have been directly responsible for the success of the Chicago campus and are actively supporting the launch of the Indianapolis campus.

Nature of the Contractual Relationship

The relationship between Legal Prep Charter Academy Nevada and Legal Prep Charter Academies (Chicago) is intentionally structured as a limited, contractual shared services arrangement, rather than a typical CMO structure.

As explicitly stated in the agreement:

- Legal Prep Nevada retains full legal and operational responsibility for the school
- The Nevada governing board maintains independent authority over all decisions
- The service provider acts as an independent contractor, not as an operator or governing entity
- No authority is delegated that would transfer responsibility for school performance, compliance, or operations

This structure ensures that the school complies with Nevada law and authorizer expectations while benefiting from the experience and capacity of an established organization.

Scope, Oversight, and Accountability

The scope of services is clearly defined in the agreement and limited to those activities necessary to support planning and implementation during the incubation year. Legal Prep Nevada retains the right to review, accept, or reject all services and may request modifications as needed.

The agreement includes:

- Clearly defined service categories and deliverables
- Regular reporting requirements
- Defined fee structures and invoicing processes
- Provisions for modification, oversight, and termination

In addition, the agreement ensures that:

- Services are aligned to the charter contract and applicable laws
- All work is performed under the direction and authority of the Nevada entity
- Data and operational control remain with Legal Prep Nevada

Duration and Transition

The agreement is limited to the incubation year and is designed to support the school through planning and initial implementation. It includes provisions for transition to ensure that Legal Prep Nevada can assume full responsibility for all functions as the school approaches opening.

Following the incubation year, Legal Prep Nevada may evaluate the continuation, modification, or termination of shared services based on the evolving needs of the school and the direction of its governing board.

Conclusion

Legal Prep's use of a structured shared services agreement during the incubation year reflects a balanced and intentional approach to school launch. The model leverages the experience and proven systems of an established organization while maintaining full autonomy, accountability, and governance at the local level. This approach reduces startup risk, supports high-quality implementation, and ensures that the school is well-positioned for a successful opening and long-term sustainability.

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 31.*

Legal Prep Charter Academy Nevada is not contracting with a traditional Charter Management Organization (CMO) or Educational Management Organization (EMO). Instead, the school will enter into a limited, contractual shared services agreement with Legal Prep Charter Academies (Chicago) to provide targeted administrative and instructional support.

Attachment 31 includes a draft Administrative and Curriculum Design Services Agreement that outlines the scope of services, fee structure, and terms of this relationship. This agreement is currently in draft form and will be finalized and approved by the independent governing boards of both organizations, each with separate legal review.

Scope of Services

Under this agreement, Legal Prep Charter Academies (Chicago) will provide defined services in two primary categories:

Administrative Services

These services support the operational infrastructure of the school and include:

- Human resources support
- Financial and accounting systems
- Information technology and data systems
- Compliance and reporting support
- Executive and operational planning support

- Board development and governance support

Academic and Programmatic Services
These services support the implementation of the school's instructional model and include:

- Curriculum development and alignment
- Professional development and instructional coaching
- Support for special programs, including the law program and mentorship structures
- Support for special education and multilingual learner programming
- College and career readiness programming

These services are provided by experienced Legal Prep leaders who have been directly responsible for the success of the Chicago campus and are actively supporting the Indianapolis launch.

Fee Structure and Cost Approach

The fee structure for these services is intentionally designed to be flexible, transparent, and aligned to actual service delivery, rather than a fixed management fee.

As outlined in Attachment 31:

- Fees are based on the specific services provided
- Charges are invoiced monthly, with detailed descriptions of services performed
- The school reimburses actual and reasonable expenses, subject to approval
- The agreement allows for adjustments based on scope and need over time

Importantly, Legal Prep Charter Academy Nevada will pay only for the services it utilizes, ensuring that costs remain aligned to the school's size, stage of development, and operational needs.

Early-Year Cost Structure and Sustainability

Recognizing that enrollment, and therefore revenue, is lower in the early years of operation, the fee structure is designed to be scaled and supportive during the initial years.

In practice:

- The level and cost of services will be intentionally moderated during the startup and early operational years
- The Service Provider will provide cost-efficient support leveraging existing systems and staff
- Fees will increase only as enrollment grows and the school requires additional capacity

This approach ensures that:

- The school remains financially sustainable during its early years
- Costs are aligned to actual operational needs
- The organization avoids overburdening the school with fixed or excessive fees

Nature of the Contractual Relationship and Financial Oversight

The agreement is structured as a fee-for-service arrangement, not a revenue-sharing or management fee model.

As explicitly stated in the agreement:

- Legal Prep Nevada retains full financial control and responsibility
- All services are subject to review and approval by the Nevada entity
- The Board maintains oversight of all financial commitments
- The school may modify or terminate services as needed

In addition, the agreement includes:

- Detailed invoicing and documentation requirements
- Audit rights for Legal Prep Nevada
- Clear provisions for oversight, modification, and termination

These safeguards ensure transparency, accountability, and alignment with best practices in charter school governance.

Conclusion

Legal Prep's shared services model is designed to provide targeted, high-quality support while maintaining full autonomy and financial control at the school level. By structuring services as a flexible, cost-aligned arrangement—rather than a fixed management fee—the school ensures that resources are used efficiently and sustainably. This approach allows Legal Prep Nevada to benefit from the experience and infrastructure of an established organization while maintaining clear accountability, transparency, and long-term financial viability.

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?*

Legal Prep Charter Academy does not utilize a traditional CMO/EMO structure, and no positions at the proposed Las Vegas campus will be employed by a CMO/EMO. All school-based staff, including the Founding Principal and all instructional and operational personnel, will be employees of the nonprofit entity governing the Las Vegas campus.

Legal Prep does, however, utilize a shared services model in which certain leadership roles support multiple campuses. These roles, including positions such as the CEO, Head of Schools/School Launch Director, Director of Legal Programming, Director of Development, and certain operational support functions, may be employed by affiliated nonprofit entities and have a portion of their time allocated to supporting the Las Vegas campus.

Among these roles, the CEO holds a distinct function. The CEO is responsible for overall organizational leadership and provides direct supervision of the Founding Principal, including evaluation and, if necessary, hiring and termination authority. This authority is exercised pursuant to delegation from the Las Vegas governing board, which retains ultimate authority over school leadership decisions and organizational performance.

All other shared services personnel serve in advisory and support capacities and do not independently represent or bind the school in dealings with vendors, regulators, employees, or the SPCSA. Their work is conducted within clearly defined scopes of service and in coordination with school leadership.

To the extent that shared services personnel interact with external stakeholders, they do so in alignment with and under the direction of the Founding Principal and, where applicable, the CEO acting within delegated authority. The Founding Principal remains responsible for day-to-day operations and serves as the primary representative of the school in operational matters, while the governing board retains ultimate authority over major decisions, including contracts, financial commitments, and compliance obligations.

The governing board ensures appropriate oversight and management of all activities through several key mechanisms:

- **Delegated Authority with Board Oversight:** The board may delegate specific managerial responsibilities, including supervision of the school leader, to the CEO. All such authority is subject to board oversight and may be modified or revoked at the board's discretion.
- **Clear Lines of Authority:** The Founding Principal reports to the CEO, and the CEO is accountable to the governing board. Shared services personnel do not have independent authority to act on behalf of the school outside of their defined roles.
- **Contractual Controls:** Agreements governing shared services clearly define roles, responsibilities, and limitations of authority, ensuring that support functions do not overlap with governance responsibilities.
- **Board Approval of Key Decisions:** The governing board retains approval authority over major contracts, financial decisions, and strategic direction, ensuring accountability and alignment with the school's mission.
- **Performance Monitoring:** The board monitors school performance through regular reporting on academic, financial, and operational outcomes and evaluates both the CEO (as applicable) and the school leader against established expectations.

Through this structure, Legal Prep maintains clear accountability, appropriate delegation of authority, and strong governance oversight, ensuring that all individuals acting on behalf of the school do so within a well-defined and board-controlled framework.

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.*

The table below reflects Legal Prep Charter Academy's organizational structure and delineation of responsibilities across governance, school leadership, and Charter Management Organization (CMO) support.

Legal Prep Charter Academies serves as the CMO and provides shared services and technical support through a contractual agreement with the Nevada nonprofit entity. These services include academic program support, leadership development, operational systems, and strategic guidance.

As reflected below, the governing board retains full oversight and decision-making authority, and the school leader is responsible for day-to-day implementation and operations. The CMO provides support and capacity in key functional areas but does not supersede the authority of the governing board or school leadership.

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	Provides goal-setting frameworks, data analysis support, and progress monitoring tools across campuses.	Approves performance goals and monitors progress through regular reporting.	Develops school-level goals, implements strategies, and is accountable for results.
Curriculum	Develops and supports implementation of the law-themed curriculum and instructional framework.	Approves academic program and ensures alignment with mission.	Implements curriculum, manages instruction, and ensures fidelity.
Professional Development	Designs and delivers professional development and leadership coaching aligned to the model.	Ensures resources are allocated for staff development.	Leads staff development and implements coaching systems.
Data Management and Interim Assessments	Provides assessment tools, data systems, and analysis support.	Reviews performance data and ensures accountability.	Leads data cycles, analyzes results, and adjusts instruction.
Promotion Criteria	Develops promotion and graduation frameworks aligned to college readiness.	Approves promotion and graduation policies.	Implements policies and ensures student progress.
Culture	Supports implementation of culture systems, including advisory and restorative practices.	Ensures alignment to mission and monitors school climate.	Leads culture implementation and student discipline systems.
Budgeting, Finance, and Accounting	Provides financial systems, reporting support, and budget development guidance.	Approves budget and provides financial oversight.	Manages budget execution and day-to-day financial decisions.
Student Recruitment	Supports marketing strategy, outreach tools, and enrollment systems.	Monitors enrollment targets.	Leads recruitment execution and community engagement.

School Staff Recruitment and Hiring	Supports recruitment pipelines, hiring processes, and candidate sourcing.	Approves key leadership hires.	Leads hiring decisions and staff management.
HR Services (payroll, benefits, etc.)	Provides payroll, benefits administration, and HR systems support.	Ensures compliance and oversight.	Manages staff and HR implementation.
Development/ Fundraising	Leads fundraising strategy, grant writing, and donor engagement.	Supports fundraising and provides oversight.	Supports implementation and local partnerships.
Community Relations	Supports partnership strategy and external communications.	Represents the school in the community.	Leads day-to-day community engagement.
IT	Provides IT systems, infrastructure planning, and technical support.	Ensures appropriate systems and oversight.	Implements and manages IT use at the school level.
Facilities Management	Supports facility planning, lease negotiations, and vendor coordination.	Approves major facility decisions.	Oversees day-to-day facility operations.
Vendor Management / Procurement	Provides procurement systems, vendor vetting, and contracting support.	Approves major contracts.	Manages vendor relationships and execution.
Student Support Services	Supports design of MTSS, special populations programming, and partnerships.	Ensures compliance with legal requirements.	Implements student support systems and services.
Other operational services, if applicable	Provides additional operational support as needed (e.g., compliance, reporting, logistics).	Ensures oversight and accountability.	Implements and manages operations.

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 31.*

Legal Prep Charter Academy will contract with Legal Prep Charter Academies as its Charter Management Organization (CMO) through a formal agreement, as described in Attachment 31. The governing board will implement a clear and rigorous process to evaluate the performance of the CMO, ensuring strong accountability, alignment to the charter contract, and high-quality implementation of the school model.

The governing board retains ultimate responsibility for school performance and will evaluate the CMO based on its effectiveness in supporting academic success, operational excellence, and organizational sustainability. This evaluation will be grounded in the performance expectations, roles, and deliverables outlined in the management agreement.

Evaluation and oversight will include the following key components:

Annual CMO Performance Review:
The board will conduct an annual evaluation of the CMO's performance against the terms of the management agreement. This review will assess the CMO's effectiveness in delivering agreed-upon services, including academic program support, leadership development, operational systems, and compliance.

School Performance Metrics:
The board will evaluate the CMO's impact through school-level outcomes aligned to the charter contract, including student achievement data, academic growth, enrollment and retention, financial performance, and organizational benchmarks. These metrics will serve as primary indicators of the effectiveness of CMO support.

Principal Performance and Leadership Development:
Because the CMO provides coaching and support to the Founding Principal, the board will assess the quality and effectiveness of this support by evaluating principal performance and overall school leadership outcomes. This ensures that CMO-provided leadership development translates into strong school-level execution.

Contractual Alignment and Deliverables Review:
The board will review the CMO's performance against the specific scope of work, deliverables, and service expectations outlined in the management agreement. This includes assessing whether services are delivered with fidelity, responsiveness, and alignment to the school's needs.

Ongoing Reporting and Transparency:
The board will receive regular reports from both the Founding Principal and the CMO, ensuring transparency into school performance and the effectiveness of CMO support. This allows for continuous monitoring and timely course correction when needed.

Authority to Modify or Terminate the Agreement:
The governing board retains full authority to renew, modify, or terminate the management agreement based on performance, alignment to school priorities, and overall effectiveness, consistent with the terms outlined in Attachment 31.

Through this framework, the governing board ensures that the CMO is held accountable for delivering high-quality support while maintaining clear lines of authority. The board's oversight structure preserves its governance role and ensures that all CMO services are evaluated based on their contribution to student outcomes and organizational success.

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.*

Legal Prep Charter Academies as its Charter Management Organization (CMO), an affiliated nonprofit entity that provides shared services and support across Legal Prep campuses. As such, Legal Prep has carefully reviewed potential conflicts of interest between the proposed Las Vegas governing board, the CMO, and any affiliated entities or individuals providing services to the school.

At this time, there are no known conflicts of interest that would impair the independence of the governing board or the integrity of school operations. No member of the proposed governing board is an employee of, or has a financial interest in, the CMO or any affiliated entity that would constitute a prohibited conflict under Nevada law. Additionally, no employees or representatives of the CMO will serve as voting members of the governing board.

Given the affiliated nature of Legal Prep Charter Academies and the proposed school, certain individuals may have prior or current professional relationships across Legal Prep entities, including employment with the CMO or prior collaboration within the Legal Prep network. These relationships are inherent to the organizational structure and are not financial conflicts; however, they are disclosed and managed in accordance with established conflict of interest policies and applicable Nevada statutes.

All services provided by the CMO will be governed by a formal management agreement that clearly defines scope of work, deliverables, and compensation. This agreement will be reviewed and approved by the governing board, ensuring transparency, appropriate oversight, and alignment with the school's needs.

Legal Prep will implement and enforce a formal conflict of interest policy requiring all board members and key personnel to disclose any actual or potential conflicts on an ongoing basis. This includes annual disclosure statements and real-time disclosure of any new relationships or interests that may arise. Any individual with a potential conflict will be required to recuse themselves from discussion and decision-making related to the matter.

In addition, the governing board will ensure that all contracts, including those with the CMO and any affiliated entities, are negotiated at arm's length, reflect fair market value, and are subject to full board approval. These safeguards ensure that all decisions are made in the best interest of the school and its students, and that governance remains independent and transparent.

Through these policies and practices, Legal Prep ensures that any potential conflicts are proactively identified, disclosed, and appropriately managed, maintaining the integrity of the governing board and the effective operation of the school.

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 32.*

Legal Prep Charter Academy will contract with Legal Prep Charter Academies as its Charter Management Organization (CMO) and primary provider of shared services supporting the Las Vegas campus.

Legal Prep Charter Academies is an Illinois nonprofit corporation and a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code. Legal Prep Charter Academies is registered and authorized to do business in the State of Nevada.

Documentation evidencing Legal Prep Charter Academies' nonprofit status and authorization to conduct business in Nevada is provided in Attachment 32.

Section 6.4 Rubric Alignment Summary

1. If applicable, clear rationale for selection of the CMO/EMO

Legal Prep provides a clear and intentional rationale for selecting Legal Prep Charter Academies as its CMO. Rather than selecting an unrelated third-party provider, the governing board will contract with an affiliated nonprofit organization with demonstrated experience implementing and supporting the Legal Prep model. This structure allows the school to maintain strong local governance while leveraging centralized expertise, systems, and leadership capacity developed through the Chicago campus and related expansion work.

2. Clear, appropriate delineation of roles and responsibilities between the management organization and the school. The functions table presented in this section should align to the contract.

The proposal provides a clear and appropriate delineation of roles and responsibilities across the governing board, school leadership, and shared services. The governing board retains full authority over all major decisions, including academic programming, financial management, and contracts. The Founding Principal is responsible for day-to-day implementation and operations. Shared services personnel provide defined support in specific functional areas without exercising independent decision-making authority. This structure is consistently reflected throughout the application, including in the functions table and in the contractual agreements, ensuring clarity and alignment.

3. Demonstrates capacity and commitment of the governing board to oversee the CMO/EMO effectively.

The governing board demonstrates strong capacity and commitment to oversight through clearly defined internal controls and accountability structures. The board approves all contracts, monitors academic, financial, and operational performance through regular reporting, and evaluates leadership performance against established goals. The board also retains full authority to review, modify, or terminate shared services agreements, ensuring that all services remain aligned to school needs and performance expectations. Conflict of interest policies, disclosure requirements, and recusal procedures further ensure transparency and compliance with Nevada law.

4. Clearly outlines the roles/responsibilities of the CMO/EMO in the year prior to the school's opening. Services and supports during year 0 are documented in the management contract or another agreement to ensure that governing board can hold CMO/EMO accountable for delivery of services.

The proposal clearly outlines the roles and responsibilities of shared services during the planning and incubation year through a detailed draft agreement (Attachment 30). These services include academic program design, professional development planning, operational systems development, and leadership support. The agreement defines scope, deliverables, reporting expectations, and oversight mechanisms, ensuring that the governing board can hold the service provider accountable for the timely and effective delivery of pre-opening supports.

5. If the administrative head of the charter school or any key personnel of the charter school are directly employed by the CMO/EMO, there are provisions to ensure board approval of the individual(s) selected for

this/these roles. Structures are in place to ensure that the governing board can hold the administrative head and any key personnel employed by the CMO/EMO accountable

The proposal clearly establishes that all school-based personnel, including the Founding Principal and instructional and operational staff, are employees of the Nevada nonprofit entity. While certain shared services personnel are employed by affiliated entities, they serve in advisory and support roles and do not independently represent or bind the school. The CEO, while employed by an affiliated entity, operates under delegated authority from the governing board and is accountable to the board for performance. This structure ensures that the governing board retains ultimate authority and maintains the ability to hold all leadership roles accountable.

6. Clearly defined contract terms including duration, fees, services, roles/responsibilities, oversight, evaluation, and renewal/termination provisions

The proposal includes clearly defined contractual terms through draft agreements (Attachments 30 and 31), which outline scope of services, duration, fee structure, reporting requirements, and provisions for modification and termination. The agreements include safeguards such as board approval, audit rights, performance expectations, and termination provisions, ensuring that all services are transparent, accountable, and subject to ongoing evaluation by the governing board.

7. Costs for services are justified, reasonable, and commensurate with the services provided. The management contract does not authorize the payment of fees which are not attributable to actual services provided

The proposal presents a cost structure that is transparent, flexible, and directly tied to services provided. Services are delivered on a fee-for-service basis rather than through a fixed management fee or revenue-sharing model. Legal Prep Nevada pays only for the services it utilizes, with detailed invoicing and documentation of services performed. Costs are intentionally moderated in the early years of operation and scale with enrollment and organizational need, ensuring financial sustainability and alignment between cost and value. This approach minimizes the risk of excessive or misaligned fees and ensures that expenditures are directly attributable to actual services provided.

8. Complies with Nevada laws and regulations regarding contracts between charter schools and contractors

The proposed structure complies with all applicable Nevada laws and regulations governing charter school contracts. The governing board retains full authority over academic programming, financial decisions, and leadership appointments, and no control is delegated to a management organization. Shared services agreements are structured as independent contractor arrangements, do not create centralized management authority, and remain subordinate to the charter contract. The agreements do not include provisions that would limit the board's ability to exercise independent oversight or create undue leverage, ensuring full compliance with statutory and authorizer expectations.

Overall Alignment

Legal Prep's approach to governance and shared services reflects a clear, transparent, and highly controlled structure that aligns strongly with the intent of the SPCSA rubric. The proposal demonstrates a deliberate balance between local autonomy and access to experienced leadership and support, ensuring that the governing board retains full authority while benefiting from proven systems and expertise. Contractual agreements are clearly defined, fee structures are aligned to actual services provided, and strong internal controls ensure accountability and compliance. Collectively, these elements demonstrate that Legal Prep has established a governance and support model that minimizes risk, maintains independence, and provides a strong foundation for successful school launch and long-term performance.

6.5 Charter Management Organizations Applying for Sponsorship Directly

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

This section does not apply to Legal Prep Charter Academy. The proposed school is not being submitted by a Charter Management Organization (CMO) applying directly for sponsorship, and therefore the governance considerations outlined in this section are not applicable.

SECTION 7

COMPLETENESS CHECK

7 Completeness Checklist

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: ☐ Committee to Form ☐ Charter Management Organization (CMO)

Narrative:

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

Element	Required?	Complete?	SPCSA Comments
5. Financial Plan – all applicable questions completed	Yes	☐ Yes ☐ No	
6. Addendum – all applicable questions completed	*Yes, for CMO applicants and CTF applicants contracting with CMO/EMO*	☐ Yes ☐ No ☐ N/A	
Did the application pass the plagiarism check?	Yes	☐ Yes ☐ No	

Attachments:

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

Element	Required?	Complete?	Comments
12. School Leader Resume OR School Leader Job Description	Yes	☐ Yes ☐ No	
13. Other School Leadership Resumes OR Job Descriptions	Yes	☐ Yes ☐ No	
14. Evidence of Demand *REQUIRED TEMPLATE: Evidence of Demand Templates*	Yes	☐ Yes ☐ No	
15. Incubation Year Planning Table *REQUIRED TEMPLATE: Incubation Year Planning Table*	Yes	☐ Yes ☐ No	
16. Secured Facility Documentation	*Yes, if facility has been identified*	☐ Yes ☐ No ☐ N/A	
17. Facility Preparation Schedule/Timeline	*Yes, if facility has been identified*	☐ Yes ☐ No ☐ N/A	
18. Approval from Local Jurisdiction	No	☐ Yes ☐ No (not required)	
19. List of Insurance Coverage *MUST COMPLY WITH NAC 388A.190*	Yes	☐ Yes ☐ No	
20. Budget Narrative	Yes	☐ Yes ☐ No	
21. Proof of Fundraising Revenue	*Yes, if budget incorporates fundraising revenue*	☐ Yes ☐ No ☐ N/A	
22. Completed Financial Plan Workbook *REQUIRED TEMPLATE: Financial Plan Workbook*	Yes	☐ Yes ☐ No	
23. CMO/EMO Data Request *REQUIRED TEMPLATE: EMO/CMO Data Template*	*Yes, if addendum is required*	☐ Yes ☐ No ☐ N/A	
24. Past Three Years Academic Reports for All Affiliated Schools *MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 23*	*Yes, if addendum is required*	☐ Yes ☐ No ☐ N/A	
25. Past Three Years Organizational Reports for All Affiliated Schools *MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 23*	*Yes, if addendum is required*	☐ Yes ☐ No ☐ N/A	
26. Past Three Years CMO/EMO Audits, 990s	*Yes, if addendum is required*	☐ Yes ☐ No ☐ N/A	

Element	Required?	Complete?	Comments
27. Three Years of Audit Reports for All Affiliated Schools *MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 23*	*Yes, if addendum is required*	☐ Yes ☐ No ☐ N/A	
28. CMO/EMO Greenlighting Tool	No	☐ Yes ☐ No (not required)	
29. Network Organizational Charts for years 1 and 5	*Yes, if addendum is required*	☐ Yes ☐ No ☐ N/A	
30. Incubation Year MOU	No	☐ Yes ☐ No (not required)	
31. CMO/EMO contract	*Yes, if addendum is required*	☐ Yes ☐ No ☐ N/A	
32. CMO/EMO Nevada Business License	*Yes, if addendum is required*	☐ Yes ☐ No ☐ N/A	

Finding: ☐ Complete ☐ Incomplete

Notes:

ATTACHMENTS

Attachment 1 - Cover Page

Completed and signed Information Sheets and Resumes for Committee to Form Members and Proposed Board Members:

Wm. James Donner
Samuel Finkelstein
Kam Green
Della Scott
Erik Simpkins

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information,* this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as "governing bodies" in Nevada's charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are "public officers" and the charter school board is a "public body" as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada's Open Meeting Law, governance requirements, and Nevada's Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada's Ethics Code can be found here: https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html;
- Nevada's Commission on Ethic's Manual for Public Officers and employees can be found here: https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher[1] or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

[1] Note that a "teacher" is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school,* and *two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

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 — **Legal Prep Charter Academy**
2. Full name — **W. James Donner**
3. Home Address — [redacted]
4. Phone Number
5. E-mail address
6. Employer Name
7. Employer Address
8. Which of the following best describes you:

- [x] 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.*

- [x] 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?

☐ X Yes ☐ No

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

YES

George Washington Carver Academy (August 2004-August2006): 7th Grade History Teacher, Highland Park, MI

BASIS Educational Group (October 2020-February 2021): Head of Operations, Flagstaff AZ

Olivet Elementary Charter (March 2024 – Present): Chief Business Official, Santa Rosa CA

Morrice Schaefer Charter (March 2024 – Present): Chief Business Official, Santa Rosa CA

Piner Olivet Charter School (March 2024 – Present): Chief Business Official, Santa Rosa CA

Northwest Prep Charter School (March 2024 – Present): Chief Business Official, Santa Rosa CA

School Mission and Program

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

The mission of Legal Prep is to cultivate well-rounded, college-ready students by blending academics with a law-focused approach that builds essential life skills. Its vision supports this by outlining a structured, rigorous program that includes core subjects and specialized legal studies, ensuring students graduate with the ability to think critically, communicate effectively, and lead in their communities.

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

The school's educational program focuses on both academic excellence and skill development. In addition to a strong foundation in core subjects, students are immersed in a law-based curriculum that teaches them how to think critically, make ethical decisions, and advocate for themselves and others.

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?

My motivation for serving on the Legal Prep board comes from a desire to expand opportunities for students who have historically been underserved. Legal Prep's focus on high expectations, college readiness, and real-world legal learning creates a powerful pathway for students, and I want to support that work at a governance level.

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.

In my current role as Chief Business Official and in my past role as principal, I understand the importance of strong governance, as well as the line between the school leadership's daily operation/management of the school and Board's oversight. That will be very helpful as this new Board sets up systems to establish strategic goals, as well as monitoring and evaluation processes. I also am well versed in compliance, budgeting and financial controls for schools and will bring this knowledge and experience to the Board.

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

I see the role of a board member as providing strategic oversight rather than managing daily operations. They focus on long-term planning, uphold governance standards, and hold school leadership accountable for delivering strong academic results and maintaining a well-run organization.

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?

To ensure success, the Legal Prep Board should establish strong governance practices, including (i) maintaining compliance with all legal and financial requirements, (ii) creating sound policies, and (iii) actively monitoring the school's financial health. At the same time, the Board should ensure resources are directed toward high-quality instruction, legal programming, and MTSS (i.e. a comprehensive framework of supports) for students.

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: Piner Olivet Union School District, Santa Rosa CA

Describe any affiliation with any charter schools.

Piner Olivet Union School District is a TK-12 public school district that holds the Charter Petitions for four (4) Charter Schools located in Sonoma County CA. These Petitions include: Olivet Elementary Charter; Morrice Schaefer Charter; Piner Olivet Charter; and Northwest Prep Charter.

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

X 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?

X 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?

X 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?

X 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?

X 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, W. James Donner (Full Name), declare and certify under penalty of perjury the following:

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Legal Prep Charter Academy (Proposed Charter School Name) ("Charter School") 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 turpitude[2] 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.

W. James Donner	Legal Prep Charter Academy
Name	Proposed Charter School Name
[redacted]	4/13/2026
	Date

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

William James Donner, Ed.D.

[redacted]

Education:

University of California – Los Angeles English Learner Authorization		**Graduate Certificate** **December 2022**
University of Southern California (Rossier) School Business Management [CASBO]		**Graduate Certificate** **June 2021**
Arizona State University (Mary Lou Fulton) Educational Leadership and Innovation		**Doctor of Education** **May 2018**
Northern Arizona University PreK-12 Superintendent– Educational Leadership		**Graduate Certificate** **May 2017**
New York University (Steinhardt) International Education		**Master of Art** **May 2008**
Eastern Michigan University		**Bachelor of Science**
Major(s):	Social Studies - Secondary Education Political Science	**April 2004**
Minor:	History- Secondary Education	
Continuing:	K-12 School Administrator – Educational Leadership Elementary Education	**Graduate Certificate** **March 2013**

Certification(s): California: Administrative Services Credential [Clear], Single Subject – Social Sciences, Multiple Subjects
Arizona: Superintendent, Principal, History, Political Science, Middle Grades, Elementary Education 1-8

Administrative Experience:

Piner-Olivet Union School District
Santa Rosa, California 95403

Chief Business Official
March 2024 - Present

Fiscal Management
- Preparing SACS interim, current and multi-year budgets as requested by the California Department of Education.
- Executing contractual agreements and memorandum of understandings with related organizations.
- Petitioning for the Charter Renewals and Funding Determinations of inclusive/independent charter schools in the district.
- Secured voter approval for 2024 Measure K and subsequent authorization of the 2025 Series A Bond Sale.

Instructional Planning
- Serving as a member of the district management team in the collective bargaining processes.
- Presenting school-based resource allocations for academic programs that are aligned with the goals supported in the LCAP.
- Reducing consortium expenditures while increasing district-wide enrollment and services for Special Education.
- Advancing instructional programming for extended school year (summer learning) programs.

Physical Properties
- Arranging bids and developing specifications consistent with applicable laws for sub-agreements of all contractual work.
- Executing Measure K and Measure L capital improvement/school safety projects eligible for Modernization/Hardship.
- Directing a comprehensive CALSHAPE assessment of all school facility HVAC systems and making recommendations for short- and long-range life cycle replacement programs.

Forestville Union School District
Forestville, California 95436

Chief Business Official
February 2021 - March 2024

Finance & Operations
- Prepared SACS interim, current and multi-year budgets as requested by the California Department of Education.
- Supported student enrollment and attendance procedures to facilitate P1/P2/P-Annual accounting.
- Supervising CNIPS food service accounting to receive federal and state reimbursement for student meals.
- Collaborated with the auditors to facilitate the annual audit of a Basic Aid School District.

Business Services
- Made purchases and distributions of equipment, supplies, services, and materials.
- Accepted all receivables from customers of the district.
- Authorized regular, manual, and supplemental payroll cycles for all certificated and classified employees.

Risk Management
- Developing, implementing, and auditing organizational rules and procedures to reduce or eliminate risks and liabilities.
- Acting as the organizational liaison for third-party administrators and insurance providers.

CALPADS
- Validating student enrollment and verifying FRPM status of students.
- Completing the Certification process of the Fall 1, Fall 2, and EOY reports.

BASIS Flagstaff K-12
BASIS Education, L.L.C. – Flagstaff, Arizona 86001
Head of Operations
October 2020 – February 2021

Facilities & Maintenance
- Managed the work order system and assigning maintenance work order requests to ensure facilities are fully operational.
- Coordinated the schedules of custodial personnel and the cleaning activities of classrooms and communal areas.

Transportation
- Set the schedule of transportation personnel and coordinating routes/assignments of vehicles based from ridership.
- Coordinated the compliance, audits, scheduled maintenance, and repair of school buses and other organizational vehicles.
- Participated in the City of Flagstaff Transportation Commission meetings to improve school bussing and pedestrian safety.

Technology
- Provided direction and oversight for the network telecommunication systems, hardware, and academic support technology.

Food Services
- Assured the Food Services Department with funding, staffing, and supplies in order to provide quality meals for students.

Winslow High School
Winslow Unified School District 1 – Winslow, Arizona 86047
Principal
July 2019 – October 2020

Organization & Operations
- Developed and implemented the school's annual Comprehensive Education Plan to provide goals and strategies that promote student achievement and continuous school improvement.
- Developed and elected a School-Based Budget to allocate funds for school programs that are aligned with the goals supported in the Comprehensive Education Plan.
- Directed all Federal and State-mandated school policies and procedures.
- Coordinated and scheduled school-based Cafeteria, Custodial and Maintenance operations to meet the needs of the building and population.

Community & Culture
- Collaborated with the Counseling Department to provide postsecondary advisement and social-emotional interventions.
- Partnered with the Student Council and LINKS student leadership organizations to promote student empowerment.
- Provided orientation meetings for incoming 9th Grade students, new faculty members, support staff, and student teachers.
- Led the school's social media campaign to promote school programs and student/faculty/alumni achievement.
- Partnered with the City of Winslow to bring reciprocity and recognition of community members and students.

Curriculum & Instruction
- Facilitated professional development opportunities with teachers to enhance/enrich instruction for ELA, Mathematics, Science, and ACT student performance.
- Provided formal observations and feedback aimed to progress professional growth among teachers and staff.
- Supported the Director of Student Services and the Special Education Department with the collaboration, preparation, implementation, and modification of the Individual Education Plan (IEP) for Special Education students within the separate and inclusive classroom environments.

Activities & Athletics
- Coordinated with the Athletic Director to prepare and execute athletic events in partnership with the Arizona Interscholastic Athletics (AIA) Organization.
- Collaborated with the Activities Coordinator, Parent-Teacher Organization, Band/Sports Boosters, and Alumni Networks to execute extra-curricular, after-school, and traditional events.

Flagstaff High School
Flagstaff Unified School District 1 – Flagstaff, Arizona 86001
Assistant Principal
August 2013 – June 2019

Leadership
- Assisted the Principal with the continuation of the established program and requirements for AdvancED accreditation.
- Coordinated and directed all Federal and State-mandated School Emergency and Safety Procedures.
- Monitored student behavior and enacting disciplinary responses according to district-wide and school-based policies.
- Supervised student attendance and providing parent outreach to increase attendance rates of individual students.

Collaboration
- Collaborated in a university partnership with Northern Arizona University to promote a pedagogy of cultural acceptance throughout the school-wide community.
- Scheduled and reported student enrollment in the Advanced Placement and CTE programs of study.
- Lead the school-wide Positive Behavior Intervention & Support (PBIS) Program to foster positive student relationships to maintain a safe and supportive learning environment.
- Prepared and facilitated weekly faculty meetings aimed to enhance instruction and increase student achievement.

William James Donner, Ed.D.

[redacted]

Gramercy Arts High School (02M374)
New York City Department of Education – New York, New York, 10003
Dean of Students
September 2010 – August 2013

- Assisted the Principal with the development and implementation of the school's annual Comprehensive Education Plan (CEP) to provide goals and strategies that promote continuous school improvement. (2009-2013)
- Assisted the Principal and Assistant Principal with the development of the 2012-2013 School-Based Budget to allocate funds for school programs that are aligned with the goals supported in the Comprehensive Education Plan.
- Introduced and implemented the AVID Program and the International Baccalaureate (IB) Diploma Program.
- Supported the Assistant Principal with the implementation of Integrated Co-Teaching (ICT) instructional models for Special Education and English Language Learner students within the inclusive classroom environment.
- Coordinated school-wide scheduling and administration for all State required, Standardized and Performance Based tests.
- Facilitated all communication regarding school-based testing to the State of New York University Board of Regents, the New York City Department of Education Office of Assessment, and College Board, Inc.
- Collaborated with faculty members to align routine classroom instruction to the Common Core Learning Standards.
- Directed Professional Development Workshops to train staff members on state-mandated testing practices.
- Facilitated all communication as Secretary of the School Leadership Team to the Parent Association, Network Leaders, Union Leaders, and District Supervisors.
- Mediated communication between the Parent Association and school-wide faculty

Educational Experience:

Young Adult Borough Center (02M473)
New York City Department of Education – New York, New York 10003
Educator- Adult Education
September 2009 - August 2013

- Developed and instructed curriculum units for the evening school Global History I-IV and United States History academic courses.
- Mentored and tutored at-risk students (17.5+ years of age) with academic support, post-secondary career exploration, work preparation and skills development.

Gramercy Arts High School (02M374)
New York City Department of Education – New York, New York 10003
Educator- 11th & 12th Grade
August 2008- August 2013

- Developed and instructed curriculum units for the IB Diploma Program History of the Americas Route 2 HL, United States History, United States Government, and Economics academic courses.
- Integrated methods of Differentiated Instruction into routine classroom activities to promote varied learning behaviors.
- Partnered with a Special Education teacher to develop and instruct curriculum units supported by Integrated Co-Teaching (ICT) instructional models for Special Education and English Language Learner students within the inclusive classroom environment.
- Aligned data-driven instructional strategies to the Common Core Learning Standards.
- Administered annual 5-cycle Data Driven inquiries to establish learning targets and instructional strategies that enhance student achievement of the lowest one-third performing students on the New York State Regents Examinations for Global History and US History.
- Collaborated with Network Leaders to assess student data and develop instructional strategies appropriate in method and scope according to district-wide expectations for the Data Inquiry Project.

Washington Irving High School (02M460)
New York City Department of Education – New York, New York 10003
Educator- 9th & 11th Grade
August 2006- August 2008

- Developed and instructed curriculum units for the Global History I/II and the Advanced Placement United States History academic courses.
- Instructed the after-school Global History, United States History and United States Government academic courses to students who previously faltered in their regularly scheduled coursework.

George Washington Carver K-8 Academy
Central Michigan University Charter School Program – Highland Park, Michigan 48236
Educator- 7th Grade
August 2004- August 2006

- Designed and instructed curriculum units for the World History academic course.
- Developed the Program of Study for the 6th-8th grade Social Studies and English Language Arts Departments.
- Directed the George Washington Carver Academy Student Council.

Related Experience:

FUSD1 Central Administrative Office
Flagstaff Unified School District 1 – Flagstaff, AZ 86004
Superintendent Internship
August 2016 - May 2017

- Provided [PreK12] School District Leadership alongside the Superintendent and Assistant Superintendent of Curriculum and Instruction.

[redacted]

Mitchell Elementary School
Ann Arbor Public Schools – Ann Arbor, MI
Student Teacher- 4th & 5th Grade
June 2010- July 2010

- Planned and instructed curriculum units with two (2) tenured educators for the Ann Arbor Public Schools Summer Learning Institute: Reading and Mathematics Intensive Program.

People to People Student Ambassador Program
People to People International - Spokane, WA 99202
Delegation Leader
October 2004- September 2005

- Educated and directed thirty-six students earning academic credit on an international travel-study program through Australia.
- Educated and directed twelve students earning academic credit on a travel-study program through Washington D.C & Gettysburg, PA

Discovery Middle School
Plymouth-Canton Community School District – Plymouth, MI 48170
Student Teacher- 8th Grade
August 2003- December 2003

- Planned and instructed curriculum units with a tenured educator for the United States History academic course.

Pound House Children's Center
University of Michigan - Ann Arbor, MI 48104
Assistant Teacher
June 2000- August 2000

- Volunteered to work with individual students (4-5 years of age) and small groups in classroom activities.

Development Activities:

Rossier School of Education
University of Southern California – Los Angeles, CA 90089
Concentrated Study
February 2021 – May 2021

- Prepared and presented a Classified Member Retirement Incentive Program that proposed a cost-benefit savings of $600,000 for the Forestville Union School District.

Mary Lou Fulton Teachers College
Arizona State University – Tempe, AZ 85281
Doctoral Dissertation
January 2017- May 2018

- Prepared and defended an academic publication implicating the community membership and instructional leadership necessary in the support for postsecondary education and employment planning of high school students.

(Steinhardt) Education and Social Reform Program
New York University - New York City, NY 10003
Graduate Practicum
July 2007- August 2007

- Enrolled as a university student residing in Pretoria, South Africa to conduct a research-based evaluation of UNICEF South Africa and their School Faculty Training educational program.

Asian Cultural History Tour
Eastern Michigan University - Ypsilanti, MI 48197
Undergraduate Study
August 2001- December 2001

- Enrolled as a university student backpacking 7 countries in Asia while studying the political, economic and historical aspects of each country.

European Cultural History Tour
Eastern Michigan University - Ypsilanti, MI 48197
Undergraduate Study
August 2000- December 2000

- Enrolled as a university student backpacking 15 countries in Europe while studying the political, economic and historical aspects of each country.

Awards and Recognitions:

Educational Testing Service (ETS) Recognition of Excellence Award
March 2013

- Achieved a score greater than the 85th percentile of all test-takers nation-wide within the last ten (10) years on the Praxis II Elementary Education Content Assessment (5014).

Attachment 1: Information Sheet for Applicant Team Members

Directions

In accordance with *Section 1.2: Applicant Team Information,* this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as "governing bodies" in Nevada's charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are "public officers" and the charter school board is a "public body" as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada's Open Meeting Law, governance requirements, and Nevada's Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada's Ethics Code can be found here: https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html;
- Nevada's Commission on Ethic's Manual for Public Officers and employees can be found here: https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher[1] or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

[1] Note that a "teacher" is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators*, *a parent or legal guardian of a student at the charter school*, and *two members with experience related to accounting, finance, law, or human resources*.

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

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 — **Legal Prep Charter Academy**
2. Full name — **Samuel Finkelstein**
3. Home Address — [redacted]
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
   - X 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.*

X 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?

X Yes ☐ No

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

I am employed by and serve as Chief Executive Officer for Legal Prep Charter Academies, an Illinois not-for-profit corporation. I also serve as the Chief Executive Officer for Legal Prep Charter Academy Indiana, Inc., an Indiana not-for-profit corporation.

School Mission and Program

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

As co-founder of Legal Prep Charter Academies, I was instrumental in establishing the mission and vision of Legal Prep. The mission is to prepare students from historically underserved communities to succeed in college, career, and civic life through a rigorous, law-themed curriculum and a culture of high expectations that develops critical thinking, communication, and leadership skills.

Legal Prep's vision is to be a school where all students graduate with the academic foundation, professional skills, and sense of purpose to excel at four-year colleges and universities and to become lawyers, leaders, and changemakers in their communities and beyond.

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

Legal Prep's educational model is intentionally designed to operationalize its mission and vision by developing the competencies outlined in the Legal Prep Graduate Profile. The Graduate Profile defines what it means for students to be prepared for success in college, career, and civic life, and is organized around three core domains: Academic Excellence, Thinking & Problem Solving, and Leadership & Impact. These domains are further reflected in specific student outcomes, including college and career readiness, effective communication, critical thinking, problem-solving, leadership, civic engagement, and the development of lawyerly skills.

The academic program is built around a set of core components that work together to ensure that all students make meaningful progress toward these outcomes. Each component is aligned to the mission and vision and is reinforced through coherent curriculum, instruction, assessment, and student experiences.

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?

As a founder of Legal Prep, my commitment to Legal Prep Las Vegas is deeply rooted in our mission to expand access to legal education and careers for students historically excluded from the profession. Serving on the board is a natural extension of that commitment. I also want to help ensure we stay true to our model—integrating rigorous academics, legal exposure, and real-world experiences—while continuing to grow our impact. The board plays a critical role in safeguarding our vision and pushing us to deliver strong, equitable outcomes for every student. I'm eager to help steward Legal Prep's next chapter.

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 bring the combination of leadership, strategic, and mission-aligned experience that is directly relevant to serving on the board of a charter school like Legal Prep. I have firsthand knowledge of the school's model—blending college-preparatory academics with legal education, experiential learning, and professional pathways. I have served as Principal, CEO and founder of Legal Prep in Chicago, which gives me a clear understanding of what it takes to implement the mission with fidelity while navigating the practical challenges of running a high-performing charter school. Additionally, as an attorney and from my work with Just The Beginning, I recognize the need for and a strong commitment to educational equity and expanding access to the legal profession. These experiences position me to contribute meaningful insight, continuity, and strategic guidance at the board level.

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

I view the role of a charter school board member as both a steward of mission and a driver of long-term impact. Board members are responsible for holding the organization accountable to its founding vision—ensuring that every decision reinforces the school's commitment to rigorous academics, equitable access, and meaningful postsecondary pathways. In my experience, an effective board member is a strategic partner that sets direction, safeguards the integrity of the model, and supports leadership without engaging in daily management and operation of the school. This includes asking hard questions about student outcomes, resource allocation, and fidelity to the school's 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?

To ensure the successful launch of Legal Prep Las Vegas, the board should stay focused on assisting leadership in building a strong foundation from day one. This starts with setting clear goals around academic outcomes, college readiness, and early exposure to legal careers. The board must hire and support a strong school leader, while holding them accountable through consistent, data-driven oversight. Equally important is ensuring financial stability and protecting the fidelity of Legal Prep's model. As the school opens, the board should also prioritize building partnerships within the Las Vegas legal and broader community to create meaningful opportunities for students. If the board remains focused, disciplined, and mission-driven, it will set the conditions for a strong and sustainable launch.

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: Legal Prep Charter Academies

Describe any affiliation with any charter schools. Legal Prep Charter Academies is an Illinois public charter high school in Chicago, IL. I also am CEO of Legal Prep Charter Academy Indiana, Inc., which is opening a 6th-12th grade public charter school in Indianapolis, IN.

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

X 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?

X 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.

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

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

The organizations identified above, Legal Prep Charter Academies and Legal Prep Charter Academy Indiana, Inc., are both nonprofit organizations and both are authorized to operate charter schools.

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.

X 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.

Legal Prep Charter Academies anticipates entering into a shared services agreement with Legal Prep Charter Academy Nevada, Inc. for administrative and operational services.

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

X 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, Samuel Finkelstein, 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, Legal Prep Charter 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 turpitude[2] 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.

Samuel Finkelstein	Legal Prep Charter Academy
Name	Proposed Charter School Name
[redacted]	April 23, 2026
Signature	Date

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

Samuel A. Finkelstein

[redacted]

WORK EXPERIENCE

Legal Prep Charter Academies, ***Founder & CEO*** ***9/2009 – present***

- Led a design team to create a legal-themed charter high school for a high-need Chicago community, modeled after the highly successful Noble Network of Charter Schools
- Lead expansion efforts to bring the Legal Prep model to additional cities, starting with a new campus in Indianapolis in the fall of 2026 and a proposed Las Vegas campus in the fall of 2027
- Lead Legal Prep's fundraising efforts, including the initial campaign to raise over one million dollars
- Manage a growing non-profit organization with a current annual operating budget of over $5 million
- Lead a team that provides a quality public high school education in a high-need Chicago community
- Consistently rated by the CPS rating system as the top open enrollment school within a two mile radius
- One of only three charter school leaders appointed to serve on the Chicago Public Schools CEO's Principal Advisory Council in the 2016-2017 and 2017-2018 school years
- Served on the CPS Charter CEO Advisory Group, which meets directly with the CPS CEO

Just The Beginning Foundation ("JTBF"), ***Program Director*** ***8/2008 – 9/2009***

- Designed and implemented programming to encourage traditionally underrepresented students to enter the legal profession, with the long-term goal of diversifying the legal profession and the judiciary
- Created programs for students in middle school through law school
- Led JTBF's pilot expansion efforts to replicate its programming nationally

Northwestern University School of Law, ***Clinical Assistant Professor*** ***8/2007 – 8/2008***

- Designed and taught weekly curriculum for Communication and Legal Reasoning course
- Participated in strategic planning for the Communication and Legal Reasoning department
- Student Bar Association Faculty Appreciation Award Recipient
- Received the highest student evaluations out of the nine professors in the department

Locke Lord LLP, ***Associate Attorney*** ***5/2004 – 7/2007***

- Elected twice by peers to "Associates Committee," serving as a liaison between firm management and lawyers; served as chair of the committee addressing family leave policies and diversity initiatives
- Counseled clients on a variety of general litigation and employment law matters
- Represented client in federal religious discrimination trial; received favorable jury verdict
- Lead attorney on several pro bono matters, including a political asylum application, an employment discrimination case, a child support action, a tort claim, and a DUI criminal defense

EDUCATION

University of Michigan Law School ***J.D., Dec. 2003, cum laude***

- Student Attorney, Family Law Project, providing free legal assistance to domestic violence victims
- Wolverine Street Law (founding member), teaching practical legal principles to greater community

Western Michigan University ***B.A., 2001, magna cum laude***

- B.A., Majors: Political Science and Psychology, Minor: English with a writing emphasis
- Mock Trial Team Captain – Regional Competition, Outstanding Attorney Award recipient
- Successfully defended thesis: "The Right to Privacy: Implied or Invented?"

VOLUNTEER SERVICE

- Jones College Prep, Local School Council, Current Council Chair
- Chicago Debates, Board Member

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information,* this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as "governing bodies" in Nevada's charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are "public officers" and the charter school board is a "public body" as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada's Open Meeting Law, governance requirements, and Nevada's Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada's Ethics Code can be found here: https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html;
- Nevada's Commission on Ethic's Manual for Public Officers and employees can be found here: https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher[1] or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

[1] Note that a "teacher" is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators*, *a parent or legal guardian of a student at the charter school*, and *two members with experience related to accounting, finance, law, or human resources*.

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

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: **Legal Prep Charter Academy**
2. Full name: **Kam Green**
3. Home Address: [redacted]
4. Phone Number
5. E-mail address
6. Employer Name
7. Employer Address
8. Which of the following bes

- x 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.*

x 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 is that Legal Prep's mission and vision work together to create a school model focused on both excellence and opportunity. The school serves students who have historically had limited access to strong academic options and prepares them for college through a challenging curriculum, real-world legal learning, and a strong emphasis on social-emotional development and mentorship.

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

My understanding is that Legal Prep offers a rigorous college-preparatory program that combines core academic subjects with a law-themed curriculum. This approach helps students build strong skills in reading, writing, and math while also developing critical thinking, advocacy, and problem-solving abilities through real-world applications.

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?

Serving on the Legal Prep board would allow me to contribute to a school that is deeply rooted in community and student success. I am particularly drawn to its commitment to serving underserved families, engaging stakeholders, and providing wraparound supports, and I would work to ensure the school remains responsive, equitable, and aligned with its mission.

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 parent of a student in the public school system, so I understand the educational needs and expectations of families in the Clark County community. I also have a strong background in working with communities, bridging gaps in communication between generations, between community members, and between individuals and organizations. In addition, I have a long history of working with and for not-for-profit organizations and understand the unique responsibilities that they have to serve the public good. These multiple, unique perspectives will help me serve effectively on Legal Prep's charter school board.

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

I believe a public charter school board member serves the broader school community by making transparent decisions, engaging stakeholders, and ensuring the school provides a safe, supportive, and high-quality learning environment while preparing students for long-term success.

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?

Ensuring Legal Prep's success will require the board to stay connected to the community it serves. This means engaging families, students, and staff in decision-making, maintaining transparency, and ensuring the school remains responsive to the needs of underserved populations while delivering a rigorous, relevant, and supportive educational experience.

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: Las Vegas Metropolitan Police Department Foundation

Describe any affiliation with any charter schools. N/A

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

X 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?

X 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.

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

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

I currently serve as the Vice President of Mission Advancement for the Las Vegas Metropolitan Police Department (LVMPD) Foundation. In this executive capacity, I oversee strategic initiatives and community engagement efforts. Additionally, I am a member of the Board of Directors for the Jeremiah Program Las Vegas and the Las Vegas Fashion Council. I also serve as a non-voting member on the barriers subcommittee, and childcare subcommittee of the Governor's workforce development board.

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? N/A

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?

X 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, Kam Green, 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, Legal Prep Charter 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 turpitude[2] 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.

Kam Green	Legal Prep Charter Academy
[redacted]	Proposed Charter School Name
Signature	4/14/2026
	Date

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

KAM GREEN, M.ED

[redacted]

Curious, Collaborative Executive Leader with over 20 years of experience from start-up to Fortune 500s. Entrepreneurial minded, consultative, and a strategic thinker committed to organizational outcomes and developing talent that thrives.

PROFESSIONAL EXPERIENCE

LAS VEGAS METROPOLITAN POLICE DEPARTMENT (LVMPD) FOUNDATION | LAS VEGAS, NV Vice President of Mission Advancement | 2026 – PRESENT

- Lead strategic initiatives to bridge community gaps through philanthropic efforts and public safety partnerships.
- Oversee donor relations and mission-driven programming to support the foundation's commitment to a safer community.
- Drive organizational growth by aligning foundation goals with community needs and law enforcement excellence.
- Partner with LVMPD and community partners on collaborative opportunities that aim to make a safer community, elevate officer training, youth and community engagement, and provide cutting edge technology to support LVMPD.

GET UP AND THRIVE | LAS VEGAS, NV Founder & Chief | PRESENT

- Provide consulting, project management, and training. Direct business development efforts, including strategic partnership cultivation, relationship management, and content creation.
- Provided Project Manager services for a nonprofit to ensure success in their largest fundraiser, a nearly 7 figure earning event, managing staff and event logistics.
- Develop training programs and college courses focused on soft and technical skills for partners including Goodwill of Middle Georgia, EOS Solutions Aerospace Defense, and the University of Chicago.
- Oversee Junior Docs STEAM Education as a part of youth initiatives and engagement.
- Support Southern Nevada's Disconnected Youth Coalition and serve as a non-voting member of the Governor's Workforce Development Barriers and Childcare Subcommittees.

GOODWILL OF SOUTHERN NEVADA | LAS VEGAS, NV Chief Mission Services Officer | 2023 – 2024

- Managed 5.8 million dollar budget and supported securing grants totaling 2.5 million dollars. Managed government and local grants with zero findings or unsatisfactory reviews.
- Led training center expansion project and saved 450,000 dollars which was shifted to support direct community programs.
- Established KPIs and accountability measurements where all targets were met or exceeded each year under my leadership.

- Led a team of 35 to deliver transformative workforce development programs serving over 7,000 individuals in 2023, resulting in over 2,900 job placements.

Vice President Mission Programs | 2022 – 2023

- Promoted after 1 year to lead workforce development initiatives, overseeing training and career growth resulting in sustainable wage increases.
- Established a strategic partnership with CVS Health, creating tailored work experiences for students with disabilities.
- Launched a "Mission Driven Microlearning" program for the team to enhance customer service and transferable skills.

CVS HEALTH | REGIONAL (AZ, CO, NV, UT) National Co-Chair Women Inspiring Success & Excellence | 2019 – 2022

- Selected by Executive Leadership to serve as National Co-Chair for a Colleague Resource Group with 11,000 plus members. Supported design of SOPs and increased membership under CEO Karen Lynch.

Manager Workforce Initiatives

- Collaborated with partners to build workforce pipelines for individuals who were justice involved, persons with disabilities, and veterans.
- Supported partnership launch with TELEVerde Women's prison in Arizona to leverage training and job placement.
- Designed Internship Framework Pilot for high school students in Las Vegas focused on rotational work experience.

RETHINK AFTERSCHOOL | Founder & Chief Learning Officer | Established 2010

- Analyze educational trends and develop programs in response to student social emotional and academic gaps.
- Developed curriculum for early learning programs including Junior Docs, which immerses students as young as 4 into high tiered vocabulary and hands-on science.
- Trained over 5,000 educational professionals and school leaders across various professional development conferences.

WE SHOULD READ | Established 2014 Founder & Author

- Self-Published Author of diverse children's books with social emotional lessons that promote literacy through rhyming and STEAM.
- Launched "We Should Read Campaign" to promote reading by 3rd grade strategies and provided resources for parents.

TWO RIVERS PUBLIC CHARTER SCHOOL | WASHINGTON, D.C. Founder Middle School Transition Program | 2005 – 2009

- Designed and delivered leadership and time management curriculum to support student success.
- Assisted in the design of a high school search process to help students navigate admissions into highly selective schools in D.C.
- Classroom teacher and oversee afterschool program, staff, curriculum

EDUCATION

- **CONCORDIA UNIVERSITY** | M.Ed Curriculum & Instruction
- **LAKE FOREST COLLEGE** | Bachelor of Arts in English Writing

CERTIFICATIONS

- Certified Project Manager
- ATD Train the Trainer Certification

COMMUNITY ENGAGEMENT

- Board Member, Jeremiah Program Las Vegas
- Board Member, Las Vegas Fashion Council
- Non-voting Member, Governor's Workforce Board (Barriers & Childcare)
- Member, Executive Women's Council Las Vegas Chamber

Attachment 1: Information Sheet for Applicant Team Members

Directions

In accordance with *Section 1.2: Applicant Team Information,* this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as "governing bodies" in Nevada's charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are "public officers" and the charter school board is a "public body" as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada's Open Meeting Law, governance requirements, and Nevada's Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada's Ethics Code can be found here: https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html;
- Nevada's Commission on Ethic's Manual for Public Officers and employees can be found here: https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher[1] or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

[1] Note that a "teacher" is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school*, and *two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

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: **Legal Prep Charter Academy**
2. Full name: **Della Scott**
3. Home Address: [redacted]
4. Phone Number
5. E-mail address
6. Employer Name
7. Employer Address
8. Which of the following best describes you:
   - X 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.*

X	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 X☐ 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 is that Legal Prep is designed to provide equitable access to a high quality, college preparatory education for students in under resourced communities. Its mission focuses on high expectations and personal growth, while its vision brings this to life through a rigorous curriculum and legal programming that builds the skills and mindset students need to become future leaders.

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

I see Legal Prep's educational program as one that uses legal studies to make learning more relevant and engaging. By connecting core subjects to real world legal concepts, students stay motivated while building skills like analytical thinking, communication, and civic awareness that prepare them for college and future careers.

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 am interested in serving on the Legal Prep board because I value accountability and strong outcomes in education. I want to help ensure the school follows through on its promise to improve academic achievement, increase graduation and college enrollment rates, and equip students with the skills they need to succeed in college and future careers.

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 bring over two decades of experience in education, currently serving as a state educator in the Clark County School District. Throughout my career, I have focused on student achievement, data driven instruction, and creating systems that support both accountability and growth. I have experience working with diverse student populations and understand the importance of equitable access to high quality instruction, especially in under resourced communities.

In addition to my work in education, I have been actively involved in political campaigns at the local and national level, including work with Hillary Clinton, Barack Obama, Amy Klobuchar, Joe Biden, and Beto O'Rourke. I also served as a Community Outreach Coordinator for the state of Nevada during the 2020 election cycle. This work strengthened my skills in community engagement, communication, and building partnerships, all of which are critical for effective board governance.

My background also includes advanced study in Montessori education, which has shaped my understanding of child development, student centered learning, and the importance of fostering independence and critical thinking. I believe these experiences, combined with my commitment to accountability and student success, position me to contribute meaningfully to the work of the board.

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

My understanding is that a public charter school board member is responsible for ensuring the overall success of the school. This includes setting clear goals for student achievement and wellbeing, monitoring progress through data, and ensuring the school meets academic, financial, and legal expectations.

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?

The board should prioritize hiring and supporting a strong school leader who is deeply committed to Legal Prep's mission and able to carry out its rigorous, law based academic model. From there, the board must regularly evaluate leadership performance, use data to guide decisions, and ensure the school stays aligned with its vision of preparing students for four year colleges and leadership roles.

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?

X 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?

X 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?

X☐ 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?

X 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?

X☐ 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, Della Scott, 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, Legal Prep Charter 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 turpitude[2] 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.

Della Scott
Name

Legal Prep Charter Academy
Proposed Charter School Name

4.13.26
Date

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

Della Scott, M.Ed.

[redacted]

Professional Profile

Experienced educational leader and community engagement strategist with over two decades of service in one of the nation’s largest school districts. Proven track record in instructional leadership, program development, and large-scale community outreach. Recognized for building strong stakeholder relationships, advancing equity-focused initiatives, and leading efforts that drive meaningful impact. Brings a strategic, collaborative perspective to governance, informed by experience in both education and national political campaigns.

Professional Experience

State Educator – Clark County School District, Las Vegas, NV (2004–Present)
Deliver standards-aligned instruction using data-informed practices. Lead initiatives that promote academic success and social-emotional development. Collaborate with teams to analyze data and refine strategies. Build partnerships with families and stakeholders. Mentor colleagues and contribute to professional learning communities.

Political Campaign & Community Engagement

Community Outreach Coordinator – State of Nevada (2020 Election)
Led statewide outreach efforts to engage diverse communities. Coordinated volunteers and partners to increase civic participation. Developed engagement strategies focused on equity and access. Served as liaison between leadership and stakeholders.
Campaign involvement includes work with Hillary Clinton, Barack Obama, Amy Klobuchar, Joe Biden, and Beto O'Rourke campaigns, focusing on outreach, organizing, and voter engagement.

Education

Master of Education (M.Ed.), Montessori Education – Xavier University, Cincinnati, OH
Bachelor of Arts, Public Relations – Xavier University, Cincinnati, OH
Bachelor of Arts, Women & Minority Studies – Xavier University, Cincinnati, OH

Core Competencies

Strategic Planning & Governance | Community Engagement | Public Outreach | Program Development | Data Analysis | Equity & Inclusion

Board Readiness Highlights

Extensive experience engaging diverse communities. Proven leadership in outreach initiatives. Strong collaboration and communication skills. Commitment to transparency, equity, and mission-driven leadership.

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information,* this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as "governing bodies" in Nevada's charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are "public officers" and the charter school board is a "public body" as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada's Open Meeting Law, governance requirements, and Nevada's Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada's Ethics Code can be found here: https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html;
- Nevada's Commission on Ethic's Manual for Public Officers and employees can be found here: https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher[1] or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

[1] Note that a "teacher" is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school,* and *two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

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: Legal Prep Charter Academy
2. Full name: Erik Simpkins
3. Home Address: [redacted]
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
   - X 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.*

x	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?

X Yes ☐ No

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

Board Member and Chair of the Educational Committee - Futuro Academy (a four-star school)

School Mission and Program

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

Legal Prep's stated mission is "to use its unique, law-themed curriculum and culture of high expectations to cultivate compassion, self-motivation, and reflection in young adults from traditionally underserved communities, so they are prepared to succeed at outstanding four-year colleges and universities." Its vision is "to offer a rigorous college-prep curriculum that includes the core courses of English, math, science, social studies, and foreign language, supplemented with our award-winning legal programming. Our students will develop the skills that all great lawyers possess: excellent written and oral communication, critical thinking, problem solving, and advocacy, and will graduate with the mindset and tools to become the next generation of lawyers and leaders in their communities and their professions."

I have seen this mission and vision in action, and from my perspective, Legal Prep's mission and vision establish a clear commitment to serving underserved students through a high-quality, engaging educational experience. By combining strong academics, a culture of high expectations, and meaningful legal and professional learning opportunities, the school aims to improve academic outcomes, increase college enrollment, and prepare students with the skills and confidence to succeed in college, careers, and civic life.

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

Based on my experience at Legal Prep through the Opportunity 180 fellowship and from the insights I have gained in speaking with prospective parents and community members in Las Vegas, the school's educational program that we are proposing and which I feel would meet the needs and desires of the community is best summarized as follows: it is an innovative educational model designed to prepare all students—especially those from underserved communities—for success in four-year colleges. It does this by combining high expectations, data-driven instruction, and a unique legal focus that builds leadership, problem-solving, and real-world readiness, and by delivering that program within a framework that meets the social-emotional learning needs of the student.

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?

As a long time educator and as an experienced charter school board member at a high-performing charter school, I want to serve on the Board of Legal Prep so that I can help ensure that the school has a strong governance body. As the proposed school leader, I want to serve of the Board of Legal Prep so that I can ensure that there are direct and open lines of communication between the Board and School leadership.

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.

My experience as a Board Member at Futoro Academy and my leadership as Chair of its Education Committee will position me well to serve on the Legal Prep Board and guide its governance and oversight functions. My experience as an educator and administrator will assist the Board in setting and monitoring both academic and operational goals for the proposed charter school.

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

A charter school board member's role is to make sure the school stays true to its mission and is successful overall. That includes providing oversight by setting goals and metrics in key areas such as student achievement, operational performance, financial stability and compliance, and then monitoring to ensure the school and its leadership is meeting academic, financial, operational and compliance expectations. In addition, as the governing body responsible for a public charter school, board members must also be accountable to the public and the authorizer by making sure the board applies good governance procedures and that its decisions and actions are consistent with the charter the school has been granted.

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?

The board should take an active role in long-term strategic planning by clearly defining how Legal Prep will achieve its mission and regularly assessing progress toward those goals. For example, in the area of academic performance, the Board in consultation with school leadership and after considering both state and local requirements, should set measurable targets for student achievement, attendance rates, and later, graduation rates, and college enrollment, and adjusting strategies based on performance data and community feedback. Similar strategic planning should occur for all key categories of oversight, including operations, financial health, and compliance.

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 currently serving as a Propel Expansion Fellow through a contractual arrangement with Opportunity 180, assigned to Legal Prep. Opportunity 180 supports a number of charter schools and/or individuals associated with charter schools, and more generally the charter school community.

Describe any affiliation with any charter schools. As noted above, I also am a Board Member and Chair of the Educational Committee of Futuro Academy.

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 Principal

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).

Opportunity 180

National Foundation for Black and Latino Male Educators

Las Vegas Metropolitan PD DREAM program volunteer

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?

X 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?

X 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, Erik Simpkins, 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, Legal Prep Charter 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 turpitude[2] 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.

Erik Simpkins
Name

[redacted]

Legal Prep Charter Academy
Proposed Charter School Name

April 21, 2026
Date

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

ERIK ALEXANDER SIMPKINS

[redacted]

PROFESSIONAL SUMMARY

Educational leader with 20+ years of experience in K–12 and adult education, including 10 years of classroom and leadership experience within CCSD. Proven track record of improving student achievement, leading school-wide systems, and supporting at-risk populations. Experienced in governance, instructional leadership, and charter school development, with a strong commitment to high-performing school models that reflect educational equity.

PROFESSIONAL EXPERIENCE

Opportunity 180 Propel Expansion Fellow/ Proposed Founding Principal
for Proposed Las Vegas Charter School - Legal Prep Charter Academy | 2025–Present

- Designing a 6–12 college-preparatory, law-themed charter school focused on underserved communities.
- Developed academic model integrating law curriculum, advisory, and college/career pathways.
- Leading governance development, board formation, and charter authorization process.
- Secured community partnerships and led outreach resulting in 100+ family interest and 50+ intent-to-enroll forms.

Adult Education Instructor (HSE Program) College of Southern Nevada (CSN) | 8/2022 - Current

- Delivering instruction in reading, writing, and math; achieved **78% HSE pass rate** for course completers.

Assistant Principal
Ruby Duncan Elementary School, CCSD | 12/2023 - 9/2025

- Led instruction and operations for 600+ students, improving outcomes across subgroups.
- Contributed to **increased Nevada Star Rating** through:
    - Gains in **MAP growth (reading & math)**
    - Improved **SBAC proficiency rates**
    - Increased **readiness assessment performance**
- Supervised and coached 30+ teachers; implemented MTSS and PBIS to improve achievement and school climate.

Learning Strategist / Math Strategist (Grades 3–5), **CCSD** | 8/2023 - 12//2023

- Led data-driven instruction and interventions, increasing SBAC proficiency and student growth.

Classroom Teacher (4th and 5th Grade Self-Contained; 8th Grade Geography/Social Studies) | CCSD 8/2016 - 5/2023

- Implemented standards-based instruction across core content areas, utilizing differentiated strategies and data-driven practices to increase student achievement, strengthen classroom culture, and improve engagement and attendance.

Related work experience

City of Las Vegas - Las Vegas, NV	10/20 - 12/22
Youth Development & Social Innovation Mentor	(702) 201-3388
West Village Academy Dearborn, MI	8/15 – 4/16
Curriculum Coordinator	(313) 274-9200
Brenda Scott Academy, Detroit, MI	8/11- 6/15
8th grade Lead Teacher/History	(313) 873-6897
Detroit Enterprise Academy, Detroit,MI	8/07 - 6/11
Teacher / Intervention Specialist	877-223-6402

BOARD LEADERSHIP & GOVERNANCE

Board Member & Chair, Educational Committee
Futuro Academy (4-Star School) | Las Vegas, NV

- Provide governance oversight for a high-performing public charter school.
- Chair Educational Committee overseeing curriculum, instruction, and academic performance.
- Monitor SBAC, MAP, and school-wide data to ensure accountability and continuous improvement.
- Support leadership in strategic planning, compliance, and high-performing school operations.

STUDENT ACHIEVEMENT & IMPACT

- **School-Wide:** Increased Nevada Star Rating at Ruby Duncan Elementary School through targeted gains in MAP growth, SBAC proficiency, and readiness metrics as an Assistant Principal with the Clark County School District.
- **Cohort:** Improved grade-level proficiency in math and ELA through PLCs and targeted interventions.
- **Classroom:** Demonstrated consistent student growth on MAP through differentiated, data-driven instruction grounded in Center on PBIS practices and a Multi-Tiered System of Supports (MTSS). By prioritizing student engagement, targeted interventions, and ongoing professional development and coaching, I created a structured and responsive classroom environment that supported measurable academic gains for all learners.

- **Special Populations:** Demonstrated success supporting **ELL, IEP, and FRL students** through MTSS and targeted supports.

CORE COMPETENCIES

- **School Leadership, Operations & Governance:**Through my experience as an Assistant Principal with the Clark County School District, I have led key aspects of school operations, including instructional leadership, staff development, and implementation of systems aligned to compliance and student achievement. As a Propel Expansion Fellow with Opportunity 180, I have been directly engaged in charter school development, governance planning, and community-based authorization efforts for Legal Prep Academy Las Vegas. Additionally, I have strengthened my leadership capacity through completion of the Aspiring School Administrators Program, professional learning with the National Foundation for Black and Latino Male Educators, and service as a board member with Futuro Academy, where I contribute to governance, accountability, and strategic planning.
- **Curriculum, Instruction & Assessment:** Through my experience as a Curriculum Coordinator and Learning Strategist with the Clark County School District, I have led the design and implementation of standards-aligned curriculum, data-driven instruction, and assessment systems that drive student growth and proficiency. I continue to strengthen this competency as an Adult Education Instructor with the College of Southern Nevada, where I support students in attaining their High School Equivalency through targeted instruction, ongoing training, and the use of data tools such as MAP and HSE-related growth measures. My instructional approach is grounded in research-based strategies,

including Kagan structures, Multi-Tiered Systems of Support (MTSS), PBIS, and trauma-informed practices, with deep familiarity across elementary, middle, and adult education curricula. These efforts have contributed to measurable outcomes, including serving on the board of a four-star school, improving a school's star rating as an assistant principal, and being part of the instructional team at Brinley Middle School following the COVID-19 pandemic, recognized as one of the highest-performing middle schools during that period, reflecting my ongoing commitment to strategic planning, instructional excellence, and continuous improvement.

- **At-Risk & Special Populations:** Through my leadership as an Assistant Principal at Clark County School District, I demonstrated strong competency in supporting at-risk and special populations by implementing MTSS, PBIS, and restorative practices with a targeted focus on subgroup performance. At Ruby Duncan Elementary School, I led efforts to strengthen standards-based instruction and align supports for English Learners and students with IEPs, resulting in measurable improvements in WIDA growth and overall school performance, including an increase in the school's star rating.
- **Performance Management:** Teacher evaluation, goal-setting, and data accountability systems; ongoing self-reflection and continuous improvement through the Opportunity 180 Propel Fellowship, grounded in CEO Excellence competencies including leadership mindset, vision and strategic direction, talent and culture development, and communication, influence, and change leadership.
- **Family & Community Engagement:** Led 15+ community engagement events and one-on-one meetings (virtual and in-person), resulting in 100+ parent signatures of support and 55+ intent-to-enroll submissions; facilitating ongoing virtual town halls and outreach to sustain engagement beyond application submission.
- **High-Performing Schools:** My experience in high-performing schools includes serving in board leadership at Futuro Academy, as it recently achieved a four-star rating. Earlier in my career in Michigan, I was part of two successful school turnaround efforts, building a strong foundation in instructional improvement, student engagement, and systems change. Additionally, as an Assistant Principal with the Clark County School District, I supported the improvement of Ruby Duncan Elementary School's star rating, and as part of the instructional team at Brinkley Middle School, contributed to its recognition as one of the highest-performing middle schools in the district following the COVID-19 pandemic.

EDUCATION & CREDENTIALS

Wayne State University Detroit, MI

Masters of Education- Educational Leadership	August 2014
Bachelors of Science – Elementary Education	August 2007

Aspiring School Administrators Program (CCSD)	completion December 2023
Nevada Teaching License-Elementary Education	expires October 2030
Nevada Social Studies endorsement for k-8	expires October 2030
Nevada Administrator's endorsement	expires October 2030

AFFILIATIONS

Opportunity 180 Propel Fellow | Board Member, Futuro Academy

National Foundation for Black and Latino Male Educator Alumni Fellow

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Attachment 2 - Cover Page

Resume of application preparer - N/A

Attachment 3 - Cover Page

Attachment 3 - Evidence of Community Partners identified in Section 2.3 - Question 6

BOYS TOWN Nevada

April 17, 2026

Kurt Thigpen
Chair
State Public Charter School Authority
3427 Goni Rd, Suite 103
Carson City, NV 89706

Re: Letter of Support for Legal Prep Charter Academy

Dear Chairman Thigpen:

On behalf of Boys Town Nevada, I am pleased to express our support for Legal Prep Charter Academy's proposal to establish a Las Vegas campus.

Boys Town is committed to strengthening children, families, and communities through a continuum of care that includes family support services, behavioral health programming, and evidence-based interventions. Legal Prep's emphasis on academic rigor, leadership development, and whole-child support aligns closely with our mission to ensure that young people have the skills and stability necessary to succeed in school and in life.

We are excited about the opportunity to partner with Legal Prep in several meaningful ways. This may include collaboration around family engagement and support services, such as parenting classes and resources designed to strengthen family stability and student success. In addition, we see strong potential to work together to provide professional development for educators focused on relationship-building, positive behavior supports, and effective classroom management strategies—areas that are critical to creating a safe, supportive, and high-functioning school environment.

By combining Legal Prep's strong academic model with Boys Town's expertise in social-emotional development and family support, we believe this partnership can enhance student outcomes and contribute to a positive school culture that meets the needs of the whole child.

Boys Town Nevada respectfully supports Legal Prep Charter Academy's application and looks forward to the opportunity to collaborate in service of students and families in Southern Nevada.

Sincerely,

[redacted]

John Etzel
Executive Director
Boys Town Nevada

Kurt Thigpen

Chair, State Public Charter School Authority

3427 Goni Rd, Suite 103 Carson City, NV 89706

Re: Letter of Support for Legal Prep Charter Academy

Dear Chairman Thigpen:

On behalf of the Jackie Gaughan Boys & Girls Club of Southern Nevada, I am proud to express our strong support for Legal Prep Academy Las Vegas and its vision to deliver a high-quality, college-preparatory education with a focus on legal studies and practical, real-world learning.

