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Narrative

Narrative A

Narrative A.1: Mission, Vision and Educational Philosophy

Narrative A.1.1, Purpose:

The purposes of Legacy International College Prep Academy (LICPA) are to: 1) Improve and accurately measure the academic achievement of all students, 2) Encourage the use of effective and innovative methods of teaching, and 3) Provide professional development opportunities for teachers. Academic achievement will be documented and reported to Nevada State Charter Authority. LICPA’s driving principles will be excellence and community. LICPA will prepare its students to become responsible citizens and leaders in national and global arenas, allowing them to pursue productive careers, lead meaningful lives and give back to their communities.

Narrative A.1.2, Mission:

LICPA's mission is to create a school model based on research and data whose graduates are ranked in top 10% in the nation in academics and performance and recognized for their outstanding scholarship, character, leadership and community service.

Narrative A.1.3, Vision:

LICPA's vision is to establish an outstanding model school where students perform in the top 10% of students nationwide in both academics and performance. Graduates will become state, national, and world leaders in their chosen career and be recognized as LICPA graduates for their critical thinking and problem solving skills, their outstanding character and civic mindedness, and their accomplishments in academics and performance. ~~Both public and private schools throughout the state, nation and the world will adopt this new school model. Within five years LICPA will be established in 25 states and in 3 foreign countries.~~ **Within five years, LICPA will enroll 360 students in Nevada.**

Narrative A.1.4, Philosophy:

The LICPA educational philosophy is rooted in the idea that each child is a unique individual and requires a student-centered secure and stimulating atmosphere to grow and mature emotionally, intellectually, physically and socially. Three elements are important to establishing this type of environment: 1) the teacher serves as a guide to student learning, 2) allow the student's natural curiosity to direct his/her learning, and 3) promote respect for self, others and their environment. When teachers serve as guides, students learn to think for themselves, construct knowledge, solve problems and make better decisions in authentic situations. Providing real life scenarios and access to hands-on activities helps students construct knowledge and develop their critical thinking skills. Students learn best when they can study things that are meaningful and relevant to their lives. Developing and utilizing curriculum around student interests fosters intrinsic motivation and stimulates the passion to learn. Teachers can encourage this passion by inviting student dialogue about the lessons and discussing the usefulness of subject matter and its relation to the students. When given the opportunity to have input, students generate ideas and a positive attitude about learning. When students have ownership in the curriculum, they become

motivated to work hard and master the skills necessary to reach their goals. Helping students to develop a deep love and respect for themselves, others, and their environment occurs through an open sharing of ideas and a judicious approach to discipline. When the voice of each student is heard, an environment evolves where students feel free to express themselves. Class meetings are one way to encourage such dialogue. We think students have greater respect for their teachers, their peers, and the lessons presented when they feel safe and sure of what is expected of them. In setting fair and consistent rules initially and stating the importance of every activity, students are shown respect for their presence and time. In turn they learn to respect themselves, others, and their environment.

The best educational programs are dependent on many factors such as: great teachers, parental and community support, an outstanding curriculum, great instructional practices and an environment that is flexible and changing to meet student needs. Programs that base decisions on current research and data and provide teachers and administrators with professional development support to data driven instruction based on effective practices are the most successful schools.

A.2: School-Specific Goals and Objectives

Narrative A.2.1, Educational goals/objectives:

In alignment with LICPA's purpose, philosophy, mission, and vision, and to enable student success to be defined and measured in the accountability plan, LICPA=SMART educational and organizational goals are listed below. However, to be meaningful and realistic, LICPA personnel will re-examine and refine goals and measures after enrolling students and gathering baseline achievement data within the first two months of operation.

Mission Specific Goals:

The LICPA Performance Framework will include the following indicators, measures, and metrics:

- Achievement gaps in both=proficiency and growth between student subgroups;
- Post-secondary readiness;
- Gaps between student subgroup graduation rates;

Mission Specific Objectives:

LIPCA will establish educational goals for improving student achievement through Annual Measurable Objectives (AMO) that aim to continuously increase student proficiency from year to

year and are competitive with district/state achievement targets. Reflecting best practices in teaching and learning, LICPA will do an analysis of our students' strengths and weaknesses and reassess after the school opens to adjust our school specific objectives goals.

LICPA goals and objectives concerning first-year data are for students who have been enrolled for a minimum of one year; second and third year data will include students who have been continuously enrolled for two and three years, respectively.

1. Using the federally designated subgroups, LICPA will reduce the gaps in proficiency and growth between student subgroups by 10% per year for three years measured against baseline percent. Specific measures will include CRT scores or the SBAC scores if in place in 2014, Nevada Analytical Writing Examination (NAWE), HSPE pass rates, graduation rates, and SAT/ACT college readiness scores, yearly matriculation rates, and grade point averages.
2. The percent of 12th grade students who meet or exceed the College Readiness benchmarks will increase by 25% improvement over a three-year period for all subgroups measured against baseline percent.
3. Gaps in graduation rates between subgroups will be reduced by 25% over a three-year period measured against baseline percent.

School Specific Objectives:

A. Elementary (4-8)

1. A minimum of ~~95%~~ **85%** of 4th and 6th graders will be on or above grade level in reading every year.
2. A minimum of ~~80%~~ **85%** of 4th thru 8th graders will be proficient in reading, math and science and the percent will increase in years 2 and 3.
3. A minimum of 95% of all students will matriculate on time and the percent will increase in years 2 and 3.
4. A minimum of 85% of 5th and 8th graders will be proficient in writing and the percent will increase in years 2 and 3.

