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LICPA Narrative A, B & C

Legacy International College Prep Academy Charter School Resubmission

Cover Sheet

Nevada Charter School Application Cover Sheet Page 1 of 3

Part 1: Basic Information

Name of Proposed Charter School

Legacy International College Prep Academy (LICPA)

Liaison (Must be a member of the Committee to Form the School)

Dr. David Meckley

Mailing Address of Liaison

4945 Momenti St.
Las Vegas, NV 89135

Telephone for Liaison (Primary)

(H) 702) 228-1374

Email Address for Liaison

dmeckley@embargmail.com

Educational Management Organization, Charter Management Organization, or other Educational Service Provider (if applicable)

Legacy Innovations

Physical Address of School (If Known)

N/A

Geographic Region or Neighborhood Where Proposed School Will be Located

Las Vegas

School District in Which the School Will Be Located

Clark County School District

Title/Relationship to Committee to Form School

President

Telephone for Liaison (Secondary)

(702) 301-0766

Fax for Liaison

N/A

Intended Opening Date (School year: e.g. fall of 20 - -)

Fall 2013

Proposed Sponsor:

☒ State Public Charter School Authority

☐ School District

Which One? _____

☐ Public College or University

Which one? _____

Enrollment Projections

	Grade Levels Served		Projected Enrollment per grade
			(This response may be provided On a separate sheet of paper)
School year 1	4-12	
School year 2	4-12	

Ultimately, the school expects to serve a total of 360 pupils in grades K to 12.

Part 2: Educational Program Overview *Page 2 of 3*

N/A

Program for at- risk pupils (NAC 386.150(9)):

Is this school intended to serve primarily At-Risk pupils? (See NRS 386.500)

☐ Yes
☒ No

If yes, address the applicable Required Element in A.7

Will the charter school enroll pupils who are in a particular category of at risk pupils before enrolling other children who are eligible to attend the charter school pursuant to NRS 386.580 (NRS 386.520(2)(p))?

☐ Yes
☒ No

If yes, address the applicable Required Element in A.7

Vocational education status (NAC 386.415):

Is this an application for the vocational education charter school?

☐ Yes
☒ No

If yes, respond to A.10

Distance education status:

Does the proposed school intend to provide Distance Education (also known as Virtual or Cyber Education)?

☒ Yes
☐ No

If yes, address B.3.2 and submit (an) appropriate distance education application(s) to the Nevada Department of Education.

Will the charter school result from a private school ceasing to operate as a private school and reopening as a charter school?

☐ Yes
☒ No

If yes attach the Private School Conversion Assurances found at:

http://nde.doe.gov/SD_CharterSchools_Forms.htm

Will the school limit enrollment to a certain number of pupils or ratio of teachers to pupils (NAC 386.353; NAC 386.180(7))?

☒ Yes
☐ No

If yes, what is that number or ratio?

30 to 1

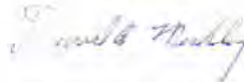
If yes, state your plan in B.3, Required Element 9.

Provide a brief description of your school that includes the name, the mission, grades served and other information you would like to include in a brief communication of this type. Your description will be used by the sponsor to provide information to the public about applicants and, for approved schools, new charter schools.

LICPA is an innovative, blended learning Charter School. The school is designed to improve the educational opportunities. Students will engage in an innovative, rigorous, blended school with an online curriculum and face-to-face teachers. Teachers will implement best practices of effective online and classroom instruction. The real and perceived failure of public and private schools has spurred a new industry of charter schools. Current an ongoing research demonstrates the blended format will best address the individual needs of a diverse population of students for whom traditional and online schools do not meet their needs.

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocations after award.

Signature of Liaison:



Date:

August 20, 2012

Printed Name:

David Meckley

A. EDUCATION PLAN

A.1 Mission, Vision, and Educational Philosophy

Per instructions, no attachments are required for A.1. Legacy International College Prep

Academy (LICPA) is an innovative, blended learning, grades 4-12 charter school proposed to open in Fall 2013 to improve the opportunities for special needs students in Clark County, Nevada. Students will engage in an innovative, rigorous, combined online and in-classroom, face-to-face learning format with high quality teachers who will receive ongoing training and professional development to best serve the individual needs of the target student population. Teachers will implement the use of nationwide best practices documented as effective methods of teaching, and provide valid and reliable formative and summative measurement of the educational achievement of students **to meet state standards and school goals which align with school mission**. World-class educational programs must embrace the digital world of the 21st century and meet the individual needs of today's students. The real and perceived failure of public and private schools has spurred a new industry of public online and face-to-face charter schools. The LICPA blended learning format will best address the individual needs of a diverse population of students for whom traditional public and online only schools do not meet their needs.

The innovative, blended learning (hybrid) format of LICPA is based on a framework comprised of a distinct mission, purpose, philosophy, and vision, with alignment among each, **and to state standards, through the kindergarten through 12th grade state approved Connections Education Distance Education Program with curriculum and learning management system**.

The mission, purpose, philosophy, vision, and alignment address the A.1 Required Elements, incorporating the Evaluation Criteria.

Narrative A.1.1. The purpose of LICPA is to accomplish options 1, 2, 6 per NRS 386.520(4)(b), as well as 386.150(4) as defined in the context of LICPA:

1. Improve the academic achievement of students. LICPA improves the academic achievement of students by offering flexible, yet rigorous curriculum, the **state approved Connections**

Education distance education curricula (see, in conjunction with the **Connections Education Learning Management System (CELMS)**), and innovative and individualized face-to-face instruction. Combined with data from the pilot project, research documents that students who do not achieve at potential or fail in traditional public, private, and online only schools achieve at much higher levels with a blending learning format.

2. Encourage use of effective and innovative methods of teaching. LICPA teachers will be trained to use a variety of online and face-to-face teaching methods, based on nationwide best practices and innovative, dynamic instructional delivery. Blended learning offers numerous opportunities for teachers to utilize a variety of large group, small group, and individualized instructional methods in face-to-face and online settings. Teaching methods and assessments will be based on a variety of learning styles and student preferences (**See review of literature in ~~Appendix K~~ Attachment A.3.12.a Relevant Instructional Strategies**).

6. Create and/or provide professional development opportunities for teachers.

LICPA teachers will be involved in specialized academic trainings in teaching utilizing a blending learning model. Professional development will take place prior to the start of school, during school hours, and in the summer. LICPA supervisors and mentor teachers will work with new teachers and teachers in need of support during class sessions in such topics as data driven instruction, online assessment, and working with diverse learners online (**see training topics and training evaluation rubric ~~Appendix L~~ Attachment A.3.13.a Professional Development**).

Narrative A.1.2. Mission of LICPA. The LICPA mission is to maximize student academic achievement **through a uniquely individualized multimodal constructivist learning program**; prepare students for college, careers, and life-long learning through transformative, individualized, **high quality** blended (**online and face-to-face**) learning education opportunities; graduate students who will contribute purposefully to society; and **effectively and innovatively** prepare **constructivist** teachers for 21st Century teaching through professional development.

Narrative A.1.3. A A coherent vision of LICPA from inception to 2020. The LICPA vision is to be recognized as a nationwide model of a blended (**online and face-to-face**) learning school that is organized by specific themes so that curricula and instruction correlate to the goals, specialized needs, and passions of students **and consistently performing at the highest levels on all measures of academic success including national and state testing.** Students will have expanded opportunities to optimize achievement and ~~prepare~~ **be prepared** for college **and/or career.** Teachers will ~~be prepared to~~ **effectively and innovatively** use blended learning knowledge and methods to achieve this vision. **Through incremental steps, by 2020,** LICPA will be a model school demonstrating traditional, online, and blended best practices which produce equitably successful results for all students **as they are promoted from grade to grade and graduate from High School meeting the Common Core Standards and ready for college and careers.**

Narrative A.1.4. Philosophical approach to educating students based on priorities. The LICPA educational philosophy is one founded in public schools in America that helped this country become a great nation and provided the venue for a vast majority of people to climb up the economic ladder. Public schools today are in dire need of major reform to keep pace with the changes occurring in the 21st Century global workforce. **We believe that** charter schools that **combine a constructivist educational philosophy combined with multimodal 21st century literacies, skills and best practices in online learning and technology for communication, productivity, and thinking tools (Jonassen, 1997)** are designed for a unique, blended learning format and provide the opportunity to experiment, document success, and share best practices with public schools so that once again American schools will be the top ~~K-12~~ **Kindergarten-12** schools in the world.

To be successful and manageable, **LICPA's philosophy is to** devise innovative ways to individualize curricula **so students can effectively construct knowledge,** provide 24/7 access to learning and instruction, and engage and motivate today's students **based on the latest evidence**

based research (**Appendix K Relevant Instructional Strategies** Appendix K Attachment A.3.12.a **Relevant Instructional Strategies and Appendix L Professional Development** Appendix L Attachment A.3.13.a **Professional Development**) . Further, LICPA's **constructivist/best blended learning practices philosophy is that** teachers will be provided with professional development opportunities to become knowledgeable and effective in the use of blended learning traditional and innovative methods, materials, and technology use **to ensure students are engaged in meaningful modern learning.** We believe that the transformation of public education is initiated by establishing small schools on a flexible schedule with blended, individualized curricula that supports measurable mastery learning; using data to make educational decisions; and involving parents/families/community members in the education of all students. **Philosophically**, LICPA is one of the small schools that will be a leader in transforming 21st Century student-centered education.

An expected outcome of LICPA is to produce a successful charter school model that can be replicated nationwide, as well as provide data for performance measures to determine the number of eighth grade charter school students who achieve at or above the proficient level on State of Nevada assessments in mathematics and reading/language arts. The project is expected to be cost-effective.

A.2 School-Specific Goals and Objectives

Narrative A.2.1 Goals and objectives related to educational performance.

LICPA will monitor and evaluate specific, measurable goals regarding educational performance. Academic performance will be measured by making yearly progress by increasing the percentage of students in LICPA who are proficient on basic or above, on end of grade assessments, as averaged by subject (through the **Connections Education Learning Management System**)~~learning management system~~). The School will continually increase its

percentage of students who are proficient by an average of 3% during the 5 years following receipt of baseline standardized scores.

~~Academic Objective 1: 85% of students at LICPA will improve their performance on the reading portion of the State CRT Test (grades 3-8) and the Nevada High School Proficiency Examination (grades 10-12) by at least 5% per year, on average. Measuring growth: the proposed rate of improvement must be sufficient, based on information collected through baseline data, to meet the ultimate target goal in the specified time frame. See Attachment A.4.1 LICPA Assessment Plan, which catalogs assessment vehicles for LICPA.~~

Academic Objective 1: **In alignment with our purpose, philosophy, mission, vision and academic goals, 85% of elementary students at LICPA will become proficient readers of English within three years of enrolling at our school. Students will** improve their performance on the reading portion of the State CRT Test (grades 3-8) by at least 5% per year, on average. Measuring growth: the proposed rate of improvement must be sufficient, based on information collected through **previous year** baseline data **and Connections Education online self leveling placement tests (reading) (for short term measurement) to meet the target goal in year 3. In grades K–8, students will take LEAP ([Longitudinal Evaluation of Academic Progress™](#)) both at the beginning and end of the year within the Connections Education curriculum. The LEAP test identifies areas of strength and need in the student's learning profile and measures student growth during the school year to help formulate learning goals.** See Attachment A.4.1 LICPA Assessment Plan, which catalogs assessment vehicles for LICPA.

Academic Objective 2: **In alignment with our purpose, philosophy, mission, vision and academic goals, 85% of secondary students at LICPA will become proficient readers of English within three years of enrolling at our school. Students will** improve their performance on the reading portion of the Nevada High School Proficiency Examination (grades 10-12) by at least 5% per year, on average. Measuring growth: the proposed rate of improvement

must be sufficient, based on information collected through **previous year** baseline data and **Connections Education online self leveling placement tests (reading) (for short term measurement)**, to meet the ultimate target goal in **year 3**. See Attachment A.4.1 LIPCA Assessment Plan, which catalogs assessment vehicles for LICPA

~~Original: Academic Objective 2: **85% of** students at LICPA will perform at a level **5% higher** than their peers in Clark County School District on the English and Language Arts portions of State CRT Tests (grades 3-8) and the Nevada High School Proficiency Examination (grades 10-12) as demonstrated by a greater percentage of students passing and by a higher overall average student score (assessing comparative performance).~~

Academic Objective 3:

In alignment with our purpose, philosophy, mission, vision and academic goals, 85% of elementary students (grades 3-8) at LICPA will perform at a level 5% higher than their peers in Clark County School District on the English and Language Arts portions of State CRT Tests within three years of enrolling at our school as demonstrated by a greater percentage of students passing and by a higher overall average student score. **Students will improve their performance on the English and Language Arts portion of the State CRT Test (grades 3-8) by at least 5% per year, on average measured by a baseline score in year one.** See

Attachment A.4.1 LIPCA Assessment Plan, which catalogs assessment vehicles for LICPA

Academic Objective 4:

In alignment with our purpose, philosophy, mission, vision and academic goals, 85% of secondary students (grades 9-12) at LICPA will perform at a level 5% higher than their peers in Clark County School District on the Nevada High School Proficiency Examination within three years of enrolling at our school as demonstrated by a greater percentage of students passing and by a higher overall average student score. **Students will improve their performance on the Nevada High School Proficiency Examination (grades 9-12) by at least**

5% per year, on average measured by a baseline score in year one. See Attachment A.4.1

LIPCA Assessment Plan, which catalogs assessment vehicles for LICPA.

~~Academic Objective 3: All students at LICPA will read aloud and discuss an essay of literary significance before a panel of teachers and outside experts at the end of grades 8 and 10, achieving a “Proficient” or higher rating from the panel for each of the following skills: elocution, comprehension, and analysis (performance-based assessment).~~

Academic Objective 5: **In alignment with our purpose, philosophy, mission, vision and academic goals**, on the SAT test, at least 70% of LICPA students in grade 12 will score a minimum of 1800 and 10% of those students will score 2100 or higher. **Both percentages of students scoring at these baselines will raise by 2% per year on both measures up through year 3 of operation.** See Attachment A.4.1 LIPCA Assessment Plan, which catalogs assessment vehicles for LICPA.

~~Academic Objective 5: If randomly selected for NAEP testing, students in grade 12 at LICPA, students will perform at a level higher than their peers in Clark County School District on the NAEP tests in reading and math as demonstrated by a greater percentage of students passing and by a higher overall average student score (assessing comparative performance).~~

Academic Objective 6: **In alignment with our purpose, philosophy, mission, vision and academic goals**, a minimum of 75% of LICPA students in grades 6-9 will qualify for the National Junior Honor Society **in year 1 and 80% by year 3** (performance-based assessment). **See Attachment A.2.6.a NJHS Membership Criteria.**

Academic Objective 7: **In alignment with our purpose, philosophy, mission, vision and academic goals**, a minimum of 80% of LICPA students will demonstrate mastery in narrative writing by meeting or exceeding the minimum grade-level standard score for work assessed according to the seven-category Writing Appraisal System and a **score of Proficient on the LICPA Analysis Essay Rubric in year one and increasing by two percentage points per year for the second and third years of operation.** LICPA uses an individualized curriculum

approach and RTI to assist students falling behind in their academic work. See ~~Appendix B~~

Attachment A.2.3.a **LICPA Analysis Essay Rubric**

Academic Objective 8: **In alignment with our purpose, philosophy, mission, vision and academic goals**, a minimum 75% of LICPA students **in year 1 and 80% by year 3**, will master speaking effectively in a variety of academic and professional settings **with a score of 80% or higher** on the **LICPA Presentation Rubric** (~~e.g., Ambassador Speech, Athletic Awards Acceptance Speech~~). See ~~Appendix C, LICPA Presentation Rubric. Appendix C~~ Attachment A.2.3.b **LICPA Presentation Rubric**

~~Academic Objective 10: A minimum of 90% of LICPA students will demonstrate satisfactory academic growth within each year as measured by the Longitudinal Evaluation of Academic Progress (LEAP) pre and post test.~~

Academic Objective 9: **In alignment with our purpose, philosophy, mission, vision and academic goals**, a minimum of 75% of LICPA students will maintain a 3.5 Grade Point Average (GPA) every quarter, *with the first quarter being the baseline*, **and increase by 2 percentage points each succeeding quarter through year 3. Student baseline grades will be extracted from the Connections Education Learning Management System after the first quarter of operation and analyzed for the 80% of students maintaining a 3.5 grade point average in succeeding quarters of operation. The results will be kept in the school records.**

Academic Objective 10: A minimum of 95% **85%** of students in grade 12 will apply and be accepted into college or university **in year 1 with a 2 point increase in the percentage in each succeeding year**. Letters of acceptance will be held in the academic office.

Narrative A.2.2 Goals and objectives related to organizational and management performance.

These are in alignment with the technical information provided in A.4 that are specific, objective, measurable, ambitious, and attainable, relevant and time-bound.

Organizational and Management Goal 1: **In alignment with our purpose, philosophy, mission, vision and organizational and management goals, 100% of teachers** will be highly qualified,

~~demonstrate high expectations for all students, and have a positive attitude toward the school and their colleagues. (see Attachment A.3.1.bConnections EducationInformation).~~

Organizational and Management Goal 2: **In alignment with our purpose, philosophy, mission, vision and organizational and management goals, 80% of parents will be satisfied to have their students at LICPA with ratings in year 1 of operation on the Parent Satisfaction Survey of A (Agree) and by the 3rd year of operation a rating of SA (Strongly Agree) that they are satisfied with major aspects of the school as reflected in the survey. ~~the with families will see themselves as partners in their children's education and will be active in the life of the school. Each quarter, parents, guardians, and/or family members will participate in a minimum of one school event, three teacher/parent/student conferences, and one day of shadowing their child through a day of school.~~** **Appendix H LICPA Parent Satisfaction Survey**

Appendix H Attachment A.2.4.b Parent Satisfaction Survey

Organizational and Management Goal 3: **In alignment with our purpose, philosophy, mission, vision and organizational and management goals, LICPA will be a model of best practices in charter school financial management and performance by safeguarding 100% of resources, managing specific functional areas (e.g., facilities), allocating resources, generating additional resources, and managing and reporting financial information by achieving a 90% annual rating of “Yes, but can improve” on the LICPA Checklist for Appendix A Attachment A.2.2.a (LICPA Audit Checklist), and improving one percentage point per year through year three.**

~~Organizational and Management Goal 4: LICPA will demonstrate organizational and management procedures to maintain Adequate Yearly Progress.~~

~~Organizational and Management Goal 5: This LICPA goal is to create a school climate where each student feels valued, safe, respected, and encouraged to reach their highest potential.~~

Organizational and Management Goal 4: **In alignment with our purpose, philosophy, mission, vision and organizational and management goals, This LICPA's goal is to be a model of best practices in professional development for blended education. By the end of year one, 80% of**

teachers and staff will demonstrate high levels (proficient rating) of proficiency in professional development activities as specified in [A.3.13](#) and 80% of teachers and staff will demonstrate higher levels (distinguished rating) of proficiency by the end of year two and year three of operation on the **LICPA Prof Dev Eval Rubric. Appendix E LICPA Prof Dev Eval Rubric.**

~~Appendix E~~ Attachment A.2.2.c LICPA Prof Dev Eval Rubric

Narrative A.2.3 The assessment tools, artifacts, and evidence.

~~Evaluation Tool for Academic Objective 1: State CRT Test (grades 3-8) and the Nevada High School Proficiency Examination (grades 10-12).~~

Evaluation Tool for Academic Objective 1: State CRT Test (grades 3-8), results and analysis.

Evaluation Tool for Academic Objective 2: ~~State CRT Test (grades 3-8) and the Nevada High School Proficiency Examination (grades 10-12), results and analysis.~~

~~Evaluation Tool for Academic Objective 1: State CRT Test (grades 3-8) and the Nevada High School Proficiency Examination (grades 10-12).~~

Evaluation Tool for Academic Objective 3: State CRT Test (grades 3-8) ~~and the Nevada High School Proficiency Examination (grades 10-12), results and analysis.~~

Evaluation Tool for Academic Objective 4: ~~State CRT Test (grades 3-8) and the Nevada High School Proficiency Examination (grades 10-12), results and analysis.~~

~~Evaluation Tool for Academic Objective 3: Appendix B **Attachment A.2.3.a** LICPA Analysis Essay Rubric~~

Evaluation Tool for Academic Objective 5: SAT Prep Examination (to be determined), SAT Examination, results and analysis.

~~Evaluation Tool for Academic Objective 5: National Assessment of Educational Progress~~

~~Evaluation Tool for Academic Objective 10: Letters of acceptance will be held in the academic office, results and analysis.~~

Evaluation Tool for Academic Objective 6: Letters of acceptance will be held in the academic office, results and analysis.

Evaluation Tool for Academic Objective 7: Nevada Proficiency Examination and the Nevada High School Proficiency Examination, Writing, results and analysis.

Evaluation Tool for Academic Objective 8: Digital Portfolio of speaking performances, quality measured by ~~Appendix C~~ **Attachment A.2.3.b** LICPA Presentation Rubric, results and analysis.

~~Evaluation Tool for Academic Objective 10: (LEAP) pre and post test.~~

Evaluation Tool for Academic Objective 9: Quarter report card **data**, results and analysis.

~~Evaluation Tool for Academic Objective 10: Letters of acceptance will be held in the academic office, results and analysis.~~

Evaluation Tool for Organizational and Management Goal 1: A minimum of 100% of the teaching staff will have earned a Bachelor of Arts degree or higher in the subject they teach and have a minimum of two full-time years of teaching experience **and be highly qualified**. The teacher retention rate will be a minimum of 90% each year, not including departures for health or family reasons. ~~All teachers will consistently earn satisfactory ratings on regular classroom observations by the Head of School. The school will earn satisfactory ratings from a minimum of 90% of the faculty on a survey administered each semester to assess professional satisfaction. A minimum of 90% of parents responding to an annual survey will indicate satisfaction with teachers at our school.~~ **Also, results and analysis.**

Evaluation Tool for Organizational and Management Goal 2: A minimum of 80% of parents will participate in report card pick-up days and quarter parent-teacher conferences, as recorded on sign-in sheets. A minimum of 80% of parents will regularly attend student exhibitions, performances, academic fairs, and other showcase events as recorded on sign-in sheets. A minimum of 20% of parents will volunteer a minimum of 15 hours per year for the school and a minimum of 50% of parents will volunteer a minimum of 10 hours per year **as recorded on sign-in sheets**. Documentation of parent attendance will be kept in the school office. **Also, results and analysis.**

Evaluation Tool for Organizational and Management Goal 3: Supporting **financial** spreadsheets and documents and the Audit Self-Assessment Checklist showing safety and sustainability of state and generated funds and compliance with the reporting guidelines specified annual audit.

See ~~Appendix A~~ **Attachment A.2.2.a** LICPA Audit Checklist). **Also, results and analysis.**

~~Evaluation Tool for Organizational and Management Goal 4: State AYP report.~~

~~Evaluation Tool for Organizational and Management Goal 5: Students will rate their school satisfaction at 90% or higher on the Legacy Student Satisfaction Survey instrument. See~~

~~Appendix D~~ **Attachment A.2.3.a** LICPA Student Satisfaction Survey.

Evaluation Tool for Organizational and Management Goal 4. LICPA will use a rubric to measure the proficiency of staff knowledge and skills in a variety of realistic professional development situations and contexts described in A.3.13. 80% of teachers will achieve a score of “**proficient**” in professional development activities using the ~~Appendix E~~ **Attachment A.2.2.c** LICPA Prof Dev Eval Rubric. **Also, results and analysis.**

***Narrative A.2.4** Evidence to suggest the goals reflect high standards.*

Evidence Target Population can attain Academic Objective 1: Our target audience includes all athletes, student performers, and others who are underperforming and/or at risk of failing in public schools or in online schools due to demanding athletic and/or performance schedules or other mitigating circumstances such as traditional school attendance policies. This audience is by definition an at-risk population and underserved by the public schools. Currently, these students must choose between pursuing a high performance athletic or performing arts, or other career, or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. We also learned the public schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public schools. LICPA will employ the best of online and face-to-face learning methods and employ high quality teachers to observe and survey students to identify students’ interests, learning styles, strength areas and goals for the future. **Well trained blended learning**

teachers will utilize the **State Approved Connections Education online curriculum which is matched to the standards, and the Connections Education Learning Management System (CELMS) as well as our Legacy Tracking System** and supplemental online learning resources, like Khan Academy (free), to differentiate the curriculum in order to individualize learning for each student. Based on our data from our Pilot Program (see ~~Appendix F~~ **Attachment A.2.4.a** LICPA Student Performance Data), our target audience will be successful with our online curriculum and face-to-face program. Also, Test Prep study materials (to be determined) will be used with all students at all grade levels for standardized test preparation. **(See Attachment A.4.1 LICPA Assessment Plan).**

Evidence Target Population can attain Academic Objective 2: Our target audience includes all athletes, student performers, and others who are underperforming and/or at risk of failing in public schools or in online schools due to demanding athletic and/or performance schedules or other mitigating circumstances such as traditional school attendance policies. This audience is by definition an at-risk population and underserved by the public schools. Currently, these students must choose between pursuing a high performance athletic or performing arts, or other career, or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. We also learned the public schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public schools. LICPA will employ the best of online and face-to-face learning methods and employ high quality teachers to observe and survey students to identify students' interests, learning styles, strength areas and goals for the future. **Well trained blended learning** teachers will utilize the **State Approved Connections Education online curriculum which is matched to the standards, and the Connections Education Learning Management System (CELMS) as well as our Legacy Tracking System** and supplemental online learning resources, like Khan Academy (free), to differentiate the curriculum in order to individualize learning for each student. Based on our data from our Pilot Program (see ~~Appendix F~~ **Attachment A.2.4.a**

LICPA Student Performance Data), our target audience will be successful with our online curriculum and face-to-face program. Also, Test Prep study materials (to be determined) will be used with all students at all grade levels for standardized test preparation. **(See Attachment A.4.1 LIPCA Assessment Plan).**

Evidence Target Population can attain Academic Objective 3: Our target audience includes all athletes, student performers, and others who are underperforming and/or at risk of failing in public schools or in online schools due to demanding athletic and/or performance schedules or other mitigating circumstances such as traditional school attendance policies. This audience is by definition an at-risk population and underserved by the public schools. Currently, these students must choose between pursuing a high performance athletic or performing arts, or other career, or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. We also learned the public schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public schools. LICPA will employ the best of online and face-to-face learning methods and employ high quality teachers to observe and survey students to identify students' interests, learning styles, strength areas and goals for the future. **Well trained blended learning teachers will utilize the State Approved Connections Education online curriculum which is matched to the standards, and the Connections Education Learning Management System (CELMS) as well as our Legacy Tracking System and** supplemental online learning resources, like Khan Academy (free), to differentiate the curriculum in order to individualize learning for each student. Based on our data from our Pilot Program (see ~~Appendix F~~ **Attachment A.2.4.a** LICPA Student Performance Data), our target audience will be successful with our online curriculum and face-to-face program. Also, Test Prep study materials (to be determined) will be used with all students at all grade levels for standardized test preparation. **(See Attachment A.4.1 LIPCA Assessment Plan).**

Evidence Target Population can attain Academic Objective 4: Our target audience includes all athletes, student performers, and others who are underperforming and/or at risk of failing in public schools or in online schools due to demanding athletic and/or performance schedules or other mitigating circumstances such as traditional school attendance policies. This audience is by definition an at-risk population and underserved by the public schools. Currently, these students must choose between pursuing a high performance athletic or performing arts, or other career, or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. We also learned the public schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public schools. LICPA will employ the best of online and face-to-face learning methods and employ high quality teachers to observe and survey students to identify students' interests, learning styles, strength areas and goals for the future. **Well trained blended learning teachers will utilize the State Approved Connections Education online curriculum which is matched to the standards, and the Connections Education Learning Management System (CELMS) as well as our Legacy Tracking System** and supplemental online learning resources, like Khan Academy (free), to differentiate the curriculum in order to individualize learning for each student. Based on our data from our Pilot Program (see ~~Appendix F~~ **Attachment A.2.4.a** LICPA Student Performance Data), our target audience will be successful with our online curriculum and face-to-face program. Also, Test Prep study materials (to be determined) will be used with all students at all grade levels for standardized test preparation. **(See Attachment A.4.1 LICPA Assessment Plan).**

~~Evidence Target Population can attain Academic Objective 3: Students will have weekly public speaking assignment, critical reading and essay writing activities to prepare for the exam. Students' scores will be collected for school records.~~

Evidence Target Population can attain Academic Objective 5: Academic Objective 4: Students will use an SAT study curriculum to prepare for the exam. Students' scores will be collected for school records.

~~Evidence Target Population can attain Academic Objective 5: Our target audience includes all athletes, student performers, and others who are underperforming and/or at risk of failing in public schools or in online schools due to demanding athletic and/or performance schedules or other mitigating circumstances such as traditional school attendance policies. This audience is by definition an at-risk population and underserved by the public schools. Currently, these students must choose between pursuing a high performance athletic or performing arts, or other career or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. We also learned the public schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public schools. LICPA will employ the best of online and face to face learning methods and employ high quality teachers to observe and survey students to identify students' interests, learning styles, strength areas and goals for the future. Teachers will utilize the Legacy Learning Management System and supplemental online learning resources, like Khan Academy (free), to differentiate the curriculum in order to individualize learning for each student. Based on our data from our Pilot Program (see Appendix F **Attachment A.2.4.a** LICPA Student Performance Data) our target audience will be successful with our online curriculum and face to face program (see Attachment A.4.1 LICPA Assessment Plan). Also, Test Prep study materials (to be determined) will be used with all students at all grade levels for standardized test preparation.~~

~~Evidence Target Population can attain Academic Objective 6: Although as an online collaborative without access to pre and post test scores, our seniors in the pilot program have attained all A's in the classes and are applying for college entrance and athletic scholarships beginning Fall, 2011. Four students have won college scholarships as of Spring, 2012.~~

Evidence Target Population can attain Academic Objective 6: LICPA is currently applying for the National Jr. Honor Society as of Spring, 2012.

Evidence Target Population can attain Academic Objective 7: Our target audience includes all athletes, student performers, and others who are underperforming and/or at risk of failing in public schools or in online schools due to demanding athletic and/or performance schedules or other mitigating circumstances such as traditional school attendance policies. This audience is by definition an at-risk population and underserved by the public schools. Currently, these students must choose between pursuing a high performance athletic or performing arts, or other career or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. We also learned the public schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public schools. **LICPA will employ the best of online and face-to-face learning methods and employ high quality teachers to observe and survey students to identify students' interests, learning styles, strength areas and goals for the future.**

Teachers will utilize the Legacy Learning Management System and supplemental online learning resources, like Khan Academy (free), to differentiate the curriculum in order to individualize learning for each student. Based on our data from our Pilot Program (see ~~Appendix F~~ **Attachment A.2.4.a** LICPA Student Performance Data), and with the addition of English tutors specialized in narrative and fiction writing, our target audience will be successful with our online curriculum and face-to-face program. Also, Test Prep study materials with a writing emphasis (to be determined) will be used with all students at all grade levels for standardized test preparation.

Evidence Target Population can attain Academic Objective 8: Our target audience includes all athletes, student performers, and others who are underperforming and/or at risk of failing in public schools or in online schools due to demanding athletic and/or performance schedules or other mitigating circumstances such as traditional school attendance policies. This audience is by

definition an at-risk population and underserved by the public schools. Currently, these students must choose between pursuing a high performance athletic or performing arts, or other career or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. We also learned the public schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public schools. LICPA will employ the best of online and face-to-face learning methods and employ high quality teachers to observe and survey students to identify students' interests, learning styles, strength areas and goals for the future. Teachers will utilize the Legacy Learning Management System and supplemental online learning resources, like Khan Academy (free), to differentiate the curriculum in order to individualize learning for each student. Based on our data from our Pilot Program (see ~~Appendix F~~ **Attachment A.2.4.a** LICPA Student Performance Data), and with our curricular emphasis on public speaking development, our leadership academy and our Legacy Ambassador program, our target audience will be successful with our online curriculum and face-to-face program.

~~Evidence Target Population can attain Academic Objective 10: Our target audience includes all athletes, student performers, and others who are underperforming and/or at risk of failing in public schools or in online schools due to demanding athletic and/or performance schedules or other mitigating circumstances such as traditional school attendance policies. This audience is by definition an at-risk population and underserved by the public schools. Currently, these students must choose between pursuing a high performance athletic or performing arts, or other career or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. We also learned the public schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public schools. LICPA will employ the best of online and face to face learning methods and employ high quality teachers to observe and survey students to identify students' interests, learning styles, strength areas and goals for the future. Teachers will utilize the Legacy~~

~~Learning Management System and supplemental online learning resources, like Khan Academy (free), to differentiate the curriculum in order to individualize learning for each student. Based on our data from our Pilot Program (Appendix F Attachment A.2.4.a LICPA Student Performance Data), our target audience will be successful with our online curriculum and face-to-face program. Also, Test Prep study materials (to be determined) will be used with all students at all grade levels for standardized test preparation.~~—————

Evidence Target Population can attain Academic Objective 9: Our students in the pilot program attained and maintained a 3.5 Grade Point Average last year. Our target audience includes all athletes, student performers, and others who are underperforming and/or at risk of failing in public schools or in online schools due to demanding athletic and/or performance schedules or other mitigating circumstances such as traditional school attendance policies. This audience is by definition an at-risk population and underserved by the public schools. Currently, these students must choose between pursuing a high performance athletic or performing arts, or other career or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. We also learned the public schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public schools. **LICPA will employ the best of online and face-to-face learning methods and employ high quality teachers to observe and survey students to identify students' interests, learning styles, strength areas and goals for the future.**

Teachers will utilize the Connections Education Learning Management System and the Legacy Learning Management System and supplemental online learning resources, like Khan Academy (free), to differentiate the curriculum in order to individualize learning for each student. Based on our data from our Pilot Program (see Appendix F Attachment A.2.4.a LICPA Student Performance Data), our target audience will be successful with our online curriculum and face-to-face program.

Evidence Target Population can attain Academic Objective 10: Our target audience includes all athletes, student performers, and others who are underperforming and/or at risk of failing in public schools or in online schools due to demanding athletic and/or performance schedules or other mitigating circumstances such as traditional school attendance policies. This audience is by definition an at-risk population and underserved by the public schools. Currently, these students must choose between pursuing a high performance athletic or performing arts, or other career or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. We also learned the public schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public schools. LICPA will employ the best of online and face-to-face learning methods and employ high quality teachers to observe and survey students to identify students' interests, learning styles, strength areas and goals for the future. Teachers will utilize the Legacy Learning Management System and supplemental online learning resources, like Khan Academy (free), to differentiate the curriculum in order to individualize learning for each student. Based on our data from our Pilot Program (Appendix F **Attachment A.2.4.a** LICPA Student Performance Data), our target audience will be successful with our online curriculum and face-to-face program. Also, college bound preparation materials (to be determined) will be used with all students at all secondary school grade levels for help with preparation for college applications and entrance.

2. Evidence Organizational and Management Goal Are Reasonable:

Evidence Target Population can attain Organizational and Management Goal 1: Teachers resumes, academic records and evaluations will be scanned and stored digitally. Teachers' evaluation and employment records will be maintained by the school.

Evidence Target Population can attain Organizational and Management Goal 2: **since parent satisfaction, volunteerism and participation at student activities is currently good, it is**

reasonable to expect that LICPA will attain 80% or better on the Legacy Parent Satisfaction Survey (see ~~Appendix H~~ **Attachment A.2.4.b** Parent Satisfaction Survey).

Evidence Target Population can attain Organizational and Management Goal 3: LICPA will maintain an accountant or finance related board member to insure best practices in charter school financial management and performance managing 100% of resources in specific functional areas like facilities, allocating resources, generating additional resources, and managing and reporting financial information by achieving a 90% rating of “Yes, but can improve” rating annually on the ~~Appendix A~~ **Attachment A.2.2.a** LICPA Audit Checklist).

~~Evidence Target Population can attain Organizational and Management Goal 4: LICPA will maintain records and provide information to demonstrate AYP participation and compliance (see Appendix I~~ **Attachment A.2.4.c** AYP Compliance).

~~Evidence Target Population can attain Organizational and Management Goal 5: Informal assessment of last year’s student satisfaction.~~

Evidence Target Population can attain Organizational and Management Goal 4: LICPA will screen to employ professional teachers and staff who have knowledge of and a disposition toward using online as well as face-to-face methods, materials and technology in their teaching as specified in ~~Appendix E~~ **Attachment A.2.4.d** LICPA Prof Dev Eval Rubric.

A.3 Curriculum and Instruction

Narrative A.3.1 Narrative of the school’s proposed curriculum that is consistent with mission and vision.

The LIPCA curriculum and instructional practices used will align with and reflect the LIPCA mission and vision **previously stated**. LICPA will follow the curricular structure established by the Clark County School District and approved by the State Board of Education. The LICPA Board **has selected the Connections Education Distance Education Program** (see **Attachment A.3.1.a Connections Education Information**), which includes the learning

~~management system, will select and approve online curricular as it's educational~~ that follows the CCSD structure with courses that are aligned with Nevada Standards, approved by the State of Nevada Distance Education Department, approved by the National Collegiate Athletic Association (NCAA) review committee and approved by the Nevada Public Charter School Authority for ~~K12, Connections Academy Learning, and APEX Learning. For Example,~~ Connections ~~Academy~~ **Learning** has been approved by the Nevada Department of Education as a Distance Education Provider, and its Distance Education courses have also been approved. The courses that Legacy International College Prep Academy (LICPA) intends to use are selected from the state approved distance education course list and will be used as a part of the distance education program that has been approved pursuant to NAC 388.830. The provider for these courses is Connections Education with course titles and numbers that will be made available to eligible students. See ~~Appendix J~~ **Attachment A.3.1.a** Connections Education Nevada Approved Course List. The List is also available at the state distance education website:

http://www.doe.nv.gov/Technology/ConnectionsEdApproved_Course_List.pdf

~~As another example, the LICPA Board may approve an AP History course from APEX Learning and a student may use the course in place of another course in that student's other online curriculum.~~

LICPA combines highly effective online curricular programs with a blended learning approach by providing highly qualified teachers and tutors in a classroom setting for a minimum of 19 hours per week. The online curricular programs are nationally recognized and aligned with Nevada Standards. All curricular programs and courses also meet the NCAA Clearinghouse requirements for high school graduation. The NCAA conducts an extensive review of online programs and only the most rigorous online courses and programs meet their standards.

~~During the planning process we will review additional curriculums from the Nevada Approved Distance Education Course List for approval and use in LICPA. To date, we have reviewed and approved K12/Nevada Virtual Academy, Connections Academy/Nevada Connections Academy~~

~~and APEX Learning curricular programs for use in our two year unfunded pilot program. We will also use the planning period to develop additional curriculum specific to our students. For example, we will offer elective courses and workshops on such topics as, “Nutrition for Peak Performance,” “Injury Prevention,” “Public Speaking,” “Learning Online” and “Sports Psychology” if and when the courses are approved by the State for use in our Charter School. Teacher professional development will be provided in online and blended learning to support LIPCA’s curriculum and teaching methods..~~

~~In addition, LICPA will utilize open source resources to supplement and enhance the online curriculum. For example, we will make extensive use of Khan Academy’s math, science and SAT preparation programs. Our teachers will serve as tutors and learning coaches for both the online school and for Khan Academy. We will also use such open source resources as PBS Teachers, Teacher Domain, American Memory, Biography Channel, Project Vote, National Library of Virtual Manipulatives, National Science Teachers Association, Virtual Field Trips, PBS Learning Media, iTunes University and many more.~~

Attachment A.3.2 See Attachment A.3.2. Schedule of Courses

Attachment A.3.3 *Course Descriptions Core Content Areas Grade Levels*

Attachment A.3.4 *Nevada State Standards Alignment Chart completed for each of the core content areas*

Attachment A.3.5. *Designation Of Courses Student Must Complete For Promotion*

Attachment A.3.6 *Typical daily schedule.* LIPCA will follow a distance education schedule to satisfy the approved schedule of courses utilized by the Nevada approved online curriculum. **To modify the daily schedule, LICPA offers additional background knowledge in the way students at the school will work. Since students most often work independently online on their own individual lessons with teacher supervision, LICPA teachers will monitor the students learning using the online Connections Education Learning Management System (CELMS) offered by the curriculum provider.**

LICPA teachers will manage the instruction of students taking so many different courses by using the online (CELMS). Teachers will be able to use (CELMS) to determine the courses that students are enrolled in, exactly which lesson in each course they are working at, the expected progress of the student and each course, the time students spend on task online, the number of exercises they have done, the percentage correct on each quiz and assessment, and overall exactly where each student stands academically in each course. In this manner, the students can be guided to work on different lessons at different paces and the instructor will always be fully aware of each student's progress and exactly where they need to be at the appropriate level of progress in the course. Therefore, learning is individualized for each student and teachers can provide help when and where needed through additional modules in the online curriculum, additional learning through online sources such as Khan Academy, individual or small group instruction by the teacher, or arranging a subject matter tutor to work with the student.

Therefore, since LICPA is a blended school, the daily schedule begins after lunch and students, who work individually **at their computers**, may take three ten minute breaks at their own discretion, or when necessary and with teacher approval. Additionally, students' learning is individualized and guided during these times **with students often working independently with their lessons and activities on their computer**. Impromptu small and whole group lessons, guest lectures and activities can then be arranged as needed **in order to individualize instruction with individuals**, or a small group of students being pulled from their computer terminals and selected for targeted instruction by the teacher.

The 19 hours of weekly face-to-face instruction is a crucial part of LICPA's educational design. Teachers spend one third of their time managing students online curriculum. One of the major problems with distance education schools is that students (and parents) have a difficult time: understanding the learning management system, monitoring student progress toward learning outcomes using the learning management system, and staying on track on a

daily, weekly and monthly basis of their academic learning and completion of goals using the learning management system. LICPA teachers perform a major accomplishment by keeping students on time and on track regarding their studies.

The second third of the teacher's 19 hour workweek is devoted to direct instruction. As teachers monitor each student's progress through the K-12 learning management system, they pinpoint areas of instructional strengths and weaknesses as well as incomplete work on the module for each class. Teachers can then arrange for individualized or small group instruction when it is needed and coach the students through the remainder of the lesson or module toward completion.

A third of the teacher's time is spent preparing lessons, arranging for tutors or teachers for students with specific instructional needs, communicating results to parents, online teachers and other stakeholders. Thus, teachers and students remain fully engaged in teaching learning through this system to be employed by our school.

Attachment A.3.7 Courses and Credits Required for Graduation.

Attachment A.3.8 LICPA Academy Diploma

Attachment A.3.9 LICPA A.3.9 Sample Transcript

Narrative A.3.10 Transfer of credit to another school (NRS 386.582; NAC 386.150(8));

The School will transfer successfully completed student credits to another comparable school, whenever a student transfers to another school and/or upon the request of the CCSD Clark County School District or other district. A transfer of credits to another School within the State of Nevada is applicable since the School will deliver a standards based curriculum that is aligned to the Common Core and Nevada State Standards by grade level.

Attachment A.3.11 Listing of textbooks by content area and grade level.

Narrative A.3.12 Describing the relevant instructional strategies. Following extensive research into best and promising practices in teaching, learning, and school design, we piloted an innovative blended learning (hybrid) ~~K-12~~ 4-12 school and proposed that a full model be opened

as a charter school in the fall of 2013. Our goals for the school are to improve the opportunities for students to learn, encourage the use of effective methods of teaching and provide an accurate measurement of the educational achievement of pupils. The school's mission is to maximize academic achievement, prepare students for college and develop life-long learners who are prepared to contribute purposefully to society. The Blended Model, **using the Connections Education curriculum and learning management system** provides the best of online and face-to-face education. We will employ highly qualified teachers with specialized training in teaching in a hybrid classroom. The school's standard and enhanced curriculum prepares students for the 21st Century with problem solving, decision-making and strong leadership skills. Extensive use of cutting edge technologies will allow authentic learning opportunities for students and allow parents to interact with school personnel and be an integral part of the school experience.

See ~~Appendix K~~ Attachment A.3.12.a Relevant Instructional Strategies

Narrative A.3.13 *Providing professional development.* All teachers and staff will participate in the following types of professional development activities:

A. Professional development for all new teachers. The content of these workshops will include the teacher training offered by the online school (any or all the ones we will utilize in the Academy) and content from the four graduate courses developed for a University Certificate in Teaching Online and in Hybrid Schools. University faculty and other experts on online teaching and charter schools will conduct the professional development workshops. Professional Development is a critical and crucial element of LICPA. ~~See Appendix L~~ **Attachment A.3.13.a** Professional Development.

A.4: Assessment and Accountability

Attachment A.4.1 *LICPA Assessment plan*

Narrative A.4.2 A list of the instruments (tests, diagnostics, survey, other) to be used as formative or summative assessments; Identify instruments to be utilized that are relevant, valid and reliable;

List of tests: (Legacy Charter will follow the CCSD Test Schedule – See CCSD 2012-2013 Test Schedule at <http://www.ccsd.net/district/calendar/master-calendar/>). These tests include:

Criterion-Referenced Test, National Assessment of Educational Process, Nevada Alternate Assessment, Trends in International Mathematics and Science Study, Nevada high School Proficiency Tests, SAT test, ACT test, PSAT tests, AP tests in all AP courses, **and** Special needs testing, ~~ELL testing, Gifted Testing, Additional Writing assessments, Additional public speaking assessments, Additional reading assessments and College Readiness Assessments.~~

All LICPA students will take the PSAT at no cost (pending final budget allocations) during the sophomore year to provide data that will assist in determining the student's potential success in Advanced Placement (AP) courses. Taking the PSAT in the sophomore year also prepares the student for the SAT. The PSAT taken as a junior (at no cost to the student) is used to identify National Merit Scholarship Semi-finalists. Students planning to attend college may also prepare for the ACT entrance exam by taking the PLAN test during his/her sophomore year. The final stage of pre-college testing involves taking the ACT and/or SAT in the spring of the student's junior year, as most four-year colleges/universities require either test for admission. In addition, some colleges/universities require a minimum score on the SAT and/or ACT to determine placement in freshman English and math courses. Finally, some universities determine scholarship eligibility on ACT and/or SAT results.

Note: It may be necessary to retake the ACT and/or SAT to increase the student's score. This may enable a student to avoid placement in a remedial math and/or English college course. Remedial courses at Nevada State colleges/universities provide no college credit and are not paid for by the Millennium Scholarship program.

Narrative A.4.3 The School's approach to assessments. LICPA 's quarterly assessments, data reports, student progress reports and semester student progress reports serve a powerful pre-emptive and corrective function. It informs teachers, parents and students how well students are doing relative to year-end goals (state content standards) — while there is still time to address

problems. But teachers also report on student progress a minimum of every two weeks. To complete these, teachers stop and ask: “Are students learning what we want them to learn?” It is the intent of both LICPA to gather and report data that is accurate, meaningful, and professionally sound. The purpose of the LICPA assessment program is to identify individual student needs and appropriate curriculum or instructional modifications, based upon the skills and concepts tested. LICPA is focused on the effective implementation of timely assessments in order to accurately assess where each student is at and to make adjustments in the curriculum to meet each child’s individual learning needs. LICPA will comply with the NV Department of Education (NDE) requirement that all public school students to take the State Analytical Writing Assessment (5th grade) and Criterion Referenced Tests (CRTs) in reading and mathematics (grades 3-8).

Professional development workshops and teacher meetings will focus on using the testing data to improve the educational program and student performance. In addition, teachers will learn to use ~~the Legacy Tracking System (LTS)~~ **both learning management systems, CELMS and the LTS** on a daily basis to check student progress and adjust learning activities to help students increase performance.

We will provide parents/legal guardians with written notice about all tests and examinations mandated by the state or school district. As each testing date nears, LICPA will send home flyers and emails reminding parents and guardians of the specific testing dates. These assessments are used to demonstrate our yearly progress and it is extremely important that students are present at the time of testing. All of the tests mentioned are used by NDE for accountability purposes and the results are reported locally and state wide to the general public.

The integrity of all tests is important. We will solicit parental support for reporting testing irregularities: we will encourage parents to report any irregularities. For example, we will ask parents to talk with their child and if their child reports any testing irregularities, they are encouraged to inform the school office or the Head of School. LICPA will follow state

procedures as required by law including prohibitions against interfering with or preventing the disclosure of information and procedures for dealing with reporting *untruthful information*.

***Narrative A.4.4** How the school will use longitudinal data analysis to measure success.* Explain how the school will use assessment data to drive key decisions aimed at improving academic outcomes;

The LICPA faculty, staff and administrators will participate in professional development workshops on using data to improve programs, student performance and instructional practices.

The LICPA faculty, staff and administrators will meet to review and discuss longitudinal data from the assessments previously mentioned in this document. The data analysis will be used to assess current school practices and programs. The data will determine future programs choices, curriculum choices, intervention strategies, instructional practices and assessment practices. The goal of the meetings will be to make changes as needed to maintain high standards and performances for all students. Changes in programs, curriculum, instructional methods, personnel, and outside resources will be instituted based on the data analysis.

***Narrative A.4.5** Use of data to improve student achievement and closing achievement gaps.*

LICPA will utilize the **Connections Education Learning Management System (CELMS)** (see **Attachment A.4.5.a**), as well as our own Legacy Tracking System (LTS) (see) to collect data to improve student achievement and close achievement gaps by informing students, parents and teachers on a daily basis of student progress. **Using the two systems**, we will assign tutors to students who fall behind on any assignments or tests. **Both LMS structures** ~~The revised LICPA Legacy tracking System~~ will track student progress on meeting State Standards.

All teachers will attend summer workshops where they will learn about State Standards and strategies to prepare students to meet the standards. The online curricular programs highlight the standards for each lesson and the teachers will work with every student every day on the student's ability to meet the standards.

LICPA is designed to provide individualized programs for all students. The Legacy Tracking System (LTS) **coupled with the online CELMS combine to** provide students, parents, teachers and administrators on a daily basis and accurate status of student progress. ~~The LTS integrates the disparate LMS from the different vendors (when more than one is used).~~ Teachers will use the progress reports to assign resources and provide appropriate instruction to meet student needs. For example, if a student is falling behind due to language issues, the teacher can request ESL support for the student. The teacher can provide ESL/bilingual materials and assign an ESL specialist to assist with an appropriate intervention.

All LICPA teachers are trained in strategies to help students meet state standards. **Both Learning Management Systems (LMS), CELMS and the LTS** ~~The Legacy Tracking System~~ track each student's performance related to state standards. Legacy teachers will focus resources and efforts on each student. With daily progress reports, no student will fall through the cracks and every student will receive the attention and resources to make him or her successful.

During our Pilot Project at the Darling Tennis Center, teachers provide each student a "Ticket out the Door" if they have made satisfactory progress that day. A student must have a "Ticket out the Door" to be eligible for afternoon tennis practice. Parents and coaches support this practice as it reinforces the emphasis on education first. We hope to carry this concept forward in the Charter School but will need to work with parents to make it a successful practice. We are planning ~~to have the Legacy Tracking System~~ **use both LMS systems to** generate a daily report for students to document their academic progress and their progress in relation to the State Standards in all subject areas.

With all of these efforts by administrators, teachers, students and parents we are certain we will be successful with getting educationally disadvantaged students to meet state standards.

If a student falls behind or is not performing at his or her best on assignments, performance assessments or tests, participation measures or attendance the teacher will have many options for intervention including: Assign a qualified tutor to assist the student; Request a specialist for

assistance such as an ESL instructor, content specialists, skill specialist (reading, writing); Request a parent teacher conference (as needed) ; Request moving instructors to allow one-on-one or small group instruction for any student(s); Request additional resources to assist the student(s). Request program, curriculum, or instructional changes.

Professional development and teacher meetings will be used to discuss these types of longitudinal data, issues and needs. These discussions may lead to changes in programs, curriculum, instructional methods, personnel, organizational structures, physical layout or any items that will improve student learning. Every teacher will be fully supported in the meeting the needs of every student.

Narrative A.4.6 A data management plan. It is essential for student success to have all teachers to have access as quickly as possible to accurate data on student performance. It is also important for parents, students and administrators to be informed about student performance. It is also important for teachers and administrators to review and analyze this data. A key element for student success is for teachers and administrators to have accurate student performance data, review and analyze the data, and use the data for improvement and change as needed. The ability to have access to data, review and analyze data and plan for changes to improve student performance is for teachers and administrators to have a system that will provide accurate data on a daily basis or as needed.

~~The Legacy Tracking System (LTS), our data management system, is~~ **Both Learning Management Systems, CELMS and the LTS are** built to provide teachers, students, parents and administrators accurate data on student performance on a daily or as needed basis.

The platform for organizing and managing the entire Connections Academy educational environment is the Connections Education Learning Management System (CELMS) (see Attachment A.4.5.a). This proprietary, Web-based software delivers every assignment and tracks every activity, monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge, and houses all student information. The EMS operates within

a secure, robust technology infrastructure while maintaining a safe environment in which students and teachers can interact with each other. Students, teachers, and administrators have 24/7 access to information on grades, courses, schedules, contact information, and technical support. The fully functioning CELMS will also generate data for student, school, state and federal reports.

The Legacy Tracking System (LTS) (see **Attachment A.4.5.b**) is functioning but is still under construction. As of today, the LTS provides the following: ~~The LTS currently:~~ Tracks student tests and assignment scores. The LTS tracks all assessments including standardized tests and course specific assessments: Tracks student tests and assignment numbers in terms of the number required and remaining. This feature includes a graphical representation timeline based on the ratio of missing assignments and required assignments. Reading this data, teachers, students and parents will be able to better plan a schedule for completing all assignments on time. Tracks student physical attendance in the Academy and online attendance and academic work by tracking student assignments. Collects and tracks all testing data to allow for a comprehensive review of each student's assessment data.

In progress features: Generate automatic student progress reports on a daily, weekly or semester basis. The reports can be sent via email to parents. Currently, the teacher has to physically input data to generate reports. Track time on task (online only): The LTS will also track the time each student is logged onto any course or any assignment. For example, the LTS report will provide information such as: Student A5 spent 4 hours logged onto American History from Monday 12:00 am to Sunday 12:00 pm. While this data will not guarantee students were actually studying or doing assignments for 4 hours, it will be able to inform the teacher if the student logged onto the course and for how long. The teacher could recommend more or less time online or ask a tutor to work with the student online to help the student become more efficient with the online work. Track student time on specific tasks such as specific math problems or reading/writing activities. The Khan Academy tracking system is a model for this type of

tracking. Sal Khan says he spends three million per year on the tracking system – so this feature may take a long time to implement. We will continue to update the LTS based on parent, student, faculty and reporting agency feedback and capabilities of developing technologies. Professional development and teacher meeting time will be devoted to training teachers on using **both Learning Management Systems, CELMS and the LTS** ~~the LTS~~ and using the data to improve student performance.

Narrative A.4.7 School policy on promoting students. In alignment with the school’s mission, the promotion requirements for LICPA will exceed NRS prescribed promotion guidelines. Students must meet specific levels of performance in order to be promoted as outlined below and specified in Attachment A.3.4. Nevada State Standards Alignment Chart. For each student who is not meeting grade level performance levels and is at risk for retention, the parent/guardian will be notified in a timely manner to provide opportunities for intervention and remediation. At the end of the year, the student’s data will be reviewed in conjunction with the parent/guardian and a determination of grade level retention will be made.

Students in grades four through fifth grade must successfully annually pass the following courses for promotion to the subsequent grade: reading, English language arts, social studies, mathematics, and science and health. Students in sixth through eighth grade must successfully annually complete one unit of credit of the following courses for promotion to the subsequent grade: reading, English language arts, mathematics, science, and social studies.

We will base promotions and graduation on attendance, grades and course credits. We will however, push to allow competency based assessments and student academic performance to be used to promote students beyond age level traditions. For example, if a student can move ahead a grade level based on performance we will not impose barriers to this student’s advancement. We will work with parents, counselors and school personnel to discuss and evaluate the pros and cons of promoting the student.

Grade and promotion classification for high school students will be determined by years in school, not on credit earned. Students will be classified to the next grade level at the end of each school year. However, progress should be continuous and student advancement through the curriculum should be according to the student's demonstrated ability rather than the student's age or years in school.

A.5: Tentative School Calendar and Daily Schedule

Attachment A.5.1 School Year Calendar. per NAC 387.120 - 387.153.

Narrative A.5.2 Dates for accepting applications for enrollment in the initial year (NRS 386.520(2)(d)).

The proposed date of enrollment for LICPA is May 1, 2013.

Attachment A.5.3 LICPA Alternative Schedule.

Narrative A.5.4 Rationale for alternative schedule. Our target audience includes all athletes, student performers, and others who are underperforming and/or at risk of failing in public schools or in online schools due to demanding athletic and/or performance schedules or other mitigating circumstances such as traditional school attendance policies. This audience is by definition an at-risk population and underserved by the public schools. Currently, these students must choose between pursuing a high performance athletic or performing arts, or other career, or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. We also learned the public schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public schools. LICPA will employ the best of online and face-to-face learning methods and employ high quality teachers to observe and survey students to identify students' interests, learning styles, strength areas and goals for the future. **See A.5.3 LICPA Alternative Schedule for further rationale.**

A.6: School Climate and Discipline

Narrative A.6.1 How the school's policies support the educational goals of the school.

LICPA goals (See A.2.1 above) are supported by a school climate that makes students, teachers, parents, staff, and visitors feel welcome, supported, and safe. The school climate will focus on creating a learning environment where student needs are met and all students are encouraged to exceed to the highest expectations. We will hold students and colleagues accountable with daily reminders during the morning meetings, faculty and parent meetings to encourage students to follow the LICPA goals to create a school climate where students, teachers, parents, staff, and visitors love to be present and students can learn.

To create and maintain a learning environment where all students feel welcome, supported, safe, and encouraged to succeed, the school discipline policy will align to support this school climate (see Attachment A.6.3 LICPA code of conduct). The LICPA school discipline policy fully aligns with our view of school climate and educational goals.

The LICPA pilot project currently has three classrooms at the pilot site that are arranged as follows:

1. *The SMALL room:* Classroom for large and small group instruction as needed, or break room for students who are up-to-date with all academic grades of A and work completed. Student Tutoring tutoring/assistance as needed. Teacher, Teacher Aide or Tutor present at all times. This classroom is used for normal study time for students who require teacher/tutor assistance.
2. *The MIDDLE room:* Classroom used for no talking study by teachers and students. The rule is absolute quiet; if a student needs help, s/he can use the small or large room for assistance if other rooms are available. Teacher, Teacher Aide or Tutor present at all times. This classroom is used for normal study time for students who require absolute quiet.
3. *The LARGE room:* Classroom used for quiet talk between students and students and students and teachers/tutors. Teacher, Teacher Aide or Tutor present at all times. Quiet tutoring and Q&A sessions are permitted. This classroom is used for normal study time for students who do not

require absolute quiet.

Students are ~~encouraged~~ **directed** to go to the appropriate classroom as needed to complete their academic work. However, a student who falls behind is assigned a room where the student can receive the appropriate assistance and monitoring for academic success. Students receiving all academic grades of A and are up to date with their assignments can choose their classroom.

If we get another building, we will employ a similar arrangement whereby students ~~can~~ **will** go to appropriate rooms based on educational need.

The arrangement of grouping by need into certain locations provides an excellent “on time” learning model. Students receive “on time” instruction at the moment they are motivated to learn the material and need to learn the material. Students who learn the particular material online, through video or ready are allowed to continue learning and others who need teacher instruction are given the instruction in an “on time” and appropriate format. Students are not forced into a room to listen to a teacher explain or lecture about topics they already understand or are not ready to learn. The flexibility of the blended format is ideal to meet the individual and at times, small group needs of students. Based on the quality of the grades of students during the Pilot Project, this “on time” instructional model is working very well.

In the Blended School format, each student progresses at his or her rate based on testing and assignments. Each student has a certified online teacher for every academic course. The LICPA teacher provides additional instruction, motivation, organization, consulting, assessment and tracking for each student. The LICPA teacher also coordinates tutoring, online activities such as work on Khan Academy, and brings in additional resources to help each student reach his or her potential. For example, the LICPA teacher could check out audio books from the local library for students to help motivate them to learn. The teacher could decorate the classrooms to provide educational and motivational lessons for students. In addition, the current LICPA teacher organized an SAT word of the day for students to

learn and use in a sentence that is posted to a classroom board for everyone to go over and learn. The LICPA teacher looks at assessment data and directs his or her attention to developing appropriate learning strategies for students in need of additional instructional interventions. If students need additional instruction in Physics and the online teacher is not available, the LICPA teacher can provide additional instruction, assign appropriate lessons from Khan Academy for the student to complete, assign a physics content tutor to assist the student, assign another student to provide peer tutoring, or request additional support from the Head of School. The Head of School would provide additional tutors or instructors as needed.

The Blended format with certified online teachers and certified face-to-face teachers with the assistance of content area tutors, online and computer program content related programs provides a proven academically successful program that meets the individual needs of every student with “on time” learning and a wide range of additional educational supports.

The Blended format accommodates students from a wide range of sports and performance schedules through the online format and face-to-face instruction. In a traditional classroom all students learn the same material at the same time. The blended format allows for students to follow an individual online curriculum. The Online Curriculum allows each student to progress independently from other students. The Blended classroom accommodates all students even when every student in the classroom is working on a different grade level or the same grade level in different subjects. The LICPA teacher is trained and skilled in working with students as individuals, small groups or classroom groups to plan, teach, direct learning activities, and assess learning for students as individuals.

The Blended format also accommodates and provides students who travel with high performance activities an excellent educational program through access to the 24-7

academic curriculum and online subject assistance programs like Khan Academy. The Blended format also serves these students with high rates of absenteeism due to high performance activities the opportunity to move ahead of schedule before a planned trip and to catch up after an extended absence. The LICPA teacher monitors the academic progress of every student on a daily and weekly basis and provides a weekly student plan for any student who gets behind. The weekly student plan provides students with a daily plan of assignments to complete to get caught up with all academic work within one week of return from an extended absence. The weekly plan is given to students, parents, teachers, administrators and coaches and all work together to support the student to get caught up with all missing assignments. The coaches do not allow students to participate in practices until the daily assignments are completed. This system is far superior to the traditional school which penalizes students for missing classes, provides little assistance for students to catch up with missing work, and does not coordinate with parents, teachers, administrators, coaches and students to provide adequate motivation and support to help students stay on track academically.