I also had the opportunity to meet virtually with Erik Simpkins, and we had a very productive and engaging conversation about the school's mission and the positive impact it aims to have on students and the broader community.

The school's dedication to academic excellence, leadership development, and civic responsibility closely aligns with our mission to inspire and enable young people to achieve their full potential. We believe Legal Prep Academy will serve as a valuable and innovative educational option for students and families across the Las Vegas community.

We are enthusiastic about the possibility of collaborating with Legal Prep Academy to provide additional opportunities for students through mentorship, enrichment programs, and community-based initiatives. Potential areas of partnership may include after-school programming, leadership development, and shared resources that enhance student growth and success.

We fully support the approval of Legal Prep Academy Las Vegas and look forward to building a meaningful partnership that benefits the students and families we both serve.

Sincerely,
Jasmin Lopez
Clubhouse Director, Jackie Gaughan Boys & Girls Club
920 Cottage Grove Ave, Las Vegas NV 89119
(702) 731-6658 ext. 803

Junior Achievement™ of Southern Nevada
INSPIRATION CENTER

WHERE KIDS CAN GET DOWN TO THE BUSINESS OF LIFE.

February 16, 2026

Dear Members of the Review Committee,

On behalf of Junior Achievement of Southern Nevada, I am pleased to offer this letter of support for Legal Prep Academy Las Vegas. As an organization committed to equipping young people with the knowledge and skills they need to own their economic success, we recognize the powerful impact that career-focused, real-world learning opportunities can have on students—particularly those historically underrepresented in high-demand professions.

Legal Prep Academy's emphasis on immersive learning experiences such as mock negotiations, trial simulations, and exposure to legal professionals aligns closely with our mission to prepare students for future careers through experiential education. By introducing students to the legal field early and intentionally, Legal Prep Academy is creating meaningful pathways into professions that require strong financial literacy, critical thinking, ethical decision-making, and civic engagement.

Junior Achievement looks forward to exploring partnership opportunities that may include volunteer engagement, guest speakers from the legal and business community, and financial literacy programming that complements Legal Prep Academy's curriculum. Through structured volunteer opportunities, our corporate and community partners can support students by sharing career journeys, facilitating workshops, and mentoring aspiring young professionals.

We are confident that Legal Prep Academy will provide a high-quality educational experience that expands access, increases career awareness, and prepares students for long-term success. We are excited about the potential to collaborate in ways that strengthen outcomes for students and positively impact the Las Vegas community.

Sincerely,

[redacted]

Shanice Stevens
Director of Community Engagement
Junior Achievement of Southern Nevada
shanice.stevens@ja.org, 7022140504

LAS VEGAS METROPOLITAN POLICE DEPARTMENT FOUNDATION
110 N. City Parkway, Suite 420
Las Vegas, NV 89106

February 17, 2026

To Whom It May Concern,

On behalf of the Las Vegas Metropolitan Police Department Foundation, I am pleased to offer this letter of support for Legal Prep Academy in Las Vegas.

Legal Prep Academy represents an innovative and much-needed educational opportunity for students in our community. By intentionally exposing young people to careers in law, public service, public safety, and civic leadership, the school will help cultivate a generation of students who understand the justice system, value community partnerships, and are equipped with the academic and character foundation necessary for future success.

We believe there are meaningful opportunities for partnership between the Las Vegas Metropolitan Police Department Foundation and Legal Prep Academy once the school is authorized. Potential areas of collaboration may include mentorship opportunities with law enforcement professionals, career exploration days, guest speakers, student participation in community service initiatives, internship pathways, and joint community engagement events that strengthen trust and positive relationships between youth and public safety leaders. Through structured exposure and educational programming, students can gain a clearer understanding of public safety careers and the vital role they play in building strong communities.

The Las Vegas Metropolitan Police Department Foundation supports efforts that positively impact youth development, education, and community engagement. Legal Prep Academy's mission aligns with these values, and we look forward to exploring ways to collaborate in support of students and families across Las Vegas.

Sincerely,

\ Kam Green,M.Ed

[redacted]

Vice President of Mission Advancement
Las Vegas Metropolitan Police Department Foundation
kgreen@lvmpdfoundaiton.org | 678-386-6272

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Opportunity180

April 30, 2026

State Public Charter School Authority
500 E. Warm Springs Road, Suite 116
Las Vegas, NV 89119

Dear Nevada Authority Board Members:

I am writing to express our organization's support of the Legal Prep Charter Academy application for authorization under the State Public Charter School Authority.

We believe this 6 -12th grade legal themed model for students historically underserved will be an innovative model for Clark County families in the 89169, 89121, 89119, and 89120 zip codes. The Legal Prep Academy team has consistently leveraged their understanding of the community, educational best practices, and expertise they bring from launching and sustaining campuses in Chicago and Indianapolis. They remain committed to continuous learning to launch and sustain an inclusive school environment in Clark County.

Opportunity 180 has been a vital partner in supporting Legal Prep Charter Academy , providing an initial planning grant of $30,000. If approved, the Legal Prep Charter Academy team will also be eligible for additional philanthropic funding of up to $160,000 and up to $2,000,000 in federal funding through the Charter School Program Grant. This support will be instrumental in ensuring the successful implementation of the school's vision.

As a member of Opportunity 180's Public Charter School portfolio, Legal Prep Charter Academy will have access to a network of mission-aligned leaders in Southern Nevada. We are committed to partnering with the school as a strategic funder and thought partner, supporting their vision for student success and helping them achieve their goals.

Sincerely,

DocuSigned by:
[redacted]
81290D77D8FA4F7...

Tamara Shear
CEO, Opportunity 180

Kurt Thigpen
Chair, State Public Charter School Authority
3427 Goni Rd, Suite 103
Carson City, NV 89706

Re: Letter in Support of Legal Prep Academy – Las Vegas

Dear Chairman Thigpen:

I am writing to express my strong support for Legal Prep Academy – Las Vegas and its mission to provide high-quality, equitable educational opportunities for students and families in the community. Legal Prep Academy's vision to prepare students for college, career, and civic leadership—particularly through a focus on law and social justice—represents a meaningful and needed addition to the educational landscape in Las Vegas.

As part of this support, Serenity Nonprofit, through House of Serenity, is committed to partnering with Legal Prep Academy by providing behavioral health services at no cost to the school. These services will be intentionally designed to meet the needs of students and families, particularly adolescents, ensuring access to critical mental health resources that support both academic success and overall well-being. This partnership reflects a shared commitment to addressing the holistic needs of the community and strengthening the continuum of care for young people and their families.

Legal Prep Academy's intentional approach to community engagement, student support, and partnership development positions it to make a lasting and positive impact. The collaboration with organizations like Serenity NonProfit further demonstrates the school's commitment to creating a comprehensive support system that meets the academic, social, and emotional needs of its students.

Thank you for your time and consideration.

Sincerely,

Christina Gaglione, CEO
CEO/Serenity NonProfit
cgaglione@serenitynonprofit.com

UNLV | WILLIAM S. BOYD SCHOOL OF LAW

April 20, 2026

Dear Mr. Simpkins,

I am writing to express our interest in establishing a collaboration with Legal Prep Vegas to inspire future legal professionals. We would welcome students for field trips to the William S. Boyd School of Law to visit the Thomas & Mack Moot Courtroom, participate in an interactive mock law class, take a UNLV Campus Tour, and engage in a panel discussion with current students and attorneys. These opportunities will help students imagine future possibilities for their education and help them set goals.

The field trip program supports middle and high school students by:

- Envisioning a Path: Students will hear stories from people who grew up in our community. This helps them see that college and law school are achievable through a step-by-step process of hard work and dedication.

- Building Connections: By talking with law students, the middle and high school students will see how the work they are doing in their current classes can translate into a future career.

- Finding Motivation: This experience is designed to spark excitement about the future. We aim to inspire students to imagine their future leadership in our community.

We look forward to the possibility of welcoming future Legal Prep Vegas students to campus!

Best regards,

[redacted]

Heather Rappaport
Senior Director of Development & Alumni Relations

UNLV | COLLEGE OF EDUCATION

Dear Chairman Thigpen:

On behalf of the UNLV College of Education, I am pleased to offer our strong and enthusiastic support for Legal Prep Charter Academy's proposal to establish a Las Vegas campus. Legal Prep's proven model, grounded in academic rigor, civic engagement, and real-world application, represents an innovative and meaningful addition to the Southern Nevada educational landscape.

Legal Prep's emphasis on developing critical thinking, leadership, and civic awareness aligns closely with our mission to advance equitable educational opportunities while preparing future educators, practitioners, and community leaders. In today's evolving landscape, it is essential that students are not only academically prepared, but also exposed to the systems, structures, and career pathways that shape their communities, including education, public policy, community-based services, and advocacy.

We are particularly enthusiastic about developing a strategic and multifaceted partnership between Legal Prep and the UNLV College of Education. This partnership will include dual enrollment opportunities for students, as well as structured placements for UNLV teacher candidates to complete observation hours, student teaching, and service-learning experiences. These efforts will strengthen our educator preparation pipeline while contributing meaningfully to the learning environment at Legal Prep.

Additionally, through our Youth College and Career Readiness (YCCR) initiatives and broader community engagement efforts, we look forward to collaborating with Legal Prep to expand student access to career exploration and postsecondary pathways. This includes opportunities for mentorship, experiential learning, and early exposure to careers connected to education, community leadership, and systems-level impact. By aligning our efforts, we can help students better understand how their academic experiences connect to long-term goals and meaningful contributions within their communities.

We also anticipate collaboration around educator development, mentoring, and the implementation of research-based practices that support both student achievement and a strong, inclusive school culture. This partnership reflects a shared commitment to innovation, access, and student success, and we are confident it will have a lasting impact on both institutions and the broader Southern Nevada community.

Legal Prep Charter Academy brings a compelling and proven vision to Las Vegas, and we respectfully support approval of this application. We look forward to partnering in ways that expand opportunity, strengthen educational pathways, and contribute to the continued growth and success of our region.

Thank you for your consideration.

Sincerely,
Sebern Coleman, Ph.D.
Director, Workforce Readiness and Community Engagement
Office of Youth College and Career Readiness
UNLV College of Education
sebern.coleman@unlv.edu
504-237-2733

Attachment 3A - Cover Page

Attachment 3A - Additional Evidence of Community Support

March 11, 2026

Kurt Thigpen
Chair
State Public Charter School Authority
3427 Goni Rd, Suite 103
Carson City, NV 89706

Re: Letter in Support of Legal Prep Charter Academy's Proposed Las Vegas Public Charter School

Dear Chairman Thigpen:

On behalf of Chicanos Por La Causa Nevada, Inc. (CPLC Nevada), I am pleased to offer this letter in support of the proposed Legal Prep Charter Academy Las Vegas. The school's focus on legal literacy, civic engagement, and college and career readiness will provide meaningful opportunities for students in Southern Nevada.

We believe initiatives like Legal Prep Charter Academy help expand access to high-quality educational options while preparing students to become informed and engaged members of their communities.

Thank you for your consideration.

Sincerely,

Tyson Knudsen, PhD
Director of Social Services and Education
Chicanos Por La Causa Nevada, Inc. (CPLC Nevada)

April 7, 2027

Kurt Thigpen
Chair, State Public Charter School Authority
3427 Goni Rd, Suite 103
Carson City, NV 89706

Re: Letter of Support for Legal Prep Charter Academy

Dear Chairman Thigpen,

As a long-standing advocate for education and community engagement, I am writing to express my enthusiastic support for Legal Prep Academy Las Vegas and its mission to provide a rigorous, college-preparatory education grounded in real-world learning and community engagement.

Legal Prep Academy's emphasis on critical thinking, problem-solving, and applied learning aligns with DRI's STEM Education Program's commitment to advancing education and preparing students to engage thoughtfully with complex societal issues. We believe this innovative model will create meaningful opportunities for students across the Las Vegas community.

We are supportive of exploring opportunities to collaborate with Legal Prep Academy through educational programming, exposure to research-based learning experiences, and community engagement initiatives. We look forward to identifying ways to support student growth through mentorship, enrichment opportunities, and connections to real-world applications of learning. We fully support the approval of Legal Prep Academy Las Vegas and are excited about the potential impact this school will have on students and families.

Please do not hesitate to reach out to me if you require any further information or support. I look forward to the opportunity to contribute to the success of Legal Prep Academy and its students.

Respectfully,

Emily McDonald-Williams
Director of the STEM Education Program
Desert Research Institute
775-673-7389

March 5, 2026

Kurt Thigpen
Chair, State Public Charter School Authority
3427 Goni Rd, Suite 103
Carson City, NV 89706

Re: Letter in Support for Legal Prep Charter Academy - Las Vegas

Dear Chairman Thigpen:

On behalf of Nevada Rise Academy, I am pleased to express our strong support for Legal Prep Charter Academy's proposal to open a Las Vegas campus.

As a K–5 elementary school committed to academic excellence and character development, we are always seeking strong middle school pathways for our graduating fifth-grade students. Legal Prep offers a compelling next step for families who want a rigorous, college-preparatory environment that continues to develop leadership, critical thinking, and civic responsibility.

We have already begun building a meaningful relationship with Legal Prep's team. Their participation in our Black History event and their engaging, hands-on law activity with our students demonstrated both the quality of their program and their genuine commitment to becoming part of the Las Vegas community. Our students were excited by the experience and inspired by the opportunity to explore law, debate, and advocacy at a young age.

We look forward to strengthening this partnership and establishing a clear feeder pathway for our fifth-grade families who are seeking a strong middle school option aligned with our shared values. Legal Prep's mission complements our own focus on preparing students not only for academic success, but for lives of leadership and purpose.

Nevada Rise Academy fully supports Legal Prep Charter Academy's application and believes it will be a valuable addition to Southern Nevada's educational landscape.

Sincerely,

[redacted]

Executive Director, Nevada Rise Academy

NFBLME

The National Fellowship for Black and Latino Male Educators

Re: Letter of Support for Legal Prep Charter Academy Las Vegas

I am writing to offer my strong and enthusiastic support for Legal Prep Charter Academy's proposed Las Vegas public charter school and for its founding principal, Erik Simpkins. I have known Erik since 2021, and in that time he has proven himself to be a dedicated, determined educator and an even better person—someone who leads with integrity, high expectations, and a deep belief in what is possible for young people.

I have had the opportunity to observe Erik teaching in person, and the experience left a lasting impression. In a single lesson, I watched students move from initial curiosity to genuine excitement—many of them leaving the classroom talking about wanting to become lawyers. That transformation did not happen by accident. It was the result of Erik's clear vision, strong instructional practice, and his ability to connect rigorous academic content to students' identities, aspirations, and futures.

Legal Prep Academy's mission to expand access to high-need, high-opportunity fields—particularly for Black, Latino, and historically underserved students—is both timely and necessary. By exposing students early to careers in law, public policy, advocacy, and civic leadership, the school will open doors that have too often been closed. The model's emphasis on literacy, critical thinking, civic engagement, and college and career readiness aligns closely with our belief that students deserve both strong representation and strong results.

Through the National Fellowship for Black and Latino Male Educators, we are committed to supporting Erik as a founding principal. This includes leadership development, executive coaching, mentorship from experienced school leaders, and access to a national network of Black and Latino male educators and executives. Our goal is to help ensure that Legal Prep Academy launches with the strong leadership, community partnerships, and professional support necessary for long-term success.

Legal Prep Academy represents a powerful opportunity for Las Vegas students—particularly those who have been historically underserved—to see themselves as future advocates, leaders, and change agents. With Erik at the helm, I am confident that this school will deliver both the inspiration and the academic rigor needed to prepare students for college, careers, and civic life.

Please accept this letter as my full support for Legal Prep Charter Academy Las Vegas. I am excited about the impact this school will have and look forward to the role it will play in expanding opportunity and strengthening communities across the region.

Sincerely, Keith Brooks Founder & CEO
National Fellowship for Black and Latino Male Educators

March 24, 2026

Kurt Thigpen

Chair

State Public Charter School Authority

3427 Goni Rd, Suite 103
Carson City, NV 89706

Re: Letter in Support for Legal Prep Charter Academy

Dear Chairman Thigpen:

On behalf of Futuro Academy, I am pleased to express our support for Legal Prep Charter Academy's proposal to establish a Las Vegas campus.

Futuro Academy is committed to academic excellence, character development, and preparing students for success in middle school, high school, and beyond. We have been encouraged by the thoughtful and community-centered approach Legal Prep has taken in exploring its expansion into Southern Nevada.

We are especially confident in the leadership of Erik Simpkins, Legal Prep's founding principal. As a long-standing member of Futuro Academy's Board of Directors, Erik has demonstrated a deep commitment to educational equity, strong governance, and student-centered leadership. His dedication to our students and families reflects the values that guide both of our organizations.

Legal Prep's emphasis on rigorous academics, civic engagement, and leadership development represents a strong option for families seeking a high-quality middle and high school experience. While Futuro remains committed to ensuring families have access to a variety of strong educational pathways, we believe Legal Prep would serve as a meaningful and mission-aligned choice for students who are interested in a college-preparatory environment with a focus on law and leadership.

We appreciate the opportunity to share our support and look forward to continued collaboration in service of Las Vegas students and families.

Sincerely,

Sincerely,

Ignacio Prado

Executive Director - Futuro Academy Charter School

March 15, 2026

Kurt Thigpen
Chair, State Public Charter School Authority
3427 Goni Rd, Suite 103
Carson City, NV 89706

Re: Letter of Support for Legal Prep Charter Academy

Dear Chairman Thigpen:

On behalf of Vegas Vista Academy, I am pleased to express support for Legal Prep Charter Academy's proposal to establish a Las Vegas campus. I have met several times with Erik Simpkins, Founding Principal, and I believe his vision will expand opportunities for Nevada families. Legal Prep's college-preparatory, law-themed model offers a distinctive approach that emphasizes critical thinking, leadership development, civic engagement, and real-world learning. For families seeking a focused academic environment with an emphasis on advocacy and professional skill development, Legal Prep represents a compelling option.

As you know, VVA is committed to expanding high-quality educational opportunities for students and families in Southern Nevada. We believe that strong public schools, particularly those with clear missions and rigorous academic models, strengthen the overall educational landscape in our community. While VVA continues to grow and evolve its own programming, we support the presence of diverse, high-quality public school choices that meet the varied needs and interests of Las Vegas families. Legal Prep's thoughtful planning and experienced leadership give us confidence in its potential to contribute meaningfully to the community.

We respectfully support approval of Legal Prep Charter Academy's application and look forward to continuing to strengthen educational opportunities across Southern Nevada.

Sincerely,

[redacted]

Dr. Benjamin Feinstein
Executive Director, Vegas Vista Academy

Attachment 4 - Cover Page

Discipline Policy - Student Handbook including Discipline Policy

LEGAL PREP CHARTER ACADEMY NEVADA

STUDENT AND FAMILY HANDBOOK
2027- 2028

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Please note that information in this handbook is subject to changes or updates during the school year. Changes or updates will be provided to students.

MISSION

The mission of Legal Prep Charter Academy is to use its unique, law-themed curriculum and culture of high expectations to cultivate compassion, self-motivation, and reflection in young adults who will be prepared to succeed at outstanding four-year colleges and universities.

VISION

Legal Prep Charter Academy strives to be the premier open enrollment high school in Las Vegas and an exemplar for the entire country. Our students will use their academic and civic education to grow in their professional careers, be advocates for disadvantaged communities, and positively impact our society.

NON-DISCRIMINATION & TITLE IX STATEMENT

Legal Prep Charter Academy does not discriminate on the basis of race, color, national origin, sex, disability, religion, sexual orientation, gender identity, or any other characteristic protected by law in its educational programs, activities, admissions, or employment practices.

In accordance with Title IX of the Education Amendments of 1972, Legal Prep Charter Academy prohibits discrimination and harassment based on sex, including sexual harassment, sexual assault, dating violence, and stalking.

Questions or concerns regarding discrimination or harassment may be directed to the school administration or the school's Title IX Coordinator. The school will investigate complaints promptly and take appropriate action consistent with applicable law.

PROMOTION AND GRADUATION POLICY

Only students who have completed all graduation requirements are eligible to receive a diploma and participate in graduation ceremonies.

1. Academics:

High School

At Legal Prep, each semester-long course is equal to one credit hour. Students take classes totaling 7 units each year and must earn at least 25 units to graduate. These credits must include the following:

- 4 English
- 4 Math

- 4 Science & Technology
- 3 Social Studies
- 1 PE / Health
- 2 World Languages
- 4 Law
- 1 College & Career

Students must be on track to graduate in order to be promoted to the next grade level. Ninth grade students must earn 6 credits before becoming sophomores and must pass the core courses of English, math, science, and law. Sophomores must earn at least 12 total credits and pass the core courses of English, math, science, social studies, and law before they are promoted to the eleventh grade. Juniors must earn at least 24 total credits and pass English, math, social studies, science, and law and have at least 1 world languages credit before being promoted to the 12th grade. Alternative course credits, enrichment, credit recovery, and college coursework credit will be given at the discretion of the Principal. Whenever possible, students must make up credit at Legal Prep.

Service-Based Learning

One twenty-hour project is integrated into the curriculum and must be successfully completed. This can be substituted with an independent study under the direction of a staff member advisor for transfer students or students who do not successfully complete the project during regular coursework.

Post-Secondary Planning

All students must complete the required postsecondary plan. As part of that plan, every student must complete the Free Application for Federal Student Aid (FAFSA) and be accepted to at least one college or university.

Middle School

In order to be promoted to the next grade in middle school, a student must earn a passing grade in the core subject areas of English Language Arts, Mathematics, Social Studies, Science, and Law. Credit recovery is available to students who do not meet this requirement.

2. Attendance:

Students are to arrive on time every morning to school. We also want to limit the amount of early dismissals students receive so that students get a full day of learning and not miss key concepts and/or skills necessary for them to master.

Students are expected to maintain 95% attendance, which means missing nine or fewer days of school per year. Students with excessive unexcused absences may be identified as truant or habitually truant in accordance with Nevada law (NRS 392.140–392.220). We will work with students and parents to correct attendance issues and provide support, as needed. Students who miss more than 18 days of school during the year must attend summer school.

Health-Related Absences and Communicable Diseases: Legal Prep Charter Academy follows guidance from the Southern Nevada Health District (SNHD), the Nevada Division of Public and Behavioral Health (DPBH), and other relevant public health authorities regarding communicable diseases, including COVID-19.

If students are required to quarantine or isolate due to illness or exposure to a communicable disease, the school will communicate expectations regarding attendance, return-to-school procedures, and available academic support. The school may update health protocols as public health guidance evolves.

Legal Prep is a closed campus: Students are not permitted to leave campus once they are inside the building.

Early dismissals or late arrivals: If at all possible, students must make medical or other appointments after school hours or on weekends. If a student is to be out sick, the parent/guardian should inform the main office before 9:00 a.m., if possible. In the rare event that a student needs an early dismissal or late arrival, the following procedures must be followed:

1. The legal guardian must come and sign the student in or out of school.
2. The student must make up all missed work.
3. No early dismissals are permitted in the last 30 minutes of the school day.

Note: Students who do not meet all the academic and attendance requirements at least one week before the subsequent school year must complete credit recovery.

Educational Rights of Students Experiencing Homelessness

Legal Prep Charter Academy complies with the McKinney-Vento Homeless Assistance Act, which ensures educational stability and access for students experiencing homelessness.

Students experiencing homelessness have the right to:

- immediate enrollment in school even if typically required documents are unavailable
- attend school while missing enrollment records, immunization records, or proof of residency are obtained
- receive support services to help ensure full participation in school
- remain enrolled in their school of origin when feasible and in the student's best interest

Families who believe their child may qualify for services under the McKinney-Vento Act should contact the school administration for assistance.

ADVISORY

Legal Prep's advisory structure is core to the student experience. Each student is placed in an advisory when they arrive at Legal Prep. That group of students and the advisor will stay the same throughout middle school. Ninth grade students are placed in a new advisory group with a high school advisor and stay with that same group throughout all of high school.

- The advisor is the conduit between the student's family and the school.
- Advisors ensure that the student is organized, has a strategic plan for classes that are challenging, and praises them constantly for the hard work that they do.
- Restorative accountability will be taught and practiced on a weekly basis to promote community support and care for advisees.
- Advisory at Legal Prep is a family, and we are thrilled to have the honor to watch your student grow and flourish to reach their fullest potential.

This pivotal relationship is critical to students having a friendly face that they come to know on a very personal level who pushes them academically, socially, and emotionally.

At Legal Prep Charter Academy each student will be in a group of same sex students. The purpose of advisory is to have a touch-point with families regarding their student's progress and success at school.

What You Can Expect From Your Child's Advisor
Communicate with families of advisees.
Facilitate restorative processes with advisees to celebrate successes and address conflicts or concerns.
Check each advisee's uniform for correct attire, worn in a precise manner.
Check advisee's binder for proper organization.
Keep advisor grades in Gradebook up-to-date.
Conference with advisees daily against promotion benchmarks.
Ensure 100% attendance of advisees' parents/guardians at Parent Teacher Conferences.

SOCIAL WORK

We understand at Legal Prep the importance of our students' social and emotional well-being. We have assembled the best Social-Emotional Team in the country to aid in students' social and emotional development and give them a safe space to express themselves and learn self-control.

SPECIAL EDUCATION SERVICES

Legal Prep Charter Academy provides special education services in accordance with the Individuals with Disabilities Education Act (IDEA) and applicable Nevada law.

Students who may have disabilities are identified through evaluation processes consistent with federal and state requirements. Eligible students receive services through an Individualized Education Program (IEP) developed by a team that includes educators, specialists, and the student's parent or guardian.

Services are designed to support students in accessing the general education curriculum in the least restrictive environment while addressing each student's individual learning needs.

MULTILINGUAL LEARNER (ML) SERVICES

Legal Prep Charter Academy supports students identified as Multilingual Learners (ML), sometimes referred to as English Language Learners (ELL), who are developing proficiency in English while learning academic content. Legal Prep Charter Academy is committed to ensuring that students who are learning English receive the support necessary to succeed academically.

Students whose primary language is not English are identified through the state-required Home Language Survey and may be assessed for English language proficiency using state-approved assessments.

Students identified as Multilingual Learners receive appropriate language development services designed to support English proficiency and access to grade-level academic content. Services may include targeted language instruction, classroom accommodations, and additional academic support.

The school monitors the progress of ML students and adjusts supports as needed to ensure students can fully participate in the educational program.

COMPLAINT / CONCERN PROCEDURE

Legal Prep Charter Academy encourages families to communicate concerns so that issues can be resolved promptly and constructively.

If a parent or guardian has a concern, the following steps should generally be followed:

1. Contact the student's teacher or the appropriate staff member to discuss the concern.

2. If the concern is not resolved, the parent or guardian may contact the school Principal.

3. If the concern remains unresolved after meeting with the Principal, the parent or guardian may submit a written complaint to the school's Head of Schools or designated network leadership.

4. If the concern is still unresolved, a written complaint may be submitted to the Legal Prep Charter Academy Board of Directors at vegasboard@legalprep.org.

Contact information for school leadership and the Board of Directors is available on the school website.

The school will review and respond to complaints in a timely manner consistent with applicable law and school policy.

GRADING POLICY

Grading periods:

- Legal Prep Charter Academy operates on a 40-week school year with 180 school days. There are two semesters per year. To mirror the college experience of having the semester end at winter break, Semester 1 is typically slightly shorter than Semester 2.
- Students and parents/guardians will have access to the PowerSchool Parent Portal for immediate reports on student grades.
- Parents are strongly encouraged to attend parent-teacher conferences at the end of the first and third quarters.
- Students receive credits at the end of each semester for classes they have passed. (See graduation requirements above).

Grading Scale:

Legal Prep Charter Academy uses the following grading scale:

A	90-100	C	73-76
B+	87-89	C-	70-72
B	83-86	D	60-69
B-	80-82	F	0-59
C+	77-79		

Pass / Fail classes are issued “P” or “F” and earn credit; however, they do not factor into grade point averages. Students must have a 70% to earn credit and pass a pass/fail class.

GPA Scale:

Regular	Honors	AP or Dual Credit
A = 4.0	A = 4.5	A = 5.0
B = 3.0	B = 3.5	B = 4.0
C = 2.0	C = 2.5	C = 3.0
D = 1.0	D = 1.5	D = 2.0

Make-up Exams or Quizzes:
At Legal Prep we are focused on having our students hone their skills as hard workers and be prepared for a rigorous college environment. In college the expectation is that students budget their time and complete all assignments.

Students will have the number of days absent to turn in any missing assignments. Teachers may provide additional time for make-up work, if warranted.

Students still have to turn in work if they do not receive credit because it teaches the lesson that all work is important to their learning and failure to complete and turn in an assignment diminishes their opportunity to practice, learn, and grow.

ACADEMIC GOALS AND TRACKING

To ensure that students are learning and maximizing their potential, teachers will track student progress and student success. This model of tracking student achievement allows for teachers to create goals, set benchmarks, and reassess students so that they learn 100% of the content taught in classrooms.

Student's Responsibility
Go to Office Hours to receive extra help to learn material that was not mastered
Go to Tutoring for extra assistance in English and Math
Do all Homework
Study with Advisory Groups

What Can Families Do?
Check PowerSchool for Assessments where students did not perform well
Check student work, making sure that students complete all homework every night
Conference with Teachers and Advisors on your student's goals and performance
Have students go to Tutoring and Office Hours
Check and Keep Progress Reports

Office Hours: Teachers will have office hours at least once each week where they will have opportunities to tutor and conference with students. Office Hours will be one hour long so that students can come in for quick help or stay for the entire duration. Office hours become mandatory if a student's grade drops below a C.

Homework: Students at Legal Prep may receive homework every night. Homework is an opportunity to reinforce lessons taught in the classroom, help students practice, and hold students to high academic expectations.

Homework at Legal Prep
Purposeful and able to complete in its entirety.
Take students two hours to complete all homework from the day.
Turned in the following day, every day.
Students receive homework over long holiday breaks and have an assignment that they can do alone or with parental assistance every night that they are not in school.
Homework will be visibly written on the board.
Students will be given time during the class period to write their homework down in their agenda.
Teachers will check homework every day during the first five minutes of class.

What Can Families Do?
Check homework every night for completion.
Look at student's agenda for homework being written clearly and legibly.
Email individual teachers to ensure homework assignments are accurate and complete.

STUDENT CODE OF CONDUCT (SCC) AND DISCIPLINE POLICY

The Board of Directors ("Board") of the Legal Prep Charter Academies is responsible for establishing policies under which Legal Prep Charter Academy operates. This Student Code of Conduct (SCC) has been designed to provide a positive and safe environment for student learning. It has been designed to be used as an instructional and corrective tool. The goal of this policy is to provide students with the necessary tools to develop a sense of self-discipline, self-understanding, self-direction, and successful interpersonal skills as well as a sense of self-worth. The academic as well as the discipline expectations of Legal Prep are high, and the SCC is designed to give students the best chance to be prepared for college or a career and to feel safe and happy at school.

The SCC is not intended to address the entire spectrum of student misbehavior; instead it outlines a range of appropriate responses for certain inappropriate behaviors. School officials retain the discretion to address student misconduct that is not specifically included in this discipline policy. **This code applies to actions of students before or after school hours and off school property if those actions disrupt the learning environment in the school.**

Staff members shall consider all mitigating circumstances prior to disciplinary action and ensure due process for each student, while consistently following the policies outlined below. Mitigating circumstances include, but are not limited to the following factors: Age, health, maturity, and academic placement of a student; the student's discipline record, including previous similar incidents; the student's attitude and willingness to change; the cooperation of parents/guardians; seriousness of offense; and willingness to enroll student in a student assistance program. Legal Prep's vision is to have every incoming student graduate from Legal Prep. While there will be challenges along the way, Legal Prep encourages parents to avoid transferring their child. A cohesive middle school and high school experience is the best way to prepare a student for college success.

Referral - A student can be issued a referral for a rule infraction. The social emotional team and the culture team work together to determine the consequence for the individual infraction. Any consequence issued is not an academic punishment and does not impact a student's grade or promotion status.

Redirections – A student will receive a redirection for behaviors that are inappropriate, undesired, or not authorized inside a classroom environment. A student will be instructed how to correct their behavior by an adult and given the opportunity to comply with the instruction. Further inappropriate behavior will receive a demerit.

Demerits - A student can be assigned from 1-8 demerits for a rule infraction. Any multiple of eight cumulative demerits over the course of a week will earn a detention that must be served after school.

Examples of student choices that do not meet the expectations of Legal Prep:

Student Choice	Student Consequence
Eating or drinking outside of the lunchroom or drink visible outside of the lunchroom	Redirection + 4 demerits, student required to immediately give food or drink to an adult for disposal.
Tardy to class (not in assigned seat when the bell rings)	● 1-2 minutes late: Class entry + tardy pass + 2 demerits ● 3-4 minutes - 4 demerits + Culture Team/Teacher escort ● 5+ minute CA Check-in + Tardy pass back to class (Automatic Detention)
Talking during expectation during level 0	Redirection, then 1 demerit
Sleeping in class	Redirection, 2 demerits, then SET
Off task/not completing work	Redirection, then 1 demerit
Entering a restricted area (teacher's lounge, empty classroom, back stairwell, elevator, staff bathrooms, etc.) without permission	8 demerits (automatic detention)
Leaving/Walking out a classroom without Permission	8 demerits (automatic detention)
All cell phones, tablets, smartwatches, personal computers, other Internet-enabled devices, as well as personal headphones must be turned off and stored in a school designated location at the beginning of the day.	First offense: Automatic detention + Confiscation until EOD Multiple offenses: First offense consequences + required parent conference and device pick-up
Using any school issued electronic device without express permission from a teacher or adult.	Step 1: Redirection Step 2: Automatic detention Step 3: Loss of technology privileges for remainder of day
Possession or use of another student's computer without teacher permission	4 demerits + confiscation
Visible or use of headphones when not part of a teacher's lesson	Step 1: Redirection Step 2:Automatic detention + Confiscation until EOD
Dress code violations that can be corrected immediately (such as un-tucked shirt, buttons or pins on polo/LPCA sweatshirt, untied shoes, headphones)	Step 1: Redirection Step 2: 4 demerits + referral if student does not comply
Dress code violations that cannot be corrected immediately (no khaki pants, no belt, no closed toe/heel shoes, or no LPCA polo or shirt)	Student identified - provide assistance with daily rental Staff identified - 4 demerits + daily rental
Disrespectful conduct (eye rolling, sighing, lip smacking, tone of voice, body language, talking back, etc.) or failure to comply with a teacher or staff member's direction	min 1 demerit; max 4 demerits
Foul language, including curse words and ethnic or other slurs	2 demerits
Bullying or verbal harassment	min 1 demerit; max 4 demerits
Horseplay or play fighting	min 1 demerit; max 4 demerits
Inappropriate public displays of affection	min 1 demerit; max 4 demerits
Talking during a fire or emergency drill	Automatic Detention

Academic dishonesty, cheating or plagiarism	8 demerits + referral
Property damage	Referral
Removal from detention	8 demerits + Referral

Detentions/Demerit Cycles – Any time a student earns 8 demerits in a one-week period, he/she is issued a 45-minute detention to be served the following week. Detention may take the form of a silent work period where students will engage in a restorative accountability activity.

Each demerit cycle runs Monday through Friday in a given week, and resets after the weekends. Thus, if a student receives up to seven demerits in a week, the demerits reset to zero and he/she will not be issued a detention.

Students and families will be emailed a detention notice on Mondays from their advisory teachers for any detentions required to be served that week.

Detention Requirements – Serving detention is not optional. Students must serve every detention that they earn. Students may serve multiple detentions during the week. Any outstanding detentions are expected to be served as soon as possible. Failure to serve detention or multiple outstanding detentions will result in a parent conference to both address the underlying issues and develop a plan for serving those detentions.

Merits - Students can earn merits for positive behavior choices. 15 merits yield 1 merit ticket that can be exchanged at the school merit store for food items, school supplies, or Legal Prep gear. The merit system, and examples of rewarded behavior, are outlined below:

Student Choice	Student Reward
Perfect Attendance for a one week period	10 merits
Demerit free for a one week period (min. 4 days attended)	15 merits
Student arrived on time to class every day for a week (no tardies)	5 merits
<u>Outstanding Student of the Quarter</u> Each teacher will select one deserving student per week based on the following criteria: ● Class participation ● Student completing all class/homework assignments ● No demerits received ● Perfect attendance for the week	Automatic Raffle Ticket Legal Prep Swag
Student displayed leadership, perseverance, character, or advocacy *This merit is at the discretion of the teacher. Student may be rewarded for (but not limited to) any of the following acts: ● Student was seen being extraordinarily kind to peer or staff. ● Student may have shown improvement and/or a commitment to improving. ● Student may have helped a peer better understand the lesson or assignment.	1 - 5 merits

Behavioral Interventions besides Demerits and Detentions

Good Standing- Students who break school rules or fail to serve the penalty for breaking them may lose their good standing status at school. For those who are not in good standing, this could result in not eating lunch with classmates and not being eligible for sports, dances, proms, camp, activities, and/or field trips.

Student Conference- Student is informed of consequences that will be recommended or assigned if inappropriate behavior continues.

Parent Conference- Parent meeting is scheduled either in-person or by Zoom with conference documented, incident explained, and future consequences reviewed.

Discipline Board Review- Students may be called before the Legal Prep Discipline Board to account for their behavior.

Suspension- A suspension is when a student is removed from school due to the serious nature of the inappropriate behavior for up to 10 school days. Students are provided with the opportunity to respond to the underlying allegations prior to the suspension. Students who have been suspended may not appear on campus nor attend any school functions (before school, after school or evening) while suspended. They may, however, enter the school to take or prepare for state assessments. Suspended students must be assigned homework and given the opportunity to make up missed assignments, quizzes or tests.

Students with disabilities may be suspended up to 10 school days in one school year for violations described herein. Consequences for special education or disabled students will be adjusted, as required by federal and state laws and regulations, and the student's individual education plan (IEP) or accommodation, when necessary. (Please see Procedural Guide for Students with Disabilities for additional information).

Legal Prep is committed to keeping students in the classroom and only uses suspensions when absolutely necessary, according to the following guidelines:

- Suspensions up to three days: Issued if student's continued presence in school would pose a threat to school safety or a disruption to other students' learning opportunities.
- Suspensions for four days or more: Issued if other appropriate and available behavioral disciplinary interventions have been exhausted and the student's continued presence in school would: (1) pose a threat to the safety of other students, staff, or members of the school community; or (2) substantially disrupt, impede, or interfere with the operation of the school.

A school official must fill out an appropriate misconduct report any time a student is suspended and provide written notice of the suspension, including the reason for the suspension and duration. The notice will include a note on whether support services are to be provided during the period of suspension or whether it was determined that there are no such appropriate and available services. The notice will also document whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions. Students must have due process that allows them to hear

the charges and respond to them. Parents will be notified as soon as possible but no later than 12 hours after the suspension is administered, through a phone call, a message on an answering machine, letter mailed home, email, or home visit.

A parent or student may appeal a suspension by requesting a review in writing to the Legal Prep Charter Academy Head of Schools (HoS), Katie-jo Ray, within two days of the notice of the suspension. The HoS will make the final determination of any suspension appeal with a report to the Legal Prep CEO. An appeal does not halt a student's suspension. If the suspension is overturned, the suspension will be removed from the student's record and any remaining days will not have to be served.

Arrest- Police may be called to arrest students if there is reason to believe they are involved in any illegal activity. This includes, but is not limited to, involvement in a physical altercation, threat of a physical altercation, or for bringing weapons or illegal substances of any kind to the school. A weapon is defined as anything that can inflict harm including, but not limited to: a firearm, tasers, a stick, brass knuckles, a knife, box cutters, bullets, screwdrivers, saws, metal pipes, b.b. guns, toy guns, slingshots, or broken bottles. For purposes of disciplinary action, 'firearm' shall have the meaning set forth in 20 U.S.C. § 7961. A school official must call the parents immediately after the police are called.

Faculty and all staff members who have reason to believe that they have witnessed the sale, possession, or transfer of weapons shall report this immediately to the CEO (or designee). The CEO or designee shall determine if sufficient cause exists and, if so, file a disciplinary report and notify the Juvenile officer of the Police Department. The CEO (or designee), in consultation with the Police Department, will determine whether or not to file charges. All contraband will be turned over to the Police Department. In addition, the student who is charged with possession and/or use of a weapon shall be subject to immediate suspension from school and may face expulsion.

Expulsion- When the school determines that a student has committed an offense(s) which is (are) grounds for expulsion, the student is brought before the Discipline Board for an expulsion hearing. The Head of Schools acts as Hearing Officer and will govern the hearing. The student will be suspended for up to 10 school days pending the expulsion hearing. At the hearing, the Principal or designee will present the evidence against the student. The school will present more than hearsay evidence to prove the underlying allegations. The student and/or guardian is allowed to cross-examine witnesses as well as present evidence and witnesses to support his or her position. The guardian may elect to have their student represented by legal counsel and/or a community or staff member of their choice. If the student and his or her guardian fail to appear for the scheduled Discipline Board expulsion hearing, the hearing will proceed as scheduled without witnesses or evidence from the student.

In accordance with NRS 392.466, certain offenses, including the possession of a firearm or other dangerous weapon, may result in mandatory expulsion or other disciplinary action as required by Nevada law.

After the expulsion hearing, the Discipline Board will issue a written report within five business days with one of the following recommendations: expulsion, reinstatement or reinstatement with conditions. Any expulsion will be for a definite period not to exceed two calendar years. Any recommendation for expulsion will include: (1) summary of the evidence; (2) reason(s) why removing the student is in the best interest of the school; (3) rationale for the duration of the expulsion; and (4) whether other interventions

were attempted or whether it was determined that there were no other appropriate and available interventions. The Discipline Board's recommendation shall be delivered by the most expedient means of communication identified by the Parent/Guardian or student at the hearing (telephone, e-mail, etc.) and shall also be delivered by certified mail.

The parent and student will have the right to appeal the recommendation of the Discipline Board to the CEO within five business days of notification of the Discipline Board's decision. The appeal should be in writing and sent along with any additional evidence to the CEO, Samuel Finkelstein, at Legal Prep Charter Academy, [INSERT SCHOOL ADDRESS], Las Vegas, Nevada [INSERT ZIP CODE] or via email at sfinkelstein@legalprep.org. The CEO will deliver the final decision within ten business days of the Discipline Board's recommendation. The CEO's decision shall be delivered by the most expedient means of communication identified by the Parent/Guardian or students at the hearing (telephone, e-mail, etc.) and shall be delivered, in writing, by certified mail. Expulsion causes the student to be terminated from enrollment at Legal Prep. If a student violates the terms of his or her Discipline Board mandated probation, he or she may be expelled immediately.

The Discipline Board shall be comprised of the following three members:

Position	**Quantity**	**Selection Method**
Head of Schools or Designee	1	N/A (serves as Hearing Officer to preside over the process)
Teacher or staff member	1	Rotating faculty or staff members for each hearing
Board Member	1	Rotating Legal Prep Governing Board Member, Associate Board Member, or Parent Advisory Council Member (must be trained)

Expulsion steps in order:

1. Principal or designee recommends the student for expulsion with a misconduct report to the Discipline Board and provides written notice to the parent or guardian via certified mail. The notice will include the charges against the student, a summary of the evidence, and the time, date, location, and purpose of the hearing.
2. Head of Schools or designee schedules expulsion hearing.
    a. Head of Schools will conduct the expulsion hearing.
    b. Principal or designee may present evidence or witnesses.
    c. Guardian is strongly urged to attend.
    d. Guardian and student afforded due process by being allowed to refute charges and present evidence.
    e. The student has the right to be represented by legal counsel or another advocate of their choice at their own expense.
3. Discipline Board issues a written recommendation to the CEO within five business days and notifies guardian.
4. Guardian or student may appeal the Discipline Board's recommendation in writing to the CEO, Samuel Finkelstein, Legal Prep Charter Academy, [INSERT SCHOOL ADDRESS], Las Vegas, Nevada [INSERT ZIP CODE] or via email at

sfinkelstein@legalprep.org. The appeal must be submitted within five business days of being notified of the Discipline Board's recommendation.

5. CEO makes final decision within ten business days of the Discipline Board's recommendation and notifies Guardian of the decision.
6. The CEO's final decision will be certified by the Executive Committee of the Legal Prep Board of Directors within five business days of the CEO's final decision being issued. The Governing Board retains final authority over expulsion decisions in accordance with Nevada law.

All suspension and expulsion procedures described in this handbook are implemented in accordance with Nevada Revised Statutes (NRS) Chapter 392, including provisions related to student discipline, suspension, expulsion, and due process (NRS 392.464–392.472), as well as all applicable federal laws.

Re-engagement - Legal Prep will facilitate the re-engagement of students who are suspended out-of-school, expelled, or returning from an alternative school setting.

Alternative Dispute Resolution - Legal Prep may, at its discretion, employ alternative dispute resolution methods to address conflict and/or rule infractions. The methods available include, but are not limited to: (1) mediation; (2) peer mediation; (3) peer jury; and (4) peace circles. These alternatives may be used in lieu of traditional disciplinary measures.

Student Search & Seizure

School administrators may search a student and the student's possessions, including lockers, backpacks, electronic devices, and other personal items, if there is reasonable suspicion that the search will reveal evidence of a violation of school rules or the law. All searches will be conducted in accordance with applicable federal and Nevada law.

School lockers and other school property remain the property of the school and may be inspected by school officials at any time.

Searches will be conducted in a manner that is reasonably related to the objective of the search and not excessively intrusive in light of the age and gender of the student and the nature of the suspected infraction.

Items that violate school policy or the law may be confiscated and may be turned over to law enforcement when appropriate.

Technology and Acceptable Use

Students may be provided access to school technology resources including computers, networks, internet access, and educational platforms. These resources are provided to support learning and school-related activities.

Students are expected to use school technology responsibly and in accordance with school rules. Prohibited uses include, but are not limited to:

- accessing inappropriate or harmful content
- harassment or cyberbullying
- attempting to bypass school internet filters or security systems
- damaging or interfering with school technology systems
- using school technology for illegal or non-educational purposes

The school may monitor the use of school technology and electronic communications on school devices or networks. Students should not expect privacy when using school technology resources.

Misuse of technology may result in disciplinary consequences consistent with the Student Code of Conduct.

Law Enforcement Notification

In certain circumstances involving serious violations of school rules or conduct that may constitute a violation of law, the school may notify law enforcement authorities.

Situations that may result in referral to law enforcement include, but are not limited to:

- possession of weapons or dangerous objects
- possession, distribution, or use of illegal drugs or alcohol
- threats of violence or acts of violence
- serious property damage or theft
- conduct that poses a significant threat to the safety of students or staff

The decision to contact law enforcement will be made by school administration based on the nature and severity of the incident and applicable legal requirements.

School disciplinary consequences may be applied independently of any action taken by law enforcement authorities.

Administrative Discretion in Discipline

The Student Code of Conduct provides guidelines for addressing violations of school rules and expectations. School administrators retain the authority to determine appropriate disciplinary responses based on the specific circumstances of each incident.

In determining appropriate consequences, administrators may consider factors including the severity of the behavior, the student's disciplinary history, the age of the student, the impact of the behavior on the school community, and whether the behavior created a risk to the safety of students or staff.

Disciplinary responses may include restorative practices, loss of privileges, detention, in-school suspension, out-of-school suspension, or expulsion as permitted under Nevada law.

The school may modify disciplinary responses when appropriate to support student growth, maintain a safe learning environment, and ensure fairness in the application of school rules.

For younger students, including those in middle school grades, the school will consider age-appropriate interventions, supports, and restorative practices before imposing the most severe disciplinary consequences when appropriate and consistent with maintaining school safety.

Unacceptable Behavior & Behavioral Interventions other than Demerits

Infraction Category	Infraction Category is Eligible for:		
	Suspension of 3 days or less	**Suspension of more than 3 days**	**Expulsion Referral**
2-1 Disruptive behavior on the school bus	☑	☐	☐
2-2 Behavior that substantially disrupts the learning environment, including excessive talking, refusing to follow directions, inappropriate noise, or interfering with the learning of others.	☐	☐	☐
2-3 Fighting – physical contact between two people with intent to harm, but no injuries result	☑	☐	☐
2-4 Unsafe Physical Behavior - Engaging in pushing, shoving, rough play, or other unsafe physical behavior that may result in injury or disruption of the school environment.	☑	☐	☐
2-5 Use of bias-based or discriminatory language, gestures, slurs, or other behaviors involving a protected category	☑	☐	☐
2-6 Bullying behaviors – conduct directed towards a student, or retaliation against another person for reporting non-sexual conduct that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student's ability to participate in school or school activities	☑	☐	☐
2-7 Use of cellular telephones or other information technology device to harass, incite violence, or interrupt other students' participation in school activities, including use of device to record others without permission or	☑	☐	☐

unauthorized distribution of recordings which are not sexual in nature			
2-8 Misuse of Technology or Social Media - Using phones, computers, or social media in a manner that disrupts the school environment or harms others, including posting images, recordings, or messages about students or staff without permission.	☑	☐	☐
2-9 Use of the Legal Prep network for a seriously disruptive purpose not otherwise listed in the SCC	☑	☐	☐
2-10 False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified	☑	☐	☐
2-11 Extortion – obtaining money or information from another by coercion or intimidation	☑	☐	☐
2-12 An attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate unwanted bodily contact without permission or legal justification	☑	☐	☐
2-13 Willful or malicious destruction or defacing of the property of others or damage to property at a cost less than $500	☑	☐	☐
2-14 Unwanted bodily contact with another person without legal justification or aiding or abetting in the commission of this behavior which does not result in a physical injury	☑	☐	☐
3-1 Fighting – physical contact between more than two people with intent to harm, or physical contact between two people with intent to harm that results in injury	☑	☐	☐
3-2 - Bullying or Intimidation - Engaging in conduct that constitutes bullying, intimidation, or harassment of another student as defined in the school's Anti-Bullying Policy.	☑	☐	☐
3-3 Theft (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, lockers or bags) of stolen property that costs less than $150	☑	☐	☐
3-4 Possession, use, sale, or distribution of fireworks	☑	☐	☐
3-5 Trespassing on Legal Prep property – entering Legal	☑	☐	☐

Prep property when previously prohibited or remaining on school grounds after receiving a request to depart			
3-6 Knowingly or intentionally using the Legal Prep network or information technology devices to spread viruses to the Legal Prep network	☑	☐	☐
3-7 Possession of any dangerous object as defined by this SCC, first documented behavior	☑	☐	☐
3-8 Use or possession of alcohol, drugs, controlled substances, “look-alikes” of such substances, contraband (including all devices that contain substances for the purposes of intoxication or any unknown substances), or use of any other substance for the purpose of intoxication in or before school or a school-related function.	☑	☐	☐
3-9 Initiating or participating in inappropriate physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student, with no intent to harm school personnel	☑	☐	☐
3-10 Voluntary sex acts or voluntary sexual conversations between students that occur on Legal Prep property or during Legal Prep-sponsored activities. This includes any voluntary action that includes genital contact, including fondling, digital penetration, sexual intercourse, oral sex, or sending sexually explicit messages or emails.	☑	☐	☐
4-1 An attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate unwanted bodily contact without permission or legal justification committed with a deadly weapon, by a person who conceals their identity, or against school personnel	☑	☑	☑
4-2 Knowingly and without authority entering or remaining in a building or vehicle with intent to commit a theft therein	☑	☑	☑
4-3 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than $150	☑	☑	☑
4-4 Use of intimidation, credible threats of violence, coercion, stalking, or persistent severe discrimination, bias-based behavior, bullying, dating violence, or	☑	☑	☑

domestic violence.26 Intimidation is behavior that prevents or discourages another student from exercising their right to education, or using force against students, school personnel and school visitors, including severe acts of retaliation for reporting non-sexual behavior that includes intimidation, credible threats of violence, coercion, stalking, or persistent severe discrimination, bias-based behavior, or bullying. For severe bias-based behavior or bullying, see the Addressing Bullying and Bias-Based Behavior Policy before assigning an intervention or consequence.			
4-5 Gang activity or overt displays of gang affiliation	☑	☑	☐
4-6 Inappropriate sexual conduct, including unwelcome sexual contact, indecent exposure, and creating and/or transmitting sexually suggestive images and recordings through any device or medium	☑	☑	☑
4-7 Engaging in or attempting any allegedly illegal behavior which interferes with the school's educational process and is not otherwise listed	☑	☑	☑
4-8 Persistent or severe acts of sex-based harassment – unwelcome sexual or gender-based conduct (either physical, verbal, or electronic), or retaliation against any person for having made a complaint or report of sexual misconduct, which is sufficiently severe, pervasive, objectively offensive, and/or persistent to limit a student's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment	☑	☑	☑
4-9 False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified	☑	☑	☑
4-10 Unwanted bodily contact with another person without legal justification or aiding or abetting in the commission of this behavior which results in a physical injury.	☑	☑	☑
5-1 Use of any computer, including social media platforms, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others. Or, hacking (intentionally gaining access by illegal means or without authorization) into the Legal Prep network to access student records or other unauthorized information, or to otherwise circumvent the information security system	☑	☑	☑

5-2 Willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding $500 or that is done to personal property belonging to any school personnel	☑	☑	☑
5-3 Participating in a large or disorderly group of students using force to cause injury to a person or property, or persisting in severe disruption after being directed to cease by school personnel or Police	☑	☑	☑
5-4 Use, possession, and/or concealment of a firearm/destructive device or other weapon or “look-alikes” of weapons, or use or intent to use any other object to inflict bodily harm	☑	☑	☑
5-5 Intentionally causing or attempting to cause all or a portion of the Legal Prep network to become inoperable	☑	☑	☑
5-6 Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others	☑	☑	☑
5-7 Bomb threat – false indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated	☑	☑	☑
5-8 Robbery – taking personal property in the possession of another by use of force or by threatening the imminent use of force	☑	☑	☑
5-9 Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, contraband39, or any other substance used for the purpose of intoxication	☑	☑	☑
5-10 Sex acts, and attempted sex acts, that occur without the voluntary participation of one or more parties, that may involve the use of implicit or implied force. This is unwelcome touching of the private body parts of another person (buttocks, groin, breasts) for the purpose of sexual gratification, forcibly and/or against the person’s will. This also includes unwelcome oral, anal or vaginal penetration. Sexual violence occurs when a reasonable person knew or should have known that the victim did not or could not engage in the sex act voluntarily.	☑	☑	☑
6-1 Unwanted bodily contact with another person without legal justification that causes great harm, is done with a deadly weapon, is done by a person who conceals their	☑	☑	☑

identity, or the use of physical force against school personnel. This includes aiding and abetting in the commission of this behavior.			
6-2 Murder – killing an individual without legal justification	☑	☑	☑
6-3 Attempted murder – an act that constitutes a substantial step toward intended commission of murder	☑	☑	☑
6-4 Kidnapping – secret confinement of another against their will or transportation of another by force or deceit from one place to another with the intent to secretly confine	☑	☑	☑
6-5 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than $1,000	☑	☑	☑

LEGAL PREP SCHOOL-YEAR DRESS CODE

Dress code: Faculty and staff strictly enforce the dress code and have final say on what constitutes a violation. The dress code is in effect any time students are in the school building and at most school functions. Students deemed to be out of dress code will be sent to the Culture Team's office and their individual situation will be assessed. Parents need to ensure that their students have all necessary uniform items before they leave their homes for school each morning.

1. Shirts and outerwear

a. Students must wear an unaltered official Legal Prep polo shirt each day. School-issued Legal Prep spirit wear (this does not include the PE uniform shirt) may be worn in place of the polo only on designated days as communicated by school leadership. Any shirt or sweatshirt found to have pen/highlighter/marker writing or coloring would be considered ruined and not worn again. It will need to be replaced by purchasing a new item from the main office.

b. Students may wear a short-sleeve T-shirt underneath their school shirts and nothing over them except an LPCA sweatshirt or sweater.

c. Coats, non-school sweaters, or any other outerwear are not permitted to be worn in school or taken anywhere in the building at any time and must be left in the locker all day.

d. Students must wear their school ID on a lanyard around their neck.

2. Pants

a. Students must wear non-ripped khaki colored dress pants. No sweatpants or athletic pants are permitted. Pants must be worn above hip bones and may not sag. Pants must have belt loops and a black belt must be worn.
b. No underwear may be visible at any time.

3. Shoes

a. All shoes must be close-toed/closed heel shoes. Crocs, slides, flip flops, or house shoes are not allowed.

4. Head Coverings

a. No hats or other head coverings are permitted, including scarves, hairnets, athletic sweatbands, and bandanas anywhere inside the building at any time, except where mandated by legitimate religious requirements.

6. Body Modifications:

a. Tattoos that represent violence or gang affiliation will need to be covered at the school's request.

6. School ID:

a. The student ID must be worn around a student's neck on a school-issued or school-approved lanyard at all times.

LEGAL PREP SUMMER SCHOOL DRESS CODE

Same as the school-year dress code except:

1. Students may wear tailored shorts, skirts, dresses or jeans. No cut-offs, pants with holes in them, spandex, or short-shorts.
2. Students must wear an unaltered, official Legal Prep shirt and student ID.

ACADEMIC DISHONESTY

Academic Dishonesty. Students must learn that in order to grow academically, they will be judged on their own work. We expect students to honor other people's work by giving credit in the form of reference and/or footnote for any borrowed words, ideas, or opinions, and by including quotation marks when copied exactly. When working on a team project, credit must be given to each person who contributes.

Students must understand that copying the words, ideas, or opinions of someone else without giving credit to that person in the form of footnotes or references is considered plagiarism. Whether deliberate or accidental, plagiarism is a serious and punishable offense. Students must always be responsible for their own work and not engage in any manner of cheating.

These types of academic dishonesty will result in loss of credit for the assignment or test according to the discretion of the teacher. Students will also receive an automatic SIM (first offense), or more severe penalty if their cheating continues.

Deliberate plagiarism:

- Copying of a phrase, sentence or a longer passage from a source and passing it off as one's own.
- Summarizing or paraphrasing someone else's ideas without acknowledging that the work is not one's own.
- Buying a term paper and handing it in as one's own.

Accidental Plagiarism:

- Forgetting to place quotation marks around another writer's words.
- Omitting a source citation for another's idea because one is unaware of the need to acknowledge the idea.

Cheating:

- Obtaining a copy of tests, quizzes or scoring devices.
- Copying another student's answers during a test, quiz or homework assignment.
- Providing another student questions or answers to, or copies of, actual test or quiz questions.
- Having or using non-permitted materials during tests.
- Duplicating another student's project or work for submission as one's own work.
- Having someone other than the student prepare the student's homework, paper, project, laboratory report or take-home test.
- Permitting another student to copy one's own homework, paper, project, laboratory report, or take-home test. Representing as one's own work the product of someone else's creativity.

The following consequences may occur for students who engage in acts of academic dishonesty.

- Student required to make up the assignment or the equivalent as determined by the teacher
- Automatic 4 demerits earned
- Teacher/Student/Dean of Students/Parent Conference
- Removal or disqualification from Legal Prep or summer programs
- Homework must be handed in to the office

HOW DO WE MEASURE ACHIEVEMENT?

Through these assessments, we are able to see what kids know and figure out plans to close knowledge gaps. These tests inform our instruction to make the best decisions in the interest of putting students, and their education, first.

Quizzes: Students will take quizzes in all of their classes to show what they have learned and to have teachers prioritize what needs to be retaught.

Unit Tests: Teachers will be giving content to children in the form of units. At the end of each unit, the students will take unit tests to show how much they learned in that unit and how much they retained.

Midterms: In the middle of the year, students will take a benchmark assessment that is aligned to the Final Exam students will take at the end of the year. Midterms will show how much progress they are making towards their goals and what shifts need to happen instructionally.

Final Exams: Students will take exams at the end of the year that will be on all of the material that they learned over the course of the year. Final exams show how much the student has retained and what interventions the teacher will need to put in place next year for individual students.

ACT: All high school students in Nevada participate in the ACT and Legal Prep students participate in the entire ACT suite of assessments. The three tests are PreACT 8/9 (9th grade), PreACT (10th grade), and ACT (11th grade). Students take the test at the end of each of their first three years of high school, and it shows whether the student is on pace to be college ready when they graduate from Legal Prep.

What Can Families Do?
Have students retake assessments that they do not master.
Have students make early morning appointments with their teachers.
Come to Parent Teacher Conferences to learn about students' goals and progress.
Check regularly on PowerSchool for updated assessment grades.

WORKING WITH OUR FAMILIES

Staying in Contact: We believe that you should know everything going on with your student's development at Legal Prep. We want to hear your voices and share our thoughts and plans for what we will do to ensure your student's success at Legal Prep. Teachers and parents will be in regular communication regarding the development of your student.

How We Will Communicate!
Advisory Phone Calls home
Through PowerSchool, where you can check your student's grades and GPA
Parent Advisory Council Announcements
Automated Calls
Quarterly Town Halls
Quarterly Parent Teacher Conferences

We would love to have you do the following:

Families and Legal Prep Partnership
Contact teachers on a regular basis regarding any questions, comments, or concerns.
Come to any and all school-sponsored events to show support for your child and their education.
Complete surveys and give feedback to the school.
Join our PAC (Parent Advisory Council) to create systemic change for our students and their education by creating programs and tutoring for our students who need extra assistance.

Parent Advisory Council: To close the achievement gap and have students at Legal Prep become well-rounded citizens, the school and community must work together. The PAC is an opportunity for the school and families to regularly meet to discuss culture, academics, and opportunities to make Legal Prep Charter Academy the best school in Las Vegas.

The second Tuesday of every month, Legal Prep's PAC will meet to discuss the State of the School, projects they would like to oversee, and assisting the school with events.

What Can Families Do?
Come to every PAC Meeting
Recruit other families to attend PAC Meetings
Join a subcommittee PAC Meeting
Plan and execute an event for Legal Prep
Attend all Town Halls

CODE OF CONDUCT FOR COMPUTER USE

The goal of computer access at school is to build technology skills, information gathering skills and communication skills. Students have the privilege to use computer workstations, laptops, the school network, e-mail, and the Internet **for monitoring academic progress and school assignments only**.

Student Responsibilities: In order for the school to provide sound educational opportunities via its computer network, each student must use computers and the network responsibly.

Responsible students use computers, other hardware, and printers carefully. Students will leave a computer working in the same condition as they found it; namely, making no setting changes that alter the computer's appearance or function; avoiding damage to the mouse, keyboard, printers, and furniture; and keeping the computer, monitor, keyboard, mouse, and furniture clean.

Responsible students use the Internet appropriately. The student is responsible for all web pages accessed. Students must earn Internet authorization by studying the Acceptable Use Policy.

Students are not allowed to access, use or possess pornographic, gang-related, violent, or illegal material; inappropriate or offensive text via e-mail, chats, blogs, or other means; or files deemed dangerous to the integrity of the Legal Prep Charter Academy network system (e.g., viruses, worms, or other harmful programs designed to disrupt or alter a computer's functions). In addition, students may not access, use, or possess unauthorized or illegally obtained hardware, software or data.

Students must comply with the following safety rules for Internet use. Students should not give out any personal information such as address, telephone number, parent's work address or telephone number, or any other person's address or telephone number without parental permission. Students should tell their teacher, principal, or parent/guardian immediately if they experience an uncomfortable situation. Students should never agree to meet or to send any picture to someone they have communicated with online.

Students must check their email accounts on a regular basis. Teachers often communicate to their students and request assignments via e-mail.

Responsible students respect the privacy and rights of others. Students must keep their computer account and password private. If students have a group project, they will arrange with their teacher to create a shared folder for that particular assignment. Students may not access student records of other students. Students may not alter any network address or identifiers. Students may not copy software from computers, or destroy or damage another person's files or messages. Students must not attempt unauthorized entry to any area of the network or interfere with or disrupt any computer, network, source or equipment, regardless of who may own, operate or supervise it. Students must create their own work and properly cite research sources. Copying someone else's work is plagiarism and will result in a failing grade and disciplinary action. Students may not use school computers, the school network, or the Internet to make inappropriate or negative comments about other students, teachers, administrators, or the school.

Responsible students maintain the integrity of the school network. Students have the responsibility to report all violations of privacy. Students are accountable for all e-mail sent or received under their user accounts. Students may not use the network or labs for wasteful or frivolous purposes including, but not limited to; playing games, using chat programs, listening to music, watching videos unrelated to a school assignment, writing non-academic blogs, participating in online chats, or engaging in any for-profit commercial activities including advertising or sales. It is the student's responsibility to follow all computer lab rules and obey supervisors of the labs.

Students should not expect that files stored on school-based computers or servers will be private. Electronic messages and files stored on school-based computers or stored outside the school using the school's Internet account may be treated like school lockers. The school reserves the right to monitor any and all emails/messages sent on or within school property. All administrators and teachers have access to stored files and e-mail. Administrators and teachers may review files and messages at any time to maintain the integrity of the system, to ensure that students are acting responsibly, to conduct the business of the school, and to comply with legal requirements.

Failure to comply with the Code of Conduct for Computer Use may result in loss of computer privileges as well as other penalties. Students observing or knowing of any violation of these guidelines or of a security problem on the network/Internet must notify a teacher or administrator.

ANTI-BULLYING POLICY

This policy is adopted in accordance with Nevada Revised Statutes 388.121 - 388.139 and applies to all students enrolled at Legal Prep Charter Academy.

Purpose

A safe and civil school environment is necessary for students to learn and achieve and that bullying causes physical, psychological, and emotional harm to students and interferes with their ability to learn and participate in school activities. Bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, sexual

harassment, and violence. It is the goal of Legal Prep Charter Academy to create a learning environment in all its school communities where students are protected from bullying so they feel safe and supported in their efforts to succeed academically and develop emotionally into responsible, caring individuals. Bullying and hazing undermine a safe and respectful school environment. Legal Prep Charter Academy prohibits all forms of hazing, including activities associated with initiation into student organizations, teams, or groups that humiliate, endanger, or harm students.

Legal Prep asks every student, with the support of his/her parent(s), guardian(s) and the adults at school, to commit to the following principles, which will apply to everyone on school property and at school-related activities:

- I will not bully others.
- I will try to help anyone I suspect is being bullied.
- I will work to include students who are left out.
- If someone is being bullied, I will tell an adult at school and an adult at home.

Legal Prep Charter Academy shall designate a Safe School Professional who is responsible for receiving reports of bullying and ensuring compliance with Nevada's anti-bullying laws.

Scope

Bullying is contrary to Nevada law and this Policy is consistent with Nevada Revised Statutes 388.121 - 388.139. Bullying based on any characteristic, including but not limited to race, color, religion, sex, national origin, ancestry, disability, sexual orientation, gender identity, military status, or association with a person with one or more of these characteristics is prohibited. Nothing in this Policy is intended to infringe upon any expression protected by the First Amendment to the United States Constitution or Article 1, Section 9 of the Nevada Constitution.

This Policy is based on the engagement of a range of school stakeholders, including students and parents/guardians. Legal Prep will re-evaluate this Policy every two (2) years based on an assessment of its outcomes and effectiveness, including, but not limited to, factors such as the frequency of victimization; student, staff and family observations of safety at school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation.

Bullying is prohibited:

(1) during any school-sponsored or school-sanctioned program or activity;
(2) in school, on school property, on school buses or other Legal Prep-provided transportation, and at designated locations for students to wait for buses and other Legal Prep-provided transportation ("bus stops");
(3) through the transmission of information from a Legal Prep computer or computer network, or other electronic school equipment;
(4) when communicated through any electronic technology or personal electronic device while on school property, on school buses or other Legal Prep-provided transportation, at bus stops, and at school-sponsored or school-sanctioned events or activities;
(5) when it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity or on Legal Prep-provided transportation.
(6) In any physical area attendant to school or related activities, whether or not such area is on school property (including but not limited to, school buildings and lands), or at any school-sponsored or

related activities, performances, extracurricular and athletic events, school-sponsored travel at other venues; and

(7) With respect to activities or events at other locations, if the administration determines that the incident bears a nexus (i.e., impact or connection) to the school, safety at school, or is disruptive to the educational environment.

Hazing in any form is strictly prohibited on school property, at school-sponsored events or activities, on school transportation, or in connection with any school team, club, or organization.

Definitions

"Bullying" means overt, repeated acts or gestures, including verbal or written communications or images transmitted electronically, committed by a student or group of students against another student that create a hostile school environment.

Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Bullying behaviors may also qualify as other inappropriate behaviors listed in the SCC. When deciding whether inappropriate behavior constitutes bullying, administrators should consider the student's intent, the frequency or recurrence of the inappropriate behavior, and whether there are power imbalances between the students involved. While bullying is often characterized by repeated acts, sometimes a single incident constitutes bullying depending on the student's intent and power imbalances.

"Hazing" means any intentional or reckless act directed against a student that is connected to initiation into, affiliation with, or continued membership in a school group, team, or organization and that endangers the physical or mental health or safety of a student.

Hazing may include but is not limited to physical brutality, forced physical activity, sleep deprivation, exposure to extreme conditions, humiliation, intimidation, harassment, or activities that subject a student to embarrassment or ridicule.

Hazing is prohibited regardless of whether the student voluntarily participates in the activity.

"**Cyberbullying"** means using information and communication technologies to bully. This definition includes cyberbullying by means of technology that is not owned, leased, or used by the school district when an administrator or teacher receives a report that bullying through this means has occurred. This policy does not require the school to monitor non-school related activities.

"Retaliation" means any form of intimidation, reprisal including but not limited to the submission of knowingly false bullying allegations, or harassment directed against a student who reports bullying, provides information during an investigation, or witnesses or has reliable information about bullying. Retaliation is prohibited and will result in the imposition of appropriate interventions/consequences according to this Policy and the SCC.

"Peer Conflict" means disagreements and oppositional interactions that are situational, immediate and developmentally appropriate. When school employees are aware of peer conflict, they are expected to guide students in developing new skills in social competency, learning personal boundaries and peaceably resolving conflict, and to model appropriate social interactions. These interventions are designed to prevent Peer Conflict from escalating to Bullying.

"Restorative Measures" means a continuum of school-based alternatives to exclusionary discipline that are adapted to the particular needs of the school and community, contribute to maintaining school safety, protect the integrity of a positive and productive learning climate, teach students the personal and interpersonal skills they will need to be successful in school and society, serve to build and restore relationships among students, families, schools, and communities, and reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs.

Intervening to Address Bullying

Responsibilities of Legal Prep Employees and Contractors

All Legal Prep employees and contractors, including lunchroom staff and bus drivers, who witness incidents of bullying or school violence or who possess reliable information that would lead a reasonable person to suspect that a person is a target of bullying, must:

(1) intervene immediately in a manner that is appropriate to the context and ensures the safety of all people involved;

(2) report the incident of bullying or retaliation to the Principal/Designee as soon as practicable, but within 24 hours; and

(3) cooperate fully in any investigation of the incident and in implementing any safety plan established by the Principal/Designee.

Responsibilities of Students, Parents and Guardians

No student who witnesses bullying may stand by or participate in the bullying, but must notify an adult at school and an adult at home as quickly as practicable. Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the Principal/Designee as quickly as practicable. Reports can be made to any Legal Prep employee or contractor in person, via email, or by telephone. Anonymous reports may be made; however, disciplinary action will not be based solely on an anonymous report.

Investigation

(1) The Principal shall select a designee, knowledgeable about bullying prevention and intervention, to perform the investigation.

(2) Investigation of a bullying incident shall be initiated within five school days of receipt of a report and completed within 10 school days, unless the Principal grants in writing an additional 5-day extension due to extenuating circumstances. The Principal/ Designee shall document the extension in the investigation report and shall notify the parties involved.

(3) The investigation shall include:

a. Identifying the perpetrator(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.

b. Conducting an individual interview in a private setting with the alleged perpetrator and target. The alleged perpetrator and target should never be interviewed together or in public. Individual interviews shall also be conducted in private with student and adult bystanders.

c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education was affected.

d. Assessing the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan that will restore a sense of safety for the target and other students who have been impacted.

e. When appropriate, preparing a Misconduct Report identifying his/her recommendation for individual consequences.

f. Comprehensively documenting the details of the investigation.

(4) When the investigation is complete, the Principal/Designee shall ensure the investigation report is attached to the Incident Report.

Notification

Parents or guardians of all students directly involved in a reported bullying incident will be notified promptly following the initiation of an investigation and again following the conclusion of the investigation. On the same day the investigation is initiated, the Principal/Designee shall report to the parent/legal guardian of all involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document these notifications in PowerSchool. When the investigation is complete, the Principal/Designee shall notify the parents/legal guardians of all students involved of the outcome of the investigation. Parents/legal guardians of the students who are parties to the investigation may request a personal conference with the Principal/Designee to discuss the investigation, the findings of the investigation, the actions taken to address the reported incident of bullying, and any resources available in or outside the school to help the students address the underlying reasons for the bullying (see "Referrals" section below).

If the investigation results in the imposition of consequences, the Principal/Designee may advise the parent/legal guardian of students other than the perpetrator that the Student Code of Conduct was followed. S/he may not advise them of the specific consequence imposed, as that would violate the confidentiality of school-record information required by law.

When communicating incidents of bullying to the target's parent/guardian, the Principal/Designee should consider whether the student may want to keep certain information confidential. For example, if a student is bullied after coming out as gay, the Principal/Designee shall not disclose the student's sexual orientation to the parent/guardian without the student's permission, unless there is a legitimate, school-related reason for doing so.

If the target is a student with a disability, the school shall convene the IEP Team to determine whether additional or different special education or related services are needed to address the student's individual needs and revise the IEP accordingly. For example, if the student's disability affects social skill development or makes the student vulnerable to bullying, the Principal/Designee shall ask the student's IEP Team to consider whether the IEP should include provisions to develop the student's skills and proficiencies to avoid and respond to bullying.

If the student who engaged in bullying behavior is a student with a disability, the school shall convene the IEP Team to determine if additional supports and services are needed to address the inappropriate behavior and consider examining the environment in which the bullying occurred to determine if changes to the environment are warranted. For example, the IEP Team should consider a behavior intervention

plan for the student or review a current behavior intervention plan and revise if necessary. The Principal/Designee shall comply with the Procedural Safeguards for Discipline of Students with Disabilities/Impairments when considering interventions and consequences for students with disabilities.

Reporting to the Nevada Department of Education

Legal Prep Charter Academy will document and report substantiated bullying incidents in accordance with reporting requirements established by the Nevada Department of Education.

Assigning Interventions and/or Consequences

Many Peer Conflicts can be resolved immediately and do not require reporting or creation of a Misconduct or Incident Report. If, however, a conflict is ongoing and meets the definition of bullying, the investigation procedures in this Policy must be followed.