B. Secondary (9-12)

1. A minimum of 90% of seniors will graduate on time and the percent will increase in years 2 and 3.
2. A minimum of ~~80%~~ **91%** of secondary students will be proficient in Reading, Math, Science and Writing and the percent will increase in years 2 and 3.
3. A minimum of 85% of seniors will upon graduation qualify for the Millennium Scholarship Program and the percent will increase in years 2 and 3.
4. A minimum of 85% of 11th and 12th graders will be proficient in writing and the percent will increase in years 2 and 3.
5. A minimum of ~~80%~~ **85%** of high school students will outperform their peers on at least one AP Examination (currently National Average is 18%) and the percent will increase in years 2 and 3.

C. All Students

1. A minimum of 85% of all students will earn a minimum of year-end GPA of 3.25 and the percent will increase in years 2 and 3.
2. A minimum of 80% of students will be re-enrolled at LICPA each year and the percent will increase in years 2 and 3.

D. Special Populations

A minimum of 90% of ELL students will be proficient in English within one year of enrollment in LICPA and the percent will increase in years 2 and 3. **ELL students, through monitoring, will show growth or progression moving toward exiting the ELL program and the percent of students showing growth or progression moving toward exiting will increase in years 2 and 3.**

Narrative A.2.2, Organizational/Management goals/ objectives:

1. LICPA will meet 100% compliance with State reporting guidelines and as specified in the annual audit.
2. Each Governing Board member will participate annually in a minimum of two (2) hours of professional development included open government, conflicts of interest, ethics, and financial responsibilities.
3. All teachers (100%) will be licensed.
4. A minimum of 85% of teaches will be retained each year and the percent will increase in years 2 and 3.
5. LICPA will demonstrate strong community support by maintaining \$50,000 of contingency funding every year.
6. A minimum of 85% of parents will rate LICPA a minimum of “satisfied” on LICPA Parent Survey and this rate will increase in years 2 and 3.
7. A minimum of 80% of teachers will score a distinguished rating of proficiency in Best Instructional Practices in Blended Education by the end of year one as specified in Narrative A.3.1 (Professional Development) and the percent will increase in years 2 and 3.

Narrative A.2.3, Assessment tools/data/artifacts:

Evaluation tools for objectives include, but may not be limited to:-Data collected, measured, analyzed, and reported will include measures for all goals and objectives listed above including the following measures:

| Area/Level | Objective | Measurement |
|------------------|--|--|
| Mission Specific | 1. Achievement and Growth Gaps | Data on Performance Measures |
| | 2. Post-Secondary Readiness | ACT/SAT College Readiness Benchmarks 11th and 12th |
| | 3. Gaps in graduation rates | Graduation rates 12th |
| Elementary | 1. & 2.Elementary Reading, Math, Science | CRT or replacement assessments through SBAC |
| | 3. Matriculation rates | Matriculation rates 4-8 |
| | 4. Writing | Nevada Analytical Writing Examination (NAWE) 5th & 8th |
| Secondary | 1. Graduation Rates | Graduation rates 12th |
| | 2. Reading, Math, Science, Writing | HSPE (10th -12th) |
| | 3. Nevada Millennium Scholar | Meets academic qualifications 12th |
| | 4. Writing | (NAWE) 11th & 12th |
| | 5. Advanced Placement | AP Results 11th & 12th |
| All Students | 1. Grade Point Averages | G.P.A. Scores 4-12 |
| | 2. Re-enrollment | Re-enrollment/Retention rates |
| Special | 1. English Proficiency | English Language Proficiency |

| Population | | Assessment (ELPA) (WIDA/ACCESS) |
|----------------|---------------------------------|---------------------------------------|
| Organizational | 1. Compliance with State Laws | Annual Audit |
| | 2. Board Member Knowledge | Attendance at Prof. Dev. Workshop |
| | 3. Teacher Licensure | Teacher License verification |
| | 4. Teacher Retention | Teacher Retention Rates |
| | 5. Adequate Contingency Funding | Audit |
| | 6. Parent Satisfaction | Parent Satisfaction Survey Instrument |
| | 7. Effective Teaching | Best Practices Rating Score |

LICPA personnel will work with the UNLV Assessment Center to develop a long-term assessment plan to accurately measure student performance, teacher effectiveness, organizational management, and overall school success. An Assessment Expert will be hired to develop, measure, and report performance results including baseline data during the first two months of school and measurements on a monthly, semester, and annual basis. The Assessment Expert will brief LICPA personnel on the baseline data and assist in establishing realistic student and school performance goals and objectives for Years 1-2 . The elementary baseline data will be assessed in part by utilizing the Edmentum Test Packet tools. **Based on research and assessment data, Edmentum is currently updating their outstanding Test Packets and Assessments to include individual plans for pupil improvement. LICPA will utilize the new Edmentum Sensei product that provides an unprecedented way for education professionals to seamlessly access and interact with data from Edmentum online learning products. Data-rich analytics come to life with Edmentum Sensei via intuitive charts, graphs, and visual cues providing the information the school needs in a real-time picture of what’s going on with our students. This interactive engagement hub dynamically responds to help educators identify patterns, measure growth, and glean insights. LICPA will be able to**

- **Seamlessly access and interact with data from Edmentum’s 21st century solutions.**
- **Make faster, more informed decisions through robust analytics and app-like ease of use.**
- **Visualize and track overall school, teacher, and student progress so that educators can focus your attention where it is needed most.**

Edmentum Sensi is Mobile-Optimized for the 21st Century Classroom that allows educators to Efficiently monitor and manage academic progress and achievement to make faster, more informed decisions anywhere, anytime, from your laptop or mobile device.