Narrative A.6.2 LICPA philosophy regarding student behavior;

LICPA will maintain a school climate centered on respect for self and others. Students will be involved in discussions of school climate, the meaning of respect, and ways to demonstrate success. All employees will serve as role models and help students along the path to self-discipline. Discipline that is internalized (internal locus of control) works best.

(http://www.mindtools.com/pages/article/newCDV_90.htm) Teachers will work with students through a Socratic dialogue to help students internalize to show respect for self and others in all actions at the Legacy Academy. For example, if a student is talking and disrupting another student, our teachers will discuss the situation with the student so the student understands that disrupting another student is not showing respect for the other student.

We will monitor student discipline in terms of how many times and how often a student requires

external controls to behave. Students who require more external controls will require teacher, student, and parent conferences. The conference will focus on guiding the student to develop an internal locus of control for self-discipline to show respect for self and others. We want students to be self-motivated, self-disciplined, and recognize that reaching their highest academic goals depends on maintaining strong academic routines and habits.

We will monitor student discipline in several ways:

1. Are students maintaining strong academic routines with positive performance results?
2. Are students supporting other students with respect for others?
3. If a teacher leaves the room, do the students continue to stay on task?
4. How much external control do students need to stay on task?

LICPA requires a limited face-to-face schedule for students. The school discipline policy will reinforce students to be on task, perform to the highest standards, and show respect for self and others by maintaining a daily routine of staying on task and completing all work at the highest level, adhering to all due dates.

We will maintain a positive and nurturing environment that is conducive to learning and helping others. Students will be trained to be school ambassadors to welcome and provide tours for visitors.

The LICPA Governing Board will review behavior policies regularly and publicize them ensuring access by parents, staff, and pupils. Behavior policies will include a code of conduct for pupils.

Rules of conduct will apply before and after school, as well as during the school day. The Governing Board will determine expectations for how pupils will behave in the facility, during activities and break times, as well as in the classroom or when involved in athletics. Parents will be apprised of their student's academic performance on at least a weekly basis. Parents will be immediately informed of any behavioral or discipline problems at the school and will be asked to attend a student, parent, teacher conference.

Attachment A.6.3 LICPA discipline policy/code of conduct. See Attachment A.6.3

Attachment A.6.4 LICPA truancy policy. See Attachment A.6.4

Attachment A.6.5 LICPA absence policy. See Attachment A.6.5

Narrative A.6.6 LICPA plan for involving student families in the school

LICPA stakeholders will have an “open door” policy with parents. Parents will be encouraged to visit the school; provide feedback to school administrators, teachers, and staff; and communicate regularly with school officials. Parents will be encouraged to join the students and staff for lunch and for the morning meetings. Parent conferences will be scheduled each semester and parent-teacher conferences will be scheduled as needed.

LICPA staff will review behavior policies regularly and publicize them to parents, staff and pupils. Behavior policies will include a code of conduct for pupils. Rules of conduct will apply before and after school, as well as during the school day. LICPA staff and the Governing Board can set expectations for how pupils will behave in the facility, and during activities and break times, as well as in the classroom or on when involved in athletics.

Parents will be apprised of their student’s academic performance on at least a weekly basis. Parents will be immediately informed of any behavioral or discipline problems at the school and will be asked to attend a student, parent, teacher conference. Parents will be informed by a multiple methods including: via email of the weekly Student Progress Reports (SPRs), additional emails as needed, telephone conversations, and notes home that must be signed by parents.

The Student Tracking System will include student behavior comments on the weekly SPR that are e-mailed to every parent every week. For example, on the sample SPR below, John Doe’s parents received the following comments:

“John Doe has a great attitude. Two scores in Math were in the C range this week, which dropped his overall performance and he allowed himself to be distracted several times each day by other students.” ~~See Sample Student Progress Reports in Appendix XXX~~ **See Attachment A.6.6.a Sample Student Reports.**

The Student Progress Reports are sent to parents every Friday via email and LICPA personnel

track if parents open the email. If a student's grades drop below a B in any class and the parent/guardian does not respond to the Student Progress Report, the teacher follows up with a telephone call or a note home that must be returned with the parent/guardian signature. Based on the comments, the parent or teacher would be expected to follow-up to see if any interventions were needed or if a pattern developed that needed more attention. The teacher could intervene with such interventions as a parent/teacher conference, parent/teacher telephone conversation or an email to the teacher requesting additional or revised assignments. The weekly SPRs will be critical in helping students internalize their locus of control and develop self-discipline. Working together, the parents, students, and teachers through effective communication and monitoring will be instrumental in making the goal of self-discipline a reality for all students.

Every student who is behind in academic work (mostly due to training or tournament travel) receives a Student Weekly Academic Plan which list all assignment due each day for the week. Students must complete the assigned work each day before they are allowed to practice. Parents, teachers, students, and coaches work together to ensure students receive adequate support and encouragement to complete all assignments. Coaches and parents are instrumental in supporting this plan to ensure its success. See Attachments 6.6.b Sample Student Weekly Academic Plan.

One parent, Ms. Mia Banks, Vice President of Gaming, Venetian Hotel is a member of the LICPA Board. Ms. Banks meets with other parents on a regular basis as she attends classes and practices at the DTC where she discusses the school and gets parental input on various aspects of the school.

LICPA will also include a minimum of parental meetings each semester to seek parental input into current and future school operations, policies, and performance. The LICP Board is very eager to listen to and seek parental input and will maintain an open policy for allowing parents to visit the school anytime and schedule parental meetings on a regular

basis. During the over two year Pilot Project, parents have been active participants in parent meetings and in visiting the classrooms when they drop off and pick up their children.

A.7: Target Population

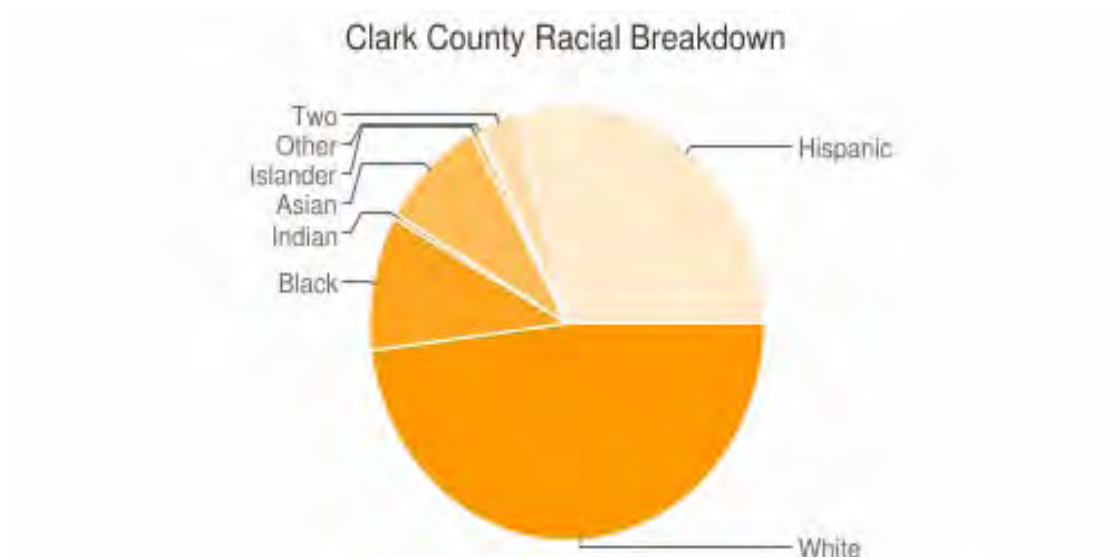
Narrative A.7.1 Describing the proposed target population

The grade levels or ages of students served: LICPA is requesting authorization to serve students in grades ~~K-12~~ **4-12**. ~~However, for the first two years we will only accept students in grades 4-12.~~ The Pilot Project only included students in grades 4-12 and LICPA staff members, the Governing Board and the EMO require more data to demonstrate K-3 students can succeed in this blended model. ~~If the Board determines K-3 students can succeed in this blended format, the Board will request a revised Charter which includes grades K-3 at a later date.~~

During the two-year **and one half years** of the pilot school project, our target audience was limited to public school students who could not attend a regular public school due to a high performance athletic schedule and were enrolled in an online school. These students were underperforming in the online school and in danger of failing. Parents requested the university to assist and Dr. Grubaugh and Dr. Levitt visited the tennis center and put a pilot school in place (as described above). All students completed the grade level on time with all A's in all subjects. The Pilot project is a collaborative program with Nevada Virtual Academy and LICPA personnel is not able to access standardized test scores, state test results. Therefore, our data is limited to student grades, attendance, and behavior in the DTC classroom **with only a few standardized test scores. LICPA requested standardized test scores from NVVA and parents and the data received is included in the Student Performance Data attachment. ZZ (See Appendix XXX DTC Academy Results). See Attachment A.2.4.a LICPA Student Performance Data** LICPA target audience includes all athletes, student performers, and other students in Clark County who are underperforming and/or at risk of failing in k-12 schools or in online schools

due to demanding athletic or performance schedules. This audience is by definition an at-risk population and underserved by the public schools. However, our target population is not the traditional at-risk population.

Currently, these students must choose between pursuing a high performance athletic or performing arts career or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. We also learned the public schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public or private schools. This target population pulls from all students in Clark County and includes a great diversity of students. See graphic below for the Clark County Racial Breakdown.



Clark County White 48% Black 10% Asian 8.5% Hispanic 29.1%

The total Clark County population based on the 2010 Census is 1,951,269,

The total pool of LICPA applicants will be based on the total school age population of Clark County residents. LICPA expects the majority of students to come from the Clark County School District which is a minority majority school district. While we will recruit to all students, our actual student population in terms of racial, ethnic, gender or religious makeup will be

determined at a later date. LICPA will make every effort to recruit a wide diversity of students. Governing Board member, Dr. Porter Troutman is well known advocate for diversity in Nevada, Las Vegas, the Clark County School District as well as nationally as a founding member of the National Association of Multicultural Education (NAME). Dr. Troutman has a strong reputation in the school district working with diversity issues and sponsoring a Summer Program at UNLV for low-income students. Dr. Troutman will assist in the recruitment plan for students and staff. In the pilot project, LICPA personnel focused on tennis players and did not have a wide diversity of students. However, the LICPA recruiting plan includes widespread recruiting efforts in additional sports and performing arts that will certainly reach a more diverse audience. LICPA will also recruit tennis players from additional tennis sites, including the Agassi Foundation students and also the First Tee golfers program which are both focused on low income minority students.

Clark County has a diverse population and there is no reason to think our student population will be any less diverse than Clark County.

Recruiting brochures will go out to school coaches, community coaches, and high performance coaches and teachers in all sports and performing arts.

Attachment A.7.2 Explaining Enrollment Projections.

Narrative A.7.3 Explaining how the proposed mission, curriculum, teaching methods and services align with the educational needs of the school's proposed target population;

The target population needs a flexible academic program, a flexible attendance policy, a high standards academic program, and a college prep program to achieve their academic goals. The personalized online curriculum allows 24-7 access to the curriculum, the LICPA attendance policy is tailored to this population and the academic program is high standards and focused on preparing students for Division One colleges and universities.

The budget reflects our emphasis on high standards academic programs with teacher and tutor support for all students to be successful. Students can access the curriculum 24-7 from any

location, and the in-class program provides highly qualified teachers and content specific tutors to use a variety of teaching methods to help every student be successful.

Attachment A.7.4 Recruitment of students. (See Attachments)

Narrative A.7.5 If you answered yes to either of the two questions in the Applicant Instructions, above, please provide a narrative describing how the charter school will measure the success of the charter school in providing an education to students who are at risk, including examples of evidence that will be collected in order to measure success (NAC 386.150);

The LICPA target audience is “at-risk” of failing in traditional and online schools, our students do not meet the traditional definition of an “At Risk” population. Our target population is at-risk due to inflexible attendance policies in traditional schools and the inability of parents to serve as effective “learning coaches” in online schools. In fact, many of our target population would be successful in traditional schools if they did not participate in such a time demanding high performance activity. Based on data from the LICPA Pilot Program our target audience will be successful with our online curriculum and face-to-face program (~~See Attachment A.1.1 DTC Data~~). **See Attachment A.2.4.a LICPA Student Performance Data.**

Narrative A.7.6 Proposed enrollment

LICPA anticipates enrolling 120 students in the first year and 240 students in the second year serving grades 4-12. See Attachment A.7.6.a for letters from the DTC Academy and On Deck Academy that indicate that over 130 students would enroll in a LICPA Charter School next year. LICPA anticipates a maximum enrollment of 4,000 students based on an analysis of the target student population in Clark County.

A.8: Special Student Populations

Narrative A.8.1 Proposed school’s identification of Special Needs students

LICPA students are not a traditional At-Risk group. However, due to intensive competition, training and performing schedules, our target audience is in danger of failure in traditional

schools due to high school absences and difficulty in meeting inflexible assignment due dates.

Our target students do not meet the traditional definitions of at-risk students.

LICPA is fully committed to providing the accommodations and supports for all students to access the curriculum and be successful. LICPA will conduct systematic methods for evaluating the needs of all students and for fostering positive student outcomes through carefully selected and implemented interventions. LICPA will operate in accordance with state and federal guidelines.

As a grades 4-12 Charter, our students will come to LICPA from public and private schools.

In accordance with state law, we will evaluate and follow Individual Education Plans (IEPs)

for every student as needed. LICPA staff and administrators will adapt the curriculum,

accommodations, and or modifications as needed for each student. For all non-IEP students,

we will use the response to intervention (RtI) model – a multi-tiered approach to providing

services and interventions to students at increasing levels of intensity based on progress

monitoring and data analysis. “Rate of progress over time is used to make important educational

decisions, including possible determination of eligibility for exceptional education services.”

(TAP). Interventions will be based on a tier system as follows:

Primary (intervention tier 1 [IT1]) interventions consist of a general education program based

on evidence-based practices; secondary (intervention tier 2 [IT2]) interventions involve more

intensive, relatively short-term interventions; and tertiary (intervention tier 3 [IT3])

interventions are long-term and may lead to special education services. ~~See appendix C~~

Attachment A.8.6a for a flow chart illustrating the RtI model and its contribution to

determining possible eligibility for special education services. (TAP p. 2). A visual

description of the Response to Intervention (RtI) Intervention Tier Flowchart model is

provided in ~~Appendix XXX~~: **Attachment A.8.6a RtI Flow Chart**

LICPA will institute an infrastructure to support sufficient assessment and intervention resources

to make decisions that result in successful outcomes for every student. We hire teachers who have

been trained in these assessments and interventions and provide additional professional development workshops to further train instructors and staff on using this system. We will measure the success of the program if our results show a lessening of the achievement gap for struggling learners as demonstrated by data collected through our assessment results. Behavioral interventions will be deemed successful if there is a reduction in the problem behavior or an increase in desired behaviors. The following diagram displays the essential components of RtI:

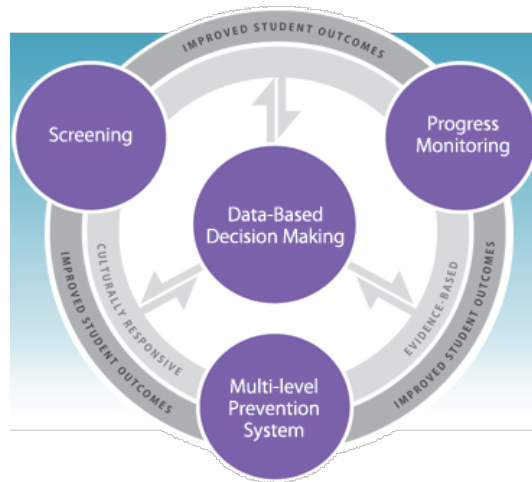


Diagram from the National Center on Response to Intervention:

<http://www.rti4success.org/whatisrti>

LICPA

will document the assessments and interventions strategies and outcomes using the AIP/BIP guidelines. We will also use the LTS to document student success on any interventions. We will also consult with the National Center on Response to Intervention for additional information, resources and assistance. LICPA ~~include~~ staff will **utilize many of the online resources available at the National Center on Response to Intervention website at <http://www.rti4success.org>.** (~~Appendix. RtI Resources~~).

Furthermore, Legacy Academy will use the Universal Design for Learning (UDL) model to provide essential supports and accommodations to address the learning needs of diverse students, i.e, special education (IDEA and 504), gifted (GATE), English Language Learners (ELL) as well as students at risk for learning. All students will have access to teaching, learning, and

assessment through the use of this research-based framework in which educators design the curriculum in advance to meet the needs of all learners by matching students' learning and behavioral needs to the education/academic content by incorporating the three principles of UDL: (1) Representation: Presenting content in multiple formats, e.g., hybrid classes, audio books, videos, advanced organizers, pre-teaching vocabulary; (2) Action and Expression: Providing multiple, flexible alternatives to demonstrate learning and mastery, e.g., online responses, technology options (Digital Story Telling, Glogster, PowerPoint, Prezi, Podcasts, curriculum compacting, etc.), assistive technology, Thinking Maps, picture cues, graphic organizers, and (3) Engagement: Stimulating students' interests, learning styles, and motivation, e.g., culturally-responsive teaching, Positive Behavior Support, choice, and relevant authentic activities. UDL provides educators with opportunities to differentiate curriculum and instruction for all students according to abilities, interests, and learning styles. Examples of differentiation strategies include: tiered assignments, choice menus, curriculum compacting, learning contracts, and flexible questioning models such as Bloom's Taxonomy and Sandra Kaplan's Prompts of Depth and Complexity.

Parental involvement in the process is critical at all stages from the initial identification of an issue through a successful intervention where the problem is resolved. We will include parents in every aspect of the assessment and intervention process.

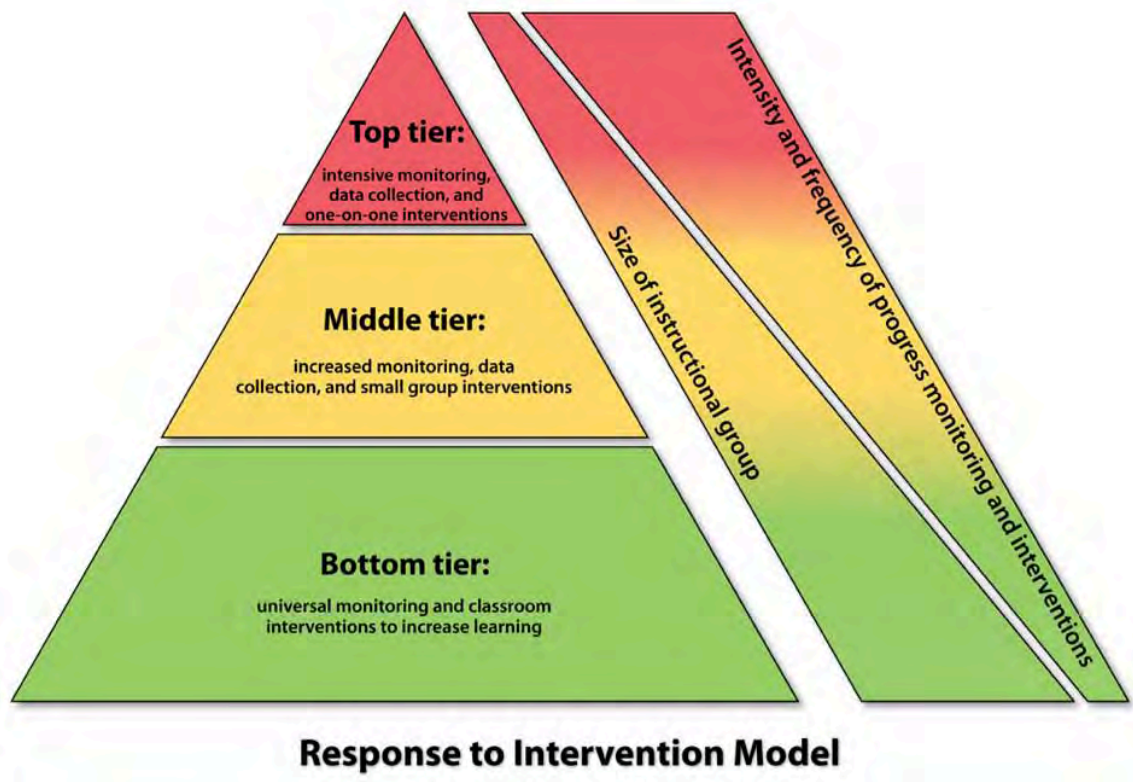
Legacy Academy will employ a specialist as lead contact to serve as director of special education (IDEA, 504), GATE) and ELL programs to work with the RtL consultant and implement the RtI model at Legacy Academy.

Narrative A.8.2 IEP's and Explanation multi-tiered Response to Intervention (RtI) Model

LICPA will adapt the online curriculum, make accommodations and or modifications to meet and exceed state requirements for each student with Special Needs, students who are gifted and English Language Learners. LICPA will utilize a state approved online curriculum (from Connections Academy) with provisions for students with Special Needs,

students who are gifted and English Language Learners. LICPA will utilize these provisions and make additional accommodations and or adaptations as needed to provide the best educational experience for every student. For additional information on the Connections Academy online curriculum and instruction, please see Attachment A.8.2.a Connections Academy Student's With Special Needs.

Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. Multi-tiered Response to Intervention (RtI) Model for Math and Reading. LICPA will utilize the Response to Intervention model in Math and Reading. The RTI integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavior problems. The following diagram explains the RTI System:



Response to Intervention (RTI) is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both. LICPA's specific action steps for implementing each Tier of the RTI model are:

Tier 1: (a) Assess all students three times during each academic year—September, January, and May—using a universal screening, e.g, Dibels, for early identification, progress monitoring, and accountability. (b) Identify students functioning in the lowest quartile of achievement tests in reading and mathematics. (c) Use scientifically-based academic interventions to improve performance in reading and mathematics, e.g., Provide additional classroom literacy instruction using Marzano's (2000) research-based instructional strategies for all students, with accommodations for identified students. (d) Monitor and chart academic progress weekly for ten weeks to evaluate effectiveness of interventions, using Curriculum-Based Measurement (CBM), direct observation, and grades. (e) Refer students who fail to achieve pre-determined benchmarks/criteria in reading and mathematics to Tier 2.

Tier 2: (a) Provide targeted research-based intervention in reading/ mathematics to small groups (4-5) of students, i.e., interventions address specific problems based on the data. The interventions are delivered by general educators and specialists trained in RTI two-to three times a week for 30-60 minutes. (b) Use CBM to monitor and chart academic progress weekly for twelve weeks to evaluate effectiveness of interventions. (c) Refer students who fail to achieve pre-determined benchmarks/criteria in reading and mathematics to Tier 3.

Tier 3: (a) Provide more intensive validated targeted instruction in reading/ mathematics to individuals or very small groups (2-3) of students. The interventions are delivered by special educators or specialists trained in RTI one-to-two times a day for 30 minutes. (b) Use CBM to monitor and chart academic progress weekly for ten weeks to evaluate effectiveness of interventions. (c) Refer students who fail to achieve pre-determined benchmarks/criteria in reading and mathematics for multi-disciplinary evaluation to determine eligibility for special

education services.

Specific assessments and interventions for math and reading will follow the guidelines presented in “Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools” (2009) and “Assisting Students Struggling with Reading: Response to Intervention (RtL) and Multi-Tier Intervention in the Primary Grades.”

Intervention options for advanced learners in math and reading will be offered according to ascending intellectual demand. Tier 1 examples include: problem and project-based learning, technology, tiered lessons, compacting, research, increased pace, interdisciplinary concepts. Tier 2 examples include: advanced problem solving/courses, competitions, advanced materials and primary sources, Tier 3 examples include: radical acceleration, advanced literature/writing opportunities, and mentorships.

Our Blended school model is able to implement the RtI Model efficiently and effectively. All students are on an individual curriculum that facilitates intervention strategies that require small group or individual interventions.

The LICPA Blended school model is able to implement the online curriculum and IEP’s for every student, including student with Special Needs, students who are gifted and English Language Learners. All LICPA teachers will be required to have specific college level training in Special Education and all Elementary teachers will be certified in Special Education. As a Blended format school for high performance athletes and performers, we are well equipped to meet the individual needs of every student and adapt the online curriculum – which includes modifications for special needs students – to support the success of every student in our school.

Narrative A.8.3 Special Education related revenues and expenditures

The LICPA Budget reflects budget allocations to support the staffing, training, and implementation of ~~the RtI model~~ **our educational plan including curriculum adaptations, accommodations and or modifications for students with Special Needs, students who are**

gifted and English Language Learners. The State approved online curriculum from Connections Academy includes curriculum adaptations, accommodations and modifications to meet the requirements of IEPs and support all students including **students with Special Needs, students who are gifted and English Language Learners.** The budget includes \$5,000 for staff development and training beyond **the required coursework required for all teachers.** All teachers are required to have a minimum of six hours of college credit in Special Education. **LICPA will include an online Special Education and/or ESL teacher in our Blended Model Curriculum from Connections Academy if student enrollment requires a full-time teacher. (The curriculum we purchase includes certified online teachers). The cost of online special education teachers will be included in the budget for the online curriculum.** **The online curriculum also includes supplies for students with special needs.**

Narrative A.8.4 Continuum of service delivery model.

The Legacy Academy continuum of service delivery model will ~~be based on the RtI Recommendations~~ **will include services including Out-of Class Supports: Consultations, Accommodations and Support Facilitations as well as In-Class Supports: Co-Teaching (with an online teacher), resource room, and Self-Contained as needed.**

The educational program for exceptional students will include the following:

Least Restrictive Environment: students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. See **Attachment: A.8.7 Special Education continuum of service delivery model.**

Attachment A.8.5 Special Education Policy Assurance Document.

Attachment A.8.6 RtI referral packet

Attachment A.8.6a RtI flowchart

A.9: Records

Narrative A.9.1 *Records of pupils*

LICPA will utilize an electronic Student Information System. We are in the final stages of choosing a system. The current top choices are OpenSIS and Tyler SIS. OpenSIS allows fully functional for student demographics, contact information, scheduling, grade book, Reports/Reports designer, report cards, transcripts, health records, attendance, parent portal, customizable preferences and security. It also has functions to track discipline incidents, provide an integrated communication system, library services, and state reports which are customizable to Nevada requirements. <http://opensis.com/index.php> OPEN SIS . We are also evaluating the Tyler SIS software program. A decision on the best SIS product will be made by January 2012. (Tyler SIS <http://www.tylertech.com/solutions-products/school-solutions/student-information/tyler-sis>) A complete description of the SIS software will be available as soon as a decision on the SIS selection is completed no later than January 30, 2012.

In addition to the electronic SIS, which handles most of the student information data, we will also maintain a secure area and filing system for student data. We will use this system as a backup for the electronic system – in case the web based SIS program is not available and data needs to be accessed in a time sensitive or emergency request. We will have a dedicated secure area for record storage and use a password protected electronic storage and backup system. The proposed location within the charter school in which records of pupils will be stored is not known.

A9.a: The LICPA Office Manager will be responsible for maintaining student records. Student records include but are not limited to emergency contact information, health and immunization data, class schedules, attendance summaries, disciplinary actions and academic performance,

assessment results and documentation required pursuant to state and federal law will be stored in paper/hardcopy form and in electronic form as required. The office manager will be responsible for:

- Maintaining records of pupils including the inputting of student data into the electronic SIS and storing the hardcopies in the filing system.
- Providing records of pupils to the CCSD or other school district where the Legacy Academy is located for the inclusion in the automated system of accountability information for Nevada,

A.9b: Cumulative records will be stored in a secure file cabinet and backed up with an electronic SIS and be accessed via an online secure portal.

A.9c: The Office Manager will be responsible for the records if the Legacy Academy is dissolved.

A.9d: The School Location is unknown at the time of submission.

A.9e: Legacy provides the assurance that the school will forward all permanent student records to the office of student records of the school district of residence of each pupil upon closure of the charter school or upon a pupil's graduation or withdrawal from the charter school.

Attachment A.9.2 Retention of the records of pupils.

A.10: Career Education (if applicable) NOT APPLICABLE

B. ORGANIZATIONAL PLAN

B.1: Governing Body

Legacy International College Prep Academy (LICPA) will insure that each community Governing Board member will bring significant experience and a strong commitment to the school. The community members will represent a broad area of expertise and a broad cross-section of the school community and community-at-large and the board and administration will

network and utilize the LICPA community for the good of the school. The school will also look for members with backgrounds in real estate, law, public accountancy, business, and philanthropy to play a role in governance as well as to generally benefit the school and the education of the students and to possibly serve as future board members. Expertise among parents and other community members will be capitalized upon as special curricular discussions and activities with the students. LICPA will use its **both of it's Learning Management Systems, CELMS (see Attachment A.4.5.a) and the LTS (see Attachment A.4.5.b)** tracking programs to ensure close communication with parents, community members, teachers, administrators and board members. LICPA will adhere to the guidelines in NRS 386.343, Interpretation of "parents" for purpose of membership, NRS 386.345, Restrictions on membership; responsibilities; submission of certain information to Department and sponsor; approval of minutes of public meetings; and NRS 386.350, Miscellaneous duties.

Attachment B.1.1 Letter from Counsel. Note: In a telephone conversation on August 23, 2012, Mr. Danny Peltier, of the State Public Charter School Authority, advised Steve Grubaugh that it was his opinion that it was permissible to use a letter from counsel who had reviewed and sanctioned the Legacy International College Prep Academy bylaws on August 28, 2011. If this is not the case, please advise and LICPA will provide a more recent review of the bylaws by our attorney.

Attachment B.1.2 LICPA Bylaws. LICPAA has included a letter from our legal counsel on letterhead stating that the bylaws/rules of governance were reviewed, that they comply with the model bylaws and "applicant instructions"; that they are legally sufficient to form and content, and that they are in compliance with Nevada's Open Meeting Law (NRS Chapter 241). Note: Verified through a telephone conversation on August 23, 2012, Mr. Danny Peltier, of the State Public Charter School Authority, advised Steve Grubaugh that it was his opinion that it was permissible to use a letter from counsel who had reviewed and sanctioned the Legacy

International College Prep Academy bylaws on August 28, 2011. If this is not the case, please advise and LICPA will provide a more recent review of the bylaws by our attorney.

Attachment B.1.3 Bylaw Stipulations 1-17. Bylaw Stipulations are included within the Bylaws.

Narrative B.1.4 Recruit governing body members. LICPA governing body will comply with NRS 386.520, membership of committee to form charter school, as well as NRS 386.549, membership and qualifications of governing body, by soliciting from parents, professional educators and the community to fill vacancies as they arise on the board. The LICPA Board Member recruitment, training, and placement process involves multiple steps that occur during a period of several months including a process to contact community gatekeepers, conduct information sessions, offer a charter boards workshop, hold a matching event and follow up. LICPA will also utilize ongoing assessments, engaging activities, the creation of a strong parent community environment and regular parent involvement in activities and governance to achieve student success.

LIPCA's Board is very enthusiastic about the potential and possibilities of this blended school model for the great academic impact it will have on students. Board members have been chosen to represent the great diversity of culture in the community, and although we have extremely busy board members, we will find common times for board members to meet. We will be holding board meetings monthly throughout 2013, and as necessary, to build a successful and thriving school.

B.2: Composition of the Committee to From the School

Regarding the Board, LICPA will insure that each community member will bring significant experience and a strong commitment to LICPA. The community members will represent a broad area of expertise and a broad cross-section of the school community and community-at-large and the board and administration will attempt to network and utilize the LICPA community for the

good of the school. The school will also look for members with backgrounds in real estate, law, public accountancy, business, and philanthropy to play a role in governance as well as to generally benefit the school and the education of the students **as well as to provide diversity representaion**. Expertise among parents and other community members will be capitalized upon as special curricular discussions and activities with the students. LICPA will use its tracking program **both Learning Management Systems, CELMS and the LTS** to ensure close communication with parents, community members, teacher, administrators and board members. See B.2.3. Names OF Committee Members.

***Narrative B.2.1** Members' association with other charter schools.* None of the Board Members have any relationship with another Charter School.

***Attachment B.2.2** Assurances.*

***Attachment B.2.3** Names, etc., of committee members*

***Attachment B.2.4** Board Member Info*

Attachment B.2.4 All committee members' responses to "Request for Information

B.3: Management and Operation

B.3.1 Description of organizational structure. The LICPA Academy Governing Board of the School is an independent body under the authorization of the Public Charter School Authority. The Board plans and directs all aspects of the school's operations. The organizational structure of the LICPA Academy enables us to ensure that the school is structured in compliance with the charter, creating and improving the school budget, and maximizing the funding available for classroom instruction and teacher salaries. We have a Governing Board, a Head of School, highly qualified teachers and a small staff. The titles, responsibilities and qualifications of all personnel are listed below.

LICPA's School Board is comprised of five members. The Governing Body supervises the charter school operation and is legally accountable for its operations. The School Board will

either contract with an EMO, or the Board itself establishes policy. The Board insures that all aspects of the program and financial accountability systems satisfy LICPA's obligations to the State Public Charter School Authority.

Annually, the School Board elects officers including a President, Secretary, and Treasurer, and may also elect one or more Vice Presidents each for a term of one year. The School Board meets quarterly, or more often if necessary, in open, public session to satisfy its duties, and may create subcommittees to carry out special duties. The existing Board Members will vote on new Governing Body members, with a majority required for acceptance. To insure that the Board retains its required composition under NRS 386.549, the existing Board shall evaluate prospective new members' with regard to their commitment to the school integrity, mission, and credibility, within the community and their professional, education, and practical experience.

Narrative B.3.2 Key management positions. The roles and responsibilities for key management position and related information for this section, and critical skills required for each position are listed below and expanded in ~~Appendix B-3~~ **Attachment B.3.1.a Key Management Positions:** *School Board* President, Vice-President for Programs and Services, Vice-President for Finance, Secretary, Treasurer, Parent and Outreach Coordinator, Head of School: (Similar to School Principal), Office Manager, Tech Developer & Support, School Nurse, and Coordinator for Special Services.

Attachment B.3.3 Organizational chart

Narrative B.3.4 Description of carrying out the charter school laws. The LICPA Board and the Head of School will be responsible for carrying out the provisions of NRS 386.500 to 386.610 regarding charter school laws. The LICPA Board and Head of School will attend all technical assistance meetings, conferences and meetings regarding the knowledge about and carrying out charter school laws.

The LICPA Board and the Head of the School will make decisions based on how the decision will impact the top priority – student achievement and interests. The LICPA Board members and

Head of School will ask, “If I do this, or approve this, is it in the best interest of the students and will it help improve student achievement.”

The LICPA Board and Head of School will make personnel decisions with the goal of maintaining an organization with diverse personnel. The governing board will also represent the diversity of the community where the school resides. In all school related operations, the LICPA Board and the Head of School will maintain strict compliance with transparency and accountability. Meetings will be open to the public and school accountability will be open to the public.

The LICPA Board and the Head of School will maintain a close and collaborative relationship with the school sponsor and the Nevada Department of Education. Board members and the Head of School will seek answers or assistance from the sponsor and the Nevada Department of Education whenever there is doubt concerning legal, ethical or best practices for any facet of the school operation. Questions about conflicts of interests or appearances of conflict of interest will be avoided. However, any doubts about any potential conflict of interest will be shared with the sponsor and the Nevada Board of Education and they will seek clarification and assistance with resolving the issue.

LIPCA is fortunate to have high-level professional educators on the Board (as well as at the EMO), all of whom have a strong desire to positively impact the quality of charter schools in the state of Nevada. The Board will maintain independent and autonomous control of the school. With highly professional persons sitting on board with extensive top-level school, business and military management and operational experience such as Mrs. Banks, Mr. Krametbauer, Dr. Meckley, and Mr. Edwards, board members are independent from outside influences and, as such, the board will be able to operate independently, and notably, hold the EMO and any other party associated with the school fully accountable.

Narrative B.3.5 Method for dispute resolution. In the event a dispute arises between a charter school and the Department of Education, or between a charter school and the State Public Charter

School Authority if the State Public Charter School Authority is the sponsor of the school, the charter school shall submit, in writing, a statement outlining its complaint and proposed resolution to the Director of the Authority or his/her designee for review. The Department will respond to the complaint and proposed resolution, in writing, within 30 calendar days outlining whether or not it agrees with the complaint and whether it accepts the proposed resolution or offers an alternative resolution to the complaint. If the charter school is not satisfied with the response from the Director, it may request, in writing, a review by the President of the Authority. The President will respond, in writing, within 15 calendar days stating whether or not he/she agrees with the complaint and if so, which resolution is proposed, or proposing an alternative resolution to the charter school. In the event these representatives are unable to resolve the dispute informally, pursuant to this procedure, the complaint and proposed resolution will be submitted to the State Public Charter School Authority at the next available meeting for its consideration. The State Public Charter School Authority will decide whether or not it agrees with the complaint or any proposed resolution. Any decision by the State Public Charter School Authority is final.

Narrative B.3.6 Identification of the kind of school. LICPA is primarily an online school with a face-to-face component that is a combination of Elementary, Middle School and High School that serves grades ~~K-12~~ **4-12**. At the current time we will not accept students in grades K-3 because we are not certain the blended model school will meet the needs of these students or provide a learning environment where these students will be successful. Our pilot school did not go below grade 4. If we can determine the school can meet the needs of students in K thru 3, we will begin opening classes for these students.

Narrative B.3.7 Description of the lottery system.

As long as our school's enrollment is less than it can accommodate (as determined by NAC 386.353), the school "shall enroll pupils...in the order in which applications are received." "...[I]f more pupils...apply for enrollment...than the number of spaces which are available..." the school shall use a lottery to determine who will be enrolled.

Lottery exemptions in NRS 386.580(2) are for “at-risk charter schools” only. [**Choose one of the following three:**]

- Because our school will be an “at-risk” charter school, we will adopt the following NRS 386.580(2) and/or NRS 386.520(4)(p) lottery exemptions [**Choose all that apply:**]
 - Sibling of a pupil who is currently enrolled in the school;
 - A child who was enrolled, on the basis of a lottery system, in a prekindergarten or other early childhood educational program at the charter school;
 - A child of a person employed in a full time position by the school;
 - A child who resides within the school district and within 2 miles of the school;
- Even though our school will be an “at-risk” charter school, we will adopt none of the NRS 386.580(2) or 386.520(4)(p) lottery exemptions.
- Because our school will not be an “at-risk” charter school, we will recognize no lottery exemptions.

As a public school, we will not close, cap, delay, postpone or otherwise limit enrollment except as allowed by NAC 386.353.

As stated in the Cover Sheet for our charter school application and elaborated upon in B.3 (Required Element 9) of the application, we will not limit enrollment to a certain number of pupils or ratio of teachers to pupils, pursuant to NAC 386.353.

For the situations identified below, only, our school will establish and advertise an enrollment window from May 1 to May 15 [**an applicant may choose other dates that comply with NAC 386.135, but the window must be “open” for a reasonable amount of time**] during which it will accept applications.

- Approaching our first year of operation;
- When adding a new grade; and
- For annual enrollment in our school’s lowest grade.

We will announce and advertise these opening and closing dates of the window to the community in which we plan to operate. The following are key points regarding how we will manage an enrollment window and select and enroll pupils from our school's enrollment waiting list:

1. If the number of applications received during an enrollment window does not exceed the number of spaces available, including by grade, all pupils who applied shall be enrolled in our school.
2. If the number of applications received during the window exceeds the number of spaces available, including by grade, **all** enrollment applications received during the window will be subject to the lottery. The lottery will be conducted immediately after the close of the enrollment window.
3. Pupils whose applications are not selected by the lottery, if they wish, will be placed on an enrollment waiting list **in the order determined by the lottery**.
4. Pupils who seek enrollment after the lottery in 2 and 3, above, is conducted (after the window closes) will be added to the enrollment waiting list, **but are not immediately assigned an enrollment order number; instead, another lottery will be conducted only when all the pupils assigned enrollment order numbers by the first lottery have been enrolled in the school.**
5. An enrolled pupil will not be required to re-enroll. That is, once a pupil has been enrolled, they will be able continue their schooling at the school. Our school may ask for some sort of assurance from a pupil that the pupil intends to return to the school for the next grade, but pupils will not be denied the opportunity to return to our school for the next grade level, once enrolled in the school.
6. Any pupil seeking enrollment but denied enrollment due to lack of space will be offered the opportunity to be added to an enrollment waiting list.
7. As space becomes available, pupils from the waiting list will be enrolled in the school.
8. The waiting list enrollment order will be determined by lottery.
9. A pupil seeking enrollment in a grade that is not full shall be enrolled immediately; the pupil's enrollment will not be delayed until some future time, including until a semester break or the next school year.

10. A pupil who is the first on a waiting list shall be enrolled immediately upon the creation of space in the pupil's grade; the pupil's enrollment may not be delayed until some future time, including until a semester break or the next school year.
11. Our school will not "close enrollment" except as described in NAC 383.353. Enrollment is always "open" in that our school will always accept enrollment applications. Applications received after an enrollment window closes are placed on an enrollment waiting list if the school or grade is "full" per NAC 386.353. Pupils will be chosen for enrollment from the waiting list as described above.
12. The Committee to Form our Charter School includes a person who intends to enroll their child in the school, knowing that the luck of the lottery may preclude the child's enrollment; the same applies to our school's first governing body (board) which will be formed before the school's first enrollment will be determined. If the lottery determines that the person's child can't get into the school, the board will add the parent of a child who did make it into the school. The first "parent" need not necessarily leave the board, all other requirements and restrictions considered, but our board will include the parent of an enrolled child once the board knows who is enrolled in the school.

If/when we add new, higher grades, the pupils in our school's formerly highest grade will automatically be enrolled in the school's new next grade.

Narrative B.3.8 *An entity other than the committee to form the school assisted in preparation of the application.* The Committee to Form the School with the assistance of Greg Levitt and Steven Grubaugh of Legacy Innovations International prepared the application. Dr. Levitt was instrumental in establishing and working closely with the Agassi Charter School. Dr. Grubaugh and Dr. Levitt have extensive experience working with public schools, public charter schools and online schools in their roles as university professors of education but have no contract or formal affiliation with any.

Narrative B.3.9 *Limiting Enrollment of Pupils*

School enrollment will not be limited, except as necessary to conform to the capacity of the school's facility (which facility is yet to be identified) and to designate the number of students per grade (which will be determined by the Board based upon considerations such as staffing and

demand for enrollment and pursuant to Section 2 of R071-10 and NAC 386.180(7)). We limit the ratio of students to teacher to 30 to 1 with a tutor in each classroom for effective ratio of 15-1.

B.3.1: Educational Management Organization (EMO), CMO, ESP

Narrative B.3.1.1 Committee to form's Decision to work with EMO: The committee to form the school decided to contract with an education service provider that specializes in high quality blended education for students, especially student athletes, and especially to hire individuals who are deeply experienced and successful in blended education **and educational management and organization** and can assist with the planning and creating of a charter school. LICPA will contract with an educational management organization, Legacy Innovations International (LII), a company which can tailor make a charter school to the board's specific school and student needs, **mentioned above**, to carry out our vision and mission and provide a focused and compelling purpose for the school that is measurable. **Over the course of ten years of intensive development and research in blended education, LII's team of leading educators and scholars have developed an innovative, research-based school design and curriculum implementation.** The vision and mission inherent in LII clearly translate into achievable goals, the selected curriculum, **planning**, operations, **management**, and all aspects of a school that we desire **and will be in the best financial and educational interests of the school.** **This EMO was selected because of their track record of success, the contact hours they require for face-to-face instruction in a blended educational context, and their expertise and efficiency with blended education (a combination of face-to-face and online education.** There is simply not another blended educational program or educational design team that can do what LII can do for our students. The personnel of LII have achieved outstanding results with all Nevada students, teachers and online and face-to-face schools with whom they have worked over the last 20 years.

In addition, educational service providers are generally very expensive, whereas LII seems to be a reasonably priced solution to all of our needs. We also appreciate very much that LII is a Nevada business run by well-established long time residents of Las Vegas who are educational experts in online, blended, and traditional education. LII also has ~~very good~~ **outstanding** connections to the best educational resources at UNLV and to online and blended expertise as well as teachers trained for the traditional classroom.

LII sees the need to serve an additional population of students in similar at-risk situations in the county who are in need of a quality blended education program to accommodate their schedules. LII plans to grow the company and associated schools by 25% per year over the next five years. For additional information **about the EMO**, see ~~Appendix B-3 Attachment~~

B.3.1.a Educational Management Organization

Attachment B.3.1.2 *Info Related to Educational Management Organization*

Attachment B.3.1.3 *Draft contract with EMO*

B.3.2: Distance Education.

Narrative B.3.2.1 Describe how the school will monitor and verify full-time student enrollment, etc.

The courses that Legacy International College Prep Academy (LICPA) intends to use are selected from the state approved distance education course list and will be used as a part of the distance education program that has been approved pursuant to NAC 388.830. The provider for these courses is Connections Education with CCSD course titles and numbers *that will be made available to eligible students*. See Attachment A, Connections Education Nevada Approved Course List. The List is also available at the state distance education website:

http://www.doe.nv.gov/Technology/ConnectionsEdApproved_Course_List.pdf

The instructor(s) utilize the online, program-generated evaluation components to assist in the monitoring and documentation of the full time students' enrollment, student participation in a full

course load, credit accrual, and completion of the student's course(s). Additionally, in order to ensure the accurate recording of successful course completion and the awarding of course credit, the instructor will: Completely review the online and offline course work; Assure that the student earned a passing mark of 60%; Course objectives are completed and in compliance with Nevada Standards; Conference with the student's mentor to verify student's participation; Confirms the student's attendance by reviewing the teacher's contact log. The learning management system keeps a record of the student's assignments and the student's final grade. The Competency Based Program will assess course completion.

Issuance of Grades/Course Credit: The teacher of record issues the letter grade and credit earned. This information is turned into the registrar, who enters the course, grade and credit on to the student's transcript if the student is a regular student. A report card is mailed to the parents of the individual students.

***Narrative B.3.2.2** Describe how the school will monitor and verify student progress.*

All student-teacher-parent/guardian contact is recorded in two detailed electronic logbook maintained by the instructor called the **Connections Education Learning Management Systems, CELMS and the Legacy Tracking System (LTS)**. Both CELMS and LTS, our data management system, is built to provide teachers, students, parents and administrators accurate data on student performance on a daily, or as needed, basis and to facilitate reporting and communication between all parties to maximize pupil academic achievement. Both tracking systems tracks student tests and assignment scores. Additionally, the LTS tracks all assessments including standardized tests and course specific assessments, student tests and assignment numbers in terms of the number required and remaining, student physical attendance in the Academy and online attendance by tracking student assignments, and collects and tracks all testing data to allow for a comprehensive review of each student's assessment data. The site director frequently reviews the logbook entries to monitor students' regular contact with the instructor, and to ensure the students' compliance with the accepted practices of the Distance Education Program.

The Legacy Tracking System (LTS), our data management system, is built to provide teachers, students, parents and administrators accurate data on student performance on a daily or as needed basis. The fully functioning LTS will also generate data for student, school, state and federal reports. The Legacy Tracking System (LTS) is functioning but is still under construction. As of today, the LTS provides the following:

The LTS currently: Tracks student tests and assignment scores. The LTS tracks all assessments including standardized tests and course specific assessments; Tracks student tests and assignment numbers in terms of the number required and remaining; Tracks student physical attendance in the Academy and online attendance by tracking student assignments; Collects and tracks all testing data to allow for a comprehensive review of each student's assessment data.

***Narrative B.3.2.3** Describe how the school will provide appropriate services to distance learning students with disabilities and English learners.*

The curriculum we will use, Connections Education, has programs designed to increase work with students who have disabilities, are English Language Learners to comply with state and federal requirements (See A.8 Special Education Section). Learning disabled students in 9-12 can be placed into our Connections **Education** "Foundations" courses tier in the course offerings designed for at risk students. Learning disabled students in K-8 may be placed into "Essential Courses." Also available is Connections ~~Learning's~~ **Education** Credit Recovery solution for all students including those with disabilities or English language learning issues. Connections ~~Learning~~ **Education** also offers a comprehensive continuum of K-12 research-based support for English language learners. Built upon best teaching practices and research of leading language development experts, these programs help prepare ELLs for success in school using programs like skills tutor, text to speech software, and translation software.

Special Education services will be provided in accordance with NRS 386.582.3 which states, "If the governing body of a charter school is unable to provide appropriate special education program-related services for a particular disability of a pupil who is enrolled in the charter school,

the governing body may request that the board of trustees of the school district of the county in which the student resides transfer that pupil to an appropriate school.”

LICPA can also adapt courses and lessons by using lesson modification tools for teachers including using small group tutoring, text read-aloud software, and a database of supplemental instructional resources at all levels of academic competency and in other languages. Additionally, our intervention plan could include, but is not limited to the following: More frequent contact between the instructor and the student; Working with a tutor; Working with supplementary online materials; A review of the aptitude placement assessment to determine if the course is suitable for the educational level of the student; Assurance that the home computer is working properly; Assuring that the student has the necessary learning tools, i.e. text books, calculator, dictionary, paper, etc.; Helping establish a proper home learning environment

Narrative B.3.2.4 Parent-teacher conferences. LICPA has a strong face-to-face component required for our students and parent teacher conferences will be in person on a quarterly basis. We will not accept part-time students or distance education only students into our program. Parent-teacher communication will be facilitated using the Legacy Tracking System, an in-house learning management system with strong two-way reporting and communication with parents, learning coaches, and other stakeholders. We will also have a more traditional relationship with parents since the school is a blended model described in other parts of this document.

Narrative B.3.2.5 Administer state-required assessments.

Students are required to report to the main campus or an identified testing site for the administration of the state mandated tests, with the exception of any satellite campus where students cannot leave the facility; in this case, a certified teacher/proctor will go to the satellite site and administer the test. Every effort will be made to provide transportation to students who do not have the means to travel to the school test site. In cases of extreme hardship, the Administration may approve that a trained test proctor administer the test to student(s) at a mutually agreed upon off-campus site.

B.4: Staffing and Human Resources.

B.4 Staffing and Human Resources

Narrative B.4.1 Staffing plan. LICPA anticipates an initial enrollment of 120 students. The school anticipates hiring a principal, one administrative office manager, 4 teachers, and 4 tutors/teachers' aides. This staffing level provides for 4 classroom teachers with a student ratio of 30 to 1. This staffing structure is sufficient for accomplishing the educational programs planned for the school. 4 paraprofessionals and/or tutors will assist in providing differentiated instruction. The school anticipates an increase in enrollment to a total of 240 students and in subsequent years, staffing increases will be proportionate to the increase in enrollment as set forth in the year one figures listed above.

In order to recruit highly qualified and successful teachers Accordingly, LICPA will: Recruit teachers through the Nevada Department of Education and (if possible) Clark County School District websites, place ads in local publications, coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns, whenever possible (as a means to train and recruit potential future staff). Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs, and via word of mouth.

Teacher Retention will be a focus and responsibility of both the Board and the School Administrator. Teachers will be paid salaries commensurate with their experience and comparable to the local school district. A competitive benefits program will be offered to teachers and staff to ensure their retention and employment satisfaction. Teacher's input will be valued. Accordingly, they will be provided opportunities for shared decision making with the school principal. All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring with them a sense of

enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Narrative B.4.2 *Negotiation of employment contracts that complies with NRS 386.595.*

LICPA will comply with NRS 386.595 in the negotiation of all contracts for employment with the School.

Narrative B.4.3 *Qualifications of instructors.* LICPA will ensure that all persons who provide instruction at the school comply with all Nevada licensure requirements. The U.S. Department of Education and the No Child Left Behind Act of 2001 require all core academic subject teachers be “highly qualified.”

LICPA instructors will have the following minimum requirements: Bachelor’s degree from an accredited college or university; A teaching certificate in the appropriate area from the State of Nevada; A master’s degree in a content area will be a plus but not required; Passed a security and police background check; Successful teaching experience will be a plus; Certificate or training in online and hybrid teaching will be a plus.

LICPA tutors will have the following minimum requirements: Be enrolled in an undergraduate or graduate program at an accredited college or university; Passed a security and police background check; Certificate or training in online and hybrid teaching will be a plus.

LICPA will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state. All employees at the school will undergo screening and background checks in accordance with state and local school district laws and regulations. The school will seek candidates who demonstrate excellent presentation and interpersonal skills, satisfactory recommendation and/or evaluations from previous employer, personal characteristics, knowledge, and belief in the school’s mission, an ability and motivation to work as part of a team in a small-school setting with parental involvement and references/Letters of Recommendation.

A screening committee comprised of school administrators, teachers and lead staff will interview potential employees. Initial screening interviews will be held, credentials will be verified and official recommendations to hire will be made to the principal, who will make the final hiring decision for faculty and support staff.

Narrative B.4.4 Teacher evaluation procedure. Teacher evaluations, both formative and summative, will be based on several factors including content knowledge, pedagogical practice, technical skills, interpersonal skills and professional skills and will comply with NRS 391.3125. Administrators will personally observe probationary teachers and evaluate their classroom management skills, lesson plans, the alignment of content standards and performance as applicable to the grade level as pursuant to NRS 389.520. Teachers will also be evaluated on whether they are addressing special-education needs, diversity needs, advanced students, and students in English language learning needs. It will provide feedback on the performance of the teacher and prescribe actions to correct deficiencies. These evaluations will be kept in the teachers personnel file and effort will be made to assist the teacher with any requests for assistance.

Each teacher must receive a copy of each evaluation not later than 15 days after the evaluation. A copy of the evaluation and the teacher's response must be permanently attached to the teacher's personnel file. Upon the request of a teacher, a reasonable effort must be made to assist the teacher to correct those deficiencies reported in the evaluation of the teacher for which the teacher requests assistance. The School's governing board shall not discriminate on the basis of race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by the law in hiring or other employment practices.

Narrative B.4.5 Name of the administrator. We have not hired any administrators at the time of this application.

Narrative B.4.6 Administrator position description.

The Head of School: Responsibilities: The Head of School is the school leader and responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the governing board. . The Head of School supervises, directs, and oversees all activities of the LICPA including, but not limited to, educational programs, instruction, record keeping, assessments, parent educational events and social programs, honorary programs, and parent service activities. The Head of School oversees activities and opportunities that link programs at LICPA to the broader community. The Head of School, in consultation with the Board and the faculty (where appropriate) is responsible for faculty and staff personnel decisions. The Head of School must organize job specialization, which involves grouping various school work into units and departmentalizing jobs according to logical and function arrangements to oversee. The Head of School must also establish a pattern of delegating authority between leader and staff members including assigning responsibility, granting authority, and creating accountability. At the overall organizational level, the Head of School must establish patterns of authority, be highly involved with staff, students and parents as well as the day-to-day operations of the school (Glickman, C. D.,2010). Specifically, the Head of School must manage and oversee roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs.

The Head of School, with subordinate administrators and staff, oversees typical day to day school functions which include overseeing the curriculum, assessment, instructional materials, health and safety requirements, school zones and crossings, pupil records, communications, admissions, attendance, truancy, removal of pupils, parents, teachers, discrimination issues, contracts, evaluations, liability, technology and electronic communication, gifts and grants, community agencies, interventions, graduation standards and promotion standards, laws and rules, achievement, prevention programs, and enrollments among other duties.

Narrative B.4.7 Process for employing administrators.

Legacy Innovations International, with directions from LICPA's governing board, will implement a plan to identify qualified candidates for the administrative positions at the school. LICPA will advertise in publications that serve a diverse population and are likely to attract a diversity of candidates. We will also contact graduate programs in administrations various universities to ask for recommendation from University faculty. The selection process will include an interview with the Board, parents, and community leaders. The Board will make the final selection of the Head of School. Once some faculty members are hired, we will include faculty in the interview and selection process. If the Head of School needs to be replaced, we will start the process over starting with advertising in publications that serve a diverse population. Applicants will be screened by a team of professionals from LII, and the governing board, trained to identify the individuals best suited to carry out the mission of the school. Background checks and fingerprinting will be completed in accordance with NRS 386.588. Qualifications: Minimum of a Master's Degree in School Administration or similar degree with at least one year experience in school administration or similar position highly desirable, a current Nevada professional administrator endorsement/license, experience working with school or advisory educational boards, strong managerial capabilities, knowledge of the needs of diverse student population, positive evaluations from previous administrative position(s), letters of recommendation; and excellent communication skills.

Narrative B.4.8 Employing instructors. LICPA will advertise in national and local industry publications that serve a diverse population and are likely to attract a diversity of candidates who can ably carry out the mission of the school and who are highly-qualified, licensed and/or certified as applicable and appropriate within Nevada State laws and match the learning needs of its students.. We will also contact graduate programs in administrations various universities to ask for recommendation from University faculty. The selection process will include an interview with the Head of School, parents, and community leaders. The school administrator and interview committee will be looking for strong managerial capabilities, knowledge of diverse

populations, a history of positive evaluations, excellent communication skills, and experience working with administrators and educational advisory boards. All teachers and administrators will hold current Nevada licensure, highly qualified and or certified as applicable and appropriate under the Nevada state laws. Once some faculty members are hired, we will include faculty in the interview and selection process. Fingerprinting and background checks will be administered in alignment with NRS 386.588. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community and county that the School will serve. The Head of School will make the final selections.

Narrative B.4.9 Information about staff. No employees have been hired at the time of this application.

C. BUSINESS PLAN

C.1: Budget

Attachment C.1.1 Two Year Budget 2013-14 and 2014-15

Attachment C.1.2 Budget Narrative NDE Forms 2013-14 and 2014-15

Attachment C.1.3 Cash Flow Statement for each year 2013-14 and 2014-15

Narrative C.1.4 Assurance the school will use the Nevada Chart of Accounts

LICPA assures the school will use the Nevada Chart of Accounts for all accounting. LICPA will train the Office Manager to use the Nevada Chart of Accounts and the Head of School will assure the Nevada Chart of Accounts is used in all accounting procedures.

(<http://nde.doe.nv.gov/Resources.htm> NDE Chart of Accounts).

Attachment C.1.5 Pre-Opening Budget

Narrative C.1.6 LICPA's contingency plans for cash flow challenges

The fiscal year is from July 1 to June 30. All money received by the School will be deposited in a Nevada financial institution Bank of America. The absolute minimum number of students the school needs to operate is 30. Should there be cash flow challenges, instructional

~~personnel would be reduced and tutors would be eliminated. The average teacher salary would be reduced from \$25,000 to \$20,000 annually. The Head of School's salary would also be reduced. The EMO would reduce their fee to \$100 per student.~~ LICPA will utilize the DTC Foundation funding (\$50,000). **LICPA will also apply for a Federal Charter School Grant and if it is funded, LICPA will utilize those funds as well. The EMO will reduce their fee to zero if needed to keep the school operating.** The EMO charge increased in year two because the school could financially sustain the full \$500 fee once it enrolled 240 students. **The fees in year one are \$50,000 and \$120,000 in year two.** The EMO agrees to further reduce costs as needed to ensure the financial viability of LICPA. By reducing most costs to reflect a true enrollment number, the school would be able to maintain a small surplus at the end of the year. In Addition, LICPA will seek additional funding from through Federal grants and Foundations.

C.2: Financial Management

Narrative C.2.1

LICPA will have our legal counsel review all policies in the “Suggested Model Financial Policies for Nevada Charter Schools” provided by the Nevada Department of Education in 2008. The legal counsel will review the policies of any new editions or additions to the document. It is understood the intent of the document is for guidance only and our legal counsel will review and approve all financial policies prior to requesting Governing Board approval. Once approval is received, these policies will be instituted and training and guidance will be provided to all personnel involved in financial management of LICPA. Any contracted companies involved in any aspect of financial management will be provided a copy of the approved policies as needed and approved by the Governing Board.

Narrative C.2.2 Closing procedures for the school

In the case school closure is required, the following procedures will be followed:

1. Not less than 30 days before the closure of LICPA the Governing Board will submit written notice of closure to the Nevada Department of Education, the Charter School Authority acting as sponsor of the school, and the employees of the school. The notice will include the reason(s) for the closure, date of said closure, and date of the meeting of the Governing Board on which the determination was made to close the school. It will include the name of the LICPA administrator along with contact information.
2. Not less than 30 days before the closure of LICPA, the LICPA Governing Board will instruct the registrar or secretary of the school to complete the following:
 - a. Contact by regular mail the parent or legal guardian of each pupil enrolled in LICPA. The notice to parents will include information on how the pupil may transfer to another public school and the manner in which records of that pupil will be transferred;
 - b. Contact the board of trustees of each school district in which a LICPA pupil resides. This correspondence will include written notice of the closure of LICPA and notification that the school district may receive pupils for enrollment upon the closure.
 - c. The LICPA registrar will ensure that all information required by NRS 386.650 for inclusion in the SAIN data system of Nevada is current to the date of the closure.
3. Not less than 30 days before the closure of LICPA, the Governing Board will submit to the sponsor of the school the following:
 - a. All records of indebtedness of LICPA if any, and any property of the school that is encumbered;
 - b. Return any remaining restricted assets to their source, such as grant money and money contained in restricted categorical funds;
 - c. Create a current and projected payroll and payroll benefits commitment, listing each employee, each employment position and the amount of money required to satisfy existing contracts;
 - d. Report of the income tax documentation for the employees of LICPA;

e. Ensure that outstanding obligations of LICPA are settled after closure of the school, including without limitation, unemployment compensation, employee benefits, and resolution of the lease agreement for the charter school, if applicable, and final balances for utilities and other costs.

4. Not later than 6 months after closure of LICPA, the Governing Board will provide an independent audit, including, without limitation, the net assets and net liabilities of the school; and the annual report of budget required by NRS 386.600.

5. The LICPA Governing Board shall ensure that all money received by the charter school from the State of Nevada that is unencumbered is returned to the Nevada Department of Education (NDE) and placed in an escrow account for the purpose of satisfying any outstanding obligations of LICPA. One year after the establishment of the escrow account, the NDE will transfer the balance remaining in that account to the State Distributive School Account created pursuant to NRS 387.030.