Legal Prep will respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Appropriate responses and consequences are outlined in the Student Code of Conduct. Legal Prep will avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity. Incidents involving hazing may result in disciplinary consequences under the Student Code of Conduct and may also affect participation in athletics, extracurricular activities, or student leadership roles.

When an investigation determines that bullying occurred, the Principal/Designee shall explain the consequences in a non-hostile manner, and shall impose any consequence immediately and consistently. The Principal/Designee shall keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include:

-The perpetrator is no longer bullying and is interacting civilly with the target.
-The target reports feeling safe and is interacting civilly with the perpetrator.
-School staff notice an increase in positive behavior and social-emotional competency in the perpetrator and/or the target.
-School staff notice a more positive climate in the areas where bullying incidents were high.

What Not To Do:

-Solicit an apology from the perpetrator to the target, use peace circles, victim/offender conferences, or any form of mediation that puts the perpetrator and target in contact with one another in an immediate attempt to resolve the bullying. Restorative measures may be helpful to repair relationships between the perpetrator and target, but only if used after other interventions have balanced the power differential between the perpetrator and target.

-Dismiss bullying as typical student behavior or assume it is not serious.

Referrals

The Principal/Designee may refer students who bully to positive-behavior small-group interventions (for anger management, trauma or social skills), social work, counseling or school psychological services within the school, if necessary, to reinforce the behavioral expectation they violated and increase their social-emotional competency.

The targets of bullying need protection from bullies, but may also need support and help in changing their own behavior. The Principal/Designee shall ask a school mental health professional to refer these students to individual or group therapy where they can openly express their feelings about their bullying experience, social-skills training and/or groups where they can practice assertiveness and coping mechanisms, or social work, counseling or school psychological services available within the school.

Consequences for Legal Prep Employees and Contractors

When it is determined that an employee or contractor was aware that bullying was taking place but failed to report it, the employee/contractor will be considered to have violated this Policy. The Principal shall consider employee discipline for such violations.

Hazing and Student Organizations

Students participating in athletics or extracurricular activities are expected to promote a culture of respect and inclusion. Hazing or initiation activities that harm, intimidate, or humiliate other students are strictly prohibited.

Training and Professional Development

Staff

Professional development will be offered to build the skills of all Legal Prep employees, contractors, and volunteers to implement this Policy. The content of such professional development shall include, but not be limited to:

(1) Developmentally appropriate strategies to prevent incidents of bullying and to intervene immediately and effectively to stop them;

(2) Information about the complex interaction and power differential that can take place between and among a perpetrator, target, and witness to the bullying;

(3) Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk, and any specific interventions that may be particularly effective for addressing bias-based bullying; and

(4) Information about Internet safety issues as they relate to cyberbullying.

Student Internet Safety Education

In accordance with Legal Prep's Internet Safety Policy, Legal Prep shall incorporate into the school curriculum a component on Internet safety to be taught at least once each school year to all students. The Principal or designee, shall determine the scope and duration of this unit of instruction and topics covered. At a minimum, the unit of instruction shall address: (a) safety on the Internet; (b) appropriate behavior while online, on social networking websites, and in chat rooms; and (c) cyberbullying awareness and response. The age-appropriate unit of instruction may be incorporated into the current courses of study regularly taught.

PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS

Legal Prep Charter Academy may discipline students with disabilities in accordance with the school's Code of Conduct and applicable federal and state law, including the Individuals with Disabilities Education Act (IDEA) and Nevada Administrative Code (NAC) Chapter 388.

Short-Term Removals

School officials may remove a student with a disability from their current educational placement for up to ten (10) cumulative school days in a school year for violations of the Code of Conduct, to the same extent that such removals would apply to students without disabilities. Removals of ten (10) school days or fewer in a school year do not constitute a change in placement.

Saturday detentions, before- or after-school detentions, and other disciplinary actions that do not remove the student from instruction do not count toward the ten-day limit. Additionally, in-school suspensions will not count toward the ten-day limit if the student:

- continues to participate in the general education curriculum,
- continues to receive the services specified in the student's Individualized Education Program (IEP), and
- continues to participate with non-disabled peers to the extent required by the IEP.

Change in Placement and Manifestation Determination

If a disciplinary removal would result in a change of placement, including a suspension exceeding ten (10) cumulative school days in a school year, the school will convene a Manifestation Determination Review (MDR) within ten (10) school days of the decision to change the student's placement.

The parent/guardian will receive:

- written notice of the disciplinary action,
- notice of the MDR meeting, and
- a copy of the Procedural Safeguards Notice required under IDEA.

Manifestation Determination Review

The student's IEP team, including the parent/guardian, will review all relevant information in the student's educational record, including:

- evaluation and diagnostic results,

- information provided by the parent/guardian,
- teacher observations, and
- the student's current IEP.

The team will determine whether the conduct was a manifestation of the student's disability. The behavior will be considered a manifestation if:

1. The conduct was caused by, or had a direct and substantial relationship to, the student's disability, or
2. The conduct was the direct result of the school's failure to implement the student's IEP.

Behavioral Supports

If the behavior is determined to be a manifestation of the student's disability, the IEP team will:

- conduct a Functional Behavioral Assessment (FBA) if one has not already been completed, and
- develop or revise a Behavior Intervention Plan (BIP) designed to address the behavior.

Except in limited circumstances involving weapons, drugs, or serious bodily injury as defined by law, the student will be returned to the placement from which they were removed unless the parent and school agree otherwise.

Discipline When Behavior Is Not a Manifestation

If the IEP team determines that the behavior is not a manifestation of the student's disability, the school may apply the same disciplinary consequences as for students without disabilities.

However, the school must continue to provide educational services so that the student can:

- continue to participate in the general education curriculum, and
- progress toward meeting the goals set forth in the student's IEP.

Interim Alternative Educational Placement

School personnel may remove a student with a disability to an interim alternative educational setting for up to forty-five (45) school days, regardless of whether the behavior is determined to be a manifestation of the student's disability, if the student:

- carries or possesses a weapon at school or a school function,
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance at school or a school function, or
- inflicts serious bodily injury upon another person at school or a school function.

Students with Section 504 Plans

Students who receive accommodations under Section 504 of the Rehabilitation Act of 1973 are entitled to similar procedural protections. If a disciplinary removal would constitute a significant change in placement, the school will conduct a manifestation determination review consistent with applicable federal law.

INCLEMENT WEATHER AND EMERGENCY CLOSURES

In the event of severe weather or other emergencies, Legal Prep Charter Academy may implement a two-hour delay, a virtual learning day, or a school closure.

When making weather-related decisions, the school will consider Clark County Public School (CCSD) decisions regarding delays and closures as a guide, while also evaluating conditions affecting Legal Prep students, staff, and transportation.

If a virtual learning day is implemented, students will participate in remote instruction or complete assignments provided by their teachers. These days may count toward required instructional days as permitted by Nevada law.

Families will be notified of delays, closures, or virtual learning days through the school's communication systems (phone, text, email), the school website, and local media outlets. Whenever possible, announcements will be made the evening before or early in the morning of the affected school day.

FIRE AND SAFETY DRILLS

Posted in every room is a map and safety sheet detailing the required evacuation and lockdown protocols. In the event of an evacuation, students are to follow their teacher according to that map and to stay with their class. In the event of a fire drill or fire, students must not stop at bathrooms or lockers. They must go directly outside and stay as a class in the designated outside location until given further instruction. For any fire drill during a non-class time, immediately proceed outside to the designated waiting area for your advisory section. Any student violating this procedure is jeopardizing the safety of the school and will face consequences including possible suspension. **There is to be no talking whatsoever during a fire or safety drill.**

TEXTBOOKS

Students are responsible for keeping their textbooks in the condition in which they received them. Students may print their name in ink on the inside of the cover, but should not otherwise write in their textbook. Students will be charged the cost to replace any textbooks that are abused or lost.

STUDENT FEES

There are no fees to attend Legal Prep, but there are certain items that are required for attendance, such as a school supply package and uniform polo shirts. There is no specific “sports fee,” but there may be some direct costs, such as uniforms, that will be required. Students whose families cannot afford one or more of the expenses may see the office or the Business Manager for assistance.

LOCKERS AND LOCKS

Lockers and locks: Middle school students are provided with a place to store their belongings in their homeroom. High school students are provided a locker and lock for the school year. Students and parents must be aware that a student's locker is school property and may be searched by school officials. All locks must be school locks; any other lock will be removed without notice.

Additionally, students must keep their locker locked at all times. If a locker is not secure, the items in a locker are subject to theft or destruction by others. Failure to keep an assigned lock on an assigned locker will result in loss of locker usage.

No locker contents should be visible when the locker is closed. No open food or beverage or combustible material is permitted to be stored in a locker. Each student is responsible for any item found within his/her locker. Students are not permitted to share lockers or provide their locker combination to other students. In doing so, the student assumes responsibility for anything another student leaves in his/her locker, or for items that are missing because of such a breach of security.

SPORTS ELIGIBILITY

Students are eligible to be active members of a school sports team only if:

- They have a cumulative GPA of at least 2.25.
- Are not currently failing any courses based on the most recent progress report.
- They meet additional requirements that an individual coach requires, if any.
- They meet Nevada Interscholastic Activities Association (NIAA) requirements.

GUESTS

Guests must always obtain a visitor’s pass from the Main Office and must be authorized by a staff member. Guests should be greeted politely in the hallways or when knocking on the door of a classroom.

MEDICAL POLICIES

Records and Physical Exams - In order to enroll at Legal Prep, every student must have an up-to-date physical, health records, including immunizations. Students may be excluded from school until that record is provided or until record of an upcoming medical appointment is provided by parent/guardian.

Medications - If a student requires medication during school hours, the distribution of the medications will be supervised by the Office Manager or Nurse under the following guidelines required by state law:

- Prescription medications must be supplied in the original pharmacy container.
- The container must be identified with the following information: Student name, Name of Medication, Doctor's Name and Phone Number, Pharmacy and Phone Number.
- Parents/guardians must sign the appropriate administration forms.
- Non-prescription medications must also be supplied in the original container and must be accompanied by written instructions from a physician and consent from parent/guardian.

Legal Prep will designate employees as the primary person and back-up person authorized to administer medication in the absence of the school nurse. All medication must be placed in a locked box in the main office. In order to administer any prescribed medication to a student or child, there must be a doctor's note on file. For any over the counter medication, a note signed by the parent with directions must be present. Furthermore, a log will be kept on file that indicates the following: Name of Student/Child, Name of Medication, Date, Time, and Who Dispensed Medication.

Students are responsible for coming to the main office to receive their medications at the appropriate time. Students are not allowed to have medications in their possession or in their lockers. This includes any over-the-counter medications.

MANDATED REPORTING OF ABUSE/NEGLECT

All Legal Prep Charter Academy employees and volunteers are mandated reporters under Nevada law. Any staff member who has reason to believe that a child under the age of eighteen (18) is a victim of abuse or neglect must immediately make a report to the Nevada Division of Child and Family Services (DCFS) or to law enforcement, as required by NRS 432B.220.

A report must be made whenever a person has reason to believe that a child's physical or mental health or welfare has been harmed or is threatened by abuse or neglect by a parent, guardian, or other person responsible for the child's care.

Reporting Procedure

Once a staff member becomes aware that a student may be the victim of abuse or neglect, the staff member must:

1. Immediately report the concern to the Nevada Division of Child and Family Services (DCFS), a local child welfare agency, or law enforcement, as required by NRS 432B.220, including by calling the Nevada Child Abuse and Neglect Hotline (702-399-0081).

2. Notify the Principal or the Principal's designee that a report has been made.

3. Document the report in accordance with the school's internal incident reporting procedures.

Staff members must make the report personally and immediately and may not rely on another person to make the report on their behalf.

Legal Prep Charter Academy will cooperate fully with the Nevada Division of Child and Family Services and law enforcement agencies in any investigation of suspected abuse or neglect.

Information to Provide When Making a Report

When making a report, the staff member should provide as much of the following information as is known:

- Name, age, and address of the child
- Name and address of the child's parent or guardian
- Name and relationship of the alleged perpetrator
- Description of the suspected abuse or neglect
- Time and location of the incident
- Any known injuries or risks to the child
- Names and ages of other children living in the household
- Any other information that may assist authorities in assessing the child's safety

A report must still be made even if all information is not known.

Immunity for Good Faith Reports

Nevada law provides that any person who makes a report of suspected child abuse or neglect in good faith is immune from civil and criminal liability that might otherwise result from making the report.

Non-Interference With Reporting

No employee, supervisor, or administrator may prevent, interfere with, or discourage a staff member from making a report of suspected child abuse or neglect.

Under Nevada law, a person who knowingly fails to make a required report may be subject to criminal penalties. A person who knowingly makes a false report may also be subject to legal consequences.

Physical Abuse

Physical abuse may occur when a parent, guardian, or other caregiver inflicts or allows to be inflicted physical injury by other than accidental means. Indicators may include:

- bruises or welts
- fractures
- burns

- bite marks
- injuries inconsistent with the explanation provided

Physical abuse may also include actions that create a substantial risk of serious physical harm, such as shaking, choking, or striking a child.

Sexual Abuse

Sexual abuse may occur when a child is subjected to sexual activity, exploitation, molestation, or other sexual conduct by a caregiver or other responsible adult.

If a student attempts to disclose sexual abuse:

- Staff should listen calmly and attentively.
- Staff should not attempt to investigate or ask leading questions.
- The student's statements should be documented as accurately as possible.
- The report must be made immediately to the Nevada Division of Child and Family Services (DCFS) or law enforcement.

The student should also be referred to the school counselor, social worker, or another appropriate support professional.

Neglect

Neglect occurs when a parent, guardian, or caregiver fails to provide for a child's basic needs, including:

- adequate food
- clothing
- shelter
- medical care
- supervision appropriate to the child's age and development

Neglect may also occur when a child is placed in situations that endanger the child's health or safety.

Student Support

Following a report, school personnel may provide appropriate support to the student through counseling services or other school-based resources, consistent with student privacy laws and the guidance of child protection authorities.

STUDENT RECORDS

Legal Prep Charter Academy maintains student education records in accordance with the Family Educational Rights and Privacy Act (FERPA), applicable Nevada law, and the school's official Student Records Policy.

The purpose of this policy is to ensure the confidentiality, integrity, and proper access to student records while allowing parents, eligible students, and authorized school personnel appropriate access to educational information.

Definition of Student Records

Student records or education records mean any information maintained by the school that is directly related to a student and personally identifiable to that student.

Student records may exist in written, electronic, audio, video, photographic, or other formats maintained by the school.

Records maintained by a staff member solely for personal use and not shared with others are not considered education records.

Types of Student Records

Student records maintained by the school may include, but are not limited to, the following:

Enrollment and identifying information

- Student name and identifying information
- Parent or guardian contact information
- Date of birth
- Student identification number

Academic records

- Course enrollment and grades
- Academic transcripts
- Assessment and standardized test results
- Grade level progression and graduation information

Attendance records

- Daily attendance records
- Tardiness records
- Withdrawal or transfer documentation

Health records

- Immunization records as required by Nevada law
- Health information provided to the school
- Accident or injury reports maintained by the school

Discipline records

- Disciplinary incidents and consequences
- Behavioral intervention plans or related documentation

Special education records

- Individualized Education Programs (IEPs)
- Evaluation reports and eligibility determinations
- Section 504 plans
- Documentation related to special education services

Additional educational records

- Participation in school activities
- Counseling records maintained by the school
- Other information relevant to the student's educational program

Record Custodian

The Principal or designee shall serve as the official custodian of student records and is responsible for maintaining student records securely, ensuring compliance with privacy laws, authorizing access to student records, and ensuring proper transfer or destruction of records.

Student records will be maintained in secure electronic or physical systems designed to protect the confidentiality and privacy of student information.

Parent and Student Rights

Under FERPA, parents or legal guardians have the right to:

- Inspect and review their child's education records
- Request copies of records
- Request correction of inaccurate or misleading information
- Consent to disclosures of personally identifiable information except where permitted by law

These rights transfer to the student when the student becomes an eligible student, meaning the student reaches 18 years of age or attends a postsecondary institution.

Inspection and Access to Records

Parents or eligible students may request access to student records by submitting a written request to the school.

The school will provide access to the requested records within forty-five (45) days of receiving the request, as required by FERPA.

Copies of records may be provided at a reasonable copying cost unless the cost would prevent the parent or eligible student from obtaining the records.

A school staff member may be present to assist in interpreting the records when appropriate.

Disclosure of Records

Student records may be disclosed without parent consent in circumstances permitted by law, including the following:

School officials with legitimate educational interests: School personnel may access student records when the information is necessary to perform their professional responsibilities.

School transfer: Student records will be transferred to another school upon request from the receiving school where the student has enrolled or intends to enroll, as permitted by law.

Legal orders: Records may be released in response to a lawful subpoena or court order, consistent with FERPA requirements.

Health or safety emergencies: Information may be disclosed to appropriate persons when necessary to protect the health or safety of a student or other individuals.

State and federal reporting: Student information may be shared with the Nevada Department of Education or other authorized government entities as required for educational reporting, accountability, and compliance purposes.

Requests to Amend Records

Parents or eligible students who believe a record contains inaccurate, misleading, or inappropriate information may submit a written request to the Principal requesting that the record be amended.

The school will review the request and notify the parent or eligible student of the decision. If the request is denied, the parent or eligible student will be informed of the right to request a hearing under FERPA.

Transfer of Records

When a student transfers to another school, Legal Prep Charter Academy will provide the student's education records promptly upon request from the receiving school, consistent with Nevada law and FERPA. Parents may request copies of transferred records.

Record Retention and Destruction

Student records will be maintained in accordance with applicable federal and state record retention requirements. Permanent academic records such as transcripts will be maintained indefinitely. Other education records will be retained according to applicable record retention schedules and destroyed

securely when no longer required. Special education records will be retained for the period required under federal and state law before secure destruction.

Confidentiality and Data Security

Legal Prep Charter Academy will implement appropriate administrative, technical, and physical safeguards to protect the confidentiality of student records, including secure electronic data systems, restricted staff access, and secure storage of physical records.

All staff members with access to student records are responsible for maintaining the confidentiality of student information.

Annual FERPA Notice

Legal Prep Charter Academy will provide families with an annual notice of their rights under FERPA, including the right to inspect and review student records and control the disclosure of student information.

Directory Information and Opt-Out Rights

Legal Prep Charter Academy may designate certain student information as directory information. Directory information may be disclosed without prior written consent unless a parent or eligible student opts out of such disclosure.

Directory information may include:

- Student name
- Grade level
- Dates of attendance
- Participation in officially recognized activities and sports
- Honors and awards received
- Photographs or video images used in school publications, websites, yearbooks, newsletters, or similar school communications
- Student work displayed publicly or in school publications

Directory information may be used for legitimate school purposes including school publications such as yearbooks and newsletters, recognition of student achievement, athletic rosters and event programs, school websites and social media platforms, and communication with the school community and media.

Legal Prep Charter Academy will provide families with annual notice of the types of information designated as directory information and their right to restrict disclosure.

Parents or eligible students who do not wish to have directory information disclosed must submit a written request to the school within the timeframe provided in the annual notice. Once an opt-out request is received, the school will not release directory information about the student except as permitted or required by law.

An eligible student is a student who is 18 years of age or older or who attends a postsecondary institution, at which point FERPA rights transfer from the parent to the student.

Opting out of directory information may limit the student's ability to be included in certain school publications or public recognitions.

Attachment 5 - Cover Page

Annual School Calendar

LEGAL PREP CHARTER ACADEMIES

Educating the next generation of lawyers and leaders

2027 - 2028 Academic Calendar

JULY

S	M	T	W	T	F	S
				1	2	3
■	5	6	7	8	9	10
11	12	13	14	15	16	17
18	◆	◆	◆	◆	◆	24
25	◆	◆	◆	◆	◆	31

AUGUST

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29	30	31				

SEPTEMBER

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OCTOBER

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31						

NOVEMBER

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14	15	16	17	18	19	20
21	22	23	■	■	■	27
28	29	30				

DECEMBER

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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	■	■	■	■	■	25
26	■	■	■	■	■	

JANUARY

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FEBRUARY

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MARCH

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APRIL

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MAY

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14	15	◆	17	18	19	20
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28	■	30	31			

JUNE

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11	12	13	14	15	16	17
18	■	20	21	22	23	24
25	26	27	28	29	30	

Notable Dates

First Day of School:	August 16
Labor Day:	September 6
Fall Break	October 4-8
Staff PD Day:	November 2
Thanksgiving Break:	November 24- 26
Winter Holiday:	Dec. 20 - Jan. 1
Staff PD Day:	January 3
MLK Day:	January 17
President's Day:	February 21
Staff PD Day:	March 17
Spring Break:	April 3 - 7
Staff PD Day:	May 16
Students' last day:	May 25
Memorial Day:	May 29
Juneteenth	June 19

Terms

Q1	**August 16 - Oct 15**
Q1 PTC	*October 22*
Q2 / Sem. 1	**October 18 - Dec 17**
Q3	**Jan 4 - March 10**
Q3 PTC	*March 16*
Q4 / Sem. 2	**March 13 - May 25**
Summer School	**May 30 - June 16**

Exams (early dismissal)

S1 Final Exams:	Dec. 16-17
S2 Final Exams:	May 24-25

Key

■ Holidays (no school for students & staff)

◆ Staff Development (students: no school)

Bell Schedule:

Monday - Friday

Arrival Time: 7:30 AM - 7:55 AM

Class Time: 8:00 AM - 3:00 PM

After School: 3:00 PM - 4:45 PM

Attachment 6 - Cover Page

Teacher Schedule for Grades 6 and 9 for Year 1

Student Schedule for Grades 6 and 9 for Year 1

LEGAL PREP CHARTER ACADEMIES

Educating the next generation of lawyers and leaders

Sample Student Schedules

6th Grade Sample Schedule						
Period	**Time**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Breakfast	7:30 - 7:53	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
AMA	8:00 - 8:26	Advisory	Advisory*	Advisory	Advisory	Advisory*
1st	8:30 - 9:50	ELA	ELA	ELA	ELA	ELA
2nd	9:54 - 10:54	Social Studies / Law	Social Studies / Law	Social Studies / Law	Social Studies / Law	Social Studies / Law
Lunch	10:58 - 11:28	Lunch	Lunch	Lunch	Lunch	Lunch
3rd	11:32 - 12:52	Math	Math	Math	Math	Math
4th	12:56 - 1:56	Elective*	PE	Elective	PE*	Elective
5th	2:00 - 3:00	Science	Science	Science	Science	Science

9th Grade Sample Schedule						
Period	**Time**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
AMA	8:00 - 8:05	AM Advisory	AM Advisory	AM Advisory	AM Advisory	AM Advisory
1st	8:07 - 8:57	Honors English 1	Honors English 1	Honors English 1	Honors English 1	Honors English 1
2nd	8:59 - 9:49	Honors Algebra 1	Honors Algebra 1	Honors Algebra 1	Honors Algebra 1	Honors Algebra 1
3rd	9:51 - 10:41	Law in American Society	Law in American Society	Law in American Society	Law in American Society	Law in American Society
4th	10:43 - 11:33	PE	SEL*	PE	SEL	PE*
Lunch	11:35 - 11:55	Lunch	Lunch	Lunch	Lunch	Lunch
5th	1:57 - 12:47	Law in Literature	Law in Literature	Law in Literature	Law in Literature	Law in Literature
6th	12:49 - 1:39	Honors Writing	Honors Writing	Honors Writing	Honors Writing	Honors Writing
7th	1:41 - 2:31	Integrated Math Concepts OR Hon Geometry	Integrated Math Concepts OR Hon Geometry	Integrated Math Concepts OR Hon Geometry	Integrated Math Concepts OR Hon Geometry	Integrated Math Concepts OR Hon Geometry
PMA	2:33 - 3:00	PM Advisory*	PM Advisory	PM Advisory*	PM Advisory	PM Advisory

*Intervention block, if needed

LEGAL PREP CHARTER ACADEMIES

Educating the next generation of lawyers and leaders

Sample Teacher Schedules

6th Grade Sample Schedule					
Period	**Time**	**6th Grade Teacher A**	**6th Grade Teacher B**	**SEL (Social Worker)**	**PE**
Prep / Collaboration	7:15 - 8:00	PREP PERIOD	PREP PERIOD	PREP PERIOD	PREP PERIOD
AMA	8:00 - 8:26	Advisory - Homeroom 1	Advisory - Homeroom 2		
1st	8:30 - 9:50	ELA - Homeroom 1	Math - Homeroom 2		
2nd	9:54 - 10:54	Social Studies / Law - Homeroom 2	PREP PERIOD	SEL (Mon/Wed/Fri)	PE (Tues/Thur)
Lunch	10:58 - 11:28	Lunch	Lunch		
3rd	11:32 - 12:52	ELA - Homeroom 2	Math - Homeroom 1		
4th	12:56 - 1:56	PREP PERIOD	Science - Homeroom 1	SEL (Mon/Wed/Fri)	PE (Tues/Thur)
5th	2:00 - 3:00	Social Studies / Law - Homeroom 1	Science - Homeroom 2		
Prep / Collaboration	3:00 - 4:00	PREP PERIOD	PREP PERIOD		

9th Grade Sample Schedule						
Period	**Time**	**English Teacher**	**Math Teacher**	**Law Teacher**	**SEL (Social Worker)**	**PE**
Prep / Collaboration	7:15 - 8:00	PREP PERIOD	PREP PERIOD	PREP PERIOD	PREP PERIOD	PREP PERIOD
AMA	8:00 - 8:05	AM Advisory	AM Advisory	AM Advisory		AM Advisory
1st	8:07 - 8:57	Honors English 1	PREP PERIOD	Law in American Society	SEL (Tues/Thur)	PE (Mon/Wed/Fri)
2nd	8:59 - 9:49	Honors English 1	Honors Algebra 1	PREP PERIOD	SEL (Tues/Thur)	PE (Mon/Wed/Fri)
3rd	9:51 - 10:41	PREP PERIOD	Honors Algebra 1	Law in Society	SEL (Tues/Thur)	PE (Mon/Wed/Fri)
4th	10:43 - 11:33	Honors English 1	Honors Algebra 1	Law in American Society		
Lunch	11:35 - 11:55	Lunch	Lunch			
5th	11:57 - 12:47	Honors Writing	Honors Geometry	Law in Literature		
6th	12:49 - 1:39	Honors Writing	Integrated Math Concepts	Law in Literature		
7th	1:41 - 2:31	Honors Writing	Integrated Math Concepts	Law in Literature		
PMA	2:33 - 3:00	PM Advisory	PM Advisory	PM Advisory		PM Advisory
Prep / Collaboration	3:00 - 4:00	PREP PERIOD	PREP PERIOD	PREP PERIOD	PREP PERIOD	PREP PERIOD

Attachment 7 - Cover Page

MOU for Dual Credit Partnership - in draft form along with letter of support

CSN COLLEGE OF SOUTHERN NEVADA

Division of Workforce & Economic Development
Sahara West Center
2409 Las Verdes Street
Las Vegas, NV 89102

702-651-4154

EDUCATE • TRAIN • CREATE
CSN
DIVISION OF WORKFORCE & ECONOMIC DEVELOPMENT
TODAY & TOMORROW

12 February 2026

SUBJECT: LETTER IN SUPPORT OF LEGAL PREP CHARTER ACADEMY'S PROPOSED LAS VEGAS PUBLIC CHARTER SCHOOL

TO WHOM IT MAY CONCERN:

I am writing to express my enthusiastic support for Legal Prep's efforts to establish a legal-themed college-prep school in the Las Vegas area dedicated to academic excellence and designed to empower students from all backgrounds to become problem solvers and innovative thinkers. Legal Prep's innovative approach to education prepares students for their post-secondary school pursuits and encourages them to become advocates for themselves and their communities.

As the Executive Director of the College of Southern Nevada's Division of Workforce and Economic Development (DWED), and as a member of the educational community committed to preparing students for today's rapidly evolving business landscape, I am encouraged by the curriculum offered by Legal Prep. The demand for problem solvers and innovative thinkers has never been more crucial. Organizations face a multitude of challenges and must navigate complex environments, making it essential to cultivate creative minds capable of devising practical solutions. Legal Prep's emphasis on fostering a culture of high expectations—while cultivating compassion, self-motivation, reflection, and advocacy in young adults—helps ensure that the workforce of tomorrow will be equipped with the skills needed to work creatively and collaboratively.

DWED is committed to expanding workforce training programs that strengthen Southern Nevada's economy. I look forward to collaborating with Legal Prep to provide students and their families with exposure to educational pathways into the legal field.

Please accept this letter of support for Legal Prep Charter Academy. We look forward to a meaningful partnership with Legal Prep and the community to deliver this innovative learning model to Las Vegas students.

Sincerely,

Stavan R. Corbett
Executive Director, Division of Workforce
O: 702.651.4368 C: 702.466.7705
stavan.corbett@csn.edu

MEMORANDUM OF UNDERSTANDING BETWEEN < SCHOOL NAME > AND THE BOARD OF REGENTS OF THE NEVADA SYSTEM OF HIGHER EDUCATION ON BEHALF OF THE COLLEGE OF SOUTHERN NEVADA

This Memorandum of Understanding ("**Agreement**" and "**MOU**") is entered into between the Board of Regents of the Nevada System of Higher Education, on behalf of the College of Southern Nevada ("**CSN**"), and **< SCHOOL NAME >** ("< SCHOOL INITIALS >") (individually, a "**Party**," and collectively, the "**Parties**").

RECITALS

WHEREAS, CSN has determined that it is desirable to offer college level courses that may be counted toward both high school and college graduation requirements at the high school level.

WHEREAS, < SCHOOL INITIALS > desires that CSN provide to high school students college level courses that may be counted toward both high school and college graduation requirements.

WHEREAS, < SCHOOL INITIALS > is a Nevada high school offering unique secondary educational opportunities to its students; and

WHEREAS, the Parties are willing to facilitate for selected < SCHOOL INITIALS > students a limited opportunity for enrollment in higher education courses at CSN; and

WHEREAS, the Nevada System of Higher Education (NSHE) *Handbook*, Title 4, Chapter 16, Section 2 provides for, in relevant part:

> Dual and Early Enrollment for High School Students
> 1. High school students may enroll in an NSHE college or university, subject to the approval of appropriate institution officials.
> 2. The term "high school student(s)" includes students enrolled in a Nevada public or private high school, students enrolled in grades 9, 10, 11, and 12 in a charter school in Nevada, and students formally enrolled in a Nevada school district sponsored program designed to meet the requirements of an adult standard diploma.

NOW THEREFORE, in consideration of the mutual promises contained herein, the Parties agree as follows:

I. PURPOSE AND SCOPE OF DUAL ENROLLMENT PROGRAM

A. The purpose of this Agreement is to set forth the understanding of the Parties as to their respective responsibilities and rights in providing Dual Credit Courses, as the term is defined below, to eligible and qualified < SCHOOL INITIALS > students.

B. The Parties acknowledge and endorse the need for collaboration in carrying out the conditions and intent of this Agreement and agree to use their reasonable efforts to provide the appropriate actions hereunder, and to make available to appropriate representatives in order to maximize the benefits hereunder consistent with their respective priorities, budgets, and other

obligations.

II. DESCRIPTION OF DUAL ENROLLMENT PROGRAM

A. **Dual Enrollment Program**. A Dual Enrollment Program is a program which allows high school students to earn course credits that can simultaneously satisfy high school graduation requirements and college credits that can be applied towards college degrees or certification completion at any college or university under the jurisdiction of the Board of Regents of the Nevada System of Higher Education.

B. The Dual Enrollment Program offers courses to the students, defined as **Dual Credit Courses** for the purposes of this Agreement. A Dual Credit Course is a college course that has been approved by the Nevada Department of Education to satisfy specific high school graduation requirements.

C. **Modes of Dual Enrollment Instruction**. Dual Credit Course instruction can be delivered or taught by: 1) College faculty on their respective campuses; 2) college faculty at the students' high school campuses; 3) college faculty using online/remote modalities; and 4) high school teachers at their high school campuses but supervised by college faculty ("Concurrent Enrollment"). **For purposes of this Agreement, the mode of instruction shall be the mode of instruction taught by CSN's faculty at a CSN campus on their respective campuses or online.**

III. STUDENT ELIGIBILITY, QUALIFICATIONS, AND EXPECTIONS

A. Admission into CSN's dual enrollment study is dependent upon a review of a completed application packet. Submitting an application does not guarantee a prospective student enrollment into the program.

B. The selection of < SCHOOL INITIALS >'s students that will be able to enroll in CSN dual enrollment study courses pursuant to the terms of this MOU is exclusively reserved to < SCHOOL INITIALS > and must be approved by CSN. Both parties will coordinate to verify that selected students qualify for admission and enrollment pursuant to the terms of this MOU and applicable NSHE standards. Each first-time < SCHOOL INITIALS > student must complete the CSN online admission form. The completeness and accuracy of the admissions form is the responsibility of the student.

C. Each < SCHOOL INITIALS > student will be assigned a unique NSHE student identification number associated with their CSN educational record.

D. Each < SCHOOL INITIALS > student must participate in CSN's mandatory student orientation and orientation must be completed before scheduling an appointment with a CSN academic advisor or registering for classes.

E. Each < SCHOOL INITIALS > student must complete the CSN's current mathematics and English placement assessments prior to enrolling in their first mathematics or English course.

F. Academic Advising shall be the joint responsibility of CSN and < SCHOOL INITIALS >. Both Parties shall ensure that students enrolled in the Dual Credit Courses are provided support services as may be needed but at minimum each semester prior to enrolling.

G. < SCHOOL INITIALS > students who graduate with a certificate of achievement, and/or an associate degree may participate in the formal annual graduation ceremonies of CSN.

H. < SCHOOL INITIALS > students who enroll in CSN courses, regardless of location or delivery format, are subject to, and must comply with, all CSN policies (course enrollment, student conduct, etc.).

I. < SCHOOL INITIALS > students are expected to maintain satisfactory academic progress per CSN's policies associated with student probation and suspension. < SCHOOL INITIALS > students who do not maintain satisfactory academic progress may be placed on probation and/or may be suspended from CSN.

J. < SCHOOL INITIALS > students will be required to attend all enrolled courses on the dates, days, and times offered per CSN's official academic calendar. No classes will be scheduled for < SCHOOL INITIALS > students outside of the official CSN academic calendar.

K. CSN will only offer academic courses and other coursework at established CSN campuses and CSN learning sites. < SCHOOL INITIALS > students are responsible for their own transportation to and from any CSN campus or the Learning Center. CSN will have no role in the transportation of < SCHOOL INITIALS > students

IV. PROGRAM MANAGEMENT

A. CSN through its Academic Affairs Office will oversee the administration, instruction, and educational requirements for courses and programs offered by CSN and will work in collaboration with the principal of < SCHOOL INITIALS > to ensure a quality experience.

B. < SCHOOL INITIALS > students enrolled pursuant to the terms of this MOU will be limited to a maximum of nineteen (19) credit hours each fall and spring semester at CSN. < SCHOOL INITIALS > students may take up to twelve (12) credits during the summer term at CSN.

C. Dual Enrollment Courses offered by CSN are part of the NSHE common course numbering system and transfer among all NSHE institutions.

V. FEES AND SUPPLIES

A. < SCHOOL INITIALS > is responsible for paying all fees applicable to < SCHOOL INITIALS > students enrolled at CSN. CSN will charge via CSN invoice within thirty (30) days of the start of the courses and < SCHOOL INITIALS > will remit payment of fees within thirty (30) days receipt of CSN's invoice, for each student enrolled in CSN courses. < SCHOOL INITIALS > may pursue grants and other funding opportunities to help support their students in the dual enrollment program. Notwithstanding any other provision herein, CSN will not allow any further < SCHOOL INITIALS > student enrollment pursuant to this Agreement if there is an outstanding CSN invoice that has not been paid.

B. The Board of Regents of NSHE govern all CSN fees and may change during the time this MOU is in effect. Any changes in fees noticed by CSN, shall be remitted on a prospective basis by < SCHOOL INITIALS > for newly enrolled students. NSHE approved fees include: registration fee, technology fee, and student union fees are charged per credit hour. Special course fees (if applicable) are charged per course.

C. As specified in the NSHE Board of Regents policy regarding distance education classes, students who register for online courses may be charged an e-Learning (Online Course) fee per course.

D. < SCHOOL INITIALS > must verify all fees with CSN Director of Student Accounts and Cashiering Services by December 31st of a current school year to go into effect for the following school year. Notwithstanding any other provision herein, CSN will not allow any further < SCHOOL INITIALS > student enrollment pursuant to this MOU if there is an outstanding CSN invoice that has not been paid. Refunds will be handled based upon the Board of Regents approved policy found in Chapter 7 of the Nevada System of Higher Education Procedures and Guidelines Manual. The following is a link to the manual: www.nshe.nevada.edu/regents/policies/.

E. Except for instances of fixed fees, all fees initiated by NSHE for dual enrollment are based on two varying categories of students. 1. Regular Students and 2. Students eligible for free and reduced lunch. Students who are eligible, and received free and reduced lunch, may qualify for a substantial per credit hour cost savings. All "other fees" remain constant, regardless of student status with no rate discount. In order for < SCHOOL INITIALS > students to capitalize on these savings a list of qualifying students, including NSHE student number, must be submitted to CSN's Director of Early College by < SCHOOL INITIALS >, no later than 30 days prior to the start of the semester.

F. **Books and Supplemental Materials.** CSN is not responsible for purchasing or providing any required textbooks or supplemental material to < SCHOOL INITIALS > or < SCHOOL INITIALS >'s students. Required Dual Enrollment textbooks will be selected by CSN in accordance with the CSN approved textbook list. < SCHOOL INITIALS > or its students will be responsible for the purchase of all such required textbooks and supplemental materials.

VI. FERPA COMPLIANCE

The Parties agree to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), upon the terms and conditions set forth in Exhibit A to this Agreement. Exhibit A shall be attached hereto and incorporated by reference herein.

VII. DATA SHARING

The parties agree that they may have direct access to dual enrollment program students and prospective student's identifiable information, to include, but not limited to, courses taken, GPA, class ranking, standardize placement assessment, is protected as "education records" under both state and federal laws for the purposes and intentions of direct contact. Release, sharing or any other disclosure of student identifiable information is prohibited.

VIII. RECORDS, TRANSCRIPT & TRANSFERBILITY OF COLLEGE CREDIT

Upon completion of the Dual Enrollment Course, credit and grade shall be placed on the student's high school and college transcripts in their respective standard formats and shall not be identified as Dual Enrollment on CSN's transcripts. Approved Dual Enrollment Courses are part of

the NSHE common course numbering system and transfer among all NSHE institutions.

IX. STUDENTS WITH DISABILITIES

< SCHOOL INITIALS > will determine the appropriate accommodations for each qualified student with disabilities in accordance with the American's Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act (IDEA), as applicable, and submit appropriate documentation on students with disabilities to the CSN's Disabilities Resource Center, and implement accommodations or special education services as required by Federal and State law and as negotiated between the CSN Disability Resource Center and < SCHOOL INITIALS >.

< SCHOOL INITIALS > shall work with CSN in determining the appropriate accommodations or special education services as the Parties recognize that under the ADA, accommodations must only be reasonable and must not fundamentally alter the nature of the curriculum of the course. This means CSN cannot approve any accommodation that fundamentally alters the learning objectives of the course.

CSN shall have the primary financial and administrative responsibility for providing and implementing necessary accommodations or services for CSN courses. < SCHOOL INITIALS > shall have the primary financial and administrative responsibility for providing and implementing necessary accommodations or services for < SCHOOL INITIALS > courses.

X. TERM AND TERMINATION

A. This Agreement is effective as of the last date any authorized signatory affixes their signature below (Effective Date).

B. The Agreement shall be effective for five years.

C. Either party may terminate this Agreement for any reason following written notice of the intent to terminate, to the other Party, delivered not less than 30 days prior to the intended date of termination. Notwithstanding any termination under this Agreement, once a student has begun a Dual Enrollment Course and so long as the student remains in good standing in CSN and < SCHOOL INITIALS >, the student shall be allowed to finish the Dual Enrollment Course.

D. In the event no funds or insufficient funds are appropriated and budgeted or are otherwise unavailable in any fiscal period for payments due under this Agreement by either Party, then this Agreement shall terminate on the last day of the fiscal period for which appropriations were received without penalty or expense to either Party of any kind whatsoever.

XI. MISCELLANEOUS

A. **Compliance with Non-Discrimination Laws**. Both Parties agree to fully comply with all applicable state and federal non-discrimination laws. The Parties agree to accept, assign, supervise, and evaluate qualified students regardless of a student's age, disability, whether actual or perceived by others (including service-connected disabilities), gender (including pregnancy related condition), military status or military obligations, sexual orientation, gender identity or expression, genetic information, national origin, race, or religion.

B. **Background Checks.** < SCHOOL INITIALS > acknowledges CSN's current practice to perform standard background checks (i.e., no fingerprinting) for all newly hired faculty.

C. **Entire Agreement**. This Agreement sets forth the entire understanding and agreement between CSN and < SCHOOL INITIALS > on this topic of Dual Enrollment Courses between CSN and < SCHOOL INITIALS >, and supersedes all previous statements or agreements, whether oral or written.

D. **Modifications of the Agreement**. This Agreement may not be amended, supplemented, or modified except by mutual written agreement by the Parties.

E. **Invalid Provisions**. If any provision of this Agreement is held to be invalid or unenforceable for any reason, this Agreement shall remain in full force and effect in accordance with its terms, disregarding such unenforceable or invalid provision.

F. **Non-Compliance Clause**. The Parties agree to adhere to the standards set forth in this Agreement. Any Parties' non-compliance with this Agreement may result in the other Party taking reasonable measures by the respective department to rectify and correct the non-compliance.

G. **Force Majeure**. Neither party shall be deemed to be in violation of this Agreement if it is prevented from performing any of its obligations hereunder due to strikes, failure of public transportation, civil or military authority, governmental restrictions, governmental regulations, governmental controls, cat of public enemy, pandemics, epidemics or other outbreaks of disease or other infections, accidents, fires, explosions, or acts of God, including, without limitation, earthquakes, floods, winds, or storms. In such an event the intervening cause must not be through the fault of the party asserting such an excuse, and the excused party is obligated to promptly perform in accordance with the terms of the Agreement after the intervening cause ceases.

H. **Governing Law**. This Agreement shall be governed, interpreted, construed, and enforced in accordance with the laws of the State of Nevada, with venue in the City of Las Vegas, County of Clark.

I. **Assignmen**t. A Party may not assign or transfer any of its rights, duties, or obligations under this Agreement, in whole or in part, without the prior written consent of the other party.

J. **Binding Effect**. This Agreement shall be binding upon and inure to the benefit of the parties hereto, and their respective successors and assigns, and no other party shall be a beneficiary hereunder.

K. **Severability and Waiver.** The partial or complete invalidity of any one or more of the provisions of this MOU will not affect the validity or continuing force and effect of any other provision. The failure of a Party hereto to insist in any one or more instances upon the performance of any of the terms, covenants or conditions of this MOU or to exercise any right herein, will not be construed as a waiver or relinquishment of such term, covenant, condition or right with respect to further performance.

L. **No Joint Venture**. In no event shall this Agreement be construed as establishing a

partnership, joint venture, or similar relationship between the Parties hereto. Each Party is an independent contractor, and neither is the agent, employee, or servant of the other, and each is responsible for its own conduct.

M. **Use of Name or Logo**. Nothing contained in this Agreement confers on either party the right to use the other party's logo without prior written permission or constitutes an endorsement of any commercial product or service.

N. **Written Notices**. Unless notified to the contrary, all notices required by this Agreement will be sent to the Parties at the addresses set below:

For < SCHOOL INITIALS >:
Name
Title
Address
City, State zip code
Phone
Email

For CSN:
Dr. James R. McCoy
Vice President Academic Affairs
6375 West Charleston Boulevard. WC E310
Las Vegas, Nevada 89146

O. **Counterparts.** This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed as by their duly authorized representatives as of this date first written above.

< SCHOOL NAME >

_____ _____

NAME Date
Title

BOARD OF REGENTS OF THE NEVADA SYSTEM OF HIGHER EDUCATION, ON BEHALF OF ALL NSHE INSTITUTIONS

Recommended By:

_____ _____

Kimiko Walton Date
Associate Vice President
Academic Partnerships

Approved By:

_____ _____

Dr. James R. McCoy Date
Vice President
Academic Affairs

Approve as to Legal Form:

_____ _____

Tina Russom Date
General Counsel

EXHIBIT A

1. The Parties agree to protect student education records and other personally identifiable and/or confidential information in accordance with the Family Education Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g; 34 C.F.R. Part § 99; NRS 392.029; NRS 388.272. The Parties agree that they shall require all employees and third-party contractors/vendors to comply with the same FERPA protections as set forth in this Agreement.

a. Personally identifiable information has the same meaning as defined under FERPA at 34 C.F.R. § 99.3.

b. Education record has the same meaning as defined under FERPA at 34 C.F.R. § 99.3.

c. School official has the same meaning as defined under FERPA and includes contractors, consultants, volunteers, or other parties to which an educational institution has outsourced institutional services or functions.

d. Deidentified data, as used in this Agreement, means data from which all personally identifiable information has been removed or obscured so that a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, would not be able to identify any individual student or parent with reasonable certainty. 34 CFR § 99.31(b)(1); 34 C.F.R. § 99.3.

2. The Parties will only share student education records with each other that are necessary to enrollment and participation I the Dual Credit Courses as set forth in the Agreement. < SCHOOL INITIALS > and CSN may disclose education records of students to each other as "officials of another school system" where the student is enrolled. 20 U.S.C. § 1232g: 34 C.F.R. Part § 99.

3. The Parties will not collect, use, or disclose student personally identifiable information related to enrollment and participation in Dual Credit Courses except as permitted by this Agreement or as required by law.

4. The Parties will conduct the services described in the Agreement in a manner that does not permit personal identification of parents and students by anyone other than representatives of the Parties with legitimate educational interests. 20 U.S.C. §1232g; 34 C.F.R. § 99.31.

5. The Parties warrant and agree that they will each limit the use of, or access to, personally identifiable information from education records of students to the limited scope of information actually needed to complete the duties and/or services under the Agreement.

6. The Parties shall not use any of the personally identifiable information from education records of students that is provided under this Agreement in violation of any applicable federal or state law, rule, regulation, or policy.

7. Each Party is subject to the requirements of 34 C.F.R. § 99.33(a) governing the use and redisclosure of personally identifiable information from education records. 20 U.S.C. § 1232g; 34 C.F.R. § 99.31; 34 C.F.R. § 99.33; NRS 388.272.

8. The Parties will not (i) use student personally identifiable information for advertising purposes; (ii) use student personally identifiable information to amass a profile about a student except in furtherance of the services provided under this Agreement; or (iii) sell student personally

identifiable information.

9. The Parties have a right to conduct audits or other monitoring activities of the other Party's procedures and systems, subject to the agreement for frequency and schedule, not to be unreasonably withheld.

10. The Parties acknowledge that they provide training for their employees about FERPA and how to protect education records, and shall instruct applicable employees/agents to avoid accessing personally identifiable information from education records of students, except for the legitimate purposes recognized under this Agreement. The Parties also acknowledge that they have appropriate disciplinary policies for employees that violate FERPA.

11. Each Party agrees that it will only share the information obtained pursuant to this Agreement with the individuals affiliated with the Party as officers, directors, employees, contractors/vendors, subcontractors, and agents under the direct control of the Party who actually have a legitimate educational interest in the information.

12. Each Party is independently required to comply with the requirements of FERPA. Each Party agrees that it shall not be liable for any violation of any provision of FERPA directly or indirectly relating to, arising out of, or resulting from, or in any manner attributable to, the actions of the other Party.

13. The Parties agree that all copies of data of any type, including any modifications or additions, are subject to the provisions of the Agreement in the same manner as the original information.

14. Each Party represents and warrants that it has a sound data security plan and data stewardship program. Specifically, the Parties will implement and maintain reasonable administrative, physical, and technical safeguards for the purpose of preventing any collection, use or disclosure of, or access to the data shared under this Agreement, including, without limitation, an information security program that meets commercially reasonable industry practice to safeguard the student data. Such information security program includes: (a) physical security of all premises in which the data will be processed and/or stored; and (b) reasonable precautions taken with respect to the employment of, access given to, and education and training of any and all personnel furnished or engaged by the Parties to perform any part of the services hereunder.

15. Upon the discovery by either Party of a breach of security, defined as unauthorized access, that results in the unauthorized release, disclosure, or acquisition of student data, or the suspicion that such a breach may have occurred, the Party who discovered the breach shall provide Notice to the other Party as soon as possible, but not more than 48 hours after such discovery. The Notice shall be delivered to < SCHOOL INITIALS > by electronic mail and to CSN by telephone at (702) 651-2880 and by email at James.Ferrenburg@csn.edu, and shall include the following information, to the extent known at the time of notification:

a. Date and time of the breach;
b. Names of student(s) whose student data was released, disclosed, or acquired;
c. The nature and extent of the breach;
d. The Party's proposed plan to investigate and remediate the breach.

16. Upon discovery of a breach, the Party shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not later than 30 days after

discovery of the breach, provide the other Party with a more detailed notice of the breach, including but not limited to the date and time of the breach; names(s) of the student(s) whose student data was released, disclosed or acquired; nature and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

17. The Parties agree that all rights belonging to each Party, including all intellectual property rights, shall remain the exclusive property of each Party.

18. If either Party is required by subpoena or other court order to disclose any data, the Party will provide immediate notice of the request to the other Party and will use reasonable efforts to resist disclosure until an appropriate protective order can be sought or a waiver of compliance with the relevant provisions of the Agreement granted.

19. The obligations under the provisions in support of data breach, indemnification, and insurance, FERPA requirements, and data security shall survive six years after termination of the Agreement.

Attachment 8 - Cover Page

NDE Approvals for Distance Education - N/A

Attachment 9 - Cover Page

Board Member Roster (Using Required Template)

ATTACHMENT 9: LEGAL PREP BOARD MEMBER ROSTER

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	
W. James Donner	Treasurer	Chief Business Official for Piner-Olivet Union School District				X	
Kam Green	Chair	V.P. of Mission Advancement for Las Vegas Metropolitan Police Department Foundation	X				
Della Scott	Secretary	Educator for the Clark County School District	X				
Proposed Parent Member – TBD					X		
Proposed Member - to replace Erik Simpkins				X			
Proposed Member - to replace Samuel Finkelstein						X	
Proposed Additional Member – TBD						X	

Attachment 10 - Cover Page

Bylaws, Code of Ethics, and Conflict of Interest Policy

BY-LAWS

OF

LEGAL PREP CHARTER ACADEMY NEVADA, INC.

ARTICLE 1

Formation and Powers

Section 1.1 Formation and Purpose. This Corporation is formed as a not-for-profit corporation, pursuant to the laws of the state of Nevada, and for the purposes stated in the Articles of Incorporation for the Corporation. The Corporation having been formed by Legal Prep Charter Academies, an Illinois not-for-profit corporation (hereafter "LPCA"), as a not-for-profit corporate subsidiary of LPCA, shall operate as an independent corporation and not an agent of LPCA, provided, however, LPCA shall retain the governance rights expressly set forth in these By-Laws.

Section 1.2 Filing Compliance. The Board of Directors of LPCA having approved and adopted the Articles of Incorporation, the Board of Directors of this Corporation acknowledges and agrees that the Articles of Incorporation have been filed with the state of Nevada and all filing fees have been paid and satisfied.

Section 1.3 Powers. Except as provided otherwise by the Articles of Incorporation or by these By-Laws, the Corporation shall have all powers which a not-for-profit corporation may have if organized under the Nevada Revised Statutes, Chapter 82, as amended, and shall have such additional powers as are permitted by any applicable law.

Section 1.4 Use of Legal Prep Intellectual Property .The Corporation recognizes that the name "Legal Prep Charter Academy", all derivations thereof, including "Legal Prep", and the Legal Prep and Wildcat logos and the law-related educational curriculum and programming, when used in connection with charter schools and/or educational materials for grades K-12 (collectively the Legal Prep Intellectual Property) are the sole and exclusive intellectual property of LPCA. The Corporation shall include "Legal Prep" in its name and shall use the Legal Prep Intellectual Property only as permitted by LPCA.

ARTICLE 2

Office and Agent

The Corporation shall have and continuously maintain in the State of Nevada a registered office and a registered agent whose business office is identical with such registered office, and may have other offices within or without the State of Nevada as stated in the Articles of Incorporation and/or as the Board of Directors may from time to time determine, including business offices within the State of Illinois.

ARTICLE 3

Members

The Corporation shall have no Members.

ARTICLE 4

Board of Directors

Section 4.1. General Powers. The affairs of the Corporation shall be managed by or under the direction of its Board of Directors.

Section 4.2. Number and Qualifications, Background Check Policy. The number of directors of the Corporation shall be no less than three (3) and may be increased to any number from time to time by resolution of the Board of Directors. Directors need not be residents of the State of Nevada. Upon the Corporation's receipt of a charter to open a public charter school granted by a sponsoring/authorizing entity, Directors, the number of directors shall increase to five and shall comprise individuals having at least the following qualifications unless a waiver is granted pursuant to subsection 2 of NRS 388A.243:

(a) One member who is a teacher or other person licensed pursuant to chapter 391 of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing.

(b) One member who:

(1) Satisfies the qualifications of paragraph (a); or

(2) Is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing.

(c) One parent or legal guardian of a pupil enrolled in the charter school who is not a teacher or an administrator at the charter school.

(d) Two members who possess knowledge and experience in one or more of the following areas:

(1) Accounting;

(2) Financial services;

(3) Law; or

(4) Human resources.

Additionally, no director, other than non-voting *ex officio* directors, may not be employees of the Corporation.

All directors shall submit to and pass a background check that satisfies the background check policy of the charter sponsor/authorizer, then in effect at the time the director is first elected and from time to time as required or requested by the Corporation or the sponsor/authorizer. After submitting to a satisfactory background check and for so long as a director remains on the Board, Directors are required to report to the CEO any material changes or activities that could potentially impact or alter the status of their background check, this includes but is not limited to all arrests, allegations or investigations for malfeasance, breach of the public trust, or fraud or any claims of child neglect, endangerment, assault, molestation, or grooming.

Section 4.3. Election and Tenure. Subject to approval of the Board of Directors of LPCA, the directors shall be elected by the Corporation's Board of Directors at its annual meeting which shall take place in May of each calendar year, and each director shall hold office effective as of July 1 of that year until July 1 of the following year and until a successor has been elected at the next annual meeting of directors and qualified. If the election of directors shall not be held at such meeting, such election shall be held as soon thereafter as conveniently possible. Elections of directors may be conducted by mail, email or other agreed upon electronic correspondence, subject to the Nevada Open Meetings Law (OML), chapter 241 of the Nevada Revised Statutes. Newly elected directors may request from the presiding officers information including but not limited to meeting minutes and financial statements from past meetings of the Board of Directors.

Section 4.4. Resignation. A director may resign at any time by written notice delivered to the Board of Directors or to the President or Secretary of the Corporation. A resignation is effective when the notice is delivered unless the notice specifies a date later than the date of delivery.

Section 4.5. Removal of Directors. (a) One or more directors may be removed, with or without cause, including for conflict of interest. A director may be removed by the affirmative vote of two-thirds of the Board of Directors of LPCA, or by the affirmative vote of two-thirds of the Board of Directors of the Corporation, subject to the approval of the Board of Directors of LPCA. (b) No directors shall be removed at a meeting of directors unless written notice of such meeting is delivered to all of the directors. Such notice shall state that a purpose of the meeting is to vote upon the removal of one or more directors named in the notice. Only the named director or directors may be removed at such meeting.

Section 4.6. Vacancies. Any vacancy occurring in the Board of Directors and any directorship to be filled by reason of an increase in the number of directors may be filled by the Board of Directors. A director elected or appointed, as the case may be, to fill a vacancy shall be elected or appointed for the unexpired term of his or her predecessor in office or, if the director is elected or appointed because of an increase in the number of directors, the term of such director shall expire at the next annual meeting of the Board of Directors.

Section 4.7. Meetings.

Section 4.7.1. Initial Meeting of the Board. The Board has conducted and completed the initial meeting necessary to begin the business operations of the Corporation, including the adoption of these Bylaws. At the initial meeting of the Board, the initial directors were appointed to their respective terms, and such appointments were approved by the Board of Directors of LPCA.

Section 4..7.2. Regular Meetings. A regular annual meeting of the Board of Directors shall be held upon notice to the Board, which notice shall comply with the requirements of the OML if required. The Board of Directors may provide by resolution the time and place for the holding of additional regular meetings of the Board. To the extent the Board is subject to the OML, all meetings of the Board, including executive sessions, shall be open to the public, unless specifically exempted by the OML.

Section 4.7.3. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any two directors, and such person or persons may fix the time and place for holding any special meeting of the Board so called, subject to the requirements of the OML.

Section 4.8. Notice of Meetings. Subject to the additional requirements of the OML, which requirements shall also apply, notice of any special meeting of the Board of Directors shall be given in accordance with these By-Laws at least three (3) business days in advance thereof by written notice to each director at the address shown for such director on the records of the Corporation. Notice of any special meeting of the Board of Directors may be waived in a writing signed by the person or persons entitled to such notice either before or after the time of the meeting. Attendance of a director at any meeting shall constitute a waiver of notice of such meeting except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Except in the case of a special meeting called for the purposes of removing a director, neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting, unless specifically required by law, the Articles of Incorporation or these By-Laws. To the extent the Board is subject to the OML, public notice of the date, time, and place of any meetings, executive sessions, or of any rescheduled or reconvened meeting, shall be given at least three business days (i.e. excluding Saturdays, Sundays, and legal holidays) before the meeting in the manner required by NRS 241.020, or such other law(s) or regulations that may be in effect at the time.

Section 4.9. Action Without a Meeting. Subject to additional requirements of the OML, if applicable, any action required by law to be taken at a meeting of the Board of Directors, or any other action which may be taken at a meeting of the Board of Directors or a committee thereof, may be taken without a meeting, if a consent in writing setting forth the action so taken shall be signed by all directors or by all the members of such committee entitled to vote with respect to the subject matter thereof, as the case may be. The consent shall be evidenced by one or more written approvals, each of which sets forth the action taken and bears the signature of one or more directors or committee members. All the approvals evidencing the consent shall be delivered to the Secretary to be filed in the records of the Corporation. The action taken shall be effective when all the directors or the committee members, as the case may be, have approved the consent unless the consent specifies a different effective date. Any such consent shall have the same force and effect as a unanimous vote.

Section 4.10. Virtual Attendance. Subject to the requirements of the OML, Directors or nondirector committee members and the public may participate in and act at any meeting of such board or committee through the use of video conferencing or similar communications equipment that provides permits all participants including the public to hear, observe, and communicate with each other as though they were attending in person. Participation in such meeting shall constitute attendance and presence in person at the meeting of the person or persons so participating.

Section 4.11. Quorum. One-third of the directors then in office shall constitute a quorum for the transaction of business at any meeting, provided if less than one-third of the directors are present, a majority of the directors then present may adjourn the meeting to another time without further notice. Withdrawal of directors from any meeting shall not cause failure of a duly constituted quorum at that meeting.

Section 4.13. Action at a Meeting. 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 of Directors, unless the act of a greater number is required by law, the Articles of Incorporation or these By-Laws.

Section 4.14. Proxy Prohibited, Presumption of Assent. No director may act by proxy on any matter. A director who is present at a meeting at which action on any corporate matter is taken by the Board

of Directors, or by a committee thereof acting on its behalf, is conclusively presumed to have assented to the action taken unless such director's dissent is entered in the minutes of the meeting or unless such director files his or her written dissent or abstention to such action with the person acting as the secretary of the meeting before the adjournment of such meeting or forwards such dissent or abstention by registered or certified mail to the Secretary immediately after the adjournment of such meeting. Such right to dissent or abstain does not apply to a director who voted in favor of such action.

Section 4.15. Compensation. The Board of Directors shall not receive any salaries for their services; provided that nothing herein contained shall be construed to preclude any director serving the Corporation in another capacity and receiving compensation therefore, subject to the preclusions in Section 4.2.

Section 4.16. Interested Directors. The presence of an interested director, as defined by the Conflict of Interest Policy, or of a director who is otherwise not disinterested may be counted in determining whether a quorum of the members, the Board of Directors or a committee of the Board is present but may not be counted when action is taken on the transaction.

Section 4.17. Conflict of Interest Policy and Code of Ethics. The directors shall agree to and abide by the Conflict of Interest Policy adopted by the Corporation as may be amended from time to time. The directors of the Corporation shall annually affirm that they are aware of and have complied with this Conflict of Interest Policy, and such other Conflict of Interest Policies as may be imposed on such directors by federal, state or local law or regulation by virtue of their position as director of the Corporation, and shall complete such documentation as is reasonably requested by the Corporation or federal, state or local government confirming such compliance. The directors shall agree to and abide by the Code of Ethics for Board Members and Employees adopted by the Corporation and guided by the Nevada Commission on Ethics and which shall not conflict with any policy adopted by the sponsor. The directors of the Corporation shall annually affirm that they are aware of and have complied with this Code of Ethics.

Section 4.18 Minutes of all Board meetings shall be kept in conformance with NR 241.035.

ARTICLE 5

Committees

Section 5.1. Committees of the Board of Directors. A majority of the Board of Directors, by resolution, may create one or more committees of the Board and appoint directors or such other persons as the Board shall designate to serve on the committee or committees. Each committee may exercise the authority of the Board of Directors to the extent permitted by law and as specified by the Board of Directors or in the Articles of Incorporation or these By-Laws, but the designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual director, of any responsibility imposed upon it or him or her by law. Each such committee shall have two or more directors as members, a majority of its membership shall be directors, and all committee members shall serve at the pleasure of the Board.

Section 5.2. Action of Committees. A majority of a committee of the Board of Directors shall constitute a quorum. The act of a majority of committee members present and voting at a meeting at

which a quorum is present shall be the act of the committee. A committee may act by unanimous consent in writing without a meeting or may participate in and act at any meeting through the use of a conference telephone or other similar communications equipment in the manner provided by these By-Laws for written consents and for meetings of the Board of Directors. No member of such committee of the Board may act by proxy. Subject to these By-Laws and to action by the Board of Directors, a majority of the members of a committee of the Board shall determine the time and place of meetings and the notice required for meetings.

Section 5.3. Advisory Committees. The Board of Directors may create one or more advisory committees or other advisory bodies and appoint persons to such advisory committees or bodies who need not be directors. Such advisory committees or bodies may not act on behalf of the Corporation or bind it to any action but may make recommendations to the Board of Directors or to the officers.

ARTICLE 6

Officers

Section 6.1. Enumeration. The initial officers of the Corporation shall be a President who shall serve as Chairman of the Board, a Secretary, a Treasurer, and such other officers or assistant officers as may be elected or appointed by the Board of Directors. Officers whose authority and duties are not prescribed in these By-Laws shall have the authority and perform the duties prescribed from time to time by the Board of Directors. Any two or more offices may be held by the same person.

Section 6.2. Election and Term of Office. The officers of the Corporation shall be elected at the Initial Meeting of the Board and thereafter annually at the annual meeting of the Board of Directors, or as soon thereafter as conveniently possible. Each officer shall hold office until a successor is elected and qualified or until such officer's earlier death, resignation or removal in the manner hereinafter provided. Vacancies may be filled or new offices created and filled at any meeting of the Board of Directors. Election or appointment of an officer or agent shall not of itself create any contract rights.

Section 6.3. Resignation, Removal and Disclosure of Interest. (a) Any officer may resign at any time by giving notice to the Board of Directors, the President, or the Secretary. A resignation is effective when the notice is delivered unless the notice specifies a date later than the date of delivery. The resignation of an officer need not be accepted in order to be effective. (b) The Board of Directors of the Corporation may remove any officer, either with or without cause, whenever in its judgment the best interests of the Corporation would be served thereby. Any officer that has a financial or personal interest in a matter coming before the Board of Directors, shall comply with the disclosure requirements of Section 4.17.

Section 6.4. Vacancies. A vacancy in any office, however caused, may be filled by the Board of Directors for the unexpired portion of the term.

Section 6.5. Compensation and Conflict of Interest Policy. The Board of Directors, by affirmative vote of a majority of directors then in office and in full compliance with Sections 4.2 hereof, shall have authority to establish reasonable compensation of all corporate officers for their services. The Officers shall agree to and abide by the Conflict of Interest Policy adopted by the Corporation as may be amended from time to time. The Officers of the Corporation shall annually affirm that they are aware of and have complied with this Conflict of Interest Policy, and such other Conflict of Interest

Policies as may be imposed on such Officers by federal, state or local law or regulation by virtue of their position as Officer of the Corporation, and shall complete such documentation as is reasonably requested by the Corporation or federal, state or local government confirming such compliance.

Section 6.6. President. Subject to the directions of the Board of Directors, the President shall be the Chairman of the Board and shall in general supervise the business and affairs of the Corporation and shall perform all duties incident to the office of President and such other duties as may be assigned to him or her from time to time by the Board of Directors. The President may sign, alone or with the Secretary or any other proper officer of the Corporation thereunto authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases in which the execution thereof shall be expressly delegated by the Board of Directors or by these By-Laws to some other officer or agent of the Corporation, or shall be required by law to be otherwise executed. The President may vote all securities which the Corporation is entitled to vote except as and to the extent such authority shall be vested in a different officer or agent of the Corporation by the Board of Directors. When present, the President shall preside at all meetings of the members and of the Board of Directors.

Section 6.7. Vice-President. To the extent the Board of Directors elects or appoints a Vice President as an officer of the Corporation, the Vice President shall perform the functions of the President to the extent the President is absent or otherwise unavailable.

Section 6.8. Treasurer. If required by the Board of Directors, the Treasurer shall give a bond (which shall be renewed regularly) in such sum and with such surety or sureties as the Board of Directors shall determine for the faithful discharge of his or her duties and for the restoration to the Corporation, in case of such Treasurer's death, resignation, retirement or removal from office, of all books, papers, vouchers, money and other property of whatever kind in such Treasurer's possession or under such Treasurer's control belonging to the Corporation. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the Corporation; (b) receive and give receipts for moneys due and payable to the Corporation from any source whatsoever, deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with these By-Laws; (c) disburse the funds of the Corporation as ordered by the Board of Directors or as otherwise required in the conduct of the business of the Corporation and render to the President or the Board of Directors, upon request, an account of all his or her transactions as Treasurer and on the financial condition of the Corporation. The Treasurer shall in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the President or by the Board of Directors.

Section 6.9. Secretary. The Secretary shall (a) keep the minutes of meetings of members and of the Board of Directors and committees of the Board of Directors in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these By-Laws or as required by law; (b) be custodian of the corporate records and of the seal of the Corporation; (c) affix the seal of the Corporation or a facsimile thereof, or cause it to be affixed and, when so affixed, attest the seal by his or her signature, to all documents the execution of which on behalf of the Corporation under its seal is duly authorized by the Board of Directors or otherwise in accordance with the provisions of these By-Laws (provided, however, the Board of Directors or the President may give general authority to any other officer to affix the seal of the Corporation and to attest the affixing by his or her signature); (d) keep a register of the post office address of each member, director or committee member, which shall be furnished to the Secretary by such member, director or committee member; and (e) in general perform all duties incident to the office of Secretary and such

other duties as from time to time may be assigned to him or her by the President or the Board of Directors. To the extent the Board is subject to the OML, minutes of all meetings, including executive sessions, shall be kept and made available for public inspection and copying, in accordance with the NRS 241. If a closed session is necessary, the specific statutory exception under the OML that allows for the closed session, such as NRS 241.030, must be identified in the meeting minutes, and the action must still occur during a public meeting. The minutes must also state that no other matters were discussed during the session.

Section 6.10. Assistant Treasurers and Assistant Secretaries. The Assistant Treasurers shall, respectively, if required by the Board of Directors, give bonds (which shall be renewed regularly) for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine. The Assistant Treasurers and Assistant Secretaries shall, in general, perform such duties as shall be assigned to them by the Treasurer or the Secretary, respectively; but such assignment or delegation shall not relieve the principal officer of the responsibilities and liabilities of his or her office. In the absence of the Secretary or in the event of his or her inability or refusal to act, the Assistant Secretaries in the order determined by the Board of Directors (or if there be no such determination, then in the order determined by the President) shall perform the duties and exercise the powers of the Secretary. In addition, the Assistant Treasurers and Assistant Secretaries shall, in general, perform such duties as may be assigned to them by the President or the Board of Directors.

ARTICLE 7

Contracts and Financial Transactions

Section 7.1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents of the Corporation, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 7.2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in the name of the Corporation unless authorized by a resolution of the Board of Directors or by action of a duly empowered committee of the Board. Such authority to make loans may be general or confined to specified instances. No loan shall be made by the Corporation to a director or officer of the Corporation.

Section 7.3. Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidence of indebtedness, issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination, such instruments may be signed by the Treasurer or an assistant treasurer and countersigned by one other officer.

Section 7.4. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 7.5. Gifts. The Board of Directors may solicit and accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE 8

Records

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its members, Board of Directors and committees having any authority of the Board of Directors, and shall keep at its registered office or principal office a record giving the names and addresses of the members entitled to vote. All books and records of the Corporation may be inspected by any director, any member entitled to vote, or any director's or such member's agent or attorney, for any proper purpose at any reasonable time.

ARTICLE 9

Fiscal Year

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in the succeeding year.

ARTICLE 10

Seal

The Board of Directors may provide a corporate seal which shall be in the form of a circle and shall have inscribed thereon the name of the Corporation and the words "Corporate Seal" and "Nevada."

ARTICLE 11

Notices

Section 11.1. Manner of Notice. Whenever under the provisions of law, the Articles of Incorporation or these By-Laws, notice is required to be given to any member, director or member of any committee designated by the Board of Directors, it shall not be construed to require personal delivery. Such notice may be given in writing by depositing it in a sealed envelope in the United States mails, postage prepaid and addressed to such member, director, or committee member at his or her address as it appears on the books of the Corporation, and such notice shall be deemed to be given at the time when it is thus deposited in the United States mails; or such notice may be given in writing by any other means and if given by such other means, shall be deemed given when received. Such requirement for notice shall be deemed satisfied, except in case of meetings of members with respect to which written notice is required by law, if actual notice is received orally or in writing by the person entitled thereto as far in advance of the event with respect to which notice is given as the minimum notice period required by law, the Articles of Incorporation or these By-Laws.

Section 11.2. Waiver of Notice. Whenever any notice is required to be given by law, by the Articles of Incorporation or by these By-Laws, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE 12

Indemnification and Insurance

Each person who at any time is or shall have been a director, officer, employee or agent of the Corporation or is or shall have been serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, shall be indemnified by the Corporation in accordance with and to the full extent permitted by the Nevada Revised Statutes, Chapter 82, as in effect at the time of adoption of this by-law or as amended from time to time, and by any subsequent Nevada nonprofit corporation law. The foregoing right of indemnification shall not be deemed exclusive of any other rights to which a person seeking indemnification may be entitled under any by-law, agreement, vote of members or disinterested directors, or otherwise. If authorized by the Board of Directors, the Corporation may purchase and maintain insurance on behalf of any person to the full extent permitted by the Nevada Revised Statutes, Chapter 82, as in effect at the time of the adoption of this by-law or as amended from time to time, and by any subsequent Nevada nonprofit corporation law.

ARTICLE 13

Amendment

A majority of the Board of Directors at a meeting at which a quorum is present may alter, amend, or repeal the By-Laws or adopt new By-Laws. Such action may be taken at a regular or special meeting for which written notice of the purpose shall be given.

Revised and Adopted by the Board of Directors
April 24, 2026

Legal Prep - Code of Ethics of Board Members and Employees

As a Board Member or Employee of Legal Prep Las Vegas, I understand that I have a responsibility to act in the best interest of the school and its students, with a primary focus on promoting student success and well-being in performing my duties. I will fulfill my duties with the care, loyalty, and good faith required of a fiduciary of a public charter school, placing the interests of Legal Prep and its students above personal or professional interests. With this understanding, I will conduct myself in a manner consistent with the following code of ethics:

1. I will consider all of the facts before making a decision and will make decisions based on the needs of the students and school and not my own interests.
2. I will represent the entire school community in a manner that is respectful and courteous.
3. I shall not seek or accept any gift, payment, or thing of value that could reasonably be perceived as influencing my judgment or actions in connection with my responsibilities to Legal Prep.
4. I will not use my position with Legal Prep to secure or grant unwarranted privileges, preferences, exemptions or advantages, whether they are personal or business related.
5. I will not participate in the negotiation or execution of a contract between Legal Prep and any business entity that I have a significant pecuniary interest in my private capacity.
6. I will not accept any salary or other compensation from a source other than Legal Prep to perform my responsibilities to Legal Prep.
7. I will not use or disclose any confidential Legal Prep information, including student confidential information, for any purpose other than for Legal Prep business.
8. I will not use Legal Prep time, property, equipment or other facility for any purpose not authorized by Legal Prep.

Additional undertakings by Board Members:

9. I will be well-informed concerning the duties of Board members, the proper functions of public schools, and responsibilities to Nevada's taxpayers.
10. I will abide by the Nevada Open Meetings Law in performing my responsibilities as a Legal Prep board member.
11. I will consider both the present and future needs of the Legal Prep community when making decisions.
12. I will comply with all training requirements.
13. I understand that individual board members do not have authority to act on behalf of the Board unless explicitly authorized by a majority vote of the Board.
14. I will timely disclose any actual or potential conflicts of interest and will recuse myself from any discussion or decision in which I have a personal, financial, or professional interest. I will avoid any appearance of impropriety that could undermine public confidence in Legal Prep or the Board.

Any suspected violation of this Code of Ethics shall be reported to the Board Chair or designated compliance officer. The Board will review and address any violations in accordance with applicable policies and procedures.

This Code of Ethics will be reviewed and agreed to by all Board members and Legal Prep employees at least annually. This Code of Ethics may be amended from time to time by the Board in accordance with the bylaws.

Adopted April 24, 2026

CONFLICTS OF INTEREST POLICY
LEGAL PREP CHARTER ACADEMY NEVADA, INC.

ARTICLE I: Purpose

The purpose of this "Conflicts of Interest Policy" is to protect the interests of Legal Prep Charter Academy Nevada, Inc., a Nevada nonprofit corporation (the "Corporation") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This Conflicts of Interest Policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable corporations.

ARTICLE II: Definitions

1. Interested Person
Any director, principal officer, or member of a committee with governing board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest
A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,

b. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

ARTICLE III: Procedures

1. **Duty To Disclose**
In connection with any actual or possible conflicts of interest, an interested person must disclose the existence and nature of his or her financial interest (and be given the opportunity to disclose all material facts) to the directors and members of committees with governing board-delegated powers considering the proposed transaction or arrangement.