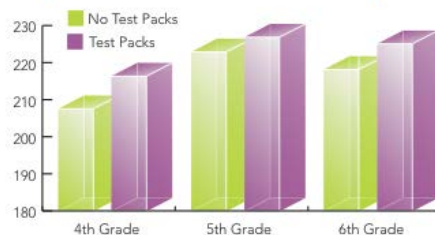
LICPA will use the two-hour daily planning time for teachers to develop data driven instruction for students based on the assessment reports. The Assessment Expert will provide monthly, semester, and year end reports that will be shared with the instructional staff, the Board and EMO, parents and the community.

Narrative A.2.4, Reasonableness of goals: Evidence Target Population can attain:

The solution has demonstrated academic success over the three-year pilot collaborative project at the Darling Tennis Center (see **Attachment B.3.1.3, Academic performance of EMO/model**). The approved online curricula has been successfully utilized by students nationwide. The addition of face-to-face teacher time enhances student performance and the research is clear that students in Blended Schools outperform online only and brick and mortar only peers in academic achievement (U.S. DOE, 2009). The Marzano research on Edmentum courseware demonstrates strong student academic achievement. Programs utilizing the Edmentum Test Packs in 2011 exhibited the following gains in academic achievement. These results are achieved because the Test Packs: (We have included these items in the Budget).

- Evaluate student progress and prescribes rigorous curricula to fill learning gaps
- Pinpoint student knowledge gaps and evaluate which students need additional instruction
- Differentiate instruction through the automatic prescription of individualized assignments and rigorous content based on areas of need. (Comprehensive Assessments solutions for Teachers).

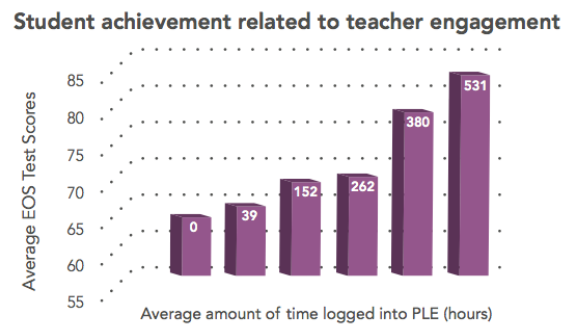
Impact of Test Packs with Prescriptions



Marzano’s study of teacher use of the Plato (EdOptions) courseware has demonstrated excellent results: “In the past, the process of learning was often viewed as a largely passive experience in which knowledge is received and stored for future use. Over the past 20 years, however, cognitive research has led to theories and paradigms that reflect a more active model of knowledge acquisition. Similarly, one of

the criticisms levied against online learning has been that with the teacher removed from the direct instruction, the role of the educator is transformed into that of a passive observer. Results from this study provide resounding evidence to the contrary, as teacher engagement in the online learning process was found to have the strongest relationship to student achievement outcomes.”

Figure 1 illustrates the relationship between student achievement and teacher engagement in the Plato Learning Environment (PLE) reported in the Marzano Study.



A.3: Curriculum and Instruction

Narrative A.3.1, Curriculum model:

The LICPA curriculum and instructional practices used will align with and reflect the LICPA mission. LICPA will follow the curricular calendar schedule structure established by the Clark County School District and approved by the State Board of Education. The LICPA Board selected the Connections Education Distance Education Program in 2011, which includes the Connections Education Learning Management System (CELMS) Since that time, the Board has explored other models and discovered great changes in online curricular programs, price structures and performance results. Therefore, LICPA Board is including information on two additional programs that are State approved or in the process of submitting materials for State approval. Currently, Edmentum is approved for middle and high school online programs and is in the process of applying for approval of their 4-12 online program. Both Connections and Edmentum programs and courses are aligned with 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 Connections Learning. Connections Learning has been approved by the Nevada Department of Education as a Distance Education Provider, and its Distance Education courses have also been approved. ~~We recently discovered the Forest Trail Academy online program and they are in the process of submitting their program to the State of Nevada for approval. The Forest Trial program is approved by the State of Florida, many additional states and the NCAA and other approval agencies.~~ All courses will be Nevada and NCAA approved courses. The courses (LICPA) will utilize 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, Edmentum and Forest Trail Academy if it is approved~~ with course titles and numbers that will be made available to eligible students. The State approved Course List is available at the state distance education website:

http://cteae.nv.gov/Adult_Education/Distance_Education/ . Currently, LICPA is only approved by the Distance Education Program for using the Connections Academy online program. **LICPA is in the process of submitting a request for approval for the use of the Edmentum Curriculum. The Board selected Edmentum at its most recent meeting to be the main curriculum provider with supplemental courses from Connections if needed. As Edmentum is making significant improvements to its assessment and course offerings, we will not know until February if we will need any additional courses from Connections Academy. The Board is working with Sandra Cecere (Business Development Representative at Edmentum) to create the best educational curriculum for our students.**

LICPA combines highly effective online curricular programs with a blended learning approach by providing highly qualified teachers and paraprofessionals 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.