6. The Charter School Authority shall conduct a physical inspection upon closure of LICPA to confirm that all equipment, supplies, and textbooks identified in the inventory of the school maintained pursuant to NAC 386.342 are on the premises of the school. A current copy of the written inventory is to be provided to the sponsor of LICPA. The inventory will identify the source of money used to purchase each item, the name of the entity that donated the item and/or the owner of the item, as applicable.

7. Upon closure of LICPA, the Governing Board will ensure that if LICPA used money received from the sponsor of the charter school, the State of Nevada, or the federal government to purchase equipment or supplies, the equipment and supplies will remain on the premises of the school, unless LICPA is directed otherwise by the sponsor of the charter school, the State or the federal government, as applicable. Such equipment and supplies may only be removed by the charter school sponsor, the State, or the federal government.

8. If a licensed teacher who is a member of the LICPA Governing Board fails to comply with the aforementioned policy, the Charter School Authority or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to NRS 391.330 and whether appropriate action is warranted in accordance with NRS 391.320 to 391.361, inclusive.

Narrative C.2.3 The name of the audit firm the school will use.

LICPA will contract with a qualified accounting firm for all audits. To date, we have contacted:

1. Piercy Bowler Taylor & Kern
6100 Elton Ave. Suite 1000
Las Vegas, NV 89107
2. Unique Accounting,
3824 S. Jones Blvd. Suite B
Las Vegas NV 89103

The Governing Board will make a final selection by June 2013 prior to the opening of LICPA.

,

LICPA will use Bank of America for school use:

University Branch
Maryland Parkway & Tropicana
4795 S Maryland Pky, Las Vegas, NV 89119

Narrative C.2.5 Fees, charges and deposits

LICPA does not anticipate imposing any fees, charges, or deposits except for an optional summer school program. The Summer School Program will be optional and fees will cover the expenses (Teachers, administrators, online curriculum, etc.). There will be no priority treatment in the regular school year program for pupils participating in the summer school program. There may be no priority in enrollment in the regular school year program for pupils participating in the summer school program. In order to maintain fidelity of the financial accounting, the financial accounting for the summer school program will be

separate from the regular school year budget due to fees charged for summer school and no fees charged during the regular school year.

Narrative C.2.6. Person to draw all orders for the payment of money

LICPA has not hired any employees at the time of this application. We will contract with an accounting firm to assist with the financial management and record keeping. At this time, we are considering Piercy Bowler Taylor & Kern 6100 Elton Ave. Suite 1000 Las Vegas, NV 89107 and Unique Accounting, 3824 S. Jones Blvd. Suite B Las Vegas NV 89103. We will also contract with a company to provide payroll assistance. At this time we are considering Bank of America.

The office manager will be primarily responsible for the day-to-day management of school finances. For example, the office manager will purchase supplies, complete paperwork for employees on a monthly or weekly basis and purchase equipment for the school. The Head of School will provide oversight and signature authority for the all expenditures. The Governing Board will review and approve all financial structures, procedures, policies, and activities on a quarterly basis.

Narrative C.2.7 Minimum number of enrolled pupils necessary for financial viability of the school.

The minimum number of enrolled pupils necessary for financial viability of the school is 30 students. We expect a larger enrollment of a minimum of 120 students that could be as high as 200, but LICPA can remain financially viable with a minimum of 30 students.

C.3: Facilities

Narrative C.3.1 Facilities and equipment Information

(a) A statement in writing describing why the proposed charter school has not obtained a suitable facility, personnel or equipment; LICPA has not obtained a suitable facility, personnel, or equipment at the time of application because we do not have a budget to sign a lease, hire personnel, or purchase equipment at this time. We have explored the potential for

using facilities at several locations and have conducted pre-interviews with a potential Head of School and prospective teachers. Two locations LICPA is currently exploring include classroom space at Darling Tennis Center at 7901 West Washington Avenue Las Vegas, NV 89128 and classroom space at the On Deck Baseball Academy at 4145 N. Rancho Drive,, Suite 110, Las Vegas, Nevada 89130. LICPA is also exploring additional classroom space. In all cases we are negotiating for a free rental agreement. **The Darling Tennis Center and the On Deck Baseball Academy will provide suitable furniture if the Charter School is approved. The Pilot Project has utilized the Darling Tennis Center facility and furniture at no cost for the entirety of the Pilot Project.** Based on our 2012 federal Charter School Program (CSP) Non-SEA grant application, we have a tentative budget for **additional** equipment (e.g., computers, servers, iPhones). The CSP grant application budget is available upon request.

(b) A plan for obtaining a suitable facility, personnel or equipment, including, without limitation, as applicable: Three LICPA volunteer personnel are currently searching for additional suitable locations and equipment, as well as looking for pre-opening funds to complete this process. The search is based on the CSP grant application stated needs and budget.

(1) A statement in writing that explains whether an existing facility will be remodeled or a new facility will be built; and LICPA will secure an existing facility to meet required building requirements. When **the LICPA Charter** is approved, we will interview numerous contractors who have an established history of completing remodeling jobs on time and within budget. The two structures currently under review would not need any remodeling or furniture **and therefore no budget items are included for these expenses. However, the budget does have unspent funding should there arise a need for some remodeling.**

(2) A schedule for completing or obtaining a suitable facility, personnel and equipment, including, without limitation, if applicable, a description of and time schedule for any plan to raise funds for completing or obtaining the facility, personnel and equipment; LICPA will designate a suitable facility by the end of January 2013. The lease will be signed to be effective starting July 1, 2013. Personnel will be hired and equipment purchased by August 1, 2013.

(c) The date on which it is anticipated that the charter school will open;

LICPA will open the same date as all Clark County School District schools. As many families of students may have siblings in CCSD schools, many parents requested we follow the CCSD school schedule. The date will be near the end of August in 2013.

(d) A description of the equipment that will be used at the charter school, including, without limitation: Personnel, furniture and equipment will be in place by July 30, 2013. The Head of School will be in place July 1, 2013. **The Darling Tennis Center and the On Deck**

Baseball Academy will provide suitable furniture if the Charter School is approved.

The Pilot Project has utilized the Darling Tennis Center facility and furniture at no cost for the entirety of the Pilot Project and therefore no budget items are included for these expenses. However, the budget does have unspent funding should there arise a need for some additional equipment or additional furniture.

(1) Office furniture and equipment; Depending on the building selected, LICPA may or may not need to purchase additional office furniture. **The Darling Tennis Center and the On Deck Baseball Academy will provide suitable furniture if the Charter School is approved.**

(2) Computer equipment; The Head of School will purchase a server to run the administrative software and iPads for students, teachers and administrators. WiFi will be available in all facilities. If WiFi is not available, LICPA will purchase a router for the service as needed. Electrical backup and server backups will be purchased as needed.

- (3) Musical instruments; No purchase of musical instruments are planned at this time.
- (4) Equipment to be used in a machinery shop; and None planned for at this time.
- (5) Supplies and other items necessary for the use of equipment described in this paragraph;
No additional supplies will be needed for the above items.
- (e) A written estimate of the cost of obtaining insurance is provided, however, we are negotiating with potential locations that currently have or will pay for appropriate insurance coverage.
- (f) Not available at the time of application.

Attachment C.3.2. Estimate of the cost of insurance

Attachment C.3.3 Inspection documents Not Applicable

Attachment C.3.4 OSHA document Not Applicable

C.4: Transportation, Health Services and Emergency Services

Narrative C.4.1 Transportation

LICPA will not provide transportation to or from school. LICPA personnel will work with parents and guardians to ensure all students have appropriate transportation to and from school. As attached to the sports and performance programs, the sports and performance program personnel will provide transportation as needed. All applicable State laws will be adhered to regarding the transportation of students.

Narrative C.4.2 Providing Health Services

LICPA will enter into a contract with a registered nurse to provide services required for the health care of its pupils including the delivery of hearing, vision, and scoliosis screenings. The same contract will cover all health assessments for students who are evaluated for Special Education Services. The same person will be responsible for health education of students, staff, and parents.

Narrative C.4. Maintenance of records related to the immunization of pupils

The Office Manager will be responsible for reviewing, verifying, and maintaining immunization records.

He/she will also be responsible for contacting the parents/guardians of students who are not in compliance with state regulations regarding immunizations and for informing school administrators of pupils who are not in compliance with state law. The Head of School will schedule parent conferences with students who are still not in compliance with state immunization laws after the first month of school. A student will be excluded from school until he/she has the proper immunizations, if the student has not provided the school with proof of immunization by the end of October. Immunization records will be kept in a locked, fireproof cabinet in the school office along with the other student records in compliance with NRS 392.435. The records will be kept for five years after a student leaves the school. The Office Manager will participate in the DHHS immunization survey. Additional maintenance of student records is addressed in section A.9.

Attachment C.4.4. Drills for Fire and Other Emergencies

Attachment C.4.5 the school's Emergency Management Plan. (NRS 392.600 – 656)

Attachment C.4.6 N/A

Attachment C.4.7 N/A

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Attachments A

Attachment A.2.2.a LICPA Audit Checklist

Appendix Section I: Self-Assessment Checklist

Internal Control Risk Assessment	Recommended Control <i>(These recommendations are not meant to be a comprehensive guide to implementing internal control systems.)</i>	Yes, in Place	Yes, but can improve	No, not in place	Benefits
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1. Fiscal Oversight by the Board of Trustees

a. Is the Board of Trustees aware and knowledgeable of its fiscal responsibilities?	<p>Policies and procedures manuals for cash receipts, revenues, purchases, disbursements, financial reporting, personnel, assets, liabilities, treasury, and governance are drafted, annually updated, and approved by the Board.</p> <p>Finance/Audit committee members are trained on their fiscal responsibilities.</p> <p>Finance/Audit Committee charters exist which state the responsibilities of those committees.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<p>Knowledge of a school's fiscal responsibilities and activities allows the Board to provide more effective financial oversight in accordance with its fiduciary responsibilities.</p>
b. Does the Board have sufficient awareness and input into the budgeting and monitoring processes of the school?	<p>The Board reviews and approves the 5-year and annual operating, cash, and capital budgets.</p> <p>The Finance/Audit Committee of the Board receives and reviews budget to actual variance reports on a monthly basis, and reports financial condition to the Board on a quarterly basis.</p>	<input type="checkbox"/> <input type="checkbox"/> 	<input type="checkbox"/> <input type="checkbox"/> 	<input type="checkbox"/> <input type="checkbox"/> 	<p>Participation in the budgeting process enhances the Board's ability to effectively guide a school.</p> <p>If budget-to-actual financial statements are monitored frequently, revenue shortfalls and expense overruns can be better anticipated and planned.</p>
c. Does the Board (including the Finance, Audit and Governance Committees) keep adequate	Board Secretary (or other appointed record-keeper) is responsible for taking minutes so that every meeting has a corresponding set of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Minutes serve as a record of Board decisions and can document compliance with regulatory issues

Internal Control Risk Assessment	Recommended Control <i>(These recommendations are not meant to be a comprehensive guide to implementing internal control systems.)</i>	Yes, in Place	Yes, but can improve	No, not in place	Benefits
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documentation of its meetings and decisions? ¹⁴	<p>minutes. Board minutes include accompanying documentation of information used for decision making (financial statements, leases, contracts, etc)</p> <p>The Board should review and approve the minutes of the previous meeting at the start of the next Board meeting.</p> <p>Meeting minutes are sent to the Chartering Authorizer within 30 days of the Board Meeting.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<p>as well as be a crucial record of analysis of issues.</p>
d. Does the Board have oversight of the school's bidding practices to help ensure the best combination of price, quality, and service for purchases?	A competitive bidding policy is drafted and approved by the Board. The policy should be designed to set approval levels; guard against favoritism, extravagance, fraud, and corruption among vendors; and to foster honest competition to ensure that resources are expended efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A well-controlled, Board-monitored procurement process allows the school to obtain purchases of the right quality, from the right source, and at the right price.
e. Do all Board of Trustees sign conflict-of-interest statements and written disclosures of conflicts on an annual basis?	Board members sign written conflict-of-interest statements on an annual basis to facilitate disclosure of any financial interests and maintain a high level of integrity from self-dealing issues. Policies include procedures for disclosing potential conflicts and fair decision making processes for Board members when conflicts arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A signed Conflict of interest policy helps ensure that Board members are aware of and follow proper procedures for disclosing financial interests that relate to the school.
f. Are the Trustees aware of significant changes in the school's	The Trustees should receive regular reports on recent employee new hires, terminations and				Personnel are one of the most significant aspects of the schools'

Internal Control Risk Assessment	Recommended Control <i>(These recommendations are not meant to be a comprehensive guide to implementing internal control systems.)</i>	Yes, in Place	Yes, but can improve	No, not in place	Benefits
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personnel?	resignations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	program, Ensures adequate oversight by the Board.
g. Are cash assets in bank accounts properly safeguarded?	The Board considers an investment policy for the collateralization of bank balances over \$100,000.				

Attachment A.2.2.c LICPA Prof Dev Eval Rubric

STANDARDS LEVELS	Transition into Practice	Professional Philosophy	Conduct and/or Evaluate Research	Content and Pedagogical Knowledge	Professional Standard Knowledge	Presentation
Distinguished (3)	Articulates the nature of theoretical practice by insightful written reflection and by showing familiarity with and citing numerous, high quality sources. Citations are integral to content of the activity/project/portfolio.	Convincing evidence of a coherent and consistent philosophy of teaching & learning permeates the activity/project/portfolio. Philosophy of teaching is clearly stated and grounded in scholarship of the field. Instructional and management practices align closely with stated beliefs.	Consistently demonstrates the ability to identify, frame, and solve problems in teaching and learning in chosen field. Provides convincing evidence of familiarity with high quality empirical and theoretical literature and methods of conducting research in chosen field.	Provides convincing evidence of breadth and depth of knowledge of content area and of the ability to choose and use a variety of research-based strategies for instruction and assessment.	Multiple sources of evidence demonstrate ability to meet professional teaching standards, as well as to identify curricular and instructional goals and objectives linked to district, state, and national standards in content area and the ability to help students meet them.	Communicates distinctively and authoritatively using appropriate professional writing. APA style is used correctly, consistently, and authoritatively. Activity/project/portfolio is clearly organized and easy for the reader to follow.
Proficient (2)	Shows sound understanding of how theory relates to practice and expresses that understanding in written reflection. This is evident in	Evidence of a coherent and consistent philosophy of teaching & learning appears throughout the activity/project/p	Demonstrates ability to identify and study problems in chosen field.	Provides evidence of solid knowledge of content area and of the	Provides evidence of ability to meet professional teaching standard	Communicates effectively in using appropriate professional writing. APA style is used correctly and consistently. Activity/project/p

	<p>citation of the expected number of quality sources. Citations are relevant to content of activity/project/portfolio.</p>	<p>portfolio. Philosophy of teaching is clearly stated. Instructional and management practices align with stated beliefs.</p>	<p>Provides evidence of the ability to locate and use both empirical and theoretical literature and methods of conducting research in chosen field.</p>	<p>ability to choose and use research-based strategies for instruction and assessment.</p>	<p>s, as well as to identify curricular and instructional goals and objectives linked to district, state, and national standards in content area and the ability to help students meet them.</p>	<p>portfolio is clearly organized for the reader to follow.</p>
<p>Marginal (1)</p>	<p>Provides some evidence of understanding that theory and practice are related. Cites fewer than expected number of sources. Reflection is limited.</p>	<p>Philosophy of teaching is mostly implicit. Practices may contradict expressed or implied beliefs.</p>	<p>Demonstrates awareness of problems in teaching and learning in chosen field. Provides limited evidence of the ability to locate and use empirical and theoretical literature in chosen field.</p>	<p>Provides limited evidence of knowledge of content area and of the ability to choose and use research-based instructional and assessment strategies.</p>	<p>Limited evidence of ability to meet professional teaching standards or the ability to help students meet relevant content and performance standards.</p>	<p>Limited ability to communicate ideas in professional writing. Some lapses in correct use of APA style. Lapses in organization impeded reader's ability to follow</p>
<p>Unacceptable (0)</p>	<p>Little or no evidence of understanding theory or how it relates to practice. Cites few if any sources.</p>	<p>Evidence of philosophy of teaching & learning must be inferred.</p>	<p>Little or no evidence of awareness of problems in</p>	<p>Provides limited evidence of knowledge of content or</p>	<p>Little or no evidence of knowledge of professional</p>	<p>Numerous errors in writing impede reader's understanding. APA style is not used or used incorrectly. Activity/project/p</p>

			teaching and learning in chosen field.	pedagogy.	teaching standards or standards for student learning in content area.	portfolio is disorganized and difficult for reader to follow.
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- PASS: Total score ≥ 12 with no score = 0.
- NO PASS TO PASS: Total score ≥ 8 and < 12 for NO PASS.

Revise and resubmit on or before the Friday of the last week in instruction.

Total score ≥ 12 with no score = 0 for PASS; total score < 12 for FAIL.

- FAIL: Total score < 8 FAIL.

Attachment A.2.3.a LICPA Student Satisfaction Survey

Legacy Academy Student Satisfaction Survey

Use this scale to respond to the satisfaction survey:

(SA=Strongly Agree A=Agree DK=Don't Know D= Disagree SD= Strongly Disagree)

Classroom space is adequate

SA A DK D SD

Space for clubs, activities, leisure, lounges, etc. is adequate

SA A DK D SD

Study space for students is adequate

SA A DK D SD

Courses are academically demanding

SA A DK D SD

There is good rapport between faculty and students

SA A DK D SD

There is good rapport between staff and students

SA A DK D SD

Legacy Academy is warm, friendly, supportive of students

SA A DK D SD

Students receive adequate recognition for their accomplishments

SA A DK D SD

Computer's (and equipment) are adequate

SA A DK D SD

Academic Support Services are adequate (reading, writing, language etc.)

SA A DK D SD

Technology Support is adequate

SA A DK D SD

Recreational Facilities are adequate

SA A DK D SD

The campus is generally a safe place

SA A DK D SD

Variety of courses offered is adequate

SA A DK D SD

Class size is appropriate

SA A DK D SD

Advisors are available when needed

SA A DK D SD

Programs of Study are flexible

SA A DK D SD

There is diversity and racial harmony at Legacy

SA A DK D SD

There is a clear student complaint/grievance process

SA A DK D SD

Help is available to research my career goals

SA A DK D SD

Help is available to improve my study habits and skills

SA A DK D SD

I am accomplishing my educational goals at Legacy

SA A DK D SD

I would choose to attend Legacy again

SA A DK D SD

I would recommend Legacy to others

SA A DK D SD

Adapted from http://www.mcc.edu/pdf/ss/student_satisfaction_survey.pdf

Attachment A.2.3.a LICPA Analysis Essay Rubric

Analysis Essay Rubric

Points Possible 200

Criteria	Achievement Level				
	Not Passing	Passing, but needs work	Competent	Proficient	Extremely proficient
Focus and Thesis	24 points The essay may or may not have a thesis. The essay is not focused around one topic or is focused around a topic that was not assigned. The essay may not all be focused toward one idea. Thoughts are random and scattered.	30 points Some sense of thesis may exist, but writing may fail to support this thesis. Theses, if present, may be simplistic and obvious.	34 points Focus and direction are generally clear. The writer may stray from the thesis, but overall focus is still apparent. Thesis, whether implicit or explicit, may lack complexity, but offers reflection.	36 points Thesis reasonably narrows topic. The essay is focused around a specific thesis. Uses support from reading or other information from the course. The writer has original ideas.	40 points The thesis effectively narrows topic and creates strong unity and direction. Thesis is well developed and clearly communicated, whether implicit or explicit. Thesis is complex: they expand and deepen thinking about a subject.
Organization of Analysis	18 points The essay is not organized into clear paragraphs or is made up of too few or too many paragraphs for the amount of information presented. Thoughts are jumbled and not tied together for the reader.	22.5 points The essay is organized into paragraphs that for the most part, have their own ideas. Information may be vague or possibly in the wrong place. Paragraphs may be overly long or short with opportunities missed for structuring points.	25.5 points The essay is organized. Paragraphs are mostly about one idea each. There may be one or two places in the essay where information may not be in the most effective place.	27 points The order of each paragraph is effective. Each paragraph is focused around an individual point. The introduction is strong. The conclusion is strong. Transitions are used correctly and effectively.	30 points The essay is organized extremely well. Paragraphs contain information on one idea. Paragraphs are presented in the most effective order. Transitions help make the entire essay flow together as one unit. Intro and conclusion perfectly frame the essay.
Critical Thinking	18 points Relies on platitudes. Does not demonstrate comprehension, application, analysis and evaluation.	22.5 points Does not demonstrate college-level complexity. Ideas not developed logically. Evidence and opinion blurred and confusing.	25.5 points Minor problems with evidence, logic and/or conclusions may exist. Demonstrates adequate comprehension, application, synthesis, analysis and evaluation, as needed.	27 points Generally demonstrates college-level complexity. Develops most ideas logically, recognizing the difference between evidence and opinion.	30 points Consistent college-level complexity. Ideas demonstrate good logic, differentiate between evidence and opinion, reach well-founded conclusions, and demonstrate effective comprehension, application, synthesis, analysis and evaluation, as needed.
Development and Support	18 points Essay doesn't meet the minimum length or content requirements. Development is thin. There may be plagiarized passages.	22.5 points There is some development, but it could be more complex, detailed and concrete. Several ideas may be brought up, rather than being thoroughly explained.	25.5 points Ideas are mostly explained thoroughly. Somebody paragraphs could use more explanation or more concrete language. Some support opportunities may be missed.	27 points The thesis is fully developed and supported in the body paragraphs. Thesis is supported with concrete examples, narratives with specific details and information from the reading in the form of paraphrases and quotations.	30 points The idea set forth in the thesis has been completely and thoroughly explained in the body of the essay. Body paragraphs are thoroughly developed and explained completely. The essay answers all questions and leaves the reader satisfied and convinced.
Summary, Paraphrase, and/or Quote	24 points Writer's words and ideas not clearly distinguished from those of sources. Many problems with documentation exist.	30 points Central ideas and assumptions of sources not stated or responded to.	34 points Writer generally distinguishes his/her own words and ideas from those of sources, which are documented clearly, though there may be errors.	36 points Sources presented through summary, paraphrase or direct quotation and integrated into writer's analysis, though there may be minor problems.	40 points Enters into dialogue with ideas and assumptions expressed or implied in other texts. Sources presented fairly and completely through summary, paraphrase, or direct quotation and successfully integrated into writer's analysis. Writer distinguishes own words and ideas from those of sources, which are documented appropriately.
Language and Grammar	18 points Errors in spelling and language use seriously impede the reader from understanding the document.	22.5 points Proofreading and language distract from the overall comprehension of information. Language not appropriate for the assignment and the target audience.	25.5 points There may be spelling and proofreading errors in the document. Errors do not impede comprehension. Language use is more conversational than professional and may not be effective for the assignment and target audience.	27 points Language use is strong with few errors. There are very few proofreading and usage errors in the document. Language use is professional and appropriate for the assignment and the target audience.	30 points There are no errors in language use and there are very few, if any, typos or other proofreading errors. The language used is advanced and highly appropriate for the assignment and the target audience.

Attachment A.2.3.b LICPA Presentation Rubric

LICPA Presentation Rubric

Name _____ Period _____ Project _____

CONTENT

(35 points)

Introduction —personal introduction; reason for choosing topic; purpose of product/project clearly stated or implied, attracts attention.	1	2	3	4	5
Body —clearly states main points; accurate, appropriate supporting details	6	7	8	9	10
Organization —logical flow of ideas	1	2	3	4	5
Conclusion —summarizes; reflects personal growth/learning	1	2	3	4	5

Language Usage —transitions; avoids slang; appropriate word choice	1	2	3	4	5
Relation to Learning —relates research to project/product to presentation	1	2	3	4	5

CONTENT TOTAL: _____ **(35 possible)**

DELIVERY OF SPEECH (15 points)

Non-verbal —Eye contact, poise, posture, appropriate/ natural gestures			1	2	3
Verbal —volume, rate, clarity of speech.			1	2	3
Dress/Appearance/Demeanor —neat, appropriate dress; courteous, punctual and prepared			1	2	3
Audio/Visual aids —Support speech and enhance presentation; does not read note cards or slides	2	3	4	5	6

DELIVERY TOTAL: _____ **(15 possible)**

QUESTION AND ANSWER SESSION(15 points)

Impromptu Skills —Fluent, confident; answers questions easily	1	2	3	4	5
Quality of Responses —Evidence of knowledge; responds directly to questions	6	7	8	9	10

Q & A TOTAL: _____ **(15 possible)**

PRODUCT (35 points)

Well constructed —Visually attractive; shows evidence of time spent in production in written, model, or visual form	16	17	18	19	20
Evidence of Research —Product relates to research and to presentation	11	12	13	14	15

PRODUCT TOTAL: _____ **(35 possible)**

TOTAL POINTS: _____ (100 possible)

Comments:

Adapted from Seekonk High School ORAL PRESENTATION RUBRIC

Attachment A.7.1.a DTC Academy Student Performance Data

Darling Tennis Center Prep: Academic Report Spring 2011

Summary:

The Darling Tennis Center Prep is a Blended model school; it takes the best of online learning and traditional face to face classroom time and merges them into a successful academic program. Using an efficient tracking system, DTC teaching staff are able to generate daily and weekly progress reports that track students academic progress. Weekly progress reports are sent to students as well as parents with teacher comments and observations. Teachers are able to conduct small and large group lessons as well as have one to one sessions with the students. Tutoring is also available if a student needs continued assistance with a specific subject. Students began the spring semester two months behind as well as needing to complete their first semester exams, leaving them three and half months to complete the entire semester. Despite steep obstacles the DTC Prep students were able to complete their school year on time and with straight A's in all classes.

The LICPA Student Performance Tracking is a key component of student success. Teachers do the following actions with data provided by the online Learning Management (LM) Program:

1. Use the data to produce Student Weekly Progress Reports.
2. Add additional data on time on task, missing assignments, effort, to create Student Weekly Progress Reports
3. Use LICPA tracking system to input LM data to project final grades and time of course completion.
4. Use LM data to create detailed weekly work load assignments for students.

The use of LM Data to develop Student Weekly Progress Reports, Tracking Projections, and Weekly Workload Assignments for each student – coupled with the teachers own inputs on the Student Weekly Progress Reports are a key to student success at LICPA. The reports help the teacher direct the student on a successful path and keep parents, teachers, administrators and coaches informed of student progress on a weekly basis. Parents become informed and involved as a team member in the success of their children. The documents below are provided to help reviewers see the power of these assessments and reports.

Academic Progress: Year 1 Pilot - (One Semester Only) 2010-2011 Second Semester Reports – 12 total students.

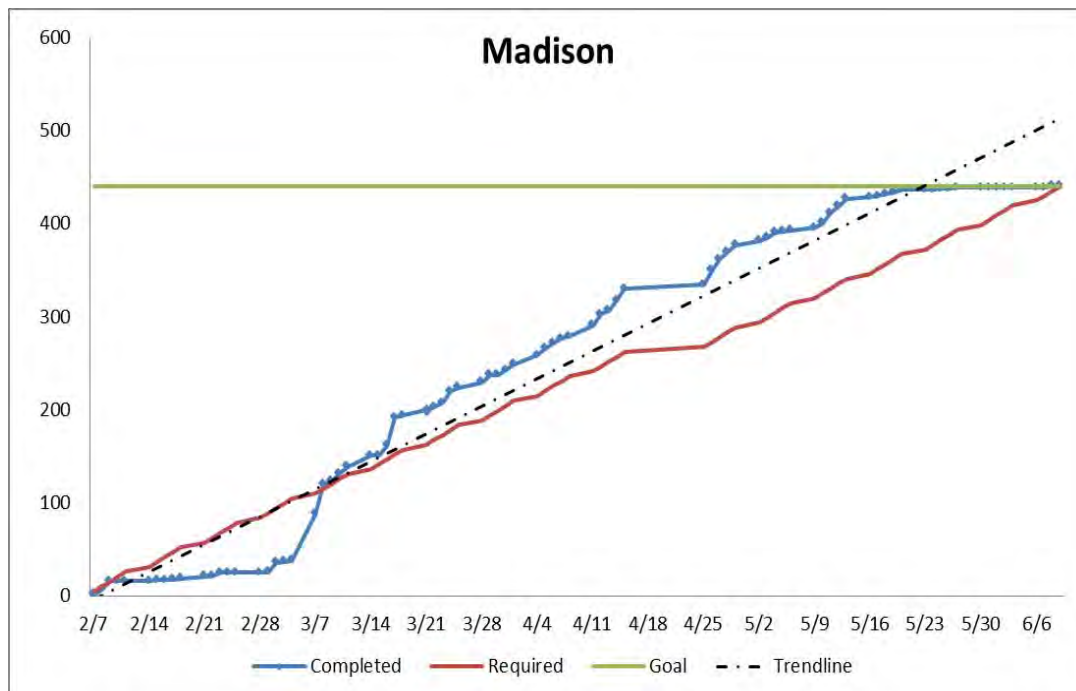
Student Assessments

1: Grades in all Courses:

Year 1: Pilot Study Year 2010-11 (Pilot began Second Semester)

Student #	Name	Grade	Course	Course Grades		Final Grade
				Semester 1*	Semester 2	
1	M. Foley	6	Pre-Algebra	N/A	A	A
			Language Skills	N/A	A	A
			Literature	N/A	A	A
			Science	N/A	A	A
			History	N/A	A	A
			Art	N/A	A	A
			Spanish	N/A	A	A

*Students began in February, and tracking began in March.



LICPA tracking system Example for Madison

Student #	Name	Grade	Course	Semester 1*	Course Grades		Final Grade
					Semester 2		
2	S. Martinelli	6	**				

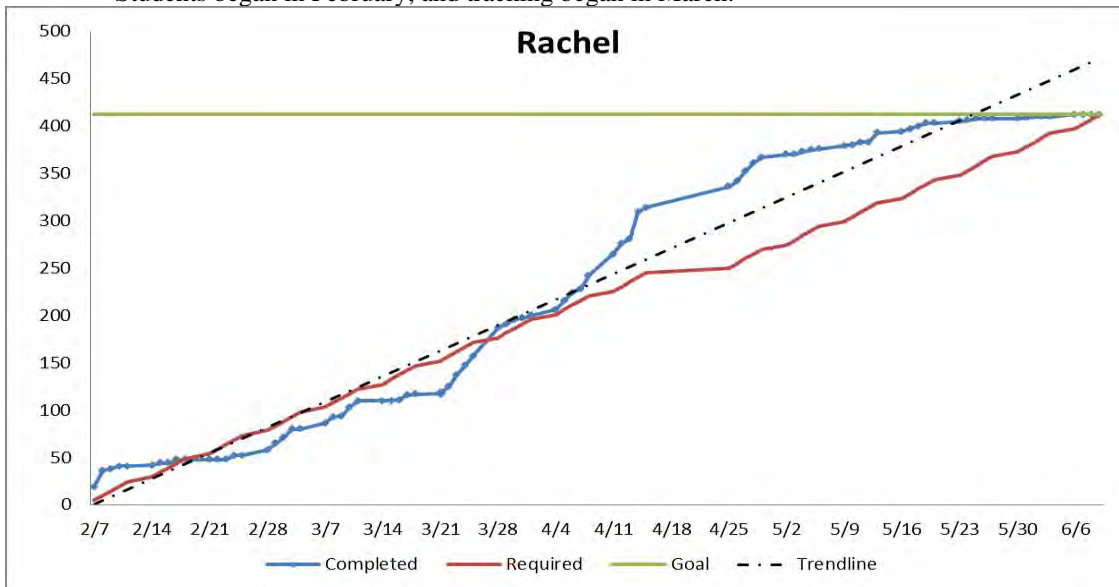
*Students began in February, and tracking began in March.

** Visiting intermittent student from Colorado—support role only

Course Grades

Student #	Name	Grade	Course	Semester 1*	Semester 2	Final Grade
3	R. Lee	7	Pre-Algebra	N/A	A	A
			Language Skills	N/A	A	A
			Literature	N/A	A	A
			Science	N/A	A	A
			History	N/A	A	A
			Art	N/A	A	A
			Spanish	N/A	A	A

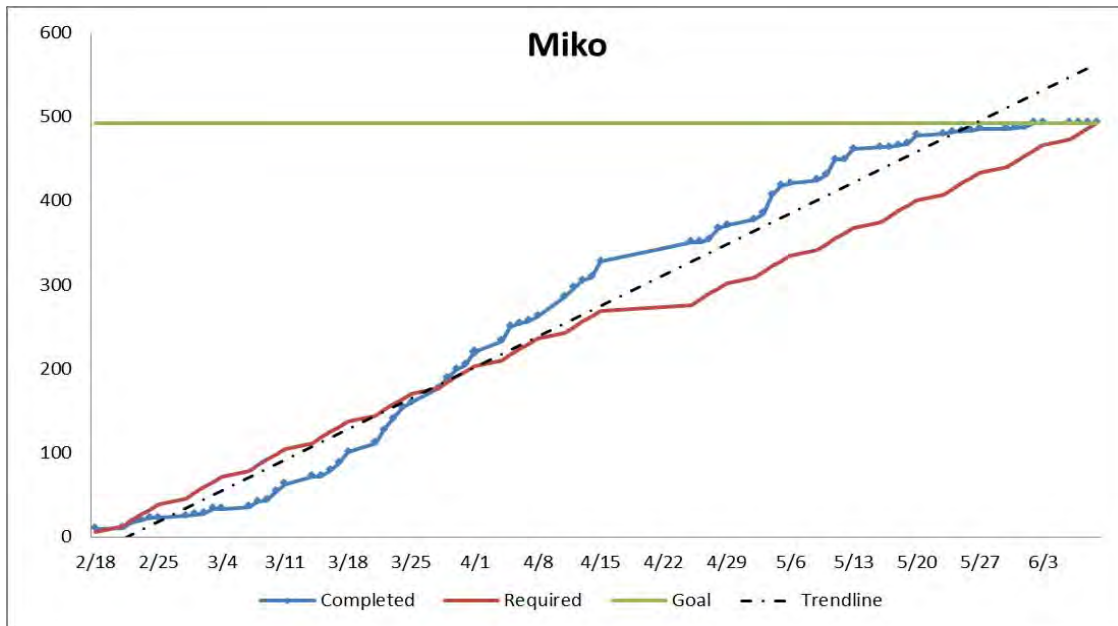
*Students began in February, and tracking began in March.



LICPA tracking system for Rachel

Student #	Name	Grade	Course Grades		Semester 1*	Semester 2	Final Grade
			Course				
4	M. Pasimio	7	Pre-Algebra		N/A	A	A
			Language Skills		N/A	A	A
			Literature		N/A	A	A
			Science		N/A	A	A
			History		N/A	A	A
			Art		N/A	A	A
			Music		N/A	A	A

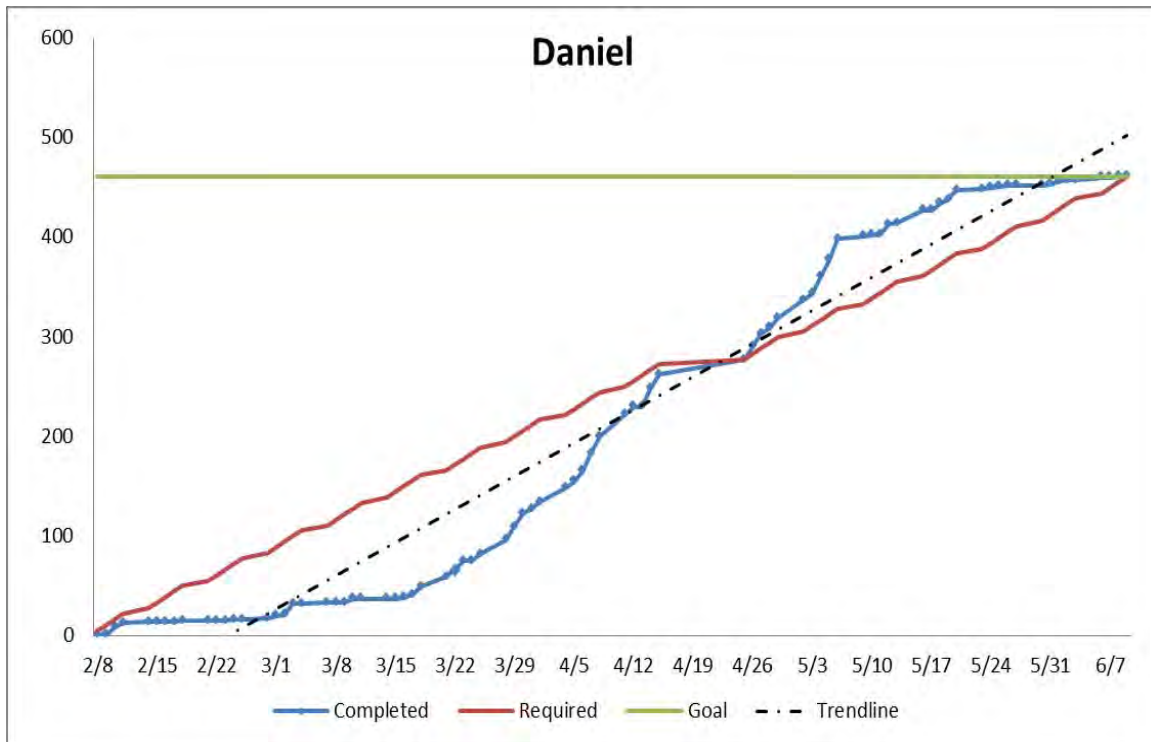
*Students began in February, and tracking began in March.



LICPA tracking system for Miko

Student #	Name	Grade	Course Grades		Semester 1*	Semester 2	Final Grade
			Course				
5	D. Patho	7	Pre-Algebra		N/A	A	A
			Language Skills		N/A	A	A
			Literature		N/A	A	A
			Science		N/A	A	A
			History		N/A	A	A
			Art		N/A	A	A
			Music		N/A	A	A

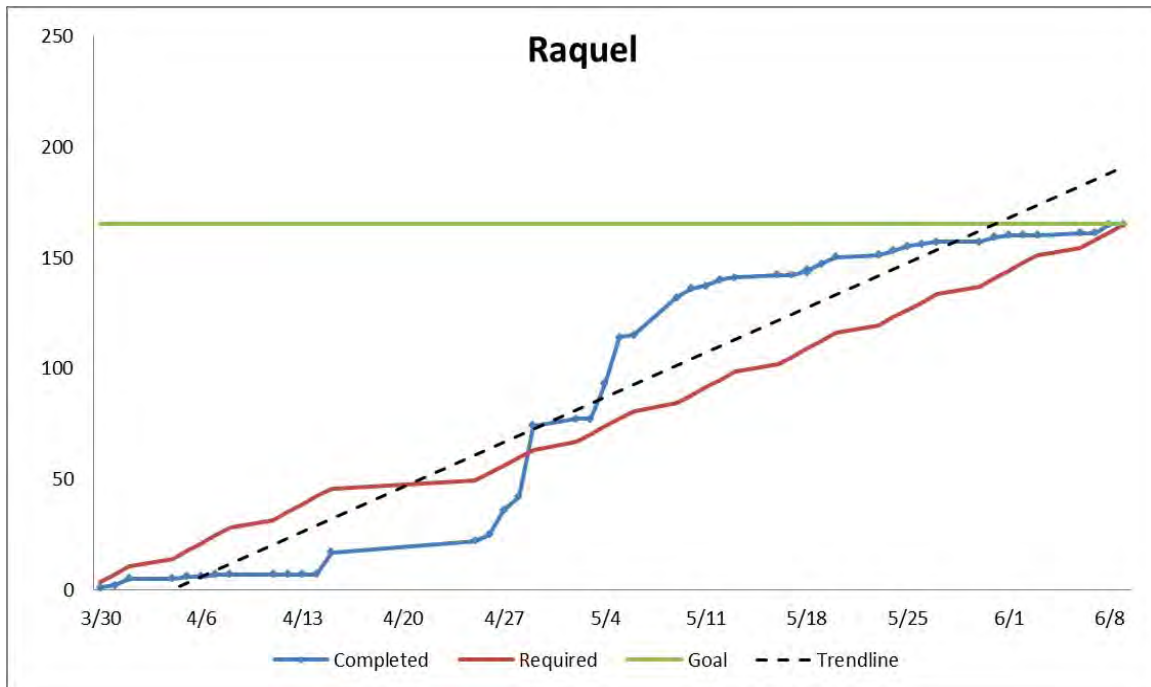
*Students began in February, and tracking began in March.



LICPA tracking system for Daniel

Student #	Name	Grade	Course	Semester 1*	Course Grades		Final Grade
					Semester 2		
6	R. Lopez	8	MS Algebra	N/A	A		A
			Int. Language Skills	N/A	A		A
			Int. Literature	N/A	A		A
			Physical Science	N/A	A		A
			Int. Wrld History	N/A	A		A
			Int. Art	N/A	A		A
			Int. Music	N/A	A		A

*Students began in February, and tracking began in March.



LICPA tracking system for Raquel

Student #	Name	Grade	Course	Course Grades		Final Grade
				Semester 1*	Semester 2	
7	C. King	9	Algebra 1	N/A	B+	B+
			Biology Homors	N/A	B+	B+
			English 1	N/A	A-	A-
			Health Ed.	N/A	B+	B+
			Spanish 1	N/A	B	B

*Students began in February, and tracking began in March.

Student #	Name	Grade	Course	Course Grades		Final Grade
				Semester 1*	Semester 2	
8	J. MacDonald	9	Algebra 1 Honors	N/A	A	A
			English Honors	N/A	A	A
			Biology Honors	N/A	A	A
			French 2	N/A	A	A

*Students began in February, and tracking began in March.

Student #	Name	Grade	Course Grades		Final Grade
			Course	Semester 1*	

9	L. Lee	10	Lit. & Comp 2 Hon.	N/A	A	A
			Algebra 2 Honors	N/A	A	A
			Chemistry Honors	N/A	A	A
			PE	N/A	A	A
			World History Hon.	N/A	A	A
			Spanish 3	N/A	A	A

*Students began in February, and tracking began in March.

Student #	Name	Grade	Course Grades		Semester 2	Final Grade
			Course	Semester 1*		
12	T. Beck	11	Pre-Calculus	N/A	A	A
			English 3	N/A	A	A
			U.S. History	N/A	A	A
			Creative Writing	N/A	A	A
			Zoology.	N/A	A	A
			Psychology	N/A	A	A
			Spanish 2	N/A	A	A
			PE	N/A	A	A

Student #	Name	Grade	Course Grades		Semester 2	Final Grade
			Course	Semester 1*		
10	B. Foley	11	Pre-Calculus	N/A	A	A
			Finance	N/A	A	A
			American Lit.	N/A	A	A
			Anthropology	N/A	A	A
			U.S. History	N/A	A	A
			Physics	N/A	A	A

*Students began in February, and tracking began in March.

Student #	Name	Grade	Course Grades		Semester 2	Final Grade
			Course	Semester 1*		
11	V. Horvat	11	**			

*Students began in February, and tracking began in March.

**Student is from Slovenia and provided monitoring support only

2. OTHER ASSESSMENTS

1: Group Tracking of Grades and Work Completion

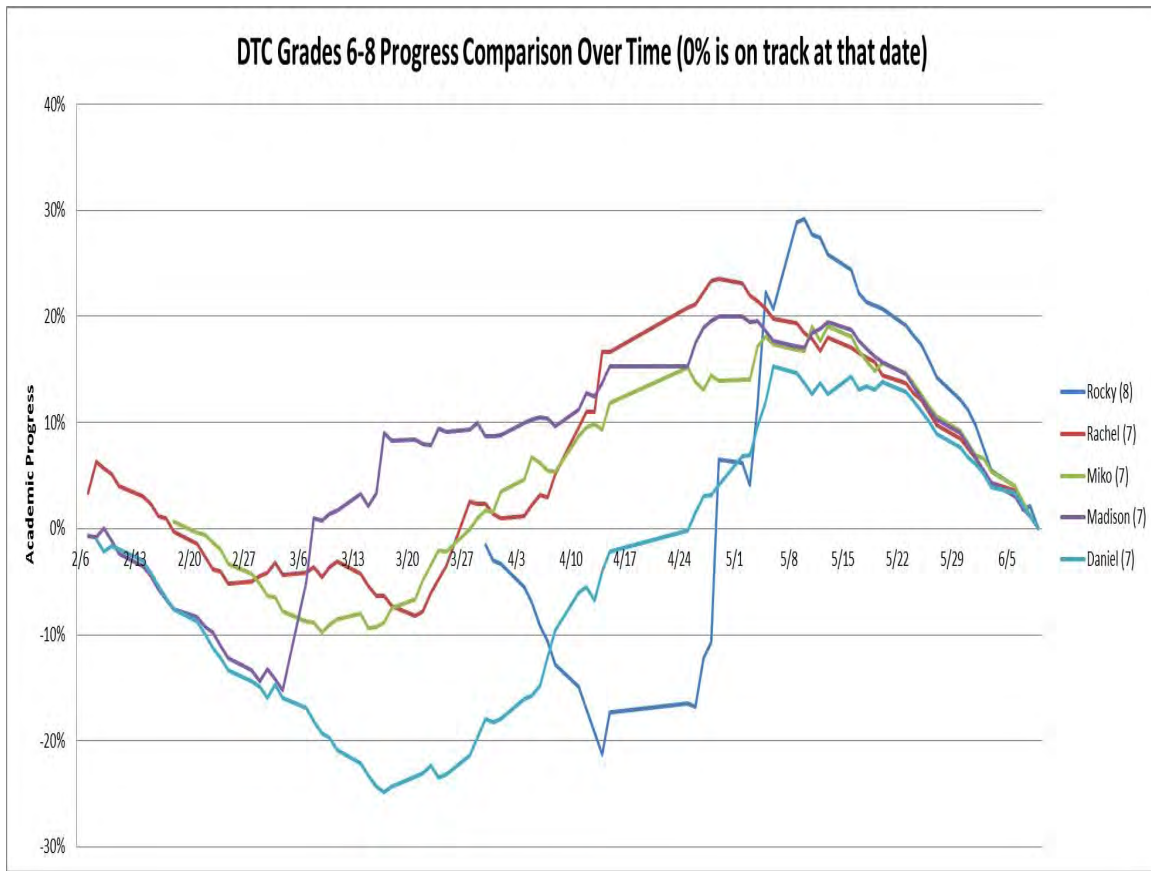


Figure 1

Figure 1 shows a collective progress chart for all the Middle School students. Ideally, progress should flow along the 0% line to indicate neither moving ahead or falling behind from required progress. It can be easily seen how every student started falling behind. Mr. Cumelis, after starting in February with no knowledge of the online school system, learned it in one month and established tracking and focused attention in early March. Note how the targeted interventions resulted in changing each student's progress decline to progress advancement. Noteworthy is the student who started March 29th as a failing student, and after two weeks with Mr. Cumelis, made the most dramatic change of all students by changing from 20% behind in mid-April to almost 30% ahead of schedule on May 10th.

2: Student Tracking of Grades and Work Completion

Student 6's story is tremendous. It is a true example of what a teacher can do working with a student.

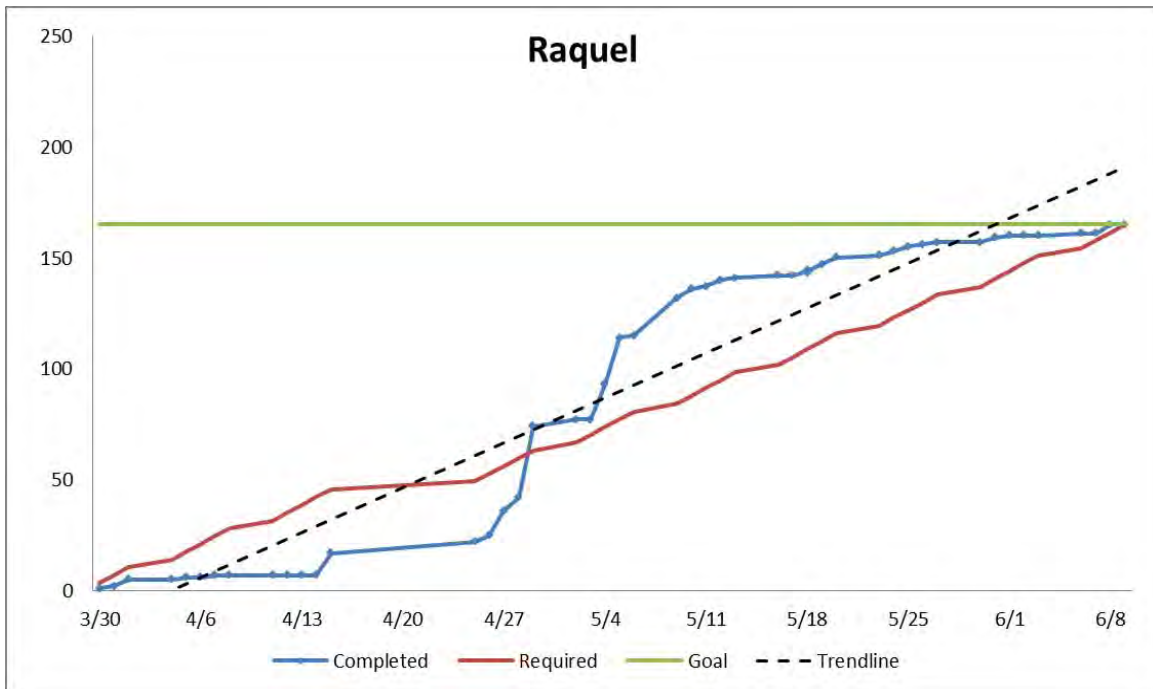


Figure 2.1

Student 6 (Figure 2.1) came to the DTC enrolled in Connections Academy with failing grades. She was able to enroll in NVVA with the help of Mr. Cumelis on March 29th. Student 6 did not transfer her grades over; therefore, she had to complete not only the second semester before the end of the year but also prove her mastery of the first semester. She worked with the DTC academic staff and with Mr. Cumelis to finish her year on time and to earn straight A's!

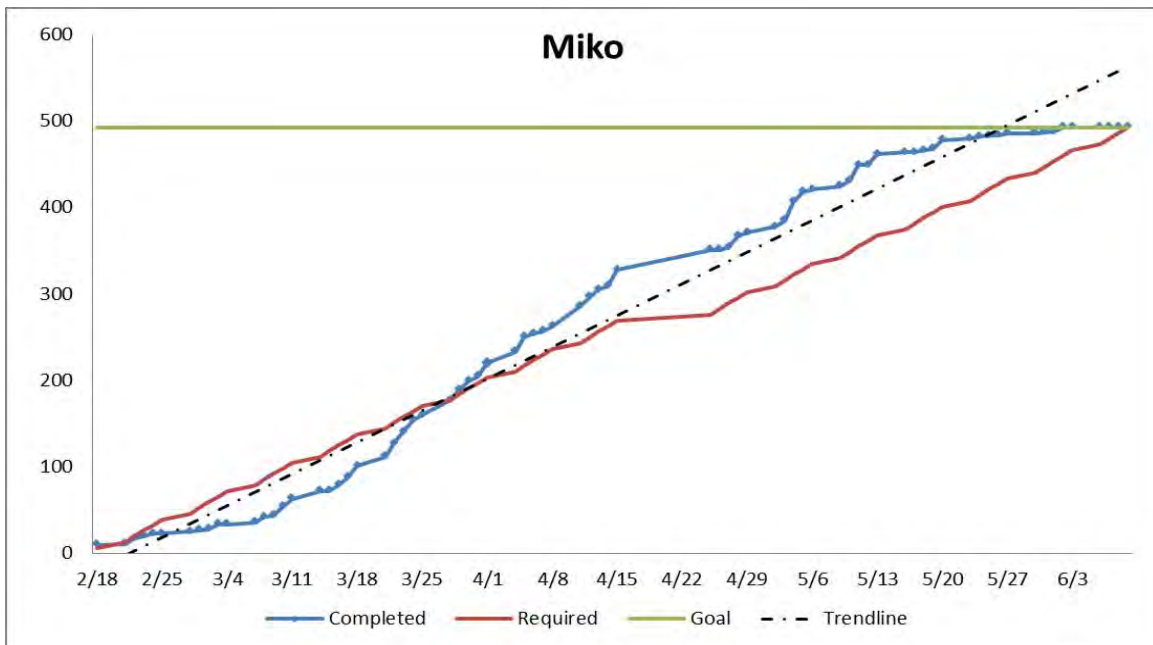


Figure 2.2

Student 4 (Figure 2.2) is an example of a student who found his niche. It was forewarned by his parents that Student 4 was doing poor academically. Student 4 started at the DTC in February and working with the DTC academic staff, he took off academically! He was the leader of the pack so to say. Student 4 made excellent progress in all of his classes and was able to complete the year on time with straight A's.

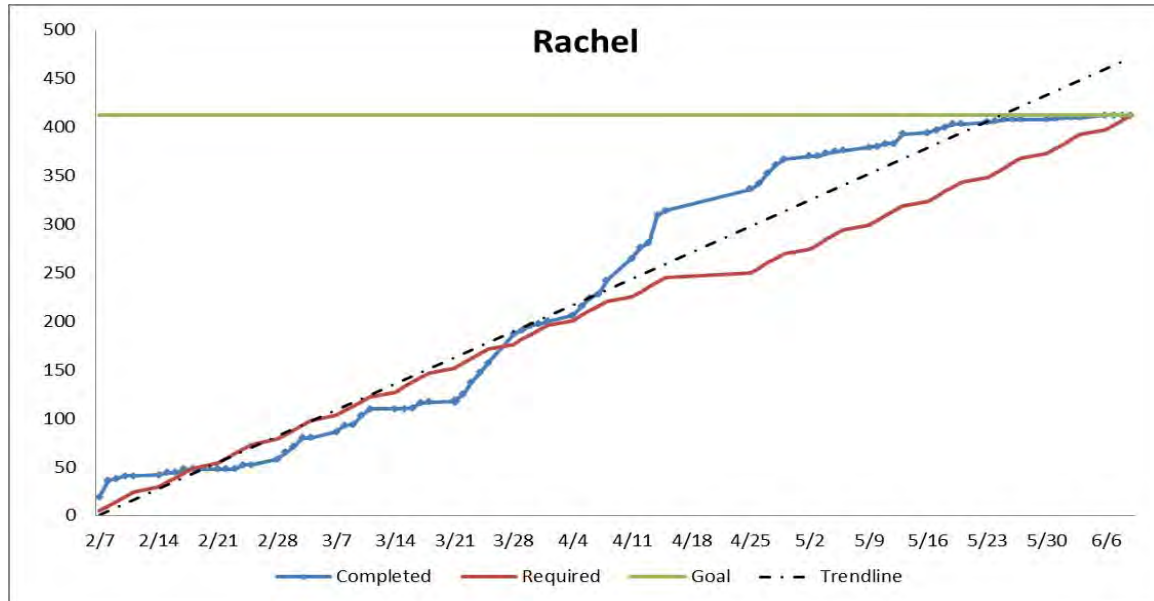


Figure 2.3

Student 3 (Figure 2.3) is very intelligent and she has the capability to excel but needs structure. The structured environment that the DTC hybrid school offers enabled Student 3 to get the encouragement she needed to exceed academically. Student 3 hit her stride at the end of March and was able to finish the year before the completion date and she also received straight A's.

BRIAN FOLEY REMAINING WORK ANALYSIS -- As of May 14, 2011											
STATUS SUMMARY: 31 Assignments Overdue ---- 19 More Assignments Due by 5/20 --- 8 More Due by 5/27 ---											
6 More Assignments Due by 5/31 --- 7 Final exams/Projects Done on Last Week											
TOTALS: 50 Assignments Due in 6 Days, 64 Total Assignments Due in 17 Days, 71 Total Assignments Due Before End Of School											
LEGEND:		= Overdue/Warning		= Due next week/Caution		= Good Score					
PERSONAL FINANCE				HONORS AMERICAN LITERATURE				HONORS PHYSICS			
GRADE	94%	NOTES		GRADE	68%	NOTES		GRADE	84%	NOTES	
LAST WEEK	Part 2 Exam			LAST WEEK	Final Exam 1 and 2			LAST WEEK	Semester Exam 1 and 2		
DUE 5/27	Unit 9 Chris & Casey	WORK DEADLINE		DUE 5/31	Honors Project	WORK DEADLINE		DUE 6/3	ALL WORK	WORK DEADLINE	
	Unit 9 Project				11.1 Assignment			DUE 5/31	10.7 Test P1 and P1		
DUE 5/20	Unit 9 Discussion				11.9 Discussion			DUE 5/27	Quiz 10.2		
	Unit 9 Quiz			DUE 5/20	10.01 Old Man				Quiz 10.3		
DUE 5/13	Unit 8 Unit project				10.05 Discussion				Quiz 10.4		
					10.10 Test				Quiz 10.5		
HISTORY				DUE 4/29	9.04 Response	50		DUE 5/20	10.1 Quiz		
GRADE	91%	NOTES			9.05 Unit 9 Test	50			9.7 Test P1 and P2		
LAST WEEK	Semester Exam			DUE 4/15	8.11 Test P 1 & 2	45/55			9.04 Assignment		
DUE 6/1	ALL WORK	WORK DEADLINE		ANTHROPOLOGY				DUE 5/13	8.09 test p 1 and p2		
DUE 5/20	Unit 6.07 Quiz			GRADE	67%	NOTES			9.01 quiz		
	Unit 6.08 Checkpoint			LAST WEEK	Semester Project				9.02 quiz		
	Unit 6.09 Checkpoint			DUE 5/23	Identity Discussion				9.03 quiz		
	Unit 6.04 Discussion			DUE 5/13	Unit 5 Quiz			DUE 5/6	8.04 Quiz		
	Honors Project 8.06				Identity notebook				8.05 Quiz		
	Unit 6.10 Quiz				Where? Notebook			PRE-CALCULUS/TRIGONOMETRY			
DUE 5/13	5.14 Test P2			DUE 4/29	Unit 4 Big Unit Project			GRADE	76%	NOTES	
	6.01 checkpoint			Due 4/1	Notebook Fav Place			LAST WEEK	????		
	6.02 checkpoint				Notebook: Places			DUE 5/31	6.6 Discussion		
	6.03 checkpoint				Unit 4 Land Quiz			DUE 5/27	6.5 Quiz/Checkup		
	8.05 assignment								6.6 Practice		
	6.05 quiz							DUE 5/20	6.2 Quiz/checkup		
	6.05 assignment								6.3 Quiz/checkup		
DUE 5/6	5.04 Discussion	Not yet graded							6.4 Quiz/checkup		
	8.04 assignment							DUE 5/13	5.4 test p1 and p2		
DUE 4/5	8.03 Assignment								6.1 checkup and quiz		
								DUE 5/6	5.4 Practice		
								DUE 4/29	5.3 Quiz and Checkup		

Figure 2.4

BRIAN FOLEY REMAINING WORK ANALYSIS -- As of June 8, 2011											
PERSONAL FINANCE				HONORS PHYSICS							
92%											
				LAST WEEK	Semester Project	45	*				
HISTORY				ANTHROPOLOGY							
94%				GRADE		NOTES					
HONORS AMERICAN LITERATURE				LAST WEEK	Semester Project	300	*				
92%											
PRE-CALCULUS/TRIGONOMETRY											
95%											
					Now	Total Possible	Total Rem	90% Goal	Need for A		
				Finance	473	515	0	464	N/A		
				Literature	983	1165	0	1049	N/A		
				Anthropology	720	1030	300	927	207	*	
				History	3127	3317	0	2985	N/A		
				Math	1211.8	1279	0	1151	N/A		
				Physics	1368	1550	45	1395	27	*	
* Student subsequently submitted remaining semester projects and achieved points needed for A's in all classes.											

Figure 2.5 (Sample Year One Weekly

Student 10 (Figures 2.4 and 2.5) is a student success story. At one point he was 31 assignments behind. At the DTC Mr. Cumelis was able to track Student 10's progress and create a detailed daily assignment schedule for him. With the help of Mr. Cumelis and the academic staff student 10 excelled in his courses. He was able to come from behind and finish the semester with straight A's. Student 10 also indicates the value of the flexible schedule and the blended format. This student is a nationally ranked tennis player and missed numerous days of school due to his tennis tournament schedule. He was behind in many of his classes, but the focused catch up plan provided by the teacher and the flexible schedule allowed student 10 to excel in both academics and tennis.