2. Determining Whether A Conflict Of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures For Addressing The Conflict Of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The person acting as chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether the transaction is fair and reasonable to the Corporation. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. **Violations of the Conflicts of Interest Policy**

a. If the governing board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and making further investigation as warranted by the circumstances, the governing board or committee determines that the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV: Records of Proceedings

The minutes of the board and all committees with board-delegated power shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was

present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V: Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI: Annual Statements

Each director, principal officer and member of a committee with governing board-delegated powers shall annually sign a statement which affirms that such person:

a. Has received a copy of the Conflicts of Interest Policy,

b. Has read and understands the Conflicts of Interest Policy,

c. Has agreed to comply with the Conflicts of Interest Policy, and

d. Understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

e. Has completed such additional conflicts of interest forms as may be required by the State of Nevada, the local authorizers and/or the sponsor/authorizer of any charter held by the Corporation.

ARTICLE VII: Periodic Reviews

To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and are the result of arm's length bargaining.

b. Whether acquisitions of services result in inurement, impermissible private benefit or in an excess benefit transaction.

c. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further the Corporation's charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

d. Whether agreements with providers, employees, and third party payors further the Corporation's charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII: Use of Outside Experts

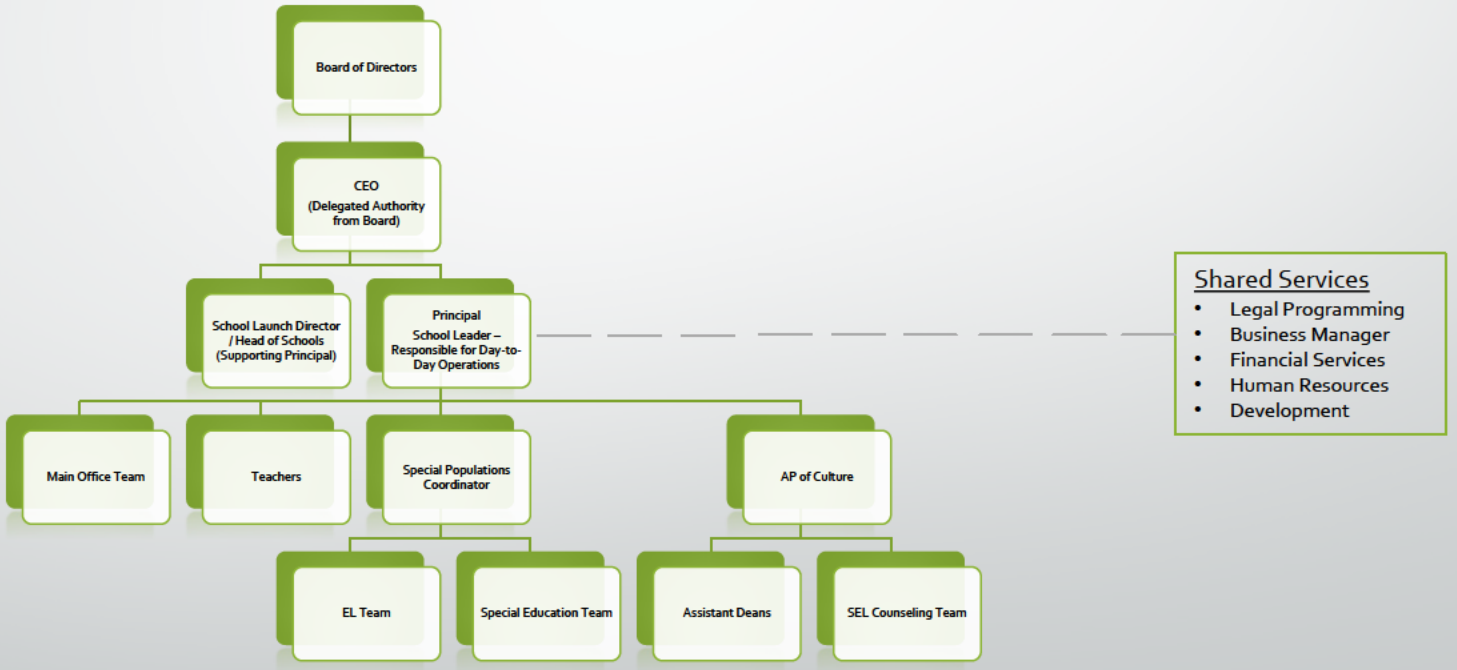
In conducting the periodic reviews provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring that periodic reviews are conducted.

Adopted by the Board of Directors
as of April 24, 2026

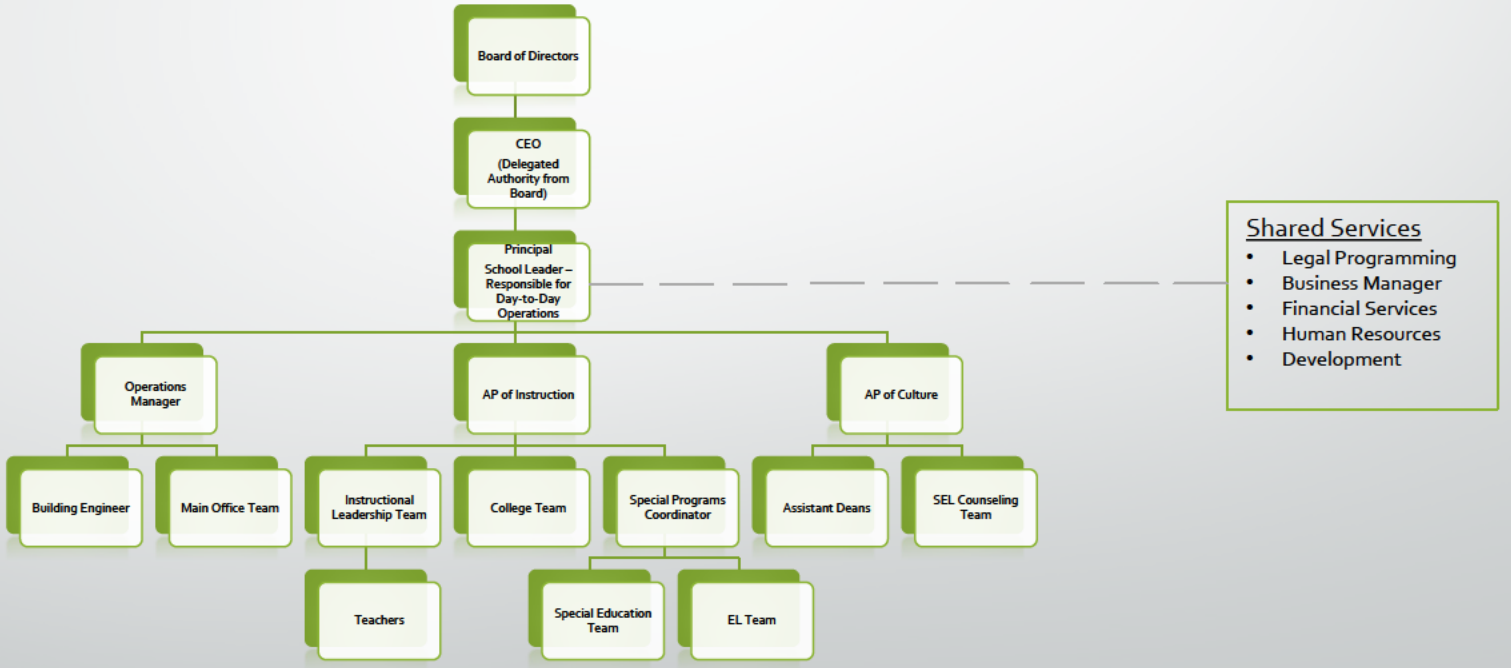
Attachment 11 - Cover Page

School Organizational Charts for Year 1 and Year 4 (at capacity)

Legal Prep Nevada Org Chart (Year 1)



Legal Prep Nevada Org Chart (At Capacity)



Attachment 12 - Cover Page

School Leader Resume (Resume of Erik Simpkins)

ERIK ALEXANDER SIMPKINS

[redacted]

PROFESSIONAL SUMMARY

Educational leader with 20+ years of experience in K–12 and adult education, including 10 years of classroom and leadership experience within CCSD. Proven track record of improving student achievement, leading school-wide systems, and supporting at-risk populations. Experienced in governance, instructional leadership, and charter school development, with a strong commitment to high-performing school models that reflect educational equity.

PROFESSIONAL EXPERIENCE

Opportunity 180 Propel Expansion Fellow/ Proposed Founding Principal
for Proposed Las Vegas Charter School - Legal Prep Charter Academy | 2025–Present

- Designing a 6–12 college-preparatory, law-themed charter school focused on underserved communities.
- Developed academic model integrating law curriculum, advisory, and college/career pathways.
- Leading governance development, board formation, and charter authorization process.
- Secured community partnerships and led outreach resulting in 100+ family interest and 50+ intent-to-enroll forms.

Adult Education Instructor (HSE Program) College of Southern Nevada (CSN) | 8/2022 - Current

- Delivering instruction in reading, writing, and math; achieved **78% HSE pass rate** for course completers.

Assistant Principal
Ruby Duncan Elementary School, CCSD | 12/2023 - 9/2025

- Led instruction and operations for 600+ students, improving outcomes across subgroups.
- Contributed to **increased Nevada Star Rating** through:
    - Gains in **MAP growth (reading & math)**
    - Improved **SBAC proficiency rates**
    - Increased **readiness assessment performance**
- Supervised and coached 30+ teachers; implemented MTSS and PBIS to improve achievement and school climate.

Learning Strategist / Math Strategist (Grades 3–5), **CCSD** | 8/2023 - 12//2023

- Led data-driven instruction and interventions, increasing SBAC proficiency and student growth.

Classroom Teacher (4th and 5th Grade Self-Contained; 8th Grade Geography/Social Studies) | CCSD 8/2016 - 5/2023

- Implemented standards-based instruction across core content areas, utilizing differentiated strategies and data-driven practices to increase student achievement, strengthen classroom culture, and improve engagement and attendance.

Related work experience

City of Las Vegas - Las Vegas, NV	10/20 - 12/22
Youth Development & Social Innovation Mentor	(702) 201-3388
West Village Academy Dearborn, MI	8/15 – 4/16
Curriculum Coordinator	(313) 274-9200
Brenda Scott Academy, Detroit, MI	8/11- 6/15
8th grade Lead Teacher/History	(313) 873-6897
Detroit Enterprise Academy, Detroit,MI	8/07 - 6/11
Teacher / Intervention Specialist	877-223-6402

BOARD LEADERSHIP & GOVERNANCE

Board Member & Chair, Educational Committee
Futuro Academy (4-Star School) | Las Vegas, NV

- Provide governance oversight for a high-performing public charter school.
- Chair Educational Committee overseeing curriculum, instruction, and academic performance.
- Monitor SBAC, MAP, and school-wide data to ensure accountability and continuous improvement.
- Support leadership in strategic planning, compliance, and high-performing school operations.

STUDENT ACHIEVEMENT & IMPACT

- **School-Wide:** Increased Nevada Star Rating at Ruby Duncan Elementary School through targeted gains in MAP growth, SBAC proficiency, and readiness metrics as an Assistant Principal with the Clark County School District.
- **Cohort:** Improved grade-level proficiency in math and ELA through PLCs and targeted interventions.
- **Classroom:** Demonstrated consistent student growth on MAP through differentiated, data-driven instruction grounded in Center on PBIS practices and a Multi-Tiered System of Supports (MTSS). By prioritizing student engagement, targeted interventions, and ongoing professional development and coaching, I created a structured and responsive classroom environment that supported measurable academic gains for all learners.

- **Special Populations:** Demonstrated success supporting **ELL, IEP, and FRL students** through MTSS and targeted supports.

CORE COMPETENCIES

- **School Leadership, Operations & Governance:**Through my experience as an Assistant Principal with the Clark County School District, I have led key aspects of school operations, including instructional leadership, staff development, and implementation of systems aligned to compliance and student achievement. As a Propel Expansion Fellow with Opportunity 180, I have been directly engaged in charter school development, governance planning, and community-based authorization efforts for Legal Prep Academy Las Vegas. Additionally, I have strengthened my leadership capacity through completion of the Aspiring School Administrators Program, professional learning with the National Foundation for Black and Latino Male Educators, and service as a board member with Futuro Academy, where I contribute to governance, accountability, and strategic planning.
- **Curriculum, Instruction & Assessment:** Through my experience as a Curriculum Coordinator and Learning Strategist with the Clark County School District, I have led the design and implementation of standards-aligned curriculum, data-driven instruction, and assessment systems that drive student growth and proficiency. I continue to strengthen this competency as an Adult Education Instructor with the College of Southern Nevada, where I support students in attaining their High School Equivalency through targeted instruction, ongoing training, and the use of data tools such as MAP and HSE-related growth measures. My instructional approach is grounded in research-based strategies,

including Kagan structures, Multi-Tiered Systems of Support (MTSS), PBIS, and trauma-informed practices, with deep familiarity across elementary, middle, and adult education curricula. These efforts have contributed to measurable outcomes, including serving on the board of a four-star school, improving a school's star rating as an assistant principal, and being part of the instructional team at Brinley Middle School following the COVID-19 pandemic, recognized as one of the highest-performing middle schools during that period, reflecting my ongoing commitment to strategic planning, instructional excellence, and continuous improvement.

- **At-Risk & Special Populations:** Through my leadership as an Assistant Principal at Clark County School District, I demonstrated strong competency in supporting at-risk and special populations by implementing MTSS, PBIS, and restorative practices with a targeted focus on subgroup performance. At Ruby Duncan Elementary School, I led efforts to strengthen standards-based instruction and align supports for English Learners and students with IEPs, resulting in measurable improvements in WIDA growth and overall school performance, including an increase in the school's star rating.
- **Performance Management:** Teacher evaluation, goal-setting, and data accountability systems; ongoing self-reflection and continuous improvement through the Opportunity 180 Propel Fellowship, grounded in CEO Excellence competencies including leadership mindset, vision and strategic direction, talent and culture development, and communication, influence, and change leadership.
- **Family & Community Engagement:** Led 15+ community engagement events and one-on-one meetings (virtual and in-person), resulting in 100+ parent signatures of support and 55+ intent-to-enroll submissions; facilitating ongoing virtual town halls and outreach to sustain engagement beyond application submission.
- **High-Performing Schools:** My experience in high-performing schools includes serving in board leadership at Futuro Academy, as it recently achieved a four-star rating. Earlier in my career in Michigan, I was part of two successful school turnaround efforts, building a strong foundation in instructional improvement, student engagement, and systems change. Additionally, as an Assistant Principal with the Clark County School District, I supported the improvement of Ruby Duncan Elementary School's star rating, and as part of the instructional team at Brinkley Middle School, contributed to its recognition as one of the highest-performing middle schools in the district following the COVID-19 pandemic.

EDUCATION & CREDENTIALS

Wayne State University Detroit, MI

Masters of Education- Educational Leadership	August 2014
Bachelors of Science – Elementary Education	August 2007

Aspiring School Administrators Program (CCSD)	completion December 2023
Nevada Teaching License-Elementary Education	expires October 2030
Nevada Social Studies endorsement for k-8	expires October 2030
Nevada Administrator's endorsement	expires October 2030

AFFILIATIONS

Opportunity 180 Propel Fellow | Board Member, Futuro Academy

National Foundation for Black and Latino Male Educator Alumni Fellow

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Attachment 13 - Cover Page

Other School Leadership Resumes:

1. Resume of Melissa Almazan, an employee of Legal Prep Charter Academies, will be working on site at the proposed school in Nevada
2. Resume of Katie-jo Ray, an employee of Legal Prep Charter Academies, will be working on site at the proposed school in Nevada

Melissa Almazan

[redacted]

Detail-oriented Business Manager with extensive experience in budget management, payroll administration, procurement, human resources, and compliance within the education sector. Proven ability to manage multimillion-dollar budgets, streamline financial operations, and enhance organizational efficiency. Skilled in payroll processing and ensuring compliance with state, CPS, and federal regulatory requirements.

PROFESSIONAL EXPERIENCE

June 2012 – Present **Legal Prep Charter Academy**

Business Manager

- Manage financial operations, including budget planning, expense tracking, and forecasting
- Oversee procurement and vendor management, ensuring cost-effective purchasing and contract negotiations.
- Handle human resources functions, including employee onboarding, benefits management, and compliance
- Monitor CPS and state compliance requirements and ensure all reports, audits, and documentation are submitted timely.
- Oversee payroll administration, ensuring accurate processing and compliance with policies

July 2009 – November 2011 **Chicago Public Schools (CPS)** **Office of New Schools (ONS)**

Operations and Management Coordinator

- Obtain, organize, and present student enrollment/projection data on several Charter and Contract Schools to Demographics and Office of Management and Budget (OMB) over the past four years.
- Collaborate with the office of P12 Management and Information Technology Services – IMPACT Support Team to ensure that students are released from CPS schools and into Charter and Contract Schools in a timely manner.
- Liaise with OMB, Charter, and Contract schools regarding their fiscal year allocations.
- Work closely with ONS staff and CPS departments to resolve budgetary issues at Charter and Contract schools.
- Manage all expenditures and transfers related to ONS and City-wide budget lines worth $3 million.
- Create requisitions for purchase order generation, process payments for consultants and vendors, submit reimbursements for staff, order and maintain office supplies, and manage PCard expenditures and payments.
- Process new employees on behalf of ONS's HR over the past eight years.
- Facilitate the execution of Renaissance Schools Fund (RSF) grant agreements for six Performance schools.
- Continue to serve as back-up Payroll clerk for CPS over the past eight years.

October 2007 – June 2009 **Chicago Public Schools (CPS)** **Office of New Schools (ONS)**

Business Service Coordinator

- Managed all expenditures and transfers related to ONS and City-wide budget lines worth $6.7 million.
- Created requisitions for purchase order generation, processed payments for consultants and vendors, submitted reimbursements for staff, ordered and maintained office supplies for ONS unit, and managed PCard expenditures and payments.
- Managed and reviewed $1.1 million of incubation funds for Performance and Turnaround schools.
- Organized annual Business Service Center trainings for new Performance and Turnaround schools during incubation phase.
- Facilitate the execution of Renaissance Schools Fund (RSF) grant agreements for six Performance schools.
- Managed the Charter school payment process for the National Board Certified Teacher Stipends.

July 2006 – October 2007 **Chicago Public Schools (CPS)** **Office of New Schools (ONS)**

Administrative Assistant IV

- Managed all expenditures and transfers related to ONS and City-wide budget lines worth $7.7 million.
- Created requisitions for purchase order generation, processed payments for consultants and vendors, submitted reimbursements for staff, and ordered and maintained office supplies.
- Executed conference registrations and travel arrangements for 40 plus ONS staff.
- Provided administrative support to Office Manager and ONS staff.
- Screened, logged and delegated incoming phone calls for all ONS Senior Management.

January 2003 – June 2006 **Chicago Public Schools (CPS)** **Chief Education Office (CEdO)**

Administrative Assistant I

- Provided administrative support to the Chief Education Officer, Executive Assistant, and CEdO staff.
- Managed CEdO budget lines, and also processed requisitions, purchase orders, and reimbursements for staff.
- Assisted with HR functions, including the processing of all new employees.
- Maintained and organized incoming departmental correspondence.
- Managed the interdepartmental referral process.
- Screened, logged, and delegated incoming phone calls for all CEdO Senior Management

SKILLS & EXPERTISE

- Payroll Processing & Administration
- Budget Management & Financial Oversight
- Procurement & Vendor Relations
- Human Resources & Compliance
- State & CPS Regulatory Compliance
- Expense Tracking & Cost Control
- Operational Efficiency & Process Improvement - Data Analysis & Reporting
- Leadership & Team Collaboration

REFERENCES

- [redacted]
- [redacted]

Katie-jo Ray [redacted] 605-641-9307

EXPERIENCE**:**

The Academy at Sturgis Brown High School, Sturgis, SD

English Instructor, August 2021 - Present

- Teach engaging, rigorous, and highly effective English 9 - 12 classes to alternative high school students
- Create a robust curriculum that is grade-level appropriate, culturally relevant, and fully aligned to South Dakota Learning Standards as well as Oceti Sakowin Essential Understandings and Standards

Virtual Homeschool Instructor, August 2023 - Present

- Co-launch and co-manage a pilot virtual homeschool program that supports 25 full-time home online students
- Is helping to bring over $250,000 new dollars to the district each year through the virtual homeschool initiative

Instructional Council Member, August 2023-May 2025

- Met monthly with district leaders to continue improvement and implementation of curriculum with an emphasis on backwards design planning and data driven instruction
- Met quarterly with teachers of all grade levels to coach and guide them in their use of technology, curriculum, data, and research-based best practices

Legal Prep Charter Academy, Chicago, IL

Principal, July 2018 to June 2021

- Developed and led ongoing professional development across a wide variety of topics, including but not limited to: equity, data driven instruction, trauma-informed practices, alignment to the mission and vision, and IEP compliance
- Strengthened the school's partnership with parents/guardians, local businesses, and other community stakeholders through an emphasis on: home visits, parent-teacher conferences, and a robust Parent Advisory Committee
- Observed and gave essential feedback to teachers weekly regarding: classroom management, curriculum rigor, standards alignment, data reflection, and/or student-teacher relationship building

English Instructor, Teacher Coach, and Department Head, July 2012 to June 2018

- Taught a wide variety of Common Core Standards aligned English-based classes and electives
- Led professional development on a variety of topics, including but not limited to: the implementation, use, and results of effective backwards design; using data to differentiate; how to create and leverage writing workshops; successful small group instruction, and consistent Lexile development
- As department head for the English and Law Department: researched department-specific best practices and then utilized them to identify and address opportunities for growth, led teachers through effective curriculum mapping and assessment creation, analyzed mastery data, and garnered team buy-in for essential re-teaching when needed
- As a teacher coach: observed and led weekly debrief meetings with teachers in order to develop classroom management skills, relationship building capacity, and strengthen classroom rigor and effectiveness
- Created an in-depth teacher development and evaluation system leveraging Doug Lemov's text *Teach Like a Champion* and Legal Prep's unique discipline structure, successfully introduced and implemented the system school-wide
- Served on Chicago Public Schools Teacher Advisory Council

MADE AND LED PROFESSIONAL DEVELOPMENT SESSIONS FOR:

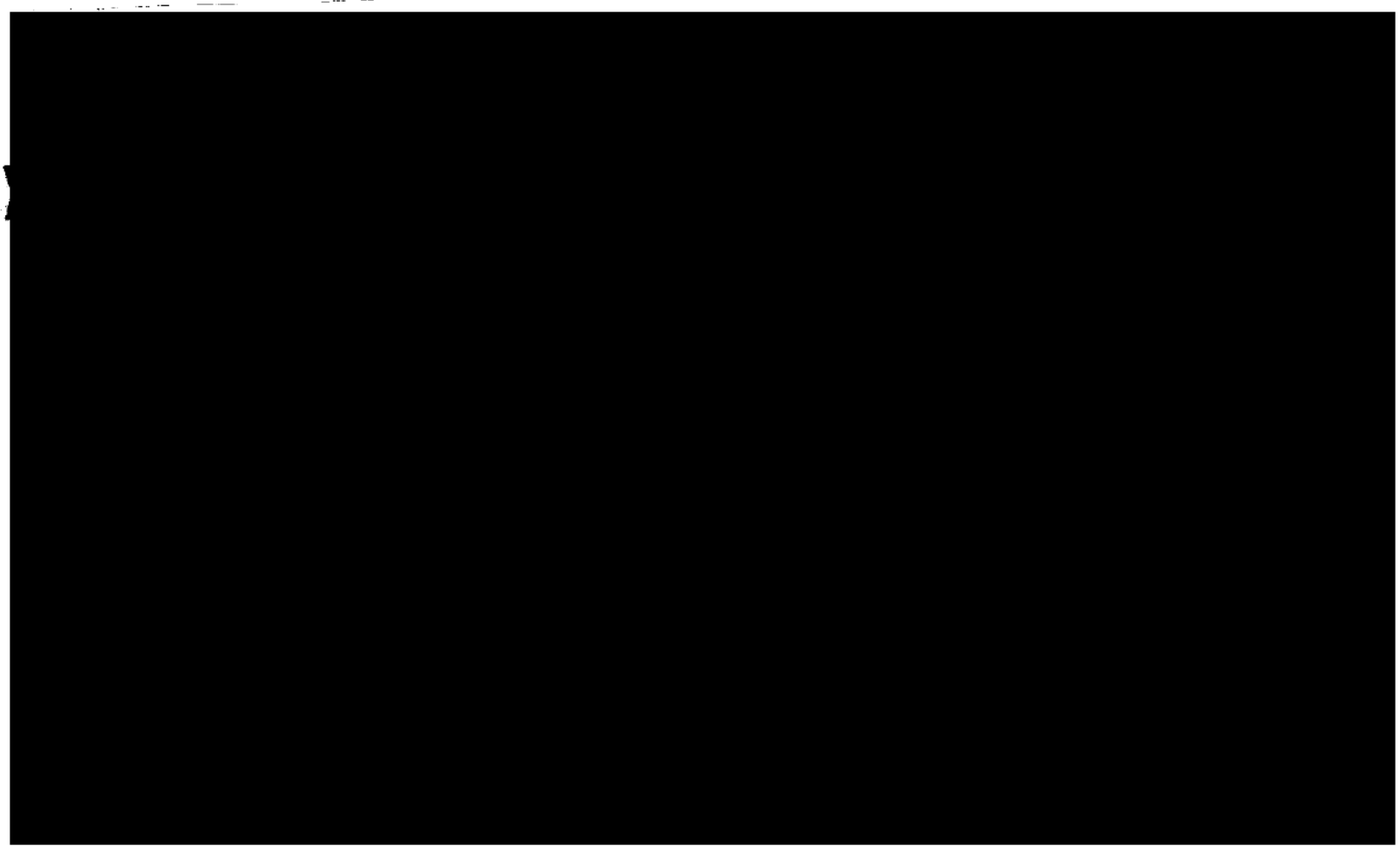
Meade County School District (2021-23), The South Dakota Career and Technical Education (CTE) Conference (2021-24), and The Regional (16+ states) CTE Conference (2021-24) on strategic and mindful classroom management, positive relationship building, intentional parent communication, and innovative ways to communicate with parents/guardians.

EDUCATION:

National Board for Professional Teaching Standards, December 2017 - Present
Masters in the Art of Teaching, December 2010: National-Louis University, Chicago, IL
Bachelor of Arts in English, Creative Writing, December 2006: Mills College, Oakland, CA

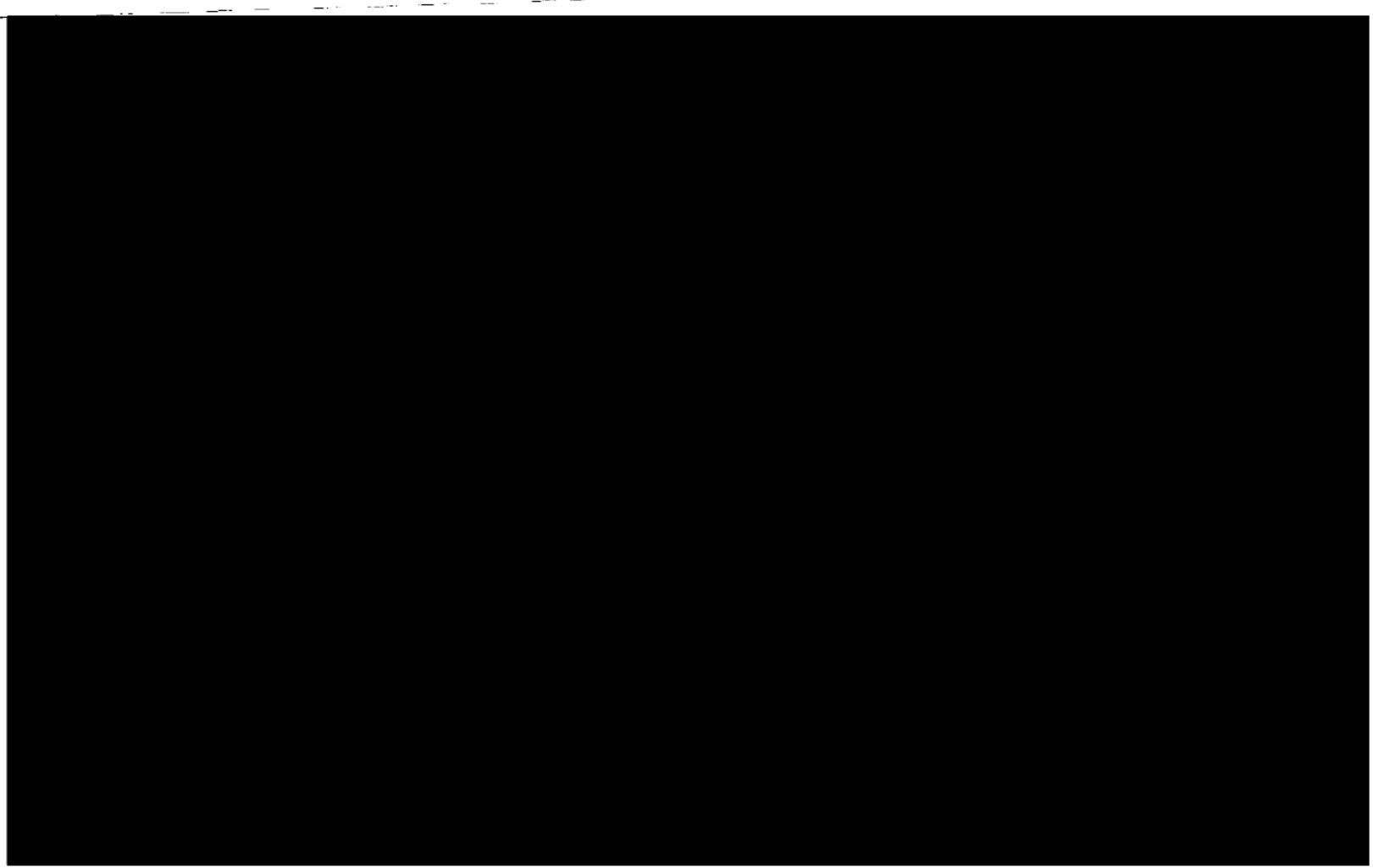
Attachment 14A - Cover Page

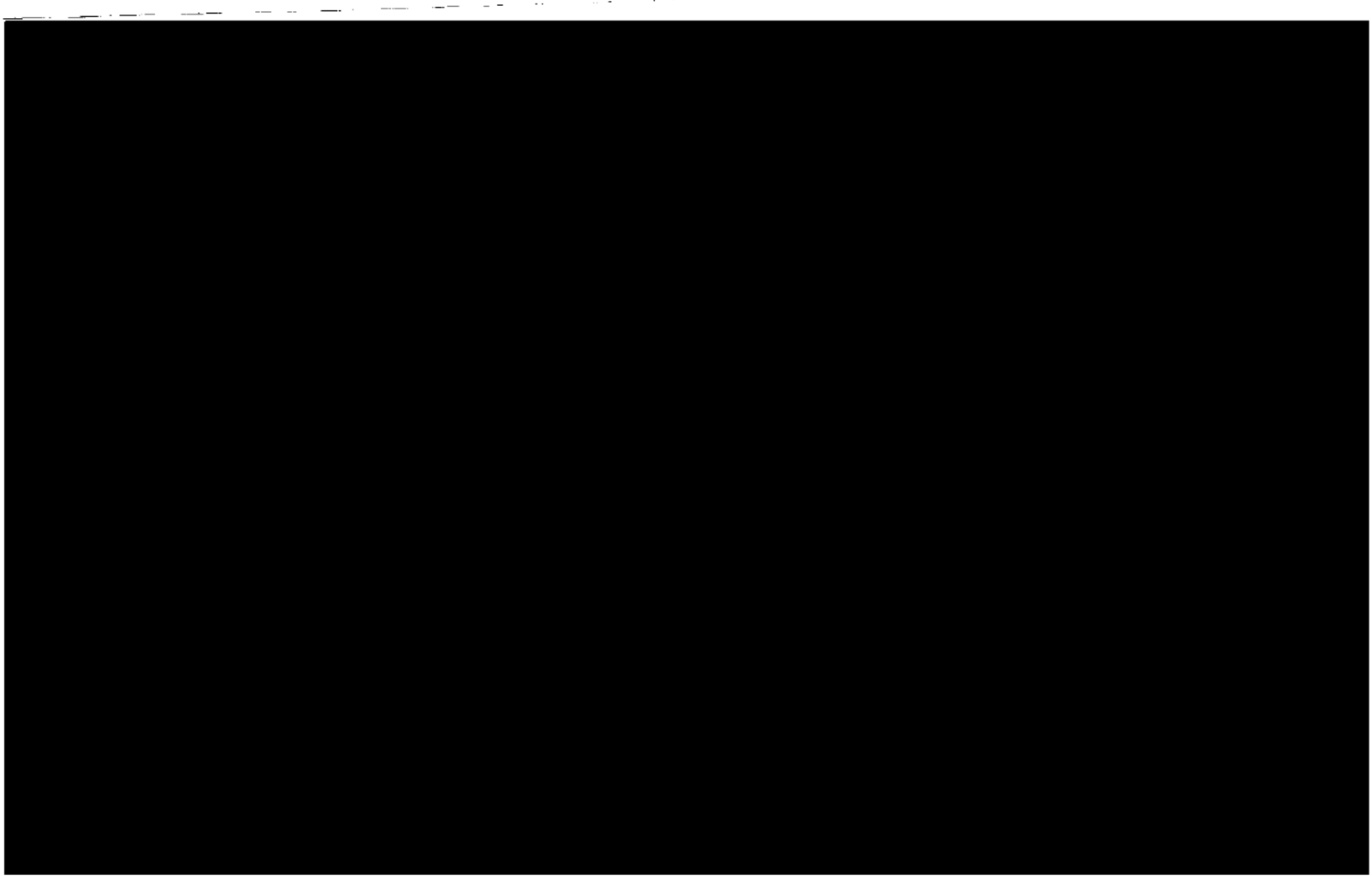
Attachment 14A: Evidence of Demand - Intent to Enroll Forms for Students Eligible to Enroll in Year 1



Intent to Enroll Form

[redacted]





What grade will the student be in during the 2027-2028 school year? *

- (●) 6th (currently in 4th grade)
- ( ) 9th (currently in 7th grade)
- ( ) Other: _____

Parent First Name *

Andrea

Parent Last Name *

Juarez

Parent email *

acalderon718@gmail.com

*

Parent phone number

7028832758

By checking this box, I agree to receive SMS text messages and phone calls from Legal Prep regarding the school and related events.

- [x] I agree

What is your address (including zip code)?

89122

My signature below confirms that I am interested in enrolling my child at Leagl Prep, and I plan to submit enrollment paperwork when the school is approved to open. (PLEASE TYPE YOUR FULL NAME BELOW) *

Andrea Juarez

Are you interested in being a member of our "Founding Families" Committee ? *

- ○ Yes
- ○ No
- ○ Maybe

Do you have another child you want to sign up? *

- ○ Yes
- ◉ No

Second Child Information

Student 2 First Name *

Legal Prep Vegas Intent to Enroll

Be part of something new and extraordinary! Legal Prep Las Vegas, opening Fall 2027, is a **free, open-enrollment college-prep school** that combines strong academics with leadership development, mentorship, and monthly real-world learning experiences at law firms and community organizations.

Complete this Intent to Enroll form to let us know you would like your child to join our **founding 6th or 9th grade classes**, the entry grades into our 6–12 program. We look forward to welcoming your family into our founding community!

Email *

lockhartleelee@myyahoo.com

Student First Name *

Aaliyah

Student Last Name *

Lockhart

What grade will the student be in during the 2027-2028 school year? *

- ○ 6th (currently in 4th grade)
- ◉ 9th (currently in 7th grade)
- ○ Other: _____

Parent First Name *

Danielle

Parent Last Name *

Lockhart

Parent email *

Lockhartleelee@myyahoo.com

*

Parent phone number

7253774729

By checking this box, I agree to receive SMS text messages and phone calls from Legal Prep regarding the school and related events.

- ☑ I agree

What is your address (including zip code)?

5637 Lawrence street, North Las Vegas NV 89081

My signature below confirms that I am interested in enrolling my child at Leagl Prep, and I plan to submit enrollment paperwork when the school is approved to open. (PLEASE TYPE YOUR FULL NAME BELOW) *

Danielle Lockhart

Are you interested in being a member of our "Founding Families" Committee ? *

- (●) Yes
- ( ) No
- ( ) Maybe

Do you have another child you want to sign up? *

- (●) Yes
- ( ) No

Second Child Information

Student 2 First Name *

Asia

Student 2 Last Name *

Lockhart

What grade will student 2 be in during the 2027-2028 school year? *

- (●) 6th (currently in 4th grade)
- ( ) 9th (currently in 7th grade)

What school does student 2 currently attend?

Somerset Academy

My signature below confirms that I am interested in enrolling my child at Leagl Prep, and I plan to submit enrollment paperwork when the school is approved to open. (PLEASE TYPE YOUR FULL NAME BELOW) *

Danielle Lockhart

Do you have another child you want to sign up? *

- ( ) Yes
- (●) No

Third Child Information

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Saron Yonas Tedla. Current Grade Level: 7th

Student Address, including zip code: Doral

Parent Name: Aster Bahre & Yonas Tedla Parent Phone: 202-239-8035

Parent Email: TigistMebrahtom21@gmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Date: Jan. 24. 26

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Ethan Jacinto / Ember Jacinto Current Grade Level: 7

Student Address, including zip code: 4280 Skyview Dr. Las Vegas NV 89104

Parent Name: Erika Ybarra Parent Phone: 702 609-3064

Parent Email: Valleciito.erika@yahoo.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Erika Ybarra Date: 4/11

Parkdale

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Martha Thompson

Current Grade Level: 7th

Student Address, including zip code: 1325 W Washington

Parent Name: Darius Thomas

Parent Phone: 702 280 8298

Parent Email: _____

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: _____

Date: 2/20/24

616

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Aiden Smith Current Grade Level: 7

Student Address, including zip code: 3001 Lake E Drive

Parent Name: Victoria Johnson Parent Phone: (702)613 6361

Parent Email: jluly4713@gmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: V Date: 2/21/26

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Bella Jackson Current Grade Level: 7th

Student Address, including zip code: 314 Violetta Ave N. Las Vegas 89031

Parent Name: Alanna Walker ; Michaley Pickett Parent Phone: 323-608-7529

Parent Email: aswalker21@gmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: A. Walker Date: 2/22/26

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Layloni Carter Current Grade Level: 7th

Student Address, including zip code: 1114 Tumbleweed Avenue

Parent Name: Constance Barnes Parent Phone: (702) 712-6450

Parent Email: Barnes.Constance@yahoo.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Constance Barnes Date: 2/22/26

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Nohemi Gonzalez Current Grade Level: 7th

Student Address, including zip code: 6332 Foothill BLVD 89118

Parent Name: Nancy Lazcano Parent Phone: 702 613 2751

Parent Email: Nancy zeng @hotmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: [signature] Date: 2/22/26

Legal Prep Vegas Intent to Enroll

Be part of something new and extraordinary! Legal Prep Las Vegas, opening Fall 2027, is a **free, open-enrollment college-prep school** that combines strong academics with leadership development, mentorship, and monthly real-world learning experiences at law firms and community organizations.

Complete this Intent to Enroll form to let us know you would like your child to join our **founding 6th or 9th grade classes**, the entry grades into our 6–12 program. We look forward to welcoming your family into our founding community!

Email *

Reyesmendozasarah80@yahoo.com

Student First Name *

Manuel

Student Last Name *

Medrano

What grade will the student be in during the 2027-2028 school year? *

- ○ 6th (currently in 4th grade)
- ◉ 9th (currently in 7th grade)
- ○ Other: _____

Parent First Name *

Sarah

Parent Last Name *

Reyes

Parent email *

Reyesmendozasarah80@yahoo.com

*

Parent phone number

702 722-8123

By checking this box, I agree to receive SMS text messages and phone calls from Legal Prep regarding the school and related events.

- ☑ I agree

What is your address (including zip code)?

1908 Bassler St N Las Vegas NV 89030

My signature below confirms that I am interested in enrolling my child at Leagl Prep, and I plan to submit enrollment paperwork when the school is approved to open. (PLEASE TYPE YOUR FULL NAME BELOW) *

Sarah Reyes

Are you interested in being a member of our "Founding Families" Committee ? *

- ○ Yes
- ○ No
- ◉ Maybe

Do you have another child you want to sign up? *

- ○ Yes
- ◉ No

Second Child Information

Student 2 First Name *

Legal Prep Vegas Intent to Enroll

Be part of something new and extraordinary! Legal Prep Las Vegas, opening Fall 2027, is a **free, open-enrollment college-prep school** that combines strong academics with leadership development, mentorship, and monthly real-world learning experiences at law firms and community organizations.

Complete this Intent to Enroll form to let us know you would like your child to join our **founding 6th or 9th grade classes**, the entry grades into our 6–12 program. We look forward to welcoming your family into our founding community!

Email *

johnathan.ca.talley@outlook.com

Student First Name *

Samir

Student Last Name *

Talley

What grade will the student be in during the 2027-2028 school year? *

- ○ 6th (currently in 4th grade)
- ◉ 9th (currently in 7th grade)
- ○ Other: _____

Parent First Name *

Johnathan

Parent Last Name *

Talley

Parent email *

johnathan.ca.talley@outlook.com

*

Parent phone number

7027243773

By checking this box, I agree to receive SMS text messages and phone calls from Legal Prep regarding the school and related events.

- ☑ I agree

What is your address (including zip code)?

1020 Bluebird Ridge Ct. North Las Vegas, 89084

My signature below confirms that I am interested in enrolling my child at Leagl Prep, and I plan to submit enrollment paperwork when the school is approved to open. (PLEASE TYPE YOUR FULL NAME BELOW) *

Johnathan Talley

Are you interested in being a member of our "Founding Families" Committee ? *

- (●) Yes
- ( ) No
- ( ) Maybe

Do you have another child you want to sign up? *

- ( ) Yes
- (●) No

Second Child Information

Student 2 First Name *

Legal Prep Vegas Intent to Enroll

Be part of something new and extraordinary! Legal Prep Las Vegas, opening Fall 2027, is a **free, open-enrollment college-prep school** that combines strong academics with leadership development, mentorship, and monthly real-world learning experiences at law firms and community organizations.

Complete this Intent to Enroll form to let us know you would like your child to join our **founding 6th or 9th grade classes**, the entry grades into our 6–12 program. We look forward to welcoming your family into our founding community!

Email *

carliawaite@gmail.com

Student First Name *

Charlie

Student Last Name *

Waite

What grade will the student be in during the 2027-2028 school year? *

- ○ 6th (currently in 4th grade)
- ◉ 9th (currently in 7th grade)
- ○ Other: _____

Parent First Name *

Carlia

Parent Last Name *

Waite

Parent email *

carliawaite@gmail.com

*

Parent phone number

7027628716

By checking this box, I agree to receive SMS text messages and phone calls from Legal Prep regarding the school and related events.

- ☑ I agree

What is your address (including zip code)?

785 Viscanio Pl., Las Vegas, NV 89138

My signature below confirms that I am interested in enrolling my child at Leagl Prep, and I plan to submit enrollment paperwork when the school is approved to open. (PLEASE TYPE YOUR FULL NAME BELOW) *

Carlia Waite

Are you interested in being a member of our "Founding Families" Committee ? *

- ○ Yes
- ○ No
- ◉ Maybe

Do you have another child you want to sign up? *

- ○ Yes
- ◉ No

Second Child Information

Student 2 First Name *

Attachment 14B - Cover Page

Attachment 14B: Evidence of Demand - Intent to Enroll Forms for Students Eligible to Enroll in Years 2 - 4 and subsequent years

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Nova Rivas Current Grade Level: 1st

Student Address, including zip code: 10529 Kivas Ct, 89129

Parent Name: Mario Rivas Parent Phone: 818 423 1092

Parent Email: andresrivasemail@gmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Date: 3/21/26

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Amberly

Current Grade Level: Pre-K

Student Address, including zip code: 89148

Parent Name: Pimsamita

Parent Phone: 702-8614539

Parent Email: pimsamita@gmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Pita

Date: Feb 22

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Natalia Cadena Current Grade Level: pre k

Student Address, including zip code: 1910 Karner Blve 89031

Parent Name: Nancy Cadena Parent Phone: 7023401216

Parent Email: JoseNancy19@gmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Nancy Cadena Date: 3/21/24

Esp

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Genesis Lopez Current Grade Level: 10

Student Address, including zip code: 2850 E Bonanza RD Las Vegas Nv 89101

Parent Name: Maria Lopez Parent Phone: 702 785 7638

Parent Email: Angie89Lopez@gmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Date: 4/11/25

Parent Portal

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Solstice Ratcliff Current Grade Level: 2

Student Address, including zip code: 4375 Boulder Hwy Las Vegas NV 89121

Parent Name: Sophia McAllister Parent Phone: 443-522-7644

Parent Email: _____

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: _____ Date: 4-11-26

Parkdale

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Keilani Randle Current Grade Level: 3

Student Address, including zip code: 5150 Farndale Ave #B Las Vegas NV 89122

Parent Name: Marysol Johnson Parent Phone: 702-957-7073

Parent Email: 1967.marysol@gmail

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Marysol Johnson Date: 4-11-26

Parkdale

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Nova Rivas Current Grade Level: 1st

Student Address, including zip code: 10529 Rivas Ct, 89129

Parent Name: Mario Rivas Parent Phone: 818 423 1092

Parent Email: andresrivasemail@gmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Date: 3/21/26

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Samuria Ashley Current Grade Level: 3°

Student Address, including zip code: 3700 E Bonanza 89110

Parent Name: Juan Angulo Parent Phone: 702.374.7141

Parent Email: Portalosclosasise@Gmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Juan Date: 01-24-26

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Heaven Davis Current Grade Level: 3

Student Address, including zip code: 3650 E lake mead Blvd

Parent Name: Tesha youngblood Parent Phone: (702)378-2635

Parent Email: Tesha2Bomb20@Gmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Tesha Date: 2/21/2026

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Johnthan Reese Current Grade Level: 3

Student Address, including zip code: 412 W monroe APT 7

Parent Name: Keira Dunkentell Parent Phone: 702-972-8009

Parent Email: _____

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: _____ Date: _____

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Lu Lin Current Grade Level: G3

Student Address, including zip code: 89084

Parent Name: Lu Kao Parent Phone:

Parent Email: Lukao403@gmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Date:

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Landon Digsby Current Grade Level: 3

Student Address, including zip code: 11579 Velicata Ct

Parent Name: Chris Digsby Parent Phone: 702 466 0625

Parent Email: C.DIGS50@yahoo.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Date: 1/22/2026

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Haza Rothmaier Current Grade Level: 3

Student Address, including zip code: 8926 Topaz Springs. 89149

Parent Name: Marissa Parent Phone: (806)324-7569

Parent Email: marissa.lofton1994@gmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Marissa Dalton Date: 3/21/26

EH

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Niko Perry

Current Grade Level: 3

Student Address, including zip code: 7828 Odysseus Ave LV, NV 89131

Parent Name: Maria Miles

Parent Phone: 702-498-1117

Parent Email: MHARBALIE@GMAIL.COM

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: _____

Date: 3/21/26

EH

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Mi Angel Price Current Grade Level: 5th

Student Address, including zip code: 3501 Shady Timber St 1619

Parent Name: Lydia Degan Parent Phone: 725-200-9366

Parent Email: Deganlydia11@gmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Date: 1-23-26

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Lyric Steen Current Grade Level: 5th

Student Address, including zip code: 5025 Kell Ln Apt 201

Parent Name: Ronisha Peters Parent Phone: 424-456-0711

Parent Email: ronisha.peters@yahoo.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Ronisha Peters Date: 04/11/26

Parkdale 46

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Andrea Harris Current Grade Level: 5

Student Address, including zip code: 5946 Via Capri Drive. 89122

Parent Name: Emily Allen Parent Phone: 7024103259

Parent Email: contact.emily.allen@gmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Date: 2/27/26

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: ZAIKARYAH MILLER Current Grade Level: 5

Student Address, including zip code: 89147

Parent Name: KAY MILLER Parent Phone: 4402522979

Parent Email: KDFOXX560GMAIL.COM

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: _____ Date: _____

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Call mother Tuesday

Student Name: Damari A Coleman

Current Grade Level: 5th

Student Address, including zip code: 5633 Native Sunflower St

Parent Name: Darnell Coleman

Parent Phone: (702) 466-2689

Parent Email: 702dojo@gmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature:

Date: 2/21/26

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Moses K Current Grade Level: 5

Student Address, including zip code: 89108

Parent Name: Malisa F Parent Phone: _____

Parent Email: Fostus309@msn.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: MM Date: 2/20/26

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Ronan Ma Current Grade Level: 5

Student Address, including zip code: 6313 Alta Dr. Las Vegas NV 89107

Parent Name: Yun Tu Parent Phone: 626-390-6868

Parent Email: alicetyrealtor@gmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Date: 2/22/2026

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Kelsey & Ava Sanchez Current Grade Level: 5 and 3rd

Student Address, including zip code: _____

Parent Name: Michael & Nancy Sanchez Parent Phone: 661-492-7983

Parent Email: nhernandez1214@yahoo.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: _____ Date: 2/12/25

* Student and grandchild

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Robert G. William Current Grade Level: 5th

Student Address, including zip code: 7321 Bendwood Rd

Parent Name: Michelle Eberhardt Parent Phone: 702 6665424

Parent Email: michelle.eberhardt03@gmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Michelle Eberhardt Date: 2-22-2026

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Emillah Henderson Current Grade Level: 5

Student Address, including zip code: 7080 S. Rose Pkwy #1194 Henderson, NV 89052

Parent Name: Ashley Nicole Parent Phone: 702-601-3810

Parent Email: ans702.nv@gmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Ashley Nicole Date: 3/21/26

EH

Legal Prep Vegas Intent to Enroll

Be part of something new and extraordinary! Legal Prep Las Vegas, opening Fall 2027, is a **free, open-enrollment college-prep school** that combines strong academics with leadership development, mentorship, and monthly real-world learning experiences at law firms and community organizations.

Complete this Intent to Enroll form to let us know you would like your child to join our **founding 6th or 9th grade classes**, the entry grades into our 6–12 program. We look forward to welcoming your family into our founding community!

Email *

kimmomoffour@gmail.com

Student First Name *

Grayson

Student Last Name *

Haight

What grade will the student be in during the 2027-2028 school year? *

- ○ 6th (currently in 4th grade)
- ○ 9th (currently in 7th grade)
- ◉ Other: 7th

Parent First Name *

Kimberly

Parent Last Name *

Haight

Parent email *

kimmomoffour@gmail.com

*

Parent phone number

7025696210

By checking this box, I agree to receive SMS text messages and phone calls from Legal Prep regarding the school and related events.

- ☑ I agree

What is your address (including zip code)?

7238 regent pond st, las vegas, nv 89166

My signature below confirms that I am interested in enrolling my child at Leagl Prep, and I plan to submit enrollment paperwork when the school is approved to open. (PLEASE TYPE YOUR FULL NAME BELOW) *

Kimberly Haight

Are you interested in being a member of our "Founding Families" Committee ? *

- (●) Yes
- ( ) No
- ( ) Maybe

Do you have another child you want to sign up? *

- ( ) Yes
- (●) No

Second Child Information

Student 2 First Name *

Legal Prep Vegas Intent to Enroll

Be part of something new and extraordinary! Legal Prep Las Vegas, opening Fall 2027, is a **free, open-enrollment college-prep school** that combines strong academics with leadership development, mentorship, and monthly real-world learning experiences at law firms and community organizations.

Complete this Intent to Enroll form to let us know you would like your child to join our **founding 6th or 9th grade classes**, the entry grades into our 6–12 program. We look forward to welcoming your family into our founding community!

Email *

Joana.ngai@gmail.com

Student First Name *

Carson

Student Last Name *

Chung

What grade will the student be in during the 2027-2028 school year? *

- ○ 6th (currently in 4th grade)
- ○ 9th (currently in 7th grade)
- ◉ Other: 7th

Parent First Name *

Joana

Parent Last Name *

Ngai

Parent email *

Joana.ngai@gmail.com

*

Parent phone number

8325408810

By checking this box, I agree to receive SMS text messages and phone calls from Legal Prep regarding the school and related events.

- ☑ I agree

What is your address (including zip code)?

89138

My signature below confirms that I am interested in enrolling my child at Leagl Prep, and I plan to submit enrollment paperwork when the school is approved to open. (PLEASE TYPE YOUR FULL NAME BELOW) *

Joana Ngai

Are you interested in being a member of our "Founding Families" Committee ? *

- ○ Yes
- ○ No
- ◉ Maybe

Do you have another child you want to sign up? *

- ○ Yes
- ◉ No

Second Child Information

Student 2 First Name *

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: ALDEN ROBERT CASTRO Current Grade Level: 6th

Student Address, including zip code: 9003 TIFFANY OAKS AVE LV NV 89148

Parent Name: Hazel Castro Parent Phone: 7739669264

Parent Email: hazeltabaa@yahoo.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Hazel Date: 1/24/2026

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Cheyenne Jones Current Grade Level: 6

Student Address, including zip code: 9050 W. Warm Springs Rd #2140 Las Vegas, NV 89148

Parent Name: Ta'nisha Parent Phone: 442 224 2606

Parent Email: Sprewelltanisha@gmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: T. R. Rodriguez Date: 1-24-26

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Saida Yonas Tedla Current Grade Level: 6th

Student Address, including zip code: Doral

Parent Name: Yonas Tedla & Aster Bahne Parent Phone: 202-239-8035

Parent Email: TigistMebrahtom21@gmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: _____ Date: _____

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Amir Vaughn Current Grade Level: 6

Student Address, including zip code: 2685 Jenny Diane Dr Unit A Las Vegas NV 89121

Parent Name: Edward Jones Parent Phone: 702-715-7718

Parent Email: EdwardJonesJr1988@gmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Date: 4/15

Parkdale

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: Giavanna Simental-Mora Current Grade Level: 6

Student Address, including zip code: 5075 Spyglass Hill Dr Apt 2048

Parent Name: Meriza Mora Parent Phone: (702) 350-479[illegible]

Parent Email: meriza_m@hotmail.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: [signature] Date: 2/27/26

LEGAL PREP
CHARTER ACADEMY

Intent to Enroll Form

Please complete this form separately for *each* child that may be interested in enrolling at Legal Prep for the 2027-2028 school year, if the school is approved to open.

Student Name: O'Ryan Ludd | De'Shawn Ludd Current Grade Level: 6TH 5TH

Student Address, including zip code: 2604 Royal St N LV NV 89030

Parent Name: Cherie Jones Parent Phone: 702 951-0457

Parent Email: cheriejones31@yahoo.com

My signature below confirms that I am interested in enrolling my child at Legal Prep, and I plan to submit enrollment paperwork if the school is approved to open.

Parent Signature: Cherie Jones Date: Feb 26 2026

Attachment 15 - Cover Page

Incubation Year Planning Table (Using Required Template)

Attachment 15: Incubation Year Planning Table

Directions

Using the table on the next page, outline a detailed start-up plan aligned to specific organizational goals for the planning year to ensure that the school is ready for a successful launch. *Add rows as needed.*

- The "Planning Year Milestones (SMART Goals) by Work Stream" column should include SMART Goals (Specific, Measurable, Achievable, Relevant, and Time-Bound) under the appropriate work stream.
- The activity column should include detailed information regarding action items necessary to accomplish each SMART Goal during the incubation year. For example, under the Talent Work Stream you may have one Milestone/SMART Goal related to teacher hiring (see sample below). This likely includes multiple activities such as finalized job descriptions, multiple recruitment methods, finalized salary ranges, hiring and onboarding. Each of these activities should be listed separately. For each activity, list the responsible personnel and the date(s) for the activity.
- Your completed table should include all workstreams. It is likely that many of the workstreams will have multiple Milestones/SMART Goals, each of which will have multiple activities. **To be granular enough and meet rubric criteria, the incubation year plan should be several pages in length.**

Template

Please add rows under each work stream, as needed to provide complete details regarding your incubation year plan.

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)
INSTRUCTION			
Finalize full academic program and curriculum aligned to NV standards by March 1, 2027	*Align curriculum to NV standards and Legal Prep model*	*Principal, CEO*	*Aug–Nov 2026*
	Develop pacing guides and scope & sequence	*Instructional Team*	*Sept–Dec 2026*
	Develop assessment calendar and interim assessments	*Principal*	*Nov 2026–Jan 2027*
	Finalize course syllabi and materials	*Principal*	*Jan–Feb 2027*
Ensure instructional readiness for launch by May 1, 2027	*Plan Summer PD scope and materials*	*Principal*	*Feb–April 2027*
	Align PD to Legal Prep instructional model	*Principal, CEO*	*March–May 2027*
	Finalize instructional schedules	*Principal*	*April–May 2027*
TALENT			
Hire 100% of instructional and operations staff by May 15, 2027	Finalize staffing plan and org chart	CEO, Principal	Aug–Sept 2026

	Finalize job descriptions and compensation bands	CEO	Sept–Oct 2026
	Launch recruitment campaign (job boards, networks)	Principal	Oct–Dec 2026
	Conduct outreach to pipelines (TFA, local programs)	Principal, Board	Oct 2026–Jan 2027
	Screen candidates and conduct interviews	Principal	Dec 2026–March 2027
	Demo lessons and final selection	Principal	Jan–April 2027
	Issue offers and secure hires	Principal	Feb–May 2027
Ensure full staff onboarding and readiness by July 1, 2027	Complete background checks and onboarding	Director of Operations	April–June 2027
	Conduct new staff orientation	Principal	June 2027
	Deliver Summer PD	Principal	July 2027
OPERATIONS			
Establish all core operational systems by March 1, 2027	Select SIS (Infinite Campus) and vendors	Director of Operations	Aug–Oct 2026
	Develop enrollment systems and procedures	Director of Operations	Sept–Dec 2026
	Develop operations manual and policies	Director of Operations	Oct 2026–Jan 2027
	Establish compliance tracking systems	Director of Operations	Nov 2026–Feb 2027
Ensure operational readiness for enrollment and audit by May 1, 2027	Train staff on enrollment systems and compliance	Director of Operations	March–May 2027
	Conduct mock enrollment audit and system test	CEO, Ops	April–May 2027
TECHNOLOGY			
Ensure all technology infrastructure is ready by May 15, 2027	Select IT vendors and platforms	Director of Operations	Oct–Dec 2026
	Plan network infrastructure and device needs	Ops, Vendor	Jan–March 2027
	Procure devices and equipment	Ops	March–May 2027

Ensure systems fully operational prior to opening	Configure SIS and instructional platforms	Ops	May–June 2027
	Conduct staff training on systems	Ops	June–July 2027
FINANCE			
Establish all financial systems and controls by January 1, 2027	Finalize Year 1 and multi-year budget	CEO	Aug–Oct 2026
	Establish accounting systems and controls	Finance Partner	Oct–Dec 2026
	Develop financial policies and procedures	CEO	Nov–Dec 2026
Ensure financial readiness for operations by April 1, 2027	Align budget to updated enrollment projections	CEO	Jan–March 2027
	Set up payroll, benefits, and vendor systems	Ops	Feb–April 2027
	Participate in SPCSA financial trainings	CEO, Board	Ongoing
PARENT & COMMUNITY ENGAGEMENT			
Achieve 2.0x enrollment pipeline (280+ leads) by January 1, 2027	*Continue community outreach and canvassing*	*Principal*	*Ongoing*
	Conduct weekly outreach events	*Principal*	*Sept 2026–Jan 2027*
	Build and maintain family pipeline database	*Ops*	*Sept–Dec 2026*
Achieve full enrollment (140 students) by June 15, 2027	*Launch application cycle (Sept–Nov)*	*Principal*	*Sept–Nov 2026*
	Convert intent-to-enroll to applications	*Enrollment Team*	*Oct–Jan 2027*
	Host open houses and family events	*Principal*	*Monthly*
	Maintain weekly follow-up with families	*Staff*	*Jan–June 2027*
SCHOOL SYSTEMS & CULTURE			

Finalize school culture systems by March 1, 2027	Develop student handbook	Principal	Dec 2026–Feb 2027
	Define discipline and behavior systems	Culture Team	Jan–March 2027
Ensure staff readiness to implement culture systems by June 1, 2027	Train staff on culture expectations	Principal	May–June 2027
	Develop advisory and mentoring systems	Principal	March–May 2027
GOVERNANCE			
Ensure full board compliance and readiness by January 1, 2027	Complete SPCSA governance training	Board	Fall 2026
	Finalize bylaws and policies	Board, CEO	Oct–Dec 2026
Ensure effective governance oversight throughout Year 0	Conduct monthly board meetings	Board	Ongoing
	Monitor pre-opening progress and compliance	Board	Ongoing
FACILITY			
Secure final facility and complete major planning by December 1, 2026	Finalize lease agreement	CEO	Aug–Oct 2026
	Complete design and planning	Ops, Vendor	Oct–Nov 2026
Ensure facility readiness well in advance of opening	Complete buildout and inspections	Ops	Jan–April 2027
	Obtain Certificate of Occupancy (COO)	Ops	May 2027
	Complete SPCSA walkthrough	SPCSA + School	July 2027
OTHER (SPCSA Process & Compliance)			
Planning Year Milestones (SMART Goals) by Work Stream	**Activity**	**Responsible Personnel**	**Activity Date(s)**
Meet 100% of SPCSA Pre-Opening Requirements on or ahead of deadlines	Submit all checklist items via Epicenter	CEO, Principal	Monthly (by 15th)
	Participate in monthly SPCSA meetings	CEO, Principal, Board Rep	Nov 2026–July 2027

Ensure full staff completion of SPCSA trainings	Attend required SPCSA trainings	Leadership + Staff	Dec 2026–July 2027
	Track and confirm completion of trainings	Ops	Ongoing
Maintain proactive compliance and communication	Respond to SPCSA feedback within 2 weeks	Leadership Team	Ongoing

Attachment 16 - Cover Page

Secured Facility Documentation

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Attachment 16: Facility Documentation

Proposed Facility – 2525 Emerson Avenue, Las Vegas, NV 89121

Legal Prep Charter Academy Las Vegas has identified a preferred facility located at 2525 Emerson Avenue, Las Vegas, Nevada, which is currently occupied by Nevada Rise Charter School and is expected to become available as Nevada Rise relocates to a newly acquired property.

The facility is owned and operated in partnership with Paradise Church and has been successfully used as a school site, making it a strong candidate for a turn-key school launch.

Facility Description

The Emerson Avenue campus includes:

- Approximately 14 existing classrooms, currently in active use
- Administrative office space suitable for school leadership and student services
- A cafeteria and full cooking kitchen, supporting meal service operations
- A large multi-purpose assembly space, currently used by the church, which can be utilized for school-wide gatherings
- A blacktop outdoor area with basketball courts, supporting physical education and recreation
- Ample on-site parking for staff, families, and visitors
- A multi-acre site, providing flexibility for future expansion, including the potential installation of modular classrooms or construction of additional permanent structures

Alignment to Programmatic Needs

The facility is well-aligned with Legal Prep's educational model, which requires:

- Classroom space for core academic instruction and law courses
- Space for small-group instruction and special populations services (SPED, EL, SEL)
- Areas for community-building activities, assemblies, and enrichment programming
- Outdoor space for physical education and student activities

The existing layout and infrastructure allow the school to meet these needs with minimal modification in Year 1.

Status of Facility Discussions

Legal Prep has conducted initial discussions with the leadership of Paradise Church regarding a potential lease of the Emerson Avenue facility. These conversations have been positive and indicate a mutual interest in pursuing a partnership.

At this time:

- No formal lease, Letter of Intent (LOI), or Memorandum of Understanding (MOU) has been executed
- The property owner has indicated that formal agreements will be considered following charter approval

Legal Prep will continue to engage with the property owner and expects to advance toward a formal agreement upon authorization.

Additional Facility Options

In parallel with this opportunity, Legal Prep is working with Hiltz Commercial Group to identify and evaluate additional facility options in the Las Vegas market. At least two additional sites have been identified that could meet the school's needs if the Emerson Avenue facility is not secured.

Conclusion

The Emerson Avenue facility represents a highly viable and strategically aligned option for Legal Prep's Year 1 operations. Its current use as a school, combined with its size, amenities, and expansion potential, make it a strong candidate for a successful and efficient school launch.

Attachment 17 - Cover Page

Facility Preparation/Timeline

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Attachment 17: Facility Preparation

Facility Development and Readiness Timeline

Legal Prep Charter Academy Las Vegas has developed the following facility acquisition and readiness timeline, assuming charter approval in Fall 2026 and a school opening in Fall 2027.

Phase 1: Post-Authorization Planning (Fall 2026)

- Finalize facility selection (primary: Emerson Avenue site)
- Enter into lease negotiations with property owner
- Engage legal counsel to review and finalize lease agreement
- Conduct initial site walkthroughs with facilities and operations team

Phase 2: Design and Compliance Planning (Winter 2026–2027)

- Conduct facility assessments for:
    - Building code compliance
    - Fire and life safety requirements
    - Health and sanitation standards
- Identify any required tenant improvements (expected to be minimal)
- Engage contractors or vendors, if needed
- Develop final facility layout aligned to instructional model

Phase 3: Tenant Improvements and Procurement (Spring 2027)

- Complete any minor renovations or modifications
- Procure and install:
    - Classroom furniture
    - Technology infrastructure
    - Office and administrative equipment
- Finalize security systems and access controls

Phase 4: Final Inspections and Readiness (Summer 2027)

- Complete all required inspections:

    - Building inspection
    - Fire marshal approval
    - Health and safety inspections
- Address any required corrective actions
- Prepare facility for occupancy

Phase 5: School Opening (Fall 2027)

- Facility fully operational for students and staff
- All required certifications and approvals secured at least 30 days prior to opening, in compliance with Nevada requirements

Because the Emerson Avenue facility is currently operating as a school, Legal Prep anticipates minimal construction risk and a streamlined timeline to readiness.

Attachment 18 - Cover Page

Approval for Local Jurisdiction - No (not required)

Attachment 19 - Cover Page

List of Insurance Coverage (complies with NAC 388A.190)

Proposed Insurance Coverage for Legal Prep Las Vegas

Legal Prep Las Vegas will maintain at least the following insurance coverage levels in in accordance with NAC 388A.190:

- **Industrial Insurance (Workers' Compensation),** in accordance with the applicable provisions of the Nevada Industrial Insurance Act, chapters 616A to 616D, inclusive, of NRS.
- **General Liability:** Minimum coverage of at least $1,000,000, covering the sponsor, employees, volunteers, and directors.
- **Abuse and Molestation Coverage:** included within and/or as an addendum to general liability policy with same scope of coverage.
- **Umbrella Liability Insurance:** Minimum coverage of at least $3,000,000.
- **Educators' Legal Liability:** Minimum coverage of at least $1,000,000 to cover wrongful acts or breaches of duty.
- **Employment Practices Liability:** Minimum coverage of at least $1,000,000
- **Employee Benefits Liability:** Minimum coverage of at least $1,000,000.
- **Auto/Transportation Liability:** Minimum coverage of at least $1,000,000 (Legal Prep intends to offer bus transportation for students).
- **Additional Coverage:**
    - Minimum coverage of at least $1,000,000 to cover sports and athletic participation liability.
    - Insurance coverage sufficient to cover the costs of legal fees and compensatory damages from due process complaints, as per NAC 388A.195.
    - Cybersecurity risk coverage of at least $1,000,000, including coverage for breaches relating to privacy laws such as FERPA and COPPA.

In addition, Legal Prep Las Vegas will secure at least the following insurance plans for employees to optionally participate in and fund (in whole or in part):

- Health, vision and dental insurance coverage
- Long-term disability insurance coverage
- Life insurance coverage

Attachment 20 - Cover Page

Budget Narrative

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Attachment 20: Budget Narrative

Overview of Budget Assumptions, Revenue Basis, Staffing Levels, and Cost Structure

The Financial Plan Workbook reflects a conservative, slow-growth model for Legal Prep Charter Academy Las Vegas, beginning in the 2027–2028 school year with 140 students (50 sixth graders and 90 ninth graders). Enrollment increases annually to 280 students in Year 2, 420 in Year 3, 540 in Year 4, and 570 in Year 5 as one middle school grade and one high school grade are added each year. These enrollment projections form the foundation for all revenue, staffing, and cost assumptions included in the financial plan.

The budget is designed to align closely with the school's academic program, student support model, and phased growth strategy. Personnel investments are prioritized in instructional quality, school leadership, and services for special populations. Operating costs reflect the needs of a college-preparatory, law-themed model, including transportation, student programming, technology, and school safety. A contingency reserve of approximately 1.5% is included annually to address inflationary pressures and unforeseen costs.

The financial model includes a combination of stable public funding sources and limited variable revenue. The most significant variable funding is anticipated Charter Schools Program (CSP) start-up funding in Year 0 and Year 1. The budget is structured so that reliance on non-recurring revenue decreases after Year 1, with ongoing operations supported primarily by recurring public revenues. The model does not assume private fundraising revenue, bank financing, or state at-risk or GATE funding, reflecting a conservative and sustainable approach.

a) Per-Pupil Revenue

Per-pupil revenue assumptions are based on figures provided by the State Public Charter School Authority within the Financial Plan Workbook. The base statewide funding amount for Clark County is $9,502 per pupil.

Additional per-pupil assumptions include:

- English Learner (ELL) weighted funding of approximately $4,200 per eligible student beginning in Year 2

- State special education funding of approximately $3,700 per eligible student beginning in Year 2
- Federal IDEA funding of approximately $900 per eligible student
- Title I, Part A funding of approximately $100 per qualifying student

No revenue is assumed for GATE or state at-risk funding.

Total revenue per pupil reflects both recurring and non-recurring funding:

- Year 1: $19,505
- Year 2: $11,448
- Year 3: $11,680
- Year 4: $11,790
- Year 5: $11,993

The elevated Year 1 figure reflects the inclusion of CSP start-up funding and is not representative of steady-state operations. Beginning in Year 2, per-pupil revenue stabilizes and reflects ongoing public funding sources.

Subgroup assumptions underlying these projections are:

- Special Education: 15%
- English Learners: 20%
- Economically Disadvantaged: 80%
- Free/Reduced Lunch (Direct Certification): 75%

These assumptions are based on the targeted student population and comparable high-need communities.

b) Anticipated Funding Sources

Public and Program-Based Revenue

The school's primary funding sources are public and program-based and include:

- State per-pupil funding
- State ELL weighted funding (beginning Year 2)
- State special education funding (beginning Year 2)
- Federal IDEA
- Title I, Part A
- National School Lunch Program (NSLP)
- E-Rate program support

These sources represent the core, recurring funding structure for the school.

Variable and Non-Recurring Revenue

The financial plan includes anticipated CSP start-up funding of:

- $800,000 in Year 0
- $1,200,000 in Year 1

This funding is intended to support planning, launch, and early implementation costs. CSP funding is non-recurring and is not relied upon beyond Year 1. No other grant, philanthropic, or fundraising revenue is included in the financial plan.

Local Revenue

Local revenue is limited to modest student activity-related income (e.g., uniforms and supplies), beginning at approximately $11,200 in Year 1 and increasing to approximately $40,800 by Year 4. This revenue is not relied upon to support core operations.

Secured vs. Anticipated Funding

Recurring public funding sources are based on established formulas tied to enrollment and student characteristics. CSP funding is anticipated but not yet secured and is appropriately treated as variable revenue. No other material external funding sources are required to support core operations.

Restricted Funding

Certain revenue streams are restricted or program-specific, including:

- CSP funding (start-up use only)
- IDEA funding (special education services)
- Title I funding (supplemental services)
- NSLP reimbursement (food service program)
- E-Rate funding (technology infrastructure)

The financial plan does not include restricted philanthropic funding or capital donations. Because no fundraising revenue of $5,000 or more is assumed, no commitment letters are required under Attachment 21.

Reliance on Variable Income

The budget relies on variable income primarily during Year 0 and Year 1 through CSP funding. After Year 1, operations are supported primarily through stable public revenue sources, significantly reducing reliance on variable income.

c) Anticipated Expenditures

Personnel Costs and Staffing Model

Personnel represents the largest category of expenditures and is aligned to the school's growth and program model. Staffing grows from 1 FTE in Year 0 to approximately 48 FTEs by Year 4 and Year 5. Staffing levels are aligned to enrollment growth and are phased to ensure that expenditures scale proportionally with revenue. Staffing additions are intentionally phased and timed to align with enrollment growth and operational need, ensuring both instructional quality and long-term financial sustainability, particularly during the school's expansion years.

Total personnel costs are:

- Year 0: $156,451
- Year 1: $1,389,440
- Year 2: $2,218,623
- Year 3: $3,673,228
- Year 4: $4,643,251
- Year 5: $4,755,306

Personnel costs reflect competitive compensation aligned to the Las Vegas market and include instructional staff, leadership, student support personnel, and operational staff.

Salary Assumptions

Key salary ranges include:

- Teachers: $53,000 to $60,000
- Principal: $105,000 to $117,500
- Assistant Principal: $70,000 to $77,000
- Special Populations Coordinator: $65,000 to $73,000
- Social Worker: $53,000 to $60,000
- SEL Counselor: $45,000 to $51,000
- Instructional Aides: $35,000 to $40,000
- Office and support staff: $38,000 to $43,000

A School Launch Director is included in Year 1 only to support initial implementation.

Benefits and PERS

Benefits include:

- PERS contributions at 38.5%
- Social Security and Medicare contributions

- Health insurance beginning at $7,500 per employee with annual increases
- Workers' compensation, unemployment insurance, and other benefits

These assumptions reflect statutory requirements, including Nevada PERS obligations, and standard employer costs.

Purchased Services

Purchased services include:

- Pre-opening and shared services support, structured as a fee-for-service model with costs aligned to actual services utilized and scaled to reflect enrollment growth and operational needs
- Student recruitment and outreach
- Transportation (satellite bus system serving targeted high-need zip codes to support enrollment access and stability)
- Professional services (audit, legal, SPED providers)
- Technology and communications
- Facility-related services (custodial, insurance)
- SPCSA authorizer fee (1.25% of base revenue)

Supplies and Equipment

Supply costs include instructional materials, student supplies, technology, and furniture. Significant one-time start-up investments occur in Year 0 and Year 1, including Chromebooks, classroom equipment, and infrastructure.