The Blended Learning model includes an online curriculum (with certified teachers) and a required 19 hours per week in a face-to-face classroom. The Classroom face-to-face teachers guide the students in their daily learning activities. These activities include providing supplemental learning (such as Khan Academy), working individually, in small groups and in large groups with students in direct instruction, didactic instruction and other learning activities to enhance the online learning. Students will get educational instruction and assistance from the online teacher, the face-to-face teacher and the paraprofessional. All students will be in a brick and mortar classroom for 19 hours per week. All online and face-to-face teachers will hold Nevada State Certification and hold appropriate teacher licenses. LICPA will employ one face-to-face teacher for every 30 students enrolled in LICPA. The LICPA Board will hire a minimum of 70% of teachers including 100% of face-to-face teachers. All teachers will reside in Nevada.

Teacher professional development will be provided in online and blended learning to support LICPA's curriculum and teaching methods and the PD is included in the Budget.

For the 2014-15 School year, LICPA will utilize the Edmentum Ed-Options curriculum and LMS. All teachers will follow this curriculum. Teachers may supplement this curriculum with add-ons like Khan Academy as needed for any student.

Narrative A.3.7, Policy for pupil promotion:

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.3.3 course descriptions and alignment with standards. 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.

Narrative A.3.9, Transcript

The following is a sample transcript that LICPA will implement:

| SAMPLE Legacy International College Prep Academy OFFICIAL HIGH SCHOOL TRANSCRIPT | | | |
|---|-------------------------|--|--------------------|
| STUDENT INFORMATION | | SCHOOL INFORMATION | |
| FULL NAME: ADDRESS: PHONE NUMBER: EMAIL ADDRESS: DATE OF BIRTH: PARENT/GUARDIAN: | | NAME: ADDRESS: PHONE NUMBER: EMAIL ADDRESS: | |
| ACADEMIC RECORD | | | |
| SCHOOL YEAR: GRADE LEVEL: 8 th | | SCHOOL YEAR: GRADE LEVEL: 9 th | |
| <i>Course Title</i> | <i>Credit Attempted</i> | <i>Credit Earned</i> | <i>Final Grade</i> |
| Language Arts | | | |
| Geometry | | | |
| Science | | | |
| History | | | |
| Literature | | | |
| Government | | | |
| Music/Art Appreciation | | | |
| Total Credits: | GPA: | Cumulative GPA: | |
| SCHOOL YEAR: GRADE LEVEL: 10 th | | EXTRA CURRICULAR ACTIVITIES | |
| <i>Course Title</i> | <i>Credit Attempted</i> | <i>Credit Earned</i> | <i>Final Grade</i> |
| Medieval Literature* | | | |
| Algebra II | | | |
| Government/Politics* | | | |
| Biology w/ labs | | | |
| World & American History* | | | |
| Speech/Debate* | | | |
| Philosophy/Theology* | | | |
| Sports: Track | | | |
| Music/Arts/Humanities* | | | |
| Total Credits: | GPA: | Cumulative GPA: | |
| ACADEMIC SUMMARY | | GRADING SCALE | |
| Cumulative GPA: | | 90 – 100 = A | |
| Credits Attempted: | | 80 – 89 = B | |
| Credits Earned: | | 70 – 79 = C | |
| Diploma Earned: no | | 60 – 69 = D | |
| Graduation Date: | | 59 – below = F | |
| NOTES | | | |
| <i>I do hereby certify and affirm that this is the official transcript and record of _____ in the academic studies of 2006 – 09.</i> Signature: _____ Title: Principal Date: _____ | | | |

Narrative A.3.11, Textbooks:

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 **EdMentum** as well as the Connections Education Approved Course List is found at http://cteae.nv.gov/Adult_Education/Distance_Education/

(Also see Attachment A.3.3 Course descriptions and alignment with standards).

Narrative A.3.12, Instructional strategies:

LICPA will rely on current and ongoing research in Best Instructional Practices in online, face-to-face and blended models to prepare and provide our instructional staff with the most effective and up to date instructional strategies. Best practices in Blended Learning will include:

- Creating structured core learning activities that are taught using a variety of instructional methods.
- Supporting an environment in which students can learn smaller parts and work their way up to more complex ideas.
- Creating a classroom in which students can learn informally.
- Providing technological support and for students.

LICPA instructional staff will focus on “using the right tool, in the right situation, for the right purpose.”

Instructional staff will learn to create 1) Before Class Activities for students to prepare and motivate students (including assigned readings, pre-tests, videos, pre-work problems, collaborations, writing assignments, tutorials, online assignments, etc.), 2) During Class Activities to motivate and assist student learning (including individual, small, medium and large class instruction thru regular lectures, in-class discussions, student presentations, quizzes, tests, field-trips, guest lectures, arranging tutoring by paraprofessionals, etc.) and 3) After Class Activities (creating assignments that encourage student contact with the material, personalize the learning objectives, continued online discussions and discussion posts, review of videos, case studies, homework problems, connections to current learning topics, surveys, individual and group research projects and online reviewing learning materials, etc.).

LICPA instructional staff will be trained on the Marzano study results that specifies “Teaching practices positively impacting student achievement in the online environment” and in data driven instruction by closely following the assessment data and reports and designing specific instructional practices to meet the individual student needs. In addition, LICPA instructional staff will utilize effective educational technology as a tool to leverage learning by putting students in active and interactive roles instead of being passive recipients of online content. Instructional staff will facilitate students learning best practices in both online and face-to-face methods utilizing the latest educational technology.