**Academic Progress: Year 2 Pilot -
2010-2011 Second Semester Reports – 12 total students.
Student Assessments**

Student Assessments

1: Grades in all Courses:

Year 2: Pilot Study Year 2011-12

Student #	Name	Grade	Course	Semester 1	Course Grades		Final Grade*
					Semester 2*		
15	A. Bottocellio	4 then 5*	Fund. Geom/Alg	A	Unfinished		A
			Literature 5	A	Unfinished		A
			Language Skills	A	Unfinished		A
			Spelling 5	A	Unfinished		A
			Science 5	A	Unfinished		A
			History	A	Unfinished		A
			Art	A	Unfinished		A
			French	A	Unfinished		A
			* Completed 4 th grade requirements early and began 5 th grade work				
14	Z. Tuvida	6	MS Pre-Algebra	A	A		A
			Language Skills	A	A		A
			Literature	A	A		A
			Science	A	A		A
			History	A	A		A
			Music	A	A		A
			Art	A	A		A
28	C. Castro	7	Brit/Wrld Lit.	N/A*	A		A
			U.S./Global Econom	N/A*	B		B
			Achieving Goals	N/A*	B		B
			Spanish 3	N/A*	B		B
* Started at the DTC in 2 nd semester							
1	M. Foley	7	MS Algebra	B	N/A*		N/A*
			Int. Art	A	N/A*		N/A*
			Int. History	B	N/A*		N/A*
			Lit. Anal.&Comp.	A	N/A*		N/A*
			PE	A	N/A*		N/A*
			MS Spanish 2	A	N/A*		N/A*
* Left DTC after first semester to attend Faith Luthern							
16	K. Romero	7	* Foreign student (Brazil) provided monitoring and tutoring services only				
3	R. Lee	8	MS Algebra	B	A		A
			Lit. Anal.&Comp.	C	A		B
			Science	C	A		B
			History	C	A		B
			Art	D	A		B

			Spanish	C	C	C
4	M. Pasimio	8	MS Algebra	A	A	A
			Lit. Anal.&Comp.	A	A	A
			Science	A	A	A`
			History	A	A	A`
			Art	A	A	A
			Music	A	A	A
13	M. Arvilla	9	Enlish 1	B	N/A*	N/A*
			Algebra Comp.	C	N/A*	N/A*
			Health	A	N/A*	N/A*
			PE	A	N/A*	N/A*
			Earth Science	F	N/A*	N/A*
			Spanish 1	B	N/A*	N/A*
* Left DTC after first semester to attend and play tennis at Bishop Gorman High School						
31	S. Babayan	9	Algebra 1	N/A*	C	C
			Lit. Anal.&Comp.	N/A*	C	C
			Personal Finance	N/A*	C	C
			Earth Science	N/A*	D	D
			PE	N/A*	A	A
			Computer Literacy	N/A*	C	C
* Started at the DTC in 2 nd semester (was failing all subjects in California when he transferred to NVVA and the DTC. Student demonstrated a great improvement in course work, behavior and attitude over the course of one semester. He volunteered to be a DTC Ambassador to provide an overview of the program and the facility to potential students/parents and visitors. He demonstrated strong leadership skills.						
6	R. Lopez	9	Algebra 1	D	N/A*	N/A*
			Lit. Anal.&Comp	F	N/A*	N/A*
			Personal Finance	A	N/A*	N/A*
			Earth Science	F	N/A*	N/A*
			Health	F	N/A*	N/A*
			PE	A	N/A*	N/A*
* Left DTC after first semester (Quit tennis – Parent removed student prior to end of 1 st Semester)						
32	B. O’Keefe	9	Geometry Honors	N/A*	D	D
			Lit. Anal.&Comp	N/A*	B	B
			Personal Finance	N/A*	A	A
			Biology Honors	N/A*	B	B
			Oceanography	N/A*	C	B
			PE	N/A*	A	A
* Started at the DTC in 2 nd semester – student was failing several courses prior to transferring to NVVA and DDTC.						
8	J. MacDonald	10	Geometry Honors	C	N/A*	N/A*
			Anal.&Comp Hon.	B	N/A*	N/A*
			Chemistry Honors	B	N/A*	N/A*
			Wrld History Hon.	B	N/A*	N/A*

Personal Finance A N/A* N/A*

* Left DTC after first semester to attend and play tennis at Bishop Gorman High School.

9	L. Lee	11	Prob./Statistics	N/A*	A	A
			Am. Lit. Honors	N/A*	A	A
			U.S. History Honors	N/A*	A	A
			Earth Science	N/A*	A	A
			Personal Finance	N/A*	A	A
			Fine Art	N/A*	A	A

* Started at the DTC in 2nd semester

12	T. Beck	12	Statistics	A	A	A
			English 4	A	A	A
			Government	A	A	A
			Environment Chg.	A	A	A
			Spanish 3	A	A	A

Student accepted a scholarship at a Division One College in Pennsylvania.

10	B. Foley	12	Brit/Wrld Lit. Hon.	C	A	A
			Economics	B	A	A
			Oceanography	A	B	A
			Goals	B	A	A

This student was named Valedictorian for all of Nevada Virtual Academy and was offered scholarships at Brown University, the US Air Force Academy and Boise State University. Student accepted a full scholarship at Boise State University.

11	V. Horvat	12
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*Foreign student provided monitoring services only (Student received all A's in his courses in Slovenia).

Academic Progress: Year 3 Pilot - 2010-2011 Second Semester Reports – 12 total students.

1: Grades in all Courses:

Year 3: Pilot Study Year 2012-13

Student #	Name	Grade	Course	Course Grades		Final Grade*
				Semester 1	Semester 2	
17	O. Filipovic	4		Incomplete		
				Current/Projected		
			Math Plus	A	N/A	N/A
			Language Skills	A	N/A	N/A
			Literature	A	N/A	N/A
			Spelling	A	N/A	N/A
			Science	A	N/A	N/A
			History	A	N/A	N/A
			Social Studies	A	N/A	N/A
18	C. Kasday	4	State History	A	N/A	N/A
			Art	A	N/A	N/A
			Math Plus	A	N/A	N/A

Language Skills	A	N/A	N/A
Literature	A	N/A	N/A
Spelling	A	N/A	N/A
Science	A	N/A	N/A
History	A	N/A	N/A
Social Studies	A	N/A	N/A
State History	A	N/A	N/A
Art	A	N/A	N/A

(C. and B. Kasday transferred to DTC from the Meadows School)

19	R. Turner	4	Math Plus	A	N/A	N/A
			Language Skills	A	N/A	N/A
			Literature	A	N/A	N/A
			Spelling	A	N/A	N/A
			Science	A	N/A	N/A
			History	A	N/A	N/A
			Social Studies	A	N/A	N/A
			State History	A	N/A	N/A
			Art	A	N/A	N/A
15	A. Botticelli	5	Fund. Geom/Algebra	B/A	N/A	N/A
			Language Skills	A	N/A	N/A
			Literature	B/A	N/A	N/A
			Spelling	B	N/A	N/A
			Science	D/A	N/A	N/A
			History	B/A	N/A	N/A
			Art	A	N/A	N/A
			Music	A	N/A	N/A
20	N. Cheong	5	Math Plus	A	N/A	N/A
			Language Skills	A	N/A	N/A
			Literature	A	N/A	N/A
			Spelling	A	N/A	N/A
			Science	A	N/A	N/A
			History	A	N/A	N/A
			Art	A	N/A	N/A
21	N. Cimic	5	Math Plus	A	N/A	N/A
			Language Skills	A	N/A	N/A
			Literature	A	N/A	N/A
			Spelling	A	N/A	N/A
			Science	A	N/A	N/A
			History	A	N/A	N/A
			Art	A	N/A	N/A
22	B. Kasday	5	Math Plus	A	N/A	N/A
			Language Skills	A	N/A	N/A
			Literature	A	N/A	N/A
			Spelling	A	N/A	N/A
			Science	A	N/A	N/A
			History	A	N/A	N/A
			Art	A	N/A	N/A
23	M. Becerra	6	Pre-Algebra	A	N/A	N/A
			Int. Language Skills	A	N/A	N/A
			Int. Literature	A	N/A	N/A

			Earth Science	A	N/A	N/A
			American History	A	N/A	N/A
			Int. Art	A	N/A	N/A
24	A. Patho	6	Fund. Geom/Algebra	D/B	N/A	N/A
			Int. Language Skills	D/B	N/A	N/A
			Int. Literature	D/B	N/A	N/A
			Earth Science	F/B	N/A	N/A
			American History	FB	N/A	N/A
			Int. Art	A	N/A	N/A
25	C. Rodriguez	6	Fund. Geom/Algebra	B/A	N/A	N/A
			Int. Language Skills	A	N/A	N/A
			Int. Literature	B/A	N/A	N/A
			Earth Science	B/A	N/A	N/A
			American History	A	N/A	N/A
			Int. Art	A	N/A	N/A
26	A. Rodriguez	7	Pre-Algebra	A	N/A	N/A
			Int. Language Skills	A	N/A	N/A
			Int. Literature	A	N/A	N/A
			Earth Science	A	N/A	N/A
			Int. World History	A	N/A	N/A
			Int. Art	A	N/A	N/A
27	C. Rodriguez	7	Pre-Algebra	A	N/A	N/A
			Int. Language Skills	A	N/A	N/A
			Int. Literature	A	N/A	N/A
			Earth Science	A	N/A	N/A
			Int. World History	A	N/A	N/A
			Int. Art	A	N/A	N/A
28	C. Castro	8	MS Algebra	A	N/A	N/A
			Int. Language Skills	A	N/A	N/A
			Int. Literature	A	N/A	N/A
			Physical Science	A	N/A	N/A
			Int. World History	A	N/A	N/A
			Int. Art	A	N/A	N/A

The following students were involved in extensive training and tournament play and are currently behind in their work. Based on the Student Progress Reports and the Teacher's Weekly Academic Plan for each student, the Teacher projects the First Semester Grades as follows: C/B = current grade C, projected grade B.

1	M. Foley	8	HS Algebra 1	C/B	N/A	N/A
			HS English Honors	B/A	N/A	N/A
			Physical Science	B/A	N/A	N/A
			Int. World History	B/A	N/A	N/A
			Int. Art	B/A	N/A	N/A
			Spanish	B/A	N/A	N/A

Student returned to DTC Academy after one Semester at Faith Luthern.

3	R. Lee	9	Algebra 1 Honors	C/B	N/A	N/A
			English Honors	D/B	N/A	N/A
			Earth Science	C/B	N/A	N/A
			Health	B/A	N/A	N/A
			PE	A	N/A	N/A
			Spanish	D/B	N/A	N/A
5	D. Patho	9	Algebra 1	B/A	N/A	N/A
			English	C/A	N/A	N/A
			Earth Science	F/B	N/A	N/A
			Health	C/B	N/A	N/A
			PE	A	N/A	N/A
			Spanish	D/B	N/A	N/A
Student returned to DTC Academy after one semester in public school where he was failing.						
29	G. Smith	9	Algebra 1	B/A	N/A	N/A
			English	B/A	N/A	N/A
			Earth Science	C/B	N/A	N/A
			Personal Finance	B/A	N/A	N/A
			PE	A	N/A	N/A
			Computer Lit.	C/A	N/A	N/A
30	B. Aguilar	10	Algebra 1	C/B	N/A	N/A
			Lit. Anal. & Comp	C/B	N/A	N/A
			Int. to Entrepshp	B/A	N/A	N/A
			World History	B/A	N/A	N/A
			PE	A	N/A	N/A
			Biology	C/B	N/A	N/A
31	S. Babayan	10	Geometry	B/A	N/A	N/A
			English	C/B	N/A	N/A
			Health	C/B	N/A	N/A
			World History	D/B	N/A	N/A
			PE	A	N/A	N/A
			Biology	C/B	N/A	N/A
32	B. O’Keefe	10	Algebra II Honors	C/A	N/A	N/A
			English 203	C/A	N/A	N/A
			Chemistry Honors	C/A	N/A	N/A
			Engineering Design	D/A	N/A	N/A
			Web Design	D/A	N/A	N/A
			German	C	N/A	N/A
33	T. Johnson	11	Algebra II	C/A	N/A	N/A
			American Lit.	C/A	N/A	N/A
			U.S. History	C/A	N/A	N/A
			Chemistry	C/A	N/A	N/A
			Fine Art	B/A	N/A	N/A
			Spanish 1	C/A	N/A	N/A
34	A. Aguilar	12	Accounting	A	N/A	N/A
			U.S. Government	C/B	N/A	N/A
			Creative Writing	A	N/A	N/A
			Brit/Wld Literature	C/B	N/A	N/A
			U.S History	C/B	N/A	N/A

Fine Art	C/B	N/A	N/A
Achieving Goals	B	N/A	N/A

2. OTHER ASSESSMENTS (These were the only scores provided to LICPA by NVVA or by Parents).

Grade	First Name	Last Name	ID	Records status / Possible Score	Math	Science	Reading	Writing
					CRT Scores/HSPE Scores			
4	O	Filipovic	972995	No Records				
4	R	Turner	1036810	No Records				
4	C	Kasday	962986	Doc attached				
5	N	Cimic	1031726	High score 500	378		416	
5	N	Cheong	959130	Doc attached				
5	B	Kasday	962973	Doc attached				
5	A	Botticelli	317686	High score 500	392		352	
6	A	Patho	981598	High score 500	276		282	
6	M	Becerra	961167	High score 500	449	364	465	
6	C	Rodriguez	1028663	Missing File				
7	C	Rodriguez	1009886	High score 500	500	355	500	
7	A	Rodriguez	1009882	High score 500	500	419	425	
8	C	Castro	1027204	No Records				
8	M	Foley	1055610	High score 500	327		373	
9	R	Lee	667333	High score 500	185	222	236	
9	D	Patho	666045	High score 500	259		309	
9	G	Smith	943919	High score 500	344		361	
10	S	Babayan	882390	Will Take HSPE in the Spring				
10	B	O'Keefe	694315	Will Take HSPE in the Spring				
10	B	Aguilar	479945	Will Take HSPE in the Spring				
11	T	Johnson	596593		Pass	Fail	Pass	Not Taken

12	A	Aguilar	496283		Pass	Pass	Pass	Pass
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3. Sample Weekly Work Plans: Classroom teachers develop these plans for any student who is behind in coursework for any given week. The teacher reviews the weekly plan with each student on Monday. The student, parent, administrator, and coaches are provided a copy of the plan and all work together to support the student to complete the work assigned each day. Every student who is behind must complete the daily assignments listed in the form below before going to practice that day. Coaches are fully supportive of this procedure and often meet with the teachers and students to inform students about enforcing the policy. The collaboration of teacher, student, parent, administrator and coach provides a strong support and enforcement team to assist the student in reaching the weekly academic goals.

RACHEL'S WEEKLY PLAN

December 3rd - December 7th

HAVE A GREAT WEEK!	Monday	Tuesday	Wednesday	Thursday	Friday	MISSING/NOTES
HONORS LAC	Day 66 Read CHPT 6 & 7 Animal Farm 5 **Journal 2 Due Wednesday 12/5**	Day 67 Read CHPT 8-10 Animal Farm 6	Day 68 Animal Farm 7 <u>DUE: JOURNAL 2</u>	Day 69 Animal Farm 8	Day 70 <u>DUE: LC Unit 7 Test</u>	Day 55 GV Quiz Unit 6 Test.
ALGEBRA 1 HONORS	Read & Practice 7.01 Equations in Two Variables <u>DUE: 7.01 Quiz</u>	Read & Practice 7.02 Graphs <u>DUE: 7.02 Quiz</u>	Read & Practice 7.03 Lines and Intercepts <u>DUE: 7.03 Quiz</u>	Read & Practice 7.04 Slope <u>DUE: 7.04 Quiz</u>	See Study Island: MATH	6.07 Quiz Unit 6 Test Part 2
HEALTH	7.1 Study 2: Friendships, 7.1 Study 3: Dating (Romantic Relationships), 7.1 Study 4: Getting Relationship Help, <u>DUE: 7.1 Quiz: Assess Your Learning</u>	7.2 Study 1: Things to Know About Marriage 7.2 Study 2: Parenthood <u>DUE: 7.2 Journal 2 Interview a Parent-Will be Read</u>	<u>DUE: 7.2 Quiz: Assess Your Learning</u>	7.3 Study 1: The Female Reproductive System, 7.3 Study 2: Female Puberty and Menarche, 7.3 Study 3: Female Reproductive Health	7.3 Study 4: The Male Reproductive System, 7.3 Study 5: Male Puberty, 7.3 Study 6: Male Reproductive Health <u>DUE: 7.3 Practice: Reproductive Health</u>	

RACHEL'S WEEKLY PLAN

December 3rd - December 7th

HAVE A GREAT WEEK!	Monday	Tuesday	Wednesday	Thursday	Friday	MISSING/NOTES
P.E	15.01 CHECK IN ACTIVITY LOG	15.02 CHECK IN ACTIVITY LOG	15.03 CHECK IN ACTIVITY LOG	15.04 CHECK IN ACTIVITY LOG	15.05 CHECK IN ACTIVITY LOG	
EARTH SCIENCE	<u>DUE: 5.06 Lab: Barometer 2</u>	<u>DUE: 5.07 Mid-Unit Test Part 1 & Part 2</u>	Read 5.08 Sun & Energy	Read 5.09 Solar Radiation	Read 5.10 Air Pressure <u>DUE: 5.10 Discussion</u>	4.09 Unit 4 Test 1.05 Quiz
SPANISH 1	<u>Follow online schedule</u>	<u>Follow online schedule</u>	<u>Follow online schedule</u>	<u>Follow online schedule</u>	<u>Follow online schedule</u>	
Study Island MATH						DUE 12/20

** Please fill in Study Island progress in blank schedule as they are completed.

GABBY'S WEEKLY PLAN

December 3rd - December 7th

HAVE A GREAT WEEK!	Monday	Tuesday	Wednesday	Thursday	Friday	MISSING/NOTES
Personal Finance	Section 8 Lesson 1 & Study Questions	Section 8 Lesson 1 & Study Questions	<u>DUE: Section 8: Lesson 1 & Study Questions</u>	<u>DUE: QUIZ 8</u>	Assignment 8	Assignment 6
LAC	Day 66 Read CHPT 6 & 7 Animal Farm 5 **Journal 2 Due Wednesday 12/5**	Day 67 Read CHPT 8-10 Animal Farm 6	Day 68 Animal Farm 7 <u>DUE: JOURNAL 2</u>	Day 69 Animal Farm 8	Day 70 <u>DUE: LC Unit 7 Test</u>	Day 25 GV Quiz, Day 28 GV Quiz, Day 33 LC Unit 3 Test: Part 1, Day 55 GV Quiz, Day 59 LC Unit 6 Test: Part 1
ALGEBRA 1	Read & Practice 7.01 Equations in Two Variables <u>DUE: 7.01 Quiz</u>	Read & Practice 7.02 Graphs <u>DUE: 7.02 Quiz</u>	Read & Practice 7.03 Lines and Intercepts <u>DUE: 7.03 Quiz</u>	Read & Practice 7.04 Slope <u>DUE: 7.04 Quiz</u>	See Study Island: MATH	6.09 Unit 6 Test: Part 1 & Part 2
P.E	15.01 CHECK IN ACTIVITY LOG	15.02 CHECK IN ACTIVITY LOG	15.03 CHECK IN ACTIVITY LOG	15.04 CHECK IN ACTIVITY LOG	15.05 CHECK IN ACTIVITY LOG	Unit 14 Activity Log

GABBY'S WEEKLY PLAN

December 3rd - December 7th

HAVE A GREAT WEEK!	Monday	Tuesday	Wednesday	Thursday	Friday	MISSING/NOTES
EARTH SCIENCE	<u>DUE: 5.06 Lab: Barometer 2</u>	<u>DUE: 5.07 Mid-Unit Test Part 1 & Part 2</u>	Read 5.08 Sun & Energy	Read 5.09 Solar Radiation	Read 5.10 Air Pressure <u>DUE: 5.10 Discussion</u>	4.09 Unit 4 Test, Barometric Pressure Lab *extra credit*
COMPUTER LITERACY	Assignment 5S	Assignment 5S	Assignment 5S	<u>DUE: Assignment 5S (25 points)</u>	Assignment 5R	Assignment 3S, Assignment 2S, Submit Career Plan
Study Island MATH						<u>DUE 12/20</u>

** Please fill in Study Island progress in blank schedule as they are completed.

DANNY'S WEEKLY PLAN

December 8th - December 11th

HAVE A GREAT WEEK!	Monday	Tuesday	Wednesday	Thursday	Friday	MISSING DUE 12/21
LAC	Day 66 Read CHPT 6 & 7 Animal Farm 5 **Journal 2 Due Wednesday 12/5**	Day 67 Read CHPT 8-10 Animal Farm 6	Day 68 Animal Farm 7 <u>DUE: JOURNAL 2</u>	Day 69 Animal Farm 8	Day 70 <u>DUE: LC Unit 7 Test</u>	Day 33 LC Unit 3 Test: Part 1, Day 34 GV Quiz, Day 35 GV Quiz, Day 55 GV Quiz, Day 57 GV Quiz, Day 59 LC Unit 6 Test: Part 1, Day 60 GV Quiz
ALGEBRA	Read & Practice 7.01 Equations in Two Variables <u>DUE: 7.01 Quiz</u>	Read & Practice 7.02 Graphs <u>DUE: 7.02 Quiz</u>	Read & Practice 7.03 Lines and Intercepts <u>DUE: 7.03 Quiz</u>	Read & Practice 7.04 Slope <u>DUE: 7.04 Quiz</u>	See Study Island: MATH	4.07 Quiz, 5.05 Quiz, 6.09 Unit 6 Test: Part 2

DANNY'S WEEKLY PLAN

December 8th - December 11th

HAVE A GREAT WEEK!	Monday	Tuesday	Wednesday	Thursday	Friday	MISSING DUE 12/21
HEALTH	7.1 Study 2: Freestyle 7.1 Study 3: Dating Relationships 7.1 Study 4: Getting Relationships Help <u>DUE: 7.1 Quiz: Assess Your Learning</u>	7.2 Study 1: Things We Know About Marriage 7.2 Study 2: Parenthood <u>DUE: 7.2 Journal 2: Interview a Parent. We'll be Read</u>	<u>DUE: 7.2 Quiz: Assess Your Learning</u>	7.3 Study 1: The Female Reproductive System, 7.3 Study 2: Female Puberty and Menstruation, 7.3 Study 3: Female Reproductive Health	7.3 Study 4: The Male Reproductive System, 7.3 Study 5: Male Puberty, 7.3 Study 6: Male Reproductive Health <u>DUE: 7.3 Practice: Reproductive Health</u>	5.5 Test Part 1, 6.5 Test Part 1
P.E	15.01 CHECK IN ACTIVITY LOG	15.02 CHECK IN ACTIVITY LOG	15.03 CHECK IN ACTIVITY LOG	15.04 CHECK IN ACTIVITY LOG	15.05 CHECK IN ACTIVITY LOG	
EARTH SCIENCE	<u>DUE: 5.06 Lab: Barometer 2</u>	<u>DUE: 5.07 Mid-Unit Test Part 1 & Part 2</u>	Read 5.08 Sun & Energy	Read 5.09 Solar Radiation	Read 5.10 Air Pressure <u>DUE: 5.10 Discussion</u>	COMPLETE EXTRA CREDIT
SPANISH I	<u>Follow online schedule</u>	<u>Follow online schedule</u>	<u>Follow online schedule</u>	<u>Follow online schedule</u>	<u>Follow online schedule</u>	23 PAST DUE ASSIGNMENTS, COMPLETE 2 ASSIGNMENTS PER DAY.

DANNY'S WEEKLY PLAN

December 8th - December 11th

HAVE A GREAT WEEK!	Monday	Tuesday	Wednesday	Thursday	Friday	MISSING DUE 12/21
Study Island MATH						<u>DUE 12/20</u>

TREVOR'S WEEKLY PLAN

December 3rd - December 7th

HAVE A GREAT WEEK!	Monday	Tuesday	Wednesday	Thursday	Friday	MISSING
FINE ART	7.05 Italian Renaissance Painting 1 <u>DUE: 7.05 Quiz</u>	7.06 Discuss: The Renaissance <u>DUE: 7.06 Discussion: Post by tomorrow</u>	<u>DUE: 7.06 Discussion: All posts due</u> <u>DUE: Unit 7.07 Sketchbook Assignment</u>	7.08 Italian Renaissance Painting 2 <u>DUE: 7.08 Quiz</u>	7.09 Italian Renaissance Sculpture <u>DUE: 7.09 Quiz</u>	6.05 Studio 5, 7.03 Quiz
AMERICAN LITERATURE	6.02: Read and Analyze Spirituals	6.03: Life of Frederick Douglass	6.04: The Gettysburg Address	6.05: Poetry of Whitman, Session 1	6.06: Poetry of Whitman, Session 2 <u>DUE: 6.01 ASSIGNMENT</u>	ILP: My Career Plan Assignment
U.S HISTORY	6.08 War's End Read 429-433	6.09 A War on All Fronts Read 433-441 <u>DUE: 6.09 Quiz</u>	6.10 Reuniting a Nation Read 442-451 (lesson 6.10) and 451-459 (lesson 6.11) <u>DUE: 6.10 Checkpoint</u>	<u>DUE: 6.06 Discuss: Constitutional Rights</u> <u>DUE: 6.11 Assignment</u>	**6.12 Preparing for the Unit Test**	2.04 Checkpoint, 2.05 Quiz, 2.13 Unit 2 Test: Part 2, 3.14 Unit 3 Test: Part 2, 4.14 Unit 4 Test: Part 2, 6.03 Quiz

TREVOR'S WEEKLY PLAN

December 3rd - December 7th

HAVE A GREAT WEEK!	Monday	Tuesday	Wednesday	Thursday	Friday	MISSING
ALGEBRA II	7.08 Multiplying/Dividing Numbers <u>DUE: 7.08 QUIZ</u>	7.09 Equations with Complex Solutions <u>DUE: 7.09 QUIZ</u>	7.10 Unit Review	<u>DUE: 7.11 Unit 7 Test</u> BOTH PARTS!	8.01 Graphing Quadratic Functions <u>DUE: 8.01 QUIZ</u>	1.06 Mid-Unit Test, 5.07 Quiz, 6.11 Unit 6 Test: Part 2, 7.03 Mid-Unit Test, 3.12 Unit 3 Test: Part 2
CHEMISTRY I	5.10 Oxidation-Reduction Reaction <u>DUE: 5.10 Quiz</u>	Study for Unit 5 Test	<u>DUE: 5.12 Unit 5 Test: Part 1</u> <u>DUE: 5.12 Unit 5 Test: Part 2</u> <u>DUE: Unit 5 Extra Credit</u>	6.01 Stoichiometry & Its Uses <u>DUE: 6.01 Quiz</u>	6.02 Mole-Number Relationships <u>DUE: 6.02 Quiz</u>	ILP: My Career Plan Assignment, The Study of Chemistry - 1.01 Quiz, 1.11 Mid-Unit Test: Part 2, 3.06 Mid-Unit Test: Part 2
SPANISH I	Follow Online Schedule	Follow Online Schedule	Follow Online Schedule	Follow Online Schedule	Follow Online Schedule	22 Assignments Past Due. COMPLETE *2* ASSIGNMENTS PER DAY TO BE CAUGHT UP BY 12/17!
Study Island MATH						DUE 12/20
Study Island ENGLISH						DUE 12/20

** Please fill in Study Island progress in blank schedule as they are completed.

All files are available upon request.

4. Sample Weekly Student Reports: The Online LMS data and Teacher input are recorded on the Student Weekly Reports. These Student Weekly Reports help generate the Student Weekly Plans above. The Reports are also sent to parents, teachers, administrators and coaches. The Weekly Student Reports and Student Weekly Plans are reviewed by parents, teachers/students and coaches and all participates work together to see the student plan is completed. This combination of academic data, collaboration with student, teacher, parent, administrator and coaches creates a strong team dedicated to academic success for each student.

DTC Weekly Academic Report To Parents						
Student :	Rachel Lee			PROGRESS: Keep it up Rachel!		COMMENTS: Countdown to Christmas break! Don't fall off the wagon now! Bring your focus and hard work this week :) A's & B's in ALL CLASSES.
DATE	26-Nov	27-Nov	28-Nov	29-Nov	30-Nov	WEEK SUMMARY
Required Hours	4	4	4	4	4	Productivity = In - class: 90%
Productive Hours	3	3	4	4	4	
COURSES:	NOTES					GRADE
HONORS ENGLISH	Grade increase. Keep it up. *1 item not yet graded in DropBox. Complete: Day 55 GV Quiz and Unit 6 Test.					77% C
HONORS ALGEBRA	No change. Complete: 6.07 Quiz, Unit 6 Test Part 2, Study Island for December					77% C
HEALTH	Grade increase. Excellent! (No missing assignments - On track!)					92% A
PE	Excellent. Full credit awarded to all assignments this week. (No missing assignments - On track!)					98% A
EARTH SCIENCE	Slight grade increase. *2 ungraded assignments in DropBox. Good work on Lab and discussion this week. Complete: 4.09 Unit 4 Test, 1.05 Quiz					72% C
SPANISH 1	Grade increase. *1 ungraded assignment. Good work this week. Complete Spanish: EVERY DAY. (No missing assignments)					76% C
FINAL COMMENTS:	Study Island assignments for December are now open... complete 1 - 2 each week. (50 points)					
Legend	Green is for 90% or above	Blue is for 80%-89%	Purple is for 70%-79%	Yellow is for 60%-69%	Red is a FAILING grade (below 60%)	Productivity % represents how the student used available time

DTC Weekly Academic Report To Parents						
Student :	Gabby Smith			PROGRESS: Fair. Last week was so good... I know you can do better!		COMMENTS: *** Did not award full productivity due to missing assignments from this past week *** MUST check in after each assignment is complete, test taken. ***
DATE	26-Nov	27-Nov	28-Nov	29-Nov	30-Nov	WEEK SUMMARY
Required Hours	4	4	4	4	4	Productivity =
Productive Hours	3	3	3	3	3	In - class: 75%
COURSES:	NOTES					GRADE
PERSONAL FINANCE	Grade decrease. Complete: Assignment 6 and grade will increase.					74% C
ENGLISH	No change. *1 ungraded item in DropBox. Complete: Day 25 GV Quiz, Day 28 GV Quiz, Day 33 LC Unit 3 Test: Part 1, Day 35 GV Quiz, Day 39 LC Unit 6 Test: Part 1					85% B
ALGEBRA 1	Grade decrease. Complete: - 6.09 Unit 6 Test: Part 1 & Part 2					73% C
PE	Complete: Unit 14 Activity Log					97% A
EARTH SCIENCE	Grade increase. Good work on the discussion! Complete: 4.09 Unit 4 Test, Barometric Pressure Lab *extra credit*					78% C
COMPUTER LITERACY	No change. Good work on quiz this past week. *1 ungraded item in DropBox. Complete: Assignment 35, Assignment 25, Submit Career Plan (10 pt)					72% C
FINAL COMMENTS:	* Take English Unit 6 Test by end of day Monday!* Complete missing assignments - all have been/will be zeroed out! ALL WORK DUE BY 12/21 !!!					
Legend	Green is for 90% or above	Blue is for 80%-89%	Purple is for 70%-79%	Yellow is for 60%-69%	Red is a FAILING grade (below 60%)	Productivity % represents how the student used available time

DTC Weekly Academic Report To Parents						
Student :	Sam Babayan			PROGRESS: Needs improvement.		COMMENTS: ** DID NOT GIVE FULL PRODUCTIVITY HOURS DUE TO GRADES AND EFFORT THIS WEEK **
DATE	26-Nov	27-Nov	28-Nov	29-Nov	30-Nov	WEEK SUMMARY
Required Hours	4	4	4	4	4	Productivity =
Productive Hours	3	3	3	3	3	In - class: 75%
COURSES:	NOTES				GRADE	
ENGLISH	Grade increase. <u>Complete</u> : Day 28: LC 3.01 Journal Dropbox, Day 41: LC 6.01 Journal 1 Dropbox (Group C), Day 45: LC 6.05 Journal 2 Dropbox (Group C), Day 51: LC 7.01 Journal Dropbox, Day 65 VC Unit 5 Test				80%	B
World History	No change! <u>Complete</u> : 4.06 Checkpoint, 4.07 Chapter Quiz, 4.08 Checkpoint, 4.10 Muslim Culture & Life, 5.02 The Silk Road, 5.13 Powerful People, 5.15 Discussion				65%	D
Geometry	Extra credit in this class is outrageous! Why are you not attempting any of the assignments??? <u>COMPLETE</u> : 3.13 Study Island: Angles of Polygons, 3.18 Study Island: Midpoint, Distance, & Slope				83%	B
Health	Grade decrease. You have to complete the writing assignments. <u>Complete</u> : 4.3 Practice, 5.2 Practice, 5.3 Practice, 6.1 Practice, 6.3 Practice, 6.5 Test Part 1				70%	C
P.E.	Good.				96%	A
Biology	Grade increase. <u>Complete</u> : 3.10 Lab: Diffusion Rate 1, 3.30 Quiz, 3.32 Unit 3 Test, 4.03 Lab: Genetic Crosses 1				86%	C
FINAL COMMENTS:	Sam - You have to complete the writing assignments (discussions, practices, checkpoints, labs), taking the tests and quizzes won't cut it and you can't possibly be retaining the information.					
Legend	Green is for 90% or above	Blue is for 80%-89%	Purple is for 70%-79%	Yellow is for 60%-69%	Red is a <u>FAILING</u> grade (below 60%)	Productivity % represents how the student used available time

DTC Weekly Academic Report To Parents						
Student :	Danny Patho			PROGRESS: Keep up the hard work Danny!		COMMENTS: Excellent work bringing up your English grade!
DATE	26-Nov	27-Nov	28-Nov	29-Nov	30-Nov	WEEK SUMMARY
Required Hours	4	4	4	4	4	Productivity =
Productive Hours	3	3	3	3	4	In - class: 80%
	NOTES				GRADE	
ENGLISH	Good job on 7.01 Journal (ungraded) <u>Complete</u> : Day 33 LC Unit 3 Test: Part 1, Day 34 GV Quiz, Day 35 GV Quiz, Day 55 GV Quiz, Day 57 GV Quiz, Day 59 LC Unit 6 Test: Part 1, Day 60 GV Quiz				76%	C
ALGEBRA 1	Good work on this past week's test. Grade decrease. <u>Complete</u> : 4.07 Quiz, 5.05 Quiz, 6.09 Unit 6 Test: Part 2				78%	C
HEALTH	Good work this week Danny! <u>Complete</u> : 5.5 Test Part 1, 6.5 Test Part 1				77%	C
PE	Excellent!				100%	A
EARTH SCIENCE	Excellent! GRADE INCREASE! *2 ungraded assignments in DropBox.				69%	D
SPANISH	No change: 23 PAST DUE ASSIGNMENTS. <u>COMPLETE</u> 2 lessons per day and will be caught up by 12/17!!!				60%	D
FINAL COMMENTS:	ALL MISSING WORK DUE 12/21!!					
Legend	Green is for 90% or above	Blue is for 80%-89%	Purple is for 70%-79%	Yellow is for 60%-69%	Red is a <u>FAILING</u> grade (below 60%)	Productivity % represents how the student used available time

DTC Weekly Academic Report To Parents						
Student :	Angel Aguilar			PROGRESS: Not much progress due to SAT Prep. You will catch up as per our conversation last week!		COMMENTS: Countdown to Christmas break! All late work is due BEFORE break! 12/21!
DATE	26-Nov	27-Nov	28-Nov	29-Nov	30-Nov	WEEK SUMMARY
Required Hours	4	4	4	4	4	Productivity =
Productive Hours	2	2	2	2	3	In - class: 55%
COURSES	NOTES					GRADE
FINE ART	Complete: 5.09 Sketchbook, 5.14 Quiz, 5.17 Unit 5 Test, 6.05 Studio 5, 7.01 Quiz - 7.03 Quiz					64% D
CREATIVE WRITING	Complete: Poetry Project					87% B
BRITISH & WORLD LITERATURE	Complete: 2.08 Characters and Their Tales, 5.02 Focus on a Topic, 5.10 Organize 1					74% C
US HISTORY	Complete: 4.11 Compare, Contrast, Predict, 4.14 Unit 4 Test Part 2, 5.06 Checkpoint, 5.08 War and Riches, 5.08 Quiz, 5.10 Checkpoint, 5.11 Unit 5 Test: Part 1 & 2, 6.01 Checkpoint, 6.03 Discussion, 6.03 Quiz, 6.05 Checkpoint, 6.06 Discussion, 6.07 Temple Goalist					63% D
US GOVERNMENT AND POLITICS	Complete: 3.1 Practice, 3.2 Explore, 3.4 Practice, 3.5 Practice, 4.4 Test Part 1, 5.1 Project, 5.1 Practice, 5.2 Practice, 5.3 Explore, 5.3 Practice, 5.4 Practice, 5.5 Test Part 1 & 2, 6.1 Discuss, 6.1 Practice, 6.1 Quiz, 6.2 practice, 6.2 quiz					62% D
ACCOUNTING	Great work Angel					108% A
ACHIEVING YOUR CAREER GOALS	Complete: 5.01 Applying to College 1, 5.04 Applying to College 2 (20 points extra credit), 5.08 Applying to College 3, 5.08 Quiz					84% B
FINAL COMMENTS:	USE YOUR TIME THIS WEEK <u>WISELY</u> .					
Legend	Green is for 90% or above	Blue is for 80%-89%	Purple is for 70%-79%	Yellow is for 60%-69%	Red is a FAILING grade (below 60%)	Productivity % represents how the student used available time

All student reports are available upon request.

The four students who left the DTC Academy to attend other schools have all done outstanding work in their public or private school. In addition, the two students who graduated last year visited the DTC Academy during Thanksgiving break and informed the staff that they are doing very well in college. Both students expect to be in the Dean's List for all A's the first semester in college.

In sum, student data demonstrates that all DTC Academy Students have excelled in academic work. All students have year end grades of A's and B's with the majority receiving all A's. Students who were doing poorly in online only schools and public schools improved their grades and behavior at the DTC Academy. Student's who transferred to other schools maintained high academic grades in their new schools. The two students who graduated last year are self-reporting that they are doing excellent academic work in college.

Attachment A.2.4.b Parent Satisfaction Survey

Legacy Academy School Satisfaction Survey

Use this scale to respond to the satisfaction survey:

(SA=Strongly Agree A=Agree DK=Don't Know D= Disagree SD= Strongly Disagree)

Educational Program

Written statement of mission and philosophy are clear and readily available.

SA A DK D SD

Curriculum listing and materials are accessible and consistent with mission and philosophy.

SA A DK D SD

Curriculum meets or exceeds state and grade level requirements. 4. Curriculum includes provisions for parent input and involvement.

SA A DK D SD

Activities, projects, fieldtrips and after school programs are provided to enhance learning.

SA A DK D SD

Written Code of Conduct is readily available and establishes authority and responsibility.

SA A DK D SD

There is evidence of a positive impact to student learning, physical and social development.

SA A DK D SD

Courses are academically demanding

SA A DK D SD

There is good rapport between parents, faculty and students

SA A DK D SD

There is good rapport between parents, staff and students

SA A DK D SD

Legacy Academy is warm, friendly, supportive of parents and students

SA A DK D SD

Students receive adequate recognition for their accomplishments

SA A DK D SD

Computer's (and equipment) are adequate

SA A DK D SD

Academic Support Services are adequate (reading, writing, language etc.)

SA A DK D SD

Technology Support is adequate

SA A DK D SD

The campus is generally a safe place

SA A DK D SD

Variety of courses offered is adequate

SA A DK D SD

Class size is appropriate

SA A DK D SD

Advisors are available when needed

SA A DK D SD

Programs of Study are flexible

SA A DK D SD

There is diversity and racial harmony at Legacy

SA A DK D SD

There is a clear parent and student complaint/grievance process

SA A DK D SD

Help is available to improve my ability to help my child's study habits and skills

School Site

School buildings and grounds contribute to a positive educational atmosphere.

SA A DK D SD

Building and site meet needs of disabled.

SA A DK D SD

Outdoor areas complement academics, physical education and extra-curricular programs.

SA A DK D SD

Heating, air conditioning, lighting, water and lavatories ensure health and safety of occupants.

SA A DK D SD

Maintenance and housekeeping provide safe, sanitary and attractive environment.

SA A DK D SD

Safeguards against fire, earthquakes, storms and other emergencies are evident.

SA A DK D SD

Computing and network technology is adequate to support student and staff needs.

SA A DK D SD

Learning material preparation equipment / workspace is adequate to support staff needs.

SA A DK D SD

Business Practices

The school application package is professional, concise and easy to complete.

SA A DK D SD

Tuition and fee collection (if it applies to your child) procedures are fair and ethical to both families and the school.

SA A DK D SD

Written, telephone, email and face to face communication is prompt, courteous and professional

SA A DK D SD

All advertising and promotional literature is professional, truthful and ethical.

SA A DK D SD

Report card format contains the right information, is concise and easy to read

SA A DK D SD

6.The school calendar, holidays, vacation, start and end times are appropriate.

SA A DK D SD

General Questions

My child is accomplishing his/her educational goals at Legacy

SA A DK D SD

I would choose to have my child attend Legacy again

SA A DK D SD

I would recommend Legacy to others

SA A DK D SD

Adapted from http://www.mcc.edu/pdf/ss/student_satisfaction_survey.pdf

<http://www.snosprings.com/images/SchoolSatisfactionSurveyResultsNov232010.pdf>

Attachment A.2.4.c AYP Compliance

Legacy Academy will maintain records and provide information to demonstrate AYP participation and compliance.

What is Adequate Yearly Progress (AYP)?

NCLB requires that states implement an accountability system for schools that evaluates whether schools are making Adequate Yearly Progress toward to goals of the legislation. In compliance with NCLB, Nevada AYP classifications are made annually based on the percentage of students tested, the percentage of students tested who score at or above the proficient level on annual statewide tests, and school attendance or graduation rates.

When determining if a school has demonstrated Adequate Yearly progress, performance on 3 indicators (participation, academic achievement [i.e. status & safe harbor], and the other indicator [i.e. average daily attendance/ graduation rate]) is disaggregated among 9 groups in the school. In the past, accountability systems have focused almost exclusively on the performance of the school as a whole. Under NCLB, performance is evaluated for each population in the school which constitutes a large enough sample to be measured. In Nevada, populations with at least 25 students are evaluated. The 9 groups considered for AYP analyses are:

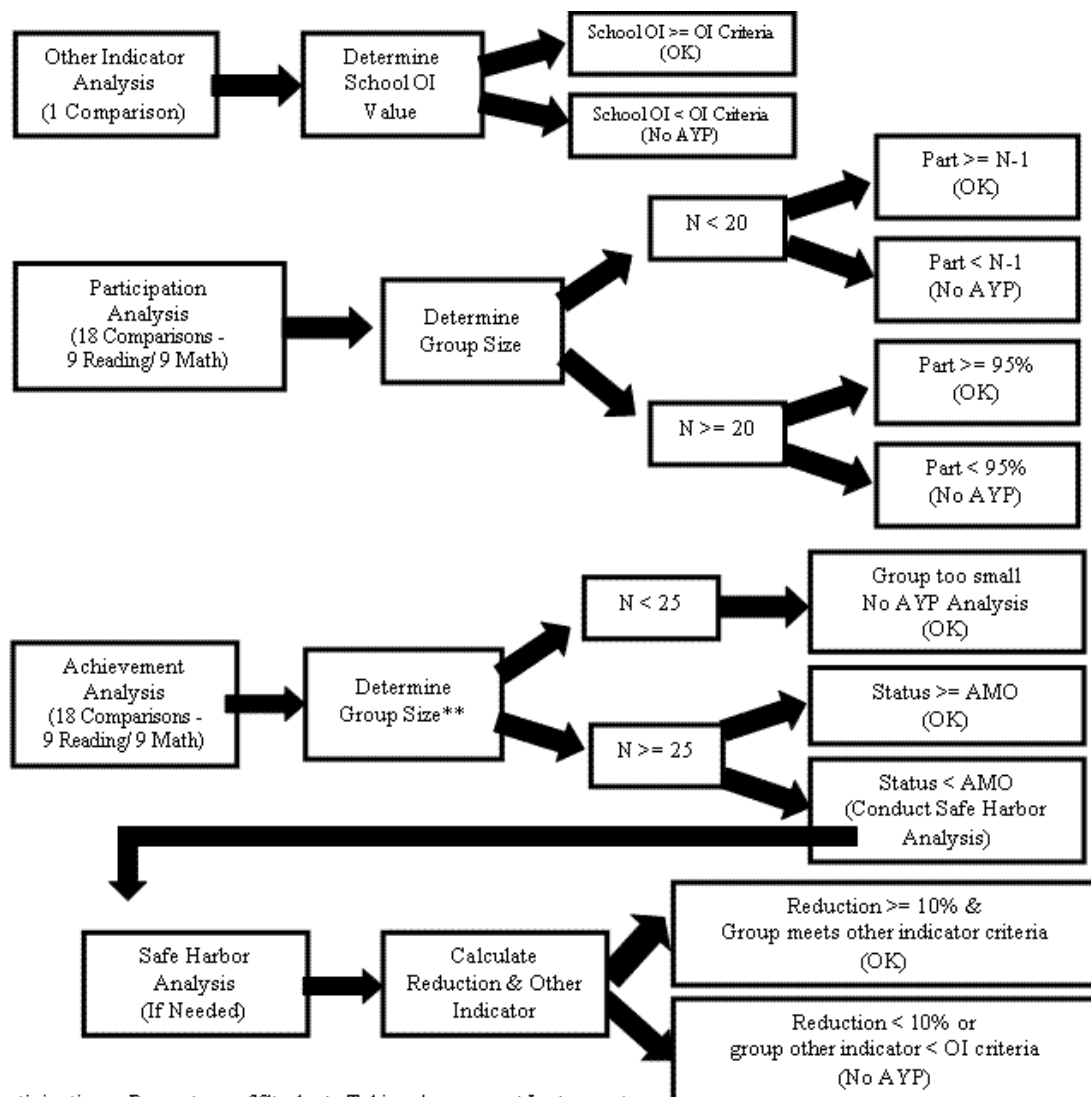
1. The Entire School
2. American Indians/ Alaskan Natives
3. Asians/ Pacific Islanders
4. Hispanics
5. Black/ African Americans
6. White/ Caucasians
7. Students with an Individualized Educational Plan (IEP) Students of Limited English Proficiency (LEP)
8. Students receiving Free or Reduced Price Lunches (FRL)

If any one of the 9 groups does not meet the criteria for the 3 AYP indicators: 1) participation on math or English language arts tests or 2) annual measurable objectives (AMOs) in math or English language arts tests and safe harbor analyses or 3) for the school as a whole on the other indicator (i.e. average daily attendance or graduation rate), the school is designated as not demonstrating Adequate Yearly Progress. Schools are classified as demonstrating or not demonstrating adequate yearly progress based on three designation areas: English Language Arts (ELA), mathematics, and the other indicator.

AYP Analysis Flow Chart

Please Note: Participation and Status analyses are conducted for the entire school and 8 disaggregated groups [5 ethnic/racial, students with an individualized education plan (IEP), students with limited English proficiency (LEP), and students who receive free or reduced price lunch (FRL)] in both English Language Arts and Mathematics for a total of 36 comparisons. In addition to participation and status comparisons, the school as a whole is evaluated on the other indicator. If any one of these 37 comparisons is below the target level, the school is designated as not demonstrating Adequate Yearly Progress.

Source: <http://nde.doe.nv.gov/AYPOverview.htm>



Participation = Percentage of Students Taking Assessment Instruments

Status = Percent of Students Scoring Above Proficiency Cut Score (PAC) + Confidence Interval

Reduction = % Reduction in the Percentage of Non-Proficient Students From Previous Year + Confidence Interval

AMO = Annual Measurable Objective; % of students that must score at the proficient level or higher

** Only subgroups may take advantage of the minimum N-size restriction; the school wide comparison must be conducted regardless of N-size.

Attachment A.3.1.a Connections Education Nevada Approved Course List

Nevada Department of Education - Approved Distance Education Courses

Connections Academy - Approved Course List

Approval valid until 9/1/2013 unless otherwise stated.

Course	Subject Area	Vendor #	Credits	Grade
Activities K A	Interdisciplinary	1388	0.5	K
Activities K B	Interdisciplinary	1387	0.5	K
Art K	Humanities	420	0.5	K
Educational Technology and Online Learning K	Technology	1747	0.5	K
Exploratory Spanish	Humanities	430	0.5	K
Language Arts K A	Language Arts	1454	0.5	K
Language Arts K B	Language Arts	1455	0.5	K
Math K A	Mathematics	1273	0.5	K
Math K B	Mathematics	1315	0.5	K
Music I	Humanities	407	0.5	K
Science K A	Science	1292	0.5	K
Science K B	Science	1293	0.5	K
Social Studies K A	Social Studies	1451	0.5	K
Social Studies K B	Social Studies	1452	0.5	K
Art 1	Humanities	1437	0.5	1
Educational Technology and Online Learning 1	Technology	1748	0.5	1
Language Arts 1 A	Language Arts	1296	0.5	1
Language Arts 1 B	Language Arts	1314	0.5	1
Math 1 A	Mathematics	1300	0.5	1
Math 1 B	Mathematics	1301	0.5	1
Physical Education 1	Health and PE	1414	0.5	1
Science 1 A	Science	1308	0.5	1
Science 1 B	Science	1309	0.5	1
Social Studies 1 A	Social Studies	1304	0.5	1
Social Studies 1 B	Social Studies	1305	0.5	1
Art 2	Humanities	1781	0.5	2
Educational Technology and Online Learning 2	Technology	1728	0.5	2
Language Arts 2 A	Language Arts	1298	0.5	2
Language Arts 2 B	Language Arts	1299	0.5	2
Math 2 A	Mathematics	1302	0.5	2
Math 2 B	Mathematics	1303	0.5	2
Physical Education 2	Health and PE	1783	0.5	2
Science 2 A	Science	1310	0.5	2
Science 2 B	Science	1311	0.5	2
Social Studies 2 A	Social Studies	1306	0.5	2
Social Studies 2 B	Social Studies	1307	0.5	2
Art 3	Humanities	991	0.5	3

Nevada Department of Education - Approved Distance Education Courses

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Connections Academy - Approved Course List

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Course	Subject Area	Vendor #	Credits	Grade
Educational Technology and Online Learning 3	Technology	1749	0.5	3
Gifted and Talented Language Arts 3 A	Language Arts	1741	0.5	3
Gifted and Talented Language Arts 3 B	Language Arts	1742	0.5	3
Gifted and Talented Literature Study 3	Language Arts	1043	0.5	3
Gifted and Talented Math 3 A	Mathematics	1693	0.5	3
Gifted and Talented Math 3 B	Mathematics	1694	0.5	3
Gifted and Talented Science 3 A	Science	1697	0.5	3
Gifted and Talented Science 3 B	Science	1698	0.5	3
Language Arts 3 A	Language Arts	1735	0.5	3
Language Arts 3 B	Language Arts	1736	0.5	3
Math 3 A	Mathematics	1274	0.5	3
Math 3 B	Mathematics	1321	0.5	3
PACE Language Arts 3 A	Language Arts	1603	0.5	3
PACE Language Arts 3 B	Language Arts	1577	0.5	3
PACE Math 3 A	Mathematics	1609	0.5	3
PACE Math 3 B	Mathematics	1583	0.5	3
Physical Education 3	Health and PE	1491	0.5	3
Science 3 A	Science	1703	0.5	3
Science 3 B	Science	1704	0.5	3
Social Studies 3 A	Social Studies	1776	0.5	3
Social Studies 3 B	Social Studies	1777	0.5	3
Art 4	Humanities	1461	0.5	4
Educational Technology and Online Learning 4	Technology	1734	0.5	4
Gifted and Talented Language Arts 4 A	Language Arts	1743	0.5	4
Gifted and Talented Language Arts 4 B	Language Arts	1744	0.5	4
Gifted and Talented Literature Study 4	Language Arts	1044	0.5	4
Gifted and Talented Math 4 A	Mathematics	1695	0.5	4
Gifted and Talented Math 4 B	Mathematics	1696	0.5	4
Gifted and Talented Science 4 A	Science	1699	0.5	4
Gifted and Talented Science 4 B	Science	1700	0.5	4
Idaho State History	Social Studies	1019	0.25	4
Language Arts 4 A	Language Arts	1737	0.5	4
Language Arts 4 B	Language Arts	1738	0.5	4
Math 4 A	Mathematics	1689	0.5	4
Math 4 B	Mathematics	1690	0.5	4
Nevada State History	Social Studies	1014	0.25	4
PACE Language Arts 4 A	Language Arts	1604	0.5	4
PACE Language Arts 4 B	Language Arts	1578	0.5	4
PACE Math 4 A	Mathematics	1610	0.5	4

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Course	Subject Area	Vendor #	Credits	Grade
Health and Physical Education 6	Health and PE	1488	0.5	6
Language Arts 6 A	Language Arts	1674	0.5	6
Language Arts 6 B	Language Arts	1675	0.5	6
Math 6 A	Mathematics	1687	0.5	6
Math 6 B	Mathematics	1688	0.5	6
Modern World Studies A	Social Studies	1504	0.5	6
Modern World Studies B	Social Studies	1505	0.5	6
PACE Language Arts 6 A	Language Arts	1606	0.5	6
PACE Language Arts 6 B	Language Arts	1580	0.5	6
PACE Math 6 A	Mathematics	1612	0.5	6
PACE Math 6 B	Mathematics	1586	0.5	6
Science 6 A	Science	1259	0.5	6
Science 6 B	Science	1260	0.5	6
Social Studies 6 A	Social Studies	1289	0.5	6
Social Studies 6 B	Social Studies	1290	0.5	6
Art 7	Humanities	983	0.5	7
Educational Technology and Online Learning 7	Technology	1811	0.5	7
Gifted and Talented Language Arts 7 A	Language Arts	1682	0.5	7
Gifted and Talented Language Arts 7 B	Language Arts	1683	0.5	7
Gifted and Talented Literature Study 7	Language Arts	1047	0.5	7
Gifted and Talented Math 7 A - Algebra	Mathematics	1408	0.5	7
Gifted and Talented Math 7 B - Algebra	Mathematics	1409	0.5	7
Health and Physical Education 7	Health and PE	1489	0.5	7
Language Arts 7 A	Language Arts	1676	0.5	7
Language Arts 7 B	Language Arts	1677	0.5	7
Math 7 A	Mathematics	1278	0.5	7
Math 7 B	Mathematics	1319	0.5	7
PACE Language Arts 7 A	Language Arts	1607	0.5	7
PACE Language Arts 7 B	Language Arts	1581	0.5	7
PACE Math 7 A	Mathematics	1613	0.5	7
PACE Math 7 B	Mathematics	1587	0.5	7
Science 7 A	Science	1261	0.5	7
Science 7 B	Science	1262	0.5	7
Social Studies 7 A	Social Studies	1287	0.5	7
Social Studies 7 B	Social Studies	1288	0.5	7
Algebra Readiness (Pre-Algebra) A	Mathematics	1729	0.5	8
Algebra Readiness (Pre-Algebra) B	Mathematics	1730	0.5	8
Art 8	Humanities	984	0.5	8

Connections Academy - Approved Course List

Approval valid until 9/1/2013 unless otherwise stated.

Course	Subject Area	Vendor #	Credits	Grade
Educational Technology and Online Learning 8	Technology	1812	0.5	8
Gifted and Talented Language Arts 8 A	Language Arts	1684	0.5	8
Gifted and Talented Language Arts 8 B	Language Arts	1685	0.5	8
Gifted and Talented Literature Study 8		1048	0.5	8
Gifted and Talented Math 8 A - Geometry	Mathematics	1411	0.5	8
Gifted and Talented Math 8 B - Geometry	Mathematics	1410	0.5	8
Health and Physical Education 8	Health and PE	1490	0.5	8
Language Arts 8 A	Language Arts	1678	0.5	8
Language Arts 8 B	Language Arts	1679	0.5	8
PACE Language Arts 8 A	Language Arts	1608	0.5	8
PACE Language Arts 8 B	Language Arts	1582	0.5	8
PACE Math 8 A	Mathematics	1614	0.5	8
PACE Math 8 B	Mathematics	1588	0.5	8
Science 8 A	Science	1263	0.5	8
Science 8 B	Science	1264	0.5	8
Social Studies 8 A	Social Studies	1349	0.5	8
Social Studies 8 B	Social Studies	1350	0.5	8
College Prep with ACT	Career Technical	1253	0.5	11
College Prep with SAT	Career Technical	1254	0.5	11
Headsprout Reading A	Language Arts	552	0.25	K-2
Headsprout Reading B	Language Arts	560	0.25	K-2
Headsprout Reading C	Language Arts	559	0.5	K-2
Sign Language	Humanities	1191	0.5	K-5
Fast ForWord Enrichment A	Language Arts	1804	0.25	K-8
Fast ForWord Enrichment B	Language Arts	1805	0.25	K-8
Fast Track Language Arts A	Language Arts	1592	0.5	K-8
Fast Track Language Arts B	Language Arts	1569	0.5	K-8
Fast Track Math A	Mathematics	1593	0.5	K-8
Fast Track Math B	Mathematics	1570	0.5	K-8
Fast Track Science A	Science	1594	0.5	K-8
Fast Track Science B	Science	1571	0.5	K-8
Fast Track Social Studies A	Social Studies	1595	0.5	K-8
Fast Track Social Studies B	Social Studies	1572	0.5	K-8
Home Life	Interdisciplinary	1837	0.5	K-8
Raz-Kids	Language Arts	1500	0.5	K-8
Language Arts ST A	Language Arts	1601	0.5	K-9
Language Arts ST B	Language Arts	1589	0.5	K-9
Math ST A	Mathematics	1602	0.5	K-9
Math ST	Mathematics	1590	0.5	K-9

Nevada Department of Education - Approved Distance Education Courses

Nevada Department of Education - Approved Distance Education Courses

Connections Academy - Approved Course List

Approval valid until 9/1/2013 unless otherwise stated.

Course	Subject Area	Vendor #	Credits	Grade
AP Art History A	Humanities	1079	0.5	9-12
AP Art History B	Humanities	1080	0.5	9-12
AP Biology A	Science	1750	0.5	9-12
AP Biology B	Science	1751	0.5	9-12
AP Calculus AB A	Mathematics	1481	0.5	9-12
AP Calculus AB B	Mathematics	1482	0.5	9-12
AP Calculus BC A	Mathematics	1435	0.5	9-12
AP Calculus BC B	Mathematics	1438	0.5	9-12
AP Computer Science A A	Technology	1069	0.5	9-12
AP Computer Science A B	Technology	1070	0.5	9-12
AP English Language A	Language Arts	1446	0.5	9-12
AP English Language B	Language Arts	1447	0.5	9-12
AP English Literature A	Language Arts	1448	0.5	9-12
AP English Literature B	Language Arts	1449	0.5	9-12
AP Environmental Science	Science	1059	0.5	9-12
AP Macroeconomics	Social Studies	1077	0.5	9-12
AP Microeconomics	Social Studies	1078	0.5	9-12
AP Physics B A	Science	1071	0.5	9-12
AP Physics B B	Science	1072	0.5	9-12
AP Psychology	Social Studies	1460	0.5	9-12
AP Statistics A	Mathematics	1724	0.5	9-12
AP Statistics B	Mathematics	1725	0.5	9-12
AP US Government	Social Studies	1723	0.5	9-12
AP US History A	Social Studies	1082	0.5	9-12
AP US History B	Social Studies	1083	0.5	9-12
AP World History A	Social Studies	1084	0.5	9-12
AP World History B	Social Studies	1085	0.5	9-12
Art History A	Humanities	641	0.5	9-12
Art History B	Humanities	663	0.5	9-12
Basic Algebra 1 A	Mathematics	1396	0.5	9-12
Basic Algebra 1 B	Mathematics	1397	0.5	9-12
Basic Algebra 2 A	Mathematics	1502	0.5	9-12
Basic Algebra 2 B	Mathematics	1503	0.5	9-12
Basic American Government A	Social Studies	1412	0.5	9-12
Basic American Government B	Social Studies	1413	0.5	9-12
Basic Biology A	Science	1339	0.5	9-12
Basic Biology B	Science	1340	0.5	9-12
Basic Economics	Social Studies	826	0.5	9-12
Basic English 10 A	Language Arts	1785	0.5	9-12
Basic English 10 B	Language Arts	1786	0.5	9-12

Connections Academy - Approved Course List

Approval valid until 9/1/2013 unless otherwise stated.

Course	Subject Area	Vendor #	Credits	Grade
Basic English 11 A	Language Arts	851	0.5	9-12
Basic English 11 B	Language Arts	849	0.5	9-12
Basic English 12 A	Language Arts	1791	0.5	9-12
Basic English 12 B	Language Arts	1794	0.5	9-12
Basic English 9 A	Language Arts	1755	0.5	9-12
Basic English 9 B	Language Arts	1758	0.5	9-12
Basic Geometry A	Mathematics	1492	0.5	9-12
Basic Geometry B	Mathematics	1493	0.5	9-12
Basic Physical Science A	Science	1341	0.5	9-12
Basic Physical Science B	Science	1342	0.5	9-12
Basic United States History A	Social Studies	827	0.5	9-12
Basic United States History B	Social Studies	828	0.5	9-12
Basic World History A	Social Studies	829	0.5	9-12
Basic World History B	Social Studies	830	0.5	9-12
Biology A	Science	841	0.5	9-12
Biology B	Science	842	0.5	9-12
Business Systems Technology	Technology	880	0.5	9-12
Calculus A	Mathematics	1473	0.5	9-12
Calculus B	Mathematics	1474	0.5	9-12
Career Exploration	Career Technical	793	0.5	9-12
Chemistry A	Science	850	0.5	9-12
Chemistry B	Science	852	0.5	9-12
Chinese I A	Humanities	1719	0.5	9-12
Chinese I B	Humanities	1720	0.5	9-12
Chinese II A	Humanities	1721	0.5	9-12
Chinese II B	Humanities	1722	0.5	9-12
Consumer Math A	Mathematics	1801	0.5	9-12
Consumer Math B	Mathematics	1802	0.5	9-12
Digital Photography	Humanities	1459	0.5	9-12
Drivers Education	Other	1058	0.5	9-12
Earth Science A	Science	985	0.5	9-12
Earth Science B	Science	986	0.5	9-12
Economics	Social Studies	762	0.5	9-12
Emergent Computer Technology	Technology	877	0.5	9-12
English 10 A	Language Arts	1788	0.5	9-12
English 10 B	Language Arts	1790	0.5	9-12
English 11 A	Language Arts	764	0.5	9-12
English 11 B	Language Arts	765	0.5	9-12
English 12 A	Language Arts	1793	0.5	9-12
English 12 B	Language Arts	1796	0.5	9-12

Connections Academy - Approved Course List

Approval valid until 9/1/2013 unless otherwise stated.