Capital and Facility Costs

- One-time investment in an Evolv Express weapons detection system ($59,516)
- Annual facility lease beginning at $300,000 with 5% annual escalation
- No debt financing or facility purchase assumed

Data Sources

Expenditure assumptions are based on:

- Market pricing and vendor estimates
- Local salary benchmarks
- Legal Prep's operating experience
- Statutory obligations such as PERS

d) Federal Title Programs, Federal IDEA, State Special Education, and State Weighted Funding

Projected Student Subgroups and Basis for Projections

Legal Prep's projected student subgroup percentages are grounded in both the targeted Las Vegas communities identified in this application and the organization's historical experience serving high-need student populations in Chicago and Indianapolis. The school is intentionally designed to serve students from historically underserved communities, including first-generation college-bound students, English Learners, and students requiring additional academic and social-emotional support.

Based on this model and recruitment strategy, the following assumptions are used consistently throughout the Financial Plan Workbook:

- **Special Education:** 15% of enrollment
- **English Learners:** 20% of enrollment
- **Economically Disadvantaged (At-Risk):** 80% of enrollment
- **Free/Reduced Lunch (Direct Certification):** 75% of enrollment

These projections are informed by:

1. Demographic data from targeted zip codes identified in the SPCSA Needs Assessment
2. Enrollment patterns at comparable charter and district schools serving similar communities
3. Legal Prep's existing student populations in Chicago and the projected Indianapolis campus
4. Early community engagement and outreach conducted in Las Vegas, which has confirmed strong interest from families consistent with these demographic assumptions

Importantly, these projections are intentionally conservative. For example, no state at-risk or GATE funding is assumed despite a high projected at-risk population, ensuring that the financial model does not rely on uncertain or variable revenue streams.

Use of Federal, State, and Weighted Funds in Compliance with Requirements

Legal Prep will implement a structured, compliance-driven approach to ensure that all federal grant funds, state weighted funds, and special education funding are used appropriately and in alignment with applicable laws and regulations.

Financial Controls and Accounting Structure

The school will utilize a financial management system that allows for:

- Separate tracking of restricted funds (e.g., IDEA, Title I, ELL)
- Program-level budgeting tied to allowable uses
- Clear documentation of expenditures by funding source

Restricted funds will be coded and monitored separately to ensure compliance with federal and state requirements, including allowable use, time and effort reporting (where applicable), and audit readiness.

Supplement vs. Supplant Compliance

Legal Prep will ensure that federal funds are used to supplement, not supplant, state and local funding by:

- Establishing a baseline of services funded through general operating revenue
- Using federal funds only for additional or enhanced services beyond that baseline
- Maintaining documentation that clearly distinguishes between core services and supplemental supports

For example:

- General education instruction and core staffing will be funded through base per-pupil revenue
- Title I funds may be used for targeted interventions, tutoring, or additional instructional supports
- IDEA funds will support specialized services, related service providers, and IEP-driven programming beyond general education requirements

Programmatic Alignment to Student Needs

Funding streams are directly aligned to student needs and program design:

- **IDEA and state special education funding** will support:
    - Special education teachers and paraprofessionals
    - Contracted related services (e.g., speech, OT, psychological services)
    - Compliance, evaluation, and IEP implementation
- **ELL funding** will support:
    - Dedicated ELL staff and instructional support
    - Language acquisition programming embedded within core instruction
    - Professional development for teachers on supporting multilingual learners
- **Title I funding** will support:
    - Academic interventions and small group instruction

    - Extended learning opportunities
    - Family engagement initiatives aligned to federal requirements
- **NSLP / CEP funding** will support:
    - Food service operations
    - Nutritional access for all students
- **E-Rate funding** will support:
    - Internet infrastructure
    - Technology systems required for instruction and operations

This alignment ensures that funding is not only compliant but also strategically deployed to improve student outcomes.

Oversight and Compliance Monitoring

The school will ensure compliance through multiple layers of oversight:

- School-level leadership oversight, including the Principal and operations/finance staff
- Board-level financial oversight, including review of budgets, expenditures, and audits
- External audit processes, ensuring compliance with federal and state requirements
- Periodic internal reviews of grant expenditures and program alignment

The school will also ensure that all required federal reporting, including grant applications, amendments, and end-of-year reporting, is completed in accordance with applicable timelines and requirements. In addition, Legal Prep's shared services model provides access to experienced operational and compliance support, ensuring that the school is able to meet all reporting, documentation, and audit requirements from the outset.

Adaptation to Variance in Enrollment, Subgroup Composition, or Funding Levels

Legal Prep recognizes that actual enrollment, student demographics, and per-pupil funding levels may vary from projections. The school has built flexibility into both its financial model and operational plan to adapt to these changes without compromising program quality or compliance.

1. Enrollment and Subgroup Variability

If the proportion of students in any subgroup differs from projections:

- Staffing levels for special populations (SPED, ELL) will be adjusted based on actual student need and service requirements
- The school will scale contracted services (e.g., related service providers) to match demand

- Instructional supports and intervention models will be adjusted to reflect actual student needs

Because the model already includes a mix of staffing and contracted services, it allows for flexibility without requiring immediate permanent hires.

2. Funding Variability

If funding levels differ from projections:

- The school will align expenditures to actual award amounts, particularly for restricted funds
- Non-essential or discretionary expenditures (e.g., program expansion, equipment refresh cycles) can be deferred
- Staffing additions beyond core instructional and compliance roles can be phased

Importantly, the model does not rely on uncertain funding streams such as at-risk or GATE funding, which reduces exposure to variability.

3. Financial Monitoring and Forecasting

The school will implement ongoing financial monitoring practices, including:

- Monthly budget-to-actual reviews
- Quarterly financial forecasting updates
- Board review of financial performance and adjustments

This ensures that any changes in enrollment or funding are identified early and addressed proactively.

4. Use of Contingency and Reserves

The financial plan includes:

- A 1.5% contingency reserve annually
- Positive ending fund balances

These provide additional flexibility to absorb short-term fluctuations without disrupting core operations. In addition, the financial model incorporates conservative assumptions and phased expenditures to ensure that the school maintains balanced operations without reliance on contingency funds.

Summary

Legal Prep's approach to federal, state, and weighted funding is both compliant and strategic. The school has established clear assumptions for student subgroups, aligned

funding streams to programmatic needs, implemented strong financial controls, and built flexibility into its model to adapt to changes. This ensures that all funds are used appropriately, efficiently, and in direct support of student success.

Conclusion

The Financial Plan Workbook and accompanying budget narrative demonstrate a disciplined, conservative, and sustainable approach to school operations. Revenue projections are grounded in state-provided per-pupil funding assumptions and conservative enrollment estimates, with limited reliance on variable or non-recurring funding sources beyond the initial start-up period. Beginning in Year 2, the model is supported primarily by stable, recurring public revenues, ensuring long-term financial viability.

Expenditure assumptions are directly aligned to the school's academic model, staffing plan, and student support priorities, with a clear emphasis on instructional quality, services for special populations, and operational readiness. The budget incorporates appropriate safeguards, including contingency planning, phased staffing, and ongoing financial monitoring, allowing the school to adapt to changes in enrollment or funding while maintaining program integrity.

Collectively, these elements demonstrate that Legal Prep Charter Academy Las Vegas is positioned to launch and operate a financially sound, mission-aligned school with a sustainable long-term model, strong internal controls, and the capacity to adapt to changing conditions while maintaining high-quality outcomes for students. The model reflects a disciplined approach to growth and cost management, ensuring that the school maintains balanced operations and financial sustainability across all years of the plan.

Attachment 21 - Cover Page

Proof of Fundraising Revenue - N/A

Attachment 22 - Cover Page

Completed Financial Plan Workbook (Attached Separately as an Excel File Using Required Template)

Attachment 23 - Cover Page

CMO/EMO Data Request - Data for Legal Prep Charter Academies (Illinois)
(Attached Separately as an Excel File Using Required Template)

Attachment 24 - Cover Page

Past Three Years Academic Reports for All Affiliated Schools - Academic Reports for Legal Prep Charter Academies (Illinois)

SY25 Accountability Notice

Chicago Public Schools | INNOVATION & INCUBATION

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MAIL 42 W. Madison St.
3rd Floor
Chicago, IL 60602

October 31, 2025

Bryan Westhoff
Legal Prep Charter Academy
4319 W Washington Blvd Chicago, IL, 60624

Dear LEGAL PREP HS Board Chair:

This letter is to provide you with your 2024-2025 Academic Accountability Ratings. Our collective goal at Chicago Public Schools is to provide every child from every neighborhood with access to a high-quality education that prepares them for success in college, career, and life.

Your school's accountability rating is based on the Charter School Academic Accountability Policy. The Board's policy, along with a charter school's Accountability Plan that is part of its charter agreement, together provide the academic performance standards for charter schools. The Charter School Academic Accountability Policy provides transparency regarding academic performance standards, renewal, non-renewal, and revocation.

Based on the Charter School Academic Accountability Policy and the criteria in your charter agreement's Accountability Plan, LEGAL PREP HS's performance during the 2024-2025 school year has earned the school a rating of "Commendable." As a result of this rating, LEGAL PREP HS is meeting academic standards in accordance with Section 27A-9(c)(2) of the Illinois School Code. Charter School Academic Accountability aims to provide a framework for schools to set goals and strategies for continuous improvement. Your school's academic accountability status will remain in effect until the Illinois State Board of Education releases its new summative ratings next year.

For questions regarding this notice, please contact jsalgado232@cps.edu. For policy-related inquiries, reach out to I&I via iandioperations@cps.edu. Questions about ISBE designation calculations may be sent to essa@isbe.net.

Thank you for your continued partnership and commitment to Chicago's students.

Sincerely,

Kendra L. Turner
Director of School Quality & Support, Innovation and Incubation

Enclosures
ISBE Summative Report Score

Elementary/High School Summative Designation Scores Report (Summary)

District RCDTS: 15016299025
District Name: Chicago Public Schools District 299
School Year: 2025

Definitions

Data Types

1 Raw Percentages
2 Indicator Scores before Weighting
3 Indicator Scores with Relative Weights
4 Effective Weight

Notes:
- For complete information on the business rules associated with these calculation, please refer to https://www.isbe.net/Pages/Report-Card-Metrics.aspx
- Missing data is due to student group being less than 20 students.
- Graduation Rate is calculated separately in SIS through the Adjusted Cohort.

NOTE: This report lists only those students included in Summative Designation calculations.

High School Summative Designation

School RCDTS: 15016299025019C
School Name: Legal Prep Academy Charter HS

** If raw calculation is blank and an Indicator score is present, please refer to Proficiency Indicator Scores Summary Report*

Group	Data Type	ELA Proficiency* (Nominal Weight: 7.5%)	Math Proficiency* (Nominal Weight: 7.5%)	Science Proficiency* (Nominal Weight: 5%)	Composite GraduationRate (Nominal Weight: 50%)	9th Grade on Track (Nominal Weight: 8.33%)	EL Progress to Proficiency (Nominal Weight: 5%)	Chronic Absenteeism (Nominal Weight: 10%)	Climate Survey (Nominal Weight: 6.67%)	Summative Score
ALL	Raw Calculation	3.90	3.90	11.70	84.74	75.51		75.98	61.31	43.03
ALL	Indicator Score	8.19	8.67	19.00	68.63	26.55		0.00	25.13	43.03
ALL	Weighted Index	0.66	0.70	1.02	36.77	2.21		0.00	1.68	43.03
ALL	Effective Weight	8.04	8.04	5.36	53.57	8.33		10.00	6.67	43.03
BLACK OR AFRICAN AMERICA	Raw Calculation	3.97	3.97	11.92	84.52	74.47		75.38	60.82	43.59
BLACK OR AFRICAN AMERICA	Indicator Score	12.50	13.34	30.34	67.82	23.42		0.00	24.06	43.59
BLACK OR AFRICAN AMERICA	Weighted Index	1.00	1.07	1.63	36.33	1.95		0.00	1.60	43.59
BLACK OR AFRICAN AMERICA	Effective Weight	8.04	8.04	5.36	53.57	8.33		10.00	6.67	43.59
LOW INCOME	Raw Calculation	3.97	3.97	9.93	87.35	78.72		75.76	61.86	49.84
LOW INCOME	Indicator Score	11.45	12.10	20.46	78.54	36.19		0.00	26.35	49.84
LOW INCOME	Weighted Index	0.92	0.97	1.10	42.07	3.01		0.00	1.76	49.84
LOW INCOME	Effective Weight	8.04	8.04	5.36	53.57	8.33		10.00	6.67	49.84

Chicago Public Schools | INNOVATION & INCUBATION

PHONE (773) 535-1530
EMAIL contactiandi@cps.edu

MAIL 42 W. Madison St.
3rd Floor
Chicago, IL 60602

November 1, 2024

Bryan Westhoff
Legal Prep Charter Academy
4319 W Washington Blvd
Chicago, IL, 60624

Dear LEGAL PREP HS Board Chair:

We are pleased to announce the release of Charter School Academic Accountability Ratings for the 2023 -2024 school year. Our collective goal at Chicago Public Schools is to provide every child from every neighborhood with access to a high-quality education that prepares them for success in college, career, and life.

Your school's accountability rating is based on the Charter School Academic Accountability Policy adopted by the Chicago Board of Education on September 28, 2022. The Board's policy, along with your charter school's Accountability Plan that is part of its charter agreement, together provide your school's academic performance standards.

Based on the Charter School Academic Accountability Policy and the criteria in your charter agreement's Accountability Plan, LEGAL PREP HS's performance during the 2023-2024 school year has earned the school a rating of "Commendable." As a result of this rating, your school is meeting academic standards in accordance with Section 27A-9(c)(2) of the Illinois School Code. Your school's academic accountability status will remain in effect until the Illinois State Board of Education releases its new summative ratings next year.

The Charter School Academic Accountability Policy provides transparency regarding academic performance standards, renewal, non-renewal, and revocation. Questions about CPS Charter Academic Accountability may be sent to the Office of Innovation and Incubation, iandioperations@cps.edu.

For questions about ISBE designation calculation, please contact an ISBE representative essa@isbe.net.

Thank you for your continued dedication and all you do for students across the City of Chicago.

Sincerely,

Kendra L. Turner
Director of School Quality & Support, Innovation and Incubation

Enclosures
2023-2024 Summative Designation Score Report
https://drive.google.com/file/d/18SSFzRUBOq02aP0eaCN-kCm1huGWW8VB/view?usp=drive_link

Elementary/High School Summative Designation Scores Report (Summary)

District RCDTS: 15016299025
District Name: Chicago Public Schools District 299
School Year: 2024

Definitions

Data Types

1 Raw Percentages
2 Indicator Scores before Weighting
3 Indicator Scores with Relative Weights
4 Effective Weight

Notes:
- For complete information on the business rules associated with these calculation, please refer to https://www.isbe.net/Pages/Report-Card-Metrics.aspx
- Missing data is due to student group being less than 20 students.
- Graduation Rate is calculated separately in SIS through the Adjusted Cohort.

NOTE: This report lists only those students included in Summative Designation calculations.

High School Summative Designation

School RCDTS: 15016299025019C
School Name: Legal Prep Academy Charter HS

** If raw calculation is blank and an Indicator score is present, please refer to Proficiency Indicator Scores Summary Report*

Group	Data Type	ELA Proficiency* (Nominal Weight: 7.5%)	Math Proficiency* (Nominal Weight: 7.5%)	Science Proficiency* (Nominal Weight: 5%)	Composite GraduationRate (Nominal Weight: 50%)	9th Grade on Track (Nominal Weight: 8.33%)	EL Progress to Proficiency (Nominal Weight: 5%)	Chronic Absenteeism (Nominal Weight: 10%)	Climate Survey (Nominal Weight: 6.67%)	Summative Score
ALL	Raw Calculation	0.00	0.00	2.44	85.32	80.77		72.12	60.10	43.20
ALL	Indicator Score	0.00	0.00	4.21	70.84	42.33		0.00	22.44	43.20
ALL	Weighted Index	0.00	0.00	0.23	37.95	3.53		0.00	1.50	43.20
ALL	Effective Weight	8.04	8.04	5.36	53.57	8.33		10.00	6.67	43.20
BLACK OR AFRICAN AMERICA	Raw Calculation	0.00	0.00	0.00	86.14	80.77		71.92	59.60	44.57
BLACK OR AFRICAN AMERICA	Indicator Score	0.00	0.00	0.00	73.96	42.33		0.00	21.33	44.57
BLACK OR AFRICAN AMERICA	Weighted Index	0.00	0.00	0.00	39.62	3.53		0.00	1.42	44.57
BLACK OR AFRICAN AMERICA	Effective Weight	8.04	8.04	5.36	53.57	8.33		10.00	6.67	44.57
LOW INCOME	Raw Calculation	0.00	0.00	2.70	86.00	79.17		72.93	61.58	44.51
LOW INCOME	Indicator Score	0.00	0.00	6.23	73.43	37.52		0.00	25.74	44.51
LOW INCOME	Weighted Index	0.00	0.00	0.33	39.34	3.13		0.00	1.72	44.51
LOW INCOME	Effective Weight	8.04	8.04	5.36	53.57	8.33		10.00	6.67	44.51

November 3, 2023

Bryan Westhoff
Legal Prep Charter Academy
4319 W Washington Blvd
Chicago, IL, 60624

Dear LEGAL PREP HS Board Chair:

We are pleased to announce the release of Charter School Academic Accountability Ratings for the 2022 -2023 School Year. Our collective goal at Chicago Public Schools is to provide every child from every neighborhood with access to a high-quality education that prepares them for success in college, career, and life.

Your school's accountability rating is based on the Charter School Academic Accountability Policy adopted by the Chicago Board of Education on September 28, 2022. The Board's policy, along with your charter school's Accountability Plan that is part of its charter agreement, together provide your school's academic performance standards.

Based on the Charter School Academic Accountability Policy and the criteria in your charter agreement's Accountability Plan, LEGAL PREP HS's performance during the 2022-2023 school year has earned the school a rating of "Commendable." As a result of this rating, your school is meeting academic standards in accordance with Section 27A-9(c)(2) of the Illinois School Code. Your school's academic accountability status will remain in effect until the Illinois State Board of Education releases its new summative ratings next year.

The Charter School Academic Accountability Policy provides transparency regarding academic performance standards, renewal, non-renewal, and revocation. Questions about CPS Charter Academic Accountability may be sent to the Office of Innovation and Incubation, iandioperations@cps.edu.

For questions about ISBE designation calculation, please contact an ISBE representative essa@isbe.net.

Thank you for your continued dedication and all you do for students across the City of Chicago.

Sincerely,

Kendra L. Turner
Director of School Quality & Support, Innovation and Incubation

Enclosures
2022-2023 Summative Designation Score Report
https://drive.google.com/file/d/11xX8lwpmeAnF9BHteYAFKQ49K57-VG4H/view?usp=sharing

Elementary/High School Summative Designation Scores Report (Summary)

District RCDTS: 15016299025
District Name: Chicago Public Schools, Dist 299
School Year: 2023

Definitions

Data Types

1 Raw Percentages
2 Indicator Scores before Weighting
3 Indicator Scores with Relative Weights
4 Effective Weight

Notes:
- For complete information on the business rules associated with these calculation, please refer to https://www.isbe.net/Pages/Report-Card-Metrics.aspx
- Missing data is due to student group being less than 20 students.
- Graduation Rate is calculated separately in SIS through the Adjusted Cohort.

NOTE: This report lists only those students included in Summative Designation calculations.

High School Summative Designation

School RCDTS: 15016299025019C
School Name: Legal Prep Academy Charter HS

** If raw calculation is blank and an Indicator score is present, please refer to ELA and Math Proficiency Indicator Scores Summary Report*

Group	Data Type	ELA Proficiency (Nominal Weight: 7.5%)	Math Proficiency (Nominal Weight: 7.5%)	Science Proficiency (Nominal Weight: 5%)	Composite GraduationRate (Nominal Weight: 50%)	9th Grade on Track (Nominal Weight: 8.33%)	EL Progress to Proficiency (Nominal Weight: 5%)	Chronic Absenteeism (Nominal Weight: 10%)	Climate Survey (Nominal Weight: 6.67%)	Summative Score
ALL	Raw Calculation	2.51	2.51	7.89	85.13	82.93		78.80	75.21	47.28
ALL	Indicator Score	6.77	7.43	14.50	70.12	48.80		0.00	56.02	47.28
ALL	Weighted Index	0.54	0.60	0.78	37.56	4.07		0.00	3.74	47.28
ALL	Effective Weight	8.04	8.04	5.36	53.57	8.33		10.00	6.67	47.28
BLACK OR AFRICAN AMERICA	Raw Calculation	2.56	2.56	8.10	86.69	82.50		78.28	75.11	52.64
BLACK OR AFRICAN AMERICA	Indicator Score	14.90	17.43	30.45	76.04	47.52		0.00	55.79	52.64
BLACK OR AFRICAN AMERICA	Weighted Index	1.20	1.40	1.63	40.74	3.96		0.00	3.72	52.64
BLACK OR AFRICAN AMERICA	Effective Weight	8.04	8.04	5.36	53.57	8.33		10.00	6.67	52.64
LOW INCOME	Raw Calculation	2.77	2.77	5.69	86.27	83.78		80.09	75.34	50.98
LOW INCOME	Indicator Score	13.28	14.95	14.91	74.45	51.37		0.00	56.32	50.98
LOW INCOME	Weighted Index	1.07	1.20	0.80	39.88	4.28		0.00	3.76	50.98
LOW INCOME	Effective Weight	8.04	8.04	5.36	53.57	8.33		10.00	6.67	50.98

Attachment 25 - Cover Page

Past Three Years Organizational Reports for All Affiliated Schools - Organizational Reports for Legal Prep Charter Academies (Illinois)

Legal Prep Charter Academy

Financial & Compliance Performance Report

Name

Legal Prep Charter Academy
(15016299025019C)

Address

4319 W. Washington Blvd
Chicago, IL 60624

School Code

400119

Year

2023-2024

Phone

773-922-7800

Grades Served

09 - 12

Term of Agreement

2022 - 2024

Summary		
Financial Condition	Change in Net Assets	Meets Standard
	Current Ratio	Meets Standards
	Net Asset Ratio	Meets Standards
	Cash on Hand Ratio	Meets Standards
	Loan Delinquency	Exceeds Standards
Financial Controls	Financial Controls - Audit	Exceeds Standards
Reporting	Document Timeliness	Exceeds Standards
Legal Compliance	Legal Compliance	Exceeds Standards

Scorecard calculations do not include CPS on-behalf payments.

Financial Condition

Change in Net Assets	Meets Standard
2022 Total Revenue	$4,715,944.00
2022 Change in Net Assets	$176,024.00
2023 Total Revenue	$5,033,297.00
2023 Change in Net Assets	$418,310.00
2024 Total Revenue	$5,202,471.00
2024 Change in Net Assets	$3,089.00
2024 Total Net Assets	$1,698,042.00
2024 Change in Net Assets/Total Revenue	0.06%
2024 Total Net Assets/Total Revenue	32.64%
3 Yr Total Revenue	$14,951,712.00
3 Yr Total Change in Net Assets	$597,423.00
3 Yr Change in Net Assets/Revenue	4.00%

Why is this KPI important?	This KPI will help determine whether the school is living within its means.
Exceeds Standards	BOTH the sum of last three years Change in Net Assets is greater than or equal to 2% of the sum of last three years total revenue AND current year Change in Net Assets is greater than or equal to 2% of current year revenue.
Meets Standard	EITHER the sum of the last three years Change in Net Assets is greater than or equal to 2% of the sum of last three years total revenue OR current year Change in Net Assets is greater than or equal to 2% of current year revenue OR Total Net Assets are 20% or more of current year revenue.
Does Not Meet Standards	NEITHER the sum of last three years Change in Net Assets is greater than or equal to 2% of the sum of last three years total revenue or current year Change in Net Assets is greater than or equal to 2% of current year revenue.
3 Yr Change in Net Assets/Revenue	(This Year's Change in Net Assets + Last Year's Change in Net Assets + Two Years Ago's Change in Net Assets) ÷ (This Year's Revenue + Last Year's Revenue + Two Years Ago's Revenue)

Current Ratio	Meets Standards

2024 Current Assets	$960,636.00
2024 Current Liabilities	$559,595.00
2024 Current Ratio	1.72

Why is this KPI important?	This KPI will help determine whether the school is able to pay its obligations over the next 12 months.
Exceeds Standards	3.00 or greater
Meets Standards	1.10-2.99
Does Not Meet Standards	<1.10
Current Ratio	Current Assets / Current Liabilities

Net Asset Ratio	Meets Standards
2024 Total Net Assets	$1,698,042.00
2024 Total Assets	$6,904,898.00
2024 Net Asset Ratio	24.59%

Exceeds Standards	50.00% or greater
Meets Standards	20.00%-49.99%
Does Not Meet Standards	<20.00%
Net Asset Ratio	Total Net Assets / Total Assets

Cash on Hand Ratio	Meets Standards
2024 Year End Cash Balance	$526,028.00
2024 Total Expenses	$5,199,382.00
2024 Depreciation and Amortization	$198,224.00
2024 In-Kind Contribution Expenses	$173,984.00
2024 Estimated Monthly Cash Expenses	$402,264.50
2024 Cash on Hand Ratio	1.31

Why is this KPI important?	This KPI will help determine whether the school has the cash available to pay its bills.
Exceeds Standards	3.00 or greater
Meets Standards	1.00-2.99
Does Not Meet Standards	<1.00
Cash on Hand Ratio	Year End Cash Balance / (Total Expenses + Depreciation and Amortization + In-Kind Contributions) / 12

Loan Delinquency	Exceeds Standards
2024 Number of loan payments made more than 30 days late	0

Exceeds Standards	No late payments made in last 12 months or no outstanding debt
Meets Standards	One or two late payments in last 12 months
Does Not Meet Standards	Three or more late payments in last 12 months
Why is this KPI important?	This shows whether the school is meeting its debt obligations or covenants.

Financial Controls

Financial Controls - Audit	Exceeds Standards
2024 Opinion: (Unqualified/Qualified)	Unqualified
2024 Number of Material Weaknesses	0
2024 Number of Significant Deficiencies	0

Why is this KPI important?	This will help determine whether the audited financial statements are presented fairly.
Exceeds Standards	Unqualified Opinion, no significant deficiencies or material weaknesses
Meets Standards	Unqualified Opinion, one or two significant deficiencies and no material weaknesses

Does Not Meet Standards	Unqualified Opinion, one or more material weaknesses or more than two significant deficiencies, OR qualified opinion OR did not provide an independent auditors report on financial controls

Reporting

Document Timeliness	Exceeds Standards
2024 Fed/State/CPS Compliance Document Timeliness	97.72%

Why is this KPI important?	This KPI shows whether a school is submitting its compliance items in a timely manner.
Exceeds Standards	At least 95% of documents submitted on time
Meets Standards	80% to 94.99% of documents submitted on time
Does Not Meet Standards	Less than 80% of documents submitted on time

Legal Compliance

Legal Compliance	Exceeds Standards
2024 Number of Legal Compliance Findings	0
2024 Repeat Findings?	No
2024 Type of Finding	

Exceeds Standards	No findings
Meets Standards	One or two findings
Does Not Meet Standards	Three or more findings OR repeat findings OR did not provide an independent auditors report on compliance with requirements of applicable laws and regulations prescribed by the administering agency

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Legal Prep Charter Academy

Financial & Compliance Performance Report

Name

Legal Prep Charter Academy
(15016299025019C)

Address

4319 W. Washington Blvd
Chicago, IL 60624

School Code

400119

Year

2022-2023

Phone

773-922-7800

Grades Served

09 - 12

Term of Agreement

2022 - 2024

Summary		
Financial Condition	Change in Net Assets	Exceeds Standards
	Current Ratio	Meets Standards
	Net Asset Ratio	Meets Standards
	Cash on Hand Ratio	Meets Standards
	Loan Delinquency	Exceeds Standards
Financial Controls	Financial Controls - Audit	Exceeds Standards
Reporting	Document Timeliness	Exceeds Standards
Legal Compliance	Legal Compliance	Exceeds Standards

Scorecard calculations do not include CPS on-behalf payments.

Financial Condition

Change in Net Assets	Exceeds Standards
2021 Total Revenue	$5,249,784.00
2021 Change in Net Assets	$1,018,912.00
2022 Total Revenue	$4,715,944.00
2022 Change in Net Assets	$176,024.00
2023 Total Revenue	$5,033,297.00
2023 Change in Net Assets	$418,310.00
2023 Total Net Assets	$1,694,953.00
2023 Change in Net Assets/Total Revenue	8.31%
2023 Total Net Assets/Total Revenue	33.67%
3 Yr Total Revenue	$14,999,025.00
3 Yr Total Change in Net Assets	$1,613,246.00
3 Yr Change in Net Assets/Revenue	10.76%

Why is this KPI important?	This KPI will help determine whether the school is living within its means.
Exceeds Standards	BOTH the sum of last three years Change in Net Assets is greater than or equal to 2% of the sum of last three years total revenue AND current year Change in Net Assets is greater than or equal to 2% of current year revenue.
Meets Standard	EITHER the sum of the last three years Change in Net Assets is greater than or equal to 2% of the sum of last three years total revenue OR current year Change in Net Assets is greater than or equal to 2% of current year revenue OR Total Net Assets are 20% or more of current year revenue.
Does Not Meet Standards	NEITHER the sum of last three years Change in Net Assets is greater than or equal to 2% of the sum of last three years total revenue or current year Change in Net Assets is greater than or equal to 2% of current year revenue.
3 Yr Change in Net Assets/Revenue	(This Year's Change in Net Assets + Last Year's Change in Net Assets + Two Years Ago's Change in Net Assets) ÷ (This Year's Revenue + Last Year's Revenue + Two Years Ago's Revenue)

Current Ratio	Meets Standards

2023 Current Assets	$954,118.00
2023 Current Liabilities	$420,196.00
2023 Current Ratio	2.27

Why is this KPI important?	This KPI will help determine whether the school is able to pay its obligations over the next 12 months.
Exceeds Standards	3.00 or greater
Meets Standards	1.10-2.99
Does Not Meet Standards	<1.10
Current Ratio	Current Assets / Current Liabilities

Net Asset Ratio	Meets Standards
2023 Total Net Assets	$1,694,953.00
2023 Total Assets	$6,938,171.00
2023 Net Asset Ratio	24.43%

Exceeds Standards	50.00% or greater
Meets Standards	20.00%-49.99%
Does Not Meet Standards	<20.00%
Net Asset Ratio	Total Net Assets / Total Assets

Cash on Hand Ratio	Meets Standards
2023 Year End Cash Balance	$797,743.00
2023 Total Expenses	$4,614,987.00
2023 Depreciation and Amortization	$188,658.00
2023 In-Kind Contribution Expenses	$140,810.00
2023 Estimated Monthly Cash Expenses	$357,126.58
2023 Cash on Hand Ratio	2.23

Why is this KPI important?	This KPI will help determine whether the school has the cash available to pay its bills.
Exceeds Standards	3.00 or greater
Meets Standards	1.00-2.99
Does Not Meet Standards	<1.00
Cash on Hand Ratio	Year End Cash Balance / (Total Expenses + Depreciation and Amortization + In-Kind Contributions) / 12

Loan Delinquency	Exceeds Standards
2023 Number of loan payments made more than 30 days late	0

Exceeds Standards	No late payments made in last 12 months or no outstanding debt
Meets Standards	One or two late payments in last 12 months
Does Not Meet Standards	Three or more late payments in last 12 months
Why is this KPI important?	This shows whether the school is meeting its debt obligations or covenants.

Financial Controls

Financial Controls - Audit	Exceeds Standards
2023 Opinion: (Unqualified/Qualified)	Unqualified
2023 Number of Material Weaknesses	0
2023 Number of Significant Deficiencies	0

Why is this KPI important?	This will help determine whether the audited financial statements are presented fairly.
Exceeds Standards	Unqualified Opinion, no significant deficiencies or material weaknesses
Meets Standards	Unqualified Opinion, one or two significant deficiencies and no material weaknesses
Does Not Meet Standards	Unqualified Opinion, one or more material weaknesses or more than two significant deficiencies, OR qualified opinion OR did not provide an

	independent auditors report on financial controls

Reporting

Document Timeliness	Exceeds Standards
2023 Fed/State/CPS Compliance Document Timeliness	97.86%

Why is this KPI important?	This KPI shows whether a school is submitting its compliance items in a timely manner.
Exceeds Standards	At least 95% of documents submitted on time
Meets Standards	80% to 94.99% of documents submitted on time
Does Not Meet Standards	Less than 80% of documents submitted on time

Legal Compliance

Legal Compliance	Exceeds Standards
2023 Number of Legal Compliance Findings	0
2023 Repeat Findings?	No
2023 Type of Finding	

Exceeds Standards	No findings
Meets Standards	One or two findings
Does Not Meet Standards	Three or more findings OR repeat findings OR did not provide an independent auditors report on compliance with requirements of applicable laws and regulations prescribed by the administering agency

Chicago Public Schools

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Legal Prep Charter Academy

Financial & Compliance Performance Report

Name

Legal Prep Charter Academy
(15016299025019C)

Address

4319 W. Washington Blvd
Chicago, IL 60624

School Code

400119

Year

2021-2022

Phone

773-922-7800

Grades Served

09 - 12

Term of Agreement

2022 - 2024

Summary		
Financial Condition	Change in Net Assets	Exceeds Standards
	Current Ratio	Meets Standards
	Net Asset Ratio	Does Not Meet Standards
	Cash on Hand Ratio	Meets Standards
	Loan Delinquency	Exceeds Standards
Financial Controls	Financial Controls - Audit	Exceeds Standards
Reporting	Document Timeliness	Exceeds Standards
Legal Compliance	Legal Compliance	Meets Standards

Scorecard calculations do not include CPS on-behalf payments.

Financial Condition

Change in Net Assets	Exceeds Standards
2020 Total Revenue	$4,896,168.00
2020 Change in Net Assets	$121,490.00
2021 Total Revenue	$5,249,784.00
2021 Change in Net Assets	$1,018,912.00
2022 Total Revenue	$4,715,944.00
2022 Change in Net Assets	$176,024.00
2022 Total Net Assets	$1,276,643.00
2022 Change in Net Assets/Total Revenue	3.73%
2022 Total Net Assets/Total Revenue	27.07%
3 Yr Total Revenue	$14,861,896.00
3 Yr Total Change in Net Assets	$1,316,426.00
3 Yr Change in Net Assets/Revenue	8.86%

Why is this KPI important?	This KPI will help determine whether the school is living within its means.
Exceeds Standards	BOTH the sum of last three years Change in Net Assets is greater than or equal to 2% of the sum of last three years total revenue AND current year Change in Net Assets is greater than or equal to 2% of current year revenue.
Meets Standard	EITHER the sum of the last three years Change in Net Assets is greater than or equal to 2% of the sum of last three years total revenue OR current year Change in Net Assets is greater than or equal to 2% of current year revenue OR Total Net Assets are 20% or more of current year revenue.
Does Not Meet Standards	NEITHER the sum of last three years Change in Net Assets is greater than or equal to 2% of the sum of last three years total revenue or current year Change in Net Assets is greater than or equal to 2% of current year revenue.
3 Yr Change in Net Assets/Revenue	(This Year's Change in Net Assets + Last Year's Change in Net Assets + Two Years Ago's Change in Net Assets) ÷ (This Year's Revenue + Last Year's Revenue + Two Years Ago's Revenue)

Current Ratio	Meets Standards

2022 Current Assets	$573,558.00
2022 Current Liabilities	$407,254.00
2022 Current Ratio	1.41

Why is this KPI important?	This KPI will help determine whether the school is able to pay its obligations over the next 12 months.
Exceeds Standards	3.00 or greater
Meets Standards	1.10-2.99
Does Not Meet Standards	<1.10
Current Ratio	Current Assets / Current Liabilities

Net Asset Ratio	Does Not Meet Standards
2022 Total Net Assets	$1,276,643.00
2022 Total Assets	$6,701,442.00
2022 Net Asset Ratio	19.05%

Exceeds Standards	50.00% or greater
Meets Standards	20.00%-49.99%
Does Not Meet Standards	<20.00%
Net Asset Ratio	Total Net Assets / Total Assets

Cash on Hand Ratio	Meets Standards
2022 Year End Cash Balance	$388,825.42
2022 Total Expenses	$4,539,920.00
2022 Depreciation and Amortization	$188,504.00
2022 In-Kind Contribution Expenses	$6,102.00
2022 Estimated Monthly Cash Expenses	$362,109.50
2022 Cash on Hand Ratio	1.07

Why is this KPI	This KPI will help determine whether the school has the cash available to

important?	pay its bills.
Exceeds Standards	3.00 or greater
Meets Standards	1.00-2.99
Does Not Meet Standards	<1.00
Cash on Hand Ratio	Year End Cash Balance / (Total Expenses + Depreciation and Amortization + In-Kind Contributions) / 12

Loan Delinquency	Exceeds Standards
2022 Number of loan payments made more than 30 days late	0

Exceeds Standards	No late payments made in last 12 months or no outstanding debt
Meets Standards	One or two late payments in last 12 months
Does Not Meet Standards	Three or more late payments in last 12 months
Why is this KPI important?	This shows whether the school is meeting its debt obligations or covenants.

Financial Controls

Financial Controls - Audit	Exceeds Standards
2022 Opinion: (Unqualified/Qualified)	Unqualified
2022 Number of Material Weaknesses	0
2022 Number of Significant Deficiencies	0

Why is this KPI important?	This will help determine whether the audited financial statements are presented fairly.
Exceeds Standards	Unqualified Opinion, no significant deficiencies or material weaknesses
Meets Standards	Unqualified Opinion, one or two significant deficiencies and no material weaknesses
Does Not Meet Standards	Unqualified Opinion, one or more material weaknesses or more than two significant deficiencies, OR qualified opinion OR did not provide an independent auditors report on financial controls

Reporting

Document Timeliness	Exceeds Standards
2022 Fed/State/CPS Compliance Document Timeliness	99.02%

Why is this KPI important?	This KPI shows whether a school is submitting its compliance items in a timely manner.
Exceeds Standards	At least 95% of documents submitted on time
Meets Standards	80% to 94.99% of documents submitted on time
Does Not Meet Standards	Less than 80% of documents submitted on time

Legal Compliance

Legal Compliance	Meets Standards
2022 Number of Legal Compliance Findings	1
2022 Repeat Findings?	No
2022 Type of Finding	

Exceeds Standards	No findings
Meets Standards	One or two findings
Does Not Meet Standards	Three or more findings OR repeat findings OR did not provide an independent auditors report on compliance with requirements of applicable laws and regulations prescribed by the administering agency

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Attachment 26 - Cover Page

Past Three Years CMO/EMO Audits and 990s - Past Three Years of Audited Financial Reports and Form 990s for Legal Prep Charter Academies (Illinois)

PUBLIC DISCLOSURE COPY

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)
Do not enter social security numbers on this form as it may be made public.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

A For the 2023 calendar year, or tax year beginning JUL 1, 2023 **and ending** JUN 30, 2024

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Final return/ termin-ated
- ☐ Amended return
- ☐ Applica-tion pending

C Name of organization
LEGAL PREP CHARTER ACADEMIES

Doing business as

Number and street (or P.O. box if mail is not delivered to street address) | Room/suite
4319 WEST WASHINGTON BOULEVARD

City or town, state or province, country, and ZIP or foreign postal code
CHICAGO, IL 60624-2232

F Name and address of principal officer: SAM FINKELSTEIN
SAME AS C ABOVE

D Employer identification number
27-1071296

E Telephone number
773-922-7800

G Gross receipts $ 5,031,137.

H(a) Is this a group return for subordinates? ☐ Yes ☒ No

H(b) Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. See instructions

H(c) Group exemption number

I Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) ( ) (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: WWW.LEGALPREP.ORG

K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other

L Year of formation: 2009 **M** State of legal domicile: IL

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: LEGAL PREP WAS CREATED TO OPEN A LEGAL-THEMED CHARTER HIGH SCHOOL IN A HIGH-NEED CHICAGO COMMUNITY.

2 Check this box ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	16
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	16
5	Total number of individuals employed in calendar year 2023 (Part V, line 2a)	5	60
6	Total number of volunteers (estimate if necessary)	6	225
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.

Revenue

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	4,757,013.	4,935,233.
9	Program service revenue (Part VIII, line 2g)	139,368.	45,285.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	0.	19,329.
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	-32,132.	-14,740.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	4,864,249.	4,985,107.

Expenses

13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	2,853,210.	3,338,869.
16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
b	Total fundraising expenses (Part IX, column (D), line 25) 47,680.		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	1,592,729.	1,643,149.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	4,445,939.	4,982,018.
19	Revenue less expenses. Subtract line 18 from line 12	418,310.	3,089.

Net Assets or Fund Balances

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	6,938,171.	6,904,898.
21	Total liabilities (Part X, line 26)	5,243,218.	5,206,856.
22	Net assets or fund balances. Subtract line 21 from line 20	1,694,953.	1,698,042.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer — Date

SAM FINKELSTEIN, CEO
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check if self-employed	PTIN
JAMES G. QUAID	JAMES G. QUAID	02/21/25	☐	P00641738

Firm's name OSTROW REISIN BERK & ABRAMS, LTD. — Firm's EIN 36-2938874

Firm's address 455 N CITYFRONT PLAZA DR, SUITE 1600
CHICAGO, IL 60611 — Phone no. 312-670-7444

May the IRS discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III ☐

1 Briefly describe the organization's mission:
THE SCHOOL'S MISSION IS TO PREPARE CHICAGO'S YOUTH TO SUCCEED IN COLLEGE AND IN LIFE. THROUGH A RIGOROUS CURRICULUM AND A CULTURE OF HIGH EXPECTATIONS, THE SCHOOL WILL EMPOWER ITS STUDENTS TO ACHIEVE THEIR FULL POTENTIAL.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 4,549,095. including grants of $) (Revenue $ 45,285.)
LEGAL PREP WAS CREATED TO OPEN A LEGAL-THEMED CHARTER HIGH SCHOOL IN A HIGH-NEED CHICAGO COMMUNITY. THE SCHOOL OPENED ITS FACILITY TO STUDENTS IN AUGUST 2012. THE SCHOOL SERVED 254 STUDENTS AT THE FRESHMAN, SOPHOMORE, JUNIOR, AND SENIOR GRADE LEVELS FOR THE YEAR ENDED JUNE 30, 2024. THE SCHOOL WILL PREPARE STUDENTS TO SUCCEED IN COLLEGE AND LIFE THROUGH A RIGOROUS CURRICULUM AND HIGH EXPECTATIONS.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe on Schedule O.)
(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses 4,549,095.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*? See instructions	2		X
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? *If "Yes," complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi-endowments? *If "Yes," complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I.* See instructions	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18	X	
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	23	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties? (See the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If "Yes," complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in noncash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	1		
b	Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1c			

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return **2a** 60			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	**2b**	X	
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	**3a**		X
b	If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation on Schedule O*	**3b**		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	**4a**		X
b	If "Yes," enter the name of the foreign country _____ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	**5a**		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	**5b**		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	**5c**		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	**6a**		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	**6b**		
7	**Organizations that may receive deductible contributions under section 170(c).**			
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	**7a**	X	
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	**7b**	X	
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	**7c**		X
d	If "Yes," indicate the number of Forms 8282 filed during the year **7d**			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	**7e**		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	**7f**		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	**7g**		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	**7h**		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	**8**		
9	**Sponsoring organizations maintaining donor advised funds.**			
a	Did the sponsoring organization make any taxable distributions under section 4966?	**9a**		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	**9b**		
10	**Section 501(c)(7) organizations.** Enter:			
a	Initiation fees and capital contributions included on Part VIII, line 12 **10a**			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities **10b**			
11	**Section 501(c)(12) organizations.** Enter:			
a	Gross income from members or shareholders **11a**			
b	Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.) **11b**			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?	**12a**		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year **12b**			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**			
a	Is the organization licensed to issue qualified health plans in more than one state? **Note:** See the instructions for additional information the organization must report on Schedule O.	**13a**		
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans **13b**			
c	Enter the amount of reserves on hand **13c**			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	**14a**		X
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation on Schedule O*	**14b**		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see the instructions and file Form 4720, Schedule N.	**15**		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	**16**		X
17	**Section 501(c)(21) organizations.** Did the trust, or any disqualified or other person engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953? If "Yes," complete Form 6069.	**17**		

Part VI Governance, Management, and Disclosure. *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year ..... If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.	1a	16		
b	Enter the number of voting members included on line 1a, above, who are independent	1b	16		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6	Did the organization have members or stockholders?	6			X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a			X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8a		X	
b	Each committee with authority to act on behalf of the governing body?	8b			X
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses on Schedule O*	9			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe on Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe on Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15a		X
b	Other officers or key employees of the organization	15b		X
	If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed IL

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records

SAM FINKELSTEIN - 773-922-7800

4319 WEST WASHINGTON BOULEVARD, CHICAGO, IL 60624-2232

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See the instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, box 6 of Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See the instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) SAMUEL FINKELSTEIN CEO & EX-OFFICIO MEMBER	40.00			X				154,547.	0.	35,902.
(2) JOSEPH WILLIAMS PRINCIPAL	40.00					X		103,297.	0.	10,896.
(3) BRYAN WESTHOFF PRESIDENT	5.00	X		X				0.	0.	0.
(4) HEATHER FINE SECRETARY	5.00	X		X				0.	0.	0.
(5) RATHER STANTON TREASURER AND FORMER COO	5.00	X		X				0.	0.	0.
(6) BRENDAN BARRETT MEMBER	5.00	X						0.	0.	0.
(7) JASON BROWN MEMBER	5.00	X						0.	0.	0.
(8) KALIA COLEMAN MEMBER	5.00	X						0.	0.	0.
(9) MARK DEMONTE MEMBER	5.00	X						0.	0.	0.
(10) RYAN DUNIGAN MEMBER	5.00	X						0.	0.	0.
(11) PATRICK HENDRICKS MEMBER	5.00	X						0.	0.	0.
(12) JOSE ISASI MEMBER	5.00	X						0.	0.	0.
(13) KRISTOPHER KEYS MEMBER	5.00	X						0.	0.	0.
(14) OSCAR ROMERO MEMBER	5.00	X						0.	0.	0.
(15) DAVID SUSLER MEMBER	5.00	X						0.	0.	0.
(16) CRISTEL TURNER MEMBER	5.00	X						0.	0.	0.
(17) COURTNEY WELSTON MEMBER	5.00	X						0.	0.	0.

Part VII **Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(18) ELIE ZENNER MEMBER	5.00	X						0.	0.	0.
(19) TOM LAFRANCE MEMBER - TERM	5.00	X						0.	0.	0.
(20) WALTER PRYOR MEMBER - TERM	5.00	X						0.	0.	0.
(21) GREG WU MEMBER - TERM	5.00	X						0.	0.	0.
1b Subtotal								257,844.	0.	46,798.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								257,844.	0.	46,798.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization 2

		Yes	No
3	Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*		X
4	For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*	X	
5	Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
NONE		

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization 0

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c	170,368.			
	d Related organizations	1d				
	e Government grants (contributions)	1e	4,608,465.			
	f All other contributions, gifts, grants, and similar amounts not included above	1f	156,400.			
	g Noncash contributions included in lines 1a-1f	1g $	2,650.			
	h **Total.** Add lines 1a-1f		4,935,233.			
Program Service Revenue		Business Code				
	2a STUDENT ACTIVITIES	611110	44,163.	44,163.		
	b FOOD SERVICE REVENUE	611110	1,122.	1,122.		
	c					
	d					
	e					
	f All other program service revenue					
	g **Total.** Add lines 2a-2f		45,285.			
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)		19,329.			19,329.
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
		(i) Real	(ii) Personal			
	6a Gross rents 6a					
	b Less: rental expenses 6b					
	c Rental income or (loss) 6c					
	d Net rental income or (loss)					
		(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory 7a					
	b Less: cost or other basis and sales expenses 7b					
	c Gain or (loss) 7c					
	d Net gain or (loss)					
	8a Gross income from fundraising events (not including $ 170,368. of contributions reported on line 1c). See Part IV, line 18 8a	31,290.				
	b Less: direct expenses 8b	46,030.				
	c Net income or (loss) from fundraising events		-14,740.			-14,740.
	9a Gross income from gaming activities. See Part IV, line 19 9a					
	b Less: direct expenses 9b					
	c Net income or (loss) from gaming activities					
	10a Gross sales of inventory, less returns and allowances 10a					
	b Less: cost of goods sold 10b					
	c Net income or (loss) from sales of inventory					
Miscellaneous Revenue		Business Code				
	11a					
	b					
	c					
	d All other revenue					
	e **Total.** Add lines 11a-11d					
	12 **Total revenue.** See instructions		4,985,107.	45,285.	0.	4,589.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	201,934.	161,547.	40,387.	
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	2,408,249.	2,279,749.	104,500.	24,000.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	209,183.	193,432.	11,404.	4,347.
9 Other employee benefits	386,389.	359,287.	18,739.	8,363.
10 Payroll taxes	133,114.	122,465.	7,987.	2,662.
11 Fees for services (nonemployees):				
a Management				
b Legal				
c Accounting	50,492.		50,492.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	127,672.	116,906.	10,766.	
12 Advertising and promotion	22,631.	16,973.		5,658.
13 Office expenses	25,712.	18,859.	4,203.	2,650.
14 Information technology	208,389.	208,389.		
15 Royalties				
16 Occupancy	270,496.	253,651.	16,845.	
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	23,073.	21,227.	1,846.	
20 Interest	293,600.	293,600.		
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	198,224.	182,365.	15,859.	
23 Insurance	75,780.	75,780.		
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a STUDENT EXPENSES	198,001.	198,001.		
b CPS ADMINISTRATIVE FEE	102,215.		102,215.	
c TEXTBOOKS AND EDUCATION	46,864.	46,864.		
d				
e All other expenses				
25 **Total functional expenses.** Add lines 1 through 24e	4,982,018.	4,549,095.	385,243.	47,680.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

			(A) Beginning of year		(B) End of year
Assets	1	Cash - non-interest-bearing	797,743.	1	526,028.
	2	Savings and temporary cash investments		2	
	3	Pledges and grants receivable, net	154,584.	3	117,029.
	4	Accounts receivable, net		4	
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges	1,791.	9	4,321.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D — 10a: 8,018,342.			
	b	Less: accumulated depreciation — 10b: 2,121,277.	5,983,053.	10c	5,897,065.
	11	Investments - publicly traded securities		11	313,258.
	12	Investments - other securities. See Part IV, line 11		12	
	13	Investments - program-related. See Part IV, line 11		13	
	14	Intangible assets		14	
	15	Other assets. See Part IV, line 11	1,000.	15	47,197.
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)	6,938,171.	16	6,904,898.
Liabilities	17	Accounts payable and accrued expenses	225,673.	17	337,637.
	18	Grants payable		18	
	19	Deferred revenue		19	
	20	Tax-exempt bond liabilities		20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23	Secured mortgages and notes payable to unrelated third parties	5,017,545.	23	4,823,022.
	24	Unsecured notes and loans payable to unrelated third parties		24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	0.	25	46,197.
	26	**Total liabilities.** Add lines 17 through 25	5,243,218.	26	5,206,856.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here** ☒ **and complete lines 27, 28, 32, and 33.**			
	27	Net assets without donor restrictions	1,694,953.	27	1,698,042.
	28	Net assets with donor restrictions		28	
		Organizations that do not follow FASB ASC 958, check here ☐ **and complete lines 29 through 33.**			
	29	Capital stock or trust principal, or current funds		29	
	30	Paid-in or capital surplus, or land, building, or equipment fund		30	
	31	Retained earnings, endowment, accumulated income, or other funds		31	
	32	Total net assets or fund balances	1,694,953.	32	1,698,042.
	33	Total liabilities and net assets/fund balances	6,938,171.	33	6,904,898.

Form **990** (2023)

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	4,985,107.
2	Total expenses (must equal Part IX, column (A), line 25)	2	4,982,018.
3	Revenue less expenses. Subtract line 2 from line 1	3	3,089.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	1,694,953.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	1,698,042.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
	If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c	X	
	If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R. Part 200, Subpart F?	3a		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A
(Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization
LEGAL PREP CHARTER ACADEMIES

Employer identification number
27-1071296

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)
3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
10 ☐ An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
f Enter the number of supported organizations .....
g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
Total						

Part II **Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	4749300.	5128900.	4601446.	4757013.	4935233.	24171892.
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge					130,038.	130,038.
4 **Total.** Add lines 1 through 3	4749300.	5128900.	4601446.	4757013.	5065271.	24301930.
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4.						24301930.

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(f) Total
7 Amounts from line 4	4749300.	5128900.	4601446.	4757013.	5065271.	24301930.
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources					19,329.	19,329.
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						24321259.

12 Gross receipts from related activities, etc. (see instructions)	12	610,052.

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2023 (line 6, column (f), divided by line 11, column (f))	14	99.92 %
15 Public support percentage from 2022 Schedule A, Part II, line 14	15	100.00 %

16a **33 1/3% support test - 2023.** If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☒

b **33 1/3% support test - 2022.** If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

17a **10% -facts-and-circumstances test - 2023.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

b **10% -facts-and-circumstances test - 2022.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ☐

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2023 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2022 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2023** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2022** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2023.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33 1/3% support tests - 2022.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ☐

Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

			Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in* **Part VI** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer lines 3b and 3c below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in* **Part VI** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in* **Part VI** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in* **Part VI** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in* **Part VI,** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in* **Part VI.**	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If "Yes," complete Part I of Schedule L (Form 990).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in* **Part VI.**	9a		
b	Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* **Part VI.**	9b		
c	Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in* **Part VI.**	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer line 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

Part IV Supporting Organizations *(continued)*

			Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?			
a	A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?	11a		
b	A family member of a person described on line 11a above?	11b		
c	A 35% controlled entity of a person described on line 11a or 11b above? *If "Yes" to line 11a, 11b, or 11c, provide detail in* **Part VI.**	11c		

Section B. Type I Supporting Organizations

			Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If "No," describe in* **Part VI** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	1		
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If "Yes," explain in* **Part VI** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	2		

Section C. Type II Supporting Organizations

			Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If "No," describe in* **Part VI** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	1		

Section D. All Type III Supporting Organizations

			Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If "No," explain in* **Part VI** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	2		
3	By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If "Yes," describe in* **Part VI** *the role the organization's supported organizations played in this regard.*	3		

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* **(see instructions).**

a ☐ The organization satisfied the Activities Test. *Complete* **line 2** *below.*

b ☐ The organization is the parent of each of its supported organizations. *Complete* **line 3** *below.*

c ☐ The organization supported a governmental entity. *Describe in* **Part VI** *how you supported a governmental entity (see instructions).*

			Yes	No
2	Activities Test. **Answer lines 2a and 2b below.**			
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If "Yes," then in* **Part VI identify those supported organizations and explain** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	2a		
b	Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If "Yes," explain in* **Part VI** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	2b		
3	Parent of Supported Organizations. **Answer lines 3a and 3b below.**			
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *If "Yes" or "No" provide details in* **Part VI.**	3a		
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If "Yes," describe in* **Part VI** *the role played by the organization in this regard*	3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in* **Part VI**). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	**1**		
2 Recoveries of prior-year distributions	**2**		
3 Other gross income (see instructions)	**3**		
4 Add lines 1 through 3.	**4**		
5 Depreciation and depletion	**5**		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	**6**		
7 Other expenses (see instructions)	**7**		
8 **Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	**8**		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	**1a**		
b Average monthly cash balances	**1b**		
c Fair market value of other non-exempt-use assets	**1c**		
d **Total** (add lines 1a, 1b, and 1c)	**1d**		
e **Discount** claimed for blockage or other factors (*explain in detail in* **Part VI**):			
2 Acquisition indebtedness applicable to non-exempt-use assets	**2**		
3 Subtract line 2 from line 1d.	**3**		
4 Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	**4**		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	**5**		
6 Multiply line 5 by 0.035.	**6**		
7 Recoveries of prior-year distributions	**7**		
8 **Minimum Asset Amount** (add line 7 to line 6)	**8**		

Section C - Distributable Amount			Current Year
1 Adjusted net income for prior year (from Section A, line 8, column A)	**1**		
2 Enter 0.85 of line 1.	**2**		
3 Minimum asset amount for prior year (from Section B, line 8, column A)	**3**		
4 Enter greater of line 2 or line 3.	**4**		
5 Income tax imposed in prior year	**5**		
6 **Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	**6**		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations *(continued)*

Section D - Distributions			Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	1	
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4	Amounts paid to acquire exempt-use assets	4	
5	Qualified set-aside amounts (prior IRS approval required - *provide details in* **Part VI**)	5	
6	Other distributions (*describe in* **Part VI**). See instructions.	6	
7	**Total annual distributions.** Add lines 1 through 6.	7	
8	Distributions to attentive supported organizations to which the organization is responsive (*provide details in* **Part VI**). See instructions.	8	
9	Distributable amount for 2023 from Section C, line 6	9	
10	Line 8 amount divided by line 9 amount	10	

Section E - Distribution Allocations (see instructions)		(i) Excess Distributions	(ii) Underdistributions Pre-2023	(iii) Distributable Amount for 2023
1	Distributable amount for 2023 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2023 (reasonable cause required - *explain in* **Part VI**). See instructions.			
3	Excess distributions carryover, if any, to 2023			
a	From 2018			
b	From 2019			
c	From 2020			
d	From 2021			
e	From 2022			
f	**Total** of lines 3a through 3e			
g	Applied to underdistributions of prior years			
h	Applied to 2023 distributable amount			
i	Carryover from 2018 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4	Distributions for 2023 from Section D, line 7: $			
a	Applied to underdistributions of prior years			
b	Applied to 2023 distributable amount			
c	Remainder. Subtract lines 4a and 4b from line 4.			
5	Remaining underdistributions for years prior to 2023, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, *explain in* **Part VI.** See instructions.			
6	Remaining underdistributions for 2023. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* **Part VI**. See instructions.			
7	**Excess distributions carryover to 2024.** Add lines 3j and 4c.			
8	Breakdown of line 7:			
a	Excess from 2019			
b	Excess from 2020			
c	Excess from 2021			
d	Excess from 2022			
e	Excess from 2023			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization
LEGAL PREP CHARTER ACADEMIES

Employer identification number
27-1071296

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (for example, recreation or education)
☐ Preservation of a historically important land area
☐ Protection of natural habitat
☐ Preservation of a certified historic structure
☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

			Held at the End of the Tax Year
a	Total number of conservation easements	2a	
b	Total acreage restricted by conservation easements	2b	
c	Number of conservation easements on a certified historic structure included on line 2a	2c	
d	Number of conservation easements included on line 2c acquired after July 25, 2006, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year _____

4 Number of states where property subject to conservation easement is located _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

8 Does each conservation easement reported on line 2d above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items.

(i) Revenue included on Form 990, Part VIII, line 1 $ _____

(ii) Assets included in Form 990, Part X $ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 $ _____

b Assets included in Form 990, Part X $

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply).

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange program
e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian, or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII ☐

Part V Endowment Funds Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment _____ %
b Permanent endowment _____ %
c Term endowment _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations?	3a(i)		
(ii) Related organizations?	3a(ii)		
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land		194,814.		194,814.
b Buildings		7,442,143.	1,781,522.	5,660,621.
c Leasehold improvements				
d Equipment		381,385.	339,755.	41,630.
e Other				
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, line 10c, column (B))*				5,897,065.

Part VII Investments - Other Securities

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, line 12, col. (B))		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, line 13, col. (B))		

Part IX Other Assets

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, line 15, col. (B))*	

Part X Other Liabilities

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) OPERATING LEASE LIABILITY	46,197.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, line 25, col. (B))*	46,197.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ... X

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements			1	5,202,471.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	2a			
b	Donated services and use of facilities	2b	171,334.		
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.)	2d	46,030.		
e	Add lines **2a** through **2d**			2e	217,364.
3	Subtract line **2e** from line **1**			3	4,985,107.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	0.
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			5	4,985,107.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements			1	5,199,382.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a	171,334.		
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.)	2d	46,030.		
e	Add lines **2a** through **2d**			2e	217,364.
3	Subtract line **2e** from line **1**			3	4,982,018.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	0.
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			5	4,982,018.

Part XIII Supplemental Information

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE SCHOOL IS A TAX-EXEMPT ORGANIZATION AS DESCRIBED IN SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE (THE CODE) AND IS EXEMPT FROM FEDERAL INCOME TAXES ON RELATED INCOME PURSUANT TO SECTION 501(A) OF THE CODE. IN ADDITION, THE INTERNAL REVENUE SERVICE HAS DETERMINED THAT THE SCHOOL IS NOT A PRIVATE FOUNDATION WITHIN THE MEANING OF SECTION 509(A) OF THE CODE. THE SCHOOL HAS ADOPTED THE REQUIREMENTS FOR ACCOUNTING FOR UNCERTAIN TAX POSITIONS AND MANAGEMENT HAS DETERMINED THAT THE SCHOOL WAS NOT REQUIRED TO RECORD A LIABILITY RELATED TO UNCERTAIN TAX POSITIONS AS OF JUNE 30, 2024 AND 2023.

PART XI, LINE 2D - OTHER ADJUSTMENTS:

Part XIII Supplemental Information *(continued)*

DIRECT FUNDRAISING EXPENSES 46,030.

PART XII, LINE 2D - OTHER ADJUSTMENTS:

DIRECT FUNDRAISING EXPENSES 46,030.

SCHEDULE E (Form 990)

Department of the Treasury
Internal Revenue Service

Schools

Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization

LEGAL PREP CHARTER ACADEMIES

Employer identification number

27-1071296

Part I

			YES	NO
1	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its tax year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	3	X	
	THE SCHOOL HAS A NONDISCRIMINATORY POLICY. A COPY IS AVAILABLE UPON REQUEST.			
4	Does the organization maintain the following?			
a	Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		X
	If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.			
6a	Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	If you answered "Yes" on either line 6a or line 6b, explain on Part II.			
7	Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, as modified by Rev. Proc. 2019-22, 2019-22 I.R.B. 1260, covering racial nondiscrimination? If "No," explain on Part II	7	X	

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

THE SCHOOL RECEIVES FEDERAL AND STATE GRANTS THROUGH VARIOUS GOVERNMENTAL AGENCIES, INCLUDING CHICAGO PUBLIC SCHOOLS.

SCHEDULE G (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Information Regarding Fundraising or Gaming Activities

Complete if the organization answered "Yes" on Form 990, Part IV, line 17, 18, or 19, or if the organization entered more than $15,000 on Form 990-EZ, line 6a.

Attach to Form 990 or Form 990-EZ.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization

LEGAL PREP CHARTER ACADEMIES

Employer identification number

27-1071296

Part I **Fundraising Activities.** Complete if the organization answered "Yes" on Form 990, Part IV, line 17. Form 990-EZ filers are not required to complete this part.

1 Indicate whether the organization raised funds through any of the following activities. Check all that apply.

- **a** ☐ Mail solicitations
- **b** ☐ Internet and email solicitations
- **c** ☐ Phone solicitations
- **d** ☐ In-person solicitations
- **e** ☐ Solicitation of non-government grants
- **f** ☐ Solicitation of government grants
- **g** ☐ Special fundraising events

2 a Did the organization have a written or oral agreement with any individual (including officers, directors, trustees, or key employees listed in Form 990, Part VII) or entity in connection with professional fundraising services? ☐ **Yes** ☐ **No**

b If "Yes," list the 10 highest paid individuals or entities (fundraisers) pursuant to agreements under which the fundraiser is to be compensated at least $5,000 by the organization.

(i) Name and address of individual or entity (fundraiser)	**(ii)** Activity	**(iii)** Did fundraiser have custody or control of contributions?		**(iv)** Gross receipts from activity	**(v)** Amount paid to (or retained by) fundraiser listed in col. **(i)**	**(vi)** Amount paid to (or retained by) organization
		Yes	**No**			
Total						

3 List all states in which the organization is registered or licensed to solicit contributions or has been notified it is exempt from registration or licensing.

For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ. **Schedule G (Form 990) 2023**

LHA 332081 09-13-23

Part II Fundraising Events. Complete if the organization answered "Yes" on Form 990, Part IV, line 18, or reported more than $15,000 of fundraising event contributions and gross income on Form 990-EZ, lines 1 and 6b. List events with gross receipts greater than $5,000.

		(a) Event #1 DINNER (event type)	(b) Event #2 GOLF OUTING (event type)	(c) Other events 1 (total number)	(d) Total events (add col. (a) through col. (c))
Revenue	1 Gross receipts	179,323.	17,226.	5,109.	201,658.
	2 Less: Contributions	160,823.	5,676.	3,869.	170,368.
	3 Gross income (line 1 minus line 2)	18,500.	11,550.	1,240.	31,290.
Direct Expenses	4 Cash prizes				
	5 Noncash prizes				
	6 Rent/facility costs	14,900.	10,000.		24,900.
	7 Food and beverages	6,000.		3,151.	9,151.
	8 Entertainment	4,000.		412.	4,412.
	9 Other direct expenses	4,190.	3,177.	200.	7,567.
	10 Direct expense summary. Add lines 4 through 9 in column (d)				46,030.
	11 Net income summary. Subtract line 10 from line 3, column (d)				-14,740.

Part III Gaming. Complete if the organization answered "Yes" on Form 990, Part IV, line 19, or reported more than $15,000 on Form 990-EZ, line 6a.

		(a) Bingo	(b) Pull tabs/instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add col. (a) through col. (c))
Revenue	1 Gross revenue				
Direct Expenses	2 Cash prizes				
	3 Noncash prizes				
	4 Rent/facility costs				
	5 Other direct expenses				
	6 Volunteer labor	☐ Yes ____ % ☐ No	☐ Yes ____ % ☐ No	☐ Yes ____ % ☐ No	
	7 Direct expense summary. Add lines 2 through 5 in column (d)				
	8 Net gaming income summary. Subtract line 7 from line 1, column (d)				

9 Enter the state(s) in which the organization conducts gaming activities: _____

a Is the organization licensed to conduct gaming activities in each of these states? ☐ Yes ☐ No

b If "No," explain: _____

10a Were any of the organization's gaming licenses revoked, suspended, or terminated during the tax year? ☐ Yes ☐ No

b If "Yes," explain: _____

11 Does the organization conduct gaming activities with nonmembers? ☐ Yes ☐ No

12 Is the organization a grantor, beneficiary or trustee of a trust, or a member of a partnership or other entity formed to administer charitable gaming? ☐ Yes ☐ No

13 Indicate the percentage of gaming activity conducted in:

a The organization's facility **13a** %

b An outside facility **13b** %

14 Enter the name and address of the person who prepares the organization's gaming/special events books and records:

Name

Address

15a Does the organization have a contract with a third party from whom the organization receives gaming revenue? ☐ Yes ☐ No

b If "Yes," enter the amount of gaming revenue received by the organization $ _____ and the amount of gaming revenue retained by the third party $ _____

c If "Yes," enter name and address of the third party:

Name

Address

16 Gaming manager information:

Name

Gaming manager compensation $ _____

Description of services provided

☐ Director/officer ☐ Employee ☐ Independent contractor

17 Mandatory distributions:

a Is the organization required under state law to make charitable distributions from the gaming proceeds to retain the state gaming license? ☐ Yes ☐ No

b Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the organization's own exempt activities during the tax year $

Part IV **Supplemental Information.** Provide the explanations required by Part I, line 2b, columns (iii) and (v); and Part III, lines 9, 9b, 10b, 15b, 15c, 16, and 17b, as applicable. Also provide any additional information. See instructions.

Part IV **Supplemental Information** *(continued)*

SCHEDULE J (Form 990)

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees
Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization

LEGAL PREP CHARTER ACADEMIES

Employer identification number

27-1071296

Part I Questions Regarding Compensation

			Yes	No
1a	Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.			
	☐ First-class or charter travel	☐ Housing allowance or residence for personal use		
	☐ Travel for companions	☐ Payments for business use of personal residence		
	☐ Tax indemnification and gross-up payments	☐ Health or social club dues or initiation fees		
	☐ Discretionary spending account	☐ Personal services (such as maid, chauffeur, chef)		
b	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	**1b**		
2	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	**2**		
3	Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.			
	☐ Compensation committee	☐ Written employment contract		
	☐ Independent compensation consultant	☐ Compensation survey or study		
	☐ Form 990 of other organizations	☒ Approval by the board or compensation committee		
4	During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:			
a	Receive a severance payment or change-of-control payment?	**4a**		X
b	Participate in or receive payment from a supplemental nonqualified retirement plan?	**4b**		X
c	Participate in or receive payment from an equity-based compensation arrangement?	**4c**		X
	If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
	Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.			
5	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:			
a	The organization?	**5a**		X
b	Any related organization?	**5b**		X
	If "Yes" on line 5a or 5b, describe in Part III.			
6	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:			
a	The organization?	**6a**		X
b	Any related organization?	**6b**		X
	If "Yes" on line 6a or 6b, describe in Part III.			
7	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	**7**		X
8	Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	**8**		X
9	If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	**9**		

Part II **Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) SAMUEL FINKELSTEIN	(i)	154,547.	0.	0.	8,135.	27,767.	190,449.	0.
CEO & EX-OFFICIO MEMBER	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
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Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

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SCHEDULE O (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization
LEGAL PREP CHARTER ACADEMIES

Employer identification number
27-1071296

FORM 990, PART VI, SECTION A, LINE 8B:

THE ORGANIZATION DID NOT HAVE ANY SUCH MEETINGS DURING THE YEAR. AS THE ORGANIZATION BUILDS OUT THEIR COMMITTEE STRUCTURE, WHICH IS IN PROGRESS, IT WILL KEEP RECORD OF THOSE ACTIONS.

FORM 990, PART VI, SECTION B, LINE 11B:

FORM 990 IS PREPARED BY THE ORGANIZATION'S CPA FIRM, IN CONSULTATION WITH THE CEO & FOUNDER. A DRAFT COPY OF THE RETURN IS REVIEWED AND APPROVED BY THE FINANCE COMMITTEE. A COPY OF THE FINAL RETURN IS PROVIDED TO ALL BOARD MEMBERS PRIOR TO FILING WITH THE IRS.

FORM 990, PART VI, SECTION B, LINE 12C:

ON AN ANNUAL BASIS, EACH BOARD MEMBER MUST ANNUALLY SIGN A STATEMENT WHICH AFFIRMS THAT SUCH PERSON:

A) HAS RECEIVED A COPY OF THE CONFLICT OF INTEREST POLICY

B) HAS READ AND UNDERSTANDS THE CONFLICT OF INTEREST POLICY

C) HAS AGREED TO COMPLY WITH THE CONFLICT OF INTEREST POLICY, AND

D) UNDERSTANDS THAT THE CORPORATION IS A CHARITABLE ORGANIZATION AND THAT IN ORDER TO MAINTAIN ITS FEDERAL TAX EXEMPTION IT MUST ENGAGE PRIMARILY IN ACTIVITIES WHICH ACCOMPLISH ONE OR MORE OF ITS TAX-EXEMPT PURPOSES.

FORM 990, PART VI, SECTION B, LINE 15:

THE BOARD OF DIRECTORS, BY AFFIRMATIVE VOTE OF A MAJORITY OF DIRECTORS THEN IN OFFICE AND IRRESPECTIVE OF ANY PERSONAL INTEREST OF ANY DIRECTOR, SHALL HAVE AUTHORITY TO ESTABLISH REASONABLE COMPENSATION OF ALL CORPORATE

Name of the organization: LEGAL PREP CHARTER ACADEMIES

Employer identification number: 27-1071296

OFFICERS FOR THEIR SERVICES.

FORM 990, PART VI, SECTION C, LINE 19:

LEGAL PREP FURNISHES COPIES OF ITS GOVERNING DOCUMENTS, FINANCIAL STATEMENTS, AND CONFLICT OF INTEREST POLICY UPON REQUEST.

PUBLIC DISCLOSURE COPY

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)
Do not enter social security numbers on this form as it may be made public.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

A For the 2022 calendar year, or tax year beginning JUL 1, 2022 **and ending** JUN 30, 2023

B Check if applicable: Address change; Name change; Initial return; Final return/ terminated; Amended return; Application pending

C Name of organization
LEGAL PREP CHARTER ACADEMIES

Doing business as

Number and street (or P.O. box if mail is not delivered to street address) 4319 WEST WASHINGTON BOULEVARD

Room/suite

City or town, state or province, country, and ZIP or foreign postal code
CHICAGO, IL 60624-2232

F Name and address of principal officer: SAM FINKELSTEIN
SAME AS C ABOVE

D Employer identification number
27-1071296

E Telephone number
773-922-7800

G Gross receipts $ 4,911,681.

H(a) Is this a group return for subordinates? Yes [X] No

H(b) Are all subordinates included? Yes No
If "No," attach a list. See instructions

H(c) Group exemption number

I Tax-exempt status: [X] 501(c)(3) 501(c) ( ) (insert no.) 4947(a)(1) or 527

J Website: WWW.LEGALPREP.ORG

K Form of organization: [X] Corporation Trust Association Other

L Year of formation: 2009 **M** State of legal domicile: IL

Part I Summary

1	Briefly describe the organization's mission or most significant activities: LEGAL PREP WAS CREATED TO OPEN A LEGAL-THEMED CHARTER HIGH SCHOOL IN A HIGH-NEED CHICAGO COMMUNITY.		
2	Check this box if the organization discontinued its operations or disposed of more than 25% of its net assets.		
3	Number of voting members of the governing body (Part VI, line 1a)	3	20
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	20
5	Total number of individuals employed in calendar year 2022 (Part V, line 2a)	5	59
6	Total number of volunteers (estimate if necessary)	6	225
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	4,601,446.	4,757,013.
9	Program service revenue (Part VIII, line 2g)	141,989.	139,368.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	0.	0.
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	-33,252.	-32,132.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	4,710,183.	4,864,249.
13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	2,913,171.	2,853,210.
16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
b	Total fundraising expenses (Part IX, column (D), line 25) 62,346.		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	1,620,988.	1,592,729.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	4,534,159.	4,445,939.
19	Revenue less expenses. Subtract line 18 from line 12	176,024.	418,310.

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	6,701,442.	6,938,171.
21	Total liabilities (Part X, line 26)	5,424,799.	5,243,218.
22	Net assets or fund balances. Subtract line 21 from line 20	1,276,643.	1,694,953.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer
SAM FINKELSTEIN, CEO
Type or print name and title

Date

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check if self-employed	PTIN
JAMES G. QUAID	JAMES G. QUAID	02/29/24		P00641738

Firm's name OSTROW REISIN BERK & ABRAMS, LTD. Firm's EIN 36-2938874

Firm's address 455 N CITYFRONT PLAZA DR, SUITE 1600 CHICAGO, IL 60611 Phone no. 312-670-7444

May the IRS discuss this return with the preparer shown above? See instructions [X] Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III .....