Narrative A.3.13, Professional Development:

All teachers and staff will participate in the following types of professional development activities:

A. Professional development for all new teachers. Teachers will be hired 12 days before the start of school. The before school starts Professional Develop time will be spent on learning the goals, mission, and purpose of the school, teaching with a paraprofessional, using the online curriculum, best practices in the use of technology, best pedagogical practices in blended schools, student assessments, RTI, the ongoing professional development plan, teacher and school assessments, and setting up add-on curriculum items such as Khan Academy (<http://www.khanacademy.org>) where teachers will enroll students in their Khan Academy class. **A central focus of pre-opening and ongoing professional development will include workshops provided by Edmentum on using their curriculum products to work with Special Populations, student assessments and data management. LICPA Board Members with expertise in Special Education and English Language Learners will select experts to offer professional development of special education standards, goals, and educational programs and assessments.** Ongoing Professional Development will be designed to help teachers using student assessments to improve instruction and learning **for all students.** LICPA will utilize PD programs offered by INACOL including their monthly Teacher Talk webinar

(<http://www.inacol.org/events/webinars/>) A typical teacher schedule is as follows:

Teacher Daily Schedule

9:00 to 11:00 - Professional Development, Collaborative Planning, Parent and staff meetings

11:30 to 12:00 - Lunch with students and School or Class meetings

12:00 to 3/4:00 - Instructional time

Teacher 9:00 – 11:00 Weekly Schedule: (Schedule subject to change based on Speakers, needs, etc.)

Monday: Reviewing Student Weekly Reports, Planning instructional interventions,

Tuesday: Professional Development Opportunity – reviewing assessments, planning instruction

Wednesday: Reviewing assessments, planning instruction

Thursday: Professional Development Opportunity – reviewing assessments, planning instruction

Friday: Reviewing assessments, planning instruction

University faculty and other experts in online teaching, **diversity and special populations, academic**

content, success for all students and charter schools will conduct the professional development

workshops. We will also utilize the online and face to face resources from International Association of

K-12 Online Learning (iNACOL), the Clayton Christensen Institute (formerly Innosight), Khan Academy,

etc. PD workshops will include the following topics:

- **Edmentum Curricular products including those for student assessments, special populations, student achievement, college and career preparation, and content specific programs.**
- National Quality Standards http://www.inacol.org/research/nationalstandards/NACOL_Standards_Quality_Online_Programs.pdf
- How Blended Learning Can Improve the Teaching Profession <http://www.digitalllearningnow.com/wp-content/uploads/2013/05/Conditions-and-Careers-Final-Paper1.pdf>
- Access and Equity in Online Classes and Virtual Schools http://www.inacol.org/research/docs/NACOL_EquityAccess.pdf
- A National Primer on K-12 Online Learning. http://www.inacol.org/research/docs/national_report.pdf
- Blended Learning: The Convergence of Online and Face-To-Face Education: http://www.inacol.org/research/promisingpractices/NACOL_PP-BlendedLearning-lr.pdf
- Examining Communication and Interaction in Online Teaching. http://www.inacol.org/research/docs/NACOL_QualityTeaching-lr.pdf
- Online Teacher Support Programs: Mentoring and Coaching Models http://www.inacol.org/research/docs/NACOL_OnlineTeacherSupportPrograms08-lr.pdf
- Professional Development for Virtual Schooling and Online Learning. http://www.inacol.org/research/docs/NACOL_PDforVSandOlnLrng.pdf
- Is K–12 blended learning disruptive? An introduction of the theory of hybrids. <http://www.christenseninstitute.org/#sthash.iHEsx1dT.dpuf>
- Innovating at Last? The Rise of Blended Learning in Charter Schools. <http://www.christenseninstitute.org/publications/innovating-at-last-the-rise-of-blended-learning-in-charter-schools/#sthash.STCMNVLT.dpuf>
- Moving from inputs to outputs to outcomes: The future of education policy <http://www.christenseninstitute.org/publications/moving-from-inputs-to-outputs-to-outcomes/#sthash.GzsIpcGq.dpuf>
- Technology in a Blended Classroom: http://www.edsource.org/today/2013/rocketship-educations-next-phase-technology-in-a-blended-classroom/31333#.Uf59_hZrj68
- Teaching with the iPad: <http://www.apple.com/education/resources/>
- Creating Books with iBooks Author: <http://www.apple.com/education/resources/>
- Special Education: Great Learning tools for all learning abilities: <http://www.apple.com/education/special-education/>

Teachers, paraprofessionals, the Head of School and the Board will all have input to select topics for ongoing professional development.

A.4: Assessment and Accountability

Narrative A.4.2, Use of student data:

LICPA will utilize the SAIN Power School program, will participate in the state assessment system and

will administer all assessment pursuant to Nevada's prescribed uniform procedures. The school will also participate in any other mandated assessment, such as the NAEP, if so selected for participation.

LICPA will conduct monthly, Semester and yearly assessment reports, student progress reports and semester student progress reports to create a powerful pre-emptive and corrective function. LICPA Assessment Reports inform 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. Teachers report on student progress on a weekly basis. It is the intent of LICPA to both gather and report data that is accurate, meaningful, and professionally sound. The purpose of the LICPA assessment plan 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.

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 online LMS 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 or testing-related 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.4.3, Use of longitudinal data:

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.

Longitudinal data analysis will be reported annually to measure outcomes and will include: 1. Student baseline data during the first month of attendance, 2. A comparison of annual results with baseline scores to assess progress, 3. Grade-level and school composite scores, 4) Visual depictions of annual results showing year-to-year changes, 5) Visual and data representations school scores relative to other Nevada schools by type, state, national and international scores and 6) In depth analysis of a variety of indicators/scores to identify areas for improvement.