Course	Subject Area	Vendor #	Credits	Grade
English 9 A	Language Arts	1754	0.5	9-12
English 9 B	Language Arts	1757	0.5	9-12
Environmental Science A	Science	1457	0.5	9-12
Environmental Science B	Science	1458	0.5	9-12
Explorations in Mathematics A	Mathematics	654	0.5	9-12
Explorations in Mathematics B	Mathematics	673	0.5	9-12
French I A	Humanities	1420	0.5	9-12
French I B	Humanities	1421	0.5	9-12
French II A	Humanities	1422	0.5	9-12
French II B	Humanities	1423	0.5	9-12
French III A	Humanities	1424	0.5	9-12
French III B	Humanities	1425	0.5	9-12
French IV A	Humanities	1426	0.5	9-12
French IV B	Humanities	1427	0.5	9-12
Game Design	Technology	1839	0.5	9-12
Geography and Society	Social Studies	1659	0.5	9-12
Geometry A	Mathematics	874	0.5	9-12
Geometry B	Mathematics	873	0.5	9-12
German I A	Humanities	1709	0.5	9-12
German I B	Humanities	1710	0.5	9-12
German II A	Humanities	1711	0.5	9-12
German II B	Humanities	1712	0.5	9-12
German III A	Humanities	1713	0.5	9-12
German III B	Humanities	1714	0.5	9-12
Health, Fitness, and Nutrition A	Health and PE	653	0.5	9-12
Health, Fitness, and Nutrition B	Health and PE	672	0.5	9-12
Honors Algebra 1 A	Mathematics	869	0.5	9-12
Honors Algebra 1 B	Mathematics	870	0.5	9-12
Honors Algebra 2 A	Mathematics	883	0.5	9-12
Honors Algebra 2 B	Mathematics	884	0.5	9-12
Honors American Government A	Social Studies	822	0.5	9-12
Honors American Government B	Social Studies	823	0.5	9-12
Honors Biology A	Science	839	0.5	9-12
Honors Biology B	Science	840	0.5	9-12
Honors Chemistry A	Science	756	0.5	9-12
Honors Chemistry B	Science	757	0.5	9-12
Honors Earth Science A	Science	1090	0.5	9-12
Honors Earth Science B	Science	1091	0.5	9-12
Honors English 10 A	Language Arts	1787	0.5	9-12

Connections Academy - Approved Course List

Approval valid until 9/1/2013 unless otherwise stated.

Course	Subject Area	Vendor #	Credits	Grade
Honors English 10 B	Language Arts	1789	0.5	9-12
Honors English 11 A	Language Arts	845	0.5	9-12
Honors English 11 B	Language Arts	848	0.5	9-12
Honors English 12 A	Language Arts	1792	0.5	9-12
Honors English 12 B	Language Arts	1795	0.5	9-12
Honors English 9 A	Language Arts	1756	0.5	9-12
Honors English 9 B	Language Arts	1759	0.5	9-12
Honors Geometry A	Mathematics	876	0.5	9-12
Honors Geometry B	Mathematics	875	0.5	9-12
Honors Physical Science A	Science	846	0.5	9-12
Honors Physical Science B	Science	847	0.5	9-12
Honors Precalculus A	Mathematics	1797	0.5	9-12
Honors Precalculus B	Mathematics	1798	0.5	9-12
Honors United States History A	Social Studies	837	0.5	9-12
Honors United States History B	Social Studies	838	0.5	9-12
Honors World History A	Social Studies	831	0.5	9-12
Honors World History B	Social Studies	832	0.5	9-12
Independent Study - General	Independent Study	906	0.5	9-12
Independent Study - Life Skills	Independent Study	1189	0.5	9-12
Independent Study - Life Skills ELL	Independent Study	1494	0.5	9-12
Independent Study - Physical Education	Independent Study	908	0.5	9-12
Introduction to Computers and Applications A	Technology	878	0.5	9-12
Introduction to Computers and Applications B	Technology	879	0.5	9-12
Japanese I A	Humanities	1416	0.5	9-12
Japanese I B	Humanities	1417	0.5	9-12
Japanese II A	Humanities	1418	0.5	9-12
Japanese II B	Humanities	1419	0.5	9-12
Journalism A	Language Arts	643	0.5	9-12
Journalism B	Language Arts	665	0.5	9-12
Keyboarding	Technology	1188	0.5	9-12
Latin I A	Humanities	1715	0.5	9-12
Latin I B	Humanities	1716	0.5	9-12
Latin II A	Humanities	1717	0.5	9-12
Latin II B	Humanities	1718	0.5	9-12
Music Appreciation	Humanities	1054	0.5	9-12
Peer Tutoring	Other	1374	0.5	9-12
Personal Finance	Social Studies	763	0.5	9-12
Personal Fitness	Health and PE	645	0.5	9-12
Physical Education	Health and PE	698	0.5	9-12

Attachment A.3.1.a Connections Education Information

Website: www.connectionseducation.com **Email:** solutions@connectionslearning.com **Phone:** 1-888-440-2890 **Fax:** 1-800-519-8804 (for enrollment documents only)

Grades Served: K-12

ACCESS

Online Program Purchasing Information:

The Connections Academy course catalog consists of more than 500 public-school-tested courses for Kindergarten through grade 12, including courses in all core subject areas (with options for remedial, credit recovery, and honors); more than 30 diverse electives; 7 foreign language courses including Mandarin, Latin, and Sign Language; nearly 20 Advanced Placement courses; and rich Gifted and Talented programming for K-8. Each course comes with all necessary curriculum, a certified expert online teacher, and the powerful Connections Academy Learning Management System. Visit the website www.connectionslearning.com for more information, or call a representative at 1-888-440-2890. You can also e-mail Heather Krohn, at solutions@connectionslearning.com.

Individual Online Course Purchasing Instructions:

Individual courses from Connections Learning are available for schools to purchase in the [DLD course catalog](#).

OVERVIEW

Connections Education, a national leader in virtual education, is dedicated to the idea that combining individualized instruction, high-quality curriculum, exceptional teachers, and powerful technology will produce outstanding student achievement. Our mission is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program.

Connections Academy opened its first public virtual school programs in two states in the fall of 2002. Since then, Connections Academy has grown to serve more than 320,000 enrollments in 500+ quality online courses as of

fall 2010.

The Connections Academy program of instruction has the ability to be individualized, personalized and delivered in a non-traditional environment to give our students the best pathways to success. The curriculum integrates a wide variety of materials, including textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, Prentice Hall®, McGraw Hill®, Houghton Mifflin®, Zaner-Bloser®, the Calvert School®, and others. In addition to high-quality print materials, the Connections Academy curriculum also features 1,500 Teachlet® proprietary instructional movies and more than 1,000 primary source and instructional videos, as well as technology-based content from “best of breed” providers such as BrainPop®, World Book®, SkillsTutor™, Compass Learning®, Discovery Education™, United Streaming®, and Grolier Online®.

The Connections program produces outstanding academic results. For example, on the Advanced Placement tests, 78% of students using the Connections Education curriculum scored 3 or higher – compared with 57% of students nationally. Students do equally well on state standardized tests: as a case in point, Connections Academy students’ aggregate Reading/Language Arts test scores for 2008-09 across all tested grades exceeded the state aggregate in 100% of the states where a Connections Academy school has been operating for two or more years. (Test scores for 2009-2010 are still preliminary since not all states have reported.)

Annual satisfaction surveys conducted by a third-party research firm shows that 96% of users rate the Connections curriculum to be of high quality, and 94% would recommend the program to others. Connections Academy is accredited by the Northwest Accreditation Commission (NWAC, formerly the Northwest Association of Accredited Schools, or NAAS), as well as AdvancED (the successor organization to the Commission on International and Trans-Regional Accreditation) and the Middle States Association of Colleges and Schools (MSA).

COURSE OFFERINGS

Connections Academy’s outstanding curriculum is one of the key reasons our students perform so well. With over 500 K-12 courses, we offer one of the largest selections available from any virtual school. We constantly monitor and enhance our curriculum, incorporating student, parent, and teacher feedback in our evaluations and updates.

Connections Academy courses help students develop superior critical thinking, global awareness, and technology fluency essential for success in the 21st century. Our students also achieve a high degree of specific subject and skills

mastery as reflected in our superb testing results. In fact, the nationwide averages on state tests for students enrolled in Connections Academy schools exceed all other similar programs.

Our K-5 curriculum is designed to provide the solid foundation in reading, writing, and mathematics that is essential for success in all academic pursuits. In addition, we focus on foundation science, social studies, technology, art, and physical fitness skills. We engage young students further by offering a wide selection of exciting electives. Students can learn a foreign language (or even American Sign Language), explore music, pursue genealogy, learn orienteering, and much more. We also offer a variety of field trips, extracurricular activities, and clubs.

In sixth, seventh, and eighth grades, we help students develop and refine the study habits that will promote success in school and beyond. These are also the grades in which students begin working directly with our highly qualified subject-specific teachers. Our LiveLesson® sessions enable interaction in real time between students and the teacher, and also with their classmates.

Our curriculum in these grades becomes more rigorous. In literature, we begin a more advanced analysis and critique of poetry and prose. In math and social studies, we place added emphasis on in-depth inquiry. In science, we investigate the atom and higher principles of force and motion. We balance this core academic coursework with art classes that stimulate creativity and with physical education classes that promote healthy living through fitness and proper nutrition. We offer further variety with a wide range of exciting electives. Students can study music, a foreign language, and more. This is an especially exciting time for gifted students, so we make it possible to start earning high school credits early.

Connections Academy's comprehensive high school program is a challenging, standards-based alternative to a brick-and-mortar school. We offer a wide variety of rigorous courses that provide a solid foundation for whatever path our graduates choose: attending college or starting a career. We combine the latest advancements in online instruction with the best curriculum resources for over 100 high school courses.

- **Core and Elective Courses:** Our inclusive set of core courses cover subjects in math, science, language arts, and social studies. We also offer many elective courses in areas such as foreign languages, digital technology, journalism, and art history.

- **Honors and AP Courses:** Our Honors/AP courses are particularly beneficial for college-bound students, or any ambitious student who wishes to

demonstrate mastery in a specific subject area.

- **Credit Recovery Courses:** Through our new partnership with Pearson Digital, Connections Academy now offers an expanded suite of courses for students who need a diagnostic-prescriptive approach to credit recovery.
- **College Courses:** Students in certain states may be able to take college courses while still in high school, simultaneously earning high school and college credit.
- **NCAA Approved Courses:** Many Connections Academy core high school courses are approved by the NCAA Eligibility Center.

STUDENTS

Connections Academy specializes in the individual; our public-school-tested personalized learning plans allow students to realize their potential, be it through credit-recovery or remedial courses or through gifted and talented or Advanced Placement classes.

- **Core and Elective Courses:** Our inclusive set of core courses cover subjects in math, science, language arts, and social studies. We also offer many elective courses in areas such as foreign languages, digital technology, journalism, and art history.
- **Gifted and Talented Courses:** Our Gifted and Talented courses are targeted for students in grades 3-8 eager to maximize their learning in specific subject areas.
- **Honors and AP Courses:** Our Honors/AP courses are particularly beneficial for college-bound students, or any ambitious student who wishes to demonstrate mastery in a specific subject area.
- **Credit Recovery Courses:** Through our new partnership with Pearson Digital, Connections Academy now offers an expanded suite of courses for students who need a diagnostic-prescriptive approach to credit recovery.
- **College Courses:** Students in certain states may be able to take college courses while still in high school, simultaneously earning high school and college credit.
- **NCAA Approved Courses:** Many Connections Academy core high school courses are approved by the NCAA Eligibility Center.

CURRICULUM ALIGNMENTS

Connections Academy courses correlate with applicable Nevada academic standards. Our curriculum specialists compare the standards to each course's objectives and activities, which typically results in 90% direct correlation. Any gaps identified are then filled either through additional curriculum development or through a combination of targeted LiveLesson synchronous Web sessions and course modifications carried out by the teacher of the course.

ACCREDITATION

National Connections Academy has been approved by the International and Transregional Accreditation Committee of Northwest Accreditation Commission, AdvancED (successor to Commission on International and Trans-regional Accreditation) and the Southern Association for Schools and Colleges, as well as the North Central Association Commission on Accreditation and School Improvement (NCA CASI). All of our AP® courses have received College Board approval.

INSTRUCTOR CERTIFICATION

All National Connections Academy teachers are state certified and are highly qualified to teach their courses. The average teaching experience is 9 years. All have had several years' experience teaching online courses, and 80% have graduate degrees.

AP AUDIT

Our 18+ AP courses have all been approved by College Board.

COURSEWARE PLATFORM

The platform for organizing and managing the entire Connections Academy educational environment is the Education Management System (EMS). This proprietary, Web-based software delivers every assignment and tracks every activity, monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge, and houses all student information. The EMS operates within a secure, robust technology infrastructure while maintaining a safe environment in which students and teachers can interact with each other. Students, teachers, and administrators have 24/7 access to information on grades, courses, schedules, contact information, and technical support.

The Education Management System (EMS) was developed from scratch by Connections beginning in 2001. Connections built it because no other solution was available to comprehensively meet K-12 virtual education needs (from

content delivery to performance tracking, communication to personalization, data analysis to data security) across grade levels and learning situations, and none has emerged since that addresses these needs in an equally integrated and powerful way. The Connections Education proprietary EMS software is an ASP.NET (C#) application that uses a clustered SQL Server 2008 database engine, a multiple-server Web farm, and several application servers, and is protected by copyright.

Connections Education has deep and varied experience exchanging data between the education management system and partner Student Information Systems via either API or flat file exchange. For the virtual public schools we support across the nation, we integrate with 20+ different district and state SIS, and provide custom data reporting using the extended data field capability in our EMS platform.

STUDENT PERFORMANCE AND DEMOGRAPHICS

Teacher-to-student ratio: 1:50 - elementary; 1:250 high school

Course completion rate: 92% nationally

Course pass rate: 93% nationally

Attachment A.3.2 Schedule Of Courses

Schedule of Courses set forth Chapter 389 of NRS and NAC. LIPCA will follow the approved schedule of courses utilized by the Nevada Approved Course Distance Education Course List (pursuant to NAC 388.830) and sanctioned for our online curriculum, and specifically for Connections Education and adopted for the school curriculum.

These courses correspond the Clark County School District Curriculum
<http://cpd.ccsd.net/overviews.html>

KINDERGARTEN

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; Earth Space Science; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 1

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; Earth Space Science; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 2

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; Earth Space Science; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 3

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; EarthScience; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 4

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; Earth Science; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 5

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; Earth Science; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 6

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

English: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Science: Course includes:

Nature of Science; Heredity of Life, Structure of Life, Organisms and their Environment, Diversity of Life, Solar System and Universe.

Physical Education/Computer Literacy*

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

Elective**

* Minimum of one semester P.E. and one semester of computer literacy. ** Additional social studies is recommended.

GRADE 7

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

English: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text, Effective Writing, Types of Writing, Listening, Speaking.

Science: Course includes:

Nature of Science; Atmospheric Processes and the Water Cycle, Solar System and Universe, Earth's Composition and Structure, Diversity of Life, Forces and Motion, Energy.

Social Studies

Nevada History

Physical Education/Computer Literacy*

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

• Elective**

* Minimum of one semester P.E. ** Cultures will be taught as it relates to the development of U.S. History. *** Recommend technology and foreign language components be offered.

GRADE 8

Mathematics* : **Course includes:**

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Algebra 1

English* : **Course includes:**

Word Analysis, Reading Strategies, Literary Text, Expository Text, Effective Writing, Types of Writing, Listening, Speaking.

World Geography* : **Course includes:**

Science* : **Course includes:**

Nature of Science, Matter, Forces and Motion, Energy, Atmospheric Processes and the Water Cycle.

Physical Education/Health**

World Geography

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

Elective

* Teach reading strategies through all content areas. ** Minimum 1 semester of P.E. and 9 weeks of Health. The required sex education/AIDS component will be taught by an appropriately certified instructor.

GRADE 9

English I, English I Honors

Algebra I, Algebra I H, Geometry, Geometry Honors

Principles of Science Biology I H

PE I

Foreign Language I

GRADE 10

English II, English II H Literature H

Geometry H, Algebra II H, Geometry Alg. II / Trig Honors

Biology, Chemistry I, Chemistry I Honors

Honors World History, World History, Geography, Geography Honors, AP

PE II

Foreign Language II Honors

GRADE 11

Science Courses: Anatomy & Physiology, Botany, Chemistry, Environmental Science, GeneticsH , Geological Studies, Geoscience, Epidemiology , Forensic Science, Integrated Biology and Chemistry, Marine Science, Physics , Zoology

Social Studies: World History, Geography, U.S. History, U.S. Government,

English III,

GRADE 12

English IV

Science Courses: Anatomy & Physiology, Botany, Chemistry, Environmental Science, GeneticsH , Geological Studies, Geoscience, Epidemiology , Forensic Science, Integrated Biology and Chemistry, Marine Science, Physics , Zoology

Mathematics: As required for Diploma type and graduation.

Social Studies As required for Diploma type and graduation.

Foreign Languages As required for Diploma type and graduation.

Electives: As required for Diploma type and graduation.

College Prep Pathway (Standard Diploma)

The minimum high school graduation requirements do not necessarily qualify you for college. You must research the colleges of your choice for their specific admissions requirements. These requirements vary depending on the competitiveness of the college/university. It is recommended that you complete the minimum college prep courses listed in each area.

Advanced Diploma Pathway

The Advanced Diploma requires additional credits beyond the Standard Diploma. Students who elect to earn an Advanced Diploma will be required to earn one additional science credit and one additional social studies, arts/ humanities or occupational educational credit of the 24 required credits. Students must have earned a cumulative 3.25 un-weighted GPA.

Advanced Honors Diploma Pathway

The Advanced Honors Diploma Pathway is fully explained in the Advanced Honors Diploma section (Appendix A.3.7).

Attachment A.3.3 Course Descriptions Core Content Areas Grade Levels

Course Descriptions Core Content Areas Grade Levels per (NAC 386.150(5); NRS 386.550(1)(i) and NRS389.018(1)).

LICPA will follow the approved course descriptions and measurable objectives for each of the core content areas at each grade level utilized by the Nevada Approved Course Distance Education Course List (pursuant to NAC 388.830) approved online curriculum we adopt for the school curriculum. The Nevada Public Charter School Authority, through the Nevada Distance Education Approved Course Provider List has previously approved all courses and embedded course textbooks and curricula offered by LICPA.

All courses, and embedded course textbooks and curriculum, selected by LICPA will align with Nevada Standards. The Nevada Public Charter School Authority, through the Nevada Distance Education Approved Course Provider List has previously approved all courses offered by LICPA. All LICPA courses have been submitted and approved by the Nevada Public Charter School Authority for K12, Connections Academy, APEX Learning and the International Baccalaureate Organization. In addition, all course descriptions have been submitted and approved by the Nevada Charter School Authority for K12, Connections Education, APEX Learning and the International Baccalaureate Organization.

Attachment A.3.4. Nevada State Standards Alignment Chart

Nevada State Standards Alignment Chart completed for each of the core content areas (Complete Addendum #1 which can be found at: http://nde.doe.nv.gov/SD_CharterSchools_Forms.htm); that demonstrates alignment between LICPA's curriculum, pedagogy and professional development.

All Legacy Academy Course Alignments have been submitted and approved by the Nevada Charter School Authority for K12, Connections Academy, and APEX Learning. For Example. Connections Academy has been approved by the Nevada Department of Education as a Distance Education Provider, and its Distance Education courses have also been approved. LICPA will follow the approved course alignment chart utilized by the Nevada approved online curriculum we adopt for the school curriculum. See Attachment A.3.4 Nevada State Standards Alignment Chart.

All Legacy Academy Courses Alignments have been submitted and approved by the Nevada Charter School Authority for K12, Connections Academy, APEX Learning and the International Baccalaureate Organization.

For Example.

1. * Connections Academy has been approved by the Nevada Department of Education as a Distance Education Provider, and its Distance Education courses have also been approved. See http://nde.doe.nv.gov/Tech_DistanceEd.htm

* To be approved by NDE, a Distance Ed course must "List Nevada Academic Standards and/or course of study objectives aligned to course." See New Course Application Guidelines (word) on the Distance Ed page

* The list of NDE-approved Connections Academy courses is at http://nde.doe.nv.gov/Technology/Connections_Academy_Approved_Course_List.pdf.

Attachment A.3.5 Designation of Courses a Student Must Complete for Promotion

. *Designation Of Courses Student Must Complete For Promotion (NAC 386.150(5); and NAC 389.445).* LICPA will follow the designation of the courses that a student must complete for graduation utilized by the Nevada approved online curriculum we adopt for the school curriculum. See ment A.3.5 Designation Of Courses Student Must Complete For Promotion as well as the courses listed in Attachment A.3.2 Schedule Of Courses.

Matriculation - Academic Load

Requirements For Students

Grade classification for high school students will be determined by years in school, not on credit earned. Students will be classified to the next grade level at the end of each School Year.

Duplicate Course Work — Repeating Courses

High school students may repeat a course in which they would like to improve their grade. Additional credit will not be granted; the higher grade will be recorded in the academic history and the lower grade replaced with a repeated course notation.

Courses and Credits Required for Graduation:

Standard Diploma		
Graduation Requirements	Credits Required for Standard Diploma	Legacy Academy Courses that will meet Graduation Requirements
English	4	English I-IV
Math	3	Pre-Algebra, Algebra1,2 Geometry,
Science	2	Principles of Science, Biology, Chemistry, Physics, Earth Science,
US Government	1	

US History	1
World History	1
World Geography	1
Arts & Humanities	1
Health	1/2
Physical Education	2
Computers	1/2
Electives	5 1/2 Inc. Dual Credit, AP, Honors and IB, Foreign Languages,
Total	22 1/2

To receive a standard high school diploma, each student must complete twenty-two and one-half (22 1/2) units of approved course work and must pass the Nevada High School Proficiency Examination.

Sample Courses that are aligned with Nevada Standards and Approved for Distance Education in the State of Nevada. Legacy Academy students/parents may select some of these courses to meet their graduation requirements.

Nevada Department of Education - Approved Distance Education Courses

See the following documents for K12, Connections and APEX Learning Approved Courses:

- **K12 Nevada Approved Distance Education Courses**
- **Connections Academy Approved Distance Education Courses**
- **APEX Learning Approved Distance Education Courses**

Please note, Parents/Students can select the program they want from the approved list. Legacy Academy students follow an approved program with courses from the approved lists.

These courses correspond the Clark County School District Curriculum

<http://cpd.ccsd.net/overviews.html>

KINDERGARTEN

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; Earth Space Science; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 1

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; Earth Space Science; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 2

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; Earth Space Science; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 3

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; Earth Science; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 4

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; Earth Science; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 5

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; Earth Science; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 6

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

English: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Science: Course includes:

Nature of Science; Heredity of Life, Structure of Life, Organisms and their Environment, Diversity of Life, Solar System and Universe.

Physical Education/Computer Literacy*

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

Elective**

* Minimum of one semester P.E. and one semester of computer literacy. ** Additional social studies is recommended.

GRADE 7

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

English: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text, Effective Writing, Types of Writing, Listening, Speaking.

Science: Course includes:

Nature of Science; Atmospheric Processes and the Water Cycle, Solar System and Universe, Earth's Composition and Structure, Diversity of Life, Forces and Motion, Energy.

Social Studies

Nevada History

Physical Education/Computer Literacy*

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

●Elective**

* Minimum of one semester P.E. ** Cultures will be taught as it relates to the development of U.S. History. *** Recommend technology and foreign language components be offered.

GRADE 8

Mathematics* : Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Algebra 1

English* : Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text, Effective Writing, Types of Writing, Listening, Speaking.

World Geography* : **Course includes:**

Science* : **Course includes:**

Nature of Science, Matter, Forces and Motion, Energy, Atmospheric Processes and the Water Cycle.

Physical Education/Health**

World Geography

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese
Elective

* Teach reading strategies through all content areas. ** Minimum 1 semester of P.E. and 9 weeks of Health. The required sex education/AIDS component will be taught by an appropriately certified instructor.

GRADE 9

English I, English I Honors

Algebra I, Algebra I H, Geometry, Geometry Honors

Principles of Science Biology I H

PE I

Foreign Language I

GRADE 10

English II, English II H Literature H

Geometry H, Algebra II H, Geometry Alg. II / Trig Honors

Biology, Chemistry I, Chemistry I Honors

Honors World History, World History, Geography, Geography Honors, AP

PE II

Foreign Language II Honors

GRADE 11

Science Courses: Anatomy & Physiology, Botany, Chemistry, Environmental Science, GeneticsH , Geological Studies, Geoscience, Epidemiology , Forensic Science, Integrated Biology and Chemistry, Marine Science, Physics , Zoology

Social Studies: World History, Geography, U.S. History, U.S. Government,

English III,

GRADE 12

English IV

Science Courses: Anatomy & Physiology, Botany, Chemistry, Environmental Science, GeneticsH , Geological Studies, Geoscience, Epidemiology , Forensic Science, Integrated Biology and Chemistry, Marine Science, Physics , Zoology

Mathematics: As required for Diploma type and graduation.

Social Studies As required for Diploma type and graduation.

Foreign Languages As required for Diploma type and graduation.

Electives: As required for Diploma type and graduation.

College Prep Pathway (Standard Diploma)

The minimum high school graduation requirements do not necessarily qualify you for college. You must research the colleges of your choice for their specific admissions requirements. These requirements vary depending on the competitiveness of the college/university. It is recommended that you complete the minimum college prep courses listed in each area.

Advanced Diploma Pathway

The Advanced Diploma requires additional credits beyond the Standard Diploma. Students who elect to earn an Advanced Diploma will be required to earn one additional science credit and one additional social studies, arts/ humanities or occupational educational credit of the 24 required credits. Students must have earned a cumulative 3.25 un-weighted GPA.

Advanced Honors Diploma Pathway

The Advanced Honors Diploma Pathway is fully explained in the Advanced Honors Diploma section (Appendix A.3.7).

Attachment A.3.6 Typical Daily Schedule

Typical daily schedule. LIPCA will follow a distance education schedule to satisfy the approved schedule of courses utilized by the Nevada approved online curriculum. Since LICPA is a blended school, the daily schedule begins after lunch and students, who work individually, may take three ten minute breaks at their own discretion, or when necessary and with teacher approval. Additionally, students' learning is individualized and guided during these times. Impromptu small and whole group lessons, guest lectures and activities are arranged as needed.

The Face-to-Face Class Time: Legacy Academy students are in face-to-face classes 19 hours per-week. Other times, students are completing assignments online.

In-class, learning is individualized. Students work at their own pace with instructional support from teachers and tutors. Teachers create impromptu one-on-one, small and whole group lessons, guest lectures and activities as needed.

Legacy Academy Daily Class Schedule:

11:30 to 11:45 – Each day begins with a School or classSchool (or separate class meetings depending on class size) Meeting during lunch time. During this time students and teachers discuss issues, questions, or current events. Students fill-out daily academic plan (lessons they will complete that day). Teachers go over upcoming academic and school events including, upcoming major assignments, field-trips, guest speakers, extra-curricular events, etc.)

Parents are welcome to participate in the meetings and have lunch with the students and teachers.

12:00 – 3:00 or 4:00 Depending on Student Program on Tuesday, Wednesday and Thursday. Students are in appropriate classroom and learning activity (varies by student).

Students work on online courses and can move to appropriate classroom for labs, reading room, one-on-one instruction, small group instruction, or large group discussion.

Students clean area before turning in Daily Academic Plan to their teacher.

Students turn in Daily Academic Plan, teacher reviews and signs. Teacher discusses the completed work and as appropriate receives a Ticket out the Door.

12:00 to 5:00 Students are in appropriate classroom and learning activity (varies by student)
Students

Students work on online courses and can move to appropriate classroom for labs, reading room, one-on-one instruction, small group instruction, or large group discussion.

Students clean area before leaving.

Students turn in Daily Academic Plan, teacher reviews and signs. Teacher discusses the completed work and as appropriate receives a Ticket out the Door.

On Fridays, students are given their Weekly Progress Reports indicating assignments completed and remaining assignments in each class. Teachers discuss Progress Reports and makes recommendation to each student for weekend and next week's work.

Attachment A.3.7 Addendum#2 Courses/Credits Required for

Graduation

LEGACY ACADEMY HIGH SCHOOL GRADUATION REQUIREMENTS

Modeled after the Clark County Graduation Requirements

http://www.ccsd.net/pol-reg/pdf/5127_R.pdf

Legacy Academy will offer a Standard Diploma, an Advanced Diploma and an Honors Diploma.

I. Graduation Requirements

To receive a diploma signifying graduation from a Legacy Academy, the student must fulfill those requirements as designated by the Nevada State Board of Education as outlined in the Nevada State Content and Performance Standards, and policy as established by the Legacy Academy Board. The Board in accordance with these requirements, shall prescribe courses in the general areas of study as follows:

Each ninth grade student must have an approved 4-year academic plan. The academic plan must set forth the specific educational goals that the student intends to achieve before graduation from high school. The plan may include, without limitation, the designation of a career pathway and enrollment in dual credit, career and technical education, Advanced Placement (AP), International Baccalaureate (IB), and honors courses.

The ninth grade student and his/her parent or legal guardian are required to work in consultation with a school counselor to develop an academic plan, sign the academic plan, review the academic plan at least once each school year in consultation with a school counselor, and revise the plan if necessary.

For students enrolling in high school after ninth grade, an academic plan will be created with appropriate grade level modifications.

The academic plan must be used as a guide for the student and the parent or legal guardian to plan, monitor, and manage the student's educational development and make determinations of the appropriate course of study. If a student does not satisfy all the goals set forth in the academic plan, he/she is eligible to graduate and receive a high school diploma if requirements for a diploma are otherwise satisfied.

- **Requirements For Students Who Enter in the Ninth Grade**

Legacy Academy strives to prepare graduates for success in post-secondary education and in the workforce by providing a rigorous curriculum. All high school students who enter ninth grade during or after the 2012-2013 school year will be enrolled in the following program expectations:

		Units
a. English		4
b. Mathematics	4+	
c. Science		3++
d. U.S. History	1	
e. U.S. Government		1
f. World History or Geography	1	
g. Physical Education		2
h. Health Education		1/2
i. Use of Computers		1/2+++
j. Arts and Humanities or Career and Technical Education		1

k. Electives	4 1/2 *
l. Total Credits Required for Graduation	22 1/2

+Mathematics course units must include at least Geometry, and Algebra II, or Algebra IIB, or Applied Algebra II, or above.

++Three units of credit in Science, including two laboratory courses of which one must be at least Biology I or Biology IIB, or above.

+++Satisfactory completion of a semester computer literacy course offered in Grades 6, 7, or 8 will meet the requirement for the use of computers.

* Legacy Students will be encouraged to take both World History and World Geography

- **To receive a standard high school diploma**, each student must complete twenty-two and one-half (22 1/2) units of approved course work and must pass the Nevada High School Proficiency Examination.
 - Fifteen (15) units in the required areas of study, and
 - Seven and one-half (7 1/2) units of elective credit in approved course work

Standard Diploma Required Areas of Study and Elective Areas of Study -

	Units
● English	4
● Mathematics	3+
● Science	2
● U.S. History	1
● U.S. Government	1
● World History or Geography	1+++
● Physical Education	2
● Health Education	1/2
● Use of Computers	1/2++
	15

j. Electives	7 1/2
--------------	-------

Total Credits Required for Graduation	22 1/2
--	---------------

+Mathematics course units must include at least Algebra I or Algebra IIB, or Applied Algebra IA and IB, or above.

++Satisfactory completion of a semester computer literacy course offered in Grades 6, 7, or 8 will meet the requirement for the use of computers.

+++World History or Geography is required for all Legacy Academy students. World History or Geography taken in Legacy Academy fulfills the Arts/Humanities or Career and Technical Education state requirement.

3. To receive an Advanced Diploma, each student must complete twenty-four (24) units of approved course work and pass the Nevada High School Proficiency Examination, and achieve a minimum of a 3.25 un-weighted GPA.

Advanced Diploma Required Areas of Study and Elective Areas of Study -

		Units
• English		4
• Mathematics	4+	
• Science		3
• U.S. History	1	
• U.S. Government		1
• World History or Geography	1	
• Physical Education		2
• Health Education		1/2
• Use of Computers		1/2+++
• Arts and Humanities or Career and	1	
		18
• Electives		6
Total Credits Required for Advanced Diploma		24

+Mathematics course units must include at least Algebra I, or Algebra IH, or Applied Algebra IA and IB, or above.

++Satisfactory completion of a semester computer literacy course offered in Grades 6, 7, or 8 will meet the requirement for the use of computers.

+++ For students pursuing the Advanced Diploma, World History or Geography will satisfy either the student's third social studies credit or the student's arts and humanities or career and technical education credit but not both.

E. Physical Education

m. Exemptions

Exemptions from two (2) units in physical education may be granted under statutory citations by the following:

- Application presented by the student indicating reasons for an exemption due to a physical or mental condition and the request is supported by an annual written statement from a physician;
- Application presented by the student indicating reasons for a religious exemption and the request is supported by an annual written statement from the parent or guardian;
- Any student who obtains an exemption in physical education under statutory citations will be required to successfully complete commensurate elective course work to accumulate the credit necessary for graduation.

- **Waivers**

A waiver for Physical Education II shall be granted under the Nevada Administrative Code (NAC) if a student actively participates in and completes an authorized school activity of one hundred- twenty (120) hours of participation. A maximum of one Physical Education II waiver may be applied toward graduation. If these programs are not offered at Legacy Academy students may complete these activities at a CCSD school.

- Interscholastic Athletics
- Drill Team
- Marching Band
- Dance Group
- Cheerleading Squad

II. Legacy Academy Honors Course Offerings

The Legacy Academy Honors Program is designed to challenge students to enroll in more demanding and rigorous course work and to improve advanced academic achievement of students demonstrating accelerated educational potential. Courses offered include honors, Advanced Placement (AP), and International Baccalaureate (IB).

Required Number of Honors /AP/IB Courses

- **Required Areas of Study**

- | | | |
|--|---|---|
| ○ English | | 3 |
| ○ Mathematics | 2 | |
| ○ Science | | 2 |
| ○ Foreign Language* (2nd year) | | 1 |
| ○ Social Studies | | 2 |
| ○ Optional Selected Honors/AP/IB classes | | 2 |
- *First year foreign language classes do not receive honors credit.

- **Weighted Grade Point Average (GPA) Calculations**

1. The GPA will be calculated in the traditional manner (A=4 to F=0).
2. A weighted grade point factor of .025 will be added for successful completion of a maximum of fourteen (14) classes or twenty-eight (28) semesters of honors classes.
3. For students who enroll in grades nine-twelve, a weighted grade point factor for successful completion of honors, Advanced Placement (AP), and International Baccalaureate (IB) courses will be added as follows:
 - a. Honors .025
 - b. Advanced Placement (AP) .050
 - c. International Baccalaureate (IB) .050

A maximum of fourteen (14) courses or twenty-eight (28) semesters of honors, Advanced Placement (AP), and/or International Baccalaureate (IB) courses will receive the weighted grade point factor.

4. The student who does not pursue the honors diploma may enroll in honors or Advanced Placement (AP) courses and receive the weighted grade point calculations for each semester that is successfully completed.

C. Identification of Valedictorian(s) and Salutatorian(s)

1. Valedictorian(s), student(s) with the highest grade point average (weighted GPA) in the graduating class, and Salutatorian(s), students with the second highest grade point average in the graduating class, will be identified as candidates at the end of the fall semester of their graduating year.
2. Final Valedictorian(s) and Salutatorian(s) will be determined based on the completion of all high school credit course work.

D. Legacy Academy Honors Diploma

1. Students must have completed the minimum twelve (12) honors, International Baccalaureate (IB), or Advanced Placement (AP) courses or twenty-four (24) semesters as prescribed in paragraph II.A.
2. Students must accumulate a minimum weighted GPA of 3.500.
3. Students graduating in the Class of 2012 and beyond will be eligible for an Advanced Honors Diploma. Students must have completed the minimum twelve (12) honors, International Baccalaureate (IB), or Advanced Placement (AP) courses or twenty-four (24) semesters as prescribed in paragraph II.A and have completed the Advanced Diploma Requirements as prescribed in paragraph I.C.4.

E. Honors Designation

A committee selected by the Director of School, will serve as the reviewing and recommending body regarding future course selection for honors designation.

III. High School Graduation - Special Education

An Individual Education Plan (IEP) for each special education student must be developed and reviewed annually. The appropriate course of study leading to program completion will be determined by the IEP Committee. It is recommended that this decision be made at the ninth grade level with parent approval and be reviewed annually at an IEP meeting.

A. Requirements for special education students who enter the ninth grade after July 1, 1999

1. A special education student may earn a standard high school diploma by meeting the requirements stated in Section I.
 - a. Upon successful completion of the Nevada Proficiency Examination with modification in administration as needed.
2. A special education student may earn an adjusted high school diploma:
 - a. Upon completion of twenty-two and one-half (22 1/2) units in regular and/or adjusted course work including the use of computers. The IEP Committee may elect to exempt the required areas of study and prescribe an appropriate curriculum.
3. A special education student may receive a certificate of attendance at age 22 or before upon successfully completing all the requirements for graduation from high school but

who has not passed one or more portions of the Nevada High School Proficiency Examination.

These Programs will provide the following for students:

1. Opens Doors to Post-Secondary Education and Workforce Opportunities
2. Meets Nevada System of Higher Education University Admissions Grade Point Average (GPA) and Core Curriculum

Requirements including:

- GPA (weighted or un-weighted) **in the core curriculum**
- NSHE Approved Core Curriculum (4 English, 3 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 13 units) •
- Prepares Students for the Millennium Scholarship GPA and Core

3. Curriculum Requirements including:

- **3.25 cumulative GPA (weighted or un-weighted) and the Core Curriculum**
- NSHE Approved Core Curriculum (4 English, 4 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 14 units)

Review: Diploma Options

• Honors Diploma - 22 1/2 Credits

If a student completes all of the Clark County School District and State of Nevada requirements, satisfies the twelve-credit minimum for Honors course work, accumulates a minimum weighted 3.50 Grade Point Average, and passes the proficiency tests, he/she will receive an Honors Diploma.

The Honors Diploma identifies credits to be earned in accelerated course work. This course work and expectations far exceed those in average classes.

• Advanced Diploma - 24 Credits

A student may earn an Advanced Diploma by completing all of the Clark County School District and State of Nevada requirements, maintaining a 3.0 unweighted GPA, and passing the proficiency tests.

- **Standard Diploma - 221/2 Credits**

If a student completes all of the Clark County School District and State of Nevada requirements and passes the proficiency tests, he/she will receive a Standard Diploma.

- **Certificate of Attendance**

The Certificate of Attendance is given to those students who meet all course requirements for graduation but do not pass one or more of the proficiency tests. If a student chooses to accept the Certificate of Attendance and walk with his/her class at graduation, he/she may still challenge the exam at a later time. The Certificate of Attendance may be exchanged for a diploma upon passing all of the proficiency tests.

Attachment A.3.8 Legacy Academy Diploma

1. Standard Diploma
2. Advanced Diploma
3. Advanced Honors Diploma

Example:

Legacy International College Prep Academy



This certifies that

Name Here

Has satisfactorily completed a Course of Study prescribed for Graduation from this School and is therefore awarded this

Advanced Diploma

Given this fourth day of June, two thousand and thirteen.

School Board President

Principal

Attachment A.3.8 LICPA Academy Diploma

1. Standard Diploma

Legacy International College Prep Academy



This certifies that

Name Here

Has satisfactorily completed a Course of Study prescribed for Graduation from this School and is there

Diploma

Given this fourth day of June, two thousand and fourteen.

School Board President

2. Advanced Diploma

Legacy International College Prep Academy



This certifies that

Name Here

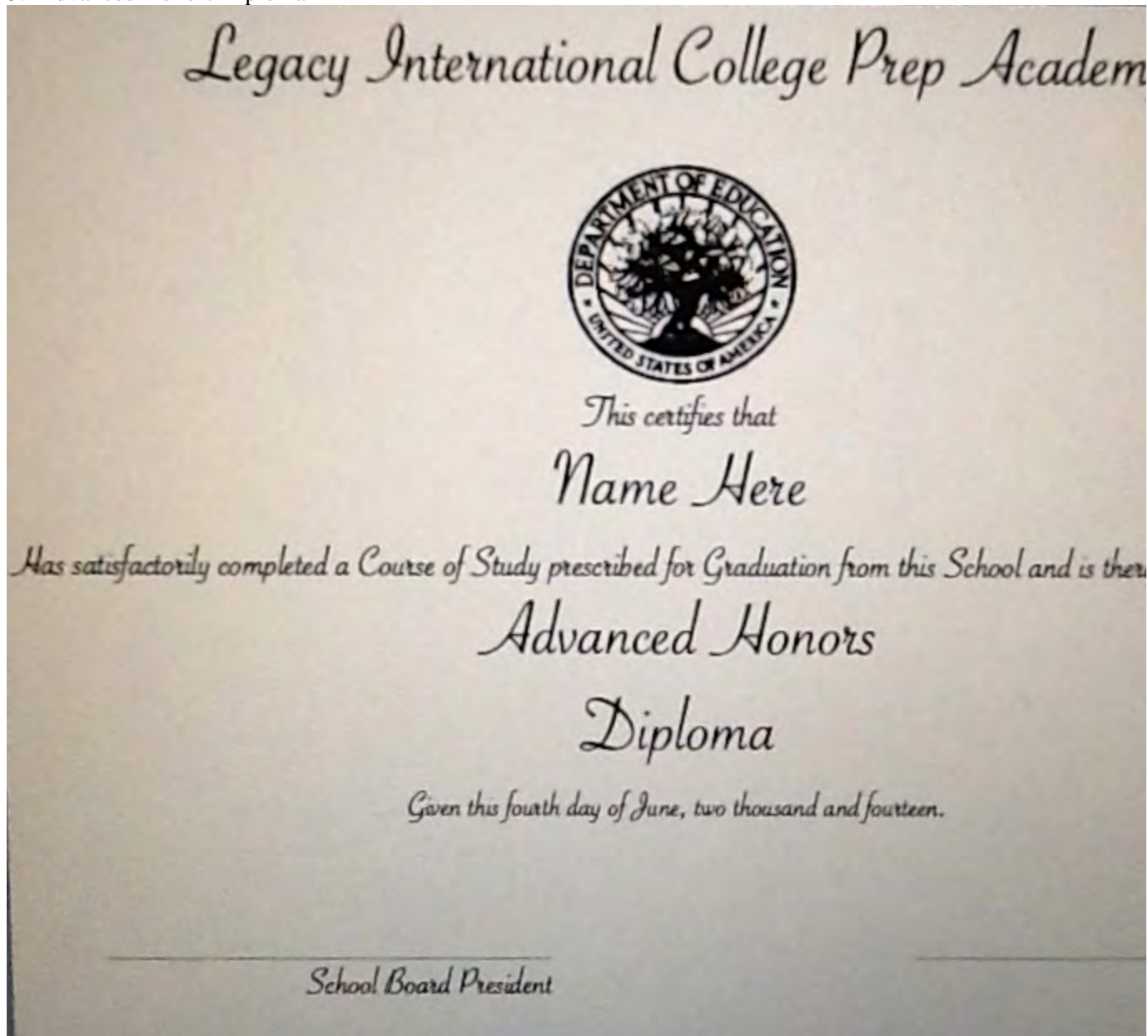
Has satisfactorily completed a Course of Study prescribed for Graduation from this School and is there

Advanced Diploma

Given this fourth day of June, two thousand and fourteen.

School Board President

3. Advanced Honors Diploma



Attachment A.3.9 LICPA Sample Transcript

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Attachment A.3.11 List of Text Books by Course and Grade Level

LICPA will use the electronically integrated textbooks which are fully embedded in the approved course curriculum (correlated to the curriculum alignment chart) utilized by the Nevada approved online curriculum we adopt for the school curriculum. For instance, the Connections Education Approved Course List

http://www.doe.nv.gov/Technology/ConnectionsEdApproved_Course_List.pdf. See Appendix A.3.3 Nevada Standards Alignment Chart

Attachment A.3.12.a Relevant Instructional Strategies

Introduction

Following extensive research into best and promising practices in teaching, learning, and school design, we piloted an innovative blended learning (hybrid) ~~K-12~~ 4-12 school and proposed that a full model be opened as a charter school in the fall of 2013. Our goals for the school are to improve the opportunities for students to learn, encourage the use of effective methods of teaching and provide an accurate measurement of the educational achievement of pupils. The school's mission is to maximize academic achievement, prepare students for college and develop life-long learners who are prepared to contribute purposefully to society. The Blended Model provides the best of online and face-to-face education. We will employ highly qualified teachers with specialized training in teaching in a hybrid classroom. The school's standard and enhanced curriculum prepares students for the 21st Century with problem solving, decision-making and strong leadership skills. Extensive use of cutting edge technologies will allow authentic learning opportunities for students and allow parents to interact with school personnel and be an integral part of the school experience.

Background

Our academy is a blended learning (Hybrid) school that combines a rigorous online curriculum with highly qualified teachers in a face-to-face classroom. World-class educational programs must embrace the digital world of the 21st century and meet the individual needs of today's students. The real and perceived failure of public and private schools has spurred a new industry of public online and face-to-face charter schools. Thirty-nine states now have State online (Virtual) schools with a nationwide population that is doubling every year. As of 2010 there were 450,000 students enrolled in State virtual schools in the United States. (Keeping Pace, INACOL, 2010).

Enrollment in Virtual Charter Schools is exploding. In 2000, there were 40-50,000 students enrolled in K-12 online education. In 2009, INACOL estimated there were 1,500,000 students enrolled in k-12 online education. Virtual schools do attempt to take advantage of the digital world by offering today's mobile and active students with 24-7 access to the curriculum. However, virtual schools do not provide the most important ingredient to a student's success - a highly qualified face-to-face teacher. Online teachers workload often includes 300 to 350 students with instructions to contact each student via email at least once per week. Much of the instruction is left to "Learning Coaches"

which in most cases are the parents. Unfortunately, most parents do not have the knowledge, skills or time to serve as full-time teachers for their children. It is no wonder that online schools have a higher dropout rate and lower performances on math than traditional schools (Minnesota Star Tribune, 9-19-11- State Audit). The State audit found:

During the 2009-10 school year, Minnesota's full-time online students finished only 63 percent of the courses they started. Just 16 percent of those in high school were proficient on state math tests, compared with 41 percent in the same grades at schools throughout Minnesota. And fully one-quarter of the 12th-graders dropped out by the end of the school year, vastly more than the 3 percent of all students who did so statewide.

<http://www.startribune.com/local/south/130145813.html>

Brick and mortar charter schools fair better than online charter schools. In fact, 17% of face-to-face Charter Schools do better than public schools in terms of drop-out rates and performance indicators. (NEA President, Interview October 1, 2011 on CNN based on CREDO Study). This data, of course, means, 83% of public face-to-face charter schools do the same or worse than public schools.

A new kind of school is emerging - the Blended Learning or Hybrid School that combines online classes with face-to-face instruction. While there are still very few hybrid schools and therefore little long-term data available, it is clear that the hybrid approach is supported by available data. The U.S. Department of Education Study of Online Learning, "Evaluation of Evidence-based Practice in Online Learning: A Meta-Analysis and Review of Online Learning Studies" (2009) concluded:

- a. "Overall, the meta-analysis found that students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction."
- b. "Instruction combining online learning with face-to-face elements had a larger advantage... students that participated in online learning and who spent more time on task benefited the most."

INACOL added, "Blended Learning (hybrid) schools have been shown to have the most positive impact on student learning" (INACOL 2010).

Evidence Based Success at the Core of Our School Design

Research reports show hybrid education is successful for several reasons including, (1) the online curriculum is available 24-7, (2) students have flexibility in and individual timelines to meet the online requirements, (3) face-to-face instruction can individualize learning activities to meet individual need, (4) teachers can use effective teaching methods to engage all students. Therefore, teachers can create lessons, activities, or other learning opportunities for each student based on the data and seek assistance if any student needs additional help, and (5) the combination of online and face-to-face schooling fits very well with the needs of today's students. (CREDO, 2009).

According to the Pew Internet Project report: "the Internet is an important element in the overall educational experience of many teenagers." For example, the report found:

- 87% of all youth between the ages of 12 and 17 use the Internet (21 million people).
- 86% percent of teens, 88% of online teens, and 80% of all parents believe that the Internet helps teenagers to do better in school.
- 85% of 17 year olds have gone online to get information about a college, university, or other school they were thinking about attending.

The Hybrid model also fits very well with current school reform and re-design efforts. For example, according to INACOL in its 2011 Keeping Pace Report:

- Data suggest that in about six years 10% of all courses will be computer-based, and by 2019 about 50% of courses will be delivered online.
- 90% of the fastest growing jobs in the economy require a college degree.
- Over 40% of our nation's high schools do not offer any AP courses. Many of these schools serve predominantly low-income and minority students.
- Virtual schools and online programs provide AP courses.
- While only 44% of U.S. high school students studied a foreign language in 2002, learning a second or third foreign language is compulsory for students in the European Union and elsewhere.
- Virtual schools offer foreign language courses online that allow interactive communication and collaboration with students and teachers across state and national boundaries for 21st century learning.
- 52% of middle school and 15% of high school mathematics teachers did not have a major or minor in mathematics and 40% of middle school and 11% of high school science teachers did not have a major or minor in science.
- Virtual schools and online programs provide a range of courses such as science, math, foreign languages, electives and remedial courses with highly qualified teachers.
- According to the Manhattan Institute, 70% of all students in public high schools graduate, and only 32% of all students leave high school qualified to attend four-year colleges.
- The high school graduation rate in the United States is 70%. High school drop-out rates in urban areas average 50%.
- Only 51% of all black students and 52% of all Hispanic students graduate, and only 20% of all black students and 16% of all Hispanic students leave high school college-ready.
- According to recent research from the Silent Epidemic study, 47% said a major reason for dropping out was that "classes were not interesting" and they were "bored"; 88% of dropouts had passing grades.
- The National Education Technology Plan recommended that every student have access to e-learning opportunities and every teacher have access to e-learning training.
- Virtual schools and online learning can help provide equal access to rigorous courses for all students, reducing inequities that exist across the educational system.
- Today 6,000 talented young people will drop out of school.
- Today only 11 states require credits in a foreign language for students to graduate.

- Today African American students are 14% of those in school, but only 7% of those are taking Advanced Placement exams.
- Today two-thirds of high school students will be bored in at least one class.
- Today 15 million students who need mentors do not have them.
- 69% of the public say that they “would be willing to have a child [of theirs] go through high school taking some academic courses over the Internet.

In addition, according to INACOL, blended learning can and should change educational practice in one of several ways. Among the possibilities are, blended (hybrid) learning:

- can significantly expand the school day or school year by allowing instruction to take place outside of the classroom. Class discussions can occur before or after school, or conversely, can occur during school, building on assignments and learning activities that already have or will occur online, thereby using the time students and teacher are together to best advantage for meaningful conversation that furthers the work students have done in their time outside of the face-to-face classroom. Students can access their courses for self-study in the early morning, evenings or on weekends when the school is not open and a teacher may not be available. Assignments can be given and completed before school starts in the fall, or over the summer. Studies have shown correlations between student achievement and learning time; blended learning allows for an increase in instructional time without requiring school buildings to be open for longer periods.”
- can significantly change the method of instruction, in one or more of many ways. Blended learning can personalize instruction to each student in a classroom, freeing the teacher to focus on working one-on-one with students in particular areas that they need additional help. It can allow students to work through math problems, for example, at their own rate, moving on as they demonstrate mastery and providing additional instruction in areas where students need help—or highlighting for the teacher the students who need assistance in a particular area.
- can change the human capital or physical infrastructure equation in education. The role of teachers may change, shifting teachers away from mass lectures and towards one-on-one instruction. For school administrators, the role of physical classrooms and buildings may change as a significant percentage of students access their education from outside of the school building.
- can bridge the gap between traditional face-to-face instructional structures and practice and online structures and practice, paving the road toward mainstream online learning opportunities for all students. (Keeping Pace - INACOL, 2010 p.42)

INACOL goes on to point out some additional benefits of Blended Learning:

- The most important potential benefit of blended learning is increased student engagement and learning. While many blended learning programs are so new that data over multiple years are not yet available, some programs are already showing promising results.
- In addition to the most important benefit, student learning, there are several additional potential benefits:
- Potential cost savings in physical infrastructure: Data comparing the costs of online, blended, and face-to-face instruction are limited, but there is a lack of

evidence that the operating costs of online and blended are significantly lower than the cost of face-to-face instruction. However, potential cost savings exist in physical infrastructure, as blended learning can reduce the amount of classroom space that is necessary for a school with a given number of students. For example, Albuquerque's new eCADEMY is intended to serve students with 80% online instruction and 20% onsite instruction. The building cost 1/7 as much as a new school building that is serving half the number of students entirely onsite.

- 21st century skills development: When blended learning is used to enhance classroom instruction, it can foster the development of 21st century literacies, which do not merely hinge on technological proficiency. Quality blended learning prepares students to think critically, to build collaborative relationships, to problem solve, and to communicate in a diverse global community.
- Enriched experience for the student: Experience with online learning shows that in many areas an online learning experience can match or improve upon that of a face-to-face classroom. Yet an even higher level of achievement comes when face-to-face teacher contact is involved as well. For the struggling student, this can help keep the student on track, help with specific issues, and possibly provide face time with fellow students as well to reinforce peer-to-peer support and interaction. For the solid or advanced student it helps to identify opportunities for further growth and also provides reinforcing interaction with peers.
- Enhanced personalization of learning: Done right, blended learning should allow students to move seamlessly and as needed from an independent, online-based instructional world to 1:1 interaction with qualified professional instructors with opportunities in-between for small group, peer-to-peer interaction online or offline. No more all or nothing, either/or.
- Increased communication and support: One key advantage of blended learning is an extra adult in the communication and monitoring processes. In addition to the student/ parent/teacher aspect of online learning, students in blended environments potentially get an "extra parent" through a face-to-face teacher or qualified lab facilitator. Keeping Pace, INACOL, 2010. P 43

The cited research demonstrates blended learning environments can have many benefits and produce excellent academic performance results for students.

Blended Learning, Teaching and Teaching Methods

Based on available research studies, we chose the blended or hybrid model as the best educational model for our Academy because it offers the best opportunity for students that enroll in our school to reach their highest academic goals. INACOL studies and the Pew Research Report cited above, show that an online curriculum coupled with excellent teachers increases academic performance for all students. In addition, the student progress data from our pilot program convinced us that the blended model will be successful with students in our home state of Nevada and elsewhere.

Our school addresses four purposes required by the state for all charter schools:

1. Improving the opportunities for pupils to learn;

- Our Academy improves the opportunities for students learn by offering a flexible yet rigorous online curriculum and innovative and individualized face-to-face instruction.
2. Encouraging the use of effective methods of teaching;
- Our teachers are trained in using a variety of online and face-to-face teaching methods. Blended learning offers many opportunities for teachers to utilize a variety of large group, small group and individualized instructional methods in face-to-face and online settings. Teaching methods and assessments will be based on a variety of learning styles and student preferences.
3. Creating/providing professional development opportunities for teachers.
- Our teachers will be involved in specialized academic training in teaching in a hybrid through university courses and professional development sessions. Professional development will take place prior to the start of school, during school hours, and in the summer. Our supervisors and mentor teachers will also work with new teachers or teachers in need of support during class sessions.

Scalable and Success Based

Our hybrid model will be scalable and success based on our extensive review of online and blended learning research, case studies of existing schools and data from the pilot hybrid school. We have cited much of the research on online and hybrid schools above. The PEW Research studies, the INACOL studies and the meta-analysis of current research all conclude that students in blended learning (hybrid) environments are as or more successful than students in traditional brick and mortar schools or online schools.

Based on this experience and the larger research on online and hybrid schools, we are convinced our hybrid model of 49/51 online/face-to-face instruction will be effective with all students.

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Attachment A.3.13.a Professional Development

All teachers and staff will participate in the following types of professional development activities:

A. Professional development for all new teachers. The content of these workshops will include the teacher training offered by the online school (any or all the ones we will utilize in the Academy) and content from the four graduate courses developed for a University Certificate in Teaching Online and in Hybrid Schools. University faculty and other experts on online teaching and charter schools will conduct the professional development workshops. The workshops will include the following topics:

1. The Big Picture of online and hybrid charter schools:

- NACOL Standards for online programs schools and courses.
- Research on the effectiveness of online learning;

A. Instruction in online and hybrid schools:

- When success is the only option: Competency Based Learning;
- iNACOL standards for online teaching;
- Best practices in online teaching;

B. Technology in online and hybrid schools;

- Tech skills for hybrid teachers;
- Socialization in hybrid schools;

C. The importance of content knowledge, pedagogical knowledge and knowledge about technology;

- Tech training: Basic and advanced skills for hybrid teachers
- Online teaching methods - Synchronous and asynchronous communication skills;
- Classroom management in a hybrid school;
- Teacher add-ons to improve the online curriculum, i.e. Test preparation, field trips, guest speakers, special topics, etc.

3. Equity, access and diversity in hybrid schools:

- Equity and access in online education;
- Overcoming the digital divide;
- Six pillars of effective dropout prevention; early attrition of first time e-learners;
- Increasing student achievement for all students in hybrid schools.
- Creating and maintain a student and teacher friendly environment where students and teachers feel supported, encouraged to succeed, safe, and have the knowledge and skills to reach their highest standards.

It is clear that we will not be able to address all of these issues in one week of professional development. However, we will address all of these and other topics during the course of the first year. Priority for topics will be based on the education, training, and needs of the personnel hired. We expect the Head of School and faculty to set up the agenda for the initial professional development workshops. We will address all of the topics through professional development during the first year of school.

B. In-service workshops - selected days when students are not present. We will provide two in-service workshops per semester for all teachers and staff members. These workshops will occur prior to students coming to school or days in which the students are not present. The topics addressed will be chosen by teachers and administrators based on teacher input, data analysis, parental and community input, and administrator observations.

C. On-going professional development with supervisors during school hours. Supervisors will have the opportunity to work with teachers and tutors on a daily basis. Since there are always two instructors (teacher and tutor) in every class, teachers or tutors can be pulled out of the class for professional development activities as needed.

Attachment A.4.1 LICPA Assessment Plan

The assessment plan must comply with

LICPA Assessment plan will comply with NAC 386.150(7), NRS 386.550(1)(g) and (h), and NAC 389.048-.083; Align with the school's mission, vision, and goals; Include a comprehensive assessment plan that clearly identifies the assessment(s) by grade level and a timetable as to when the assessment(s) is administered. The assessment plan must comply with NAC 386.150(7), NRS 386.550(1)(g) and (h), and NAC 389.048 - .083 (see Attachment A.4.1 LICPA Assessment Plan).

- Comprehensive assessment plan that clearly identifies the assessment(s) by grade level and a timetable as to when the assessment(s) is administered. The assessment plan must comply with NAC 386.150(7), NRS 386.550(1)(g) and (h), and NAC 389.049-.083.

It is the intent of both LICPA to gather and report data that is accurate, meaningful, and professionally sound. The purpose of the LICPA assessment program is to identify individual student needs and appropriate curriculum or instructional modifications, based upon the skills and concepts tested. LICPA is focused on the effective implementation of timely assessments in order to accurately assess where each student is at and to make adjustments in the curriculum to meet each child's individual learning needs. LICPA will comply with the NV Department of Education (NDE) requirement that all public school students to take the State Analytical Writing Assessment (5th grade) and Criterion Referenced Tests (CRTs) in reading and mathematics (3rd, 4th, 5th, and 6th grade).

Assessments (all state and any school level high stakes assessments) are conducted in proctored setting by certificated teachers.

LICPA 's quarterly assessments, data reports, student progress reports and semester student progress reports serve a powerful pre-emptive and corrective function. It informs teachers, parents and students how well students are doing relative to year-end goals (state content standards) — while there is still time to address problems. But teachers also report on student progress a minimum of every three weeks. To complete these, teachers stop and ask: “Are students learning what we want them to learn?”

Sample Nevada Proficiency Exam Calendar for the 2011-2012 School Year (Latest Available).

Legacy Academic Assessment Instruments Appendix

Guidelines and samples for the State Criterion Referenced Tests, the State Testing Calendar, and the Coordinator / Administrator Manuals for grades 3-8 are located at http://nde.doe.nv.gov/Assessment_CRT.htm

Guidelines and samples for the State Nevada High School Proficiency Examination, the State Testing Calendar, and the Coordinator / Administrator Manuals are located at http://nde.doe.nv.gov/Assessment_HSPE.htm

Guidelines and samples for the National Assessment of Educational Progress (NAEP) and the Coordinator / Administrator Manuals are located at http://nde.doe.nv.gov/Assessment_NAEP.htm

Guidelines and samples for the State Nevada High School Proficiency Examination, the State Testing Calendar, and the Coordinator / Administrator Manuals are located at

Guidelines and samples for the English Language Proficiency Assessment (ELPA) and the Coordinator / Administrator Manuals are located at http://nde.doe.nv.gov/Assessment_ELPA.htm

Guidelines and samples for the Nevada Alternate Assessment (NAA) and the Coordinator / Administrator Manuals are located at http://nde.doe.nv.gov/Assessment_NAA.htm

Guidelines and samples for the Writing Assessment and the Coordinator / Administrator Manuals are located at http://nde.doe.nv.gov/Assessment_WA.htm

Guidelines and samples for the Norm Referenced Testing (NRT) and the Coordinator / Administrator Manuals are located at http://nde.doe.nv.gov/Assessment_NRT.htm

(continued below)

Nevada Proficiency Examination Program Calendar for the 2011-2012 School Year

All Nevada public schools are required to administer the Criterion-Referenced Test (CRT), the Fifth and Eighth Grade Writing Assessments, the High School Proficiency Examination (HSPE), the Nevada Alternate Assessment (NAA), and the English Language Proficiency Assessment (ELPA) to grade/subgroup-appropriate enrolled students; and if selected, the National Assessment of Educational Progress (NAEP).

Assessment	Grade(s)	Dates/Windows			
CRT	3 – 8	150 th Day of Instruction +/- 10 Days, or by May 31 (whichever is earlier) ¹			
Writing	5	Jan. 17 – Feb. 17; online administration			
	8	Jan. 30 – Feb. 28; online administration			
HSPE Math, Reading and Science	10		Mar. 5 – 9		
	11	Oct. 31 – Nov. 4	Mar. 5 – 9		
	12 and Adult	Oct. 31 – Nov. 4	Mar. 5 – 9	Apr. 30 – May 2	July 9 – 13
	12	The Alternative to the HSPE in Science must be submitted to NDE by Mar. 23			
HSPE Writing	11	Nov. 2	Mar. 7		
	12 and Adult	Nov. 2	Mar. 7	May 2	July 11
	12	The Alternative to the HSPE in Writing must be submitted to NDE by Mar. 23			
NAA	3 – 8 and 11	Feb. 1 – Apr. 30			
ELPA	K-12 English Language Learners	Oct. 24 – Dec. 16; except Clark County School District ²			
NAEP		No Nevada school will be selected for participation this year			

¹ The CRT window is necessary to meet reporting deadlines for the annual determination of Adequate Yearly Progress (AYP) as required by NRS 385.3762. The May 31 deadline applies to those schools with year-round track schedules, and assumes that the vast majority of schools will have completed testing by the end of April or first part of May.