1 Briefly describe the organization's mission:
THE SCHOOL'S MISSION IS TO PREPARE CHICAGO'S YOUTH TO SUCCEED IN COLLEGE AND IN LIFE. THROUGH A RIGOROUS CURRICULUM AND A CULTURE OF HIGH EXPECTATIONS, THE SCHOOL WILL EMPOWER ITS STUDENTS TO ACHIEVE THEIR FULL POTENTIAL.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ..... ☐ Yes ☒ No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ..... ☐ Yes ☒ No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code: _____) (Expenses $ 4,020,696. including grants of $ _____) (Revenue $ 139,368.)
LEGAL PREP WAS CREATED TO OPEN A LEGAL-THEMED CHARTER HIGH SCHOOL IN A HIGH-NEED CHICAGO COMMUNITY. THE SCHOOL OPENED ITS FACILITY TO STUDENTS IN AUGUST 2012. THE SCHOOL SERVED 254 STUDENTS AT THE FRESHMAN, SOPHOMORE, JUNIOR, AND SENIOR GRADE LEVELS FOR THE YEAR ENDED JUNE 30, 2023. THE SCHOOL WILL PREPARE STUDENTS TO SUCCEED IN COLLEGE AND LIFE THROUGH A RIGOROUS CURRICULUM AND HIGH EXPECTATIONS.

4b (Code: _____) (Expenses $ _____ including grants of $ _____) (Revenue $ _____)

4c (Code: _____) (Expenses $ _____ including grants of $ _____) (Revenue $ _____)

4d Other program services (Describe on Schedule O.)
(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses 4,020,696.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*? See instructions	2		X
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? *If "Yes," complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? *If "Yes," complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e		X
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I.* See instructions	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18	X	
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	23	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If "Yes," complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

				Yes	No
1a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	1		
b	Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1c			

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return **2a** 59			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	**2b**	X	
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	**3a**		X
b	If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation on Schedule O*	**3b**		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	**4a**		X
b	If "Yes," enter the name of the foreign country _____ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	**5a**		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	**5b**		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	**5c**		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	**6a**		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	**6b**		
7	**Organizations that may receive deductible contributions under section 170(c).**			
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	**7a**	X	
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	**7b**	X	
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	**7c**		X
d	If "Yes," indicate the number of Forms 8282 filed during the year **7d**			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	**7e**		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	**7f**		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	**7g**		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	**7h**		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	**8**		
9	**Sponsoring organizations maintaining donor advised funds.**			
a	Did the sponsoring organization make any taxable distributions under section 4966?	**9a**		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	**9b**		
10	**Section 501(c)(7) organizations.** Enter:			
a	Initiation fees and capital contributions included on Part VIII, line 12 **10a**			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities **10b**			
11	**Section 501(c)(12) organizations.** Enter:			
a	Gross income from members or shareholders **11a**			
b	Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.) **11b**			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?	**12a**		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year **12b**			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**			
a	Is the organization licensed to issue qualified health plans in more than one state? **Note:** See the instructions for additional information the organization must report on Schedule O.	**13a**		
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans **13b**			
c	Enter the amount of reserves on hand **13c**			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	**14a**		X
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation on Schedule O*	**14b**		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see the instructions and file Form 4720, Schedule N.	**15**		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	**16**		X
17	**Section 501(c)(21) organizations.** Did the trust, or any disqualified or other person engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953? If "Yes," complete Form 6069.	**17**		

Part VI Governance, Management, and Disclosure. *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year	1a	20		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.				
b	Enter the number of voting members included on line 1a, above, who are independent	1b	20		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4		X	
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6	Did the organization have members or stockholders?	6			X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a			X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8a		X	
b	Each committee with authority to act on behalf of the governing body?	8b			X
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses on Schedule O*	9			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe on Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe on Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15a		X
b	Other officers or key employees of the organization	15b		X
	If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed IL

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records

SAM FINKELSTEIN - 773-922-7800

4319 WEST WASHINGTON BOULEVARD, CHICAGO, IL 60624-2232

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See the instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, box 6 of Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See the instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) SAMUEL FINKELSTEIN	40.00									
CEO & EX-OFFICIO MEMBER				X				144,674.	0.	35,157.
(2) RATHER STANTON	5.00									
TREASURER AND FORMER COO		X		X				85,434.	0.	13,565.
(3) BRYAN WESTHOFF	5.00									
PRESIDENT		X		X				0.	0.	0.
(4) HEATHER FINE	5.00									
SECRETARY		X		X				0.	0.	0.
(5) BRENDAN BARRETT	5.00									
MEMBER		X						0.	0.	0.
(6) JASON BROWN	5.00									
MEMBER		X						0.	0.	0.
(7) PAUL CHADHA	5.00									
MEMBER		X						0.	0.	0.
(8) MARK DEMONTE	5.00									
MEMBER		X						0.	0.	0.
(9) RYAN DUNIGAN	5.00									
MEMBER		X						0.	0.	0.
(10) BILL HARDIN	5.00									
MEMBER		X						0.	0.	0.
(11) PATRICK HENDRICKS	5.00									
MEMBER		X						0.	0.	0.
(12) JOSE ISASI	5.00									
MEMBER		X						0.	0.	0.
(13) KRISTOPHER KEYS	5.00									
MEMBER		X						0.	0.	0.
(14) WENDY KORNICK FRIEDMAN	5.00									
MEMBER		X						0.	0.	0.
(15) TOM LAFRANCE	5.00									
MEMBER		X						0.	0.	0.
(16) WALTER PRYOR	5.00									
MEMBER		X						0.	0.	0.
(17) OSCAR ROMERO	5.00									
MEMBER		X						0.	0.	0.

Part VII **Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(18) DAVID SUSLER MEMBER	5.00	X						0.	0.	0.
(19) CRISTEL TURNER MEMBER	5.00	X						0.	0.	0.
(20) GREG WU MEMBER	5.00	X						0.	0.	0.
(21) ELIE ZENNER MEMBER	5.00	X						0.	0.	0.
1b Subtotal								230,108.	0.	48,722.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								230,108.	0.	48,722.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization 1

		Yes	No
3	Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*		X
4	For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*	X	
5	Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
NONE		

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization 0

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c	150,465.				
	d Related organizations	1d					
	e Government grants (contributions)	1e	4,366,817.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	239,731.				
	g Noncash contributions included in lines 1a-1f	1g	$ 19,194.				
	h **Total.** Add lines 1a-1f			4,757,013.			
Program Service Revenue			**Business Code**				
	2a FOOD SERVICE REVENUE		611110	82,524.	82,524.		
	b STUDENT ACTIVITIES		611110	56,844.	56,844.		
	c						
	d						
	e						
	f All other program service revenue						
	g **Total.** Add lines 2a-2f			139,368.			
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)						
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
			(i) Real	(ii) Personal			
	6a Gross rents	6a					
	b Less: rental expenses	6b					
	c Rental income or (loss)	6c					
	d Net rental income or (loss)						
			(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory	7a					
	b Less: cost or other basis and sales expenses	7b					
	c Gain or (loss)	7c					
	d Net gain or (loss)						
	8a Gross income from fundraising events (not including $ 150,465. of contributions reported on line 1c). See Part IV, line 18	8a	15,300.				
	b Less: direct expenses	8b	47,432.				
	c Net income or (loss) from fundraising events			-32,132.			-32,132.
	9a Gross income from gaming activities. See Part IV, line 19	9a					
	b Less: direct expenses	9b					
	c Net income or (loss) from gaming activities						
	10a Gross sales of inventory, less returns and allowances	10a					
	b Less: cost of goods sold	10b					
	c Net income or (loss) from sales of inventory						
Miscellaneous Revenue			**Business Code**				
	11a						
	b						
	c						
	d All other revenue						
	e **Total.** Add lines 11a-11d						
	12 **Total revenue.** See instructions			4,864,249.	139,368.	0.	-32,132.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	198,360.	158,688.	39,672.	
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	2,061,474.	1,916,103.	100,883.	44,488.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	178,626.	165,350.	9,534.	3,742.
9 Other employee benefits	310,717.	289,102.	14,860.	6,755.
10 Payroll taxes	104,033.	95,711.	6,242.	2,080.
11 Fees for services (nonemployees):				
a Management				
b Legal				
c Accounting	47,946.		47,946.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	75,315.	66,225.	9,090.	
12 Advertising and promotion	21,124.	15,843.		5,281.
13 Office expenses	25,390.	23,359.	2,031.	
14 Information technology	188,171.	188,171.		
15 Royalties				
16 Occupancy	251,890.	231,739.	20,151.	
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	19,985.	18,386.	1,599.	
20 Interest	305,263.	305,263.		
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	188,658.	173,565.	15,093.	
23 Insurance	65,961.	65,961.		
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a STUDENT EXPENSES	177,136.	177,136.		
b CPS ADMINISTRATIVE FEE	95,796.		95,796.	
c FOOD SERVICE	94,908.	94,908.		
d TEXTBOOKS AND EDUCATION	35,186.	35,186.		
e All other expenses				
25 **Total functional expenses.** Add lines 1 through 24e	4,445,939.	4,020,696.	362,897.	62,346.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

				(A) Beginning of year		(B) End of year
Assets	1	Cash - non-interest-bearing		266,887.	1	797,743.
	2	Savings and temporary cash investments			2	
	3	Pledges and grants receivable, net		287,474.	3	154,584.
	4	Accounts receivable, net			4	
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)			6	
	7	Notes and loans receivable, net			7	
	8	Inventories for sale or use			8	
	9	Prepaid expenses and deferred charges		19,197.	9	1,791.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 7,906,106.			
	b	Less: accumulated depreciation	10b 1,923,053.	6,126,884.	10c	5,983,053.
	11	Investments - publicly traded securities			11	
	12	Investments - other securities. See Part IV, line 11			12	
	13	Investments - program-related. See Part IV, line 11			13	
	14	Intangible assets			14	
	15	Other assets. See Part IV, line 11		1,000.	15	1,000.
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)		6,701,442.	16	6,938,171.
Liabilities	17	Accounts payable and accrued expenses		224,626.	17	225,673.
	18	Grants payable			18	
	19	Deferred revenue			19	
	20	Tax-exempt bond liabilities			20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D			21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			22	
	23	Secured mortgages and notes payable to unrelated third parties		5,200,173.	23	5,017,545.
	24	Unsecured notes and loans payable to unrelated third parties			24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D			25	
	26	**Total liabilities.** Add lines 17 through 25		5,424,799.	26	5,243,218.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here** ☒ **and complete lines 27, 28, 32, and 33.**				
	27	Net assets without donor restrictions		1,276,643.	27	1,694,953.
	28	Net assets with donor restrictions			28	
		Organizations that do not follow FASB ASC 958, check here ☐ **and complete lines 29 through 33.**				
	29	Capital stock or trust principal, or current funds			29	
	30	Paid-in or capital surplus, or land, building, or equipment fund			30	
	31	Retained earnings, endowment, accumulated income, or other funds			31	
	32	Total net assets or fund balances		1,276,643.	32	1,694,953.
	33	Total liabilities and net assets/fund balances		6,701,442.	33	6,938,171.

Form **990** (2022)

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	4,864,249.
2	Total expenses (must equal Part IX, column (A), line 25)	2	4,445,939.
3	Revenue less expenses. Subtract line 2 from line 1	3	418,310.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	1,276,643.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	1,694,953.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2a		X
b	Were the organization's financial statements audited by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2b	X	
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.	2c	X	
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R. Part 200, Subpart F?	3a		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A
(Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization

LEGAL PREP CHARTER ACADEMIES

Employer identification number

27-1071296

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**

2 [X] A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)

3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**

4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____

5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)

6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**

7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

8 A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

9 An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____

10 An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)

11 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**

12 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**

b **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**

c **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**

d **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**

e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations .....

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	4649238.	4749300.	5128900.	4601446.	4757013.	23885897.
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3	4649238.	4749300.	5128900.	4601446.	4757013.	23885897.
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4.						23885897.

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
7 Amounts from line 4	4649238.	4749300.	5128900.	4601446.	4757013.	23885897.
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						23885897.

12 Gross receipts from related activities, etc. (see instructions) 12 684,287.

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

14 Public support percentage for 2022 (line 6, column (f), divided by line 11, column (f)) 14 100.00 %

15 Public support percentage from 2021 Schedule A, Part II, line 14 15 100.00 %

16a **33 1/3% support test - 2022.** If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization [X]

b **33 1/3% support test - 2021.** If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization

17a **10% -facts-and-circumstances test - 2022.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization

b **10% -facts-and-circumstances test - 2021.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2022 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2021 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2022** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2021** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2022.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization

b **33 1/3% support tests - 2021.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

			Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in* **Part VI** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer lines 3b and 3c below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in* **Part VI** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in* **Part VI** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in* **Part VI** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in* **Part VI,** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in* **Part VI.**	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If "Yes," complete Part I of Schedule L (Form 990).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in* **Part VI.**	9a		
b	Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* **Part VI.**	9b		
c	Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in* **Part VI.**	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer line 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

Part IV Supporting Organizations *(continued)*

			Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?			
a	A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?	**11a**		
b	A family member of a person described on line 11a above?	**11b**		
c	A 35% controlled entity of a person described on line 11a or 11b above? *If "Yes" to line 11a, 11b, or 11c, provide detail in* **Part VI.**	**11c**		

Section B. Type I Supporting Organizations

			Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If "No," describe in* **Part VI** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	**1**		
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If "Yes," explain in* **Part VI** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	**2**		

Section C. Type II Supporting Organizations

			Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If "No," describe in* **Part VI** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	**1**		

Section D. All Type III Supporting Organizations

			Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	**1**		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If "No," explain in* **Part VI** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	**2**		
3	By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If "Yes," describe in* **Part VI** *the role the organization's supported organizations played in this regard.*	**3**		

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* **(see instructions).**

- **a** ☐ The organization satisfied the Activities Test. *Complete* **line 2** *below.*
- **b** ☐ The organization is the parent of each of its supported organizations. *Complete* **line 3** *below.*
- **c** ☐ The organization supported a governmental entity. *Describe in* **Part VI** *how you supported a governmental entity (see instructions).*

			Yes	No
2	Activities Test. **Answer lines 2a and 2b below.**			
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If "Yes," then in* **Part VI identify those supported organizations and explain** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	**2a**		
b	Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If "Yes," explain in* **Part VI** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	**2b**		
3	Parent of Supported Organizations. **Answer lines 3a and 3b below.**			
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *If "Yes" or "No" provide details in* **Part VI.**	**3a**		
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If "Yes," describe in* **Part VI** *the role played by the organization in this regard.*	**3b**		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in* **Part VI**). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	**1**		
2 Recoveries of prior-year distributions	**2**		
3 Other gross income (see instructions)	**3**		
4 Add lines 1 through 3.	**4**		
5 Depreciation and depletion	**5**		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	**6**		
7 Other expenses (see instructions)	**7**		
8 **Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	**8**		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	**1a**		
b Average monthly cash balances	**1b**		
c Fair market value of other non-exempt-use assets	**1c**		
d **Total** (add lines 1a, 1b, and 1c)	**1d**		
e **Discount** claimed for blockage or other factors (*explain in detail in* **Part VI**):			
2 Acquisition indebtedness applicable to non-exempt-use assets	**2**		
3 Subtract line 2 from line 1d.	**3**		
4 Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	**4**		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	**5**		
6 Multiply line 5 by 0.035.	**6**		
7 Recoveries of prior-year distributions	**7**		
8 **Minimum Asset Amount** (add line 7 to line 6)	**8**		

Section C - Distributable Amount		Current Year
1 Adjusted net income for prior year (from Section A, line 8, column A)	**1**	
2 Enter 0.85 of line 1.	**2**	
3 Minimum asset amount for prior year (from Section B, line 8, column A)	**3**	
4 Enter greater of line 2 or line 3.	**4**	
5 Income tax imposed in prior year	**5**	
6 **Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	**6**	

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations *(continued)*

Section D - Distributions			**Current Year**
1	Amounts paid to supported organizations to accomplish exempt purposes	1	
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4	Amounts paid to acquire exempt-use assets	4	
5	Qualified set-aside amounts (prior IRS approval required - *provide details in* **Part VI**)	5	
6	Other distributions (*describe in* **Part VI**). See instructions.	6	
7	**Total annual distributions.** Add lines 1 through 6.	7	
8	Distributions to attentive supported organizations to which the organization is responsive (*provide details in* **Part VI**). See instructions.	8	
9	Distributable amount for 2022 from Section C, line 6	9	
10	Line 8 amount divided by line 9 amount	10	

Section E - Distribution Allocations (see instructions)		**(i) Excess Distributions**	**(ii) Underdistributions Pre-2022**	**(iii) Distributable Amount for 2022**
1	Distributable amount for 2022 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2022 (reasonable cause required - *explain in* **Part VI**). See instructions.			
3	Excess distributions carryover, if any, to 2022			
a	From 2017			
b	From 2018			
c	From 2019			
d	From 2020			
e	From 2021			
f	**Total** of lines 3a through 3e			
g	Applied to underdistributions of prior years			
h	Applied to 2022 distributable amount			
i	Carryover from 2017 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4	Distributions for 2022 from Section D, line 7: $			
a	Applied to underdistributions of prior years			
b	Applied to 2022 distributable amount			
c	Remainder. Subtract lines 4a and 4b from line 4.			
5	Remaining underdistributions for years prior to 2022, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, *explain in* **Part VI.** See instructions.			
6	Remaining underdistributions for 2022. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* **Part VI**. See instructions.			
7	**Excess distributions carryover to 2023.** Add lines 3j and 4c.			
8	Breakdown of line 7:			
a	Excess from 2018			
b	Excess from 2019			
c	Excess from 2020			
d	Excess from 2021			
e	Excess from 2022			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization
LEGAL PREP CHARTER ACADEMIES

Employer identification number
27-1071296

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? **Yes** **No**

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? **Yes** **No**

Part II Conservation Easements.

Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

- Preservation of land for public use (for example, recreation or education)
- Protection of natural habitat
- Preservation of open space
- ☐ Preservation of a historically important land area
- ☐ Preservation of a certified historic structure

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

		Held at the End of the Tax Year
a	Total number of conservation easements 2a	
b	Total acreage restricted by conservation easements 2b	
c	Number of conservation easements on a certified historic structure included in (a) 2c	
d	Number of conservation easements included in (c) acquired after July 25,2006, and not on a historic structure listed in the National Register 2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year _____

4 Number of states where property subject to conservation easement is located _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ **Yes** **No**

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? **Yes** **No**

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 $ _____

(ii) Assets included in Form 990, Part X $ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 $ _____

b Assets included in Form 990, Part X $ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange program
e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ..... Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ..... Yes No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ..... ☐ Yes No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII .....

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment _____%
b Permanent endowment _____%
c Term endowment _____%

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations	3a(i)		
(ii) Related organizations	3a(ii)		
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land		194,814.		194,814.
b Buildings		7,362,045.	1,831,825.	5,530,220.
c Leasehold improvements				
d Equipment		349,247.	91,228.	258,019.
e Other				
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)*				5,983,053.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.)		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.)		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 15.)*	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 25.)*	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ... X

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements			1	5,033,297.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	2a			
b	Donated services and use of facilities	2b	121,616.		
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.)	2d	47,432.		
e	Add lines **2a** through **2d**			2e	169,048.
3	Subtract line **2e** from line **1**			3	4,864,249.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	0.
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			5	4,864,249.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements			1	4,614,987.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a	121,616.		
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.)	2d	47,432.		
e	Add lines **2a** through **2d**			2e	169,048.
3	Subtract line **2e** from line **1**			3	4,445,939.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	0.
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			5	4,445,939.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE SCHOOL IS A TAX-EXEMPT ORGANIZATION AS DESCRIBED IN SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE (THE CODE) AND IS EXEMPT FROM FEDERAL INCOME TAXES ON RELATED INCOME PURSUANT TO SECTION 501(A) OF THE CODE. IN ADDITION, THE INTERNAL REVENUE SERVICE HAS DETERMINED THAT THE SCHOOL IS NOT A PRIVATE FOUNDATION WITHIN THE MEANING OF SECTION 509(A) OF THE CODE. THE SCHOOL HAS ADOPTED THE REQUIREMENTS FOR ACCOUNTING FOR UNCERTAIN TAX POSITIONS AND MANAGEMENT HAS DETERMINED THAT THE SCHOOL WAS NOT REQUIRED TO RECORD A LIABILITY RELATED TO UNCERTAIN TAX POSITIONS AS OF JUNE 30, 2023 AND 2022.

PART XI, LINE 2D - OTHER ADJUSTMENTS:

Part XIII Supplemental Information *(continued)*

DIRECT FUNDRAISING EXPENSES 47,432.

PART XII, LINE 2D - OTHER ADJUSTMENTS:

DIRECT FUNDRAISING EXPENSES 47,432.

SCHEDULE E (Form 990)

Department of the Treasury
Internal Revenue Service

Schools

Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

Attach to Form 990 or Form 990-EZ.

Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization

LEGAL PREP CHARTER ACADEMIES

Employer identification number

27-1071296

Part I

			YES	NO
1	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its tax year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	3	X	
	THE SCHOOL HAS A NONDISCRIMINATORY POLICY. A COPY IS AVAILABLE UPON REQUEST.			
4	Does the organization maintain the following?			
a	Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		X
	If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.			
6a	Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	If you answered "Yes" on either line 6a or line 6b, explain on Part II.			
7	Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, as modified by Rev. Proc. 2019-22, 2019-22 I.R.B. 1260, covering racial nondiscrimination? If "No," explain on Part II	7	X	

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

THE SCHOOL RECEIVES FEDERAL AND STATE GRANTS THROUGH VARIOUS GOVERNMENTAL AGENCIES, INCLUDING CHICAGO PUBLIC SCHOOLS.

SCHEDULE G (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Information Regarding Fundraising or Gaming Activities

Complete if the organization answered "Yes" on Form 990, Part IV, line 17, 18, or 19, or if the organization entered more than $15,000 on Form 990-EZ, line 6a.

Attach to Form 990 or Form 990-EZ.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization

LEGAL PREP CHARTER ACADEMIES

Employer identification number

27-1071296

Part I Fundraising Activities. Complete if the organization answered "Yes" on Form 990, Part IV, line 17. Form 990-EZ filers are not required to complete this part.

1 Indicate whether the organization raised funds through any of the following activities. Check all that apply.

- **a** ☐ Mail solicitations
- **b** ☐ Internet and email solicitations
- **c** ☐ Phone solicitations
- **d** ☐ In-person solicitations
- **e** ☐ Solicitation of non-government grants
- **f** ☐ Solicitation of government grants
- **g** ☐ Special fundraising events

2 a Did the organization have a written or oral agreement with any individual (including officers, directors, trustees, or key employees listed in Form 990, Part VII) or entity in connection with professional fundraising services? ☐ **Yes** ☐ **No**

b If "Yes," list the 10 highest paid individuals or entities (fundraisers) pursuant to agreements under which the fundraiser is to be compensated at least $5,000 by the organization.

(i) Name and address of individual or entity (fundraiser)	**(ii)** Activity	**(iii)** Did fundraiser have custody or control of contributions? Yes	No	**(iv)** Gross receipts from activity	**(v)** Amount paid to (or retained by) fundraiser listed in col. **(i)**	**(vi)** Amount paid to (or retained by) organization
Total						

3 List all states in which the organization is registered or licensed to solicit contributions or has been notified it is exempt from registration or licensing.

Part II **Fundraising Events.** Complete if the organization answered "Yes" on Form 990, Part IV, line 18, or reported more than $15,000 of fundraising event contributions and gross income on Form 990-EZ, lines 1 and 6b. List events with gross receipts greater than $5,000.

		(a) Event #1	(b) Event #2	(c) Other events	(d) Total events (add col. (a) through col. (c))
		DINNER	GOLF OUTING	1	
		(event type)	(event type)	(total number)	
Revenue	1 Gross receipts	134,732.	22,597.	8,436.	165,765.
	2 Less: Contributions	126,032.	18,397.	6,036.	150,465.
	3 Gross income (line 1 minus line 2)	8,700.	4,200.	2,400.	15,300.
Direct Expenses	4 Cash prizes				
	5 Noncash prizes				
	6 Rent/facility costs	18,300.	7,234.		25,534.
	7 Food and beverages	3,500.		3,845.	7,345.
	8 Entertainment	4,000.		405.	4,405.
	9 Other direct expenses	4,985.	3,663.	1,500.	10,148.
	10 Direct expense summary. Add lines 4 through 9 in column (d)				47,432.
	11 Net income summary. Subtract line 10 from line 3, column (d)				-32,132.

Part III **Gaming.** Complete if the organization answered "Yes" on Form 990, Part IV, line 19, or reported more than $15,000 on Form 990-EZ, line 6a.

		(a) Bingo	(b) Pull tabs/instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add col. (a) through col. (c))
Revenue	1 Gross revenue				
Direct Expenses	2 Cash prizes				
	3 Noncash prizes				
	4 Rent/facility costs				
	5 Other direct expenses				
	6 Volunteer labor	☐ Yes_____ % ☐ No	☐ Yes_____ % ☐ No	☐ Yes_____ % ☐ No	
	7 Direct expense summary. Add lines 2 through 5 in column (d)				
	8 Net gaming income summary. Subtract line 7 from line 1, column (d)				

9 Enter the state(s) in which the organization conducts gaming activities: _____

a Is the organization licensed to conduct gaming activities in each of these states? ☐ Yes ☐ No

b If "No," explain: _____

10a Were any of the organization's gaming licenses revoked, suspended, or terminated during the tax year? ☐ Yes ☐ No

b If "Yes," explain: _____

11 Does the organization conduct gaming activities with nonmembers? ☐ Yes ☐ No

12 Is the organization a grantor, beneficiary or trustee of a trust, or a member of a partnership or other entity formed to administer charitable gaming? ☐ Yes ☐ No

13 Indicate the percentage of gaming activity conducted in:

a The organization's facility **13a** %

b An outside facility **13b** %

14 Enter the name and address of the person who prepares the organization's gaming/special events books and records:

Name

Address

15a Does the organization have a contract with a third party from whom the organization receives gaming revenue? ☐ Yes ☐ No

b If "Yes," enter the amount of gaming revenue received by the organization $ _____ and the amount of gaming revenue retained by the third party $ _____

c If "Yes," enter name and address of the third party:

Name

Address

16 Gaming manager information:

Name

Gaming manager compensation $ _____

Description of services provided

☐ Director/officer ☐ Employee ☐ Independent contractor

17 Mandatory distributions:

a Is the organization required under state law to make charitable distributions from the gaming proceeds to retain the state gaming license? ☐ Yes ☐ No

b Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the organization's own exempt activities during the tax year $

Part IV Supplemental Information. Provide the explanations required by Part I, line 2b, columns (iii) and (v); and Part III, lines 9, 9b, 10b, 15b, 15c, 16, and 17b, as applicable. Also provide any additional information. See instructions.

Part IV **Supplemental Information** *(continued)*

SCHEDULE J (Form 990)

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees
Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization

LEGAL PREP CHARTER ACADEMIES

Employer identification number

27-1071296

Part I Questions Regarding Compensation

			Yes	No
1a	Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.			
	☐ First-class or charter travel	☐ Housing allowance or residence for personal use		
	☐ Travel for companions	☐ Payments for business use of personal residence		
	☐ Tax indemnification and gross-up payments	☐ Health or social club dues or initiation fees		
	☐ Discretionary spending account	☐ Personal services (such as maid, chauffeur, chef)		
b	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	**1b**		
2	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	**2**		
3	Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.			
	☐ Compensation committee	☐ Written employment contract		
	☐ Independent compensation consultant	☐ Compensation survey or study		
	☐ Form 990 of other organizations	☒ Approval by the board or compensation committee		
4	During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:			
a	Receive a severance payment or change-of-control payment?	**4a**		X
b	Participate in or receive payment from a supplemental nonqualified retirement plan?	**4b**		X
c	Participate in or receive payment from an equity-based compensation arrangement?	**4c**		X
	If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
	Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.			
5	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:			
a	The organization?	**5a**		X
b	Any related organization?	**5b**		X
	If "Yes" on line 5a or 5b, describe in Part III.			
6	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:			
a	The organization?	**6a**		X
b	Any related organization?	**6b**		X
	If "Yes" on line 6a or 6b, describe in Part III.			
7	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	**7**		X
8	Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	**8**		X
9	If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	**9**		

Part II **Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) SAMUEL FINKELSTEIN	(i)	144,674.	0.	0.	8,238.	26,919.	179,831.	0.
CEO & EX-OFFICIO MEMBER	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
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	(ii)							
	(i)							
	(ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

FORM 990, PART VI, SECTION A, LINE 4:

THE ORGANIZATION MADE CHANGES TO ITS BYLAWS DURING THE YEAR ENDED JUNE 30, 2023. EMPLOYEES OF THE ORGANIZATION MAY SERVE AS NON-VOTING DIRECTORS AND THE BOARD OF DIRECTORS SHALL INCLUDE AT LEAST ONE PARENT OR GUARDIAN OF A PUPIL CURRENTLY ENROLLED IN THE CHASTER SCHOOL.

ADDITIONALLY, THE OFFICERS OF THE ORGANIZATOIN SHALL BE A CHIEF EXECUTIVE OFFICER, A PRESIDENT WHO SHALL SERVE AS CHAIRMAN OF THE BOARD, ONE OR MORE VICE-PRESIDENTS, A SECRETARY, A TREASURER, AND SUCH OTHER OFFICERS OR ASSISTANT OFFICERS AS MAY BE ELECTED OF APPOINTED BY THE BOARD OF DIRECTORS.

FORM 990, PART VI, SECTION A, LINE 8B:

THE ORGANIZATION DID NOT HAVE ANY SUCH MEETINGS DURING THE YEAR. AS THE ORGANIZATION BUILDS OUT THEIR COMMITTEE STRUCTURE, WHICH IS IN PROGRESS, IT WILL KEEP RECORD OF THOSE ACTIONS.

FORM 990, PART VI, SECTION B, LINE 11B:

FORM 990 IS PREPARED BY THE ORGANIZATION'S CPA FIRM, IN CONSULTATION WITH THE CEO & FOUNDER. A DRAFT COPY OF THE RETURN IS REVIEWED AND APPROVED BY THE FINANCE COMMITTEE. A COPY OF THE FINAL RETURN IS PROVIDED TO ALL BOARD MEMBERS PRIOR TO FILING WITH THE IRS.

FORM 990, PART VI, SECTION B, LINE 12C:

ON AN ANNUAL BASIS, EACH BOARD MEMBER MUST ANNUALLY SIGN A STATEMENT WHICH AFFIRMS THAT SUCH PERSON:

Name of the organization: LEGAL PREP CHARTER ACADEMIES

Employer identification number: 27-1071296

A) HAS RECEIVED A COPY OF THE CONFLICT OF INTEREST POLICY

B) HAS READ AND UNDERSTANDS THE CONFLICT OF INTEREST POLICY

C) HAS AGREED TO COMPLY WITH THE CONFLICT OF INTEREST POLICY, AND

D) UNDERSTANDS THAT THE CORPORATION IS A CHARITABLE ORGANIZATION AND THAT IN ORDER TO MAINTAIN ITS FEDERAL TAX EXEMPTION IT MUST ENGAGE PRIMARILY IN ACTIVITIES WHICH ACCOMPLISH ONE OR MORE OF ITS TAX-EXEMPT PURPOSES.

FORM 990, PART VI, SECTION B, LINE 15:

THE BOARD OF DIRECTORS, BY AFFIRMATIVE VOTE OF A MAJORITY OF DIRECTORS THEN IN OFFICE AND IRRESPECTIVE OF ANY PERSONAL INTEREST OF ANY DIRECTOR, SHALL HAVE AUTHORITY TO ESTABLISH REASONABLE COMPENSATION OF ALL CORPORATE OFFICERS FOR THEIR SERVICES.

FORM 990, PART VI, SECTION C, LINE 19:

LEGAL PREP FURNISHES COPIES OF ITS GOVERNING DOCUMENTS, FINANCIAL STATEMENTS, AND CONFLICT OF INTEREST POLICY UPON REQUEST.

PUBLIC DISCLOSURE COPY

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

A For the 2021 calendar year, or tax year beginning JUL 1, 2021 and ending JUN 30, 2022

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Final return/ terminated
- ☐ Amended return
- ☐ Application pending

C Name of organization
LEGAL PREP CHARTER ACADEMIES

Doing business as

Number and street (or P.O. box if mail is not delivered to street address) 4319 WEST WASHINGTON BOULEVARD

Room/suite

City or town, state or province, country, and ZIP or foreign postal code CHICAGO, IL 60624-2232

F Name and address of principal officer: SAM FINKELSTEIN
SAME AS C ABOVE

D Employer identification number
27-1071296

E Telephone number 773-922-7800

G Gross receipts $ 4,757,263.

H(a) Is this a group return for subordinates? ☐ Yes ☒ No

H(b) Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. See instructions

H(c) Group exemption number ▶

I Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) ( ) ◀ (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: ▶ WWW.LEGALPREP.ORG

K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other ▶

L Year of formation: 2009 **M** State of legal domicile: IL

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: LEGAL PREP WAS CREATED TO OPEN A LEGAL-THEMED CHARTER HIGH SCHOOL IN A HIGH-NEED CHICAGO COMMUNITY.

2 Check this box ▶ ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	17
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	17
5	Total number of individuals employed in calendar year 2021 (Part V, line 2a)	5	49
6	Total number of volunteers (estimate if necessary)	6	225
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.

Revenue

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	5,128,900.	4,601,446.
9	Program service revenue (Part VIII, line 2g)	103,092.	141,989.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	0.	0.
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	0.	-33,252.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	5,231,992.	4,710,183.

Expenses

13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	2,701,065.	2,913,171.
16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 66,236.		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	1,512,015.	1,620,988.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	4,213,080.	4,534,159.
19	Revenue less expenses. Subtract line 18 from line 12	1,018,912.	176,024.

Net Assets or Fund Balances

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	6,715,442.	6,701,442.
21	Total liabilities (Part X, line 26)	5,614,823.	5,424,799.
22	Net assets or fund balances. Subtract line 21 from line 20	1,100,619.	1,276,643.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

▶ Signature of officer — Date

▶ SAM FINKELSTEIN, PRINCIPAL
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check if self-employed	PTIN
JAMES G. QUAID	JAMES G. QUAID	05/08/23	☐	P00641738

Firm's name ▶ OSTROW REISIN BERK & ABRAMS, LTD. Firm's EIN ▶ 36-2938874

Firm's address ▶ 455 N CITYFRONT PLAZA DR, SUITE 1500 CHICAGO, IL 60611 Phone no. 312-670-7444

May the IRS discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III ☐

1 Briefly describe the organization's mission:
THE SCHOOL'S MISSION IS TO PREPARE CHICAGO'S YOUTH TO SUCCEED IN COLLEGE AND IN LIFE. THROUGH A RIGOROUS CURRICULUM AND A CULTURE OF HIGH EXPECTATIONS, THE SCHOOL WILL EMPOWER ITS STUDENTS TO ACHIEVE THEIR FULL POTENTIAL.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 4,063,163. including grants of $) (Revenue $ 141,989.)
LEGAL PREP WAS CREATED TO OPEN A LEGAL-THEMED CHARTER HIGH SCHOOL IN A HIGH-NEED CHICAGO COMMUNITY. THE SCHOOL OPENED ITS FACILITY TO STUDENTS IN AUGUST 2012. THE SCHOOL SERVED 256 STUDENTS AT THE FRESHMAN, SOPHOMORE, JUNIOR, AND SENIOR GRADE LEVELS FOR THE YEAR ENDED JUNE 30, 2022. THE SCHOOL WILL PREPARE STUDENTS TO SUCCEED IN COLLEGE AND LIFE THROUGH A RIGOROUS CURRICULUM AND HIGH EXPECTATIONS.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe on Schedule O.)
(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses ▶ 4,063,163.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*? See instructions	2		X
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? *If "Yes," complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? *If "Yes," complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e		X
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I.* See instructions	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18	X	
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	23	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If "Yes," complete Schedule L, Part IV*	28b	X	
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	1		
b	Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1c			

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return **2a** 49			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	**2b**	X	
	Note: If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file.* See instructions.			
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	**3a**		X
b	If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation on Schedule O*	**3b**		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	**4a**		X
b	If "Yes," enter the name of the foreign country ▶ _____ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	**5a**		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	**5b**		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	**5c**		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	**6a**		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	**6b**		
7	**Organizations that may receive deductible contributions under section 170(c).**			
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	**7a**	X	
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	**7b**	X	
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	**7c**		X
d	If "Yes," indicate the number of Forms 8282 filed during the year **7d**			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	**7e**		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	**7f**		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	**7g**		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	**7h**		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	**8**		
9	**Sponsoring organizations maintaining donor advised funds.**			
a	Did the sponsoring organization make any taxable distributions under section 4966?	**9a**		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	**9b**		
10	**Section 501(c)(7) organizations.** Enter:			
a	Initiation fees and capital contributions included on Part VIII, line 12 **10a**			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities **10b**			
11	**Section 501(c)(12) organizations.** Enter:			
a	Gross income from members or shareholders **11a**			
b	Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.) **11b**			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?	**12a**		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year **12b**			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**			
a	Is the organization licensed to issue qualified health plans in more than one state?	**13a**		
	Note: See the instructions for additional information the organization must report on Schedule O.			
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans **13b**			
c	Enter the amount of reserves on hand **13c**			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	**14a**		X
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation on Schedule O*	**14b**		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see the instructions and file Form 4720, Schedule N.	**15**		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	**16**		X
17	**Section 501(c)(21) organizations.** Did the trust, any disqualified person, or mine operator engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953? If "Yes," complete Form 6069.	**17**		

Part VI Governance, Management, and Disclosure. *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year	1a	17		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.				
b	Enter the number of voting members included on line 1a, above, who are independent	1b	17		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6	Did the organization have members or stockholders?	6			X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a			X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8a		X	
b	Each committee with authority to act on behalf of the governing body?	8b			X
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses on Schedule O*	9			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe on Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe on Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15a		X
b	Other officers or key employees of the organization	15b		X
	If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ▶ IL

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records ▶

SAM FINKELSTEIN - 773-922-7800
4319 WEST WASHINGTON BOULEVARD, CHICAGO, IL 60624-2232

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See the instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See the instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) SAM FINKLESTEIN	40.00									
CEO & EX-OFFICIO MEMBER				X				146,491.	0.	31,898.
(2) RATHER STANTON	40.00									
COO & EX-OFFICIO MEMBER				X				146,592.	0.	20,243.
(3) JASON BROWN	5.00									
PRESIDENT		X		X				0.	0.	0.
(4) BRYAN WESTHOFF	5.00									
VICE PRESIDENT		X		X				0.	0.	0.
(5) HEATHER FINE	5.00									
SECRETARY		X		X				0.	0.	0.
(6) OSCAR ROMERO	5.00									
TREASURER		X		X				0.	0.	0.
(7) PAUL CHADHA	5.00									
MEMBER		X						0.	0.	0.
(8) MARK DEMONTE	5.00									
MEMBER		X						0.	0.	0.
(9) LATONIA FOSTER	5.00									
MEMBER		X						0.	0.	0.
(10) BILL HARDIN	5.00									
MEMBER		X						0.	0.	0.
(11) JOSE ISASI	5.00									
MEMBER		X						0.	0.	0.
(12) WENDY KORNICK FRIEDMAN	5.00									
MEMBER		X						0.	0.	0.
(13) TOM LAFRANCE	5.00									
MEMBER		X						0.	0.	0.
(14) JULIE SNEHAL MEHTA	5.00									
MEMBER		X						0.	0.	0.
(15) LAURA BETH MILLER	5.00									
MEMBER		X						0.	0.	0.
(16) CHAKA PATTERSON	5.00									
MEMBER		X						0.	0.	0.
(17) WALTER PRYOR	5.00									
MEMBER		X						0.	0.	0.

Part VII **Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(18) DAVID SUSLER MEMBER	5.00	X						0.	0.	0.
(19) GREG WU MEMBER	5.00	X						0.	0.	0.
1b Subtotal ▶								293,083.	0.	52,141.
c Total from continuation sheets to Part VII, Section A ▶								0.	0.	0.
d Total (add lines 1b and 1c) ▶								293,083.	0.	52,141.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ▶ 2

		Yes	No
3	Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*		X
4	For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*	X	
5	Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
NONE		

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ▶ 0

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c	204,971.				
	d Related organizations	1d					
	e Government grants (contributions)	1e	4,231,043.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	165,432.				
	g Noncash contributions included in lines 1a-1f	1g	$ 341.				
	h **Total.** Add lines 1a-1f			4,601,446.			
Program Service Revenue			**Business Code**				
	2a FOOD SERVICE REVENUE		611110	97,149.	97,149.		
	b STUDENT ACTIVITIES		611110	44,840.	44,840.		
	c						
	d						
	e						
	f All other program service revenue						
	g **Total.** Add lines 2a-2f			141,989.			
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)						
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
			(i) Real	(ii) Personal			
	6a Gross rents	6a					
	b Less: rental expenses	6b					
	c Rental income or (loss)	6c					
	d Net rental income or (loss)						
			(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory	7a					
	b Less: cost or other basis and sales expenses	7b					
	c Gain or (loss)	7c					
	d Net gain or (loss)						
	8a Gross income from fundraising events (not including $ 204,971. of contributions reported on line 1c). See Part IV, line 18	8a	13,828.				
	b Less: direct expenses	8b	47,080.				
	c Net income or (loss) from fundraising events			-33,252.			-33,252.
	9a Gross income from gaming activities. See Part IV, line 19	9a					
	b Less: direct expenses	9b					
	c Net income or (loss) from gaming activities						
	10a Gross sales of inventory, less returns and allowances	10a					
	b Less: cost of goods sold	10b					
	c Net income or (loss) from sales of inventory						
Miscellaneous Revenue			**Business Code**				
	11a						
	b						
	c						
	d All other revenue						
	e **Total.** Add lines 11a-11d						
	12 **Total revenue.** See instructions			4,710,183.	141,989.	0.	-33,252.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	361,454.	235,154.	81,192.	45,108.
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	1,916,804.	1,849,786.	62,135.	4,883.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	202,365.	188,314.	10,877.	3,174.
9 Other employee benefits	339,852.	321,583.	15,025.	3,244.
10 Payroll taxes	92,696.	85,280.	5,562.	1,854.
11 Fees for services (nonemployees):				
a Management				
b Legal				
c Accounting	43,752.		43,752.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	72,426.	63,260.	9,166.	
12 Advertising and promotion	78,972.	23,919.	47,080.	7,973.
13 Office expenses	26,452.	24,336.	2,116.	
14 Information technology	254,081.	254,081.		
15 Royalties				
16 Occupancy	253,859.	233,550.	20,309.	
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	23,730.	21,832.	1,898.	
20 Interest	319,851.	319,851.		
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	188,504.	173,424.	15,080.	
23 Insurance	54,151.	54,151.		
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a STUDENT EXPENSES	95,721.	95,721.		
b FOOD SERVICE	91,298.	91,298.		
c CPS ADMINISTRATIVE FEE	90,568.		90,568.	
d TEXTBOOKS AND EDUCATION	27,623.	27,623.		
e All other expenses				
25 **Total functional expenses.** Add lines 1 through 24e	4,534,159.	4,063,163.	404,760.	66,236.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ▶ ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

			(A) Beginning of year		(B) End of year
Assets	1	Cash - non-interest-bearing	327,384.	1	266,887.
	2	Savings and temporary cash investments		2	
	3	Pledges and grants receivable, net	140,342.	3	287,474.
	4	Accounts receivable, net		4	
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges	15,345.	9	19,197.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D — 10a: 8,234,578.			
	b	Less: accumulated depreciation — 10b: 2,107,694.	6,231,371.	10c	6,126,884.
	11	Investments - publicly traded securities		11	
	12	Investments - other securities. See Part IV, line 11		12	
	13	Investments - program-related. See Part IV, line 11		13	
	14	Intangible assets		14	
	15	Other assets. See Part IV, line 11	1,000.	15	1,000.
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)	6,715,442.	16	6,701,442.
Liabilities	17	Accounts payable and accrued expenses	244,219.	17	224,626.
	18	Grants payable		18	
	19	Deferred revenue		19	
	20	Tax-exempt bond liabilities		20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23	Secured mortgages and notes payable to unrelated third parties	5,370,604.	23	5,200,173.
	24	Unsecured notes and loans payable to unrelated third parties		24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26	**Total liabilities.** Add lines 17 through 25	5,614,823.	26	5,424,799.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here ▶ ☒ and complete lines 27, 28, 32, and 33.**			
	27	Net assets without donor restrictions	1,083,119.	27	1,276,643.
	28	Net assets with donor restrictions	17,500.	28	0.
		Organizations that do not follow FASB ASC 958, check here ▶ ☐ and complete lines 29 through 33.			
	29	Capital stock or trust principal, or current funds		29	
	30	Paid-in or capital surplus, or land, building, or equipment fund		30	
	31	Retained earnings, endowment, accumulated income, or other funds		31	
	32	Total net assets or fund balances	1,100,619.	32	1,276,643.
	33	Total liabilities and net assets/fund balances	6,715,442.	33	6,701,442.

Form **990** (2021)

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	4,710,183.
2	Total expenses (must equal Part IX, column (A), line 25)	2	4,534,159.
3	Revenue less expenses. Subtract line 2 from line 1	3	176,024.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	1,100,619.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	1,276,643.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2a		X
b	Were the organization's financial statements audited by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2b	X	
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.	2c	X	
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3a		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b		

Form 990 (2021)

SCHEDULE A
(Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
▶ Attach to Form 990 or Form 990-EZ.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization
LEGAL PREP CHARTER ACADEMIES

Employer identification number
27-1071296

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)
3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
10 ☐ An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
f Enter the number of supported organizations .....
g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	4542291.	4649238.	4749300.	5128900.	4601446.	23671175.
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3	4542291.	4649238.	4749300.	5128900.	4601446.	23671175.
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4.						23671175.

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
7 Amounts from line 4	4542291.	4649238.	4749300.	5128900.	4601446.	23671175.
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						23671175.

12 Gross receipts from related activities, etc. (see instructions) 12 717,770.

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ▶ ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2021 (line 6, column (f), divided by line 11, column (f)) 14 100.00 %

15 Public support percentage from 2020 Schedule A, Part II, line 14 15 100.00 %

16a **33 1/3% support test - 2021.** If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☒

b **33 1/3% support test - 2020.** If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

17a **10% -facts-and-circumstances test - 2021.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ▶ ☐

b **10% -facts-and-circumstances test - 2020.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ▶ ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ▶ ☐

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ▶ ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2021 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2020 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2021** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2020** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2021.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

b **33 1/3% support tests - 2020.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ▶ ☐

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

			Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in* **Part VI** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer lines 3b and 3c below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in* **Part VI** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in* **Part VI** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in* **Part VI** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in* **Part VI,** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in* **Part VI.**	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If "Yes," complete Part I of Schedule L (Form 990).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in* **Part VI.**	9a		
b	Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* **Part VI.**	9b		
c	Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in* **Part VI.**	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer line 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

Part IV Supporting Organizations *(continued)*

			Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?			
a	A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?	**11a**		
b	A family member of a person described on line 11a above?	**11b**		
c	A 35% controlled entity of a person described on line 11a or 11b above? *If "Yes" to line 11a, 11b, or 11c, provide detail in* **Part VI.**	**11c**		

Section B. Type I Supporting Organizations

			Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If "No," describe in* **Part VI** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	**1**		
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If "Yes," explain in* **Part VI** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	**2**		

Section C. Type II Supporting Organizations

			Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If "No," describe in* **Part VI** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	**1**		

Section D. All Type III Supporting Organizations

			Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	**1**		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If "No," explain in* **Part VI** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	**2**		
3	By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If "Yes," describe in* **Part VI** *the role the organization's supported organizations played in this regard.*	**3**		

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* **(see instructions).**

- **a** ☐ The organization satisfied the Activities Test. *Complete* **line 2** *below.*
- **b** ☐ The organization is the parent of each of its supported organizations. *Complete* **line 3** *below.*
- **c** ☐ The organization supported a governmental entity. *Describe in* **Part VI** *how you supported a governmental entity (see instructions).*

			Yes	No
2	Activities Test. **Answer lines 2a and 2b below.**			
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If "Yes," then in* **Part VI identify those supported organizations and explain** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	**2a**		
b	Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If "Yes," explain in* **Part VI** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	**2b**		
3	Parent of Supported Organizations. **Answer lines 3a and 3b below.**			
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *If "Yes" or "No" provide details in* **Part VI.**	**3a**		
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If "Yes," describe in* **Part VI** *the role played by the organization in this regard.*	**3b**		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in* **Part VI**). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	**1**		
2 Recoveries of prior-year distributions	**2**		
3 Other gross income (see instructions)	**3**		
4 Add lines 1 through 3.	**4**		
5 Depreciation and depletion	**5**		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	**6**		
7 Other expenses (see instructions)	**7**		
8 **Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	**8**		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	**1a**		
b Average monthly cash balances	**1b**		
c Fair market value of other non-exempt-use assets	**1c**		
d **Total** (add lines 1a, 1b, and 1c)	**1d**		
e **Discount** claimed for blockage or other factors (*explain in detail in* **Part VI**):			
2 Acquisition indebtedness applicable to non-exempt-use assets	**2**		
3 Subtract line 2 from line 1d.	**3**		
4 Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	**4**		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	**5**		
6 Multiply line 5 by 0.035.	**6**		
7 Recoveries of prior-year distributions	**7**		
8 **Minimum Asset Amount** (add line 7 to line 6)	**8**		

Section C - Distributable Amount			Current Year
1 Adjusted net income for prior year (from Section A, line 8, column A)	**1**		
2 Enter 0.85 of line 1.	**2**		
3 Minimum asset amount for prior year (from Section B, line 8, column A)	**3**		
4 Enter greater of line 2 or line 3.	**4**		
5 Income tax imposed in prior year	**5**		
6 **Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	**6**		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations *(continued)*

Section D - Distributions			**Current Year**
1	Amounts paid to supported organizations to accomplish exempt purposes	1	
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4	Amounts paid to acquire exempt-use assets	4	
5	Qualified set-aside amounts (prior IRS approval required - *provide details in* **Part VI**)	5	
6	Other distributions (*describe in* **Part VI**). See instructions.	6	
7	**Total annual distributions.** Add lines 1 through 6.	7	
8	Distributions to attentive supported organizations to which the organization is responsive (*provide details in* **Part VI**). See instructions.	8	
9	Distributable amount for 2021 from Section C, line 6	9	
10	Line 8 amount divided by line 9 amount	10	

Section E - Distribution Allocations (see instructions)		**(i) Excess Distributions**	**(ii) Underdistributions Pre-2021**	**(iii) Distributable Amount for 2021**
1	Distributable amount for 2021 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2021 (reasonable cause required - *explain in* **Part VI**). See instructions.			
3	Excess distributions carryover, if any, to 2021			
a	From 2016			
b	From 2017			
c	From 2018			
d	From 2019			
e	From 2020			
f	**Total** of lines 3a through 3e			
g	Applied to underdistributions of prior years			
h	Applied to 2021 distributable amount			
i	Carryover from 2016 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4	Distributions for 2021 from Section D, line 7: $			
a	Applied to underdistributions of prior years			
b	Applied to 2021 distributable amount			
c	Remainder. Subtract lines 4a and 4b from line 4.			
5	Remaining underdistributions for years prior to 2021, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, *explain in* **Part VI.** See instructions.			
6	Remaining underdistributions for 2021. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* **Part VI**. See instructions.			
7	**Excess distributions carryover to 2022.** Add lines 3j and 4c.			
8	Breakdown of line 7:			
a	Excess from 2017			
b	Excess from 2018			
c	Excess from 2019			
d	Excess from 2020			
e	Excess from 2021			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
▶ Attach to Form 990.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization
LEGAL PREP CHARTER ACADEMIES

Employer identification number
27-1071296

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (for example, recreation or education)
☐ Preservation of a historically important land area
☐ Protection of natural habitat
☐ Preservation of a certified historic structure
☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

			Held at the End of the Tax Year
a	Total number of conservation easements	2a	
b	Total acreage restricted by conservation easements	2b	
c	Number of conservation easements on a certified historic structure included in (a)	2c	
d	Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ $ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 ▶ $ _____

(ii) Assets included in Form 990, Part X ▶ $ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 ▶ $ _____

b Assets included in Form 990, Part X ▶ $ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange program
e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment ▶ _____%
b Permanent endowment ▶ _____%
c Term endowment ▶ _____%

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations	3a(i)		
(ii) Related organizations	3a(ii)		
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land		194,814.		194,814.
b Buildings		7,335,415.	1,428,226.	5,907,189.
c Leasehold improvements				
d Equipment		704,349.	679,468.	24,881.
e Other				
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)* ▶				6,126,884.

Schedule D (Form 990) 2021

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 15.)* ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 25.)* ▶	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ... X

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements			1	4,715,944.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	2a			
b	Donated services and use of facilities	2b	5,761.		
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines **2a** through **2d**			2e	5,761.
3	Subtract line **2e** from line **1**			3	4,710,183.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	0.
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			5	4,710,183.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements			1	4,539,920.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a	5,761.		
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines **2a** through **2d**			2e	5,761.
3	Subtract line **2e** from line **1**			3	4,534,159.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	0.
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			5	4,534,159.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE SCHOOL IS A TAX-EXEMPT ORGANIZATION AS DESCRIBED IN SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE (THE CODE) AND IS EXEMPT FROM FEDERAL INCOME TAXES ON RELATED INCOME PURSUANT TO SECTION 501(A) OF THE CODE. IN ADDITION, THE INTERNAL REVENUE SERVICE HAS DETERMINED THAT THE SCHOOL IS NOT A PRIVATE FOUNDATION WITHIN THE MEANING OF SECTION 509(A) OF THE CODE. THE SCHOOL HAS ADOPTED THE REQUIREMENTS FOR ACCOUNTING FOR UNCERTAIN TAX POSITIONS AND MANAGEMENT HAS DETERMINED THAT THE SCHOOL WAS NOT REQUIRED TO RECORD A LIABILITY RELATED TO UNCERTAIN TAX POSITIONS AS OF JUNE 30, 2022 AND 2021.

Part XIII Supplemental Information *(continued)*

SCHEDULE E
(Form 990)

Department of the Treasury
Internal Revenue Service

Schools

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**
▶ **Attach to Form 990 or Form 990-EZ.**
▶ **Go to www.irs.gov/Form990 for the latest information.**

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization
LEGAL PREP CHARTER ACADEMIES

Employer identification number
27-1071296

Part I

			YES	NO
1	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its taxable year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	3	X	
	THE SCHOOL HAS A NONDISCRIMINATORY POLICY. A COPY IS AVAILABLE UPON REQUEST.			
4	Does the organization maintain the following?			
a	Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		X
	If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.			
6a	Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	If you answered "Yes" on either line 6a or line 6b, explain on Part II.			
7	Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	7	X	

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

THE SCHOOL RECEIVES FEDERAL AND STATE GRANTS THROUGH VARIOUS GOVERNMENTAL AGENCIES, INCLUDING CHICAGO PUBLIC SCHOOLS.

SCHEDULE G (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Information Regarding Fundraising or Gaming Activities

Complete if the organization answered "Yes" on Form 990, Part IV, line 17, 18, or 19, or if the organization entered more than $15,000 on Form 990-EZ, line 6a.

▶ **Attach to Form 990 or Form 990-EZ.**

▶ **Go to www.irs.gov/Form990 for instructions and the latest information.**

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

LEGAL PREP CHARTER ACADEMIES

Employer identification number

27-1071296

Part I Fundraising Activities. Complete if the organization answered "Yes" on Form 990, Part IV, line 17. Form 990-EZ filers are not required to complete this part.

1 Indicate whether the organization raised funds through any of the following activities. Check all that apply.

a Mail solicitations
b Internet and email solicitations
c Phone solicitations
d In-person solicitations
e Solicitation of non-government grants
f Solicitation of government grants
g Special fundraising events

2 a Did the organization have a written or oral agreement with any individual (including officers, directors, trustees, or key employees listed in Form 990, Part VII) or entity in connection with professional fundraising services? ☐ **Yes** **No**

b If "Yes," list the 10 highest paid individuals or entities (fundraisers) pursuant to agreements under which the fundraiser is to be compensated at least $5,000 by the organization.

(i) Name and address of individual or entity (fundraiser)	**(ii)** Activity	**(iii)** Did fundraiser have custody or control of contributions? Yes	No	**(iv)** Gross receipts from activity	**(v)** Amount paid to (or retained by) fundraiser listed in col. **(i)**	**(vi)** Amount paid to (or retained by) organization
Total ▶						

3 List all states in which the organization is registered or licensed to solicit contributions or has been notified it is exempt from registration or licensing.

Part II Fundraising Events. Complete if the organization answered "Yes" on Form 990, Part IV, line 18, or reported more than $15,000 of fundraising event contributions and gross income on Form 990-EZ, lines 1 and 6b. List events with gross receipts greater than $5,000.

		(a) Event #1 DINNER (event type)	(b) Event #2 GOLF OUTING (event type)	(c) Other events 1 (total number)	(d) Total events (add col. (a) through col. (c))
Revenue	1 Gross receipts	195,493.	14,782.	8,524.	218,799.
	2 Less: Contributions	187,153.	10,022.	7,796.	204,971.
	3 Gross income (line 1 minus line 2)	8,340.	4,760.	728.	13,828.
Direct Expenses	4 Cash prizes				
	5 Noncash prizes	319.	400.	200.	919.
	6 Rent/facility costs	21,350.			21,350.
	7 Food and beverages	7,249.	1,188.	2,603.	11,040.
	8 Entertainment	3,500.	3,747.		7,247.
	9 Other direct expenses	3,957.	2,567.		6,524.
	10 Direct expense summary. Add lines 4 through 9 in column (d) ▶				47,080.
	11 Net income summary. Subtract line 10 from line 3, column (d) ▶				-33,252.

Part III Gaming. Complete if the organization answered "Yes" on Form 990, Part IV, line 19, or reported more than $15,000 on Form 990-EZ, line 6a.

		(a) Bingo	(b) Pull tabs/instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add col. (a) through col. (c))
Revenue	1 Gross revenue				
Direct Expenses	2 Cash prizes				
	3 Noncash prizes				
	4 Rent/facility costs				
	5 Other direct expenses				
	6 Volunteer labor	Yes ____ % No	Yes ____ % No	Yes ____ % No	
	7 Direct expense summary. Add lines 2 through 5 in column (d) ▶				
	8 Net gaming income summary. Subtract line 7 from line 1, column (d) ▶				

9 Enter the state(s) in which the organization conducts gaming activities: _____

a Is the organization licensed to conduct gaming activities in each of these states? Yes No

b If "No," explain: _____

10a Were any of the organization's gaming licenses revoked, suspended, or terminated during the tax year? Yes No

b If "Yes," explain: _____

11 Does the organization conduct gaming activities with nonmembers? ☐ Yes ☐ No

12 Is the organization a grantor, beneficiary or trustee of a trust, or a member of a partnership or other entity formed to administer charitable gaming? ☐ Yes ☐ No

13 Indicate the percentage of gaming activity conducted in:

a The organization's facility	**13a**	%
b An outside facility	**13b**	%

14 Enter the name and address of the person who prepares the organization's gaming/special events books and records:

Name ▶ _____

Address ▶ _____

15a Does the organization have a contract with a third party from whom the organization receives gaming revenue? ☐ Yes ☐ No

b If "Yes," enter the amount of gaming revenue received by the organization ▶ $ _____ and the amount of gaming revenue retained by the third party ▶ $ _____

c If "Yes," enter name and address of the third party:

Name ▶ _____

Address ▶ _____

16 Gaming manager information:

Name ▶ _____

Gaming manager compensation ▶ $ _____

Description of services provided ▶ _____

☐ Director/officer ☐ Employee ☐ Independent contractor

17 Mandatory distributions:

a Is the organization required under state law to make charitable distributions from the gaming proceeds to retain the state gaming license? ☐ Yes ☐ No

b Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the organization's own exempt activities during the tax year ▶ $

Part IV Supplemental Information. Provide the explanations required by Part I, line 2b, columns (iii) and (v); and Part III, lines 9, 9b, 10b, 15b, 15c, 16, and 17b, as applicable. Also provide any additional information. See instructions.

Part IV **Supplemental Information** *(continued)*

SCHEDULE J (Form 990)

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 23.**

▶ **Attach to Form 990.**

▶ **Go to www.irs.gov/Form990 for instructions and the latest information.**

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

LEGAL PREP CHARTER ACADEMIES

Employer identification number

27-1071296

Part I Questions Regarding Compensation

			Yes	No
1a	Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.			
	☐ First-class or charter travel	☐ Housing allowance or residence for personal use		
	☐ Travel for companions	☐ Payments for business use of personal residence		
	☐ Tax indemnification and gross-up payments	☐ Health or social club dues or initiation fees		
	☐ Discretionary spending account	☐ Personal services (such as maid, chauffeur, chef)		
b	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	**1b**		
2	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	**2**		
3	Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.			
	☐ Compensation committee	☐ Written employment contract		
	☐ Independent compensation consultant	☐ Compensation survey or study		
	☐ Form 990 of other organizations	☒ Approval by the board or compensation committee		
4	During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:			
a	Receive a severance payment or change-of-control payment?	**4a**		X
b	Participate in or receive payment from a supplemental nonqualified retirement plan?	**4b**		X
c	Participate in or receive payment from an equity-based compensation arrangement?	**4c**		X
	If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
	Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.			
5	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:			
a	The organization?	**5a**		X
b	Any related organization?	**5b**		X
	If "Yes" on line 5a or 5b, describe in Part III.			
6	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:			
a	The organization?	**6a**		X
b	Any related organization?	**6b**		X
	If "Yes" on line 6a or 6b, describe in Part III.			
7	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	**7**		X
8	Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	**8**		X
9	If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	**9**		

Part II **Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) SAM FINKLESTEIN	(i)	146,491.	0.	0.	8,669.	23,229.	178,389.	0.
CEO & EX-OFFICIO MEMBER	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) RATHER STANTON	(i)	146,592.	0.	0.	4,335.	15,908.	166,835.	0.
COO & EX-OFFICIO MEMBER	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
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	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

SCHEDULE L
(Form 990)

Department of the Treasury
Internal Revenue Service

Transactions With Interested Persons

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 25a, 25b, 26, 27, 28a, 28b, or 28c, or Form 990-EZ, Part V, line 38a or 40b.**
▶ **Attach to Form 990 or Form 990-EZ.**
▶ **Go to www.irs.gov/Form990 for instructions and the latest information.**

OMB No. 1545-0047

2021

Open To Public Inspection

Name of the organization

LEGAL PREP CHARTER ACADEMIES

Employer identification number

27-1071296

Part I Excess Benefit Transactions (section 501(c)(3), section 501(c)(4), and section 501(c)(29) organizations only).

Complete if the organization answered "Yes" on Form 990, Part IV, line 25a or 25b, or Form 990-EZ, Part V, line 40b.

1 **(a)** Name of disqualified person	**(b)** Relationship between disqualified person and organization	**(c)** Description of transaction	**(d)** Corrected? Yes	No

2 Enter the amount of tax incurred by the organization managers or disqualified persons during the year under section 4958 ▶ $

3 Enter the amount of tax, if any, on line 2, above, reimbursed by the organization ▶ $

Part II Loans to and/or From Interested Persons.

Complete if the organization answered "Yes" on Form 990-EZ, Part V, line 38a or Form 990, Part IV, line 26; or if the organization reported an amount on Form 990, Part X, line 5, 6, or 22.

(a) Name of interested person	**(b)** Relationship with organization	**(c)** Purpose of loan	**(d)** Loan to or from the organization? To	From	**(e)** Original principal amount	**(f)** Balance due	**(g)** In default? Yes	No	**(h)** Approved by board or committee? Yes	No	**(i)** Written agreement? Yes	No
Total ▶ $												

Part III Grants or Assistance Benefiting Interested Persons.

Complete if the organization answered "Yes" on Form 990, Part IV, line 27.

(a) Name of interested person	**(b)** Relationship between interested person and the organization	**(c)** Amount of assistance	**(d)** Type of assistance	**(e)** Purpose of assistance

LHA **For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.** **Schedule L (Form 990) 2021**

132131 11-02-21

Part IV Business Transactions Involving Interested Persons.

Complete if the organization answered "Yes" on Form 990, Part IV, line 28a, 28b, or 28c.

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of transaction	(d) Description of transaction	(e) Sharing of organization's revenues?	
				Yes	No
STEVEN T. STANTON	FAMILY MEMBER OF AN	11,500.	ACCOUNTING		X

Part V Supplemental Information.

Provide additional information for responses to questions on Schedule L (see instructions).

SCH L, PART IV, BUSINESS TRANSACTIONS INVOLVING INTERESTED PERSONS:

(A) NAME OF PERSON: STEVEN T. STANTON

(B) RELATIONSHIP BETWEEN INTERESTED PERSON AND ORGANIZATION:

FAMILY MEMBER OF AN OFFICER

(D) DESCRIPTION OF TRANSACTION: ACCOUNTING AND FINACIAL REPORTING

SERVICES

FORM 990, PART VI, SECTION A, LINE 8B:

THE ORGANIZATION DID NOT HAVE ANY SUCH MEETINGS DURING THE YEAR. AS THE ORGANIZATION BUILDS OUT THEIR COMMITTEE STRUCTURE, WHICH IS IN PROGRESS, IT WILL KEEP RECORD OF THOSE ACTIONS.

FORM 990, PART VI, SECTION B, LINE 11B:

FORM 990 IS PREPARED BY THE ORGANIZATION'S CPA FIRM, IN CONSULTATION WITH THE CEO & FOUNDER. A DRAFT COPY OF THE RETURN IS REVIEWED AND APPROVED BY THE FINANCE COMMITTEE. A COPY OF THE FINAL RETURN IS PROVIDED TO ALL BOARD MEMBERS PRIOR TO FILING WITH THE IRS.

FORM 990, PART VI, SECTION B, LINE 12C:

ON AN ANNUAL BASIS, EACH BOARD MEMBER MUST ANNUALLY SIGN A STATEMENT WHICH AFFIRMS THAT SUCH PERSON:

A) HAS RECEIVED A COPY OF THE CONFLICT OF INTEREST POLICY
B) HAS READ AND UNDERSTANDS THE CONFLICT OF INTEREST POLICY
C) HAS AGREED TO COMPLY WITH THE CONFLICT OF INTEREST POLICY, AND
D) UNDERSTANDS THAT THE CORPORATION IS A CHARITABLE ORGANIZATION AND THAT IN ORDER TO MAINTAIN ITS FEDERAL TAX EXEMPTION IT MUST ENGAGE PRIMARILY IN ACTIVITIES WHICH ACCOMPLISH ONE OR MORE OF ITS TAX-EXEMPT PURPOSES.

FORM 990, PART VI, SECTION B, LINE 15:

THE BOARD OF DIRECTORS, BY AFFIRMATIVE VOTE OF A MAJORITY OF DIRECTORS THEN IN OFFICE AND IRRESPECTIVE OF ANY PERSONAL INTEREST OF ANY DIRECTOR, SHALL HAVE AUTHORITY TO ESTABLISH REASONABLE COMPENSATION OF ALL CORPORATE

Name of the organization
LEGAL PREP CHARTER ACADEMIES

Employer identification number
27-1071296

OFFICERS FOR THEIR SERVICES.

FORM 990, PART VI, SECTION C, LINE 19:

LEGAL PREP FURNISHES COPIES OF ITS GOVERNING DOCUMENTS, FINANCIAL STATEMENTS, AND CONFLICT OF INTEREST POLICY UPON REQUEST.

LEGAL PREP CHARTER ACADEMIES

CONSOLIDATED FINANCIAL STATEMENTS

YEARS ENDED JUNE 30, 2025 AND 2024

LEGAL PREP CHARTER ACADEMIES

YEARS ENDED JUNE 30, 2025 AND 2024

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Independent Auditors' Report

Board of Directors
Legal Prep Charter Academies

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying consolidated financial statements of Legal Prep Charter Academies, which comprise the consolidated statements of financial position as of June 30, 2025 and 2024, and the related consolidated statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the consolidated financial statements.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Legal Prep Charter Academies as of June 30, 2025 and 2024, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Legal Prep Charter Academies and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the consolidated financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Legal Prep Charter Academies' ability to continue as a going concern within one year after the date that the consolidated financial statements are available to be issued.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the consolidated financial statements.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Legal Prep Charter Academies' internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the consolidated financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Legal Prep Charter Academies' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 23, 2025 on our consideration of Legal Prep Charter Academies' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Legal Prep Charter Academies' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Legal Prep Charter Academies' internal control over financial reporting and compliance.

Ostrow Reisin Berk & Abrams, Ltd.

October 23, 2025

LEGAL PREP CHARTER ACADEMIES

CONSOLIDATED STATEMENTS OF FINANCIAL POSITION

June 30,	**2025**	2024
ASSETS		
Current assets:		
Cash	**$ 240,388**	$ 526,028
Accounts and pledges receivable	**109,809**	117,029
Investments	**219,289**	313,258
Prepaid expenses	**905**	4,321
Total current assets	**570,391**	960,636
Property and equipment, net	**5,845,189**	5,897,065
Other assets:		
Operating lease right-of-use asset	**31,438**	46,197
Deposits	**1,000**	1,000
Total other assets	**32,438**	47,197
Total assets	**$ 6,448,018**	$ 6,904,898

See notes to consolidated financial statements.

LEGAL PREP CHARTER ACADEMIES

CONSOLIDATED STATEMENTS OF FINANCIAL POSITION (CONTINUED)

June 30,	**2025**	2024
LIABILITIES AND NET ASSETS		
Current liabilities:		
Notes payable, current maturities	**$ 1,195,062**	$ 207,198
Operating lease liability, current maturities	**15,390**	14,760
Accounts payable and accrued expenses	**285,610**	337,637
Total current liabilities	**1,496,062**	559,595
Long-term liabilities:		
Notes payable, net of current maturities	**3,523,848**	4,615,824
Operating lease liability, net of current maturities	**16,048**	31,437
Total long-term liabilities	**3,539,896**	4,647,261
Total liabilities	**5,035,958**	5,206,856
Net assets:		
Without donor restrictions	**1,412,060**	1,698,042
Total liabilities and net assets	**$ 6,448,018**	$ 6,904,898

See notes to consolidated financial statements.

LEGAL PREP CHARTER ACADEMIES

CONSOLIDATED STATEMENTS OF ACTIVITIES

Years ended June 30,	2025 Without donor restrictions	2024 Without donor restrictions
Revenue:		
Chicago Public Schools:		
Per pupil and related funding	**$ 3,793,775**	$ 4,589,123
E-Rate	**17,875**	19,342
Contributions and grants	**333,452**	153,750
Contributed goods and services	**168,703**	173,984
Fundraising events	**195,065**	201,658
Interest income	**15,049**	19,329
School lunch revenue		1,122
Student activities	**39,526**	44,163
Total revenue	**4,563,445**	5,202,471
Expenses:		
Program services	**4,317,569**	4,595,125
Supporting services:		
Management and general	**502,197**	556,577
Fundraising	**29,661**	47,680
Total expenses	**4,849,427**	5,199,382
Change in net assets	**(285,982)**	3,089
Net assets:		
Beginning of year	**1,698,042**	1,694,953
End of year	**$ 1,412,060**	$ 1,698,042

See notes to consolidated financial statements.

LEGAL PREP CHARTER ACADEMIES

CONSOLIDATED STATEMENTS OF FUNCTIONAL EXPENSES

Years ended June 30,	2025				2024			
		Supporting Services				Supporting Services		
	Program services	**Management and general**	**Fundraising**	**Total**	Program services	Management and general	Fundraising	Total
Advertising and recruitment	**$ 11,636**		**$ 3,879**	**$ 15,515**	$ 16,973		$ 5,658	$ 22,631
Contracted services	**88,706**			**88,706**	83,044			83,044
CPS administrative fee		**$ 88,974**		**88,974**		$ 102,215		102,215
Depreciation	**196,284**	**17,068**		**213,352**	182,365	15,859		198,224
Employee benefits and payroll taxes	**725,949**	**47,345**	**15,782**	**789,076**	707,131	46,116	15,372	768,619
Food service	**166,207**			**166,207**	130,038			130,038
Insurance	**83,805**			**83,805**	75,780			75,780
Interest	**280,763**			**280,763**	293,505			293,505
Office supplies and related costs	**6,911**	**3,742**		**10,653**	48,416	4,203	2,650	55,269
Professional fees		**186,679**		**186,679**		229,644		229,644
Rent and occupancy	**259,303**	**22,548**		**281,851**	248,856	21,640		270,496
Salaries	**2,169,714**	**135,841**	**10,000**	**2,315,555**	2,409,349	136,900	24,000	2,570,249
Student costs	**262,221**			**262,221**	328,814			328,814
Textbooks and educational materials	**66,070**			**66,070**	70,854			70,854
Total expenses	**$ 4,317,569**	**$ 502,197**	**$ 29,661**	**$ 4,849,427**	$ 4,595,125	$ 556,577	$ 47,680	$ 5,199,382

See notes to consolidated financial statements.

LEGAL PREP CHARTER ACADEMIES

CONSOLIDATED STATEMENTS OF CASH FLOWS

Years ended June 30,	**2025**	2024
Cash flows from operating activities:		
Change in net assets	**$ (285,982)**	$ 3,089
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Depreciation	**213,352**	198,224
Amortization of operating lease right-of-use asset	**14,759**	14,165
(Increase) decrease in operating assets:		
Accounts and pledges receivable	**7,220**	37,555
Prepaid expenses	**3,416**	(2,530)
Increase (decrease) in operating liabilities:		
Accounts payable and accrued expenses	**(52,027)**	89,658
Operating lease liability	**(14,759)**	(14,165)
Net cash provided by (used in) operating activities	**(114,021)**	325,996
Cash flows from investing activities:		
Proceeds from sale of investments	**93,969**	
Purchases of investments		(313,258)
Purchases of property and equipment	**(18,036)**	(89,930)
Net cash provided by (used in) investing activities	**75,933**	(403,188)
Cash flows from financing activity:		
Payments on notes payable	**(247,552)**	(194,523)
Net cash used in financing activity	**(247,552)**	(194,523)
Net change in cash	**(285,640)**	(271,715)
Cash:		
Beginning of year	**526,028**	797,743
End of year	**$ 240,388**	$ 526,028

See notes to consolidated financial statements.

LEGAL PREP CHARTER ACADEMIES

CONSOLIDATED STATEMENTS OF CASH FLOWS (CONTINUED)

Years ended June 30,		**2025**		2024
Supplemental disclosure of cash flow information:				
Cash paid during the year for interest	**$**	**280,763**	$	293,505
Supplemental cash flows information related to leases is as follows:				
Cash paid for amounts included in the measurement of lease liability:				
Operating cash flows from operating lease	**$**	**16,416**	$	16,416
Right-of-use asset obtained in exchange for lease liability:				
Operating lease			$	60,362
Supplemental disclosures of non-cash investing and financing activities:				
Property and equipment financed by a note payable	**$**	**143,440**		
Property and equipment additions included in accounts payable			$	22,306

See notes to consolidated financial statements.