Narrative A.4.4, Data management plan:

LICPA will utilize the Edmentum LMS, Edmentum Sensei, and the state SAIN program, and LICPA will hire an Assessment Expert who will assist with establishing best practices in data and assessment management and planning. 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

Online LMS and the monthly Assessment reports will provide teachers, students, parents and administrators accurate data on student performance on a daily or as needed basis.

A.5: Tentative School Calendar and Daily Schedule

Narrative A.5.2, Enrollment dates:

The proposed date of enrollment for LICPA is May 1, 2014. **The School Calendar and Daily Schedule will follow the requirements of State Law and LICPA will request permission for an alternate schedule if required.**

A.6: School Climate and Discipline

Narrative A.6.1, How climate/discipline policies support education:

LICPA's discipline and school policies are designed with the goal of providing a safe and positive learning environment that is conducive to learning. We strive to create a school climate that will focus on creating a learning environment where student needs are met and all students are encouraged to exceed to the highest academic and ethical expectations. We will hold students and colleagues accountable with daily reminders during the morning meetings, faculty and parent meetings to create a school climate where students, teachers, parents, staff, and visitors love to be present and students 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 and be continually reviewed and revised to meet these expectations.

Narrative A.6.2, Student behavior philosophy:

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. We encourage all employees to be 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 (**structured discussion with questions and answers**) 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 Teachers, administrator(s), paraprofessionals and tutors 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:

- Are students maintaining strong academic routines with positive performance results?
- Are students supporting other students with respect for others?
- If a teacher leaves the room, do the students continue to stay on task?
- 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. **The LICPA Discipline Plan with infractions and punishments is included in the Attachments.**

Narrative A.6.6, Involving families:

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.

Progress reporting will include student behavior comments on the weekly SPR that are e-mailed to every parent every week. For example, on the following sample SPR, 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 Report below.

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 (available upon request) that lists all assignments 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.

One parent, Ms. Mia Banks, is a member of the LICPA Board. Ms. Banks will take the lead in forming the Parent committee and encouraging all parents to be involved with school activities and provide feedback on school operations. LICPA will also include at least one parent meeting each semester to seek parental input into current and future school operations, policies, and performance. The LICPA 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, School location:

The School Location is unknown at the time of submission.

Narrative A.7.3 Enrollment projections

LICPA anticipates enrolling 120 students in the first year and 240 students in the second year serving grades 4-12. Letters from Sports Academies including, the DTC Academy, On Deck Academy, Lorenzi Tennis Center, and Christ the King Activities Center; Letters from Community Leaders such as Mr. Jim Rogers, Media Entrepreneur and former Chancellor, LV Councilman Ricki Barlow, Dr. William Sullivan, UNLV Associate VP for Retention and Outreach; Teachers from the Pilot School Project Mr. Richard Cumelis and Ms. Lindsay Douglas; and numerous letters from parents of students in the current Pilot Schools project attest to the need for the school, and their view that over 130 students would enroll in a LICPA Charter School next year (See Letters of Support in Attachment A.7.2). LICPA anticipates a maximum enrollment of 4,000 students based on an analysis of the target student population in Clark County.

Narrative A.7.5 Student recruitment plan:

The LICPA recruiting plan will include a strong effort to recruit a diverse student population. Governing Board member, Dr. Porter **Troutman and Dr. William Sullivan** are well known advocates for diversity **and at-risk students** in Nevada, Las Vegas, the Clark County School District and Dr. Troutman well as nationally as a founding member of the National Association of Multicultural Education (NAME) which has a strong focus **servicing At Risk students**. Dr. Troutman has a strong reputation in the school district working with diversity issues and sponsoring the National Youth Sports Summer Program at UNLV for low-income **and At-Risk** students for over 20 years. Dr. Troutman will assist in the recruitment plan for **At-Risk and underserved 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 recruit ~~tennis~~ **traditionally underserved students** ~~players~~ from additional ~~tennis~~ **community program** sites, including the Agassi Foundation students, Boys and Girls Club students and the First Tee golfers program, which are 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.

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 **many of which serve traditionally underserved populations and At-Risk students.**

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. **The Marketing Plan will focus on recruiting all students including traditionally underserved and At-Risk populations.**

Narrative A.7.6, If applicable, serving at-risk pupils:

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 **or in danger of failure** 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 school. See Attachment A.4.1, Assessment Plan and instruments.

Narrative A.7.7. If applicable, favoring at-risk pupils in the enrollment process

LICPA will recruit at risk pupils.

A.8: Special Student Populations

Narrative A.8.1, Identification, etc. for Special Ed., etc.

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 grade 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. **LICPA will utilize Edmentum Assessments for all students to assist in identifying student needs.** 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.”

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.

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:

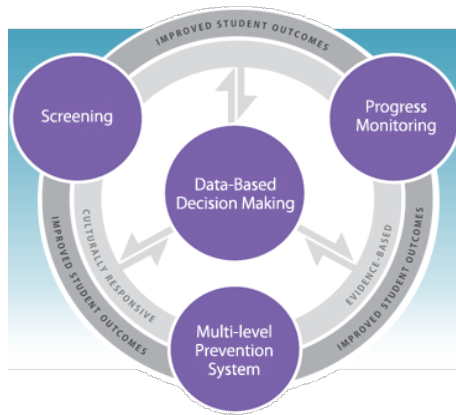


Diagram from the National Center on Response to Intervention:
<http://www.rti4success.org/whatisrti>

LICPA will document the assessments and interventions strategies and outcomes using the AIP/BIP guidelines. We will also 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 staff will utilize many of the online resources available at the National Center on Response to Intervention website at <http://www.rti4success.org>.