² The ELPA windows for the Clark County School District are as follows: Phase 1 and 4, Oct. 24 – Dec. 16; Phase 2, Oct. 24 – Jan. 13; and Phase 3, Dec. 5 – Feb. 17.

National Test Schedule 2011-2012

Sample LEP Testing Program for the School Year (2004-2007)

Limited English Proficient (LEP) Student Testing Program

School Year 2006–2007

As required by the No Child Left Behind Act of 2001, all students who are identified as **“Limited English Proficient”** must be assessed **annually** for English proficiency in the five domains of speaking, listening, reading, writing, and comprehension. This language assessment does not replace the State English Language Arts Criterion-Referenced Tests (CRT) or the Norm-Referenced Tests (NRT) as required by state law. All LEP students must **participate** in the state assessments as well as the assessment of English Language proficiency.

LIMITED ENGLISH PROFICIENT– The term “limited English proficient,” when used with respect to an individual, means an individual:

- n. who is aged 3 through 21;
 - o. who is enrolled or preparing to enroll in an elementary school or secondary school;
 - p. whose native language is a language other than English;
 - q. who is a Native American or Alaskan Native, or a native resident of the outlying areas;
 - r. who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - s. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; **and**
 - t. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the State's proficient level of achievement on State assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.
-

Annual Assessments for LEP Testing 2006–2007

- **Initial Placement Procedure:** Used to determine if a child is limited English proficient, where the student should be placed and what services can be provided to assure the student's academic success.
 - Students tested: All new students entering school with a home language other than English must be tested for English language proficiency.
 - Test used: Districts will continue to use the *Pre-LAS* and *LAS* for initial placement only.
 - Testing dates: Federal regulations require initial-placement testing, within 30 days of the start of the school year or within two weeks after enrollment if a student enters during the school year.
- **English Language Proficiency Assessment:** Is used to measure a student's growth or progress in English proficiency. It is the official measure of an LEP student's English language proficiency and is used as a principal determinate in achieving Annual Measurable Achievement Objectives (AMAO).
 - Students tested: All students classified as LEP must be tested.
 - Test used: English Language Proficiency Assessment (ELPA [LAS-Links]).
 - Testing dates: ELPA testing must be completed by February 28, 2007.

Questions concerning ELPA testing may be directed to the Title III Education consultant at (775) 687-9257.

Attachment A.4.5a Connections Education Learning Management System (CELMS)

Connections Education Learning Management System (COURSEWARE PLATFORM)

The platform for organizing and managing the entire Connections Academy educational environment is the Education Management System (EMS). This proprietary, Web-based software delivers every assignment and tracks every activity, monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge, and houses all student information. The EMS operates within a secure, robust technology infrastructure while maintaining a safe environment in which students and teachers can interact with each other. Students, teachers, and administrators have 24/7 access to

information on grades, courses, schedules, contact information, and technical support.

The Education Management System (EMS) was developed from scratch by Connections beginning in 2001. Connections built it because no other solution was available to comprehensively meet K-12 virtual education needs (from content delivery to performance tracking, communication to personalization, data analysis to data security) across grade levels and learning situations, and none has emerged since that addresses these needs in an equally integrated and powerful way. The Connections Education proprietary EMS software is an ASP.NET (C#) application that uses a clustered SQL Server 2008 database engine, a multiple-server Web farm, and several application servers, and is protected by copyright.

Connections Education has deep and varied experience exchanging data between the education management system and partner Student Information Systems via either API or flat file exchange. For the virtual public schools we support across the nation, we integrate with 20+ different district and state SIS, and provide custom data reporting using the extended data field capability in our EMS platform.

Attachment A.5.1 School Calendar

2013-2014 Legacy International College Prep Academy Calendar

Legacy Prep will follow the Clark County School District Calendar. The following is the proposed calendar.

Monday, July 1

Twelve-Month Administrators, Support Staff

Begin Work Year

Thursday, July 4

Independence Day (No School)

Thursday, August 1

Eleven-Month Administrators, Support Staff

Monday, August 13

Ten-Month Administrators and Support Staff Begin Work Year

Wednesday, August 15

New Licensed Employees Begin Work Year

Wednesday, August 21

All Other Licensed Employees Begin Work Year

Teacher and Staff Inservice

Thursday, August 22

Nine-Month Support Staff Employees Begin Work Year

Teacher and Staff Inservice

Friday, August 23

Nine-Month Support Staff Employees Begin Work Year

Teacher and Staff Inservice

Monday, August 26

Classes Begin

Monday, September 2

Labor Day (No School)

Thursday, October 24

End of First Grading Period (43 days)

Friday, October 25

Nevada Day Observed (No School)

Monday, November 11

Veterans Day Observed (No School)

Thurs-Fri, November 21, 22

Thanksgiving Day and Family Day (No School)

Friday, December 20

Winter Break Begins – End of Day

No School December 23 – January 6

Winter Break for Non-Assigned Support Staff

Mon-Tues, December 24, 25

Winter Break – Two-Day Holiday for Administrators, Support Staff, and

2014

Tuesday, January 1

New Year's Day – Holiday for Administrators, Support Staff, and

Monday, January 6

Classes Resume

Non-Assigned Support Staff Return from Winter Break

Friday, January 17

End of Second Grading Period (47 days)

End of First Semester (90 days)

Monday, January 20

Martin Luther King, Jr. Day Observed (No School)

Tuesday, January 21

Second Semester Begins

Monday, February 17

Presidents' Day Observed (No School)

Friday, March 21

End of Third Grading Period (43 days)

Friday, March 21

Spring Break Begins – End of Day

No School March 24 – March 28

Spring Break for Non-Assigned Support Staff

Friday, March 28

Spring Break Holiday for Administrators, Support Staff, and

Monday, March 31

Classes Resume

Non-Assigned Support Staff Return from Spring Break

Monday, May 26

Memorial Day (No School)

Wednesday, June 4

End of Fourth Grading Period (47 days)

End of Second Semester (90 days)

End of School Year (180 days)

Nine-Month Support Staff Employees End Work Year

Thursday, June 5

Licensed Employees End Work Year

June 5, 6, 9 Thurs, Fri, Mon

Contingency Days (if needed)

Wednesday, June 11

Ten-Month Administrators and Support Staff End Work Year

Friday, June 27

Eleven and Twelve-Month Administrators, Support Staff, and

Holidays in Bold

of WORK DAYS

Returning Licensed Employees 184 days 10-Month Administrators & Support Staff

206 days

New Licensed Employees 189 days 11-Month Administrators & Support Staff

226 days

9-Month Support Staff

182 days

12-Month Administrators & Support Staff

247 days

* Subject to change.

Attachment A.5.3 LICPA Alternative Schedule

Legacy Academy Alternative Daily Schedule

Our face-to-face instruction classes will be from 11:00 to 5:00 Monday and Friday and from 11:00 to 3:00 on Tuesday, Wednesday and Thursday.

11:30 to 11:45 – Each day begins with a School (or separate class meetings depending on class size) Meeting during lunch time. During this time students and teachers discuss issues, questions, or current events. Students fill-out daily academic plan (lessons they will complete that day). Teachers go over upcoming academic and school events including, upcoming major assignments, field trips, guest speakers, extra-curricular events, etc.)

Parents are welcome to participate in the meetings and have lunch with the students and teachers.

12:00 – 3:00 or 4:00 Depending on Student Program, on Tuesday, Wednesday and Thursday. Students are in appropriate classroom(s) and learning activity (varies by student).

Students work on online courses and can move to appropriate classroom for labs, reading room, one-on-one instruction, small group instruction, or large group discussion.

Students clean area before turning in Daily Academic Plan to their teacher.

Students turn in Daily Academic Plan, teacher reviews and signs. Teacher discusses the completed work and as appropriate receives a Ticket out the Door.

12:00 to 5:00 Students are in appropriate classroom and learning activity (varies by student) Students.

Students work on online courses and can move to appropriate classroom for labs, reading room, one-on-one instruction, small group instruction, or large group discussion.

Students clean area before leaving.

Students turn in Daily Academic Plan, teacher reviews and signs. Teacher discusses the completed work and as appropriate, receives a Ticket out the Door.

On Fridays, students are given their Weekly Progress Reports indicating assignments completed and remaining assignments in each class. Teachers discuss Progress Reports and makes recommendation to each student for weekend and next week's work.

The Legacy Academy is a primarily online school with a face-to-face component. Our school calendar will follow the CCSD school schedule and accommodate the online school curriculum to our schedule. Students will be in the face-to-face classes nineteen hours per week. Due to performance schedules, the face-to-face hours are flexible. Attendance will be based on the standards of the Distance Education program –completed course work and face-to-face class-time. The Legacy Academy exists in part to fill the need of high performance athletes and performers for a flexible, yet rigorous academic program.

The Face-to-Face Class Time: Legacy Academy students are in face-to-face classes 19 hours per-week. Other times, students are completing assignments online.

In-class, learning is individualized. Students work at their own pace with instructional support from teachers and tutors. Teachers create impromptu one-on-one, small and whole group lessons, guest lectures and activities as needed. Since LICPA is a blended school, the daily schedule

begins after lunch and students may take three ten minute breaks at their own discretion, or when necessary and with teacher approval.

Attachment A.6.3 Legacy Academy's discipline policy/code of conduct

Sample CODE OF CONDUCT

This is a sample Code of Conduct. The Official Code of Conduct will be approved by the School Board.

The Student Is Responsible For:

- Behaving in a manner that does not interfere with the rights of others.
- Abiding by expectations, guidelines, rules and regulations established by the school.
- Attending school daily on time.

The Parent Is Responsible For:

- u. Setting an example of respecting the worth of other persons.
- v. Reading and reviewing school expectations, guidelines, rules and regulations with family members.
- w. Cooperating with school officials when discipline is necessary.
- x. Seeking from school and community agencies help in correcting a student's misbehavior.
- y. Informing school officials of concerns relative to student behavior.
- z. Making sure the student attends school daily on time.

The Teacher is Responsible For:

- Treating each child with dignity and respect.
- Consistently teaching school expectations, guidelines, rules and regulations.
- Reviewing with students - school expectations, guidelines, rules and regulations.
- Establishing an atmosphere of appropriate behavior in the classroom.
- Communicating with students and parents if student behavior is not appropriate.

- Reporting promptly to appropriate school personnel continuing student misbehavior and reporting immediately any misbehavior that will or may result in expulsion or suspension.

The Principal Is Responsible For:

- Establishing school expectations, guidelines, rules and regulations in concert with school district policy and procedures.
- Communicating to parents, staff, and students school expectations, guidelines, rules and regulations.
- Enforcing consistently school expectations, guidelines, rules and regulations.
- Communicating to parents, in concert with the teacher, student behavior problems.
- Assisting teachers and parents to resolve student behavior problems.
- Reporting any suspected child abuse or neglect situation in accordance with State Law.

The School Board Is Responsible For:

1. Establishing school district policy relative to student behavior and discipline.

EXPECTATIONS FOR STUDENT BEHAVIOR

In order to create an environment for positive student development and achievement, which enhances learning and leads to success in school, we have established a number of “Expectations for Student Behavior.” These expectations may be divided into two (2) categories- those that apply to academic endeavor and those that apply to student behavior. Compliance with these expectations will foster positive and productive behavior. Failure to comply with these expectations may result in disciplinary action being taken against the student.

DEMONSTRATE RESPECT FOR PEOPLE AND PROPERTY

- Students are honest, courteous, and polite.
- Students respond courteously to instructions and/or requests from staff members.
- Students respect school property and the property of others.
- Students accept the rights of others to their opinions.
- Students settle differences peacefully.
- Students use appropriate language at all times.
- Students display good sportsmanship at school-related functions.
- Students participate in the maintenance and cleanliness of school facilities and property.

TAKE RESPONSIBILITY FOR THEIR OWN BEHAVIOR AND LEARNING

- Students come to school prepared to learn.
- Students recognize that school work and academic development is the primary purpose.
- Students complete all homework, class work, projects, and exams.
- Students make personal choices based on reasonable decision-making processes.
- Students accept constructive feedback and disagreement when necessary and appropriate.
- Students comply with all school rules.
- Students accept the consequences of their actions.

USE TIME AND OTHER RESOURCES RESPONSIBLY

- Students attend school regularly and punctually.
- Students attend all classes regularly and punctually.

- Students use books and other equipment appropriately.

SHARE RESPONSIBILITIES WHEN WORKING AS A MEMBER OF A GROUP

- Students cooperate, contribute, and share the work of the group.
- Students accept and assume leadership when appropriate.
- Students listen to the points of view of others.

MEET THE UNIQUE REQUIREMENTS OF EACH CLASS

- Students participate actively in class work.
- Students follow class rules and procedures.
- Students bring to class textbooks, clothing, and other materials necessary for participation.
- Students observe rules for safe handling of class equipment and materials.

Failure to comply with the expectations set forth by the administration of Legacy Academy will result in disciplinary action being taken against the student.

BULLYING POLICY

The Legacy Academy will not tolerate bullying. Recent legislation requires Pennsylvania Public Schools to create a policy regarding bullying and the discipline of students who are found to engage in bullying. This Policy will be reviewed with students and posted where all can see it.

Bullying is:

An intentional electronic, written, verbal or physical act or a series of acts that are:

1. directed at another student;
2. which occurs in a school setting. LEGACY ACADEMY defines bullying in such a way as to encompass acts that occur outside of LEGACY ACADEMY;
3. that is severe, persistent or pervasive; and
4. that has the effect of doing any of the following:
 - a. substantially interfering with a student's education;
 - b. creating a threatening environment; or
 - c. substantially disrupting the orderly operation of the school; and
5. "School setting" shall mean in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised, or sanctioned by the school.

All instances of Bullying, by Students, will, immediately, be reported to the Head of School who will investigate the allegation. If the allegation has merit, the Head of School will generate a record be filed with the student records for the student. A student who is guilty of Bullying will immediately be suspended for a period no less than three (3) days. A student who is subsequently, within the same school year, found to be guilty of Bullying may, at the discretion of the HEAD OF SCHOOL, be suspended or expelled.

FOUR OR MORE SUSPENSIONS POLICY

If, in any one school year, a Student is suspended for four (4) or more times, the Head Of School shall recommend the expulsion of that Student, to the School Board.

Discipline Grid With Consequences

OFFENSE	1 st Incident	2 nd Incident	3 rd Incident	4 th Incident
Academic Cheating	Warning and clarification of rules	3 days no practice and parental meeting	One week no practice/school and parental meeting	Hearing
Verbal Abuse	Warning and clarification of rules	3 days no practice and parental meeting	One week no practice/school and parental meeting	Hearing
Physical Abuse of another person unless severe	One day missed practice and parental meeting unless serious infraction	3 days no practice and parental meeting	One week no practice/school and parental meeting	Hearing
Disrespect Authority/Teachers	Warning and clarification of rules	3 days no practice and parental meeting	One week no practice/school and parental meeting	Hearing
Leaving School Grounds w/o permission	One day missed practice and parental meeting	3 days no practice and parental meeting	One week no practice/school and parental meeting	Hearing
Lunch misbehavior	Warning and clarification of rules	Lunch in room with teacher and meet with parent	Lunch in room with teacher and meet with parent	Lunch in room with teacher and meet with parent
Use of electronic devices	Warning and clarification of rules	No device allowed at school for three days	No device allowed at school for five days	No device allowed at school
Possession of controlled	Report to Head of School, parents and	Hearing	Hearing if still in school	Hearing if still in school

substances	appropriate authorities			
Leaving assigned area w/o permission	Warning and clarification of rules	One day no practice	Three days no practice and meet with parents	Three days no practice and meet with parents
Throwing Objects unless severe	One day missed practice and parental meeting	One day no practice	Three days no practice and meet with parents	Three days no practice and meet with parents
Bullying –any form unless severe	One day missed practice and parental meeting	3 days no practice and parental meeting	One week no practice/school and parental meeting	Hearing
Inappropriate touching	Warning and clarification of rules unless serious infraction	3 days no practice and parental meeting	One week no practice/school and parental meeting	Hearing
Misuse of computer	Warning and clarification of rules	One day no practice	Three days no practice and meet with parents	Three days no practice and meet with parents
Destruction of property	Report to Head of School, parents and appropriate authorities	3 days no practice and parental meeting	One week no practice/school and parental meeting	Hearing
Disturbing School Climate	Warning and clarification of rules	One day no practice	Three days no practice and meet with parents	Three days no practice and meet with parents
Unspecified infractions of a serious nature	Report to Head of School, parents and appropriate authorities for possible suspension or expulsion. Hearing.	Report to Head of School, parents and appropriate authorities for possible suspension or expulsion. Hearing.	Hearing - Expulsion	

Please note, the LICPA Board will review all policies for state compliance and effectiveness.

Attachment A.6.4 LICPA Truancy Policy (Revised all)

All students between the ages of six (6) and eighteen (18) must be in attendance full time at public school, private school, or involved in an alternative education program. If a student is eighteen (18) or older and chooses not to follow the rules, regulations, and/or policies of the school that student will be asked to cease attendance.

- **Truancy means any absence of part of or all of one or more days from school during which the school attendance officer, principal or teacher has not been notified of the legal cause of such absence by the parent or guardian and also means intermittent carried on for the purpose of defeating the intent of compulsory education.**

Habitual Truancy means a pupil who is absent from school without an acceptable excuse for part of or all of 5 or more days on which school is held during a semester.

- **The only legal course for absence is:**
 - o **In situations where the student is not in proper physical or mental condition to attend school;**
 - o **When any child is excused by the Head of School or School Board in accordance with the School Board's written policy;**
 - o **When students are on sanctioned sports or performance events with a coach or approved person. In these cases, parents must sign an agreement and release form to request student attendance at event.**
- **When a parent/guardian knows that their child will be absent it is requested that the parent/guardian give the school prior written notice of the upcoming absence. When it is necessary for a student to be absent due to illness or emergency reasons, a parent/guardian is requested to call the high school attendance line (will provide later) before 10:00 a.m. on the day of the absence to indicate the reason for the student's absence so that the school can maintain accurate records. Absences are un-excused until parent/guardian contact is made. All absences must be excused within 24 hours of the initial absence.**
- **Absences: A student is deemed truant when he/she is absent from school without an acceptable excuse for part of or all of any day(s) on which school is held and during which the attendance officer or designee has not been notified in writing of the legal cause of the students absence by the parent/guardian. What is excused or un-excused is determined by the school. Parents/guardians must contact the school as described above. The attendance officer is empowered to approve a legal excuse to any student under the following conditions:**
 - o **Evidence that the student is not in proper physical or mental condition to attend**

school or an educational program; a medical excuse may be requested. (Medical, dental, chiropractic, optometry, psychological, or other valid medical appointments.) Every effort should be made to schedule appointments during non-school hours.

o A court appearance or legal procedure.

o A quarantine as imposed by a public health officer.

o Approved school activities during class time.

The LICPA will review the Truancy Policy, including the Board member who is an attorney, to assure the LICPA Truancy Policy aligns with all applicable Nevada regulations and codes.

- o A child may be excused in writing by his/her parent/guardian by state statute prior to any additional absence. A child shall not be excused more than ten (10) days in a school year. The School Board requires a child excused under the above to complete any course-work missed during the absence.
- o Special circumstances that show good cause which are approved in advance by the Head of School or School Board.

Attachment A.6.5 LICPA Absence Policy

Legacy Academy offers 180 days of instruction. Students in grades 4-6 are expected to attend five hours per day of online instruction; students in grades 7-12 are expected to attend five and a half hours per day of online instruction. The attendance is based on the completion of online assignments.

The face-to-face attendance is supplemental to the “virtual” online attendance. Students are expected to be in class 19 hours per week.

Specific Policy:

~~1. Parent & Student Agreement—At the start of the academic year, Parents and students will be required to read and sign a Parent & Student Agreement acknowledging:~~

- ~~• They understand and value the school’s vision and the distinctive characteristics of the educational program~~
- ~~• They agree to adhere to Legacy Academy policies and procedures and failure to do so may result in forfeiture of enrollment.~~
- ~~• A commitment to actively participate in their child’s education both at school and at home~~
- ~~• A commitment to have each child attend online classes 5 to 5 1/2 hours per day five days per week and attend the face-to-face school up to 19 hours per week. The 19 hours per week will include part of the required online hours. Failure to do so may result in forfeiture of enrollment.~~

~~2. Parental Notification: Parents will be notified via telephone, email and text if a student is absent. Students will be required to submit absence notes signed by parents for each absence in the face-to-face school.~~

3. ~~Unexcused Absences: (See Truancy Policy)~~

4. ~~????~~

Legacy Academy will adhere to all Nevada Laws on Attendance

Excerpts and Summaries of Nevada Laws on Attendance

The following references to the NEVADA REVISED STATUTES provide information about student attendance and truancy. Please read carefully and note that compulsory school attendance is not a choice but is mandated by law.* *The term parent used throughout this publication is referring to any person having legal control or charge of a child.*

Nevada Revised Statutes, Title 34-EducationPublic School Attendance NRS 392.040 provides for, among other items, the following:

- ~~Unless otherwise provided by law, each parent of any child between the ages of 7 and 18 shall send the child to a public school during all the time the public school is in session. A child who is 6 years of age and enrolled in school must also attend.~~
- ~~A child who is 5 or 6 years of age and enrolled in a public school is subject to all rules and regulations of the Clark County School District including the school district's attendance regulation.~~

Student Absences and Truancy NRS 392.130 provides for, among other items, the following:

- aa. ~~Excused/Approved Absence -- If an emergency exists or if the pupil is physically or mentally unable to attend school, the parent of the pupil shall notify the teacher or principal of the school within 3 days after the pupil returns to school in order for the absence to be considered excused.~~
- bb. ~~Unexcused/Unapproved Absence -- An absence that has not been approved shall be deemed an unapproved absence. In the case of an unapproved absence a notice of truancy will be delivered to the parent of the child.~~

cc. ~~A pupil shall be deemed a truant who is absent from school one or more class periods or the equivalent of one or more class periods without the written approval of his teacher or the principal of the school unless the pupil is mentally or physically unable to attend school.~~

~~Definition of Habitual Truant NRS 392.140 provides for, among other items, the following:~~

~~Any child who has been declared a truant three or more times within one school year must be declared a habitual truant.~~

~~Reporting of Habitual Truants NRS 392.144 provides for, among other items, the following:~~

~~If a pupil is a habitual truant, the principal of the school shall report the pupil to a school police officer or the local law enforcement agency for investigation and issuance of a citation.~~

~~Failure to Comply by Parent or Guardian NRS 392.210 provides for, among other items, the following:~~

~~Any parent, of any child and to whom notice has been given of the child's truancy as provided in NRS 392.130 and 392.140, and who fails to prevent the child's subsequent truancy within that school year, is guilty of a misdemeanor.~~

~~Penalty for False Statements NRS 392.215 provides for, among other items, the following:~~

~~Any parent who, with the intent to deceive, makes a false statement concerning the age or school attendance of a child under 18 years of age who is under his control or charge, is guilty of a misdemeanor.~~

~~Penalty for Abetting Truancy NRS 392.220 provides for, among other items, the following:~~

~~Any person who induces or attempts to induce any child to be absent from school unlawfully, or who knowingly employs or harbors, while school is in session, any child absent unlawfully from school, is guilty of a misdemeanor.~~

~~Negligent Treatment or Maltreatment [Educational Neglect] NRS 432B.140 provides for, among other items, the following:~~

~~Negligent treatment or maltreatment of a child occurs if a child has been abandoned, is without proper care, control and supervision or lacks the subsistence, education, shelter, medical care or other care necessary for the well-being of the child because of the faults or habits of the person responsible for his welfare or his neglect or refusal to provide them when able to do so.~~

Court Action for Habitual Truancy NRS 62E.270 & 62E.430 provides for, among other items, the following:

~~1. The first time a child is found to be in need of supervision because of habitual truancy the court shall:~~

- ~~• Order the child to pay a fine of not more than \$100; or~~
- ~~• Perform not less than 8 hours but not more than 16 hours of community service; and~~
- ~~• If the child is 14 years of age or older, order the suspension of the child's driver's license for at least 30 days but not more than 6 months. If the child does not possess a driver's license, the court can prohibit the child from applying for a driver's license for 30 days:~~
 - ~~○ Immediately following the date of the order if the child is eligible to apply for a driver's license; or~~
 - ~~○ After the date he becomes eligible to apply for a driver's license if the child is not eligible to apply for a driver's license.~~

~~The second or any subsequent time the child is found to be in need of supervision because he/she is a habitual truant the court shall:~~

- ~~• Order the child to pay a fine of not more than \$200 and/or perform not more than 10 hours of community service; and~~
- ~~• If the child is 14 years of age or older, order the suspension of the child's driver's license for at least 60 days but not more than 1 year. If the child does not possess a driver's license, the court shall prohibit the child from applying for a driver's license for 60 days:~~
 - ~~○ Immediately following the date of the order if the child is eligible to apply for a driver's license; or~~
 - ~~○ After the date he becomes eligible to apply for a driver's license if the child is not eligible to apply for a driver's license.~~

~~The court may suspend the payment of a fine ordered if the child attends school for 60 consecutive school days after the imposition of the fine or has a valid excuse acceptable to his teacher or the principal for any absence from school within that 60 days.~~

~~The community service ordered must be performed at the child's school of attendance, if practicable.~~

Revised:

STUDENT ABSENCE/ATTENDANCE/TRUANCY POLICY

- **School Attendance Officer:**

The LICPA Head of School will serve as the school attendance officer for school and deal with all matters relating to school attendance and truancy.

1. The school shall determine daily which students enrolled in the school are absent from school and whether that absence is excused in accordance with Board policy.

- **Release during School Hours:** Student(s) in Grades 4-12 may be granted permission by the Building Administrator or Attendance Officer to leave the school premises during the school day:

- o To receive instruction at another site.
- o To participate in a work experience program.
- o To work at places of employment as part of a work/study program.
- o To attend approved sporting or performance events if parents have signed request forms.

A written request by the parent(s) or legal guardian(s) for such absence must be filed with the Head of School.

- **Release for School Closings:** LICPA will remain open in accordance with the school calendar except as follows:

- o Closure by the health officer.
- o Emergency situations.
- o Severe weather conditions as determined by the District Administrator.
- o Changes in the calendar approved by the School Board and/or Head of School.

- **Medical Confirmation:** Head of School may require an excuse signed by a physician for re-entry to school if illness is the cause of the absence of three (3) or more consecutive days.

- **Age of Majority:** Students 18 years of age and above must attend all assigned classes, home-rooms, assemblies, and follow all school rules. Reaching the age of majority does not imply any specific rights. If a student is eighteen (18) or older and chooses not to follow the rules, regulations, and/or policies of the school district, that student will be asked to cease attendance.

- **Un-excused absence** occurs when a pupil is voluntarily absent with or without the consent of his/her parent(s)/guardian(s) for reasons not recognized by Nevada Statutes and/or School Board Policy. Credit may not be given for class-work missed during an un-excused absence. Students have the obligation to obtain, understand, retain for future reference and use all materials presented during their un-excused absence. All students with an un-excused absence will be permitted to make up an examination missed during an un-excused absence.

Examples of un-excused absences include, but are not limited to:

- * leaving the building without approval * working**
- * haircuts and/or other appointments pertaining to grooming * oversleeping**
- * preplanned absence without prior written notification from parent/guardian.**

- **Truancy/Un-excused Absence procedures:** The following describes the normal procedure for dealing with truancy/un-excused absences.
 - o For the first two truancy/un-excused absences a letter of warning may be sent to the parents/guardians stating that future occurrences could result in suspension or expulsion.
 - o For the third and fourth truancy/un-excused absences could result in suspension or expulsion.
- **Teacher responsibility:** Teachers are required by law to take daily attendance and maintain a record of absences and inform the administration building office daily of absentees.
- **Truant students** will be dealt with according to legal procedures and laws of Nevada.

SCHOOL CONSEQUENCES FOR TARDINESS

- **Tardiness/Late Arrivals:** All students are expected to be in attendance in their regularly scheduled classes by the time the bell rings to begin class. Students who arrive late to school must report to the office upon arrival at school. Repetitive tardiness at the start of the day or during school hours may result in the school pursuing action as simple or habitual truancy. If a student arrives late to class, the teacher will handle the situation. If a student has been detained by a teacher, the student is to ask for a late slip from the person who detained the student before going on to the next class. Any student five (5) or more minutes late to a class for any un-excused reason may be considered by the office as un-excused absent for that period.

Teachers shall determine their own policies dealing with un-excused tardiness. After three (3) tardies the teacher may choose to refer the student to the office for consequences. The consequence may include no credit for that day's class work.

- If these consequences are found to be ineffective, then alternative consequences including, but not limited to, out of school suspension may be assigned.

A record of tardiness will be kept by the office. Tardiness will be recorded on the student's permanent record.

- Student must be in class and on time or excused in order to practice or participate in an activity that day.

The LICPA will review the Truancy Policy, including the Board member who is an attorney, to assure the LICPA Attendance Policy aligns with all applicable Nevada regulations and codes.

Attachment A.6.6.a Sample Student Reports

The student reports take data from the Online LMS and add additional input to create this readable, easily understood progress report for parents, teachers, administrators, students and coaches.

Sample A: Elementary Student

DTC Weekly Academic Report To Parents							
Student :	Chianna Rodriguez			PROGRESS: Great work Chianna!		COMMENTS:	
DATE	19-Nov	20-Nov	21-Nov	22-Nov	23-Nov	Today's Date	% Work Required
Required Hours	4	4	4	0	0	11/25/12	33.52%
Productive Hours	4	4	4	0	0	Productivity =	100%
COURSE	NOTES					% Completed (based on 2.78% per week)	Grade (Goal is to have all Green)
Pre-Algebra	Great effort this week Chianna.					42%	125%
Composition	We will finalize Letter to the Editor on Monday! :)					37%	110%
GUM	EXCELLENT! Work on 1 - 2 GUM lessons this week!					45%	134%
Vocabulary	Good work.					37%	110%
Literature	Great progress in Literature this week!					36%	107%
Earth Science	EXCELLENT! Right on track!					36%	107%
World History	EXCELLENT!					36%	107%
Art	Looking forward to seeing some of your work this week!					47%	140%
Spanish	427/1937 lessons complete! Excellent!					A	94%
FINAL COMMENTS:	Good work this past week (and a half).. Chianna is ahead in all of her classes! I know that ice skating is going to get busy, she should be very proud of her hard work and focus :)						
LEGEND	Light blue cells are for user input.	Grey cells update automatically	Green is current (less than 2 weeks ahead and not behind)	Blue is 2 or more weeks ahead (student needs to slow down)	Yellow is up to 2 weeks behind	Red is more than 2 but less than 4 weeks behind	Black is a month or more behind

Student had 100% productivity for the week and completed over 100% of all assignments at an A level. Student A is involved in ice-skating and is trying to get a head in her course work prior to the start of extended practices.

Sample B: Secondary Student

DTC Weekly Academic Report To Parents						
Student :	Gabby Smith			PROGRESS: Great work Gabby!		COMMENTS: EXCELLENT WORK GABBY! Your grades are a true reflection of your hard work and focus!!!
DATE	19-Nov	20-Nov	21-Nov	22-Nov	23-Nov	WEEK SUMMARY
Required Hours	4	4	4	0	0	Productivity =
Productive Hours	4	4	4	0	0	In - class: 100%
COURSES:	NOTES					GRADE
PERSONAL FINANCE	Grade increase! Great work Gabby!!					80% B
ENGLISH	Grade increase! Excellent!!					85% B
ALGEBRA 1	Good job on the Mid-Unit Test and quizzes!					87% B
PE	Get that Activity Log in and this grade will be at 100% :)					96% A
EARTH SCIENCE	Yay! You should be so proud! Great work Gabby! Grade increase! :)					76% C
COMPUTER LITERACY	Good! Missing Assignment 3S. Submit for credit!					72% C
FINAL COMMENTS:	* Complete required Study Island assignments in Algebra and Literature (if required) & Science extra credit *					
Legend	Green is for 90% or above	Blue is for 80%-89%	Purple is for 70%-79%	Yellow is for 60%-69%	Red is a FAILING grade (below 60%)	Productivity % represents how the student used available time

This student is a late arrival this semester. She had 100% productivity for the week. However, she is behind due to her late enrollment and is showing strong effort and improvement in all of her subject areas. At the current rate, she will complete all courses on time with an A in every course.

Attachment 6.6.b Sample Student Weekly Plan

RACHEL'S WEEKLY PLAN

December 3rd - December 7th

HAVE A GREAT WEEK!	Monday	Tuesday	Wednesday	Thursday	Friday	MISSING/NOTES
HONORS LAC	Day 66 Read CHPT 6 & 7 Animal Farm 5 **Journal 2 Due Wednesday 12/5**	Day 67 Read CHPT 8 -10 Animal Farm 6	Day 68 Animal Farm 7 <u>DUE: JOURNAL 2</u>	Day 69 Animal Farm 8	Day 70 <u>DUE: LC Unit 7 Test</u>	Day 55 GV Quiz Unit 6 Test.
ALGEBRA 1 HONORS	Read & Practice 7.01 Equations in Two Variables <u>DUE: 7.01 Quiz</u>	Read & Practice 7.02 Graphs <u>DUE: 7.02 Quiz</u>	Read & Practice 7.03 Lines and Intercepts <u>DUE: 7.03 Quiz</u>	Read & Practice 7.04 Slope <u>DUE: 7.04 Quiz</u>	See Study Island: MATH	6.07 Quiz Unit 6 Test Part 2
HEALTH	7.1 Study 2: Friendships, 7.1 Study 3: Dating (Romantic Relationships), 7.1 Study 4: Getting Relationship Help, <u>DUE: 7.1 Quiz: Assess Your Learning</u>	7.2 Study 1: Things to Know About Marriage 7.2 Study 2: Parenthood <u>DUE: 7.2 Journal 2 Interview a Parent- Will be Read</u>	<u>DUE: 7.2 Quiz: Assess Your Learning</u>	7.3 Study 1: The Female Reproductive System, 7.3 Study 2: Female Puberty and Menarche, 7.3 Study 3: Female Reproductive Health	7.3 Study 4: The Male Reproductive System, 7.3 Study 5: Male Puberty, 7.3 Study 6: Male Reproductive Health <u>DUE: 7.3 Practice: Reproductive Health</u>	

RACHEL'S WEEKLY PLAN

December 3rd - December 7th

HAVE A GREAT WEEK!	Monday	Tuesday	Wednesday	Thursday	Friday	MISSING/NOTES
P.E	15.01 CHECK IN ACTIVITY LOG	15.02 CHECK IN ACTIVITY LOG	15.03 CHECK IN ACTIVITY LOG	15.04 CHECK IN ACTIVITY LOG	15.05 CHECK IN ACTIVITY LOG	
EARTH SCIENCE	<u>DUE: 5.06 Lab: Barometer 2</u>	<u>DUE: 5.07 Mid-Unit Test Part 1 & Part 2</u>	Read 5.08 Sun & Energy	Read 5.09 Solar Radiation	Read 5.10 Air Pressure <u>DUE: 5.10 Discussion</u>	4.09 Unit 4 Test 1.05 Quiz
SPANISH 1	<u>Follow online schedule</u>	<u>Follow online schedule</u>	<u>Follow online schedule</u>	<u>Follow online schedule</u>	<u>Follow online schedule</u>	
Study Island MATH						DUE 12/20

** Please fill in Study Island progress in blank schedule as they are completed.

GABBY'S WEEKLY PLAN

December 3rd - December 7th!

HAVE A GREAT WEEK!	Monday	Tuesday	Wednesday	Thursday	Friday	MISSING/NOTES
Personal Finance	Section 8 Lesson 1 & Study Questions	Section 8 Lesson 1 & Study Questions	<u>DUE: Section 8: Lesson 1 & Study Questions</u>	<u>DUE: QUIZ 8</u>	Assignment 8	Assignment 6
LAC	Day 66 Read CHPT 6 & 7 Animal Farm 5 **Journal 2 Due Wednesday 12/5**	Day 67 Read CHPT 8-10 Animal Farm 6	Day 68 Animal Farm 7 <u>DUE: JOURNAL 2</u>	Day 69 Animal Farm 8	Day 70 <u>DUE: LC Unit 7 Test</u>	Day 25 GV Quiz, Day 28 GV Quiz, Day 33 LC Unit 3 Test: Part 1, Day 55 GV Quiz, Day 59 LC Unit 6 Test: Part 1
ALGEBRA 1	Read & Practice 7.01 Equations in Two Variables <u>DUE: 7.01 Quiz</u>	Read & Practice 7.02 Graphs <u>DUE: 7.02 Quiz</u>	Read & Practice 7.03 Lines and Intercepts <u>DUE: 7.03 Quiz</u>	Read & Practice 7.04 Slope <u>DUE: 7.04 Quiz</u>	See Study Island: MATH	6.09 Unit 6 Test: Part 1 & Part 2
P.E	15.01 CHECK IN ACTIVITY LOG	15.02 CHECK IN ACTIVITY LOG	15.03 CHECK IN ACTIVITY LOG	15.04 CHECK IN ACTIVITY LOG	15.05 CHECK IN ACTIVITY LOG	Unit 14 Activity Log

GABBY'S WEEKLY PLAN

December 3rd - December 7th!

HAVE A GREAT WEEK!	Monday	Tuesday	Wednesday	Thursday	Friday	MISSING/NOTES
EARTH SCIENCE	DUE: 5.06 Lab: Barometer 2	<u>DUE: 5.07 Mid-Unit Test Part 1 & Part 2</u>	Read 5.08 Sun & Energy	Read 5.09 Solar Radiation	Read 5.10 Air Pressure <u>DUE: 5.10 Discussion</u>	4.09 Unit 4 Test, Barometric Pressure Lab *extra credit*
COMPUTER LITERACY	Assignment 5S	Assignment 5S	Assignment 5S	<u>DUE: Assignment 5S (25 points)</u>	Assignment 5R	Assignment 3S, Assignment 2S, Submit Career Plan
Study Island MATH						<u>DUE 12/20</u>

** Please fill in Study Island progress in blank schedule as they are completed.

Attachment A.7.2 Explanation of Enrollment Projections

LICPA enrollment projections are based on research conducted by Dr. Levitt, Dr. Grubaugh, and Mr. Richard Cumelis (pilot year one teacher at LICPA) over a two-year period. The research included interviews and visits to ten locations where there are currently high performance sports and other performance based programs.

In every location, we interviewed the owners and after discussing our school model we received information on the following questions:

1. How many full-time students are currently enrolled in your program?
2. How many students are currently enrolled in an online or home school program?
3. If there was a blended charter school located in your facility, how many students do you think would enroll in the school?

We interviewed people in the following locations:

1. Darling Tennis Center:
 - a. 130 players in the high performance program.
 - b. 40 players currently enrolled in an online or home school
 - c. 60 students could fit in the current physical structure. However, if more space were available more students would enroll.
2. Lorenzi No Quit Tennis Academy (Includes Agassi Program Students)
 - a. 120 players in the high performance program.
 - b. 35 players currently enrolled in an online or home school
 - c. 100+ students would participate if facilities were available
3. Anthem Country Club, Dragon Ridge, Southern Highlands Tennis Programs:
 - a. 50 players in the high performance program in the Henderson area.
 - b. 30 players currently enrolled in an online or home school
 - c. 50+ students would participate if facilities were available.
4. On Deck Baseball Academy: (There are additional programs in Las Vegas)
 - a. 100 players in the high performance program.
 - b. 30 players currently enrolled in an online or home school
 - c. 30 students could fit in the current physical structure. However, the owner is evaluating several locations that would allow for 120 students to participate in the full time academy and the charter school.
5. Go For It Gymnastics Academy: (There are additional programs in Las Vegas)
 - a. 100+ players in the high performance program.
 - b. 30 players currently enrolled in an online or home school
 - c. 40 students could fit in the current physical structure. However, if more space were available more students would enroll.

In addition to these locations and interviews, we have interviewed coaches in several sports and performance areas with the following results:

1. The number of high performance students in Clark County in each of the following areas:
 - a. Tennis – over 400 students participate in USTA sanctioned tournaments.
 - b. Baseball – over 1000 students participate in high level baseball camps and training.
 - c. Gymnastics – over 300 students participate in high level training.
 - d. Figure Skating – over 100 students participate in high level training.
 - e. Soccer – over 2000 students participate in high level training
 - f. Golf – over 100 student participate in high level training.
 - g. Swimming, Track, and other sports – 200 students participate in high level training.
 - h. Instrumental music (mostly violin, cello, and piano) over 150 students participate in high level training.
 - i. Vocal Music – estimate of over 50 students
 - j. Acting – estimate of over 50 students
2. Over 4,000 students in Clark County participate in some level of high performance training.
3. The limiting factor to enrollments will be a suitable facility. LICPA will require each facility to provide the school facility that meets state regulations and provide insurance for the school at no cost to LICPA.

Attachment A.7.4 Student Recruitment Plan

The Legacy Academy serves students who are participating in time demanding activities that require students to miss too many school days in a traditional school to maintain academic progress. Students involved in elite high performance sports such as tennis, golf, gymnastics and soccer and students in high level performance careers such as vocal music and dance find it impossible to maintain high academic performance due to traditional school attendance policies and maintain high

performance levels in sports or performance career activities. Many of these students enroll in online schools or are forced to drop out of school altogether to pursue their career dreams. Our research indicates these students do not do well in online only schools and many students would do better in a hybrid school.

Therefore, our **Student Recruitment Plan** will target students enrolled and participating in these high performance activities. We will target coaches and players in high performance sports programs, Instructors and students in high-level performance programs as well as these coaches and instructors in public and private school programs.

Our marketing campaign will focus on recruiting students who need a flexible academic schedule for high performance sports or performing arts and need a strong college prep academic program.

- a. Community Demographics: Clark County School District enrolls approximately 300,00 students per year. The State of Nevada enrolls approximately 425,00 students per year. According to the National Federation of High School Associations, 55% of high school students participate in athletics (<http://www.nfhs.org/content.aspx?id=3505>). In addition, approximately 20% of students participate in performing arts activities. However, 1 to 10% of students participate in high performance activities. Therefore, our target audience is no more than 10% of the school age population or approximately 4,000 to 40,000 students.

b. Documentation of community or family demand. Parents and coaches of high performance athletes initiated a desire to have a hybrid school for their students. Once the pilot program started, coaches and parents from high performance programs in Nevada, California, Washington, Washington D.C., Michigan, Texas and Florida have expressed interest in starting a similar hybrid school. Coaches have a strong incentive to have their players/performers in this type of program as it allows for extended practice and performance times. Parents, once assured the program maintains high academic standards and courses are approved by the NCAA also have a strong incentive to enroll their children in this type of program because it allows their children to maintain high academic performances and high performance in sports or performing arts. Many parents and coaches have commented, "This program is ideal for our children/players." **In addition, see Attachment A.7.2 Enrollment Projects where the results of interviews that demonstrate a strong demand and support for a blended charter school in Clark County.**

c. Enrollment data from schools currently operating in the community. According to the Head of School for Nevada Virtual Academy(NVVA), their online student population is doubling every year. NVVA enrolled approximately 3,000 students for the 2011-2012 school year. Odyssey Charter School enrolled approximately 800 students for the 2011-2012 school year (<http://nevada.schooltree.org/charter/Odyssey-Charter->

[053750.html](#)). Clark County School District enrolled approximately 300,000 students for the 2011-2012 school year.

- d. Realistically, we hope to recruit a high percentage of the over 4,000 high performance athletes and performers in Clark County.**

Attachment A.7.6.a Letters from DTC and On Deck Academy

Letter One: DTC Academy Enrollment Projections

Founding School Board
Legacy International College Prep Academy
1350 E. Flamingo # 3318
Las Vegas, Nevada, 89119

Dear Founding Board Members,

My name is Lindsay Douglas and I am the facilitator at the Collaborative Blended Pilot Project at Darling Tennis Center in Summerlin, Nevada. Our facility is in its third year of offering a blended learning environment for our student athletes. All of our students are enrolled in an online, virtual school and complete their academics in a structured classroom environment with teacher supervision. The classroom environment ensures that all students are focused on their academics and it also allows students the flexibility to work ahead depending on their athletic schedule. Our learning environment, along with their online teachers, offers students one-on-one tutoring, small group teaching and emphasizes collaborative learning. My role of “teacher” at the Academy takes on many different roles: tutor, facilitator, administrator and counselor. There is the age old saying that, “It takes a village to raise a child,” and at the Darling Tennis Center this expression could be considered an informal motto. Students, coaches, myself, online teachers and Darling staff work together with a common goal, creating a community of successful student athletes.

Las Vegas is in dire need of a college prep school for high performance athletes. As it stands right now, my students are struggling to balance the life of a high performance athlete with the life of a successful student. This struggle essentially leads to the student athlete having to focus more energy on athletics or academics but in most cases they juggle both and both suffer. We are hoping that Legacy International College Prep Academy can be an option in our area because it is my belief that our numbers could grow exponentially and triple current enrollment numbers to open with as many as 60 students next fall for tennis players. There is a large community of disciplined student athletes in our area that could succeed both academically and athletically, attending

Legacy International College Prep Academy.

The Darling Tennis Center has 22 students attending the 2012 - 2013 school year but we estimate that our enrollment would be a least 60 students next year. We have reached a maximum number of students this year given the current configuration of classrooms and daily schedule. We were unable to accommodate many students who requested to enroll in the school. Therefore, we are now considering expanding to more classrooms and running two shifts of students with one morning session and one afternoon session.

The DTC is a tennis facility but student athletes from other sports, like ice skating & gymnastics are joining the academic portion of our program because of the flexibility it allows for student athletes to be successful in both academics and athletics. We work closely with coaches and parents to keep track of each student and encourage their success.

It is my hope that the Legacy International College Prep Academy will get funded as a Charter School in Las Vegas to satisfy the needs of the students, parents and coaches who want a great education and a great sports program. My students are inherently good. They understand that to achieve their goals they need to work hard. They understand that a strong academic foundation is a necessity to achieve their professional athletic goals. I do not want to force students and parents to choose one or the other, especially if there is a way to foster success in both.

I consider myself extremely lucky, I love what I do and I want nothing but the best for the students I work with. We have become a strongly bonded group of pioneers. The students, parents, coaches and DTC staff consider ourselves lucky to be embarking on this exciting journey together. It is our goal to cultivate a community of successful and strong student athletes and we are extremely excited for things to come.

Sincerely,

Lindsay Douglas

Lindsay Douglas
Teacher/Facilitator
The Darling Tennis Center

Letter Two: On Deck Baseball Academy Enrollment Projections



On Deck Baseball Academy

4145 N. Rancho Drive, Suite 110 – Las Vegas, Nevada 89130
702-629-3325 Office – 702-629-3326 Fax
www.ondeckba.com

Founding School Board
Legacy International College Prep Academy
1350 E. Flamingo # 3318
Las Vegas, Nevada, 89119

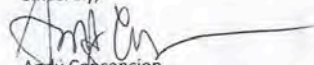
Dear Founding Board Members,

My name is Andy Concepcion and I am the CEO of On Deck Baseball Academy where we provide sports related skills and training for junior athletes. We are located at 4145 N. Rancho Drive,, Suite 110, Las Vegas, Nevada 89130. Phone: (702) 629-3325 (DECK) (<http://ondeckba.com>). We at On Deck Baseball operate an establishment where ball players of all ages can perfect their baseball/softball skills.

We have learned of your intent to establish a charter school and we would love to be participants in that endeavor since we do not offer any kind of academic programs or support for junior players. We would love to be able to provide a College Prep school for high performance athletes who practice and travel to competitions that would be in excess of the total days allowed by traditional public schools. We have found traditional schools very inflexible and we have learned that online schools only are ineffective. In short, we have a high need for a college prep school with a flexible schedule to meet our needs.

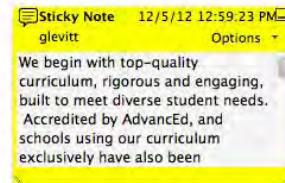
We feel that as many as 100 students in 2013-2014 would come to your proposed school through the On Deck Baseball Academy and we would be glad to cooperate with you in any way to make your charter school a reality. Many of our students would welcome the chance to practice more hours in the day and yet receive an excellent education by attending a quality school like you are proposing. Please let us know if you need any additional help or support and feel free to call us for further information.

Sincerely,


Andy Concepcion
On Deck Baseball Academy

Students with Special Needs

- Client's site-based staff provides IEP/504 case management, evaluation, and compliance.
- CL program manager makes placement recommendations based upon information received from client's site-based staff.
- Students in K-8 may be placed into "Essential" courses. Students in 9-12 may be placed into "Foundations" courses. (Note: Foundations courses are not NCAA eligible.)



Special Needs Offerings

- "Essential" courses for K-8
- "Foundations" courses for 9-12
- Lesson modification tool for teachers
- Alternative assessments, shortened assignments
- Small group and one-on-one tutoring
- Text read-aloud software
- SSTAIR database of supplemental instructional resources

CL Teachers Provide Extra Support



To Do List

Check in My Students or My Sections for assessments needing grading.
 Check [CompassLearning@](#) reports.
 Review the [Accountability Report](#).
 Check [SkillsTutor](#) reports.
 Review attendance for [Jen Teacher Homework \(MyCA\)](#).
 View students' [overdue lessons](#).
 Review [Teacher Assignment Report](#).

Links

My Sections

"Yield" icon alerts teachers to special needs

My Students

ID	Name	Tools	Days Enr.	Grade	Attendance	Overall Score
216090	Demo, Anderson		314	8	On Track	88%
146122	Demo, Chelsea		314	5	On Track	96%
128788	Demo, Dee		314	2	Approaching Alarm	91%
162886	Demo, Emmy		314	11	On Track	89%
128787	Demo, Frankie		314	10	On Track	86%
216091	Demo, Jackson		314	4	On Track	82%
167915	Demo, Meaghan		314	3	Exempt	88%
495693	Demo, Muffy		314	0	On Track	95%

Special Needs Alerts



To Do List

Check in My Students or My Sections for assessments needing grading.
 Check [CompassLearning@](#) reports.
 Review the [Accountability Report](#).
 Check [SkillsTutor](#) reports.
 Review attendance for [Jen Teacher Homework \(MyCA\)](#).
 View students' [overdue lessons](#).
 Review [Teacher Assignment Report](#).

Links

My Sections

Additional Information

IEP, With accommodations, Autism, CM: Stephanie Hoffman. Emmy has a severe written language disability. She is a good reader and was proficient on her state tests last year in reading but needs a scribe for writing and math. She can complete calculations, but reverses her numbers when she writes out her math problems. She should use either graph paper or lined paper turned sideways to complete all her math assignments, especially portfolios. She can have a scribe on all assessments, including state assessments, except for handwriting. She also needs to be tested in small group environment. Currently works with Stephanie in resource 2x per week at 10 am for 30 minutes. Her IEP states she can be promoted if she completes 80% of her expected work with a grade of c or better.

More info for teacher available by clicking on yield sign

ID	Name	Tools	Days Enr.	Grade	Attendance	Overall Score
216090	Demo, Anderson		314	8	On Track	88%
146122	Demo, Chelsea		314	5	On Track	96%
128788	Demo, Dee		314	2	Approaching Alarm	91%
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128787	Demo, Frankie		314	10	On Track	86%
216091	Demo, Jackson		314	4	On Track	82%
167915	Demo, Meaghan		314	3	Exempt	88%
495693	Demo, Muffy		314	0	On Track	95%

Lesson 2: Using Metric Units of Length
Math 6 B Unit 2: Perimeter and Area

Getting Started Instructions Activity Review & Switch to presentation

[Edit Document](#)

You know how to measure objects using a customary unit of length, the inch. Today, you will learn how to measure objects using the metric unit of length, the meter and the centimeter.

How are the centimeter ruler and the inch ruler similar? How are they different?

[Show Answer](#)

Key Words

- centimeter
- kilometer
- meter
- millimeter

Objectives

- Choose the most appropriate metric unit of length and measure to the nearest centimeter and millimeter

Objectives derived from Pearson Education programs © Pearson Education, Inc., or its affiliates. All rights reserved.

Lesson Modification Tool for Teachers

Attachment A.8.5 Special Ed Policy Assurance

Attachment A.8.5 Special Ed Policy Assurance

Attachment A.8.5 Special Ed Policy Assurance

NEVADA DEPARTMENT OF EDUCATION Charter School Application

INSTRUCTIONS

The Charter School ("school") must operate special education programs in accordance with state and federal requirements. An authorized representative of the school must sign the assurances listed below.

POLICY ASSURANCES

The Charter School assures that it will adopt procedures that align with state and federal requirements in the following areas:

- ☒ Confidentiality (34 CFR 300.611, 300.625, 34 CFR Part 99)
- ☒ Transmittal of Records (34 CFR 300.323; NAC 388.264)
- ☒ Procedural Safeguards (34 CFR 300.300, 300.503, 300.504, 300.505; NAC 388.300)
- ☒ Dispute Resolution (34 CFR 300.506, 300.507, 300.508, 300.510, 300.511, 300.512, 300.515, 300.532, 300.533; NAC 388.315)
- ☒ Surrogate Parents (34 CFR 300.519; NAC 388.283)
- ☒ Child Find Process (34 CFR 300.111; NAC 388.215, 388.292)
- ☒ Evaluation / Reevaluation / Eligibility (34 CFR 300.301, 300.303, 300.305, 300.306; NAC 388.336, 388.337, 388.340-388.410)
- ☒ Individualized Educational Program (IEP) Development (34 CFR 300.321, 300.322, 300.323; NAC 388.281, 388.284)
- ☒ IEP Considerations and Components (34 CFR 300.116, 306.300, 300.321, 300.324; NAC 388.280)
- ☒ Placement (34 CFR 300.115, 300.116; NRS 385.500; NAC 388.245)
- ☒ Transfer Students (34 CFR 300.323; NAC 388.263)
- ☒ Discipline (34 CFR 300.530; NAC 388.265)
- ☒ Independent Educational Evaluation (34 CFR 300.502; NAC 388.450)
- ☒ Collection and Reporting of Timely and Accurate Data upon Request of the NDE

Type Name of Charter School and Title of Authorized Representative of the Charter School.	
Signature: <i>LLCPA</i> <i>David A. Mottley</i>	Date: <i>8/27/12</i>

Attachment A.8.1 RtI Referral Packet OLD Obtaining/Reviewing Records

- The case manager is responsible for obtaining all IDEA records relative to a student

- ~~If the case manager has difficulty obtaining a student's IDEA records, the case manager will forward a records release to the school secretary asking for assistance in obtaining the records.~~
- ~~Once the IDEA records have been obtained, the case manager will:~~
 - ~~————— Initiate a records review referral by completing the top portion of the Psychologist Report/Review of Records form~~
 - ~~————— Copy records for psychologist~~
 - ~~————— Maintain copies for IDEA file~~
 - ~~————— Send review of records form attached to psychologist's copies to Special Services~~
- ~~The school secretary will:~~
 - ~~————— Date stamp the records review referral attached to the students' records.~~
 - ~~————— Log the referral date into the computer database.~~
- ~~The school secretary will forward the referral packet to the school psychologist via mailbox.~~
- ~~The school psychologist will complete the Psychologist Report/Review of Records form which will address issues of:~~
 - ~~————— Eligibility, including date of an existing Eligibility Statement~~
 - ~~————— Current psychologist report, including an existing date of evaluation~~
 - ~~————— Provide further instructions to the case manager~~
 - ~~————— Forward copies to the school, parent, and the school secretary~~
- ~~The school secretary will log any existing and acceptable dates into database which may include:~~
 - ~~————— Eligibility determination date~~
 - ~~————— Evaluation report date (e.g., school psychologist report, speech language therapist report)~~
 - ~~————— IEP date (if applicable)~~

Sample RTI Teacher Tier II Referral Packet New
Received_____

Date

Math ☐ Literacy ☐

Teacher Name _____

Date _____

Student Name _____

Days Absent _____

Birth Date _____

Days Tardy _____

DRA/WRAP Level _____

Benchmark scores Reading _____

Math _____

DIBELS _____

SAT 10 Scores Reading _____

Math _____

Star 1st ☐ 2nd ☐ 3rd ☐

SOAR Reading _____ Math _____

Star Math 1st _____ 2nd _____ 3rd _____
=C

Continuous

Interventions utilized in Tier I:

(Frequency Ex: 2xPW, 3xPW)

Slow= S, None at all = N

	Reading	Math	Frequency	Start Date	End
Date Progress					
Guided Practice	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
Peer Tutoring	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
Multiple Grouping formats _____	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
Accelerated Reading	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
Compass Reading or Math	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
Reading Recovery	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____

Small Group Instruction _____
 (Guided Reading)

Individual Behavior Modification Plan Daily _____

Examples of Differentiated Instruction: Mark any that apply

(Things that you have done in your room) date Progress	Start date	End
---	------------	-----

Using flexible grouping based on student progress _____	_____	
--	-------	--

Matching instructional materials to student ability _____	_____	
--	-------	--

Tailoring instruction to address a student's specific needs _____	_____	
--	-------	--

Progress Monitoring (please provide SBIT committee with examples of assessments used)

<u>Assessments</u> Date 5 th Date	1 st Date	2 nd Date	3 rd Date	4 th
---	----------------------	----------------------	----------------------	-----------------

DIBELS _____	_____	_____	_____	_____
-----------------	-------	-------	-------	-------

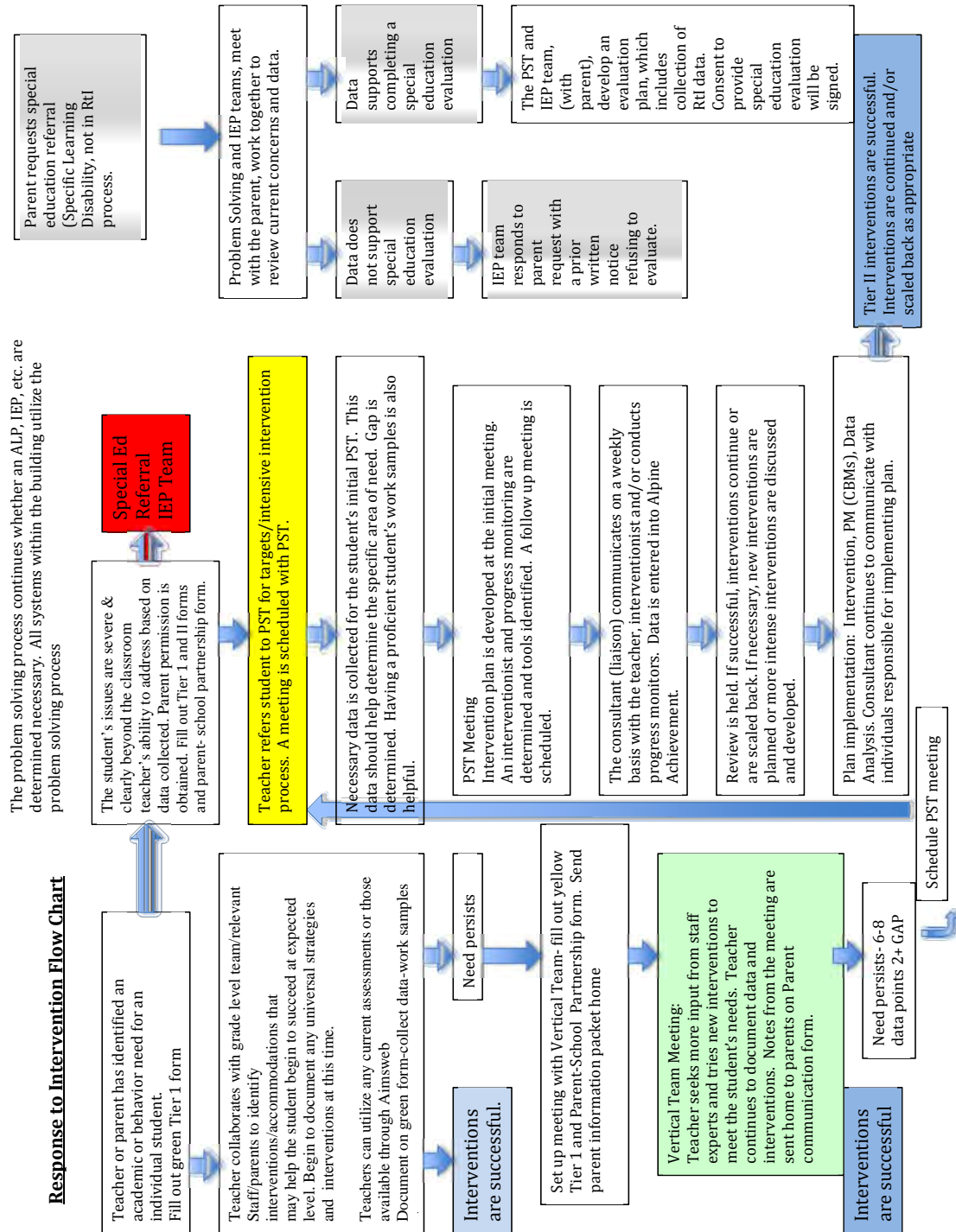
Running Records _____	_____	_____	_____	_____
--------------------------	-------	-------	-------	-------

Oral Reading Fluency (WPM) _____	_____	_____	_____	_____
-------------------------------------	-------	-------	-------	-------

Provide additional information to support the need for this child to move from RTI Tier I to Tier II.

(Work samples, behavior notes, parent conference information, running record reports, progress notes, etc.)