1. Organization and purpose

Legal Prep Charter Academies, located in Chicago, Illinois, was incorporated on October 5, 2009, under the provisions of the General Not-For-Profit Act of the State of Illinois. Legal Prep Charter Academies was founded to create a legal themed charter high school in a high-need Chicago community. Legal Prep Charter Academies' mission is to prepare Chicago's youth to succeed in college and in life.

Legal Prep Charter Academies opened its facility to students in August 2012. Legal Prep Charter Academies served an average of 209 and 225 students for the years ended June 30, 2025 and 2024, respectively.

Legal Prep Charter Academies is supported primarily through funding from Chicago Public Schools and other contributions including funding from state and federal agencies, various community and corporate foundations and the general public. During the years ended June 30, 2025 and 2024, Legal Prep Charter Academies received approximately 83% and 88%, respectively, of its support from per pupil and related funding from Chicago Public Schools.

Legal Prep Charter Academies is subject to a Charter School Agreement with the Board of Education of the City of Chicago (Chicago Public Schools or CPS). The agreement is for a term of four years ending on June 30, 2028. In addition, Legal Prep Charter Academies has been certified as a charter school by the Illinois State Board of Education (ISBE).

Legal Prep Charter Academies is governed by a Board of Directors that is selected according to Legal Prep Charter Academies' Bylaws.

Under state law, Chicago Public Schools has oversight responsibility to verify that Legal Prep Charter Academies complies with the requirements and meets the expectations of a public educational system. Legal Prep Charter Academies is expected to satisfy regulations and compliance requirements of Chicago Public Schools.

In December 2024, Legal Prep Charter Academy Indiana Inc. was incorporated as a Domestic Nonprofit Corporation under the provisions of the State of Indiana and formed as a subsidiary of Legal Prep Charter Academies. Legal Prep Charter Academy Indiana Inc. was formed with the intent to create a legal themed charter high school in the Indianapolis community which is scheduled to open in summer 2026.

2. Summary of significant accounting policies

The significant accounting policies of Legal Prep Charter Academies are summarized below:

Basis of accounting:

Legal Prep Charter Academies' consolidated financial statements are prepared in accordance with accounting principles generally accepted in the United States of America.

Principles of consolidation:

The consolidated financial statements include the accounts of Legal Prep Charter Academies and Legal Prep Charter Academy Indiana Inc., collectively referred to as the School. The activity of Legal Prep Charter Academy Indiana Inc. was immaterial to the consolidated financial statements for the year ended June 30, 2025. All intercompany balances and transactions have been eliminated.

Net assets:

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net assets without donor restrictions - Net assets available for use in general operations and not subject to donor restrictions.

Net assets with donor restrictions - Net assets subject to donor-imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that the resources be maintained in perpetuity.

2. Summary of significant accounting policies (continued)

Revenue and revenue recognition:

Legal Prep Charter Academies has the following types of revenue:

Per pupil and other CPS funding (including Title and Elementary and Secondary School Emergency Relief (ESSER) Fund funding), school lunch revenue, and E-Rate

Legal Prep Charter Academies receives a student allocation from Chicago Public Schools as well as other state and local and federal entitlement funding to cover the cost of educational expenses. Per pupil tuition is calculated by ISBE as defined by statute, and varies year-to-year as the following fluctuate: CPS' expenditures, expenditure composition, categorical revenue, and student attendance. Per pupil tuition includes an allotment for instruction and operations, facility costs (for schools operating in independent facilities), and special education.

The revenue is recognized ratably over the school year. Other state and local entitlements, special education, and other CPS funding are allocated by CPS and recognized as revenue ratably over the school year. Federal entitlements such as Title and ESSER funding are also allocated by CPS and are recognized as revenue as allowable costs are incurred. E-Rate revenue is recognized when eligible program expenses are incurred and approved. School lunch revenue is recognized as revenue when meals are served to qualifying students. During the year ended June 30, 2024, the School elected to no longer be its own food authority and now receives contributed food services from CPS. All of these revenue categories are accounted for as non-exchange transactions as the benefit to the resource provider is incidental to the public benefit received by the students served by Legal Prep Charter Academies.

Student activities

Student activities include annual school fees, sports fees, graduation fees, field trip fees, summer school fees and uniform fees. Since collection is not probable, student activities revenue is recognized when fees are collected and performance obligations are met.

Contributions and grants

The School recognizes contributions and grants when cash, securities or other assets, or an unconditional promise to give (pledge) is received. Conditional promises to give are not recognized until the conditions on which they depend have been substantially met.

2. Summary of significant accounting policies (continued)

Revenue and revenue recognition: (continued)

Contributions and grants (continued)

Contributions received are recorded as without or with donor restrictions depending on the existence and/or nature of any donor restrictions. Donor-restricted support is reported as an increase in net assets with donor restrictions depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose of restriction is accomplished), net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the consolidated statements of activities as net assets released from restrictions. Contributions and grants received subject to donor restrictions and spent in fulfillment of those restrictions in the same fiscal year are reported as net assets without donor restrictions.

Contributed goods and services

Contributed goods and services are reflected as contributions at their fair value at the date of donation and are reported as contributions without donor restrictions unless explicit donor stipulations specify how donated assets must be used. The School recognizes the fair value of contributed services received if such services a) create or enhance nonfinancial assets or b) require specialized skills that are provided by individuals possessing those skills and would typically be purchased if not contributed. The School also receives services from a large number of volunteers who give significant amounts of their time to the School, but these services do not meet the criteria for financial statement recognition. These services include attorney volunteers that work the School's students on a monthly basis to provide their experiences in the legal profession, as well as volunteers who provide support at fundraising events.

Contributed goods are not sold and goods and services are only utilized by the School. There were no donor restrictions for contributed goods and services recognized during the years ended June 30, 2025 and 2024. The fair value of professional fees was valued at estimated fair value using standard industry pricing for similar services. The fair value of supplies was based on the actual cost of the supplies donated as evidenced by invoicing or other support provided by the companies donating the related supplies. Contributed food was valued at estimated fair value using estimates of wholesale value. Contributed food processing costs were valued at estimated fair value using standard industry pricing for similar services.

2. Summary of significant accounting policies (continued)

Revenue and revenue recognition: (continued)

Contributed goods and services (continued)

During the years ended June 30, 2025 and 2024, contributed goods and services were allocated as follows:

Year ended June 30, 2025	**Program services**	**Management and general**	**Total**
Food service	**$ 166,081**		**$ 166,081**
Professional fees		**$ 2,622**	**2,622**
Total	**$ 166,081**	**$ 2,622**	**$ 168,703**

Year ended June 30, 2024	Program services	Management and general	Fundraising	Total
Office supplies and related costs			$ 2,650	$ 2,650
Food service	$ 130,038			130,038
Professional fees		$ 41,296		41,296
Total	$ 130,038	$ 41,296	$ 2,650	$ 173,984

Accounts and pledges receivable:

Accounts and pledges receivable consist of amounts due from Chicago Public Schools, other governmental agencies, and donors. The School estimates the allowance based on an analysis of specific account history and experience. It is the School's policy to charge off uncollectible accounts receivable when management determines that the receivable will not be collected. An allowance for doubtful accounts is considered unnecessary and is not provided as of June 30, 2025 and 2024. All accounts and pledges receivable at June 30, 2025 and 2024 are due within one year.

2. Summary of significant accounting policies (continued)

Investments:

The School owns investments in certificates of deposit with original maturities of more than three months that are carried at amortized cost. Management evaluates the collectibility of investments in certificates of deposit and records an allowance for credit losses representing an estimate of the expected losses that result from all possible default events over the life of the investments. The investments are due in one year or less. As a result, the School has assessed the risk of default as less than remote and have not recorded an allowance for credit losses on investments in certificates of deposit as of June 30, 2025 and 2024.

Property and equipment and related depreciation:

Property and equipment are stated at cost, if purchased, or at fair value at the date of donation, if donated. Acquisitions of property and equipment in excess of $500 are capitalized. Depreciation is provided using the straight-line method over the estimated useful lives of depreciable assets. Textbooks are depreciated over three years, computer equipment over three years, furniture over five years, and building and building improvements over 14 to 39 years.

Asset impairment:

Management reviews the carrying values of property and equipment and operating lease right-of-use asset for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired, an impairment loss is recognized to the extent the carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the years ended June 30, 2025 and 2024.

Leases:

The School determines whether a contract is a lease at the contract's inception. Identified leases are subsequently measured, classified, and recognized at lease commencement as either a finance lease or an operating lease. Right-of-use assets and lease liabilities are recognized at the commencement date of the lease based on the estimated present value of lease payments to be made over the lease term. The School's lease terms may include options to extend or terminate the lease when it is reasonably certain that the School will exercise the option. The lease payments are discounted to present value using a discount rate based on a term commensurate with the lease terms at the lease commencement date. The School has elected to use a risk-free rate for all classes of underlying assets. The portion of payments on operating lease liabilities related to interest, along with amortization of the related right-of-use assets, is recognized as operating lease cost. Operating lease cost is recognized on a straight-line basis over the lease term.

2. Summary of significant accounting policies (continued)

Leases: (continued)

The School elected to treat the lease and non-lease components of a lease as a single lease component for all classes of underlying assets.

Expense allocation:

The costs of program and supporting activities have been summarized on a functional basis in the consolidated statements of activities. The consolidated statements of functional expenses present the natural classification of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

The consolidated financial statements report certain categories of expenses that are attributable to more than one program or supporting function. Therefore, these expenses require allocation on a reasonable basis that is consistently applied. Salaries, employee benefits and payroll taxes, depreciation, office supplies and related costs, and rent and occupancy are allocated on the basis of estimates of time and effort. All other costs directly attributable to a program or supporting function are charged directly to that function.

Use of estimates:

The preparation of consolidated financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures in the consolidated financial statements. Accordingly, actual results could differ from those estimates.

Subsequent events:

Management of the School has reviewed and evaluated subsequent events through October 23, 2025, the date the consolidated financial statements were available to be issued.

3. Revenue from contracts with customers

Revenue from contracts with customers includes the portion of fundraising events revenue that relates to the exchange element, which is based upon the fair value of the direct benefits that donors receive. Revenue is recognized at a point in time when the special event takes place. During the years ended June 30, 2025 and 2024, the exchange element for fundraising events was not material to the consolidated financial statements. In addition, there were no receivables from contracts with customers, contract assets, or contract liabilities as of June 30, 2025, 2024 and 2023.

4. Liquidity and availability

The School manages available cash to meet general expenditures following these principles:

- Meet operating needs and contractual commitments
- Maintain adequate liquid assets
- Maintain sufficient reserves to fund programs

The School strives to maintain sufficient cash to cover general expenditures. To facilitate this goal, management updates a rolling, 12-month projected cash flow statement on a monthly basis. Each month, management looks ahead to ensure that cash inflows and outflows are properly projected regarding the School's operations.

The table below presents financial assets available for general expenditures within one year at June 30, 2025 and 2024:

June 30,	**2025**	2024
Financial assets at year-end:		
Cash	**$ 240,388**	$ 526,028
Accounts and pledges receivable	**109,809**	117,029
Investments	**219,289**	313,258
Financial assets available to meet general expenditures within one year	**$ 569,486**	$ 956,315

5. Tax status

Legal Prep Charter Academies and Legal Prep Charter Academy Indiana Inc. are tax-exempt organizations as described in Section 501(c)(3) of the Internal Revenue Code (the Code) and are exempt from federal income taxes on related income pursuant to Section 501(a) of the Code. In addition, the Internal Revenue Service has determined that Legal Prep Charter Academies and Legal Prep Charter Academy Indiana Inc. are not a private foundation within the meaning of Section 509(a) of the Code. Management has determined that Legal Prep Charter Academies and Legal Prep Charter Academy Indiana Inc. were not required to record a liability related to uncertain tax positions as of June 30, 2025 and 2024.

6. Concentrations

The School maintains its cash in bank accounts which, at times, may exceed federally-insured limits. At June 30, 2025 and 2024, cash in excess of these limits totaled approximately $228,000 and $615,000, respectively. Management believes that the School is not exposed to any significant credit risk on cash.

Amounts due from Chicago Public Schools accounted for 69% and 85% of accounts and pledges receivable as of June 30, 2025 and 2024, respectively.

7. Property and equipment

The components of property and equipment are as follows:

June 30,	**2025**	2024
Building and building improvements	**$ 7,448,983**	$ 7,442,143
Classroom textbooks	**54,498**	54,498
Computer equipment	**48,507**	37,311
Furniture	**433,016**	289,576
Land	**194,814**	194,814
	8,179,818	8,018,342
Accumulated depreciation	**(2,334,629)**	(2,121,277)
Property and equipment, net	**$ 5,845,189**	$ 5,897,065

8. Notes payable

The School has the following loans with IFF:

$2,928,000 with monthly principal and interest payments of $19,770, and annual interest rate of 6.5%, and is due on December 28, 2041.

$750,000 with monthly principal and interest payments of $6,373, an annual interest rate of the greater of i) the sum of the yield to maturity (based on asked quotations) of United States Treasury obligations with a maturity equal to the maturity date plus 3.00% or ii) 6.00%. The interest rate was 6.00% as of June 30, 2025 and 2024. The note is due on December 28, 2031.

$750,000 with monthly principal and interest payments of $6,373, an annual interest rate of the greater of i) the sum of the yield to maturity (based on asked quotations) of United States Treasury obligations with a maturity equal to the maturity date plus 3.00% or ii) 6.00%. The interest rate was 6.00% as of June 30, 2025 and 2024. The note is due on December 28, 2031.

The School has three additional loans to finance capital improvement projects at the School:

$702,398 Note A and $237,602 Note B with IFF Capital 26, LLC, as part of a New Market Tax Credits financing transaction. Both of the loans require the School to make quarterly interest-only payments of 3.88%. The loans mature on June 28, 2026. It is expected that at the end of the seven-year NMTC compliance period, approximately in June 2026, the NMTC transaction will unwind and the remaining loan balances in Note A and Note B will be refinanced.

$567,000 with IFF with principal and interest payments of $5,096 at an annual interest rate of 7.00% through June 30, 2025, at which time the interest rate resets to the greater of i) the sum of the yield to maturity (based on asked quotations) of United States Treasury obligations with a maturity equal to the maturity date plus 4.00% or ii) 6.00% through the maturity date of July 1, 2035.

All of the above loans are collateralized by the facility.

8. Notes payable (continued)

During the year ended June 30, 2025, the School purchased equipment under an installment note totaling $143,440. The note bears no interest and provides for annual payments.

Future principal amounts due on the notes payable are as follows:

Year ending June 30:	Amount
2026	$ 1,195,062
2027	269,448
2028	284,774
2029	266,741
2030	284,138
Thereafter	2,418,747
Total	$ 4,718,910

9. Line of credit

The School has a revolving line of credit agreement with First American Bank which allows for maximum borrowings of up to $250,000 with interest on borrowings at the Prime rate (7.50% and 8.50% as of June 30, 2025 and 2024, respectively) plus 1%, not to be less than 4.25%. The line of credit matures on February 1, 2026 and is collateralized by substantially all assets of the School. There were no amounts outstanding on the line of credit as of June 30, 2025 and 2024. The line of credit agreement requires the School to be in compliance with various financial covenants. The School was not in compliance with a financial covenant to achieve a minimum net increase in net assets of $1,000. The School obtained a waiver from First American Bank for this covenant.

10. Leases

The School rents copiers under an operating lease which expires on June 30, 2027. The lease agreement provides for fixed monthly payments that remain constant over the lease term plus additional costs for maintenance that are billed monthly by the lessor.

Total lease costs were as follows:

Years ended June 30,	**2025**	2024
Operating lease cost	**$ 16,404**	$ 16,404
Variable lease cost	**5,076**	5,076
Total lease costs	**$ 21,480**	$ 21,480

Future payments due under the lease are as follows:

Year ending June 30:	Amount
2026	$ 16,416
2027	16,416
Total undiscounted lease payments	32,832
Less imputed interest	(1,394)
Total operating lease liability	$ 31,438

The following summarizes the weighted-average remaining lease term and discount rate for the years ended June 30, 2025 and 2024:

Years ended June 30,	**2025**	2024
Weighted-average:		
Discount rate - operating lease	**4.19%**	4.19%
Remaining lease term (years) - operating lease	**2**	3

11. Net assets with donor restrictions

The School did not have any net assets with donor restrictions as of June 30, 2025 and 2024.

12. Retirement fund commitments

The School participates in the Public School Teachers' Pension and Retirement Fund of Chicago (CTPF or the Fund), a defined-benefit plan. Participants of the Fund include all active nonannuitants who are employed by a Fund-covered employer and who hold an Illinois State Teacher Certification Board certification. The State of Illinois appropriates public contributions to Chicago Public Schools who then remits those (employer) contributions to the Fund for the benefit of applicable Chicago schools.

Chicago Public Schools withholds the employer contribution related to pensionable salaries from the tuition that was paid to each school.

On a discretionary basis, the School has elected to pay a portion of its employees' required contributions to the Fund. The Fund does not maintain separate actuarial records for the School.

CTPF pension amounts are as follows for the years ended June 30, 2025 and 2024:

Years ended June 30,		**2025**		2024
Total pensionable salaries	**$**	**1,137,794**	$	1,156,792
Employees' contribution expense picked up by employer	**$**	**79,646**	$	77,334
Employer's contribution expense (11.16%)	**$**	**126,978**	$	129,098
Less: CPS deduction amount for employer's pension expense		**(162,376)**		(157,746)
Pension true-up amount	**$**	**(35,398)**	$	(28,648)

In addition, all School employees are eligible to participate in a Section 403(b) defined-contribution plan. The School may make discretionary matching contributions for employee contributions for employees who do not participate in CTPF. During the years ended June 30, 2025 and 2024, the School paid $9,397 and $10,947, respectively.

13. Commitments and contingencies

The School has received funds from state and federal grants during the years ended June 30, 2025 and 2024 which are subject to audits by the granting agencies. Management believes that any adjustments that might arise from these audits would be insignificant to the School's operations.

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Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Board of Directors
Legal Prep Charter Academies

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of Legal Prep Charter Academies, which comprise the consolidated statement of financial position as of June 30, 2025, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements, and have issued our report thereon dated October 23, 2025.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the consolidated financial statements, we considered Legal Prep Charter Academies' internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of Legal Prep Charter Academies' internal control. Accordingly, we do not express an opinion on the effectiveness of Legal Prep Charter Academies' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Legal Prep Charter Academies' consolidated financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the consolidated financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Legal Prep Charter Academies' internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Legal Prep Charter Academies' internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Ostrow Reisin Berk & Abrams, Ltd.

Chicago, IL
October 23, 2025

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Independent Accountants' Report on Compliance with Requirements of Applicable Laws and Regulations Prescribed by Administering Agency

Board of Directors
Legal Prep Charter Academies

We have examined Legal Prep Charter Academies' compliance with the compliance requirements listed in Attachment A provided by its administering agency, Chicago Public Schools, during the year ended June 30, 2025. Management of Legal Prep Charter Academies is responsible for Legal Prep Charter Academies' compliance with the specified requirements. Our responsibility is to express an opinion on Legal Prep Charter Academies' compliance with the specified requirements based on our examination.

Our examination was conducted in accordance with attestation standards established by the AICPA. Those standards require that we plan and perform the examination to obtain reasonable assurance about whether Legal Prep Charter Academies complied, in all material respects, with the specified requirements referenced above. An examination involves performing procedures to obtain evidence about whether Legal Prep Charter Academies complied with the specified requirements. The nature, timing, and extent of the procedures selected depend on our judgment, including an assessment of the risks of material noncompliance, whether due to fraud or error. We believe that the evidence we obtained is sufficient and appropriate to provide a reasonable basis for our opinion.

We are required to be independent and to meet our other ethical responsibilities in accordance with relevant ethical requirements relating to the examination engagement.

Our examination does not provide a legal determination on Legal Prep Charter Academies' compliance with specified requirements.

In our opinion, Legal Prep Charter Academies complied, in all material respects, with the specified requirements referred to in Attachment A during the year ended June 30, 2025.

This report is intended solely for the information and use of the Board of Directors and management of Legal Prep Charter Academies and Chicago Public Schools and it is not suitable for any other purpose.

Ostrow Reisin Berk & Abrams, Ltd.

Chicago, IL
October 23, 2025

Attachment A

Chicago Public Schools provided the specified requirements in a memorandum dated May 12, 2025 and a Charter School Agreement dated July 1, 2024.

- Open Meetings Act (5 ILCS 120/1.01 *et seq.*)
- Fingerprint-based Criminal Background Investigations and Checks of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database (105 ILCS 5/10-21.9 and 105 ILCS 5/34-18.5)
- Illinois School Student Records Act (105 ILCS 10/1 *et seq.*)
- Administering Medication (105 ILCS 5/10-22.21b)
- Hazardous Materials Training (105 ILCS 5/10-20.17a)
- School Safety Drill Act (105 ILCS 128/1 *et seq.*)
- Abused and Neglected Child Reporting Act (325 ILCS 5/1 *et seq.*)
- Eye Protection in School Act (105 ILCS 115/0.01 *et seq.*)
- Toxic Art Supplies in Schools Act (105 ILCS 135/1 *et seq.*)
- Infectious Disease Policies and Rules (105 ILCS 5/10-21.11)
- Physical Fitness Facility Medical Emergency Preparedness Act (210 ILCS 74/1 *et seq.*)
- Open Enrollment Process and Lottery (105 ILCS 5/27A-4(d), (h))
- Board of Directors Requirements (105 ILCS 5/27A-5(c))
- Conformance with the following sections of the Charter School Agreement:
  - Governance and Operation
  - Maintenance of Corporate Status and Good Standing
  - Pension Payments
  - Management and Financial Controls
  - Enrollment/Attendance
  - Facility
  - Insurance

LEGAL PREP CHARTER ACADEMIES

SCHEDULE OF CURRENT YEAR FINDINGS AND PRIOR YEAR FINDINGS

YEAR ENDED JUNE 30, 2025

There were no findings during the years ended June 30, 2025 and 2024.

LEGAL PREP CHARTER ACADEMIES

FINANCIAL STATEMENTS

YEARS ENDED JUNE 30, 2024 AND 2023

LEGAL PREP CHARTER ACADEMIES

YEARS ENDED JUNE 30, 2024 AND 2023

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Independent Auditors' Report

Board of Directors
Legal Prep Charter Academies

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Legal Prep Charter Academies, which comprise the statements of financial position as of June 30, 2024 and 2023, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Legal Prep Charter Academies as of June 30, 2024 and 2023, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Legal Prep Charter Academies and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

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In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Legal Prep Charter Academies' ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Legal Prep Charter Academies' internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Legal Prep Charter Academies' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 24, 2024 on our consideration of Legal Prep Charter Academies' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Legal Prep Charter Academies' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Legal Prep Charter Academies' internal control over financial reporting and compliance.

Ostrow Reisin Berk & Abrams, Ltd.

October 24, 2024

LEGAL PREP CHARTER ACADEMIES

STATEMENTS OF FINANCIAL POSITION

June 30,	**2024**	2023
ASSETS		
Current assets:		
Cash	**$ 526,028**	$ 797,743
Accounts and pledges receivable	**117,029**	154,584
Investments	**313,258**	
Prepaid expenses	**4,321**	1,791
Total current assets	**960,636**	954,118
Property and equipment, net	**5,897,065**	5,983,053
Other assets:		
Operating lease right-of-use asset	**46,197**	
Deposits	**1,000**	1,000
Total other assets	**47,197**	1,000
Total assets	**$ 6,904,898**	$ 6,938,171

See notes to financial statements.

LEGAL PREP CHARTER ACADEMIES

STATEMENTS OF FINANCIAL POSITION (CONTINUED)

June 30,	2024	2023
LIABILITIES AND NET ASSETS		
Current liabilities:		
Notes payable, current maturities	**$ 207,198**	$ 194,523
Operating lease liability, current maturities	**14,760**	
Accounts payable and accrued expenses	**337,637**	225,673
Total current liabilities	**559,595**	420,196
Long-term liabilities:		
Notes payable, net of current maturities	**4,615,824**	4,823,022
Operating lease liability, net of current maturities	**31,437**	
Total long-term liabilities	**4,647,261**	4,823,022
Total liabilities	**5,206,856**	5,243,218
Net assets:		
Without donor restrictions	**1,698,042**	1,694,953
Total liabilities and net assets	**$ 6,904,898**	$ 6,938,171

See notes to financial statements.

LEGAL PREP CHARTER ACADEMIES

STATEMENTS OF ACTIVITIES

Years ended June 30,	**2024**	2023
	Without donor restrictions	Without donor restrictions
Revenue:		
Chicago Public Schools:		
Per pupil and related funding	**$ 4,589,123**	$ 4,325,065
E-Rate	**19,342**	41,752
Contributions and grants	**153,750**	220,537
Contributed goods and services	**173,984**	140,810
Fundraising events	**201,658**	165,765
Interest income	**19,329**	
School lunch revenue	**1,122**	82,524
Student activities	**44,163**	56,844
Total revenue	**5,202,471**	5,033,297
Expenses:		
Program services	**4,595,125**	4,020,696
Supporting services:		
Management and general	**556,577**	531,945
Fundraising	**47,680**	62,346
Total expenses	**5,199,382**	4,614,987
Change in net assets	**3,089**	418,310
Net assets:		
Beginning of year	**1,694,953**	1,276,643
End of year	**$ 1,698,042**	$ 1,694,953

See notes to financial statements.

LEGAL PREP CHARTER ACADEMIES

STATEMENTS OF FUNCTIONAL EXPENSES

Years ended June 30,	2024				2023			
		Supporting Services				Supporting Services		
	Program services	**Management and general**	**Fundraising**	**Total**	Program services	Management and general	Fundraising	Total
Advertising and recruitment	**$ 16,973**		**$ 5,658**	**$ 22,631**	$ 15,843		$ 5,281	$ 21,124
Contracted services	**83,044**			**83,044**	66,225			66,225
CPS administrative fee		**$ 102,215**		**102,215**		$ 95,796		95,796
Depreciation	**182,365**	**15,859**		**198,224**	173,565	15,093		188,658
Employee benefits and payroll taxes	**707,131**	**46,116**	**15,372**	**768,619**	578,543	37,731	12,577	628,851
Food service	**130,038**			**130,038**	94,908			94,908
Insurance	**75,780**			**75,780**	65,961			65,961
Interest	**293,505**			**293,505**	305,263			305,263
Office supplies and related costs	**48,416**	**4,203**	**2,650**	**55,269**	41,745	3,630		45,375
Professional fees		**229,644**		**229,644**		226,083		226,083
Rent and occupancy	**248,856**	**21,640**		**270,496**	231,739	20,151		251,890
Salaries	**2,409,349**	**136,900**	**24,000**	**2,570,249**	2,046,412	133,461	44,488	2,224,361
Student costs	**328,814**			**328,814**	264,708			264,708
Textbooks and educational materials	**70,854**			**70,854**	135,784			135,784
Total expenses	**$ 4,595,125**	**$ 556,577**	**$ 47,680**	**$ 5,199,382**	$ 4,020,696	$ 531,945	$ 62,346	$ 4,614,987

See notes to financial statements.

LEGAL PREP CHARTER ACADEMIES

STATEMENTS OF CASH FLOWS

Years ended June 30,	2024	2023
Cash flows from operating activities:		
Change in net assets	**$ 3,089**	$ 418,310
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	**198,224**	188,658
Amortization of operating lease right-of-use asset	**14,165**	
(Increase) decrease in operating assets:		
Accounts and pledges receivable	**37,555**	132,890
Prepaid expenses	**(2,530)**	17,406
Increase (decrease) in operating liabilities:		
Accounts payable and accrued expenses	**89,658**	1,047
Operating lease liability	**(14,165)**	
Net cash provided by operating activities	**325,996**	758,311
Cash flows from investing activities:		
Purchases of investments	**(313,258)**	
Purchases of property and equipment	**(89,930)**	(44,827)
Net cash used in investing activities	**(403,188)**	(44,827)
Cash flows from financing activity:		
Payments on notes payable	**(194,523)**	(182,628)
Net cash used in financing activity	**(194,523)**	(182,628)
Net change in cash	**(271,715)**	530,856
Cash:		
Beginning of year	**797,743**	266,887
End of year	**$ 526,028**	$ 797,743

See notes to financial statements.

LEGAL PREP CHARTER ACADEMIES

STATEMENTS OF CASH FLOWS (CONTINUED)

Years ended June 30,	**2024**	2023
Supplemental disclosures of cash flow information:		
Cash paid during the year for interest	**$ 293,505**	$ 305,263
Cash paid for amounts included in the measurement of lease liability:		
Operating cash flows from operating lease	**$ 16,416**	
Right-of-use asset obtained in exchange for lease liability:		
Operating lease	**$ 60,362**	
Supplemental disclosure of non-cash investing activity:		
Property and equipment additions included in accounts payable	**$ 22,306**	

See notes to financial statements.

1. Organization and purpose

Legal Prep Charter Academies (the School), located in Chicago, Illinois, was incorporated on October 5, 2009, under the provisions of the General Not-For-Profit Act of the State of Illinois. The School was founded to create a legal themed charter high school in a high-need Chicago community. The School's mission is to prepare Chicago's youth to succeed in college and in life.

The School opened its facility to students in August 2012. The School served an average of 225 and 254 students for the years ended June 30, 2024 and 2023, respectively.

The School is supported primarily through funding from Chicago Public Schools and other contributions including funding from state and federal agencies, various community and corporate foundations and the general public. During the years ended June 30, 2024 and 2023, the School received approximately 88% and 86%, respectively, of its support from per pupil and related funding from Chicago Public Schools.

The School is subject to a Charter School Agreement with the Board of Education of the City of Chicago (Chicago Public Schools or CPS). The agreement is for a term of four years ending on June 30, 2028. In addition, the School has been certified as a charter school by the Illinois State Board of Education (ISBE).

The School is governed by a Board of Directors that is selected according to the School's Bylaws.

Under state law, Chicago Public Schools has oversight responsibility to verify that the School complies with the requirements and meets the expectations of a public educational system. The School is expected to satisfy regulations and compliance requirements of Chicago Public Schools.

2. Summary of significant accounting policies

The significant accounting policies of the School are summarized below:

Basis of accounting:

The School's financial statements are prepared in accordance with accounting principles generally accepted in the United States of America.

Recent accounting pronouncement:

In June 2016, the Financial Accounting Standards Board issued ASU 2016-13, *Financial Instruments – Credit Losses (Topic 326): Measurements of Credit Losses on Financial Instruments*. This guidance significantly changes how entities measure credit losses for most financial assets and certain other instruments that are not measured at fair value through net income. The most significant change in this standard is a shift from an incurred credit loss methodology to an expected credit loss methodology, which requires consideration of a broad range of reasonable and supportable information to measure credit loss estimates. The standard also requires additional disclosures to provide users of the financial statements with useful information in analyzing an entity's exposure to credit risk and the measurement of credit losses. Financial assets held by the School that are subject to the guidance in Topic 326 are investments in certificates of deposit. The School has adopted this standard effective July 1, 2023. The cumulative effect of adopting Topic 326 was not material to the financial statements.

Net assets:

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net assets without donor restrictions - Net assets available for use in general operations and not subject to donor restrictions.

Net assets with donor restrictions - Net assets subject to donor-imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that the resources be maintained in perpetuity.

2. Summary of significant accounting policies (continued)

Revenue and revenue recognition:

The School has the following types of revenue:

Per pupil and other CPS funding (including Title and Elementary and Secondary School Emergency Relief (ESSER) Fund funding), school lunch revenue, and E-Rate

The School receives a student allocation from Chicago Public Schools as well as other state and local and federal entitlement funding to cover the cost of educational expenses. Per pupil tuition is calculated by ISBE as defined by statute, and varies year-to-year as the following fluctuate: CPS' expenditures, expenditure composition, categorical revenue, and student attendance. Per pupil tuition includes an allotment for instruction and operations, facility costs (for schools operating in independent facilities), and special education.

The revenue is recognized ratably over the school year. Other state and local entitlements, special education, and other CPS funding are allocated by CPS and recognized as revenue ratably over the school year. Federal entitlements such as Title and ESSER funding are also allocated by CPS and are recognized as revenue as allowable costs are incurred. E-Rate revenue is recognized when eligible program expenses are incurred and approved. School lunch revenue is recognized as revenue when meals are served to qualifying students. During the year ended June 30, 2024, the School elected to no longer be its own food authority and now receives contributed food services from CPS. All of these revenue categories are accounted for as non-exchange transactions as the benefit to the resource provider is incidental to the public benefit received by the students served by the School.

Student activities

Student activities include annual school fees, sports fees, graduation fees, field trip fees, summer school fees and uniform fees. Since collection is not probable, student activities revenue is recognized when fees are collected and performance obligations are met.

Contributions and grants

The School recognizes contributions and grants when cash, securities or other assets, or an unconditional promise to give (pledge) is received. Conditional promises to give are not recognized until the conditions on which they depend have been substantially met.

2. Summary of significant accounting policies (continued)

Revenue and revenue recognition: (continued)

Contributions and grants (continued)

Contributions received are recorded as without or with donor restrictions depending on the existence and/or nature of any donor restrictions. Donor-restricted support is reported as an increase in net assets with donor restrictions depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose of restriction is accomplished), net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. Contributions and grants received subject to donor restrictions and spent in fulfillment of those restrictions in the same fiscal year are reported as net assets without donor restrictions.

Contributed goods and services

Contributed goods and services are reflected as contributions at their fair value at the date of donation and are reported as contributions without donor restrictions unless explicit donor stipulations specify how donated assets must be used. The School recognizes the fair value of contributed services received if such services a) create or enhance nonfinancial assets or b) require specialized skills that are provided by individuals possessing those skills and would typically be purchased if not contributed. The School also receives services from a large number of volunteers who give significant amounts of their time to the School, but these services do not meet the criteria for financial statement recognition. These services include attorney volunteers that work the School's students on a monthly basis to provide their experiences in the legal profession, as well as volunteers who provide support at fundraising events.

Contributed goods are not sold and goods and services are only utilized by the School. There were no donor restrictions for contributed goods and services recognized during the years ended June 30, 2024 and 2023. The fair value of professional fees was valued at estimated fair value using standard industry pricing for similar services. The fair value of supplies was based on the actual cost of the supplies donated as evidenced by invoicing or other support provided by the companies donating the related supplies. Contributed food was valued at estimated fair value using estimates of wholesale value. Contributed food processing costs were valued at estimated fair value using standard industry pricing for similar services.

2. Summary of significant accounting policies (continued)

Revenue and revenue recognition: (continued)

Contributed goods and services (continued)

During the years ended June 30, 2024 and 2023, contributed goods and services were allocated as follows:

Year ended June 30, 2024	**Program services**	**Management and general**	**Fundraising**	**Total**
Office supplies and related costs			**$ 2,650**	**$ 2,650**
Food service	**$ 130,038**			**130,038**
Professional fees		**$ 41,296**		**41,296**
Total	**$ 130,038**	**$ 41,296**	**$ 2,650**	**$ 173,984**

Year ended June 30, 2023	Program services	Management and general	Total
Office supplies and related costs	$ 19,194		$ 19,194
Professional fees		$ 121,616	121,616
Total	$ 19,194	$ 121,616	$ 140,810

Accounts and pledges receivable:

Accounts and pledges receivable consist of amounts due from Chicago Public Schools, other governmental agencies, and donors. The School estimates the allowance based on an analysis of specific account history and experience. It is the School's policy to charge off uncollectible accounts receivable when management determines that the receivable will not be collected. An allowance for doubtful accounts is considered unnecessary and is not provided as of June 30, 2024 and 2023. All accounts and pledges receivable at June 30, 2024 and 2023 are due within one year.

2. Summary of significant accounting policies (continued)

Investments:

The Schools owns investments in certificates of deposit with original maturities of more than three months and that are carried at amortized cost. Management evaluates the collectibility of investments in certificates of deposit and records an allowance for credit losses representing an estimate of the expected losses that result from all possible default events over the life of the investments. The investments are due in one year or less. As a result, the School has assessed the risk of default as less than remote and have not recorded an allowance for credit losses on investments in certificates of deposit for the year ended June 30, 2024.

Property and equipment and related depreciation:

Property and equipment are stated at cost, if purchased, or at fair value at the date of donation, if donated. Acquisitions of property and equipment in excess of $500 are capitalized. Depreciation is provided using the straight-line method over the estimated useful lives of depreciable assets. Textbooks are depreciated over three years, computer equipment over three years, furniture over five years, and building and building improvements over 14 to 39 years.

Management reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired, an impairment loss is recognized to the extent the carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the years ended June 30, 2024 and 2023.

Leases:

The School determines whether a contract is a lease at the contract's inception. Identified leases are subsequently measured, classified, and recognized at lease commencement as either a finance lease or an operating lease. Right-of-use assets and lease liabilities are recognized at the commencement date of the lease based on the estimated present value of lease payments to be made over the lease term. The School's lease terms may include options to extend or terminate the lease when it is reasonably certain that the School will exercise the option. The lease payments are discounted to present value using a discount rate based on a term commensurate with the lease terms at the lease commencement date. The School has elected to use a risk-free rate for all classes of underlying assets. The portion of payments on operating lease liabilities related to interest, along with amortization of the related right-of-use assets, is recognized as operating lease cost. Operating lease cost is recognized on a straight-line basis over the lease term.

2. Summary of significant accounting policies (continued)

Leases: (continued)

The School elected to treat the lease and non-lease components of a lease as a single lease component for all classes of underlying assets.

Expense allocation:

The costs of program and supporting activities have been summarized on a functional basis in the statements of activities. The statements of functional expenses present the natural classification of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

The financial statements report certain categories of expenses that are attributable to more than one program or supporting function. Therefore, these expenses require allocation on a reasonable basis that is consistently applied. Salaries, employee benefits and payroll taxes, depreciation, office supplies and related costs, and rent and occupancy are allocated on the basis of estimates of time and effort. All other costs directly attributable to a program or supporting function are charged directly to that function.

Use of estimates:

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures in the financial statements. Accordingly, actual results could differ from those estimates.

Subsequent events:

Management of the School has reviewed and evaluated subsequent events through October 24, 2024, the date the financial statements were available to be issued.

3. Revenue from contracts with customers

Revenue from contracts with customers includes the portion of fundraising events revenue that relates to the exchange element, which is based upon the fair value of the direct benefits that donors receive. Revenue is recognized at a point in time when the special event takes place. During the years ended June 30, 2024 and 2023, the exchange elements for fundraising events were not material to the financial statements. In addition, there were no receivables from contracts with customers, contract assets, or contract liabilities as of June 30, 2024, 2023 and 2022.

4. Liquidity and availability

The School manages available cash to meet general expenditures following these principles:

- Meet operating needs and contractual commitments
- Maintain adequate liquid assets
- Maintain sufficient reserves to fund programs

The School strives to maintain sufficient cash to cover general expenditures. To facilitate this goal, management updates a rolling, 12-month projected cash flow statement on a monthly basis. Each month, management looks ahead to ensure that cash inflows and outflows are properly projected regarding the School's operations.

The table below presents financial assets available for general expenditures within one year at June 30, 2024 and 2023:

June 30,	**2024**	2023
Financial assets at year-end:		
Cash	**$ 526,028**	$ 797,743
Accounts and pledges receivable	**117,029**	154,584
Investments	**313,258**	
Financial assets available to meet general expenditures within one year	**$ 956,315**	$ 952,327

5. Tax status

The School is a tax-exempt organization as described in Section 501(c)(3) of the Internal Revenue Code (the Code) and is exempt from federal income taxes on related income pursuant to Section 501(a) of the Code. In addition, the Internal Revenue Service has determined that the School is not a private foundation within the meaning of Section 509(a) of the Code. Management has determined that the School was not required to record a liability related to uncertain tax positions as of June 30, 2024 and 2023.

6. Concentrations

The School maintains its cash in bank accounts which, at times, may exceed federally-insured limits. At June 30, 2024 and 2023, cash in excess of these limits totaled approximately $615,000 and $577,000, respectively. Management believes that the School is not exposed to any significant credit risk on cash.

6. Concentrations (continued)

Amounts due from Chicago Public Schools accounted for 85% and 84% of accounts and pledges receivable as of June 30, 2024 and 2023, respectively.

7. Property and equipment

The components of property and equipment are as follows:

June 30,	**2024**	2023
Building and building improvements	**$ 7,442,143**	$ 7,362,045
Classroom textbooks	**54,498**	54,498
Computer equipment	**37,311**	24,373
Furniture	**289,576**	270,376
Land	**194,814**	194,814
	8,018,342	7,906,106
Accumulated depreciation	**(2,121,277)**	(1,923,053)
Property and equipment, net	**$ 5,897,065**	$ 5,983,053

8. Notes payable

The School has the following loans with IFF:

$2,928,000 with monthly principal and interest payments of $19,770, and annual interest rate of 6.5%, and is due on December 28, 2041.

$750,000 with monthly principal and interest payments of $6,373, an annual interest rate of the greater of i) the sum of the yield to maturity (based on asked quotations) of United States Treasury obligations with a maturity equal to the maturity date plus 3.00% or ii) 6.00%. The interest rate was 6.00% as of June 30, 2024 and 2023. The note is due on December 28, 2031.

$750,000 with monthly principal and interest payments of $6,373, an annual interest rate of the greater of i) the sum of the yield to maturity (based on asked quotations) of United States Treasury obligations with a maturity equal to the maturity date plus 3.00% or ii) 6.00%. The interest rate was 6.00% as of June 30, 2024 and 2023. The note is due on December 28, 2031.

8. Notes payable (continued)

The School has three additional loans to finance capital improvement projects at the School:

$702,398 Note A and $237,602 Note B with IFF Capital 26, LLC, as part of a New Market Tax Credits financing transaction. Both of the loans require the School to make quarterly interest-only payments of 3.88%. The loans mature on June 28, 2026. It is expected that at the end of the seven-year NMTC compliance period, approximately in June 2026, the NMTC transaction will unwind and the remaining loan balances in Note A and Note B will be refinanced.

$567,000 with IFF and with principal and interest payments of $5,096 at an annual interest rate of 7.00% through June 30, 2025, at which time the interest rate resets to the greater of i) the sum of the yield to maturity (based on asked quotations) of United States Treasury obligations with a maturity equal to the maturity date plus 4.00% or ii) 6.00% through the maturity date of July 1, 2035.

All of the above loans are collateralized by the facility.

Future principal amounts due on the notes payable are as follows:

Year ending June 30:	Amount
2025	$ 207,198
2026	1,160,700
2027	235,086
2028	250,412
2029	266,741
Thereafter	2,702,885
Total	$ 4,823,022

9. Line of credit

The School has a revolving line of credit agreement with First American Bank which allows for maximum borrowings of up to $250,000 with interest on borrowings at the Prime rate (8.50% and 8.25% as of June 30, 2024 and 2023, respectively) plus 1%, not to be less than 4.25%. The line of credit matures on February 1, 2025 and is collateralized by substantially all assets of the School. There were no amounts outstanding on the line of credit as of June 30, 2024 and 2023. The line of credit agreement requires the School to be in compliance with various covenants, which the School was in compliance with as of June 30, 2024.

10. Leases

The School rents copiers under an operating lease which expires on June 30, 2027. The lease agreement provides for fixed monthly payments that remain constant over the lease term plus additional costs for maintenance that are billed monthly by the lessor.

Total lease costs were as follows:

Year ended June 30, 2024	
Operating lease cost	$ 16,404
Variable lease cost	5,076
Total lease costs	$ 21,480

Future payments due under the lease are as follows:

Year ending June 30:	Amount
2025	$ 16,416
2026	16,416
2027	16,416
Total undiscounted lease payments	49,248
Less imputed interest	(3,051)
Total operating lease liability	$ 46,197

The weighted-average remaining lease term of the operating lease is 3 years and the weighted-average discount rate is 4.19%.

11. Net assets with donor restrictions

The School did not have any net assets with donor restrictions as of June 30, 2024 and 2023.

12. Retirement fund commitments

The School participates in the Public School Teachers' Pension and Retirement Fund of Chicago (CTPF or the Fund), a defined-benefit plan. Participants of the Fund include all active no annuitants who are employed by a Fund-covered employer and who hold an Illinois State Teacher Certification Board certification. The State of Illinois appropriates public contributions to Chicago Public Schools who then remits those (employer) contributions to the Fund for the benefit of applicable Chicago schools.

Chicago Public Schools withholds the employer contribution related to pensionable salaries from the tuition that was paid to each school.

On a discretionary basis, the School has elected to pay a portion of its employees' required contributions to the Fund. The Fund does not maintain separate actuarial records for the School.

CTPF pension amounts are as follows for the years ended June 30, 2024 and 2023:

Years ended June 30,		**2024**		2023
Total pensionable salaries	**$**	**1,156,792**	$	995,430
Employees' contribution expense picked up by employer	**$**	**77,334**	$	62,877
Employer's contribution expense (11.16%)	**$**	**129,098**	$	111,090
Less: CPS deduction amount for employer's pension expense		**(157,746)**		(135,235)
Pension true-up amount	**$**	**(28,648)**	$	(24,145)

In addition, all School employees are eligible to participate in a Section 403(b) defined-contribution plan. The School may make discretionary matching contributions for employee contributions for employees who do not participate in CTPF. During the years ended June 30, 2024 and 2023, the School paid $10,947 and $13,112, respectively.

13. Commitments and contingencies

The School has received funds from state and federal grants during the years ended June 30, 2024 and 2023 which are subject to audits by the granting agencies. Management believes that any adjustments that might arise from these audits would be insignificant to the School's operations.

The School was named as the defendant in two lawsuits involving alleged misconduct by a former employee of the School. Both cases were settled on a confidential basis and within insurance coverage limits during the year ended June 30, 2024, resulting in no material effect on the School's financial position or change in net assets.

The School was the subject of two charges of discrimination separately filed with the Equal Employment Opportunity Commission by former employees. One matter was confidentially settled for a nominal amount which did not have a material effect on the School's financial position or change in net assets. The complainant did not pursue the second matter within the statutorily mandated deadlines and the matter is considered closed.

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Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Board of Directors
Legal Prep Charter Academies

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Legal Prep Charter Academies, which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 24, 2024.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Legal Prep Charter Academies' internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Legal Prep Charter Academies' internal control. Accordingly, we do not express an opinion on the effectiveness of Legal Prep Charter Academies' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

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Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Legal Prep Charter Academies' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Legal Prep Charter Academies' internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Legal Prep Charter Academies' internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Ostrow Reisin Berk & Abrams, Ltd.

Chicago, IL
October 24, 2024

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Independent Accountants' Report on Compliance with Requirements of Applicable Laws and Regulations Prescribed by Administering Agency

Board of Directors
Legal Prep Charter Academies

We have examined Legal Prep Charter Academies' compliance with the compliance requirements listed in Attachment A provided by its administering agency, Chicago Public Schools, during the year ended June 30, 2024. Management of Legal Prep Charter Academies is responsible for Legal Prep Charter Academies' compliance with the specified requirements. Our responsibility is to express an opinion on Legal Prep Charter Academies' compliance with the specified requirements based on our examination.

Our examination was conducted in accordance with attestation standards established by the AICPA. Those standards require that we plan and perform the examination to obtain reasonable assurance about whether Legal Prep Charter Academies complied, in all material respects, with the specified requirements referenced above. An examination involves performing procedures to obtain evidence about whether Legal Prep Charter Academies complied with the specified requirements. The nature, timing, and extent of the procedures selected depend on our judgment, including an assessment of the risks of material noncompliance, whether due to fraud or error. We believe that the evidence we obtained is sufficient and appropriate to provide a reasonable basis for our opinion.

We are required to be independent and to meet our other ethical responsibilities in accordance with relevant ethical requirements relating to the examination engagement.

Our examination does not provide a legal determination on Legal Prep Charter Academies' compliance with specified requirements.

In our opinion, Legal Prep Charter Academies complied, in all material respects, with the specified requirements referred to in Attachment A during the year ended June 30, 2024.

This report is intended solely for the information and use of the Board of Directors and management of Legal Prep Charter Academies and Chicago Public Schools and it is not suitable for any other purpose.

Ostrow Reisin Berk & Abrams, Ltd.

Chicago, IL
October 24, 2024

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Attachment A

Chicago Public Schools provided the specified requirements in a memorandum dated April 12, 2024 and a Charter School Agreement dated July 1, 2022.

- Open Meetings Act (5 ILCS 120/1.01 *et seq.*)
- Fingerprint-based Criminal Background Investigations and Checks of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database (105 ILCS 5/10-21.9 and 105 ILCS 5/34-18.5)
- Illinois School Student Records Act (105 ILCS 10/1 *et seq.*)
- Administering Medication (105 ILCS 5/10-22.21b)
- Hazardous Materials Training (105 ILCS 5/10-20.17a)
- School Safety Drill Act (105 ILCS 128/1 *et seq.*)
- Abused and Neglected Child Reporting Act (325 ILCS 5/1 *et seq.*)
- Eye Protection in School Act (105 ILCS 115/0.01 *et seq.*)
- Toxic Art Supplies in Schools Act (105 ILCS 135/1 *et seq.*)
- Infectious Disease Policies and Rules (105 ILCS 5/10-21.11)
- Physical Fitness Facility Medical Emergency Preparedness Act (210 ILCS 74/1 *et seq.*)
- Open Enrollment Process and Lottery (105 ILCS 5/27A-4(d), (h))
- Board of Directors Requirements (105 ILCS 5/27A-5(c))
- Conformance with the following sections of the Charter School Agreement:
  - Governance and Operation
  - Maintenance of Corporate Status and Good Standing
  - Pension Payments
  - Management and Financial Controls
  - Enrollment/Attendance
  - Facility
  - Insurance

LEGAL PREP CHARTER ACADEMIES

SCHEDULE OF CURRENT YEAR FINDINGS AND PRIOR YEAR FINDINGS

YEAR ENDED JUNE 30, 2024

There were no findings during the years ended June 30, 2024 and 2023.

LEGAL PREP CHARTER ACADEMIES

FINANCIAL STATEMENTS

YEARS ENDED JUNE 30, 2023 AND 2022

LEGAL PREP CHARTER ACADEMIES

YEARS ENDED JUNE 30, 2023 AND 2022

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Independent Auditors' Report

Board of Directors
Legal Prep Charter Academies

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Legal Prep Charter Academies, which comprise the statements of financial position as of June 30, 2023 and 2022, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Legal Prep Charter Academies as of June 30, 2023 and 2022, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Legal Prep Charter Academies and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

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In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Legal Prep Charter Academies' ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Legal Prep Charter Academies' internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Legal Prep Charter Academies' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 26, 2023 on our consideration of Legal Prep Charter Academies' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Legal Prep Charter Academies' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Legal Prep Charter Academies' internal control over financial reporting and compliance.

Ostrow Reisin Berk & Abrams, Ltd.

October 26, 2023

LEGAL PREP CHARTER ACADEMIES

STATEMENTS OF FINANCIAL POSITION

June 30,	2023	2022
ASSETS		
Current assets:		
Cash	**$ 797,743**	$ 266,887
Accounts and pledges receivable	**154,584**	287,474
Prepaid expenses	**1,791**	19,197
Total current assets	**954,118**	573,558
Property and equipment, net	**5,983,053**	6,126,884
Deposits	**1,000**	1,000
Total assets	**$ 6,938,171**	$ 6,701,442
LIABILITIES AND NET ASSETS		
Current liabilities:		
Current maturities of notes payable	**$ 194,523**	$ 182,628
Accounts payable and accrued expenses	**225,673**	224,626
Total current liabilities	**420,196**	407,254
Long-term liability:		
Notes payable, less current maturities	**4,823,022**	5,017,545
Total liabilities	**5,243,218**	5,424,799
Net assets:		
Without donor restrictions	**1,694,953**	1,276,643
Total liabilities and net assets	**$ 6,938,171**	$ 6,701,442

See notes to financial statements.

LEGAL PREP CHARTER ACADEMIES

STATEMENTS OF ACTIVITIES

Years ended June 30,	2023	2022		
	Without donor restrictions	Without donor restrictions	With donor restrictions	Total
Revenue:				
Chicago Public Schools:				
Per pupil and related funding	**$ 4,325,065**	$ 4,211,701		$ 4,211,701
E-Rate	**41,752**	19,342		19,342
Contributions and grants	**220,537**	165,091		165,091
Contributed goods and services	**140,810**	6,102		6,102
Fundraising events	**165,765**	171,719		171,719
School lunch revenue	**82,524**	97,149		97,149
Student activities	**56,844**	44,840		44,840
Net assets released from restrictions		17,500	$ (17,500)	
Total revenue	**5,033,297**	4,733,444	(17,500)	4,715,944
Expenses:				
Program services	**4,020,696**	4,063,163		4,063,163
Supporting services:				
Management and general	**531,945**	410,521		410,521
Fundraising	**62,346**	66,236		66,236
Total expenses	**4,614,987**	4,539,920		4,539,920
Change in net assets	**418,310**	193,524	(17,500)	176,024
Net assets:				
Beginning of year	**1,276,643**	1,083,119	17,500	1,100,619
End of year	**$ 1,694,953**	$ 1,276,643	$ -	$ 1,276,643

See notes to financial statements.

LEGAL PREP CHARTER ACADEMIES

STATEMENTS OF FUNCTIONAL EXPENSES

Years ended June 30,	2023				2022			
		Supporting Services				Supporting Services		
	Program services	Management and general	Fundraising	Total	Program services	Management and general	Fundraising	Total
Advertising and recruitment	$ 15,843		$ 5,281	$ 21,124	$ 23,919		$ 7,973	$ 31,892
Contracted services	66,225			66,225	63,260			63,260
CPS administrative fee		$ 95,796		95,796		$ 90,568		90,568
Depreciation	173,565	15,093		188,658	173,424	15,080		188,504
Employee benefits and payroll taxes	578,543	37,731	12,577	628,851	635,350	41,436	13,812	690,598
Food service	94,908			94,908	91,299			91,299
Insurance	65,961			65,961	54,151			54,151
Interest expense	305,263			305,263	319,851			319,851
Office supplies and expenses	41,745	3,630		45,375	46,167	4,015		50,182
Professional fees		226,083		226,083		105,759		105,759
Rent and occupancy	231,739	20,151		251,890	233,550	20,309		253,859
Salaries	2,046,412	133,461	44,488	2,224,361	2,044,767	133,354	44,451	2,222,572
Student expenses	264,708			264,708	259,101			259,101
Textbooks and educational materials	135,784			135,784	118,324			118,324
Total expenses	$ 4,020,696	$ 531,945	$ 62,346	$ 4,614,987	$ 4,063,163	$ 410,521	$ 66,236	$ 4,539,920

See notes to financial statements.

LEGAL PREP CHARTER ACADEMIES

STATEMENTS OF CASH FLOWS

Years ended June 30,	2023	2022
Cash flows from operating activities:		
Change in net assets	**$ 418,310**	$ 176,024
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	**188,658**	188,504
(Increase) decrease in operating assets:		
Accounts and pledges receivable	**132,890**	(147,132)
Prepaid expenses	**17,406**	(3,852)
Increase (decrease) in operating liabilities:		
Accounts payable and accrued expenses	**1,047**	(70,013)
Net cash provided by operating activities	**758,311**	143,531
Cash flows from investing activity:		
Purchases of property and equipment	**(44,827)**	(33,597)
Net cash used in investing activity	**(44,827)**	(33,597)
Cash flows from financing activity:		
Payments on notes payable	**(182,628)**	(170,431)
Net cash used in financing activity	**(182,628)**	(170,431)
Net change in cash	**530,856**	(60,497)
Cash:		
Beginning of year	**266,887**	327,384
End of year	**$ 797,743**	$ 266,887

See notes to financial statements.

LEGAL PREP CHARTER ACADEMIES

STATEMENTS OF CASH FLOWS (CONTINUED)

Years ended June 30,	**2023**	2022
Supplemental disclosure of cash flow information:		
Cash paid during the year for interest	**$ 305,263**	$ 319,851
Supplemental disclosure of non-cash investing and financing activity:		
The School acquired land in exchange for the assumption of liabilities of the same amount.		$ 50,420

See notes to financial statements.

1. Organization and purpose

Legal Prep Charter Academies (the School), located in Chicago, Illinois, was incorporated on October 5, 2009, under the provisions of the General Not-For-Profit Act of the State of Illinois. The School was founded to create a legal themed charter high school in a high-need Chicago community. The School's mission is to prepare Chicago's youth to succeed in college and in life.

The School opened its facility to students in August 2012. The School served an average of 254 and 256 students for the years ended June 30, 2023 and 2022, respectively.

The School is supported primarily through funding from Chicago Public Schools and other contributions including funding from state and federal agencies, various community and corporate foundations and the general public. During the years ended June 30, 2023 and 2022, the School received approximately 86% and 89%, respectively, of its support from per pupil and related funding from Chicago Public Schools.

The School is subject to a Charter School Agreement with the Board of Education of the City of Chicago (Chicago Public Schools or CPS). The agreement is for a term of two years ending on June 30, 2024. In addition, the School has been certified as a charter school by the Illinois State Board of Education (ISBE).

The School is governed by a Board of Directors that is selected according to the School's Bylaws.

Under state law, Chicago Public Schools has oversight responsibility to verify that the School complies with the requirements and meets the expectations of a public educational system. The School is expected to satisfy regulations and compliance requirements of Chicago Public Schools.

2. Summary of significant accounting policies

The significant accounting policies of the School are summarized below:

Basis of accounting:

The School's financial statements are prepared in accordance with accounting principles generally accepted in the United States of America.

Net assets:

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

> **Net assets without donor restrictions** - Net assets available for use in general operations and not subject to donor restrictions.
>
> **Net assets with donor restrictions** - Net assets subject to donor-imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that the resources be maintained in perpetuity.

Revenue and revenue recognition:

The School has the following types of revenue:

Per pupil and other CPS funding (including Title and Elementary and Secondary School Emergency Relief (ESSER) Fund funding), school lunch revenue, and E-Rate

The School receives a student allocation from Chicago Public Schools as well as other state and local and federal entitlement funding to cover the cost of educational expenses. Per pupil tuition is calculated by ISBE as defined by statute, and varies year-to-year as the following fluctuate: CPS' expenditures, expenditure composition, categorical revenue, and student attendance. Per pupil tuition includes an allotment for instruction and operations, facility costs (for schools operating in independent facilities), and special education.

2. Summary of significant accounting policies (continued)

Revenue and revenue recognition: (continued)

Per pupil and other CPS funding (including Title and Elementary and Secondary School Emergency Relief (ESSER) Fund funding), school lunch revenue, and E-Rate (continued)

The revenue is recognized ratably over the school year. Other state and local entitlements, special education, and other CPS funding are allocated by CPS and recognized as revenue ratably over the school year. Federal entitlements such as Title and ESSER funding are also allocated by CPS and are recognized as revenue as allowable costs are incurred. E-Rate revenue is recognized when eligible program expenses are incurred and approved. School lunch revenue is recognized as revenue when meals are served to qualifying students. All of these revenue categories are accounted for as non-exchange transactions as the benefit to the resource provider is incidental to the public benefit received by the students served by the School.

Student activities

Student activities include annual school fees, sports fees, graduation fees, field trip fees, summer school fees and uniform fees. Since collection is not probable, student activities revenue is recognized when fees are collected and performance obligations are met.

Contributions and grants

The School recognizes contributions and grants when cash, securities or other assets, or an unconditional promise to give (pledge) is received. Conditional promises to give are not recognized until the conditions on which they depend have been substantially met.

Contributions received are recorded as without or with donor restrictions depending on the existence and/or nature of any donor restrictions. Donor-restricted support is reported as an increase in net assets with donor restrictions depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose of restriction is accomplished), net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. Contributions and grants received subject to donor restrictions and spent in fulfillment of those restrictions in the same fiscal year are reported as net assets without donor restrictions.

2. Summary of significant accounting policies (continued)

Revenue and revenue recognition: (continued)

Contributed goods and services

Contributed goods and services are reflected as contributions at their fair value at the date of donation and are reported as contributions without donor restrictions unless explicit donor stipulations specify how donated assets must be used. The School recognizes the fair value of contributed services received if such services a) create or enhance nonfinancial assets or b) require specialized skills that are provided by individuals possessing those skills and would typically be purchased if not contributed. The School also receives services from a large number of volunteers who give significant amounts of their time to the School, but these services do not meet the criteria for financial statement recognition.

Contributed goods are not sold and goods and services are only utilized by the School. There were no donor restrictions for contributed goods and services during the years ended June 30, 2023 and 2022. Contributed goods and services during the year ended June 30, 2023 included in-kind services of $121,616, representing professional fees valued at estimated fair value using standard industry pricing for similar services, and in-kind supplies of $19,194. The fair value of the supplies was based on the actual cost of the supplies donated as evidenced by invoicing or other support provided by the companies donating the related supplies. Contributed services of $6,102 during the year ended June 30, 2022 were professional fees valued at estimated fair value using standard industry pricing for similar services.

During the years ended June 30, 2023 and 2022, contributed goods and services were allocated as follows:

Year ended June 30, 2023	**Program services**	**Management and general**	**Total**
Office supplies and expense	**$ 19,194**		**$ 19,194**
Professional fees		**$ 121,616**	**121,616**
Total	**$ 19,194**	**$ 121,616**	**$ 140,810**

Year ended June 30, 2022	Program services	Management and general	Total
Professional fees		$ 6,102	$ 6,102

2. Summary of significant accounting policies (continued)

Accounts and pledges receivable:

Accounts and pledges receivable consist of amounts due from Chicago Public Schools, other governmental agencies, and donors. The School estimates the allowance based on an analysis of specific account history and experience. It is the School's policy to charge off uncollectible accounts receivable when management determines that the receivable will not be collected. An allowance for doubtful accounts is considered unnecessary and is not provided as of June 30, 2023 and 2022. All accounts and pledges receivable at June 30, 2023 and 2022 are due within one year.

Property and equipment and related depreciation:

Property and equipment are stated at cost, if purchased, or at fair value at the date of donation, if donated. Acquisitions of property and equipment in excess of $500 are capitalized. Depreciation is provided using the straight-line method over the estimated useful lives of depreciable assets.

Management reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired, an impairment loss is recognized to the extent the carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the years ended June 30, 2023 and 2022.

Expense allocation:

The costs of program and supporting activities have been summarized on a functional basis in the statements of activities. The statements of functional expenses present the natural classification of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

The financial statements report certain categories of expenses that are attributable to more than one program or supporting function. Therefore, these expenses require allocation on a reasonable basis that is consistently applied. Salaries, employee benefits and payroll taxes, depreciation, office supplies and expenses, and rent and occupancy are allocated on the basis of estimates of time and effort. All other costs directly attributable to a program or supporting function are charged directly to that function.

2. Summary of significant accounting policies (continued)

Use of estimates:

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures in the financial statements. Accordingly, actual results could differ from those estimates.

Subsequent events:

Management of the School has reviewed and evaluated subsequent events through October 26, 2023, the date the financial statements were available to be issued.

3. Revenue from contracts with customers

Revenue from contracts with customers includes the portion of fundraising events revenue that relates to the exchange element, which is based upon the fair value of the direct benefits that donors receive. Revenue is recognized at a point in time when the special event takes place. During the years ended June 30, 2023 and 2022, there were minimal amounts of exchange elements for fundraising events held during the year. In addition, there were no receivables from contracts with customers, contract assets, or contract liabilities as of June 30, 2023, 2022, and 2021.

4. Liquidity and availability

The School manages available cash to meet general expenditures following these principles:

- Meet operating needs and contractual commitments
- Maintain adequate liquid assets
- Maintain sufficient reserves to fund programs

The sources of liquidity available to the School are cash and receivables. The School strives to maintain sufficient cash to cover general expenditures. To facilitate this goal, management updates a rolling, 12-month projected cash flow statement on a monthly basis. Each month, management looks ahead to ensure that cash inflows and outflows are properly projected regarding the School's operations.

4. Liquidity and availability (continued)

The table below presents financial assets available for general expenditures within one year at June 30, 2023 and 2022:

June 30,	**2023**	2022
Financial assets at year-end:		
Cash	**$ 797,743**	$ 266,887
Accounts and pledges receivable	**154,584**	287,474
Financial assets available to meet general expenditures within one year	**$ 952,327**	$ 554,361

5. Tax status

The School is a tax-exempt organization as described in Section 501(c)(3) of the Internal Revenue Code (the Code) and is exempt from federal income taxes on related income pursuant to Section 501(a) of the Code. In addition, the Internal Revenue Service has determined that the School is not a private foundation within the meaning of Section 509(a) of the Code. Management has determined that the School was not required to record a liability related to uncertain tax positions as of June 30, 2023 and 2022.

6. Concentration of credit risk

The School maintains its cash in bank accounts which, at times, may exceed federally-insured limits. At June 30, 2023 and 2022, cash in excess of these limits totaled approximately $577,000 and $24,000, respectively. Management believes that the School is not exposed to any significant credit risk on cash.

7. Property and equipment

The components of property and equipment are as follows:

June 30,	**2023**	2022
Building and building improvements	**$ 7,362,045**	$ 7,335,415
Classroom textbooks	**54,498**	109,796
Computer equipment	**24,373**	333,474
Furniture	**270,376**	261,079
Land	**194,814**	194,814
	7,906,106	8,234,578
Accumulated depreciation	**(1,923,053)**	(2,107,694)
Property and equipment, net	**$ 5,983,053**	$ 6,126,884

8. Notes payable

The School has the following loans with IFF:

$2,928,000 with monthly principal and interest payments of $19,770, and annual interest rate of 6.5%, and is due on December 28, 2041.

$750,000 with monthly principal and interest payments of $6,373, an annual interest rate of the greater of i) the sum of the yield to maturity (based on asked quotations) of United States Treasury obligations with a maturity equal to the maturity date plus 3.00% or ii) 6.00%. The interest rate was 6.00% as of June 30, 2023 and 2022. The note is due on December 28, 2031.

$750,000 with monthly principal and interest payments of $6,373, an annual interest rate of the greater of i) the sum of the yield to maturity (based on asked quotations) of United States Treasury obligations with a maturity equal to the maturity date plus 3.00% or ii) 6.00%. The interest rate was 6.00% as of June 30, 2023 and 2022. The note is due on December 28, 2031.

8. Notes payable (continued)

The School has three additional loans to finance capital improvement projects at the School:

$702,398 Note A and $237,602 Note B with IFF Capital 26, LLC, as part of a New Market Tax Credits financing transaction. Both of the loans require the School to make quarterly interest-only payments of 3.88%. The loans mature on June 28, 2026. It is expected that at the end of the seven-year NMTC compliance period, approximately in June 2026, the NMTC transaction will unwind and the remaining loan balances in Note A and Note B will be refinanced.

$567,000 with IFF and with principal and interest payments of $5,096 starting on August 1, 2020 at an annual interest rate of 7.00% through June 30, 2025, at which time the interest rate resets to the greater of i) the sum of the yield to maturity (based on asked quotations) of United States Treasury obligations with a maturity equal to the maturity date plus 4.00% or ii) 6.00% through the maturity date of July 1, 2035.

All of the above loans are collateralized by the facility.

Future principal amounts due on the notes payable are as follows:

Year ending June 30:	Amount
2024	$ 194,523
2025	207,198
2026	1,160,700
2027	235,086
2028	250,412
Thereafter	2,969,626
Total	$ 5,017,545

9. Line of credit

The School has a revolving line of credit agreement with First American Bank which allows for maximum borrowings of up to $250,000 with interest on borrowings at the Prime rate (8.25% and 4.75% as of June 30, 2023 and 2022, respectively) plus 1%, not to be less than 4.25%. The line of credit matures on February 1, 2024 and is collateralized by substantially all assets of the School. There were no amounts outstanding on the line of credit as of June 30, 2023 and 2022. The line of credit agreement requires the School to be in compliance with various covenants, which the School was in compliance with as of June 30, 2023.

10. Net assets with donor restrictions

As of June 30, 2021, net assets with donor restrictions of $17,500 were restricted for time restrictions.

During the year ended June 30, 2022, net assets of $17,500 were released from donor restrictions upon the expiration of time restrictions.

11. Retirement fund commitments

The School participates in the Public School Teachers' Pension and Retirement Fund of Chicago (CTPF or the Fund), a defined-benefit plan. Participants of the Fund include all active nonannuitants who are employed by a Fund-covered employer and who hold an Illinois State Teacher Certification Board certification. The State of Illinois appropriates public contributions to the Chicago Public Schools who then remits those (employer) contributions to the Fund for the benefit of applicable Chicago schools.

Chicago Public Schools withholds the employer contribution related to pensionable salaries from the tuition that was paid to each school.

On a discretionary basis, the School has elected to pay a portion of its employees' required contributions to the Fund. The Fund does not maintain separate actuarial records for the School.

CTPF pension amounts are as follows for the years ended June 30, 2023 and 2022:

Years ended June 30,		**2023**		2022
Total pensionable salaries	**$**	**995,430**	$	1,140,787
Employees' contribution expense picked up by employer	**$**	**62,877**	$	72,305
Employer's contribution expense (11.16%)	**$**	**111,090**	$	127,055
Less: CPS deduction amount for employer's pension expense		**(135,235)**		(138,112)
Pension true-up amount	**$**	**(24,145)**	$	(11,057)

In addition, all School employees are eligible to participate in a Section 403(b) defined-contribution plan. The School may make discretionary matching contributions for employee contributions for employees who do not participate in CTPF. During the years ended June 30, 2023 and 2022, the School paid $13,112 and $15,816, respectively.

12. Commitments and contingencies

The School has received funds from state and federal grants during the years ended June 30, 2023 and 2022 which are subject to audits by the granting agencies. Management believes that any adjustments that might arise from these audits would be insignificant to the School's operations.

The School was named as the defendant in two lawsuits involving alleged misconduct by a former employee of the School. The lawsuits are in the discovery stage. Management believes that any potential loss will be covered by its insurance carrier and would not have a material effect on the School's financial position or change in net assets.

The School is the subject of two Equal Employment Opportunity Commission complaints issued by former employees involving alleged discrimination. Management believes that the allegations are unfounded and any potential loss would not have a material effect on the School's financial position or change in net assets.

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Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Board of Directors
Legal Prep Charter Academies

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Legal Prep Charter Academies, which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 26, 2023.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Legal Prep Charter Academies' internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Legal Prep Charter Academies' internal control. Accordingly, we do not express an opinion on the effectiveness of Legal Prep Charter Academies' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

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Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Legal Prep Charter Academies' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Legal Prep Charter Academies' internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Legal Prep Charter Academies' internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Ostrow Reisin Berk & Abrams, Ltd.

Chicago, IL
October 26, 2023

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Independent Accountants' Report on Compliance with Requirements of Applicable Laws and Regulations Prescribed by Administering Agency

Board of Directors
Legal Prep Charter Academies

We have examined Legal Prep Charter Academies' compliance with the compliance requirements listed in Attachment A provided by its administering agency, Chicago Public Schools, during the year ended June 30, 2023. Management of Legal Prep Charter Academies is responsible for Legal Prep Charter Academies' compliance with the specified requirements. Our responsibility is to express an opinion on Legal Prep Charter Academies' compliance with the specified requirements based on our examination.

Our examination was conducted in accordance with attestation standards established by the AICPA. Those standards require that we plan and perform the examination to obtain reasonable assurance about whether Legal Prep Charter Academies complied, in all material respects, with the specified requirements referenced above. An examination involves performing procedures to obtain evidence about whether Legal Prep Charter Academies complied with the specified requirements. The nature, timing, and extent of the procedures selected depend on our judgment, including an assessment of the risks of material noncompliance, whether due to fraud or error. We believe that the evidence we obtained is sufficient and appropriate to provide a reasonable basis for our opinion.

We are required to be independent and to meet our other ethical responsibilities in accordance with relevant ethical requirements relating to the examination engagement.

Our examination does not provide a legal determination on Legal Prep Charter Academies' compliance with specified requirements.

In our opinion, Legal Prep Charter Academies complied, in all material respects, with the specified requirements referred to in Attachment A during the year ended June 30, 2023.

This report is intended solely for the information and use of the Board of Directors and management of Legal Prep Charter Academies and Chicago Public Schools and it is not suitable for any other purpose.

Ostrow Reisin Berk & Abrams, Ltd.

Chicago, IL
October 26, 2023

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Attachment A

Chicago Public Schools provided the specified requirements in a memorandum dated May 12, 2023 and a Charter School Agreement dated July 1, 2022.

- Open Meetings Act (5 ILCS 120/1.01 *et seq.*)
- Fingerprint-based Criminal Background Investigations and Checks of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database (105 ILCS 5/10-21.9 and 105 ILCS 5/34-18.5)
- Illinois School Student Records Act (105 ILCS 10/1 *et seq.*)
- Administering Medication (105 ILCS 5/10-22.21b)
- Hazardous Materials Training (105 ILCS 5/10-20.17a)
- School Safety Drill Act (105 ILCS 128/1 *et seq.*)
- Abused and Neglected Child Reporting Act (325 ILCS 5/1 *et seq.*)
- Eye Protection in School Act (105 ILCS 115/0.01 *et seq.*)
- Toxic Art Supplies in Schools Act (105 ILCS 135/1 *et seq.*)
- Infectious Disease Policies and Rules (105 ILCS 5/10-21.11)
- Physical Fitness Facility Medical Emergency Preparedness Act (210 ILCS 74/1 *et seq.*)
- Open Enrollment Process and Lottery (105 ILCS 5/27A-4(d), (h))
- Board of Directors Requirements (105 ILCS 5/27A-5(c))
- Conformance with the following sections of the Charter School Agreement:
  - Governance and Operation
  - Maintenance of Corporate Status and Good Standing
  - Pension Payments
  - Management and Financial Controls
  - Enrollment/Attendance
  - Facility
  - Insurance

LEGAL PREP CHARTER ACADEMIES

SCHEDULE OF CURRENT YEAR FINDINGS

YEAR ENDED JUNE 30, 2023

There were no findings during the year ended June 30, 2023.

LEGAL PREP CHARTER ACADEMIES

SCHEDULE OF PRIOR YEAR FINDINGS

YEAR ENDED JUNE 30, 2023

Finding 2022-001 Conformance with Charter School Agreement

Criteria Requirement

The School is required to prepare and submit an annual budget each fiscal year to Chicago Public Schools no later than July 1 of such fiscal year unless a later date is agreed to in writing.