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~~ **LICPA's Board members with specific expertise and experience in Special Education and English as a Second Language will oversee and recommend specific teacher training, on-going professional development, and hiring experts to carry out the LICPA Special Education and ELL Programs. Edmentum staff will provide no cost workshops and training for LICPA's Board members, administrators, teachers, and paraprofessionals on their research based highly rated curriculum for students in special education, ELL and credit recovery.** ~~We~~ LICPA will employ a specialist as lead contact to serve as director of special education (IDEA, 504), GATE) and **ELL (WIDA/ACCESS) programs and to work with the WIDA/ACCESS and RtL consultant and implement the WIDA/ACCESS standards and RtI model at Legacy Academy.** Edmentum and ~~Connections Academy and Forest Trail Academy~~ all have extensive programs for students with special needs. Below is an example from ~~Connections Academy~~. Edmentum:

Edmentum curriculum includes Study Island, EducationCity, Reading Suite, and Edmentum Assessments that all align with RTI.

Study Island combines highly focused and dynamic content with real-time reporting to create a customized assessment, diagnostic, and instructional program built from state and Common Core standards. The Study Island program combines data-driven progress monitoring tools with differentiated practice and easily fits within a school's RTI framework. Study Island is ideal for self-paced, individualized learning or teacher-led, whole-class instruction. Real-time reporting measures progress and identifies areas in which students are excelling or need extra practice; giving them the ability to promptly respond with the appropriate intervention.

EducationCity's web-based teaching and learning resource supports instruction for whole-class, small group, or one-on-one instruction. The program allows teachers to individualize their instruction and pinpoint activities linked to specific standards. EducationCity enhances RTI programs with built-in tools that provide prescriptive functionality. Teachers are supported with Standards Maps that link standards-based learning objectives to appropriate activities, all while tracking student success with real-time progress monitoring tools. The Edmentum Reading Suite is a comprehensive line of online reading programs designed to help students learn to read, build comprehension skills, read at grade level, and develop English language proficiency. Students can take a diagnostic placement test in both Reading Eggs & Reading Eggspress to ensure that they are working at a level that matches their reading ability or teachers can move students to an appropriate level. ESL ReadingSmart's and ReadingMate's built-in tools are designed for developing English Language proficiency, reading intervention, individualized assessment, and ongoing progress monitoring.

Edmentum's robust assessment suite provides educators with the tools they need for RTI success. Educators can easily screen students with Edmentum Accucess, our innovative formative assessment. This allows them to quickly and efficiently measure grade-level reading, writing, and math skills. Edmentum Test Packs with Prescriptions provide you with fixed benchmark assessments and can be used with Edmentum flexTest for ongoing progress monitoring, assessment, and practice to fill learning gaps and personalize learning for individual students or an entire class.

Targeted intervention and ELL Support:

ESL ReadingSmart and ReadingMate are web-based supplemental reading programs that provide individualized instruction in English language arts and reading. Teachers can implement ESLReadingSmart and ReadingMate through student-centered, online practice, or in small groups.

ESL ReadingSmart is a standards-based English language learning program for 4th through 12th grade students. It is easily implemented as a student-centered, stand-alone application, or in a blended learning environment that integrates online student work with classroom instruction. ESL ReadingSmart lessons and activities incorporate the four language processes (listening, speaking, reading, and writing), and provide individualized instruction to develop English language proficiency.

ReadingMate is a web-based individualized reading intervention program that prepares students in 4th through 12th grade to read at grade level and develop the necessary reading skills for college and career readiness. Teachers can implement ReadingMate as a student-centered online application or as a hybrid learning environment that integrates online student work with one-on-one tutorials or group instruction.

ESL ReadingSmart and ReadingMate:

Include diagnostic placement tests that ensure students are working at their individual ability levels

Develop reading proficiency with emphasis on literacy and academic language

Individualize instruction with Lexile®-measured reading passages and related activities

Support TESOL and ESL learning objectives

Are correlated to state and Common Core Standards

Narrative A.8.2, Multi-tiered Response to Intervention

LICPA will adapt the online curriculum will utilize the Edmentum or Connections curriculum to 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 Edmentum or Connections Academy**) with provisions for students with Special Needs, students who are gifted and English Language Learners. **Edmentum™ provides self-paced, personalized instruction that accommodates the three-tier Response To Intervention (RTI) model. Edmentum's curriculum offers a variety of instructional tools for RTI programs, including real-time progress monitoring features that support data-driven decision making and curriculum and assessment tools that pinpoint and address student needs. Edmentum utilizes Study Island, Edmentum Assessments, Education City, (explained above) to support RTI solutions.** LICPA will utilize these provisions and make additional accommodations and or adaptations as needed to provide the best educational experience for every student.