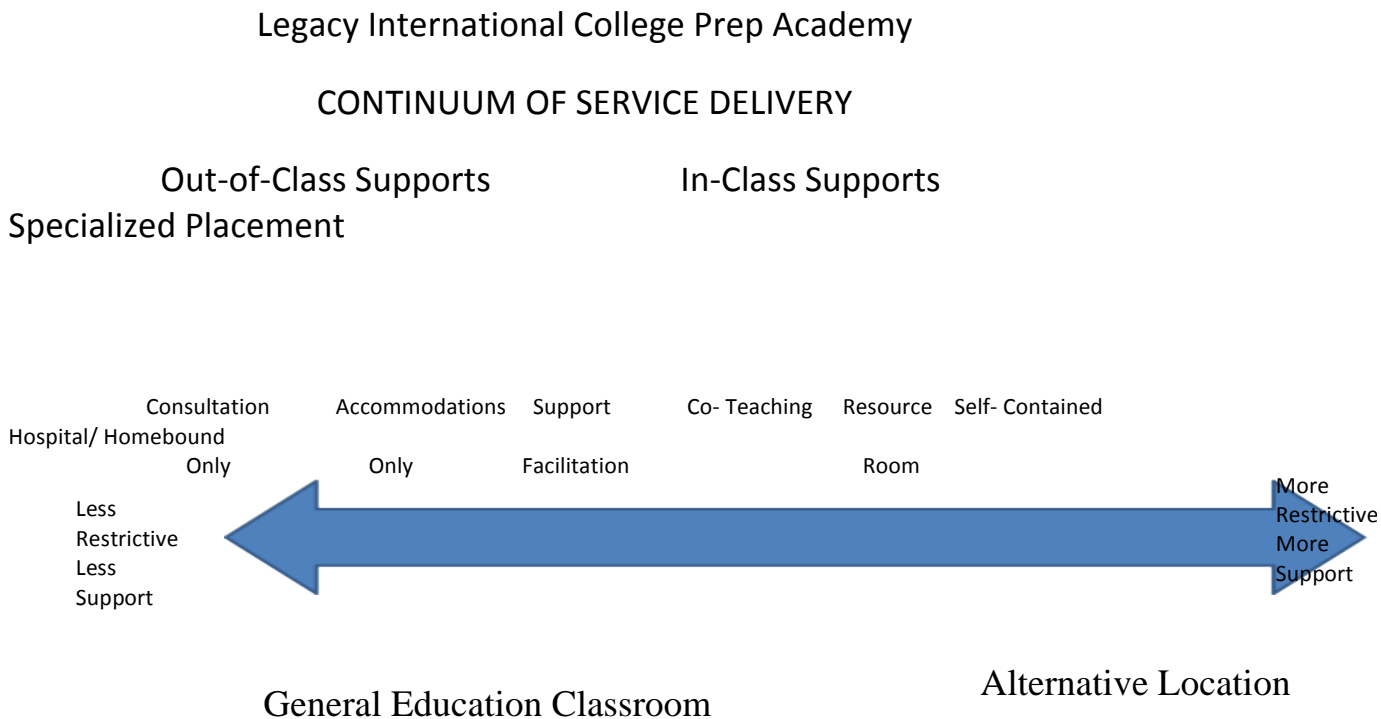
Attachment A.8.6a RtI flowchart



Attachment A.8.7 Special Education Continuum of Service Delivery Model

Continuum of Services for Students with Disabilities

The Legacy Academy has established a continuum of services to support the learning of all students. The continuum include services for students who can learn in a general education class as well as students who require supports and services outside of the general education program. The continuum of the Legacy Academy provides increasing levels of supports and services from services in a least restrictive setting to increasingly restrictive placements that respond to students' specific needs. **LICPA will serve students in out-of Class Supports and In-Class supports only.**



Needs of Students:

Students with disabilities requiring special education services are entitled to IEP accommodations, supports, and services in all regular education settings.

A. Related Services And Supports

Whether placed in a general education class or special class, students with disabilities may be provided with the following additional services as long as they are specifically identified on the student's IEP.

1. Related services are developmental, corrective and other support services required to help a student with a disability benefit from instruction in the general education curriculum in general education classes. Related services may include, but are not limited to:

- Counseling
- Hearing education services
- Occupational therapy
- Orientation and mobility services o Physical therapy
- School health services
- Speech/language therapy
- Vision education services, and
- Other support services, e.g.
 - o paraprofessional support services (e.g. a special transportation paraprofessional for a child whose behavior is hazardous on the school bus, or an Orientation and Mobility paraprofessional to guide a student who is visually impaired)
 - o sign language and oral interpreters, and
 - o Cued Speech Transliterators (which are necessary to transmit the spoken message into Cued Speech—a manual and spatial representation of English sounds and lip movements).

2. Other support services which can be provided to children throughout the full range of placements in the Continuum (i.e. from general education classrooms to segregated special classes) include, but are not limited to:

o Assistive technology devices o Specific instructional practices o Behavior intervention plans o Instructional adaptations o Curriculum modifications o Adaptive physical education o Travel training; and o Toilet training.

B. Resource Room Services:

Provides specifically designed supplemented instruction by a special education teacher. The teacher may work with the student or indirectly with the regular classroom teacher to adjust the learning environment, adopt instructional techniques or methods to meet the students needs. A minimum of 180 minutes per week/cannot be more than 50% of school day.

C. Resource Room with Consultant Teacher Services

Student receives resource room service for not less than three hours per week, as per student's IEP. These services may be direct or indirect services, which may occur within the general education classroom as consultant services or as supplemental resource room services.

D. Collaborative Consultant Teacher

In Collaborative Consultant Teaching classrooms students with disabilities and general education students are educated together, by a full-time general education teacher and a special education teacher. The consultant teacher collaborates with the general education teacher and provides instruction support up to 2 hours per day. The special education teacher in the class works to adapt and modify instruction for the students with special needs. The general education teacher is responsible for assuring the entire class has access to the general education curriculum.

E. Integrated Co-Teaching

In co-teaching classrooms students with disabilities and general education students are educated together, by a full-time general education teacher and a full-time special education teacher who collaborate throughout the day. The special education teacher in the class works to adapt and modify instruction for the students with special needs. The general education teacher is responsible for assuring the entire class has access to the general education curriculum. The special education teacher works with the students and the general education teacher as per IEP.

F. Special Class Services

Special Class Services serve students with disabilities whose needs cannot be met within the general education class, even with the supports described above. They are services provided in a self-contained classroom without non-disabled students. They may be provided part-time or full-time

The Following Environments Deliver Special Class Services:

- General Education Part-Time and Special Class Support Part-Time – district
- Special Class Full-Time In Clark County School District.
- Special Class Full-Time In Specialized setting
- General Education Half-Time and Half-Time Special class setting
- State Supported/Operated Schools and SED-Approved Non-Public Schools.

Description Of Special Class Service Delivery

Some children will continue to require more individualized and structured, self-contained settings. Students must be grouped for these self-contained special class services by similarity of educational needs. Students in restrictive settings all or part of the day **MUST** have access to the general education curriculum and will be required to take state assessments (some with accommodations). Special classes may contain students with the same disability or with different disabilities as long as they have similar education needs. Generally, the greater a student's academic and/or management needs, the more adult supervision he/she will need, so staffing intensity varies by student needs. Below are descriptions of the Special Class by maximum sizes and staffing ratios, stated as number of students to number of teacher(s) to number of paraprofessionals. These descriptions are very general and broad; it is important to visit the class your child is offered to make sure it is appropriate for your child (see Implementation section below).

1. Special Class Ratio 12:1:1 - 12 students : 1 special education teacher and 1 paraprofessional;
15 students : 1 special education teacher (High School) This is a placement for students whose

academic and/or behavior management needs require specialized/specially designed instruction that can best be accomplished in a self- contained setting.

2. Special Class Ratio 12 students : 1 special education teacher : 1 paraprofessional A placement for students requiring specialized instruction that can best be accomplished in a self-contained setting and who require additional adult support due to academic and/or behavioral management needs that interfere with the instructional process.

3. Special Class Ratio 8 students :1 special education teacher :1 paraprofessional A placement for students whose management needs are severe and chronic, requiring highly individualized instruction and intervention, intensive behavior management, and adult supervision.

4. Special Class Ratio 6 students :1 special education teacher : 1 paraprofessional A placement for students with very high needs in most or all areas – academic, social, physical development and management -- who require intense individual programming, continual adult supervision and specific behavior management plans for aggressive, self- abusive behaviors.

5. Special Class Ratio 12 students : 1 special education teacher : 4 paraprofessionals (one paraprofessional for every three students) A placement for students with severe and multiple disabilities, needing a program primarily of training and treatment, including training in daily living skills and the development of communication skills, sensory stimulation and therapeutic interventions.

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Attachments B

Attachment B.1.1 Letter From Counsel

Note:

In a telephone conversation on August 23, 2012, Mr. Danny Peltier, of the State Public Charter School Authority, advised Steve Grubaugh that it was his opinion that it was permissible to use a letter from counsel who had reviewed and sanctioned the Legacy International College Prep Academy bylaws on August 28, 2011. If this is not the case, please advise and LICPA will provide a more recent review of the bylaws by our attorney.

August 28, 2011

J. Charles Coons, Esq.
charles@coopercoons.com
PARTNER

Delivered via U.S. mail

Nevada Department of Education
ATTN: Charter School Consultant
1749 Stewart Street, Suite 40
Carson City, Nevada 89706-2543
T: (775) 687-9149

**RE: LEGACY INTERNATIONAL COLLEGE PREP ACADEMY
BYLAWS COMPLY WITH OPEN MEETING STATUTES**

Dear Charter School Consultant:

Our law firm, COOPER COONS, LTD. Attorneys at Law (the "Firm"), has been retained by the *LEGACY INTERNATIONAL COLLEGE PREP ACADEMY* (the "Academy") and Steven Grugaugh, in his capacity as Secretary of the Academy, to review and comment on the compliance of the Academy bylaws to the Nevada Open Meeting Statutes.

I have received and reviewed the Academy bylaws and it is my opinion that the bylaws confirm that the Academy's governing body shall comply with Nevada Revised Statutes §241 and §386. I can also confirm that the Academy bylaws are in full compliance of the Nevada Open Meeting Laws. The Academy bylaws are also legally sound and sufficient as to form and content.

Please feel free to contact our Firm regarding this compliance letter if you have any additional questions or concerns. Thank you for your attention to this matter.

Best regards,
COOPER COONS, LTD.



J. Charles Coons, Esq.
Managing Partner

Attachment B.1.2 LIPCA Bylaws With Stipulations 1-17 (in bold)

BYLAWS

OF

Legacy International College Prep Academy (LICPA)

All charter school governing body meetings

PREFACE

All charter school governing body meetings must abide by Nevada's Open Meeting Law, and must follow Roberts' Rules of Order. All meetings must be audio-taped and the recordings must be available for inspection by members of the public Legacy International College Prep Academy assures all Roberts' Rules of Order will be followed at all Board meetings. (Required Stipulation 6)

ARTICLE I

INTRODUCTION: LEGAL STATUS

Section 1. Name, Location and Address. The name of the charter school is Legacy International College Prep Academy (hereinafter referred to as the "School"). The School is located in Clark County, Nevada. These school address is to be determined.

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 386.527 sponsored by the State Public Charter School Authority ~~(if they approved the charter)~~. The Governing Board of the School is an independent body under the authorization of the State Public Charter School Authority. The Board plans and directs all aspects of the school's operations **(Required Stipulation 1).**

Section 3. Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 386.

ARTICLE II

PURPOSE AND MISSION

Section 1. Purpose and Mission. The purpose of the School is to provide education to children from fourth to twelfth grade and shall be operated exclusively for educational objectives and purposes.

- a) The purpose for which the School is operated is exclusively educational.
- b) **The LICPA mission is to maximize student academic achievement through a uniquely individualized multimodal constructivist learning program; prepare students for college, careers, and life-long learning through transformative, individualized, high quality blended (online and face-to-face) learning education opportunities; graduate students who will contribute purposefully to society; and effectively and innovatively prepare constructivist teachers for 21st Century teaching through professional development. (Required Stipulation 17)**

Section 2. Non-Discrimination. The School shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam-era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity or disability. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada .

ARTICLE III

GOVERNING BODY

Section 1. Powers and Duties. The business, affairs, and property of the School shall be managed by a Board of Directors. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

- (a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;

(b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.

(c) To develop an annual School schedule of events and activities;

(d) Establish and approve all major educational and operational policies;

(e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;

(f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;

(g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year,

(h) To submit a final budget to the state pursuant to statute and regulation;

(i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;

(j) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.

(k) To ensure ongoing evaluation of the School and provide public accountability;

(l) To uphold and enforce all laws related to charter school operations;

- (m) To improve and further develop the School;
- (n) To strive for a diverse student population, reflective of the community;
- (o) To ensure adequate funding for operation
- (p) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- (q) Carry out such other duties as required or described in the School's Charter.

Section 2. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 386.527(5) or NRS 386.527(7) shall consist of the members of the Committee to Form the School. Former Committee members prohibited from membership on the Board by NAC 386.345 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board members shall fill all vacancies created by resignations or these Bylaws at the first meeting. The election of all new Board Members to fill vacancies on the Board, both at the initial Board meeting and at all future meetings where elections take place, shall include candidates whose election to the Board will maintain compliance with NAC 386.345 and all other applicable statutes **(Required Stipulations 7 & 14). Additionally, board member suggestions/nominations will originate with board members, not the EMO or school administrator.**

Section 3. Qualifications: Election: Tenure. The Board shall be composed of five Directors **(Requirement Stipulations 2).**

(a) The Board's membership shall adhere to the statutory requirements of NRS 386.549 **(Required Stipulation 2).** *one (1) active or retired teacher licensed by the State of Nevada, one (1) active or retired teacher licensed by the State of Nevada or an active or retired school administrator licensed by any State, one (1) parent of a student enrolled in the School who is not a teacher or administrator at the School, and two (2) members who possess knowledge and experience in one or more of the following areas (Required Stipulation 5):*

- (1) Accounting;*
- (2) Financial services;*

(3) *Law; or*

(4) *Human resources.*

(b) A majority of Board Members shall be residents of the county in which the school is located.

(c) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community. Additionally, the membership of the governing body will represent the diversity of the community the school proposes to serve; is free from domination by members of the same religious, ethnic or racial group if that group fails to represent the nature of the community the school would serve; and lacks related (by birth or marriage) parties.

(d) To ensure that the governing body will change and board members will not serve indefinitely, the Board Members shall serve no more than 2 (2) year terms. No director will serve more than 4 years total. Terms shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. **(Requirement Stipulations 8).**

(e) When the term of a Board Member has expired or when a Board Member resigns, the remaining Directors shall elect a new Director to fill the vacancy. It is incumbent upon the Board to fill any vacancies as soon as practicable. If for any reason the Board membership should drop below five (5) members, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws. Furthermore, once any Board Vacancy has been open for more than ninety (90) days, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws. **(Requirement Stipulations 13).**

1. In June of the second year, three members shall be up for election for the following school year.

2. The following June, four members shall be up for election for the following school year.

3. The rotation of term elections will perpetually follow with three, then four.

(f) It is the responsibility of existing Directors to identify new persons to serve on the Board of Directors. The Board of Directors must seek

candidates which adhere to the statutory requirements of NRS 386.549. To Assist in identifying the best qualified candidates, the Board shall advertise a vacancy on the School's website and through direct (email, letter, text, or phone, etc.) communication to the parents of enrolled students. The Board of Directors may not rely upon the School Administrator or any EMO contracted by the school to identify candidates for the Board of Directors. Insofar as is practical, the Board of Directors shall represent the diversity of the community it serves and shall be free from domination of members of the same religious, ethnic or racial group or related parties (by birth or marriage). **(Requirement Stipulations 10 & 15).**

(g) The School shall notify its sponsor and the Department of Education within ten days of the selection of a new Board Member and provide the sponsor and the Department of Education with the new member's resumes and affidavits as required pursuant to NRS 386.549(1).

(h) Board members shall be fingerprinted according to the NRS 386.588 procedure for employees of the school.

(i) The Board shall develop an orientation and training program for new directors and an annual continuing program for existing directors. Board members will avail themselves of charter school conferences which offer workshops on governance, financial oversight, budget, academic accountability, among others. **(Requirement Stipulations 4).**

Section 4. Annual Meeting. The annual meeting of the Board shall be held at the School in June of each year. The annual meeting shall take the place of the regularly scheduled quarterly meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice of the meeting must also be provided in accordance with Nevada Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board members and for the transaction of such business as may come before the meeting.

Section 5 Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once a quarter and shall be held in the county in which the School is located. Special meetings of the Board may be called at any time by the Chairperson or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the meeting must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each member of the Board by first class mail or email at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special

meeting must be specified in the notice of such meeting. Minutes of each Board meeting shall be taken and shall be approved by the Board and kept at the School and will be made available to the public, upon request.. **(Requirement Stipulations 16).**

Section 6. Agenda. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. The agenda shall be prepared in accordance with NRS 241.020(2).

(a) Committee Reports shall be provided in written format and unless the relevant committee or the Board requests a recommendation for decision or substantial discussion, the committee shall be given no more than 15 minutes on the agenda.

(b) In addition to previously requested agenda items, any Board member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Section 7. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted. No actions will be taken by a governing body that lacks the membership required by statute, and no actions will be taken by a governing body that lacks the number of members required by the governing body's bylaws.

Section 8. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term. **(Requirement Stipulations 3).**

Section 9. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Executive Committee, a Personnel Committee, a Finance Committee, an Academic Committee and one or more other committees, each of which shall consist of at least one (1) Director and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate the powers to contract or financial or budget making

authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meeting shall be conducted in accordance with Nevada Open Meeting Law.

Section 10. Removal. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 11. Resignation. A resignation by a Board member shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 12. Participation by Telecommunications. To the extent permitted by law, any member of the Board or committee members may participate in a meeting of such Board or committee by means of a conference telephone network, online video-conferencing, or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

Section 13, Proxy Voting. Proxy voting is not permitted.

Section 14. Compensation. No member of the Board shall receive any compensation for serving in such office except as allowable under NRS 386.549 and specifically authorized by a majority vote of the Board of Directors.; it is provided that the School may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

Section 15. Closed Sessions. Any Board member may call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Board members may be excluded from such Closed Sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Closed Session. No action may be taken in a Closed Session.

Section 16. Orientation/Training. New Board members shall be given an orientation by the Board prior to their first Board meeting. Written materials shall be provided in the form of a Board packet. All Board members shall be provided general board training no less than one time per year. Board members not participating in training shall be subject to removal.

- a. Training for new members will begin with the Charter Starters:
Leadership Training Workbook on Governance and Management by
Northwest Regional Educational Laboratory,

- http://www.nwrel.org/comm/catalog/detail.asp?RID= 12658 or similar training event(s).
- b. And Creating Effective Governing Boards by Frank Martinelli for the Charter Friends National Network, www.uscharterschools.org/gb/governance/, or similar events.
 - c. New and existing members may be able to attend workshops, seminars, and conferences as well as the annual National Charter School Conference.

17. Protocol. The Board shall use Robert's Rules of Order, unless stated otherwise herein. If a Board member is unable to attend a Board meeting, the Board member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting.

Section 18. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment After the speaker identifies his or her name, address and affiliations, public comment shall be limited to three minutes and shall be stated as such on the Agenda.

Section 19. Ex Officio Members. There shall be no ex-officio governing body members. (Required Stipulation 3)

ARTICLE IV

OFFICERS

Section 1. Number. The officers of the School shall include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of two (2) years and until their successors have been duly elected and qualified. Should there be more than one (1) nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting. **(Requirement Stipulations 9).**

Section 3. Removal of Officers. Any officer of the School may be removed, either with or without cause, by a two-thirds (2/3) majority of the Directors then in office at any regular or special meeting of the Board.

Section 4. Chair. The Chair of the Board shall preside at all meetings of the Board. The Chair of the Board shall possess the power to sign all certificates, contracts or other instruments of the School, which are approved by the Board. The Chair of the Board shall

exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 5. Vice-Chair. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

Section 6. Secretary. The Secretary shall keep a book of minutes at the principal office of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 7. Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board member. The Treasurer shall be charged with safeguarding the assets of the School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term.

ARTICLE V

STAFF

The Board may appoint one employee to function as the administrator of the School (the "Administrator"). Such person may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted educational practice.

ARTICLE VI PARENT ASSOCIATION

There shall be a Parent Association to facilitate parent involvement with the School. The Parent Association shall have the right to select from those of its members who have participated in a School provided orientation program, a member to be on the Board.

ARTICLE VII

CONTRACTS, LOANS, AND DEPOSITS

Section 1. Contracts. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School **unless authorized by a resolution of the Board**. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board member of the School.

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board. The administrator may sign checks under \$5,000. The Chair and Administrator are authorized and required to sign all checks over the amount of \$5,000.00. **(Requirement Stipulations 11)**.

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such Nevada banks, trust companies, or other custodians as the Board may select. Only financial institutions in Nevada will be used by the school

Section 5. Gifts. The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

Section 6. Fiscal Year. The fiscal year of the School shall begin on July 1 and end on June 30.

ARTICLE VIII

PROPERTY

The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the School.

ARTICLE IX

INDEMNIFICATION

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Board member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

ARTICLE X

AMENDMENTS

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least five (5) days prior to the meeting. Bylaws may not be amended without the approval of the school's sponsor. **(Requirement Stipulations 12).**

ARTICLE XI

DISSOLUTION

Section 1. Revocation of Charter or Dissolution. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of according to applicable laws and appropriate regulations..

ARTICLE XII

PURPOSE OF THE BYLAWS

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School.

CERTIFICATION

I hereby certify that I am the duly elected and acting Secretary of the School, and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Board of Directors.

DATED this day of August 20__.

Secretary

Attachment B.1.3 Bylaw Stipulations

Note: The Bylaw Stipulations are noted by number within the LICPA Bylaws.

Model Charter School Governing Body Bylaws/Rules of Governance

PREFACE

NRS 386.520(4)(e) requires the following to be submitted with a charter school application: “The proposed system of governance for the charter school, including, without limitation, the number of persons who will govern, the method of selecting the persons who will govern and the term of office for each person.” The State Public Charter School Authority (SPCSA) requires governing body bylaws addressing the above to be included with the charter school application. The bylaws become part of the school’s charter, and may not be amended without the approval of the school’s sponsor.

The following are suggested, model charter school governing body bylaws. They provide guidance only, and are not meant to be automatically, wholly adopted by the charter school. The following guidelines apply to using this model:

- Because they are part of the charter, governing body bylaws to be adopted by a charter school should be reviewed and approved by the school’s sponsor.
- Bylaws should also be reviewed and approved by the charter school’s legal counsel.

Additionally, the bylaws should:

1. Contain no reference to incorporation of the charter school or the school’s governing body (NAC 386.227); In compliance (see.
2. Identify a specific number of governing body members, not a range of numbers; if they identify a range of numbers, the bylaws should specify that to identify the number of members of the first governing body, and to change the number of members thereafter, requires governing body action in an open meeting; see ; see Article III, Section 3.

3. Identify a specific number of "ex officio" governing body members, if any, and clarify whether those members will be able to vote or not. The Head of School, who will be able to vote.

4. Address the types of governing body training that will be required of members; see Article III, Section 16.

5. Address the types of expertise that will be provided by governing body members (legal, financial, real estate, fundraising, etc.); See LICPA Founding Committee Board Members qualifications.

LICPA Founding Board will consist of

1. Person licensed pursuant to chapter 391 of NRS (a Nevada-licensed teacher)

or

Person who previously held such a license and is retired.

2. Person licensed pursuant to chapter 391 of NRS (a Nevada-licensed teacher)

or

Person who previously held such a license and is retired

or

Person who is a school administrator with an out of state license

or

Person who previously held such a license and is retired

3. Person who is a parent or legal guardian of a pupil enrolled in the charter school who

is not a teacher or an administrator at the charter school.

4. A person who possesses knowledge and experience in one or more of the following

areas:

- Accounting
- Financial services
- Law

- Human resources

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5. A person who possesses knowledge and experience in one or more of the following

areas:

- Accounting
- Financial services
- Law
- Human resources

Roles and qualifications may overlap among committee and board members, but each category

must be specifically filled by separate persons:

For example, the person filling Category 4 may have knowledge and experience in both

accounting and law, but that person cannot fill both Categories 4 and 5; a different person

with knowledge and experience in accounting, financial services, law, and/or human resources must fill Category 5. Categories 4 and 5 may be filled by different persons

who, for example, both possess knowledge and experience in accounting only, although

this is discouraged by the Department because a variety of experience on the board is

preferable.

6. Assure that Robert's Rules of Order will be followed when conducting meetings; see Article III, Section 17.

7. Include a description of how the Committee to Form the School will transition into the school's governing body when a charter is granted; for example, who on the Committee, if anyone, will be on the school's first governing body? How will the first governing body be identified?

The first governing body will be identified by using the LICPA Board Member search criteria. To find the most capable and most qualified board members to comply with the various specialty positions (legal, financial, real estate, fundraising) that will be in the best interests of running the school.

It is the duty of the founding LICPA school board members to make plans, establish policies, and assess the performance of the school as a whole. The founding board bears ultimate responsibility to identify the best governing board members to manage the school's finances and physical plant, to identify, select, work with, support and evaluate the Head of School, who is the professional educational leader of the school as well as its administrator. In order to successfully undertake all these responsibilities, governing board members must be selected in order to best organize, manage, and assess the school in an efficient, business-like manner.

Governing board members will be nominated and elected on the basis of a firm commitment to the mission, goals and objectives of the school; they should unambiguously support the educational philosophy of the school. In addition, board members are nominated and elected for the qualities of leadership, service, and expertise in a range of fields that they bring to the school. No board member represents a specific constituency. It is imperative that the Board make its decisions for the present and future welfare of LICPA as a whole.

The governing board will include at least five members, with the exact number to be specified in the by-laws. The by-laws provide for a majority of the Board members to be elected from among the parents and guardians of students enrolled in the school as well as interested and skilled community members. Candidates are nominated by the nominating committee of the Board, or by petition of the parents/guardians of students enrolled in the school. The number of signatures shall be no less than ten percent of the number of enrolled students. The non-reserved seats are filled by majority vote of the Board and may provide desirable expertise or diversity.

8. Identify staggered terms for members so that the entire membership does not turn over at the same time and explain how terms will be staggered for the members of the first governing body, all of whom will start their terms at the same time (upon approval of a NRS 386.527(7) or a NRS 386.527(5) charter); see Article III, Section 3 (e).

9. State the term of office for each member and make clear that leadership and membership of the governing body will change periodically, perhaps through term limits, so that the same persons will not serve indefinitely as either members or officers; see Article III, Section 3 (e).

10. State the method of selecting, nominating and electing persons who will govern, including making clear that identification of new members is a responsibility primarily of existing members; it is improper for employees of the charter school, especially the administrator, or for an Educational Management Organization or other contractor, to be the sole or primary source of names of proposed members for the governing body; see Article III, Section 3 (e & f) & Section 4; and article IV, Sections 1 & 2.

11. Specify that only financial institutions in Nevada will be used by the school; see Article VII, Section 4.

12. Specify that any amendment of the bylaws will need to be approved by the school's sponsor before it may take effect; see Article X.

13. Clarify that no actions will be taken by a governing body that lacks the membership required by statute, and no actions will be taken by a governing body that lacks the number of members required by the governing body's bylaws. The only action that may be taken by a governing body lacking the required number or type of members is action to add members who will bring the governing body back into compliance with statute and its bylaws; see Article III, Section 7.

14. Assure compliance with NAC 386.345 which restricts membership on the governing body; See Article III, Section 2

15. Assure the membership of the governing body represents the diversity of the community the school proposes to serve; is free from domination by members of the same religious, ethnic or racial group if that group fails to represent the nature of the community the school would serve; and lacks related (by birth or marriage) parties; Article III, Section 3 (d).

16. Assure that all governing body meetings will be audio recorded in compliance with Nevada's Open Meeting Law, and that the recordings will be available to the school's sponsor; see Preface.

17. Include a mission statement that matches all other statements of the school's "mission" in the school's charter. Article II, Section 1 (b).

Attachment B.1.3 Recruit Governing Body Members.

LICPA governing body will comply with NRS 386.520, membership of committee to form charter school, as well as NRS 386.549, membership and qualifications of governing body, by soliciting from parents, professional educators and the community to fill vacancies as they arise on the board. The LICPA Board Member recruitment, training, and placement process involves multiple steps that occur during a period of several months including a process to contact community gatekeepers, conduct information sessions, offer a charter boards workshop, hold a matching event and follow up. LICPA will also utilize ongoing assessments, engaging activities, the creation of a strong parent community environment and regular parent involvement in activities and governance to achieve student success.

LIPCA's Board is very enthusiastic about the potential and possibilities of this blended school model for the great academic impact it will have on students. Board members have been chosen to represent the great diversity of culture in the community, and although we have extremely busy board members, we will find common times for board members to meet. We will be holding board meetings monthly throughout 2013, and as necessary, to build a successful and thriving school.

Attachment B.2.2 Assurances

Statement of Assurances
Revised March 25, 2009

1. The charter school herein named, _____,
(name of charter school)
shall 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.
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, and the State Board of Education require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:
 - Account for the total number of students, per NRS 387.123 and NRS 387.1233;
 - Submit accountability and progress reports throughout the academic year;
 - Conduct and report on required examinations of students;
 - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
 - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
 - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
 - Submit reports regarding student truancy, transiency, attendance and dropout rates;
 - Submit reports of weapons and violence incidence;
 - Describe suspensions and expulsions; and
 - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.
5. Permission is hereby granted to any member of the Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.
6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

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Attachment B.2.3 Names OF Committee Members

Founding Committee – Committee to Form

Legacy International College Prep Academy

Dr. David Meckley, President (Education)

Nevada Resident

University Professor, retired

Director of UNLV Field Placement/Student Teachers

Former School District Superintendent

Administrative License:

Affiliation with Charter: NO

Ms. Mia Banks- Member, (Business and Parent)

Nevada Resident

Affiliation with Charter: NO

Dr. Porter Troutman, Member (Education)

Nevada Resident

University Professor, Retired

Chair, Governors Task Force on Diversity

Teaching License: L 7952

Administrative License: L

Affiliation with Charter: NO

Chuck Edwards, Member, Col., USAF Retired (HR)

Nevada Resident

Base Commander, Air Force Pilot

Affiliation with Charter: NO

Mr. Ryan Krametbauer, Member (Legal)

Nevada Resident

Willamette College of Law School Graduate, May, 2012, License to practice law in Nevada pending, expected October 2012

Affiliation with Charter: NO

In the formation of the founding governance committee, LICPA has complied with the following guidelines for the compilation and selection of members:

Identify a committee to form the school that is composed of members representing the diversity of the community the school proposes to serve; is free from domination by members of the same Identify a committee that includes at least one teacher who is licensed to teach the grades proposed to be served by the school; religious, ethnic, or racial group; and lacks related (by birth or marriage) parties. Identify a committee that has the capacity to oversee the successful development and implementation of the education program presented in the application; to oversee the effective and responsible management of public funds; and to oversee and be responsible for the school's compliance with its legal obligations. Identify a committee that will represent the community well and includes members who are aware of their duties and responsibilities as public servants. Identify a committee that will generally have the capacity to found and sustain a quality school.

Attachment B.2.4 Request for Information from Prospective Charter School Board Members

Each Committee to Form the School member's response to the "Request for Information from Prospective Charter School Board Members" in Appendix 1.

See Attachments

Dr. David Meckley, Questions for Board Members

David Meckley

Request for Information from Prospective Charter School Board Members and CFS Members

Governing a public charter School requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purposes in mind, each prospective board and CFS member should respond to this request for information.

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

My resume is enclosed.

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Through conversations with friends still working in education.

3. Explain why you would like to serve on the board.

My educational background spans both basic education and university levels. I have been a teacher, building administrator, and district superintendent at the basic level. I have been coordinator of field experiences for UNLV that involved collaboration with Clark County Schools. I have taught both undergraduate and graduate level courses at universities.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I represented Pennsylvania principals on the Pennsylvania Interscholastic Athletic Association (PIAA) Board of Control for three years.

5. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member should consist of the following:

- *to understand and support the unique mission and values of charter school*
- *to understand the expected objectives and outcomes*
- *to understand the evaluation process relative to the objectives and outcomes*
- *to understand the strategies for governance and management*
- *to foster trust and respect through strong leadership*
- *to understand that assessment is needed to keep the school on course*

6. What relevant knowledge and experience will you bring to the board?

Proven effective educational leadership skills and proven teacher skills in high and low income areas. Effective experience in special education and with federal programs as assistant superintendent. Planning skills as Chairman of the Secondary Principals state convention.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Toward the end of the first year I would assume that the school would be a vibrant learning environment. Special emphasis should have been noted in the following:

- *program evaluation and assessment*
- *management policies and implementation*
- *plans for financial stability*
- *evaluation of needed external services*
- *requests for admittance increased as success of students is noted*

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

The school's mission is to have students achieve academic success and to prepare students to be able to pursue their chosen profession in a successful manner. The school should have taught a love for life time learning that will allow them to contribute in a meaningful way to society.

9. Are you familiar with the school's proposed educational program? How would you describe it?

Learning requires Participation! The Legacy Hybrid Model provides the best opportunity for participating while learning. The online and face-to-face education provides that students be responsible for their learning. This factor, along with the contact with school personnel permits students to be unrestrained in their desire to complete tasks, not bound by time-lines. This model allows for different learning rates for different students without attaching a stigma to "slower" learners.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year of two to ensure that this school is successful?

Research clearly indicates that successful schools start with effective leadership followed by a clear vision of what is to be accomplished and motivation to accomplish the mission. All members of the school society must be on board and all members must be willing to work together to accomplish the mission. Strategic planning, three to five years, must be developed in order to ensure a smooth movement toward the mission goal.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

I was in the same department at UNLV as Dr. Levitt and Dr. Grubaugh. I play golf with Col. Charles Edwards, USAF retired.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

None

13. Do you or your spouse know anyone that plans to do business with the school? if so, please indicate and describe the relationship and the nature of the potential business.

None

14. If the school proposes to partner with an educational service provider/Educational Management Organization(a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

I play golf with Dr. Levitt; I know Dr. Grubaugh from having been in the same department at UNLV prior to my retirement.

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

N/A

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school/s board? If so, explain.

N/A

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.

Would follow guidelines relative to this kind of activity. On no account would I be silent to the situation!

Charles R. Edwards

Request for Information from Prospective Charter School Board Members and CFS Members

Governing a public charter School requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purposes in mind, each prospective board and CFS member should respond to this request for information.

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

See attached resume

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes, I am

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Through a friend

3. Explain why you would like to serve on the board.

I have an extensive background in military education and training. Attended several military education programs. My Masters and post graduate work at Columbia University reflect a desire to further my education. I would like the opportunity to serve our community in this capacity.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have served and been president on numerous promotion, awards and special placement boards. I have been on a homeowners association board for the past fifteen years, the last three as president.

5. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member should consist of the following:

- understand and support the unique mission of charter schools
- understand the expected objectives
- Proved strong leadership.
- Implement the strategies for governance and management
- continual assessment to determine the direction of the school
-

6. What relevant knowledge and experience will you bring to the board?

Proven management and leadership capabilities. Having been responsible for thousands of military and civilian personnel, I understand the need for sound organization and planning.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

I believe that at years end the school should have the best quality learning environment with the finest possible teachers and programs. All services, policies, financial plans, and facilities would be in place.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

The school's mission will be to maximize learning and to prepare students for college enrollment. To also instill core values to become valued members of society.

9. Are you familiar with the school's proposed educational program? How would you describe it?

I am extremely impressed with the concept of on- line and face-to-face teaching. This allows each student to progress at his or her own rate. We need cutting edge technology to insure students are afforded the best education.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year of two to ensure that this school is successful?

All members both board and teachers must share the same vision to want a successful, quality program. There must be a strong strategic plan in place to insure the educational vision can be attained. Goals should be established to provide guidance and structure necessary for a quality charter school.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

Dr. Levitt and Dr. Meckley --friends

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

None

13. Do you or your spouse know anyone that plans to do business with the school? if so, please indicate and describe the relationship and the nature of the potential business.

None

14. If the school proposes to partner with an educational service provider/Educational Management Organization(a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

I know Dr. Levitt and Dr. Meckley – golf partners

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

N/A

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school/s board? If so, explain.

N/A

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.

Strict rules must be in place. Unacceptable behavior can not be tolerated.

Dr. Porter Troutman

Request for Information from Prospective Charter School Board Members and CFS Members

Governing a public charter school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, each prospective board and CFS member should respond to this request for information.

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

My resume is enclosed.

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I became aware of the proposed charter school through a friend.

3. Explain why you would like to serve on the board.

I have an education background and have worked in elementary, preservice and in-service programs for over forty years. I have served as administrator of a competency based teacher education program working in collaboration with the school district, university and community.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I am currently serving on three Boards and was the administrator of an Urban Teacher Education Program (Teacher Corps)

.

5. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member should consist of the following:

- *Understanding and believing in the mission and core values.*
- *Clear on the outcomes and objectives and how they are evaluated.*
- *Implementing and planning strategies for governance and management.*
- *Creating strong leadership for trust and respect.*
- *On going assessment of where the school is and where it should be.*

6. What relevant knowledge and experience will you bring to the board?

Effective school leadership skills, competency based education, & diversity.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

At the end of the first year of planning; the following components should be completed:

- _ Student and program assessments*
- _ Governance policies*
- _ Financial plan*

- _ Obtaining adequate facilities
- _ Accessing ancillary and external services

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

The school's mission is to maximize academic achievement and prepare students to enroll in any college of their choice and develop life-long learners who are prepared to contribute purposefully to society.

9. Are you familiar with the school's proposed educational program? How would you describe it?

Excellent! The Legacy Hybrid Model provides the best of online and face-to-face education. We will employ highly qualified teachers with specialized training in teaching in a hybrid classroom, utilize the Legacy Learning Management System, and incorporate the Legacy Enhanced Curriculum. The school's standard and enhanced curriculum prepares students with problem solving, decision-making and strong leadership skills. Extensive use of cutting edge technologies will allow authentic learning opportunities for students and allow parents to interact with school personnel and be an integral part of the school experience.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

The characteristics of a successful school consist of a shared vision, passion and motivation. —All members of the founding group should share the same educational vision and provide ongoing evaluation of the mission and changing duties. Also, a variety of people with entrepreneur skills, planning skills, management skills are necessary to ensure the success of the school. A three-to-four-year strategic plan and a comprehensive outline of how the educational vision can be attained through the implementation and development of the charter

school should be developed. The strategic plan should include the business plan for the charter school as well as the processes to be used by the members of the core

founding group to build the organizational structure and culture necessary

for a successful charter school.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

Dr. Levitt and Dr. Grubaugh and I work at UNLV.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

None!

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

None!

14. If the school proposes to partner with an educational service provider/Educational Management Organization (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

I am an acquaintance of Greg Levitt and Steve Grubaugh of Legacy Innovations International.

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

N/A

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

N/A

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.

I would have guidelines in place to prevent this kind of activity.

Ryan Krametbauer

Request for Information from Prospective Charter School Board Members and CFS Members

Governing a public charter school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, each prospective board and CFS member should respond to this request for information.

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

My resume is enclosed.

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

My girlfriend, an elementary teacher, put me in-touch with Dr. Steven Grubaugh.

4. Explain why you would like to serve on the board.

As a former student athlete, I believe my experience in balancing academics and sport in both high school and college will provide valuable insight to the board.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I served as President on the board of a not-for-profit ice hockey club at the University of Nevada, Las Vegas. As President, I was tasked with scheduling games, budgeting the season, and organizing travel.

6. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board member should:

- *Always do what is in the best interest of the students*
- *Manage expectations, and*
- *Maintain accountability for outcomes and results*

7. What relevant knowledge and experience will you bring to the board?

As a former student athlete in both high school and college, I understand the difficulties in maintaining academic performance while managing a demanding sport schedule.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

At the end of a successful first year, the following should be evaluated:

- *Student performance*
- *Program assessment*
- *Facility adequacy, and*
- *Financial responsibility*

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

The school's mission is to maximize academic achievement and prepare student athletes for the competitive application process of college/university.

10. Are you familiar with the school's proposed educational program? How would you describe it?

The school's proposed program uses a hybrid approach of face-to-face and online education. Additionally, the school will employ qualified teachers.

11. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

A successful school must maintain accountability of its teachers/educators. It must budget responsibly, always keeping the best interests of the students at heart. During the first year, in order to ensure success, the board must implement a comprehensive strategic plan aimed at maximizing results for student athletes. Such a plan must be conducive to change and alteration if needed.

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

Dr. Steven Grubaugh.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

No.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

No.

15. If the school proposes to partner with an educational service provider/Educational Management Organization (a management company), do you

or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

No.

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

N/A

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

N/A

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends).

Report it to the appropriate authorities and/or board members in an effort to maintain the integrity of the school.

Mia Banks

Request for Information from Prospective Charter School Board Members and CFS Members

Governing a public charter school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, each prospective board and CFS member should respond to this request for information.

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume

I have 2 years of college and currently I am the VP of Gaming Operations for Las Vegas Sands Corporation based in Las Vegas for The Venetian | The Palazzo.

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I became aware of the proposed charter school through the Darling Tennis Center.

3. Explain why you would like to serve on the board.

I am very interested in how a charter school will work for all of junior athletes across Nevada.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

No, I am not currently or have in the past.

5. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member should consist of the following:

- *Understanding and believing in the mission and core values.*
- *Clear on the outcomes and objectives and how they are evaluated.*
- *Implementing and planning strategies for governance and management.*
- *Creating strong leadership for trust and respect.*
- *On going assessment of where the school is and where it should be.*
- *How it will integrate will all different types of junior athletes around the area.*

6. What relevant knowledge and experience will you bring to the board?

Effective leadership skills, competency in organizational skills and execute the task at hand. How the community will work together with educational and the corporate world.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

At the end of the first year of planning; the following components should be completed:

- _Student and program assessments*
- _ Governance policies*
- _ Financial plan*
- _ Obtaining adequate facilities*

– Obtain other sponsors

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

The school's mission is to maximize academic achievement and prepare students to enroll in any college of their choice and develop life-long learners who are prepared to contribute purposefully to society and mostly importantly to evaluate themselves to show compassion and generosity to others.

9. Are you familiar with the school's proposed educational program? How would you describe it?

Excellent! The Legacy Hybrid Model provides the best of online, hands-on approach and face-to-face education. We will employ highly qualified teachers with specialized training in teaching in a hybrid classroom, utilize the Legacy Learning Management System, and incorporate the Legacy Enhanced Curriculum. The school's standard and enhanced curriculum prepares students with problem solving, decision-making and strong leadership skills. Extensive use of cutting edge technologies will allow authentic learning opportunities for students and allow parents to interact with school personnel and be an integral part of the school experience.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

The characteristics of a successful school consist of a shared vision, passion and motivation. —All members of the founding group should share the same educational vision and provide ongoing evaluation of the mission and changing duties. Also, a variety of people with entrepreneur skills, planning skills, management skills are necessary to ensure the success of the school. A three-to-four-year strategic plan and a comprehensive outline of how the educational vision can be attained through the implementation and development of the charter

school should be developed. The strategic plan should include the business plan for the charter school as well as the processes to be used by the members of the core

founding group to build the organizational structure and culture necessary

for a successful charter school. Should include some kind of charity or public service education as well. Giving and listening skills are crucial for character building as young adults.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

Dr. Levitt and Dr. Grubaugh both from the Darling Tennis Center.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

None.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

None.

14. If the school proposes to partner with an educational service provider/Educational Management Organization (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

I am an acquaintance of Greg Levitt and Steve Grubaugh of Legacy Innovations International.

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

N/A

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

N/A

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.

As a Key Employee License holder for the state of Nevada, I would make sure that policy and procedures will be in place to replace the board member and any association with the charter and all other future charters.

Attachment B.3.1.2 Information related to the EMO

The name of the Educational Service Provider is Legacy Innovations International, an Educational Management Organization. The contact persons for Legacy Innovations International are Greg Levitt, CEO, and Steven Grubaugh, COO. The telephone number and mailing address are (702) 682-6011 and 1350 E. Flamingo #3318, Las Vegas, NV 89119.

The only Nevada school with which the EMO will contract with is Legacy International College Prep Academy (LICPA).

Contact

Dr. GREG LEVITT

Legacy Innovations International

1350 E. Flamingo # 3318

Las Vegas, Nevada, 89119

(702) 682-6011

glevitt@mac.com

Legacy Innovations International, a **Nevada Company**, has no other Nevada schools with which the EMO/CMO/ESP contracts to provide services of any kind.

Relevant evidence of the Legacy Innovations International's educational and management success.

Over the course of ten years of intensive development and research in blended (on line and face to face) education LEGACY INNOVATIONS INTERNATIONAL has extensive experience in traditional and distance education and the innovations they bring to a blended school for our students. Both Dr. Levitt and Dr. Grubaugh, who operate the Service Provider, have extensive business, **organizational** and management experience. As evidence of success and experience, Dr. Levitt served as a successful high level administrator at UNLV for eight years. Dr. Levitt was department chair of the largest department at UNLV and was responsible for and managed millions of dollars in the **yearly** budgets and over 90 **Educational Ph.D** personnel under his direct supervision. Dr. Levitt also had substantial budgetary and fiscal responsibility throughout his tenure as chair of the Department of Teaching and Learning (formerly Curriculum and Instruction) and as an assistant dean. Dr. Levitt was a key professional in the founding and training of teachers of the well-known Agassi Charter School in Las Vegas Nevada. Dr. Levitt's and Dr. Grubaugh's resume's indicate strong evidence of long term and sustainable success in working with traditional schools, online only schools, charter schools, education agencies and colleges and universities in blended learning contexts. Both have a high level of expertise in online and blended learning, online and blended learning teacher training techniques at the K-12, undergraduate and graduate level. **LII is dedicated to the continual improvement of charter school improvement through strategic planning and evaluation.**

Mrs. Sandy Foley, a parent of two students in the LICPA pilot program and manager of the Darling Tennis Center Junior Athletic Program, has personal and professional experience with LEGACY INNOVATIONS INTERNATIONAL and finds it an EMO that can deliver the specific program we desire for parents and a diverse student population of Jr. Athletes. All parents and students have been very satisfied and pleased with the performance of a two-year pilot program of best practices in blended education program that the educational management organization has overseen at the Darling Tennis Center in Las Vegas, Nevada. DTC parents have had great confidence in LII.

Attachment B.3.1.3 Educational Management Organizations

Required Element 3 – Draft Contract of EMO

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT BETWEEN THE BOARD FOR LICPA AND LEGACY INNOVATIONS INTERNATIONAL.

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

This is an Agreement to provide services and support to a Charter School by and between the Legacy International College Prep Academy (LICPA) Board ("Board") and Legacy Innovations International ("Service Provider")

WHEREAS, the LICPA Board may have a contract ("the Charter") with the Nevada State Public Charter School Authority (the "State") to operate a charter school, known as the Legacy International College Prep Academy (LICPA) (the "School");

WHEREAS, the School is governed by the Board of Directors of LICPA (the "Board");

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

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

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

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

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

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

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

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

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

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

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

DUTIES OF SERVICE PROVIDER:

1. Recitals

The forgoing recitals are true, correct and incorporated herein.

2. Engagement

LICPA Board engages Service Provider to **provide academic, administrative and financial services and support to the School as more fully set forth herein**. Service Provider accepts such engagement pursuant to the terms of this Agreement.

3. Duties

Service Provider will coordinate the services required to support the School. In connection with this, Service Provider will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. Service Provider's services *shall* include, but not be limited to: identification, design and procurement of facilities; staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records of the Schools as well as bookkeeping, budgeting and financial forecasting. *The provider assures the Board that all uniform, system-wide reporting, record keeping, and accountability systems will be compliant with Nevada requirements.* The Board will review any recommendations made by Service Provider and act upon them in the manner the Board decides.

Service Provider will plan, prepare and achieve the educational goals of the school for implementation of its core educational program including curriculum, instructional program, and pupil performance standards including English language learners and education of students with disabilities. LII Will also provide professional development for teachers, staff members and technology training,

Service Provider will plan, prepare and achieve the management and operation of the school including contracting for goods and services; preparation of budgets; selection, supervision, evaluation, and determination of compensation for personnel; promotion and termination of personnel; leasing facilities for the school; contracts with the local school district; accepting and expending gifts, donations, or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law and this Contract; and adoption of policies and bylaws consistent with the terms of this contract.

Service Provider will plan, prepare and achieve the financial matters of the school including revenues, disbursement of per-pupil revenue, budget, enrollment projections, contracting, annual audit and balance, non-comingling, quarterly reporting, encumbrances and borrowing, and loans.

4. Board of Directors Meetings

Service Provider will attend the meetings of the Board and the staff of the School. Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of *NRS. 386.550* regarding such meetings and record keeping.

5. Record Keeping

Service Provider will maintain the records of the School at the location designated by the Board. Service Provider will ensure compliance with *NAC 392.36 and NAC 386.360* the requirements for record keeping. In addition, Service Provider will ensure that designated on site staff receives proper training by the **State's** appropriate departments for student school record keeping through its designated programs.

6. Bookkeeping

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

7. Staff Administration

Service **Provider shall identify and propose for employment by or on behalf of the LICPA Board** qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the School. The teachers employed for the School will be certified as required by **NRS 386**. The LICPA Board may employ or contract with skilled selected non-certified personnel to assist instructional staff members as teachers' aides in the same manner as defined in **Nevada Education Code sections and 391**. Service Provider *shall* coordinate with the Board or the Hiring Committee established by the Board to identify, recruit and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. **All teachers selected by the Board shall be LICPA Board employees or employees leased** to the LICPA Board. The administration and staff employees shall **be employees of Service Provider**. At the Boards direction, Service Provider *shall* prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees. **Service Provider shall propose a professional employee management company to the Board which can perform the human resource services for the School.**

Once the Board approves a human resource provider, Service Provider will coordinate such services. The Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any. Service Provider agrees to act as the liaison for the School vis-à-vis the human resource services provider. All School-based employees will be assigned to the School and may only be removed, dismissed, or transferred by Board approval.

8. Financial Projections and Financial Statements

Service Provider will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize the Nevada School Accounting Manual and Standardized Account Code Structure at the direction of the Board, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by the accounting firm, will adopt accounting policies and procedures. Service Provider will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the State which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principles. These statements will be provided in advance of the deadline for submission of such reports to the State.

The LICPA Board will provide the State with annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principles for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, no later than September 15th of each year.

9. Designated Contact Person

The designated contact person of Service Provider shall be the *CEO* of Legacy Innovations International - Greg Levitt.

10. Grant Solicitation

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

11. Financing Solicitation and Coordination

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

12. Other Funding Sources

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

13. Annual Reporting

Service Provider will coordinate the preparation of the Annual Report for the School. The Report will be submitted to the Board for approval, and Service Provider will coordinate the delivery and review process established by the State and Charter School legislation for the Annual Report.

14. School Board Representation

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

15. Governmental Compliance

If requested by the Board, Service Provider will advise the Board on compliance with state regulations and reporting requirements of the Charter School. Service Provider *will* also advise the Board on compliance with the School's Charter with the State. The School's Charter with the State is incorporated herein by reference.

16. Charter Renewal Coordination

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

17. Educational Delivery

Under the directions of the Board, Service Provider shall implement curriculum, purchase, development and mapping, resource selection, lesson and learning plan implementation, classroom management tools and techniques, proactive monitoring of performance benchmarks, peer-reviewed, and customized improvement plans in congruence with the mission and the vision of the Board in a manner that complies with applicable federal, state and local laws and regulations. All proposed curricula shall be approved by the Board prior to use.

18. Facilities Identification Expansion, Design and Development

Service Provider *shall* with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, Service Provider shall advise the Board and assist the School in identifying, procuring and planning the design of new facilities or in the expansion of existing ones. Service Provider *will* identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Service Provider or its principles, that relationship will be disclosed to the Board. Further, Service Provider shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

19. Systems Development

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

20. Human Resource Management

Under the directions of the Board, Service Provider shall implement employee recruiting and hiring, performance-based compensation, performance evaluation systems, professional development, employee payroll and benefits, personnel policies and procedures, ongoing staffing assistance, and government compliance and reporting.

21. Technology

Under the directions of the Board, Service Provider shall implement email hosting, purchasing of technology, design and development of technology and student stations, remote access and software integration, and helpdesk support and technical assistance.

22. Communications, Marketing and Enrollment

Under the directions of the Board, Service Provider shall implement marketing plans and implementation, student application and registration management, lottery management, enrollment tracking and reporting, branding guidelines, and stakeholder communications.

23. Strategic Improvement

Under the directions of the Board, Service Provider shall implement strategic plans, collaborative development of academic goals, performance monitoring, and focus group interviews with staff and parent surveys.

24. Business and Contracts Management

Under the directions of the Board, Service Provider shall negotiate and manage contracted transportation services, food service, and security as required.

25. Financial Management

Under the directions of the Board, Service Provider shall establish accounting systems, manage budget development and oversight, manage operating and capital budgets, and manage monthly quarterly and annual financial and government reporting and analysis

TERM OF AGREEMENT

26. Initial Term

The term of the Agreement shall commence on August 1, 2013 and shall end July 31, 2015, unless terminated earlier, as provided herein, or modified by written agreement of the parties.

27. Renewal

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

28. Termination

In the initial years of this Agreement beginning August 1, 2013 through July 31, 2015, this Agreement may be terminated either without cause or with cause as more fully described below. After the initial one-year term, future Agreements may be terminated for cause only as described in paragraph (b) below.

(a) Termination without cause. Either party hereunder shall be entitled to terminate this Agreement voluntarily and without cause for any reason whatsoever, or for no reason, by providing the other party with sixty (60) days advance written notice (the "Notice Period") of such party's intent to terminate this Agreement. In the event either party gives notice of termination without cause pursuant to the Section, the LICPA Board shall have the sole option to have Service Provider either continue or discontinue performing duties under this Agreement during the Notice Period. If the LICPA Board elects to have Service Provider discontinue services before the end of the Notice Period, the LICPA Board shall pay to Service Provider the equivalent of sixty (60) days of the services and support fee described in this Agreement. If Service Provider gives notice of termination and Service Provider provides services for a period less than the Notice Period, the LICPA Board shall only be required to pay Service Provider the services and support fee described in this Agreement prorated to the date such duties are discontinued.

(b) Termination with cause. Either party may terminate this Agreement immediately for cause. Termination for cause shall be defined, for purposes of this Agreement, as the breach of any material term of this Agreement, when such breach continues for a period of thirty (30) days after written notice, or is cured and recurs within thirty (30) days following the cure, and following written notice to the other party describing the breach. Notwithstanding the above, in the event of a significant event, the LICPA Board may terminate this Agreement immediately without providing Service Provider with thirty (30) days to cure the defect. For the purposes of this Agreement, a "significant event" shall be defined as an act or omission by the Service Provider which results in a breach of the School's Charter such that the Charter is subject to immediate termination without chance for cure, interrupts the School's operations and/or results in a threat to the School's viability. Upon notice of termination under this Section, LICPA Board shall only be required to pay Service Provider for services rendered through the date of the notice of termination for cause. (c) Duties upon termination. In the event this Agreement is terminated with or without cause, the parties shall work cooperatively to ensure that the School's operations continue without interruption. Service Provider shall immediately and peaceably deliver to the LICPA Board any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. This Section shall survive the termination of this Agreement.

COMPENSATION

29. Base Compensation

LICPA Board shall pay Service Provider a maximum services and support fee of \$500 per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided that the LICPA Board receives such funds. The fee shall be payable in two installments, provided that the LICPA Board shall have no obligation to pay such fee before receiving its FTE funding from the State of Nevada, *such funding does not include funds for special services or federal dollars*, in which event the installments shall accrue until funding is received. The fee shall be adjusted annually at each anniversary of this Agreement based on the change in the prior year's Consumer Price Index or on the basis of the year-to-year percentage change in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less. In the event that funding is decreased in future years to an amount less than the 2012- 2013 state funding, either party may request review of the base compensation amount. Based upon

this review, the Service provider will consider lowering the fee should the school experience severe financial distress. *Fees charged by Legacy Innovations International will not subsidize or otherwise benefit schools and programs not located in Nevada.* The Service Provider has agreed to a year one reduced fee of \$417 due to the limited first year budget. The Service Provider agreed to reduce this amount if the school experiences financial difficulties. *Fees charged by Legacy Innovations International will not subsidize or otherwise benefit schools and programs not located in Nevada.*

30. Additional Services

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

31. Reimbursement of Costs

Service Provider shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

32. Incurred Expenses

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

OTHER MATTERS

33. Conflicts of Interest

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

34. Insurance and Indemnification

Service Provider shall carry liability insurance and indemnify the School for acts or omissions of Service Provider. Service Provider agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board. Service Provider hereby agrees to indemnify, hold harmless and protect the LICPA Board the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Service Provider, its employees or agents.

35. Miscellaneous

(1) Neither party shall be considered in default of this Agreement if the performance of any part or all if this Agreement is prevented, delayed, hindered or otherwise made impracticable or

impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

(2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

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

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

(5) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.

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

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

(8) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs.

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

ADDRESS CHANGES

If to Service Provider:

Legacy Innovations International

1350 E. Flamingo #3318

Farmington, UT 84025

Las Vegas, NV 89119

Attention: Greg Levitt

If to Board:

Legacy International College Prep Academy (LICPA)

4946 Momenti Street

Las Vegas, NV 89135

Attention: Dr. David Meckley

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

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

(12) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs. THIS AGREEMENT was approved at a meeting of the Board of Directors of the LICPA **Board** held on the _____ day of _____ 2012. At that meeting, the undersigned Director of the LICPA Board was authorized by the Board to execute a copy of this Agreement.

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

**Legacy International College Prep Academy (LICPA) Board
(For Legacy International College Prep Academy (LICPA) Board)**

By: _____ Date: _____
David Meckley, President

Legacy Innovations International

By: _____ Date: _____
Greg Levitt, CEO

Attachment B.3.1 Educational Management Organizations
Required Element 3 – A draft affiliation agreement with Legacy International College Prep Academy, Inc.

TRADEMARK LICENSE AND AFFILIATION AGREEMENT

LEGACY INTERNATIONAL COLLEGE PREP ACADEMY, INC.

THIS TRADEMARK LICENSE AND AFFILIATION AGREEMENT ("Agreement") is made and entered into effective as of _____ (the "Effective Date") by and between Legacy International College Prep Academy (LICPA), Inc. ("Licensor"), and the School, LICPA ("Licensee").

WHEREAS, Licensor has adopted, and is using the trademark, Legacy International College Prep Academy (LICPA) ("Trademark") throughout the United States in connection with educational excellence, Southern Association of Colleges and Schools (SACS) accreditation, pedagogical successful methods, and related educational activities; and

WHEREAS, Licensee desires to use the Trademark, in connection with the development of the School, including but not limited to, the start-up phase of the School. Licensee desires to promote the fact that the School will affiliate with Legacy International College Prep Academy and replicate its successful educational best practices and methods to ensure the School's academic and operational success.

WHEREAS, Legacy International College Prep Academy personnel will provide on-site services to the school, and will also conduct ongoing teacher training sessions in Math, Language Arts and other subject areas, and blended education, provide 'best practices' instructional materials; and host retreats for Boards of Directors and School Leaders.

WHEREAS, Licensor, subject to the terms and conditions set forth in this Agreement, is willing to permit Licensee to use the Trademark in connection with the educational practices, including but not limited to the development and establishment of the school of LICPA, for the mutual benefit of Licensor and Licensee.

NOW, THEREFORE, in consideration of the above premises, the mutual covenants set forth below, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

Section 1 LICENSE

1.1 Scope of License. Subject to the terms and conditions set forth in this Agreement, Licensor grants to Licensee a non-exclusive, non-transferable, royalty-free license to use the Trademark in connection with the development and establishment of the school of the Legacy International College Prep Academy in the State of Nevada, United States. Licensee shall make no other use of the Trademark.

1.2 Non-Assignment. Licensee acknowledges and agrees that the rights granted to Licensee by and obtained by Licensee as a result of or in connection with this Agreement are license rights only, and nothing contained in this Agreement constitutes or shall be construed to be an assignment of any or all of Licensor's rights in the Trademark.

Section 2 LICENSOR'S CONTROL

In order to protect and preserve Licensor's rights in the Trademark, Licensee understands, acknowledges, and agrees that (i) prior to the first date of Licensee's use of the Trademark in connection with the Legacy International College Prep Academy, Licensee shall obtain Licensor's approval of all aspects of such use; and (ii) once Licensee's use of the Trademark in connection with the Legacy International College Prep Academy is initially approved by Licensor, any subsequent alteration, modification, or change in such use must be reviewed and approved by Licensor prior to implementation of such alteration, modification, or change.

Section 3 USE OF THE TRADEMARK

3.1 Trademark Format. Licensor retains the right to specify, from time to time, the format in which Licensee shall use and display the Trademark, and Licensee shall only use or display the Trademark in a format approved by Licensor.

3.2 Proper Notice and Acknowledgment. Every use of the Trademark by Licensee shall incorporate in an appropriate manner the correct and proper spelling of the name and any and all information connected therewith the name and Trademark.

3.3 Annual Fee. Licensee, LICPA, herein enters into a trademark license agreement with Legacy International College Prep Academy, Inc. to use, reproduce and display the trademarks of Legacy International College Prep Academy in connection with its educational activities. The annual fee associated with this License is not to exceed 1% of the guaranteed basic support payment per pupil funding that the School receives. There will be no other additional fees or costs associated with this Agreement.

3.4 Impairment of Licensor's Rights. Licensee shall not at any, time, whether during or after the term of this Agreement, do or cause, to be done any act or thing challenging, contesting, impairing, invalidating, or tending to impair or invalidate any of Licensor's, rights in the Trademark or any registrations, accreditations or recognitions of the like, derived from such rights. The Southern Association of Colleges and Schools (SACS) accreditation specifically shall not be affected in any way due to the misuse or violation of requirements and guidelines set forth by the Southern Association of Colleges and Schools (SACS), Legacy International College Prep Academy or this Agreement.

3.5 Licensor's Rights and Remedies. Licensee acknowledges and agrees that Licensor has, shall retain, and may exercise, both during the term of this Agreement and thereafter, all rights and remedies available to Licensor, whether derived from this Agreement, from statute, or otherwise, as a result of or in connection with Licensee's breach of this Agreement, misuse of the Trademark, or any other use of the Trademark by Licensee which is not expressly permitted by this Agreement.