Condition

The due date for the submission of the 2022-2023 fiscal year budget was extended to July 29, 2022. The School submitted the 2022-2023 fiscal year budget on August 2, 2022.

Effect

The School was not in compliance with this compliance requirement.

Recommendation

We recommended that the School submit an annual budget by the required due date.

Current Status

The recommendation was adopted and the 2023-2024 fiscal year budget was submitted by the required due date.

Attachment 27 - Cover Page

Past Three Years of Audit Reports for All Affiliated Schools - Past Three Years of Audited Financial Reports for Legal Prep Charter Academies (Illinois) are already included as part of Attachment 26

Attachment 28 - Cover Page

Greenlighting Tool

Educating the next generation of lawyers and leaders

Legal Prep Expansion Greenlighting Tool

Legal Prep Charter Academies utilizes a structured decision-making framework to determine readiness for expansion to new campuses. This framework ensures that growth is disciplined, data-driven, and aligned to the organization's commitment to high-quality outcomes for students.

Expansion is approved only when the organization meets or exceeds defined benchmarks across five core domains: Academic Performance, Organizational Health, Leadership Capacity, Financial Readiness, and Community Demand.

This framework reflects Legal Prep's internal decision-making process and has been refined through the organization's expansion planning efforts, including the development of the Indianapolis campus and evaluation of future growth opportunities.

I. Academic Performance

The existing school(s) must demonstrate sustained academic performance:

Indicator	Benchmark
State accountability rating	Demonstrates performance equivalent to a 4- or 5-star rating or strong trajectory toward that benchmark
Student growth (internal + external measures)	Meets or exceeds expected growth targets
High School Graduation Rates	Graduation rates at or above the state average and/or demonstrating strong year-over-year improvement relative to comparable schools
Subgroup performance	No persistent, significant underperformance across subgroups

Academic model consistency and replicability	Core academic model is clearly defined, documented, and consistently implemented across existing campus(es)

Requirement: Must meet at least 4 of 5 indicators, including State Accountability, and demonstrate a positive trajectory across all indicators

---

II. Organizational Health

Indicator	Benchmark
Organizational performance rating	Meets standard with authorizer
Compliance history	No material compliance violations
Audit results	Clean audits with no material weaknesses (past 3 years)
Staff retention	Stable core staff and leadership retention

Requirement: Must meet all indicators

III. Leadership Capacity

Indicator	Benchmark
Founding Principal identified	Yes (12–18 months prior to opening)
Leadership pipeline	Identified internal or external candidates for key roles
Executive leadership capacity	Dedicated Head of Schools / leadership support in place
Leadership readiness	Principal demonstrates readiness through performance and/or residency
Leadership alignment	Founding Principal demonstrates strong alignment to Legal Prep model and a track record of success with similar student populations

Requirement: Must meet all indicators

IV. Financial Readiness

Indicator	Benchmark
Financial performance	Meets standard (balanced budget, positive cash flow)
Fundraising capacity	Secured or identified startup funding (grants, philanthropy)
Facility plan	Identified viable, financially sustainable facility options
Enrollment assumptions	Conservative and validated enrollment projections
Financial sustainability	Financial model demonstrates sustainability at conservative enrollment assumptions and maintains positive cash flow

Requirement: Must meet all indicators

V. Community Demand & Market Fit

Indicator	Benchmark
Demonstrated family demand	Interest forms, event participation, or LOIs
Community engagement	Documented outreach (events, meetings, partnerships)
Needs alignment	Target community aligns with identified academic/demographic need
Strategic partnerships	Early-stage partnerships (community orgs, higher ed, legal partners)

Requirement: Must meet at least 3 of 4 indicators

VI. Operational Readiness

Indicator	Benchmark
Staffing plan	Clear hiring plan aligned to enrollment
Systems readiness	SIS, finance, compliance systems identified
Shared services capacity	Organizational support roles in place (academic, ops, development)
Pre-opening plan	Detailed timeline aligned to authorizer expectations

Requirement: Must meet all indicators

VII. Final Greenlight Decision Rule

Expansion is approved only when all required domains (Organizational Health, Leadership Capacity, Financial Readiness, and Operational Readiness) are fully met, and Academic Performance and Community Demand demonstrate strong alignment or positive trajectory. In addition to meeting these criteria, Legal Prep assesses whether expansion aligns with its mission, capacity to maintain quality across campuses, and ability to provide sustained support to new schools.

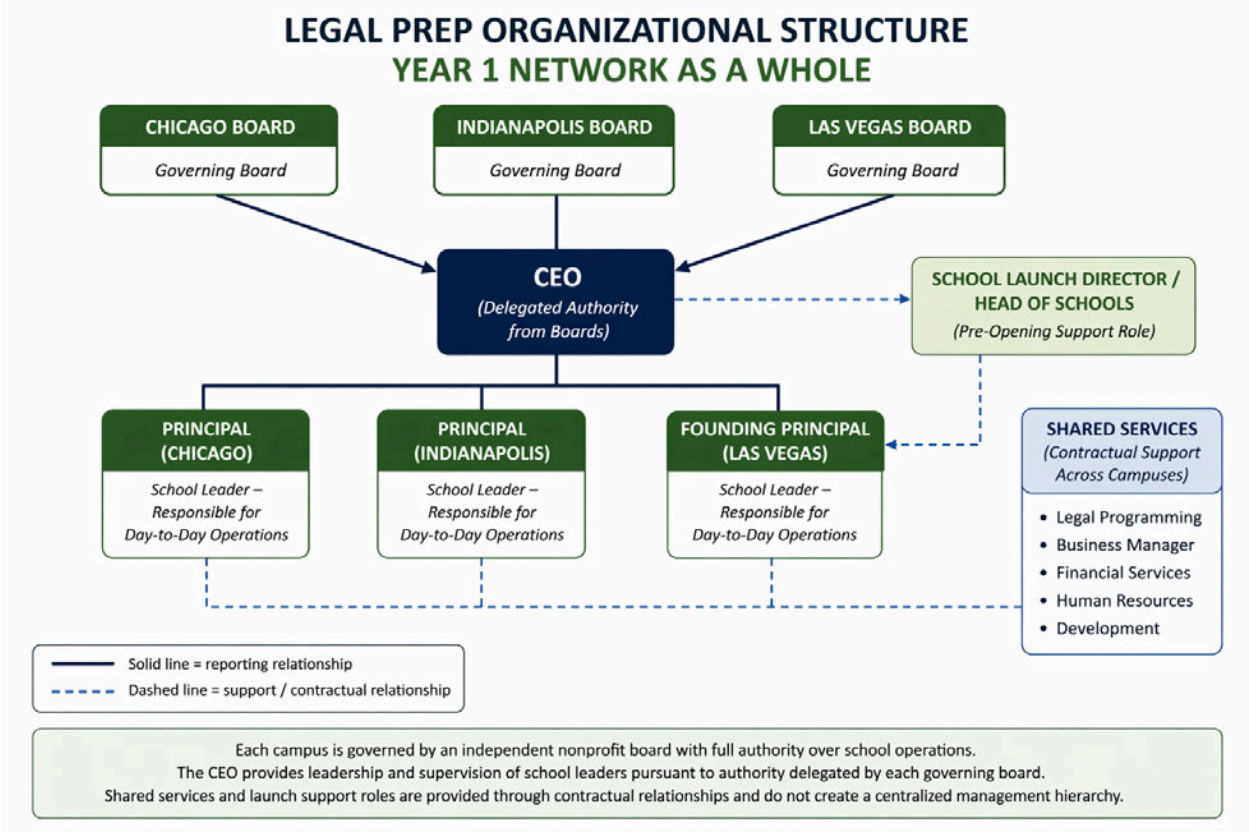
Attachment 29 - Cover Page

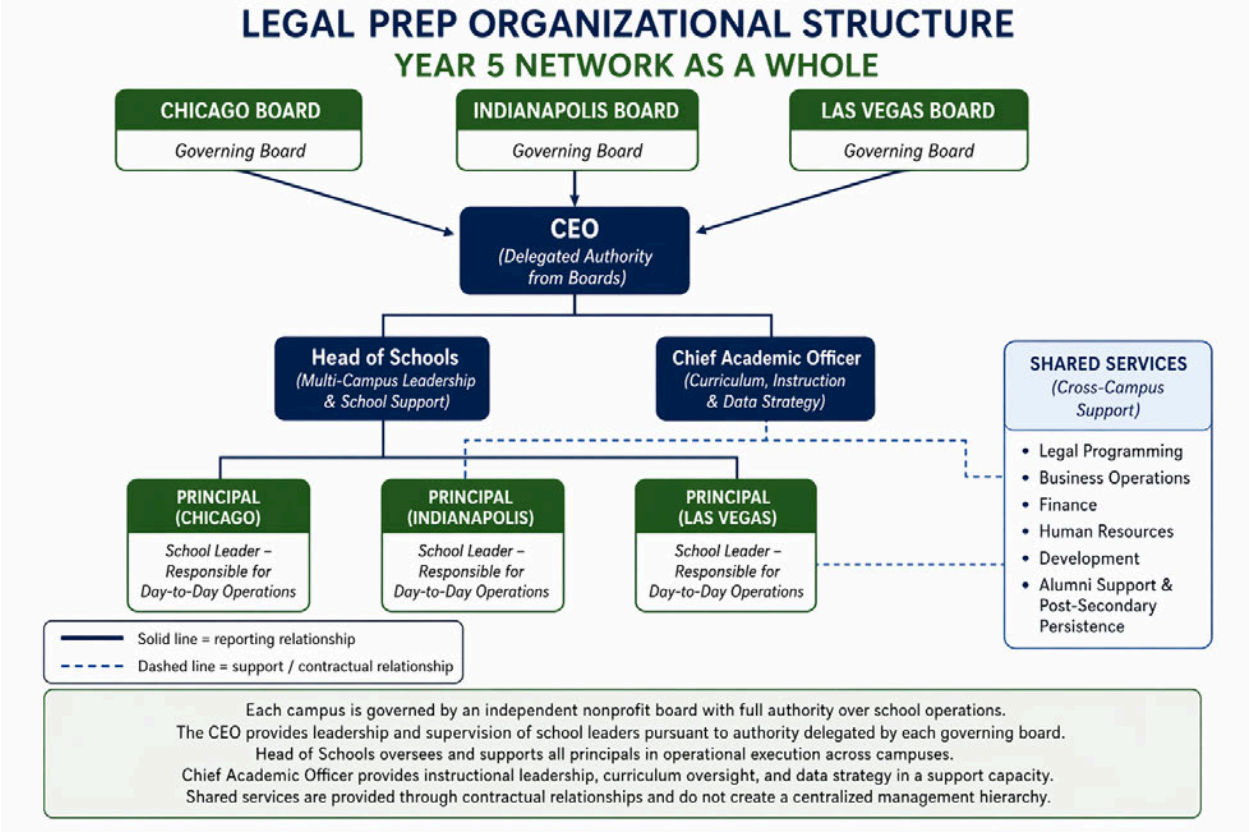
Network Organizational Charts for Years 1 and 5 - Organizational Charts for Legal Prep Charter Academies for Years 1 and 5

LEGAL PREP
CHARTER ACADEMIES

Educating the next generation of lawyers and leaders

Attachment 29: Multi-Campus Org Charts




LEGAL PREP ORGANIZATIONAL STRUCTURE
YEAR 5 NETWORK AS A WHOLE
CHICAGO BOARD
Governing Board
INDIANAPOLIS BOARD
Governing Board
LAS VEGAS BOARD
Governing Board
CEO
(Delegated Authority from Boards)
Head of Schools
(Multi-Campus Leadership & School Support)
Chief Academic Officer
(Curriculum, Instruction & Data Strategy)
SHARED SERVICES
(Cross-Campus Support)
• Legal Programming
• Business Operations
• Finance
• Human Resources
• Development
• Alumni Support & Post-Secondary Persistence
PRINCIPAL (CHICAGO)
School Leader – Responsible for Day-to-Day Operations
PRINCIPAL (INDIANAPOLIS)
School Leader – Responsible for Day-to-Day Operations
PRINCIPAL (LAS VEGAS)
School Leader – Responsible for Day-to-Day Operations
Solid line = reporting relationship
Dashed line = support / contractual relationship
Each campus is governed by an independent nonprofit board with full authority over school operations.
The CEO provides leadership and supervision of school leaders pursuant to authority delegated by each governing board.
Head of Schools oversees and supports all principals in operational execution across campuses.
Chief Academic Officer provides instructional leadership, curriculum oversight, and data strategy in a support capacity.
Shared services are provided through contractual relationships and do not create a centralized management hierarchy.

Attachment 30 - Cover Page

Incubation Year MOU - Proposed Contract between School and Legal Prep Charter Academies

PLANNING AND IMPLEMENTATION SERVICES AGREEMENT (DRAFT) - FOR INCUBATION YEAR

This Planning and Implementation Services Agreement (hereafter the "Agreement") between Legal Prep Charter Academies, an Illinois not-for-profit corporation (hereafter the "Service Provider"), and Legal Prep Charter Academy Nevada, Inc., a Nevada not-for-profit corporation (hereafter the "Client") is made effective as of the Effective Date stated below.

1. **Background**

1.1. The Service Provider has experience planning, opening and operating a charter school and, through its officers, has provided advice and assistance to the Client and its Committee to Form in the Client's efforts to obtain a charter contract to operate a charter school in the state of Nevada that is modeled after the charter school operated by the Service Provider.

1.2. The Client has been granted a charter contract (hereafter **"Charter School Agreement")** from the Nevada State Public Charter School Authority (hereafter the **"Authorizer")** to operate a charter school (hereafter the "**Charter School**"), and has been selected to receive Charter Schools Program (CSP) grant covering services and expenses associated with the planning, implementation and operation of a charter school.

1.3. The Client seeks to utilize some of the professional, administrative, and curriculum design and instructional coaching and related services available from the Service Provider in order to more effectively and efficiently plan, launch and operate a school modeled after the Service Provider's charter school in Chicago.

1.4. Notwithstanding this Agreement, the Client is and remains solely responsible for launching and operating the Charter School and ensuring that the Charter School opens and operates in compliance with all grants received from federal, state or other sources, the Charter School Agreement, the Authorizer's rules and regulations and all other local, state and federal rules and regulations, including but not limited to providing educational content for students, ensuring student performance, hiring and overseeing staff, overseeing lottery and enrollment, and providing and financing the school facilities, including any facility improvements and capital repairs. For avoidance of doubt, Client shall at all times remain legally responsible to the Nevada Department of Education with respect to the terms and conditions of any federal funds

received through the Nevada CSP grant and to the Authorizer for the operations and management of the Charter School and for ensuring that the terms and conditions of the Charter School Agreement are satisfied. The Service Provider will comply with all applicable law and the terms and conditions of the charter.

1.5. The Service Provider is an independent contractor, and nothing in this Agreement shall be construed as creating an employer-employee relationship, partnership, joint venture, or other business association between the parties, and that, except as expressly set forth in attached Schedule A, no officer or employee of the Service Provider shall be deemed to be an agent of the Client while performing Services for the Client.

1.6. This Agreement shall become effective on _____ 2026 (the "Effective Date").

2. **Scope of Services**.

2.1. The Service Provider shall provide to the Client with the professional, administrative and curriculum design and instructional coaching and related services (the "Services") described in Schedule A attached hereto.

2.2. The Services shall be performed in a professional and workmanlike manner, consistent with the Charter School Agreement, all applicable laws and regulations, and state and local standards and best practices.

2.3. The Service Provider shall provide regular reports to the Client regarding its performance and compliance with such standards.

2.4. The Service Provider will not engage subcontractors or third-party providers to perform the Services without the prior written approval of the Client and the subcontractor's or third-party provider’s agreement to be bound by the terms of this Agreement.

2.5. The Services shall be performed at the location(s) specified in Schedule A. If any Services are to be performed at the Client's location, the Service Provider shall comply with all applicable policies, procedures, and including completion of background checks in compliance with NRS 388A.515 and NRS 391.104.

2.6. The Client may request modifications or changes to the scope of Services by submitting a written request to the Service Provider. The Service Provider shall evaluate such requests and provide the Client with a written proposal for implementing the requested changes, including any adjustments to the Fees or other terms of this Agreement. No changes shall be effective unless and until the parties have executed a written amendment to this Agreement.

2.7. The Client shall have the right to review and accept or reject the Services performed by the Service Provider. If the Client rejects any Services for failure to meet the standards set forth in Section 2.2 above, the Service Provider shall promptly re-perform or correct such Services at no additional cost to the Client.

2.8. The Services shall not include any services or activities not expressly described in Schedule A. If the Client requests additional services outside the scope of this Agreement, the parties shall negotiate in good faith to execute a separate agreement or amendment to this Agreement for such additional services.

2.9. Upon the expiration or termination of this Agreement, the Service Provider shall cooperate with the Client to ensure an orderly and efficient transition of the Services to Client. The Service Provider shall provide all necessary documentation, data, and other information required for the Client to assume performance of the Services.

2.10. The Service Provider's ability to perform the Services may be dependent upon the Client's timely provision of certain information, resources, or cooperation. The Client shall use commercially reasonable efforts to provide such dependencies in a timely manner.

3. **Fees and Payment Terms**

3.1. In consideration for the Services provided by the Service Provider, the Client shall pay:

(a) The fees and charges set forth in Schedule B (hereafter collectively the “Fees”) on a monthly basis.

(b) The Service Provider shall be reimbursed for all reasonable and documented out-of-pocket expenses incurred in connection with the performance of the Services, subject to the Client's approval.

3.2. All undisputed Fees and expenses shall be due and payable within thirty (30) days after the Client's receipt of an invoice from the Service Provider. Payment shall be made in U.S. dollars by wire transfer or other method agreed upon by the parties.

3.3. The Service Provider shall submit invoices to the Client on a monthly basis, or as otherwise agreed upon by the parties. Each invoice shall include a description of the Services performed, the applicable Fees, and any reimbursable expenses incurred during the relevant period.

3.4. The Fees are exclusive of any applicable taxes, which shall be added to each invoice and paid by the Client, unless the Client provides the Service Provider with a valid tax exemption certificate.

3.5. If the Client disputes any portion of an invoice, the Client shall notify the Service Provider in writing within thirty (30) days of receipt of the invoice, identifying the disputed amount and providing a reasonable explanation for the dispute. The parties shall use commercially reasonable efforts to resolve any such dispute within thirty (30) days of the Service Provider's receipt of the dispute notice. Any undisputed portion of the invoice shall be paid in accordance with Section 3.2.

3.6. The Service Provider shall maintain complete and accurate records relating to the Services and the Fees charged under this Agreement. The Client shall have the right, upon reasonable notice and during normal business hours, to audit and inspect such records to verify the accuracy of the Fees and the Service Provider's compliance with this Agreement.

4. **Term and Termination**

4.1. The term of this Agreement shall commence on the Effective Date and shall continue through July 31, 2026.

4.2. Either party may terminate this Agreement for convenience by providing the other party with at least 120 days prior written notice, unless such termination prior to the end of the Term shall cause the other party undue hardship.

4.3. Either party may terminate the Agreement if performance under the Agreement would jeopardize the tax exempt or not-for-profit status of either party, would create adverse tax consequences for either party, or would cause either party to be in violation of applicable law.

4.4. Either party may terminate this Agreement for cause if the other party materially breaches any term or condition of this Agreement and fails to cure such breach within 60 days after receiving written notice thereof.

4.5. The Client also may terminate this Agreement if the Agreement or its implementation would serve as grounds for revocation under the Charter School Agreement; or if services provided by the Service Provider fail to meet any performance criteria required by the Nevada Department of Education under the Charter School Program, the School Charter Agreement or the Authorizer.

4.6. Either party may terminate this Agreement immediately upon written notice to the other party if the other party becomes insolvent, files a petition in bankruptcy, or has a receiver appointed for its assets.

4.7. Effect of Termination.

(a) Upon termination or expiration of this Agreement, the Client shall promptly pay the Service Provider all outstanding Fees and expenses incurred up to the effective date of termination.

(b) Upon termination or expiration of this Agreement, each party shall return to the other party any materials belonging to the other party.

4.8. Transition Assistance. Upon termination or expiration of this Agreement, the Service Provider shall provide reasonable transition assistance to the Client for a period of up to 60 days to facilitate the orderly transfer of the Services to the Client. The Service Provider shall be entitled to receive its Monthly and Personnel Fees and expenses for such transition assistance.

4.9. Remedies. In the event of termination for cause by the non-breaching party, the non-breaching party shall be entitled to pursue all remedies available at law or in equity, including, but not limited to, damages and injunctive relief.

5. Additional Terms

5.1. Client recognizes and acknowledges that the materials provided by the Service Provider under this Agreement, including any curriculum, use of trademarks, logos or other intellectual property, remain the property of the Service Provider, and that Client is granted a license to use said materials, provided they are used in accordance with the instructions and quality standards articulated by the Service Provider.

5.2. To the extent the Service Provider maintains any Client data, the Client and the Authorizer are entitled to access any data directly related to the operation or management of the Charter School, including but not limited to financial data, enrollment data, demographic data, performance data, and student data, in the possession of the Service Provider other than any proprietary, intellectual property, or similarly protected data of the Service Provider.

5.3. The Service Provider recognizes that it may receive access to confidential and/or sensitive personal information of staff, students, and families including personally identifiable information and/or other information that may be protected by privacy laws. The Client will notify the Service Provider if it is given access to such protected information, and even without such notice, the Service Provider will use reasonable efforts to identify such information as protected information. The Service Provider shall comply with all laws, regulations and agreements concerning such protected information and shall not disclose such protected information except as directed by the Client, the Authorizer or as permitted by law, and shall use at least the same degree of care as it uses to protect its own information of a similar nature, but no less than a reasonable degree of care.

5.4. Upon expiration of this Agreement, the Service Provider shall promptly return or destroy all protected information of Client, except to the extent it is required to retain such information by law or another Agreement is reached between the parties concerning this protected information.

5.5. Each party represents and warrants that it has the full legal authority and capacity to enter into and perform its obligations under this Agreement, and that it is duly organized, validly existing, and in good standing under the laws of its jurisdiction of formation.

5.6. Each party represents and warrants that it will comply with all applicable laws, regulations, and industry standards in performing its obligations under this Agreement.

5.7. Except as expressly stated in this Agreement, neither party makes any other warranties, express or implied, including but not limited to implied warranties of merchantability or fitness for a particular purpose.

5.8. The Service Provider shall indemnify, defend, and hold harmless the Client, its affiliates, and their respective officers, directors, employees, agents, successors, and assigns (collectively, the "Client Indemnified Parties") from and against any and all losses, damages, liabilities, deficiencies, claims, actions, judgments, settlements, interest, awards, penalties, fines, costs, or expenses of whatever kind, including reasonable attorneys' fees, that are incurred by the Client Indemnified Parties (collectively, "Losses"), arising out of or related to:

(a) Any breach or non-fulfillment of any representation, warranty, or covenant made by the Service Provider under this Agreement;

(b) Any negligent, reckless, or intentionally wrongful acts or omissions by the Service Provider or its employees, agents, or subcontractors in connection with the performance of the Services;

(c) Any claim that the Services or any deliverables provided by the Service Provider infringe upon or misappropriate any intellectual property rights of a third party; or

(d) Any claim for taxes, penalties, or interest assessed against the Client Indemnified Parties arising from the Service Provider's failure to comply with applicable tax laws or regulations.

5.9. The Client shall indemnify, defend, and hold harmless the Service Provider, its affiliates, and their respective officers, directors, employees, agents, successors, and assigns (collectively, the "Service Provider Indemnified Parties") from and against any and all Losses arising out of or related to:

(a) Any breach or non-fulfillment of any representation, warranty, or covenant made by the Client under this Agreement;

(b) Any negligent, reckless, or intentionally wrongful acts or omissions by the Client or its employees or agents in connection with the performance of this Agreement;

(c) Any claim that the Client data or other information provided by Client to the Service Provider infringes upon or misappropriates any intellectual property rights of a third party; or

(d) Any claim for taxes, penalties, or interest assessed against the Service Provider Indemnified Parties arising from the Client’s failure to comply with applicable tax laws or regulations.

5.10. The party seeking indemnification (the "Indemnified Party") shall promptly notify the other party (the "Indemnifying Party") in writing of any claim or potential claim for which indemnification may be sought. The Indemnifying Party shall have the right to assume the exclusive defense and control of any such claim or proceeding at its own expense and with counsel of its own choosing. The Indemnified Party shall cooperate fully with the Indemnifying Party in the defense of any such claim or proceeding. The Indemnifying Party shall not settle or compromise any claim or proceeding without the prior written consent of the Indemnified Party, which shall not be unreasonably withheld, conditioned, or delayed.

5.11. Notwithstanding anything to the contrary in this Agreement, the Service Provider's total liability to the Client Indemnified Parties for any and all Losses arising out of or related to this Agreement, whether in contract, tort, or otherwise, shall not exceed the amount paid to Service Provider during the term of this Agreement giving rise to the liability.

5.12. The indemnification obligations set forth in this Section 5 shall survive the expiration or termination of this Agreement.

5.13. In the event of any dispute, controversy, or claim arising out of or relating to this Agreement, the parties shall first attempt to resolve such dispute through good-faith negotiations.

5.14. Unless otherwise agreed in writing or ordered by a court or arbitrator, the parties shall continue to perform their respective obligations under this Agreement during the pendency of any dispute resolution proceedings.

5.15. No claim or cause of action arising out of or relating to this Agreement may be brought more than two (2) years after the cause of action has accrued.

5.16. Neither party shall assign, transfer, or otherwise dispose of this Agreement or any of its rights or obligations hereunder, whether voluntarily or by operation of law, without the prior written consent of the other party, which consent shall not be unreasonably withheld, conditioned, or delayed.

5.17. Notwithstanding Section 5.16, either party may assign this Agreement, in whole or in part, without the other party's consent, to an affiliate or to a successor in interest in connection with a merger, acquisition, or sale of all or substantially all of its assets or business to which this Agreement relates.

5.18. Subject to the foregoing, this Agreement shall be binding upon and inure to the benefit of the parties and their respective successors and permitted assigns.

5.19. In the event of any permitted assignment or transfer of this Agreement, the assigning party shall provide the other party with prompt written notice of such assignment or transfer, including the name and address of the assignee or transferee.

5.20. Any assignment or transfer of this Agreement shall not relieve the assigning party of its obligations under this Agreement, unless otherwise agreed in writing by the non-assigning party.

6. **Notices**

6.1. All notices, requests, consents, claims, demands, waivers, and other communications hereunder (each, a "Notice") shall be in writing and addressed to the parties set forth on the first page of this Agreement. All Notices shall be delivered by personal delivery, nationally recognized overnight courier (with all fees prepaid), or certified or registered mail (in each case, return receipt requested, postage prepaid).

6.2. Except as otherwise provided in this Agreement, a Notice is effective only (a) upon receipt of the receiving party, and (b) if the party giving the Notice has complied with the requirements of this Section. Any Notice that is refused, unclaimed, or unable to be delivered because of an act or omission of the party to be notified, if such Notice was properly addressed, with proper postage or courier fees prepaid, shall be deemed effectively received by the addressee on the date of such refusal, unclaimed notification, or inability to deliver.

7. **Governing Law and Jurisdiction**

7.1. This Agreement and any dispute or claim arising out of or in connection with it or its subject matter or formation (including non-contractual disputes or claims) shall be governed by and construed in accordance with the laws of state of Nevada, without giving effect to any choice or conflict of law provision or rule.

7.2. Any legal suit, action, or proceeding arising out of or relating to this Agreement shall be instituted in the federal courts of the United States of America or the courts of the state of Nevada, and each party irrevocably submits to the exclusive jurisdiction of such courts in any such suit, action, or proceeding.

7.3. If any provision of this Agreement is held to be invalid, illegal, or unenforceable in any respect, that provision shall be limited or eliminated to the minimum extent necessary so that this Agreement shall otherwise remain in full force and effect and enforceable.

7.4. Each party shall comply with all applicable federal, state, and local laws, rules, regulations, and orders in its performance of this Agreement.

8. **Entire Agreement**

8.1. This Agreement, including all schedules attached hereto, constitutes the entire agreement between the parties concerning the subject matter hereof and supersedes all prior or contemporaneous negotiations, representations, or agreements, whether oral or written, relating to the subject matter of this Agreement.

8.2. Each party acknowledges and agrees that, in entering into this Agreement, it has not relied on any representations, warranties, or statements not expressly set forth in this Agreement.

8.3. No terms or conditions shall be implied into this Agreement, except as required by applicable law.

8.4. No modification, amendment, or waiver of any provision of this Agreement shall be effective unless in writing and signed by authorized representatives of both parties.

8.5. This Agreement constitutes the complete and final expression of the parties' intent and supersedes all prior or contemporaneous communications, representations, or agreements, whether oral or written, relating to the subject matter of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives as of the Effective Date.

Legal Prep Charter Academies

By: _____

Name: _____

Title: _____

Legal Prep Charter Academy Nevada, Inc.

By: _____

Name: _____

Title: _____

Schedule A

1.1. Services.

A. The Service Provider shall provide the following administrative planning and implementation services (the "Administrative Services"): CEO Services, Business Services, Financial and Accounting Services, Information Technology Services and Support, Executive Function Services, Compliance Services, Leadership Support Services, Board Support and Development Support Services, and other Professional Services to the extent such services are reimbursable through the Charter School Program grant.

B. The Service Provider shall provide the following curriculum design, setup and instructional coaching planning and implementation services ("Consulting Services") for: Special Programs, including the Law Program and Mentoring Program, Professional Development Programming, Curriculum Development, Special Education Services, Multi-Language Learner Services, Social-Emotional Learning Initiatives and Programming, and College-Prep and Career Exploration Programming, to the extent such services are reimbursable through the Charter School Program grant.

C. Collectively, the Administrative and Consulting Services are referred to as the "Services."

1.2. The Services shall be performed over the term of the Agreement by the following individuals (or individuals holding equivalent positions), who shall be deemed agents of the Client when performing said services, but shall remain employees of the Service Provider:

Melissa Almazan, Director of Operation for Legal Prep Charter Academies

Robert Barz, Director of the Legal Programming for Legal Prep Charter Academies

Sam Finkelstein, Chief Executive Officer of Legal Prep Charter Academies

Laura Miller, Chief Development Officer of Legal Prep Charter Academies

Talha Yousef, Information Technologies for Legal Prep Charter Academies

1.3. The Service Provider shall provide monthly invoices to the Client describing the scope of Administrative and Consulting Services provided.

1.4. Service Locations. The Services shall be performed at 4319 W. Washington Blvd., Chicago, IL, unless otherwise required by law or requested by Client to be performed at Client's location.

Schedule B

1.1. The Fees referred to in the Agreement shall be calculated as follows:

(a) TBD/annually, or TBD/month

1.2. Expenses. The Service Provider shall be reimbursed for the following types of expenses incurred in connection with the performance of the Services:

(a) Travel and accommodation expenses incurred while conducting Services for Client;

(b) Third-party vendor fees and costs, incurred for the benefit of Client or in connection with providing Services, including but not limited to Internet and website services, data management and storage services, banking services, accounting services, audit services, professional development fees, board training and compliance fees; and

(c) Such additional ordinary and customary business expenses incurred for the benefit of Client or in connection with providing Services, subject to the Client's prior written approval.

Attachment 31 - Cover Page

CMO/EMO Contract - Proposed Contract between School and Legal Prep Charter Academies

ADMINISTRATIVE AND CONSULTING SERVICES AGREEMENT (DRAFT)

This Administrative and Curriculum Design Services Agreement (hereafter the "Agreement") is made on the ____day of ___, 2027, between Legal Prep Charter Academies, an Illinois not-for-profit corporation (hereafter the "Service Provider"), and Legal Prep Charter Academy Nevada, Inc., a Nevada not-for-profit corporation (hereafter the "Client").

1. Background

1.1. The Service Provider has experience operating a charter school and, through its officers, has provided advice and assistance to the Client and its Board in the Client's efforts to obtain a charter contract to operate a charter school in the state of Nevada that is modeled after the charter school operated by the Service Provider.

1.2. The Client has been granted a charter contract (hereafter **"Charter School Agreement")** from the Nevada State Public Charter School Authority (hereafter the **"Authorizer")** to operate a charter school (hereafter the "**Charter School**") and seeks to utilize some of the administrative and curriculum design and instructional coaching services available from the Service Provider in order to more effectively and efficiently launch and operate a school modeled after the Service Provider's charter school in Chicago.

1.3. Notwithstanding this Agreement, the Client is and remains solely responsible for launching and operating the Charter School and ensuring that the Charter School is operating in compliance with the Charter School Agreement, the Authorizer's rules and regulations and all other local, state and federal rules and regulations, including but not limited to providing educational content for students, ensuring student performance, hiring and overseeing staff, overseeing lottery and enrollment, and providing and financing the school facilities, including any facility improvements and capital repairs. For avoidance of doubt, Client shall at all times remain legally responsible to the Authorizer for the operations and management of the Charter School and for ensuring that the terms and conditions of the Charter School Agreement are satisfied. The Service Provider will comply with all applicable law and the terms and conditions of the charter.

1.4. The Service Provider is an independent contractor, and nothing in this Agreement shall be construed as creating an employer-employee relationship, partnership, joint

venture, or other business association between the parties, and that, except as expressly set forth in attached Schedule A, no officer or employee of the Service Provider shall be deemed to be an agent of the Client while performing Services for the Client.

1.5. This Agreement shall become effective on _____, 2027 (the "Effective Date").

2. **Scope of Services**.

2.1. The Service Provider shall provide to the Client with the administrative and curriculum design and instructional coaching services (the "Services") described in Schedule A attached hereto.

2.2. The Services shall be performed in a professional and workmanlike manner, consistent with the Charter School Agreement, all applicable laws and regulations, and any state or local standards and best practices.

2.3. The Service Provider shall provide regular reports to the Client regarding its performance and compliance with such standards.

2.4. The Service Provider will not engage subcontractors or third-party providers to perform the Services without the prior written approval of the Client and the subcontractor's or third-party provider’s agreement to be bound by the terms of this Agreement.

2.5. The Services shall be performed at the location(s) specified in Schedule A. If any Services are to be performed at the Client's location, the Service Provider shall comply with all applicable policies, procedures, and including completion of background checks in compliance with NRS 388A.515 and NRS 391.104.

2.6. The Client may request modifications or changes to the scope of Services by submitting a written request to the Service Provider. The Service Provider shall evaluate such requests and provide the Client with a written proposal for implementing the requested changes, including any adjustments to the Fees or other terms of this Agreement. No changes shall be effective unless and until the parties have executed a written amendment to this Agreement.

2.7. The Client shall have the right to review and accept or reject the Services performed by the Service Provider. If the Client rejects any Services for failure to meet the standards set forth in Section 2.2 above, the Service Provider shall promptly re-perform or correct such Services at no additional cost to the Client.

2.8. The Services shall not include any services or activities not expressly described in Schedule A. If the Client requests additional services outside the scope of this Agreement, the parties shall negotiate in good faith to execute a separate agreement or amendment to this Agreement for such additional services.

2.9. Upon the expiration or termination of this Agreement, the Service Provider shall cooperate with the Client to ensure an orderly and efficient transition of the Services to Client. The Service Provider shall provide all necessary documentation, data, and other information required for the Client to assume performance of the Services.

2.10. The Service Provider's ability to perform the Services may be dependent upon the Client's timely provision of certain information, resources, or cooperation. The Client shall use commercially reasonable efforts to provide such dependencies in a timely manner.

3. **Fees and Payment Terms**

3.1. In consideration for the Services provided by the Service Provider, the Client shall pay the fees and charges set forth in Schedule B (hereafter collectively the “Fees”), which may include:

(a) The fees and charges as set forth and calculated in Schedule B (collectively the "Fees"), payable on a monthly basis.

(b) The Service Provider shall be reimbursed for all reasonable and documented out-of-pocket expenses incurred in connection with the performance of the Services, subject to the Client's prior written approval.

3.2. All undisputed Fees and expenses shall be due and payable within thirty (30) days after the Client's receipt of an invoice from the Service Provider. Payment shall be made in U.S. dollars by wire transfer or other method agreed upon by the parties.

3.3. The Service Provider shall submit invoices to the Client on a monthly basis, or as otherwise agreed upon by the parties. Each invoice shall include a detailed breakdown of the Services performed, the applicable Fees, and any reimbursable expenses incurred during the relevant period.

3.4. The Fees are exclusive of any applicable taxes, which shall be added to each invoice and paid by the Client, unless the Client provides the Service Provider with a valid tax exemption certificate.

3.5. The Service Provider may adjust the Fees annually, effective on each anniversary of the Effective Date, by providing the Client with at least sixty (60) days' prior written notice.

3.6. If the Client disputes any portion of an invoice, the Client shall notify the Service Provider in writing within thirty (30) days of receipt of the invoice, identifying the disputed amount and providing a reasonable explanation for the dispute. The parties shall use commercially reasonable efforts to resolve any such dispute within thirty (30) days of the Service Provider's receipt of the dispute notice. Any undisputed portion of the invoice shall be paid in accordance with Section 3.2.

3.7. The Service Provider shall maintain complete and accurate records relating to the Services and the Fees charged under this Agreement. The Client shall have the right, upon reasonable notice and during normal business hours, to audit and inspect such records to verify the accuracy of the Fees and the Service Provider's compliance with this Agreement.

4. **Term and Termination**

4.1. The initial term of this Agreement shall commence on the Effective Date and shall continue for a period of one year (the "Initial Term"), unless earlier terminated in accordance with the provisions of this Section 4. Upon expiration of the Initial Term, this Agreement shall automatically renew for successive one year periods (each, a "Renewal Term") for the duration of the Charter School Agreement, unless either party provides written notice of non-renewal to the other party at least 120 days prior to the end of the then-current Term.

4.2. Either party may terminate this Agreement for convenience by providing the other party with at least 120 days prior written notice, unless such termination prior to the end of the Term shall cause the other party undue hardship.

4.3. Either party may terminate the Agreement if performance under the Agreement would jeopardize the tax exempt or not-for-profit status of either party, would create adverse tax consequences for either party, or would cause either party to be in violation of applicable law.

4.4. Either party may terminate this Agreement for cause if the other party materially breaches any term or condition of this Agreement and fails to cure such breach within 60 days after receiving written notice thereof.

4.5. The Client also may terminate this Agreement if the Agreement or its implementation would serve as grounds for revocation under the Charter School Agreement; or if services provided by the Service Provider fail to meet any performance criteria required by the School Charter Agreement or the Authorizer.

4.6. Either party may terminate this Agreement immediately upon written notice to the other party if the other party becomes insolvent, files a petition in bankruptcy, or has a receiver appointed for its assets.

4.7. Effect of Termination.

(a) Upon termination or expiration of this Agreement, the Client shall promptly pay the Service Provider all outstanding Fees and expenses incurred up to the effective date of termination.

(b) Upon termination or expiration of this Agreement, each party shall return to the other party any materials belonging to the other party.

4.8. Transition Assistance. Upon termination or expiration of this Agreement, the Service Provider shall provide reasonable transition assistance to the Client for a period of up to 60 days to facilitate the orderly transfer of the Services to the Client. The Service Provider shall be entitled to receive its Monthly and Personnel Fees and expenses for such transition assistance.

4.9. Remedies. In the event of termination for cause by the non-breaching party, the non-breaching party shall be entitled to pursue all remedies available at law or in equity, including, but not limited to, damages and injunctive relief.

5. Additional Terms

5.1. Client recognizes and acknowledges that the materials provided by the Service Provider under this Agreement, including any curriculum, use of trademarks, logos or other intellectual property, remain the property of the Service Provider, and that Client is granted a license to use said materials, provided they are used in accordance with the instructions and quality standards articulated by the Service Provider.

5.2. To the extent the Service Provider maintains any Client data, the Client and the Authorizer are entitled to access any data directly related to the operation or management of the Charter School, including but not limited to financial data, enrollment data, demographic data, performance data, and student data, in the possession of the Service Provider other than any proprietary, intellectual property, or similarly protected data of the Service Provider.

5.3. The Service Provider recognizes that it may receive access to confidential and/or sensitive personal information of staff, students, and families including personally identifiable information and/or other information that may be protected by privacy laws. The Client will notify the Service Provider if it is given access to such protected information, and even without such notice, the Service Provider will use reasonable efforts to identify such information as protected information. The Service Provider shall comply with all laws, regulations and agreements concerning such protected information and shall not disclose such protected information except as directed by the Client, the Authorizer or as permitted by law, and shall use at least the same degree of care as it uses to protect its own information of a similar nature, but no less than a reasonable degree of care.

5.4. Upon expiration of this Agreement, the Service Provider shall promptly return or destroy all protected information of Client, except to the extent it is required to retain such information by law.

5.5. Each party represents and warrants that it has the full legal authority and capacity to enter into and perform its obligations under this Agreement, and that it is duly organized, validly existing, and in good standing under the laws of its jurisdiction of formation.

5.6. Each party represents and warrants that it will comply with all applicable laws, regulations, and industry standards in performing its obligations under this Agreement.

5.7. Except as expressly stated in this Agreement, neither party makes any other warranties, express or implied, including but not limited to implied warranties of merchantability or fitness for a particular purpose.

5.8. The Service Provider shall indemnify, defend, and hold harmless the Client, its affiliates, and their respective officers, directors, employees, agents, successors, and assigns (collectively, the "Client Indemnified Parties") from and against any and all losses, damages, liabilities, deficiencies, claims, actions, judgments, settlements, interest, awards, penalties, fines, costs, or expenses of whatever kind, including reasonable attorneys' fees, that are incurred by the Client Indemnified Parties (collectively, "Losses"), arising out of or related to:

(a) Any breach or non-fulfillment of any representation, warranty, or covenant made by the Service Provider under this Agreement;

(b) Any negligent, reckless, or intentionally wrongful acts or omissions by the Service Provider or its employees, agents, or subcontractors in connection with the performance of the Services;

(c) Any claim that the Services or any deliverables provided by the Service Provider infringe upon or misappropriate any intellectual property rights of a third party; or

(d) Any claim for taxes, penalties, or interest assessed against the Client Indemnified Parties arising from the Service Provider's failure to comply with applicable tax laws or regulations.

5.9. The Client shall indemnify, defend, and hold harmless the Service Provider, its affiliates, and their respective officers, directors, employees, agents, successors, and assigns (collectively, the "Service Provider Indemnified Parties") from and against any and all Losses arising out of or related to:

(a) Any breach or non-fulfillment of any representation, warranty, or covenant made by the Client under this Agreement;

(b) Any negligent, reckless, or intentionally wrongful acts or omissions by the Client or its employees or agents in connection with the performance of this Agreement;

(c) Any claim that the Client data or other information provided by Client to the Service Provider infringes upon or misappropriates any intellectual property rights of a third party; or

(d) Any claim for taxes, penalties, or interest assessed against the Service Provider Indemnified Parties arising from the Client’s failure to comply with applicable tax laws or regulations.

5.10. The party seeking indemnification (the "Indemnified Party") shall promptly notify the other party (the "Indemnifying Party") in writing of any claim or potential claim for which indemnification may be sought. The Indemnifying Party shall have the right to assume the exclusive defense and control of any such claim or proceeding at its own expense and with counsel of its own choosing. The Indemnified Party shall cooperate fully with the Indemnifying Party in the defense of any such claim or proceeding. The Indemnifying Party shall not settle or compromise any claim or proceeding without the prior written consent of the Indemnified Party, which shall not be unreasonably withheld, conditioned, or delayed.

5.11. Notwithstanding anything to the contrary in this Agreement, the Service Provider's total liability to the Client Indemnified Parties for any and all Losses arising out of or related to this Agreement, whether in contract, tort, or otherwise, shall not exceed the amount paid to Service Provider during the term of this Agreement giving rise to the liability.

5.12. The indemnification obligations set forth in this Section 5 shall survive the expiration or termination of this Agreement.

5.13. In the event of any dispute, controversy, or claim arising out of or relating to this Agreement, the parties shall first attempt to resolve such dispute through good-faith negotiations.

5.14. Unless otherwise agreed in writing or ordered by a court or arbitrator, the parties shall continue to perform their respective obligations under this Agreement during the pendency of any dispute resolution proceedings.

5.15. No claim or cause of action arising out of or relating to this Agreement may be brought more than two (2) years after the cause of action has accrued.

5.16. Neither party shall assign, transfer, or otherwise dispose of this Agreement or any of its rights or obligations hereunder, whether voluntarily or by operation of law, without the prior written consent of the other party, which consent shall not be unreasonably withheld, conditioned, or delayed.

5.17. Notwithstanding Section 5.16, either party may assign this Agreement, in whole or in part, without the other party's consent, to an affiliate or to a successor in interest in connection with a merger, acquisition, or sale of all or substantially all of its assets or business to which this Agreement relates.

5.18. Subject to the foregoing, this Agreement shall be binding upon and inure to the benefit of the parties and their respective successors and permitted assigns.

5.19. In the event of any permitted assignment or transfer of this Agreement, the assigning party shall provide the other party with prompt written notice of such assignment or transfer, including the name and address of the assignee or transferee.

5.20. Any assignment or transfer of this Agreement shall not relieve the assigning party of its obligations under this Agreement, unless otherwise agreed in writing by the non-assigning party.

6. **Notices**

6.1. All notices, requests, consents, claims, demands, waivers, and other communications hereunder (each, a "Notice") shall be in writing and addressed to the parties set forth on the first page of this Agreement. All Notices shall be delivered by personal delivery, nationally recognized overnight courier (with all fees prepaid), or certified or registered mail (in each case, return receipt requested, postage prepaid).

6.2. Except as otherwise provided in this Agreement, a Notice is effective only (a) upon receipt of the receiving party, and (b) if the party giving the Notice has complied with the requirements of this Section. Any Notice that is refused, unclaimed, or unable to be delivered because of an act or omission of the party to be notified, if such Notice was properly addressed, with proper postage or courier fees prepaid, shall be deemed effectively received by the addressee on the date of such refusal, unclaimed notification, or inability to deliver.

7. **Governing Law and Jurisdiction**

7.1. This Agreement and any dispute or claim arising out of or in connection with it or its subject matter or formation (including non-contractual disputes or claims) shall be governed by and construed in accordance with the laws of state of Nevada, without giving effect to any choice or conflict of law provision or rule.

7.2. Any legal suit, action, or proceeding arising out of or relating to this Agreement shall be instituted in the federal courts of the United States of America or the courts of the state of Nevada, and each party irrevocably submits to the exclusive jurisdiction of such courts in any such suit, action, or proceeding.

7.3. If any provision of this Agreement is held to be invalid, illegal, or unenforceable in any respect, that provision shall be limited or eliminated to the minimum extent necessary so that this Agreement shall otherwise remain in full force and effect and enforceable.

7.4. Each party shall comply with all applicable federal, state, and local laws, rules, regulations, and orders in its performance of this Agreement.

8. **Entire Agreement**

8.1. This Agreement, including all schedules attached hereto, constitutes the entire agreement between the parties concerning the subject matter hereof and supersedes all prior or contemporaneous negotiations, representations, or agreements, whether oral or written, relating to the subject matter of this Agreement.

8.2. Each party acknowledges and agrees that, in entering into this Agreement, it has not relied on any representations, warranties, or statements not expressly set forth in this Agreement.

8.3. No terms or conditions shall be implied into this Agreement, except as required by applicable law.

8.4. No modification, amendment, or waiver of any provision of this Agreement shall be effective unless in writing and signed by authorized representatives of both parties.

8.5. This Agreement constitutes the complete and final expression of the parties' intent and supersedes all prior or contemporaneous communications, representations, or agreements, whether oral or written, relating to the subject matter of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives as of the Effective Date.

Legal Prep Charter Academies

By: _____

Name: _____

Title: _____

Legal Prep Charter Academy Nevada, Inc.

By: _____

Name: _____

Title: _____

Schedule A

1.1. Services.

A. The Service Provider shall provide the following administrative services (the "Administrative Services"): Human Resources Services, Financial and Accounting Services, Information Technology Services and Support, Executive Function Services, Compliance Services, Leadership Support Services, Board Support and Development Support Services.

B. The Service Provider shall provide the following curriculum design and instructional coaching services ("Consulting Services"): Support for Special Programs, including the Law Program and Mentoring Program, Professional Development Programming, and Curriculum Development Support, including oversight of Special Education Services.

C. Collectively, the Administrative and Consulting Services are referred to as the "Services."

1.2. The Services shall be performed by the following individuals (or individuals holding equivalent positions), who shall be deemed agents of the Client when performing said services, but shall remain employees of the Service Provider:

Melissa Almazan, Director of Operations for Legal Prep Charter Academies

Robert Barz, Director of the Legal Programming for Legal Prep Charter Academies

Sam Finkelstein, Chief Executive Officer of Legal Prep Charter Academies

Laura Miller, Chief Development Officer of Legal Prep Charter Academies

Talha Yousef, Information Technologies for Legal Prep Charter Academies

1.3. The Service Provider shall provide quarterly reports to the Client detailing the scope of Services provided.

1.4. Service Locations. The Services shall be performed at 4319 W. Washington Blvd., Chicago, IL, unless otherwise required by law or requested by Client to be performed at Client's location.

Schedule B

1.1. The Fees referred to in the Agreement shall be calculated as follows:

(a) TBD/annually, or TBD/month

1.2. Expenses. The Service Provider shall be reimbursed for the following types of expenses incurred in connection with the performance of the Services:

(a) Travel and accommodation expenses incurred while conducting Services for Client;

(b) Third-party vendor fees and costs, incurred for the benefit of Client or in connection with providing Services, including but not limited to Internet and website services, data management and storage services, banking services, accounting services, audit services, professional development fees, board training and compliance fees; and

(c) Such additional ordinary and customary business expenses incurred for the benefit of Client or in connection with providing Services, subject to the Client's prior written approval.

Attachment 32 - Cover Page

CMO/EMO Nevada Business License - Legal Prep Charter Academies Nevada Business License

STATE OF NEVADA

FRANCISCO V. AGUILAR
Secretary of State

RUBEN J. RODRIGUEZ
Deputy Secretary for Southern Nevada

2250 Las Vegas Blvd North, Suite 400
North Las Vegas, NV 89030
Telephone (702) 486-2880
Fax (702) 486-2452

OFFICE OF THE
SECRETARY OF STATE

GABRIEL DI CHIARA
Chief Deputy Secretary of State

DEANNA L. REYNOLDS
Deputy Secretary for Commercial Recordings

401 N. Carson Street
Carson City, NV 89701
Telephone (775) 684-5708
Fax (775) 684-7141

Business Entity - Filing Acknowledgement

07/17/2025

Work Order Item Number:	W2025071701311 - 4592357
Filing Number:	20255044073
Filing Type:	Foreign Qualification
Filing Date/Time:	07/17/2025 11:47:06 AM
Filing Page(s):	7

Indexed Entity Information:

Entity ID: E50440742025-6 **Entity Name:** Legal Prep Charter Academies

Entity Status: Active **Expiration Date:** None

Commercial Registered Agent
NORTHWEST REGISTERED AGENT, LLC.*
732 S 6th ST, STE N, Las Vegas, NV 89101, USA

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

Respectfully,

FRANCISCO V. AGUILAR
Secretary of State

STATE OF NEVADA

FRANCISCO V. AGUILAR
Secretary of State

RUBEN J. RODRIGUEZ
Deputy Secretary for Southern Nevada

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OFFICE OF THE
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DEANNA L. REYNOLDS
Deputy Secretary for Commercial Recordings

401 N. Carson Street
Carson City, NV 89701
Telephone (775) 684-5708
Fax (775) 684-7141

Business Entity - Filing Acknowledgement

07/17/2025

Work Order Item Number:	W2025071701311 - 4592358
Filing Number:	20255044075
Filing Type:	Initial List
Filing Date/Time:	07/17/2025 11:47:07 AM
Filing Page(s):	4

Indexed Entity Information:

Entity ID: E50440742025-6 **Entity Name:** Legal Prep Charter Academies

Entity Status: Active **Expiration Date:** None

Commercial Registered Agent
NORTHWEST REGISTERED AGENT, LLC.*
732 S 6th ST, STE N, Las Vegas, NV 89101, USA

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

Respectfully,

FRANCISCO V. AGUILAR
Secretary of State

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

Filed in the Office of	Business Number
FVAguilar	E50440742025-6
Secretary of State	Filing Number
State Of Nevada	20255044073
	Filed On
	07/17/2025 11:47:06 AM
	Number of Pages
	7

Formation - Nonprofit Corporation

☐ RS 82 - Articles of Incorporation Nonprofit
☐ NRS 81.010 - Formation of Nonprofit Cooperative Corporation With or Without Stock
☐ NRS 81.170-81.270 - Articles of Cooperative Association
☑ RS 80 - Foreign Nonprofit Corporation
☐ NRS 81.410 - Articles of Incorporation Nonprofit Cooperative Corporation Without Stock

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

1. Name of Entity: (If foreign, name in home jurisdiction)
Legal Prep Charter Academies

2. Registered Agent for Service of Process: (Check only one box)
☑ Commercial Registered Agent (name only below) ☐ Noncommercial Registered Agent (name and address below) ☐ Office or position with Entity (title and address below)

NORTHWEST REGISTERED AGENT, LLC.*
Name of Registered Agent **OR** Title of Office or Position with Entity

732 S 6th ST, STE N | Las Vegas | Nevada | 89101
Street Address | City | Zip Code

Mailing Address (If different from street address) | City | Nevada | Zip Code

2a. Certificate of Acceptance of Appointment of Registered Agent:
I hereby accept appointment as Registered Agent for the above named Entity. If the registered agent is unable to sign the Articles of Incorporation, submit a separate signed Registered Agent Acceptance form.

X Taylor Newman, Assistant Secretary — 07/17/2025
Authorized Signature of Registered Agent or On Behalf of Registered Agent Entity — Date

3. Names and Addresses of the Board of Directors, Member, or Trustees
(NRS 81.410 must not be less than three members, see instructions)

1) Name
Address | City | State | Zip Code

4. Jurisdiction of Incorporation: (NRS 80 only)
4a. Jurisdiction of incorporation: Illinois, United States
4b. I declare this entity is in good standing in the jurisdiction of its incorporation. ☑

5. Authorized Shares:
(Number of shares corporation is authorized to issue, NRS 80 and NRS 81.010)
Number of common shares with Par value: 0 — Par value: $ 0
Number of preferred shares with Par value: 0 — Par value: $ 0
Number of shares with no par value: 0

If a Nonprofit Entity: (NRS 80 only)
☐ This is a nonprofit entity with authorized stock, as listed above.
☑ This entity is a nonprofit, non-stock corporation.

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

Formation - Non-profit Corporation

Continued, Page 2

6. Benefit Corporation: (For NRS 81.010,optional. see instructions.)

By selecting "Yes" you are indicating that the corporation is organized as a benefit corporation pursuant to NRS Chapter 78B with a purpose of creating a general or specific public benefit. The purpose for which the benefit corporation is created must be disclosed in the below purpose field.

Yes ☐

7. Purpose: (Required for NRS 80, NRS 81.010, NRS 81.170-81.270, 81.410, and any entity selecting Benefit Corporation. See instructions.)

Legal Prep Charter Academies is organized for educational and charitable purposes within the meaning of Internal Revenue Code section 501(c)(3), specifically to open public charter schools that will provide a college preparatory education to its students.

8. Member Property Rights: (NRS 81.010 see instructions)

The property rights and interest of each member are:
☐ Equal **OR** ☐ Unequal

9. Member Property Rights: (NRS 81.410 see instructions)

The voting power and the property rights and interest of each member are:
☐ Equal **OR** ☐ Unequal

10. Term: (NRS 81.010, 81.170-81.270, 81.410 may be perpetual)

The term of exsistance: (if existence is not perpetual)

11. Equal Interest Rights: (NRS 81.170-81.270)

The interest and right of each member therein is to be equal.

12. Membership Fee: (NRS 81.170-81.270, must be completed)

The membership fee is $ _____ per member.

Each member signing the articles has paid the fee and their interests and rights are equal.

13. Name, Address and Signature of:

NRS 80 Name, title and signature making the statement.

NRS 81.010 Name, address and signature of three or more of the original members, a majority of whom must be residents of this state.

NRS 81.410 and 82 Name, address and signature of the Incorporator(s).

NRS 81.170 Must be signed by the original associates or members.

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

Samuel Finkelstein _____

Name Country

Address City State Zip/Postal Code

X **Samuel Finkelstein**

(attach additional page if necessary)

AN INITIAL LIST OF OFFICERS MUST ACCOMPANY THIS FILING

Please include any required or optional information in space below:

(attach additional page(s) if necessary)

BARBARA K. CEGAVSKE
Secretary of State
202 North Carson Street
Carson City, Nevada 89701-4201
(775) 684-5708
Website: www.nvsos.gov
www.nvsilverflume.gov

Filed in the Office of	Business Number
FVAguilar	E50440742025-6
Secretary of State	Filing Number
State Of Nevada	20255044073
	Filed On
	07/17/2025 11:47:06 AM
	Number of Pages
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Charitable Solicitation Registration Statement

(PURSUANT TO NRS CHAPTER 82)

Required for any corporation that intends to solicit charitable/tax deductible contributions. To be filed with Initial/Annual List Forms.

USE BLACK INK ONLY - DO NOT HIGHLIGHT

ABOVE SPACE IS FOR OFFICE USE ONLY

1. Names of Charitable Organization: (please complete items a thru c; attach additional page(s) if necessary)

a) Name of charitable organization as filed with the Secretary of State's office:
Legal Prep Charter Academies

b) Exact name of charitable organization as registered with the Internal Revenue Service.
Legal Prep Charter Academics

c) Name or names under which charitable organization may or intends to solicit charitable contributions:
Legal Prep Charter Academies

2. Web Address: (optional *)

*will be listed on public entity search

3. USA PATRIOT ACT certification: (optional)

☐ Check here to accept the following certification.

In compliance with the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (USA PATRIOT) Act of 2001 and other counterterrorism laws, I hereby certify on behalf of the herein named entity that all funds and donations will be used in compliance with all United States of America anti-terrorist financing and asset control laws, statutes and executive orders.

4. Places of Business: (please complete items a and b; attach additional page(s) if necessary)

a) Address and telephone number of the principal place of business of the charitable organization: 773-922-7800 (Telephone Number)

Address	City	State	Zip Code	Country
4319 W. Washington Blvd.	Chicago	IL	60624	USA

b) Address and telephone number of any office in this state OR if none, name, address and telephone number of custodian of its financial records:

Address	City	State	Zip Code	Country
732 S 6th Street	Las Vegas	NV	89101	

Name of Custodian: ____ Telephone Number: ____

5. Exempt Status and Federal Tax ID:

Federal tax exempt status: 501(c)(3) EIN - Federal Tax ID: 27-1071296

6. Names and Addresses of Executive Personnel: (attach additional page(s) if necessary)

Name	Title	Address	City	State	Zip Code	Country
Samuel Finkelstein	Chief Executive Officer	4319 W. Washington Blvd.	Chicago	IL	60624	USA

7. Fiscal Year:

Day and month of end of fiscal year of the charitable organization: Day: 30 Month: 6

8. Financial Information from IRS Form 990, 990EZ or if no Form 990, a good faith estimate for most recent fiscal year:

☐ Check here if you file Form 990N or have not filed a Form 990 or 990EZ. If checked, please provide a good faith estimate for its current fiscal year. All others please provide the information from Form 990 or 990EZ for the most recent fiscal year.

Total Revenue (line 12, Form 990; line 9, Form 990EZ)	$4,985,107.00
Total Expenses (line 18, Form 990; line 17, Form 990EZ)	$4,982,018.00
Revenue less Expenses (line 19, Form 990; line 18, Form 990EZ)	$3,089.00
Total Assets (line 20, Form 990; line 25, Form 990EZ)	$6,904,898.00
Total Liabilities (line 21, Form 990; line 26, Form 990EZ)	$5,206,856.00
Net Assets or Fund Balances (line 22, Form 990; line 27, Form 990EZ)	$1,698,042.00

9. Signature: (must be signed by an officer of the nonprofit corporation)

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

X _____ (Officer Signature)

Chief Executive Officer (Title)

985

07/15/2025 (Date)

Filed in the Office of	Business Number
FVAguilar	E50440742025-6
	Filing Number
Secretary of State	20255044073
State Of Nevada	Filed On
	07/17/2025 11:47:06 AM
	Number of Pages
	7

File Number 667

STATE OF ILLINOIS

OFFICE OF THE SECRETARY OF STATE

To all to whom these Presents Shall Come, Greeting:

I, Alexi Giannoulias, Secretary of State of the State of Illinois, do hereby certify that I am the keeper of the records of the Department of Business Services. I certify that

ATTACHED HERETO IS A TRUE AND CORRECT COPY, CONSISTING OF 3 PAGE(S), AS TAKEN FROM THE ORIGINAL ON FILE IN THIS OFFICE FOR LEGAL PREP CHARTER ACADEMIES.

In Testimony Whereof, *I hereto set my hand and cause to be affixed the Great Seal of the State of Illinois, this* 14TH *day of* JULY *A.D.* 2025 .

Authentication #: 2519502259 verifiable until 07/14/2026.
Authenticate at: https://www.ilsos.gov

SECRETARY OF STATE

FORM **NFP 102.10** (rev. Dec. 2003)
ARTICLES OF INCORPORATION
General Not For Profit Corporation Act

Jesse White, Secretary of State
Department of Business Services
501 S. Second St., Rm. 350
Springfield, IL 62756
217-782-9522
www.cyberdriveillinois.com

Remit payment in the form of a cashier's check, certified check, money order or Illinois attorney's or C.P.A.'s check payable to Secretary of State.

Filed: 10/5/2009 Jesse White Secretary of State

File # **66728714** Filing Fee: $50 Approved: **CAF**

———— Submit in duplicate ———— Type or Print clearly in black ink ———— Do not write above this line ————

Article 1.
Corporate Name: Legal Prep Charter Academies **CAF**

CP0907680

Article 2.
Name and Address of Registered Agent and Registered Office in Illinois:

Registered Agent:	Samuel (First Name)	Aaron (Middle Name)	Finkelstein (Last Name)
Registered Office:	702 (Number)	S. Lytle St. (Street)	Unit 3S (Suite # (P.O. Box alone is unacceptable))
	Chicago (City) IL	60607 (ZIP Code)	Cook (County)

Article 3.
The first Board of Directors shall be three (Not less than three) in number, their Names and Addresses being as follows

Director Name	Street Address	City	State	Zip Code
Samuel Finkelstein	702 S. Lytle St., Unit 3S	Chicago	IL	60607
Rather Stanton	644 W. Barry, Apt. 3R	Chicago	IL	60657
Sheila Maloney	702 S. Lytle St., Unit 3S	Chicago	IL	60607

60

Article 4.
Purpose(s) for which the Corporation is organized:

Legal Prep Charter Academies is organized for educational and charitable purposes within the meaning of Internal Revenue Code section 501(c)(3), specifically to open public charter schools that will provide a college preparatory education to its students.

(continued on back)

Printed by authority of the State of Illinois. March 2007 - 15M - C 157.15

Article 4.(continued)
Is this Corporation a Condominium Association as established under the Condominium Property Act? (check one)
☐ Yes ☑ No

Is this Corporation a Cooperative Housing Corporation as defined in Section 216 of the Internal Revenue Code of 1954? (check one)
☐ Yes ☑ No

Is this Corporation a Homeowner's Association, which administers a common-interest community as defined in subsection (c) of Section 9-102 of the code of Civil Procedure? (check one)
☐ Yes ☑ No

Article 5.
Other provisions (**For more space, attach additional sheets of this size.**): See attached.

Article 6.
Names & Addresses of Incorporators
The undersigned incorporator(s) hereby declare(s), under penalties of perjury, that the statements made in the foregoing Articles of Incorporation are true.

Dated September 25 (Month & Day), 2009 (Year)

Signatures and Names	Post Office Address
1. Signature: [signature]	1. 702 S. Lytle St., Unit 3S (Street)
Samuel Finkelstein (Name (print))	Chicago, IL 60607 (City, State, ZIP)
2. Signature: [signature]	2. 644 W. Barry, Apt. 3R (Street)
Rather Stanton (Name (print))	Chicago, IL 60657 (City, State, ZIP)
3. Signature: [signature]	3. 702 S. Lytle St., Unit 3S (Street)
Sheila Maloney (Name (print))	Chicago, IL 60607 (City, State, ZIP)
4. Signature	4. Street
Name (print)	City, State, ZIP
5. Signature	5. Street
Name (print)	City, State, ZIP

Signatures must be in BLACK INK on the original document.
Carbon copies, photocopies or rubber stamped signatures may only be used on the duplicate copy.

- If a corporation acts as incorporator, the name of the corporation and the state of incorporation shall be shown and the execution shall be by a duly authorized corporate officer. Please print name and title beneath the officer's signature.
- The registered agent cannot be the corporation itself.
- The registered agent may be an individual, resident in Illinois, or a domestic or foreign corporation, authorized to act as a registered agent.
- The registered office may be, but need not be, the same as its principal office.
- A corporation that is to function as a club, as defined in Section 1-3.24 of the "Liquor Control Act" of 1934, must insert in its purpose clause a statement that **it will comply with the State and local laws and ordinances relating to alcoholic liquors**.

Printed by authority of the State of Illinois. March 2007 - 15M - C 157.15

FORM **NFP 102.10**
ARTICLES OF INCORPORATION

Legal Prep Charter Academies

Article 5 – Other Provisions

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, to one or more organizations as determined by the Board of Directors. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

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

Initial List and State Business License Application

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

Legal Prep Charter Academies

NAME OF ENTITY

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

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

Please indicate the entity type (check only one):

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

Filed in the Office of	Business Number
F V Aguilar	E50440742025-6
	Filing Number
	20255044075
Secretary of State	Filed On
State Of Nevada	07/17/2025 11:47:07 AM
	Number of Pages
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Additional Officers, Managers, Members, General Partners, Managing Partners, Trustees or Subscribers, may be listed on a supplemental page.

CHECK ONLY IF APPLICABLE

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

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

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

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

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

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

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

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

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

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

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

Initial List and State Business License Application - Continued

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

CORPORATION, INDICATE THE Director:

Name	Country	Address	City	State	Zip/Postal Code
Oscar Romero	USA	4319 W Washington Blvd	Chicago	IL	60624

CORPORATION, INDICATE THE Director:

Name	Country	Address	City	State	Zip/Postal Code
Kalia Coleman	USA	4319 W WASHINGTON BLVD	Chicago	IL	60624

CORPORATION, INDICATE THE Director:

Name	Country	Address	City	State	Zip/Postal Code
Mark DeMonte	USA	4319 W WASHINGTON BLVD	Chicago	IL	60624

CORPORATION, INDICATE THE Director:

Name	Country	Address	City	State	Zip/Postal Code
Heather Fine	USA	4319 W WASHINGTON BLVD	Chicago	IL	60624

CORPORATION, INDICATE THE Director:

Name	Country	Address	City	State	Zip/Postal Code
Ryan Dunigan	USA	4319 W WASHINGTON BLVD	Chicago	IL	60624

CORPORATION, INDICATE THE Director:

Name	Country	Address	City	State	Zip/Postal Code
Kristopher Keys	USA	4319 W WASHINGTON BLVD	Chicago	IL	60624

CORPORATION, INDICATE THE Director:

Name	Country	Address	City	State	Zip/Postal Code
Jose Isasi	USA	4319 W WASHINGTON BLVD	Chicago	IL	60624

CORPORATION, INDICATE THE Director:

Ross Van Beek			USA
Name			Country
4319 W WASHINGTON BLVD	**Chicago**	**IL**	**60624**
Address	City	State	Zip/Postal Code

CORPORATION, INDICATE THE Director:

Alejandro Ortega			USA
Name			Country
4319 W WASHINGTON BLVD	**Chicago**	**IL**	**60624**
Address	City	State	Zip/Postal Code

CORPORATION, INDICATE THE Director:

Elie Zenner			USA
Name			Country
4319 W WASHINGTON BLVD	**Chicago**	**IL**	**60624**
Address	City	State	Zip/Postal Code

CORPORATION, INDICATE THE Director:

Bryan Westhoff			USA
Name			Country
4319 W WASHINGTON BLVD	**Chicago**	**IL**	**60624**
Address	City	State	Zip/Postal Code

CORPORATION, INDICATE THE Director:

Courtney Welton			USA
Name			Country
4319 W WASHINGTON BLVD	**Chicago**	**IL**	**60624**
Address	City	State	Zip/Postal Code

CORPORATION, INDICATE THE President:

Jason Brown			USA
Name			Country
4319 W WASHINGTON BLVD	**Chicago**	**IL**	**60624**
Address	City	State	Zip/Postal Code

CORPORATION, INDICATE THE President:

Oscar Romero			USA
Name			Country
4319 W Washington Blvd	**Chicago**	**IL**	**60624**
Address	City	State	Zip/Postal Code

CORPORATION, INDICATE THE Secretary:

Paula Moreno			USA
Name			Country
4319 W WASHINGTON BLVD	**Chicago**	**IL**	**60624**
Address	City	State	Zip/Postal Code

CORPORATION, INDICATE THE Treasurer:

Ross Van Beek			USA
Name			Country
4319 W WASHINGTON BLVD	**Chicago**	**IL**	**60624**
Address	City	State	Zip/Postal Code

None of the officers and directors identified in the list of officers has been identified with the fraudulent intent of concealing

the identity of any person or persons exercising the power or authority of an officer or director in furtherance of any unlawful conduct.

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

X Nat Smith **Signature of Officer, Manager, Managing Member, General Partner, Managing Partner, Trustee, Member, Owner of Business, Partner or Authorized Signer** *FORM WILL BE RETURNED IF UNSIGNED*	**Authorized Signer** **Title**	**07/17/2025** **Date**

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

Filed in the Office of	Business Number
FVAguilar	E50440742025-6
Secretary of State	Filing Number
State Of Nevada	20255044076
	Filed On
	07/17/2025 11:47:07 AM
	Number of Pages
	1

Charitable Solicitation Registration Statement

(PURSUANT TO NRS CHAPTER 82)

Required for any corporation that intends to solicit charitable/tax deductible contributions. To be filed with Initial/Annual List Forms.

1. Names of Charitable Organization: (please complete items a thru c; attach additional page(s) if necessary)

a) Name of charitable organization as state in its Articles of Incorporation or other governing document:
Legal Prep Charter Academies

b) Exact name of charitable organization as registered with the Internal Revenue Service:
Legal Prep Charter Academies

c) Name or names under which charitable organization may, or intends to, solicit charitable contributions in Nevada:
Legal Prep Charter Academies

2. Web Address: (optional*)

*will be listed on public entity search

3. USA PATRIOT ACT certification: (optional)

☐ Check here to accept the following certification.

In compliance with the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (USA PATRIOT) Act of 2001 and other counterterrorism laws, I hereby certify on behalf of the herein named entity that all funds and donations will be used in compliance with all United States of America anti-terrorist financing and asset control laws, statutes and executive orders.

4. Places of Business: (please complete items a, b; attach additional page(s) if necessary)

a) Address and telephone number of the principal place of business of the charitable organization: **7739227800** (Telephone Number)

Address	City	State	Zip Code	Country
4319 W Washington Blvd	**Chicago**	**IL**	**60624**	**USA**

b) Address and telephone number of any office in this state OR if none, name, address and telephone number of custodian of its financial records:

Name of Custodian: | Telephone Number: **7739227800**

Address	City	State	Zip Code	Country
732 S 6TH ST STE N	**Las Vegas**	**NV**	**89101**	**USA**

5. Exempt Status and Federal Tax ID:

Federal tax exempt status: **1** EIN - Federal Tax ID: **27-1071296**

6. Names and Addresses of Executive Personnel: (attach additional page(s) if necessary)

Name	Title
Samuel Finkelstein	**Executive Personnel**

Address	City	State	Zip Code	Country
4319 W Washington Blvd	**Chicago**	**IL**	**60624**	**USA**

7. Fiscal Year:

Day and month of end of fiscal year of the charitable organization: Day **30** Month **6**

8. Financial Information from IRS Form 990, 990EZ or if no Form 990, a good faith estimate for most recent fiscal year:

☐ Check here if you file Form 990N or have not filed a Form 990 or 990EZ. If checked, please provide a good faith estimate for its current fiscal year. All others please provide the information from the most recently filed Form 990 , Part I or 990EZ, Parts I and II.

Total Revenue (line 12, Form 990; line 9, Form 990EZ)	**4985107.0**
Total Expenses (line 18, Form 990; line 17, Form 990EZ)	**4982018.0**
Revenue less Expenses (line 19, Form 990; line 18, Form 990EZ)	**3089.0**
Total Assets (line 20, Form 990; line 25, Form 990EZ)	**6904898.0**
Total Liabilities (line 21, Form 990; line 26, Form 990EZ)	**5206856.0**
Net Assets or Fund Balances (line 22, Form 990; line 27, Form 990EZ)	**1698042.0**

9. Signature: (must be signed by an officer, or if a trust, by a trustee)

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

X **Samuel Finkelstein**
Authorized Signature

Chief Executive Officer (Title) | **07/17/2025** (Date)

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SECRETARY OF STATE

STATE OF NEVADA

FOREIGN NONPROFIT CORPORATION
(80) QUALIFICATION

I, FRANCISCO V. AGUILAR, the duly qualified and elected Nevada Secretary of State, do hereby certify that **Legal Prep Charter Academies** did on **07/17/2025** file in this office its Qualification to do Business in this State and is now on file and of record in the office of the Nevada Secretary of State, and further, that said corporation is at the date of this Certificate duly qualified to exercise therein all the powers recited in its Articles and to transact business in the State of Nevada in accordance with the laws of said State.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Great Seal of State, at my office on 07/17/2025.

FRANCISCO V. AGUILAR
Secretary of State

Certificate Number: B202507175911905
You may verify this certificate online at https://www.nvsilverflume.gov/home

SECRETARY OF STATE

STATE OF NEVADA

NEVADA STATE BUSINESS LICENSE

Legal Prep Charter Academies

Nevada Business Identification # NV20253398823
Expiration Date: 07/31/2026

In accordance with Title 7 of Nevada Revised Statutes, pursuant to proper application duly filed and payment of appropriate prescribed fees, the above named is hereby granted a Nevada State Business License for business activities conducted within the State of Nevada.
Valid until the expiration date listed unless suspended, revoked or cancelled in accordance with the provisions in Nevada Revised Statutes. License is not transferable and is not in lieu of any local business license, permit or registration.
License must be cancelled on or before its expiration date if business activity ceases. Failure to do so will result in late fees or penalties which, by law, cannot be waived.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Great Seal of State, at my office on 07/17/2025.

Certificate Number: B202507175911907
You may verify this certificate online at https://www.nvsilverflume.gov/home

FRANCISCO V. AGUILAR
Secretary of State