Section 4

AFFILIATION SERVICES

To ensure the School's academic and operational success, Licensor, Legacy International College Prep Academy, shall monitor the conduct and performance of the School and provide the School with assistance in the following areas:

- (a) staff selection and training; *on site Head of School hiring and training;*
- (b) curriculum and program development; *on site teacher training;*

- (c) Board governance training; *classroom management critique and assessment*;
- (d) public information and affairs; and *technology training*;
- (e) other areas identified by the Licensor *including to help attain accreditation*;
- (f) *other areas identified by the Licensor*.

Licensor will make available to the School certain model books, curriculum modules, or other documents or compilations of data that are identified with Legacy International College Prep Academy. Licensor authorizes the School to use such materials and best practices, subject to the terms and limitations of this Agreement, for activities that further the goals of the School.

Section 5

TERM AND TERMINATION

5.1 Term. The term of this Agreement shall be for two years____ from the Effective Date; provided, however, that either party may terminate this Agreement, with or without cause, by delivering written notice of termination to the other party, and, unless a later date is specified in such notice, termination shall be effective sixty (60) days after the date such notice is given.

5.2 Termination for Cause. Notwithstanding the provisions of Section 4.1 of this Agreement, this Agreement and all rights granted hereby, including but not limited to Licensee's right to use the Trademark, shall automatically terminate without notice from Licensor if (i) Licensee attempts to assign, sub-license, transfer or otherwise convey, without first obtaining Licensor's written consent, any of the rights granted to Licensee by or in connection with this Agreement; (ii) Licensee fails to obtain Licensor's approval of Licensee's use of the Trademark in accordance with Section 2 of this Agreement; (iii) Licensee uses the Trademark in a manner in violation of, or otherwise inconsistent with, the restrictions imposed by or in connection with Section 3 of this Agreement; or (iv) Licensee uses the Trademark in a manner not expressly permitted by this Agreement.

5.3 Effect of Termination. All rights granted by this Agreement, including, without limitation, Licensee's right to use the Trademark, shall expire upon termination of this Agreement, and upon termination Licensee shall immediately cease and desist from all further use of the Trademark.

Section 6

MISCELLANEOUS

6.1 Assignment. Licensee shall not assign, sublicense, transfer, or otherwise convey Licensee's rights or obligations under this Agreement without Licensor's prior written consent. Licensee shall indemnify and hold harmless Licensor

against all liability, costs, and expenses, including but not limited to a reasonable attorneys' fee, arising out of or in connection with claims relating to an attempted assignment, sublicense, transfer, or other conveyance of Licensee's rights and obligations.

6.2 Applicable Law. This Agreement shall be interpreted, construed, and enforced pursuant to, and in accordance with, the laws of the State of Nevada, entire Agreement. This Agreement supersedes all previous agreements, understandings, and arrangements between the parties, whether oral or written, and constitutes the entire agreement between the parties.

6.4 Amendments. This Agreement may not be modified, amended, altered, or supplemented except by an agreement in writing executed by the parties hereto.

6.5 Waivers. The waiver by either party of a breach or other violation of any provision of this Agreement shall not operate as, or be construed to be, a waiver of any subsequent breach of the same or other provision of this Agreement.

6.6 Notice. Unless otherwise provided herein, any notice, demand, or communication required, permitted, or desired to be given hereunder shall be in writing and shall be delivered by hand, or by registered or prepaid certified mail through the United States postal service, return receipt requested, addressed as follows:

If to Licensors: Legacy International College Prep Academy (LICPA)
4946 Momenti Street
Las Vegas, NV 89135
Attention: Dr. David Meckley

If to Licensee:
Legacy Innovations International
1350 E. Flamingo #3318
Las Vegas, NV 89119
Attention: Greg Levitt

or to such other address, and to the attention of such other persons or officers as either party may designate by written notice. Any notice so addressed and mailed shall be deemed duly given three (3) days after deposit in the United States mail, and if delivered by hand, shall be deemed given when delivered, and if sent by facsimile, shall be deemed given on the first business day immediately following transmittal.

This Agreement may be executed in several counterparts, each of which shall be an original, but all of which together shall constitute one and the same Agreement.

The articles and other headings contained in this Agreement are for reference purposes only, and shall not affect in any way the meaning or interpretation of the terms of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives as of the date first set forth above.

LICENSOR:

LEGACY INNOVATIONS INTERNATIONAL

By: Greg Levitt
Legacy Innovations International, President

Date

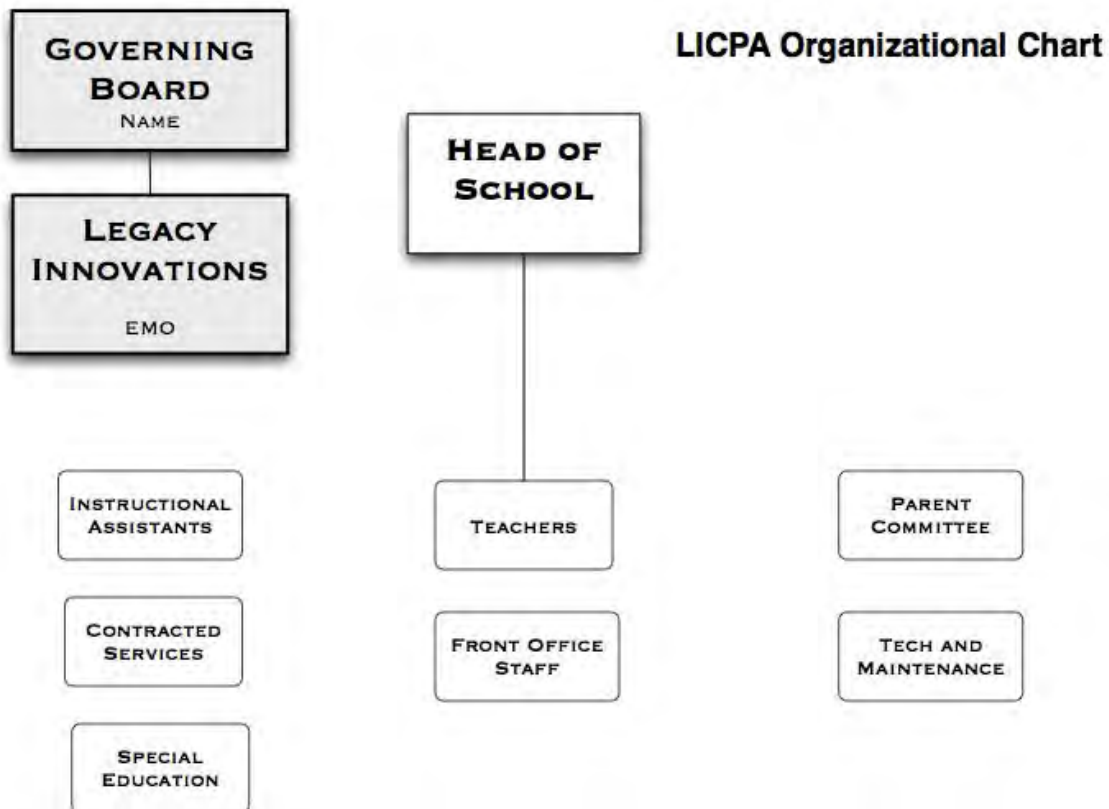
LICENSEE:

LEGACY INTERNATIONAL COLLEGE PREP ACADEMY

By: David Meckley
President

Date

Attachment B.3.3 Organizational Chart



Attachment B.3.1.a LICPA Key Management Positions

School Board: Responsibilities: Responsible for making the majority of the decisions about the operation of the school. The LICPA Board is governed by a set of by-laws that describe how the board will operate procedurally. The Board meets a minimum of once per month and all meetings are open to the public. Committees are established to oversee and implement the various projects and tasks that arise, and new committee members are always welcome. Decisions about issues such as curriculum, school year and teachers' salaries are made by the LICPA Board of Directors, or contracted to an EMO, and are reported to the Public Charter School Authority

President: Responsibilities: The President is the facilitative leader, general manager, and chief executive officer of LICPA. The president is responsible for guiding the organization toward its vision and broad goals, and providing general supervision, direction, and control of the business and officers of the organization. The Vice-President is responsible for oversight of these responsibilities that may be contracted to an EMO. Qualifications: Experience in management, oversight and leadership.

Vice-President for Programs and Services: Responsibilities: The Vice President for Programs/Services supervises, directs, and oversees the non-fundraising activities of the organization including, but not limited to, parent educational events and social programs, honorary programs, and parent service activities. The Vice-President is responsible for oversight of these responsibilities that may be contracted to an EMO.

Vice-President for Finance: Responsibilities: The Vice President for Finance supervises, directs, and oversees all financial activities of the organization. The Vice-President for Finance is responsible for budgeting and financial management. The Vice-President for Finance is responsible for oversight of these responsibilities that may be contracted to an EMO. Qualifications: Experience in databases, spreadsheets, mathematics, finance, accountancy.

Secretary: Responsibilities: The Secretary keeps the minutes of all Board meetings, posts the minutes on the website, is responsible for providing communications about meetings, and serves as the liaison with the school newsletter. The Secretary is responsible for oversight of these responsibilities that may be contracted to an EMO.

Treasurer: Responsibilities: The Treasurer is responsible for accounts payable and for all record keeping and bookkeeping for the organization. The Treasurer will work with the Head of School and the Office Manager to implement a workable and efficient plan for bookkeeping, accounts payable, payroll, and other financial practices. The Treasurer is responsible for oversight of these responsibilities that may be contracted to an EMO. Qualifications: Experience in databases, spreadsheets, mathematics, finance, accountancy.

Parent and Outreach Coordinator: Responsibilities: The Parent Orientation Coordinator is responsible for facilitating communications and contacts among parents, orienting new parents, overseeing development and publication of the annual school directory, coordinating volunteer sign-ups, and distributing beginning-of-the-year information packets for parents. The Parent and Outreach Coordinator is responsible for oversight of these responsibilities that may be contracted to an EMO.

Head of School: (Similar to School Principal). Responsibilities: The Head of School is the school leader. The Head of School supervises, directs, and oversees all activities of LICPA including, but not limited to, educational programs, instruction, record keeping, assessments, parent educational events and social programs, honorary programs, and parent service activities. The Head of School oversees activities and opportunities that link programs at LICPA to the broader community. The Head of School, in consultation with the Board and the faculty (where appropriate) is responsible for faculty and staff personnel decisions. The Head of School must organize job specialization, which involves grouping various school work into units and departmentalizing jobs according to logical and function arrangements to oversee. The Head of School must also establish a

pattern of delegating authority between leader and staff members including assigning responsibility, granting authority, and creating accountability. At the overall organizational level, the Head of School must establish patterns of authority, be highly involved with staff, students and parents as well as the day-to-day operations of the school Glickman, C. D. (2010). Specifically, the Head of School must manage and oversee roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs.

The Head of School, with subordinate administrators and staff, oversees typical day to day school functions which include overseeing the curriculum, assessment, instructional materials, health and safety requirements, school zones and crossings, pupil records, communications, admissions, attendance, truancy, removal of pupils, parents, teachers, discrimination issues, contracts, evaluations, liability, technology and electronic communication, gifts and grants, community agencies, interventions, graduation standards and promotion standards, laws and rules, achievement, prevention programs, and enrollments among other duties. Qualifications: Minimum of a Master's Degree in School Administration or similar degree with at least one year experience in school administration or similar position highly desirable, teaching experience, a current Nevada professional administrator endorsement/license, experience working with school or advisory educational boards, strong managerial capabilities, knowledge of the needs of diverse student populations, positive evaluations from previous administrative positions, letters of recommendation, and excellent communication skills. Experience in a Charter School is desirable.

Admin Office Manager. Responsibilities: The Office Manager is responsible for maintaining all online and hardcopy student records, inputting data into the online system including attendance, testing, assessments, and grades. The Office Manager will be the front office person of contact to handle visitors, communications, and general office duties. The Office Manager will provide assistance to the Head of School as needed.

Coordinator for 1-6. (Teacher with release time) Responsibilities: Curriculum and Instructional leadership for grades 1-6. The Coordinator will oversee the implementation of the curriculum and solicit student, teacher, and parent feedback regarding problems or new ideas for improving the curriculum. The Coordinator will also serve as the instructional leader for grades 1-6.

Coordinator for 7-12. (Teacher with release time) Responsibilities: Curriculum and Instructional leadership for grades 7-12. The Coordinator will oversee the implementation of the curriculum and solicit student, teacher, and parent feedback regarding problems or new ideas for improving the curriculum. The Coordinator will also serve as the instructional leader for grades 7-12.

Admin Tech Developer & Support. Responsibilities: The Tech Developer will create and/or maintain the school website, the student information system, the LICPA Tracking System, and the SAIN/Powerschool program. The Tech Developer will also operate and maintain the various tech systems so they work together efficiently and the Head of School, Faculty members, Coordinators, Board Members and State Reporting Agencies can access reports or data as is appropriate. The Tech Developer will maintain systems

security and back-ups. The Tech Developer will also provide tech support and leadership for faculty and staff.

School Nurse. (Contractual) Responsibilities: The school nurse identifies and treats health disorders among students and provides instruction in the maintenance of good health and disease prevention. The nurse must evaluate the physical conditions of students and refer students to appropriate resources as needed.

Coordinator for Special Services: (Teacher with release time for first two years unless additional funding is acquired) Responsibilities: The Coordinator for Special Services will direct, implement, provide professional development for faculty and staff and assure compliance with all state, federal and appropriate/best practices for students with special needs including English Language Learners and gifted students.

Qualifications: Have an advanced degree or certification in Special Education, training and practice with English Language Learners, and experience in a K-12 environment.

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Attachments C Financial

Budget Revised Forms

C_1_1_2013_14BudgetALLScheduled-CharterSchools Revised

Form 1 Cover 2013

	A	B	C	D	E	F	G	H	I	J	K
1	JAMES W. GUTHRIE		STATE OF NEVADA				TEACHER LICENSURE				
2	Superintendent of Public Instruction						SOUTHERN NEVADA OFFICE				
3							9890 S. Maryland Parkway				
4							Suite 221				
5	RODIE FITZPATRICK						Las Vegas, Nevada 89183				
6	Deputy Superintendent						(702) 486-6458				
7	Instructional, Research and Evaluative Services						Fax: (702) 486-6450				
8											
9	DEBORAH H. CUNNINGHAM						SATELLITE OFFICE				
10	Deputy Superintendent						ADDRESSES/MAPS				
11	Administrative and Fiscal Services						http://www.doe.nv.gov				
12			DEPARTMENT OF EDUCATION								
13			700 E. Fifth Street								
14			Carson City, Nevada 89701-5096								
15			(775) 687 - 9200 · Fax: (775) 687 - 9101								
16	Charter School Budget										
17											
18											
19											
20	Legacy International College Prep Academy (LICPA) herewith submits the TENTATIVE										
21	budget for the fiscal year ending June 30, 2013										
22											
23	This budget contains 1 governmental fund types with estimated expenditures of \$ 630,840 and										
24	0 proprietary funds with estimated expenses of \$ 0										
25											
26	Per NAC 387.730:										
27											
28	TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department										
29	of Education (NDE) by April 15 annually.										
30											
31	FINAL budget must be adopted on or before June 8 Annually. Copies of the approved final budget are										
32	SUBMITTED by the Charter School Governing Body to NDE, Legislative Council Bureau and the										
33	Charter School sponsor if other than the Department of Education.										
34											
35											
36	CERTIFICATION					APPROVED BY THE GOVERNING BOARD					
37											
38	I, David Meckley										
39	(Print Name of Governing Board President)										
40	David Meckley										
41	(Signature of Governing Board President)										
42											
43	certify that all applicable funds and financial										
44	operations of this Local Government are										
45	listed herein.										
46											
47	Signed										
48											
49											
50	Dated:										
51											
52											
53											
54											
55											
56	SCHEDULED PUBLIC HEARING:										
57											
58	Date and Time:					Publication Date					
59											
60	Place:										
61											
62											

Form 1
6/21/12

From 2 Enrollment 2013

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION													
2						WEIGHTED				WEIGHTED				WEIGHTED
3						ACTUAL YEAR				ACTUAL YEAR				ESTIMATED
4						ENDING 06/30/11				ENDING 06/30/12				YEAR
5														ENDING 06/30/13
6														
7	1.	Pre-kindergarten												
8		(NRS 388.490)			x .6 =	0.0			x .6 =	0.0			x .6 =	0.0
9														
10	2.	Kindergarten			x .6 =	0.0			x .6 =	0.0			x .6 =	0.0
11														
12	3.	Elementary												60
13														
14	4.	Secondary												60
15														
16	5.	Ungraded												
17														
18	6.	Subtotal				0.0				0.0				120.0
19														
20	7.	Students transported into												
21		Nevada from out-of-state												
22														
23	8.	Students transported to												
24		another state												
25														
26	9.	Total WEIGHTED enrollment				0.0				0.0				120.0
27														
28	10.	Hold Harmless												
29														
30														
31	11.	Basic support per pupil amount, Year Ending 06/30/13								5,257				
32														
33		Fill in information for each district:				2012-2013		WEIGHTED				Use rates below:		Reference amounts for #12
34		School District				Rate revised 4/25/12		2012-2013		Subtotal				Estimate: "Outside Revenue"
35		Carson City				\$ 6,109		0.0		\$0				\$ 1,110
36		Churchill				\$ 6,152		0.0		\$0				\$ 1,070
37		Clark				\$ 5,257		120.0		\$630,840				\$ 1,030
38		Douglas				\$ 5,314		0.0		\$0				\$ 2,371
39		Elko				\$ 6,364		0.0		\$0				\$ 1,059
40		Esmeralda				\$ 17,932		0.0		\$0				\$ 6,421
41		Eureka				\$ 100		0.0		\$0				\$ 42,104
42		Humboldt				\$ 5,540		0.0		\$0				\$ 1,706
43		Lander				\$ 100		0.0		\$0				\$ 9,861
44		Lincoln				\$ 9,906		0.0		\$0				\$ 1,217
45		Lyon				\$ 6,718		0.0		\$0				\$ 918
46		Mineral				\$ 8,463		0.0		\$0				\$ 1,458
47		Nye				\$ 6,652		0.0		\$0				\$ 1,290
48		Pershing				\$ 8,838		0.0		\$0				\$ 1,844
49		Storey				\$ 7,069		0.0		\$0				\$ 6,459
50		Washoe				\$ 5,295		0.0		\$0				\$ 1,150
51		White Pine				\$ 6,648		0.0		\$0				\$ 1,824
52														
53		Multidistrict						120.0		\$630,840		5,257		
54														
55	12.	Estimated "Outside Revenue" (Supplemental Support) per pupil												
56		This is the per pupil share of local taxes, etc, from the district.												
57														
58	13.	Total basic support for enrollee including outside revenue										Total Weighted-#9	Hold Harmless-#10	
59												\$ 630,840.00	\$ -	
60	14.	Estimated number of special education program units												
61							X	39,768	amount per unit	\$0				
62														
63														
64	15.	TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)										Total Weighted	Hold Harmless	
65												\$ 630,840.00	\$ -	
66														
67														
68	Fiscal Year 2012-2013	Charter School				Legacy International College Prep Academy (LICPA)								
69														
70	Form 2 Enrollment - DSA													6/21/12
71														

Form3 Revenues 1_2013

55	Legacy International College Prep Academy (LICPA)		Budget Fiscal Year 2012-2013			
56						
57	Form 3 Revenues		Page 1 of 2			
58			(1)	(2)	(3)	(4)
59				ESTIMATED	BUDGET YEAR ENDING 01/00/00	
60			ACTUAL PRIOR	CURRENT		
61	REVENUE		YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
62			06/30/11	06/30/12	APPROVED	APPROVED
63	4000	FEDERAL SOURCES				
64	4100	Unrestricted Grants-in-Aid DIRECT from Fed Govt				
65	4103	E-Rate Funds				
66	4200	Unrestricted Grants-in-Aid from Fed Govt pass thru the State				
67	4300	Restricted Grants-in-Aid Direct - Fed				
68	4500	Restricted Grants-in-Aid Fed Govnt pass-thru the State				
69	4700	Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies				
70	4800	Revenue in Lieu of Taxes				
71	4900	Revenue for/on Behalf of School District				
72	TOTAL FEDERAL SOURCES		0	0	0	0
73			(1)	(2)	(3)	(4)
74				ESTIMATED	BUDGET YEAR ENDING 01/00/00	
75	OTHER RESOURCES AND		ACTUAL PRIOR	CURRENT		
76	FUND BALANCE		YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
77			06/30/11	06/30/12	APPROVED	APPROVED
78	5000	OTHER FINANCING SOURCES				
79	5100	Issuance of Bonds				
80	5110	Bond Principal				
81	5120	Premium of Discount on the Issuance of Bonds				
82	5200	Fund Transfers In				
83	5300	Proceeds from the Disposal of Real or Personal Property				
84	5400	Loan Proceeds				
85	5500	Capital Lease Proceeds				
86	5600	Other Long-Term Debt Proceeds				
87	6000	Other Items				
88	6100	Capital Contributions				
89	6200	Amortization of Premium on Issuance of Bonds				
90	6300	Special Items				
91	6400	Extraordinary Items				
92	TOTAL OTHER SOURCES		0	0	0	0
93	8000 OPENING FUND BALANCE					
94	Reserved Opening Balance				50,000	
95	Unreserved Opening Balance					
96	TOTAL OPENING FUND BALANCE		0	0	50,000	0
97	Prior Period Adjustments					
98	Residual Equity Transfers					
99	TOTAL ALL RESOURCES		0	0	680,840	0
100						
101						
102	Legacy International College Prep Academy (LICPA)		Budget Fiscal Year 2012-2013			
103						
104						
105	Form 3 Revenues		Page 2 of 2		6/21/12	
106						

Form3 Revenues 2 2013

55	Legacy International College Prep Academy (LICPA)					Budget Fiscal Year 2012-2013
56						
57	Form 3 Revenues	Page 1 of 2				6/21/12
58		(1)	(2)	(3)	(4)	(4)
59			ESTIMATED		BUDGET YEAR ENDING 01/00/00	
60		ACTUAL PRIOR	CURRENT			AMENDED
61	REVENUE	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL	FINAL
62		06/30/11	06/30/12	APPROVED	APPROVED	APPROVED
63	4000 FEDERAL SOURCES					
64	Unrestricted Grants-in-Aid DIRECT from Fed Govt					
65	4100 E-Rate Funds					
66	Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
67	4200 Restricted Grants-in-Aid Direct - Fed					
68	4300 Restricted Grants-in-Aid Fed Govnt pass-thru the State					
69	4400 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
70	4500 Revenue in Lieu of Taxes					
71	4600 Revenue for/on Behalf of School District					
72	TOTAL FEDERAL SOURCES	0	0	0	0	0
73		(1)	(2)	(3)	(4)	(4)
74			ESTIMATED		BUDGET YEAR ENDING 01/00/00	
75	OTHER RESOURCES AND	ACTUAL PRIOR	CURRENT			AMENDED
76	FUND BALANCE	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL	FINAL
77		06/30/11	06/30/12	APPROVED	APPROVED	APPROVED
78	5000 OTHER FINANCING SOURCES					
79	5100 Issuance of Bonds					
80	5110 Bond Principal					
81	5120 Premium of Discount on the Issuance of Bonds					
82	5200 Fund Transfers In					
83	5300 Proceeds from the Disposal of Real or Personal Property					
84	5400 Loan Proceeds					
85	5500 Capital Lease Proceeds					
86	5600 Other Long-Term Debt Proceeds					
87	6000 Other Items					
88	6100 Capital Contributions					
89	6200 Amortization of Premium on Issuance of Bonds					
90	6300 Special Items					
91	6400 Extraordinary Items					
92	TOTAL OTHER SOURCES	0	0	0	0	0
93	8000 OPENING FUND BALANCE					
94	Reserved Opening Balance			50,000		
95	Unreserved Opening Balance					
96	TOTAL OPENING FUND BALANCE	0	0	50,000	0	0
97	Prior Period Adjustments					
98	Residual Equity Transfers					
99	TOTAL ALL RESOURCES	0	0	680,840	0	0
100						
101						
102	Legacy International College Prep Academy (LICPA)				Budget Fiscal Year 2012-2013	
103						
104						
105	Form 3 Revenues		Page 2 of 2			6/21/12
106						

Form 4 Expenditures 2013

Legacy International College Prep Academy (LICPA) Form 4		(1)	(2)	(3)	(4)
PROGRAM FUNCTION OBJECT		ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	INITIALIVE APPROVED	BUDGET YEAR ENDING 06/30/13 FINAL APPROVED
100	REGULAR PROGRAMS				
1000	Instruction				
100	Salaries			190,000	
200	Benefits			52,500	
300/400/500	Purchased Services			317,422	
600	Supplies			65,718	
700	Property				
800	Other				
2100-2600, 2900	Other Support Services				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2700	Student Transportation				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
100 TOTAL REGULAR PROGRAMS		0	0	625,640	0
140	Summer School for Reg Programs				
1000	Instruction				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2100-2600, 2900	Other Support Services				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2700	Student Transportation				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
140 TOTAL Summer School - Reg Prog		0	0	0	0
Legacy International College Prep Academy (LICPA)					Budget F
Form 4 Expenditures					

Form 5 Exp Summary 2013


TENTATIVE BUDGET 2012-2013		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION		(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	190,000	52,500	383,140	625,640
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School				0
600	Adult Education				0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		190,000	52,500	383,140	625,640
000 Undistributed Expenditures					
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL ALL FUNDS TENTATIVE		190,000	52,500	383,140	625,640
FINAL BUDGET 2012-2013		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION		(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School	0	0	0	0
600	Adult Education	0	0	0	0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
000 Undistributed Expenditures					
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET		0	0	0	0
Legacy International College Prep Academy (LICPA)		Budget Fiscal Year 2012-2013			
Form 5 Exp Summary		Page 1 of 1		6/21/12	

Form11 Cash Flow Statement 2013

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	Legacy International College Prep Academy (LICPA)					CASH FLOW STATEMENT											
2																	
3	2013-14	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	Total Projected	Final Approved Budget	Variance
4		July	August	September	October	November	December	January	February	March	April	May	June				
5	REVENUES																
6	Type:																
7	Distributive School Acct			\$ 157,710.00					\$ 157,710.00						\$ 630,840.00		\$ 630,840.00
8	Donations														\$ 50,000.00		\$ 50,000.00
9	Federal Grant A	\$ 50,000.00													\$ 157,710.00		\$ 157,710.00
10																	
11																	
12																	
13																	
14																	
15	Total Revenues	\$ 50,000.00	\$ -	\$ 157,710.00	\$ -	\$ 157,710.00	\$ -	\$ -	\$ 157,710.00	\$ -	\$ -	\$ 157,710.00	\$ -	\$ -	\$ 680,840.00	\$ -	\$ 680,840.00
16	Total Revenues Y-T-D	\$ 50,000.00	\$ 50,000.00	\$ 207,710.00	\$ 207,710.00	\$ 365,420.00	\$ 365,420.00	\$ 365,420.00	\$ 523,130.00	\$ 523,130.00	\$ 523,130.00	\$ 680,840.00	\$ 680,840.00				
17																	
18	EXPENDITURES																
19	Salaries & Benefits	\$ 6,250.00	\$ 11,250.00	\$ 17,916.34	\$ 17,916.67	\$ 17,916.67	\$ 17,083.36	\$ 17,916.67	\$ 17,916.67	\$ 17,916.67	\$ 17,916.67	\$ 17,916.67	\$ 12,083.61	\$ 190,000.00			\$ (190,000.00)
20	Salaries	\$ 1,875.00	\$ 3,375.00	\$ 4,875.00	\$ 4,875.00	\$ 4,875.00	\$ 4,875.00	\$ 4,875.00	\$ 4,875.00	\$ 4,875.00	\$ 4,875.00	\$ 4,875.00	\$ 3,375.00	\$ 52,500.00			\$ (52,500.00)
21	Benefits	\$ 8,125.00	\$ 14,625.00	\$ 22,791.34	\$ 22,791.67	\$ 22,791.67	\$ 21,958.36	\$ 22,791.67	\$ 22,791.67	\$ 22,791.67	\$ 22,791.67	\$ 22,791.67	\$ 15,458.61	\$ 242,500.00			\$ (242,500.00)
22	Total Salaries & Ben																
23																	
24	Operating																
25	Supplies																
26	Rent			\$ 65,718.00											\$ 65,718.00		\$ (65,718.00)
27	Utilities																
28	Contracts			\$ 25,700.00											\$ 25,700.00		\$ (25,700.00)
29	Textbooks																
30	Equipment																
31	Sain System			\$ 960.00											\$ 960.00		\$ (960.00)
32	State Fee			\$ 9,462.00											\$ 9,462.00		\$ (9,462.00)
33	Insurance for School																
34	EMO																
35	Online Curriculum																
36																	
37																	
38																	
39																	
40																	
41																	
42																	
43																	
44	Total Expenses	\$ 8,125.00	\$ 14,625.00	\$ 124,631.34	\$ 48,491.67	\$ 48,491.67	\$ 47,058.36	\$ 68,491.67	\$ 48,491.67	\$ 48,491.67	\$ 48,491.67	\$ 48,491.67	\$ 30,000.00	\$ 625,640.00			\$ (625,640.00)
45	Total Expenses Y-T-D	\$ 8,125.00	\$ 22,750.00	\$ 147,381.34	\$ 195,873.01	\$ 244,364.68	\$ 292,023.04	\$ 360,514.71	\$ 405,006.38	\$ 457,498.05	\$ 505,989.72	\$ 554,481.39	\$ 625,640.00				
46	Percent of Budget	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!				
47																	
48																	
49																	
50	Net change in Cash (F/B)	\$ 41,875.00	\$ (14,625.00)	\$ 33,078.66	\$ (48,491.67)	\$ 109,218.33	\$ (47,658.36)	\$ (68,491.67)	\$ 109,218.33	\$ (48,491.67)	\$ (48,491.67)	\$ 109,218.33	\$ (71,158.61)	\$ 55,200.00			\$ 55,200.00
51																	
52	Begin Cash Balance(F/B)		\$ 41,875.00	\$ 27,250.00	\$ 80,328.66	\$ 11,836.99	\$ 121,055.32	\$ 73,396.96	\$ 4,905.29	\$ 114,123.62	\$ 65,631.95	\$ 17,140.28	\$ 126,356.61				\$ -
53																	
54	End Cash Balance (F/B)	\$ 41,875.00	\$ 27,250.00	\$ 60,328.66	\$ 11,836.99	\$ 121,055.32	\$ 73,396.96	\$ 4,905.29	\$ 114,123.62	\$ 65,631.95	\$ 17,140.28	\$ 126,356.61	\$ 55,200.00	\$ 55,200.00			\$ 55,200.00
55																	
56	Legacy International College Prep Academy (LICPA)																
57																	
58	FORM 11 CASH FLOW																

C_1_1_2014_15 Budget ALL Scheduled Charter Schools Revised

Form1 Cover 2014

	A	B	C	D	E	F	G	H	I	J	K
1	JAMES W. GUTHRIE		STATE OF NEVADA				TEACHER LICENSURE				
2	Superintendent of Public Instruction						SOUTHERN NEVADA OFFICE				
3							9890 S. Maryland Parkway				
4							Suite 221				
5	RORIE FITZPATRICK						Las Vegas, Nevada 89183				
6	Deputy Superintendent						(702) 486-6458				
7	Instructional, Research and Evaluative Services						Fax: (702) 486-6450				
8	DEBORAH H. CUNNINGHAM						SATELLITE OFFICE				
9	Deputy Superintendent						ADDRESSES/MAPS				
10	Administrative and Fiscal Services						http://www.doe.nv.gov				
11			DEPARTMENT OF EDUCATION								
12			700 E. Fifth Street								
13			Carson City, Nevada 89701-5096								
14			(775) 687 - 9200 · Fax: (775) 687 - 9101								
15											
16											
17			Charter School Budget								
18											
19											
20	Legacy International College Prep Academy (LICPA)		herewith submits the				TENTATIVE				
21	budget for the fiscal year ending		June 30, 2013								
22											
23	This budget contains		1 governmental fund types with estimated expenditures of \$				1,261,680		and		
24	0 proprietary funds with estimated expenses of \$		0								
25											
26	Per NAC 387.730:										
27											
28			TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department								
29			of Education (NDE) by April 15 annually.								
30											
31			FINAL budget must be adopted on or before June 8 Annually. Copies of the approved final budget are								
32			SUBMITTED by the Charter School Governing Body to NDE, Legislative Council Bureau and the								
33			Charter School sponsor if other than the Department of Education.								
34											
35											
36	CERTIFICATION						APPROVED BY THE GOVERNING BOARD				
37											
38	I, David Meckley										
39	(Print Name of Governing Board President)										
40	David Meckley										
41	(Signature of Governing Board President)										
42											
43	certify that all applicable funds and financial										
44	operations of this Local Government are										
45	listed herein										
46											
47	Signed										
48											
49											
50	Dated: 22-Aug-12										
51											
52											
53											
54											
55											
56	SCHEDULED PUBLIC HEARING:										
57											
58	Date and Time:						Publication Date				
59											
60	Place:										
61											
62											Form 1
63											6/21/12

Form 2 Enrollment 2014

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	
1	ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION														
2						WEIGHTED						WEIGHTED			
3						ACTUAL YEAR						ACTUAL YEAR			
4						ENDING 06/30/11						ENDING 06/30/12			
5															
6															
7	1.	Pre-kindergarten												WEIGHTED	
8		(NRS 388.490)			x .6 =	0.0			x .6 =	0.0			x .6 =	ESTIMATED	
9														YEAR	
10	2.	Kindergarten			x .6 =	0.0			x .6 =	0.0			x .6 =	ENDING 06/30/13	
11															
12	3.	Elementary												120	
13															
14	4.	Secondary												120	
15															
16	5.	Ungraded													
17															
18	6.	Subtotal				0.0				0.0				240.0	
19															
20	7.	Students transported into													
21		Nevada from out-of-state													
22															
23	8.	Students transported to													
24		another state													
25															
26	9.	Total WEIGHTED enrollment				0.0				0.0				240.0	
27															
28	10.	Hold Harmless													
29															
30															
31	11.	Basic support per pupil amount, Year Ending 06/30/13								5,257					
32															
33		Fill in information for each district:			2012-2013		WEIGHTED				Use rates below:				
34		School District			Rate revised 4/25/12		2012-2013			Subtotal				Reference amounts for #12	
35		Carson City			\$ 6,109		0.0			\$0				Estimate: "Outside Revenue"	
36		Churchill			\$ 6,152		0.0			\$0				\$ 1,110	
37		Clark			\$ 5,257		240.0			\$1,261,680				\$ 1,070	
38		Douglas			\$ 5,314		0.0			\$0				\$ 1,030	
39		Elko			\$ 6,364		0.0			\$0				\$ 2,371	
40		Esmeralda			\$ 17,932		0.0			\$0				\$ 1,059	
41		Eureka			\$ 100		0.0			\$0				\$ 6,421	
42		Humboldt			\$ 5,540		0.0			\$0				\$ 42,104	
43		Lander			\$ 100		0.0			\$0				\$ 1,706	
44		Lincoln			\$ 9,906		0.0			\$0				\$ 9,861	
45		Lyon			\$ 6,718		0.0			\$0				\$ 1,217	
46		Mineral			\$ 8,463		0.0			\$0				\$ 918	
47		Nye			\$ 6,652		0.0			\$0				\$ 1,458	
48		Pershing			\$ 8,838		0.0			\$0				\$ 1,290	
49		Storey			\$ 7,069		0.0			\$0				\$ 1,844	
50		Washoe			\$ 5,295		0.0			\$0				\$ 6,459	
51		White Pine			\$ 6,648		0.0			\$0				\$ 1,150	
52														\$ 1,824	
53		Multidistrict					240.0			\$1,261,680		5,257			
54															
55	12.	Estimated "Outside Revenue" (Supplemental Support) per pupil													
56		This is the per pupil share of local taxes, etc, from the district.													
57															
58	13.	Total basic support for enrollee including outside revenue									Total Weighted-#9		Hold Harmless-#10		
59											\$ 1,261,680.00		\$	-	
60	14.	Estimated number of special education program units													
61						X	39,768		amount per unit		\$0				
62															
63															
64	15.	TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)									Total Weighted		Hold Harmless		
65											\$ 1,261,680.00		\$	-	
66															
67															
68	Fiscal Year 2012-2013	Charter School					Legacy International College Prep Academy (LICPA)								
69															
70	Form 2 Enrollment - DSA														
71														6/21/12	

Form 3 Revenues1 2014

A	B	C	D	E	F	G	H
1	Form 3		(1)	(2)	(3)	(4)	(4)
2				ESTIMATED	BUDGET YEAR ENDING 06/30/13		
3	Legacy International College Prep Academy (LICPA)		ACTUAL PRIOR	CURRENT			AMENDED
4	REVENUE		YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL	FINAL
5			06/30/11	06/30/12	APPROVED	APPROVED	APPROVED
6	1000	LOCAL SOURCES					
7	1100	Taxes					
8	1110	Ad Valorem Taxes					
9	1111	Net Proceed of Mines					
10	1120	Sales & Use/School Support Taxes					
11	1140	Penalties & Interest on Tax					
12	1150	Residential Construction Tax					
13	1190	Other					
14	1200	Revenue from Local Govmt Units other than					
15	1300	School Districts					
16	1310	Tuition from Individuals					
17	1320	Tuition-other Govt sources within State					
18	1330	Tuition-other Govt sources out of State					
19	1400	Transportation Fees					
20	1410	Trans Fees from Individuals					
21	1420	Trans Fees - other Govt within State					
22	1430	Trans Fees - other Govt out of State					
23	1440	Trans Fees - Other Private Sources					
24	1500	Investment Income					
25	1600	Food Services					
26	1610	Daily Sales - Reimbursable Program					
27	1620	Daily Sales - Non-Reimbursable Program					
28	1630	Special Functions					
29	1650	Daily Sales - Summer Food Program					
30	1700	Direct Activities					
31	1800	Community Service Activities					
32	1900	Other Revenues					
33	1910	Rent					
34	1920	Donations					
35	1930	Gains/Loss on Sales of Capital Assets					
36	1940	Textbook Sales & Rentals					
37	1950	Misc Revenues from Other Districts					
38	1960	Misc Revenues from Other Local Govt					
39	1970	Operating Revenues					
40	1980	Refund of Prior Year's Expenditures					
41	1990	Miscellaneous - local sources					
42	TOTAL LOCAL SOURCES		0	0	0	0	0
43	3000	REVENUE FROM STATE SOURCES					
44	3100	Unrestricted Grants-in-Aid					
45	3110	Distributive School Account (DSA)			1,261,680		
46	3115	Special Ed portion of DSA					
47	3200	State Govt Restricted Funding					
48	3210	Special Transportation					
49	3220	Adult High School Diploma Program Fnd					
50	3230	Class Size Reduction					
51	3800	Revenue in Lieu of Taxes					
52	3900	Revenue for/on Behalf of School Dist					
53	TOTAL STATE SOURCES		0	0	1,261,680	0	0
54							
55	Legacy International College Prep Academy (LICPA)					Budget Fiscal Year 2012-2013	

Form 3 Revenues2 2014

56							
57	Form 3 Revenues	Page 1 of 2					6/21/12
58		(1)	(2)	(3)	(4)	(4)	
59			ESTIMATED		BUDGET YEAR ENDING 01/00/00		
60		ACTUAL PRIOR	CURRENT			AMENDED	
61	REVENUE	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL	FINAL	
62		06/30/11	06/30/12	APPROVED	APPROVED	APPROVED	
63	4000 FEDERAL SOURCES						
64	4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt						
65	4103 E-Rate Funds						
66	4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State						
67	4300 Restricted Grants-in-Aid Direct - Fed						
68	4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State						
69	4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies						
70	4800 Revenue in Lieu of Taxes						
71	4900 Revenue for/on Behalf of School District						
72	TOTAL FEDERAL SOURCES	0	0	0	0	0	0
73		(1)	(2)	(3)	(4)	(4)	
74			ESTIMATED		BUDGET YEAR ENDING 01/00/00		
75	OTHER RESOURCES AND	ACTUAL PRIOR	CURRENT			AMENDED	
76	FUND BALANCE	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL	FINAL	
77		06/30/11	06/30/12	APPROVED	APPROVED	APPROVED	
78	5000 OTHER FINANCING SOURCES						
79	5100 Issuance of Bonds						
80	5110 Bond Principal						
81	5120 Premium of Discount on the Issuance of Bonds						
82	5200 Fund Transfers In						
83	5300 Proceeds from the Disposal of Real or Personal Property						
84	5400 Loan Proceeds						
85	5500 Capital Lease Proceeds						
86	5600 Other Long-Term Debt Proceeds						
87	6000 Other Items						
88	6100 Capital Contributions						
89	6200 Amortization of Premium on Issuance of Bonds						
90	6300 Special Items						
91	6400 Extraordinary Items						
92	TOTAL OTHER SOURCES	0	0	0	0	0	0
93	8000 OPENING FUND BALANCE						
94	Reserved Opening Balance						
95	Unreserved Opening Balance						
96	TOTAL OPENING FUND BALANCE	0	0	0	0	0	0
97	Prior Period Adjustments						
98	Residual Equity Transfers						
99	TOTAL ALL RESOURCES	0	0	1,261,680	0	0	0
100							
101							
102	Legacy International College Prep Academy (LICPA)				Budget Fiscal Year 2012-2013		
103							
104							
105	Form 3 Revenues	Page 2 of 2					6/21/12

Form4 Expenses 2014

Legacy International College Prep Academy (LICPA) Form 4		(1)	(2)	(3)	(4)
PROGRAM FUNCTION OBJECT		ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	INITIALIVE APPROVED	BUDGET YEAR ENDING 06/30/12 FINAL APPROVED
100	REGULAR PROGRAMS				
1000	Instruction				
100	Salaries			390,000	
200	Benefits			108,000	
300/400/500	Purchased Services			653,154	
600	Supplies			81,536	
700	Property			8,922	
800	Other				
2100-2600, 2900	Other Support Services				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2700	Student Transportation				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
100 TOTAL REGULAR PROGRAMS		0	0	1,241,612	0
140	Summer School for Reg Programs				
1000	Instruction				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2100-2600, 2900	Other Support Services				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2700	Student Transportation				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
140 TOTAL Summer School - Reg Prog		0	0	0	0
Legacy International College Prep Academy (LICPA)					Budget F
Form 4 Expenditures					
Legacy International College Prep Academy (LICPA)		(1)	(2)	(3)	(4)

Form 5 Exp Summary 2014

TENTATIVE BUDGET 2012-2013		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION		(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100 Regular		390,000	108,000	743,612	1,241,612
200 Special		0	0	0	0
300 Vocational		0	0	0	0
400 Other PK-12		0	0	0	0
500 Nonpublic School					0
600 Adult Education					0
800 Community Services		0	0	0	0
900 Co-Curricular/Extra Curricular		0	0	0	0
PROGRAM TOTALS		390,000	108,000	743,612	1,241,612
000 Undistributed Expenditures					
2000 Support Services		0	0	0	0
3100 Food Service		0	0	0	0
4000 Facility Acquisition and Construction				0	0
5000 Debt Service				0	0
6300 Contingency					0
8000 Ending Balance					0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL ALL FUNDS TENTATIVE		390,000	108,000	743,612	1,241,612
FINAL BUDGET 2012-2013		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION		(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100 Regular		0	0	0	0
200 Special		0	0	0	0
300 Vocational		0	0	0	0
400 Other PK-12		0	0	0	0
500 Nonpublic School		0	0	0	0
600 Adult Education		0	0	0	0
800 Community Services		0	0	0	0
900 Co-Curricular/Extra Curricular		0	0	0	0
PROGRAM TOTALS		0	0	0	0
000 Undistributed Expenditures					
2000 Support Services		0	0	0	0
3100 Food Service		0	0	0	0
4000 Facility Acquisition and Construction				0	0
5000 Debt Service				0	0
6300 Contingency					0
8000 Ending Balance					0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET		0	0	0	0
Legacy International College Prep Academy (LICPA)				Budget Fiscal Year 2012-2013	
Form 5 Exp Summary	Page 1 of 1			6/21/12	

Form 11 Cash Flow Statement 2014-15

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	Legacy International College Prep Academy (LCPA)																
2																	
3	2014-2015	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	
4		July	August	September	October	November	December	January	February	March	April	May	June		Total Projected	Approved Budget	Variance
5	REVENUES																
6	Type:																
7	Distributive School Acct																
8	Donations																
9	Federal Grant A																
10																	
11																	
12																	
13																	
14																	
15	Total Revenues	\$ 50,000.00	\$ -	\$ 315,420.00	\$ 315,420.00	\$ -	\$ -	\$ -	\$ 315,420.00	\$ -	\$ -	\$ 315,420.00	\$ -	\$ -	\$ 1,311,680.00	\$ -	\$ 1,311,680.00
16	Total Revenues Y-T-D	\$ 50,000.00	\$ 50,000.00	\$ 365,420.00	\$ 680,840.00	\$ 680,840.00	\$ 680,840.00	\$ 680,840.00	\$ 996,260.00	\$ 996,260.00	\$ 996,260.00	\$ 1,311,680.00	\$ 1,311,680.00				
17	EXPENDITURES																
18	Salaries & Benefits																
19	Salaries	\$ 11,667.00	\$ 22,667.00	\$ 36,667.00	\$ 36,667.00	\$ 36,667.00	\$ 36,667.00	\$ 36,667.00	\$ 36,667.00	\$ 36,667.00	\$ 36,667.00	\$ 36,667.00	\$ 36,667.00	\$ 25,666.00	\$ 390,003.00	\$ -	\$ (390,003.00)
20	Benefits	\$ 3,500.00	\$ 6,800.00	\$ 10,100.00	\$ 10,100.00	\$ 10,100.00	\$ 10,100.00	\$ 10,100.00	\$ 10,100.00	\$ 10,100.00	\$ 10,100.00	\$ 10,100.00	\$ 10,100.00	\$ 6,800.00	\$ 108,000.00	\$ -	\$ (108,000.00)
21	Total Salaries & Ben	\$ 15,167.00	\$ 29,467.00	\$ 46,767.00	\$ 46,767.00	\$ 46,767.00	\$ 46,767.00	\$ 46,767.00	\$ 46,767.00	\$ 46,767.00	\$ 46,767.00	\$ 46,767.00	\$ 46,767.00	\$ 32,466.00	\$ 498,003.00	\$ -	\$ (498,003.00)
22																	
23	Operating																
24	Supplies			\$ 9,060.00	\$ 9,060.00	\$ 9,060.00	\$ 9,060.00	\$ 9,060.00	\$ 9,060.00	\$ 9,060.00	\$ 9,060.00	\$ 9,056.00		\$ 81,536.00	\$ -	\$ (81,536.00)	
25	Rent														\$ 25,994.00	\$ -	\$ (25,994.00)
26	Utilities				\$ 2,888.00	\$ 2,888.00	\$ 2,888.00	\$ 2,888.00	\$ 2,888.00	\$ 2,888.00	\$ 2,888.00	\$ 2,888.00		\$ -	\$ -	\$ -	\$ -
27	Textbooks														\$ -	\$ -	\$ -
28	Equipment		\$ 811.10	\$ 811.10	\$ 811.10	\$ 811.10	\$ 811.10	\$ 811.10	\$ 811.10	\$ 811.10	\$ 811.10	\$ 811.10	\$ 811.10	\$ 811.00	\$ 8,932.00	\$ -	\$ (8,932.00)
29	Sain System		\$ 174.55	\$ 174.55	\$ 174.55	\$ 174.55	\$ 174.55	\$ 174.55	\$ 174.55	\$ 174.55	\$ 174.55	\$ 174.55	\$ 174.50	\$ 1,920.00	\$ (1,920.00)	\$ -	\$ (1,920.00)
30	State Fee				\$ 2,804.00	\$ 2,804.00	\$ 2,804.00	\$ 2,804.00	\$ 2,804.00	\$ 2,804.00	\$ 2,804.00	\$ 2,804.00	\$ 2,804.00	\$ 2,804.00	\$ 25,236.00	\$ -	\$ (25,236.00)
31	Insurance for School														\$ -	\$ -	\$ -
32	EMO														\$ 120,000.00	\$ -	\$ (120,000.00)
33	Online Curriculum			\$ 240,000.00				\$ 60,000.00						\$ 60,000.00	\$ 480,000.00	\$ -	\$ (480,000.00)
34															\$ -	\$ -	\$ -
35															\$ -	\$ -	\$ -
36															\$ -	\$ -	\$ -
37															\$ -	\$ -	\$ -
38															\$ -	\$ -	\$ -
39															\$ -	\$ -	\$ -
40															\$ -	\$ -	\$ -
41															\$ -	\$ -	\$ -
42															\$ -	\$ -	\$ -
43	Total Expenses	\$ 15,167.00	\$ 30,452.65	\$ 298,812.65	\$ 62,504.65	\$ 62,504.65	\$ 62,504.65	\$ 122,504.65	\$ 62,504.65	\$ 62,504.65	\$ 62,504.65	\$ 302,500.65	\$ 99,145.50	\$ 1,241,611.00	\$ 1,241,611.00	\$ -	\$ (1,241,611.00)
44	Total Expenses Y-T-D	\$ 15,167.00	\$ 45,619.65	\$ 342,432.30	\$ 404,936.95	\$ 467,441.60	\$ 529,946.25	\$ 565,450.90	\$ 714,955.55	\$ 777,460.20	\$ 839,964.85	\$ 1,142,465.50	\$ 1,241,611.00			\$ -	\$ 70,069.00
45	Percent of Budget	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!				
46																	
47																	
48																	
49																	
50	Net change in Cash (F/B)	\$ 34,833.00	\$ (30,452.65)	\$ 16,607.35	\$ 262,915.35	\$ (62,504.65)	\$ (62,504.65)	\$ (122,504.65)	\$ 262,915.35	\$ (62,504.65)	\$ (62,504.65)	\$ 12,919.35	\$ (99,145.50)	\$ 70,069.00	\$ -	\$ 70,069.00	
51	Begin Cash Balance(F/B)		\$ 34,833.00	\$ 4,380.35	\$ 22,987.70	\$ 275,993.05	\$ 213,398.40	\$ 150,893.75	\$ 28,389.10	\$ 281,304.45	\$ 218,799.80	\$ 156,295.15	\$ 169,214.50	\$ 70,069.00	\$ -	\$ 70,069.00	
52	End Cash Balance (F/B)	\$ 34,833.00	\$ 4,380.35	\$ 22,987.70	\$ 275,993.05	\$ 213,398.40	\$ 150,893.75	\$ 28,389.10	\$ 281,304.45	\$ 218,799.80	\$ 156,295.15	\$ 169,214.50	\$ 70,069.00	\$ -	\$ 70,069.00		
53																	
54																	
55	Legacy International College Prep Academy (LCPA)																
56																	
57																	
58	FORM 11 CASH FLOW																

Attachment C.3.2.a No Charge Lease Agreement

The Darling Tennis Center and the On Deck Baseball Academy have agreed to provide appropriate space for LICPA and no charge for three years, subject to renewal with the consent of LICPA , the DTC, and On Deck Baseball Academy.

Further, the Director of the DTC and the owner of the On Deck Baseball Academy will ensure that each facility meets all state requirements for LICPA to operate in their facilities.

Ms. Sandy Foley, Director of the Darling Tennis Center has provided space, furniture and equipment for the LICPA Pilot Project for past three years. Ms. Foley will continue to provide space, furniture and equipment to assure the success of the Charter School.

C_3_3 Attachment: Inspection Document

LICPA has not selected a facility at the time of application. Once LICPA selects a building, LICPA will submit documents to ensure the building has been inspected and meets the requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation. This includes inspection for AHERA asbestos compliance.

Attachment C.3.4 OSHA document

LICPA has not selected a building at the time of application. Once LICPA approves a building , LICPA Board will provide evidence which demonstrates to the satisfaction of the Department that the committee has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) of 1970, as amended.

C_4_5_Attachment Emergency Management Plan.

LICPA Emergency Management Plan: LICPA will comply with and enforce all state and local provisions regarding school emergencies. Once a building is selected, LICPA will establish an Emergency Plan specific to the building.

LICPA will put in place the following plans:

a. Drills: LICPA will conduct monthly Drills to instruct pupils in the appropriate procedures to be followed in the event of fire or other emergency. LICPA will coordinate drills with the local fire department and provide the drills under their supervision.

b. Diagram of approved escape routes: LICPA will post a diagram of approved escape routes and other required information.

c. Enforcement: The Head of School will enforce these procedures and plans.

e. Development Committee: The LICPA governing body will establish a development committee to develop a plan to be used by the charter school in responding to a crisis or an emergency in accordance with the requirement in NRS 392.450, NRS 392.616 and NRS 392.620 (See below).

1. Drills:

NRS 392.450 Drills to instruct pupils in appropriate procedures to be followed in event of emergency; posting of escape routes; enforcement; penalty.

1. The board of trustees of each school district and the governing body of each charter school shall provide drills for the pupils in the schools in the school district or the charter schools at least once each month during the school year to instruct those pupils in the appropriate procedures to be followed in the event of a fire or other emergency, except a crisis governed by [NRS 392.600](#) to [392.656](#), inclusive. Not more than three of those drills may include instruction in the appropriate procedures to be followed in the event of a chemical explosion, related emergencies and other natural disasters.

2. In all cities or towns which have regularly organized, paid fire departments or voluntary fire departments, the drills required by subsection 1 must be conducted under the supervision of the:

(a) Person designated for this purpose by the board of trustees of the school district or the governing body of a charter school; and

(b) Chief of the fire department of the city or town.

3. A diagram of the approved escape route and any other information related to the drills required by subsection 1 which is approved by the chief of the fire department or, if there is no fire department, the State Fire Marshal must be kept posted in every classroom of every public school by the principal or teacher in charge thereof.

4. The principal, teacher or other person in charge of each school building shall cause the provisions of this section to be enforced.

5. Any violation of the provisions of this section is a misdemeanor.
[405:32:1956]—(NRS A 1971, 152; 1993, 112; [1997, 1877](#); [2001, 1329](#))

2. NRS 392.616 Development committee: Establishment by school districts and charter schools; membership; terms of members.

1. The board of trustees of each school district shall establish a development committee to develop one plan to be used by all the public schools other than the charter schools in the school district in responding to a crisis or an emergency. The governing body of each charter school shall establish a development committee to develop a plan to be used by the charter school in responding to a crisis or an emergency.

2. The membership of a development committee must consist of:

(a) At least one member of the board of trustees or of the governing body that established the committee;

(b) At least one administrator of a school in the school district or of the charter school;

(c) At least one licensed teacher of a school in the school district or of the charter school;

(d) At least one employee of a school in the school district or of the charter school who is not a licensed teacher and who is not responsible for the administration of the school;

(e) At least one parent or legal guardian of a pupil who is enrolled in a school in the school district or in the charter school;

(f) At least one representative of a local law enforcement agency in the county in which the school district or charter school is located;

(g) At least one school police officer, including, without limitation, a chief of school police of the school district if the school district has school police officers; and

(h) At least one representative of a state or local organization for emergency management.

3. The membership of a development committee may also include any other person whom the board of trustees or the governing body deems appropriate, including, without limitation:

(a) A counselor of a school in the school district or of the charter school;

(b) A psychologist of a school in the school district or of the charter school;

(c) A licensed social worker of a school in the school district or of the charter school;

(d) A pupil in grade 10 or higher of a school in the school district or a pupil in grade 10 or higher of the charter school if a school in the school district or the charter school includes grade 10 or higher; and

(e) An attorney or judge who resides or works in the county in which the school district or charter school is located.

4. The board of trustees of each school district and the governing body of each charter school shall determine the term of each member of the development committee that it establishes. Each development committee may adopt rules for its own management and government.

(Added to NRS by [2001, 1323](#); A [2011, 1074](#))

3. Development Plans: NRS 392.620 Development committee: Development of plan to be used by schools in responding to crisis or emergency; submission of plan to board of trustees or governing body of charter school; compliance with plan required.

1. Each development committee established by the board of trustees of a school district shall develop one plan to be used by all the public schools other than the charter schools in the school district in responding to a crisis or an emergency. Each development committee established by the governing body of a charter school shall develop a plan to be used by the charter school in responding to a crisis or an emergency. Each development committee shall, when developing the plan, consult with:

(a) The local social service agencies and local law enforcement agencies in the county in which its school district or charter school is located.

(b) The director of the local organization for emergency management or, if there is no local organization for emergency management, with the Chief of the Division of Emergency Management of the Department of Public Safety or his or her designee.

2. The plan developed pursuant to subsection 1 must include, without limitation, a procedure for:

(a) Assisting persons within a school in the school district or the charter school to communicate with each other;

(b) Assisting persons within a school in the school district or the charter school to communicate with persons located outside the school, including, without limitation, relatives of pupils and relatives of employees of the school, the news media and persons from local, state or federal agencies that are responding to a crisis or an emergency;

(c) Immediately responding to a crisis or an emergency and for responding during the period after a crisis or an emergency has concluded, including, without limitation, a crisis or an emergency that results in immediate physical harm to a pupil or employee of a school in the school district or the charter school;

(d) Assisting pupils of a school in the school district or the charter school, employees of the school and relatives of such pupils and employees to move safely within and away from the school, including, without limitation, a procedure for evacuating the school and a procedure for securing the school; and

(e) Enforcing discipline within a school in the school district or the charter school and for obtaining and maintaining a safe and orderly environment during a crisis or an emergency.

3. Each development committee shall provide a copy of the plan that it develops pursuant to this section to the board of trustees of the school district that established the committee or the governing body of the charter school that established the committee.

4. Except as otherwise provided in [NRS 392.632](#) and [392.636](#), each public school, including, without limitation, each charter school, must comply with the plan developed for it pursuant to this section.

(Added to NRS by [2001, 1324](#); A [2011, 1075](#))

Attachment C_4_6 Transportation

LICPA will not provide transportation for students. LICPA personnel will work with parents and guardians to develop a plan for transportation to ensure that pupils have access to transportation to and from the school.

Attachments C_4_7 Health Services

LICPA will contract with a Health Services Provider.

1. Providing Health Services: LICPA will contract for health services in compliance with NRS 386.560. Legacy Prep will enter into a contract with a registered nurse to provide services required for the health care of its pupils including the delivery of hearing, vision, and scoliosis screenings. The same contract will cover all health assessments for students who are evaluated for Special Education Services. The same person will be responsible for health education of students, staff, and parents.

2. Maintenance of Records: The Administrator will maintain accurate health records. Health records related to immunizations will be maintained in the school office according to NRS 392.435. Verification of current immunization will be required as part of each student's enrollment those records will be maintained in the student's cumulative file.

3. Immunization of Students: LICPA will comply with all provisions of NRS 392.435 for the Immunization of pupils:

1. Unless excused because of religious belief or medical condition and except as otherwise provided in subsection 5, a child will not be enrolled in LICPA unless the child's parents or guardian submit to the board of trustees of the school district in which the child resides or the governing body of LICPA a certificate stating that the child has been immunized and has received proper boosters for that immunization or is complying with the schedules established by regulation pursuant to NRS 439.550 for the following diseases:

- (a) Diphtheria;
- (b) Tetanus;
- (c) Pertussis if the child is under 6 years of age;
- (d) Poliomyelitis;
- (e) Rubella;
- (f) Rubeola; and

(g) Such other diseases as the local board of health or the State Board of Health may determine.

2. The certificate will show that the required vaccines and boosters were given and must bear the signature of a licensed physician or the physician's designee or a registered nurse or the nurse's designee, attesting that the certificate accurately reflects the child's record of immunization.

3. If the requirements of subsection 1 can be met with one visit to a physician or clinic, procedures for conditional enrollment will not apply.

4. A child may enter LICPA conditionally if the parent or guardian submits a certificate from a physician or local health officer that the child is receiving the required immunizations. If a certificate from the physician or local health officer showing that the child has been fully immunized is not submitted to the appropriate school officers within 90 school days, or its equivalent in a school district operating under an alternative schedule authorized pursuant to NRS 388.090, after the child was conditionally admitted, the child must be excluded from school and may not be readmitted until the requirements for immunization have been met. A child who is excluded from school pursuant to this section is a neglected child for the purposes of NRS 432.0999 to 432.130, inclusive, and chapter 432B of NRS.

5. A child who transfers to LICPA from a school outside this State because of the military transfer of the parent or legal guardian of the child must be enrolled in school in this State regardless of whether the child has been immunized. Unless a different time frame is prescribed pursuant to NRS 392C.010, the parent or legal guardian shall submit a certificate from a physician or local health officer showing that the child:

(a) If the requirements of subsection 1 can be met with one visit to a physician or clinic, has been fully immunized within 30 school days, or its equivalent in a school

district operating under an alternative schedule authorized pursuant to NRS 388.090, after the child was enrolled; or

(b) If the requirements of subsection 1 cannot be met with one visit to a physician or clinic, is receiving the required immunizations within 30 school days, or its equivalent in a school district operating under an alternative schedule authorized pursuant to NRS 388.090, after the child was enrolled. A certificate from the physician or local health officer showing that the child has been fully immunized must be submitted to the appropriate school officers within 120 school days, or its equivalent in a school district operating under an alternative schedule authorized pursuant to NRS 388.090, after the child was enrolled.

Ê If the parent or legal guardian fails to submit the documentation required pursuant to this subsection, the child must be excluded from school and may not be readmitted until the requirements for immunization have been met. A child who is excluded from school pursuant to this section is a neglected child for the purposes of NRS 432.0999 to 432.130, inclusive, and chapter 432B of NRS.

6. Before December 31 of each year, each school district and the governing body of each charter school shall report to the Health Division of the Department of Health and Human Services, on a form furnished by the Division, the exact number of pupils who have completed the immunizations required by this section.

7. The certificate of immunization must be included in the pupil's academic or cumulative record and transferred as part of that record upon request.

(Added to NRS by 1971, 1040; A 1973, 267; 1975, 1324; 1979, 314; 1985, 1400; 1987, 1334; 1995, 807; 1997, 1876; 2003, 3218; 2009, 2623)