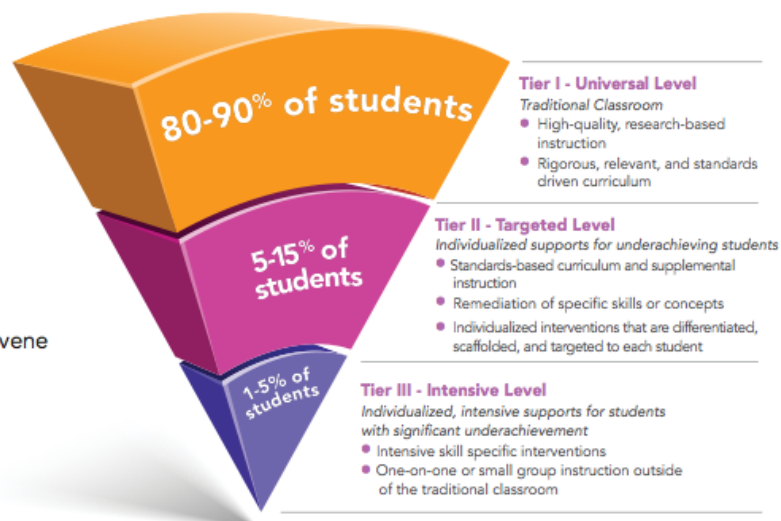
Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. LICPA will utilize the Response to Intervention model in Math and Reading. The RTI integrates assessment and intervention within a school-wide,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

The Edmentum difference:

- Proven, research-based content and solutions
- Flexible assessment tools that provide a personalized learning experience
- Real-time reporting that tracks progress and pinpoints areas of weakness so educators can appropriately and effectively intervene

Ideal for:

- At-risk students
- Students in need of Tier I, II, or III intervention
- Whole class, small group, and intensive individualized support



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: **(In accordance with Child Find responsibilities, at LICPA no non-disabled students will be taken out of class to work with a Special Education teacher at anytime.)**

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. At least one Elementary Teacher 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 Ed. Revenues/expenditures:

The LICPA Budget reflects budget allocations to support the staffing, training, **transportation** and implementation of our educational plan including curriculum adaptations, accommodations and or modifications for students with Special Needs, students who are gifted and English Language Learners. One of the four teachers hired in the first year will be a Special Education Teacher and one of the teachers will be a certified ESL teacher. **All administrators, teachers, paraprofessionals and tutors will be trained by Edmentum staff at no cost - to utilize their research based and highly successful curriculum materials for Special Education, ELL and Credit Recovery.** The State approved **Edmentum** online curriculum 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. **In addition to the no cost staff development by Edmentum,** the budget includes \$4,000 for staff development and training beyond the required coursework required for all teachers. Each school day has two hours planning and professional development time built into the schedule. We will utilize this time period to provide all teachers with workshops and training by Special Education experts. LICPA will include an online Special Education and/or ESL teacher in our Blended Model Curriculum from the online provider if student enrollment requires a full-time teacher. The cost of online special education teachers will be included in the budget for the online curriculum. For example, the EdOptions Courses (40) could accommodate students with special needs. These courses include a certified online teacher.

The online curriculum also includes supplies for students with special needs.

Narrative A.8.4, Special Ed. Continuum of service:

The Legacy Academy continuum of service delivery model 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

Narrative A.9: Records

Narrative A.9.1, Pupil Records:

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 2014. (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, 2014.

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.

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, 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.

The Office Manager will be responsible for the records if the Legacy Academy is dissolved.

The School Location is unknown at the time of submission.

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.

Narrative A.10: Career Education (if applicable) N/A

Not applicable

B. ORGANIZATIONAL PLAN

Narrative B.1: Governing Body

Narrative B.1.4, Governance philosophy:

The LICPA's Governance philosophy is based on proactive and hands-on leadership. LICPA's

Governance philosophy is based on John Carver's 10 universal Policy Governance® Principles:

1. Govern proactively through explicit statements of values, rather than reactively or through event-specific decisions. Boards must be at least as disciplined as they expect their staffs to be.
2. Using four categories, address values about:

Ends - what results/benefits/changes for which people/needs are worth what cost

Staff Means - unacceptable practices and circumstances

Board-Staff Linkage - how power is passed and accountability evaluated

Board Process - how the board will govern and on whose behalf.

3. Spend most board time addressing Ends with a long-term perspective. This is the board's major contribution to long range planning.
 4. Address Staff Means only in a negative or constraining way in order to leave maximum freedom, but within clear limits.
 5. Always resolve value issues starting from the largest, granting the Chief Executive authority to decide all further (smaller) issues.
 6. The board's job contributions or products must include:
 - Linkage with the EMO
 - Explicit governing values (policies)
 - Assurance of EMO and Head of School performance
 7. The Director position exists solely to accomplish Ends without violating the constraints on Staff Means.
 8. Routinize the monitoring of staff performance against all board policies on Ends and Staff Means, recognizing this measurement as the evaluation of EMO and Head of School performance.
 9. Official board committees, if any, are there to help with the board's job, never with the staff's. Their best contribution is to prepare policy options (with implications) for board deliberation.
 10. Use board time to create the future more than to review the past, to stimulate debate on Ends rather than Means, and to look beyond the organization more than within.
- By August 1, 2014 the Board will produce a School Board Handbook to establish a clear, efficient and

successful Governance of the Charter School: The Handbook will contain the following topics:

- School Mission Statement – with key values.
- Brief Overview and History of the School
- Directory and Contacts for Board, School Personnel, Committees, Parent/Student
- Board Committees
- School Calendar with Board Meetings Listed
- Budget/Audit/Financial Reports
- Strategic Plan
- National Association of Independent Schools(NAIS) “Principles of Good Practice” for Board, Head of School, EMO.
- By-Laws
- School Document/Website: Application Procedures and Paperwork
- School Profile – (as data becomes available)
- School Statistics and Performance Reports – (as data becomes available)
- Minutes
- Board policies: Investment & Spending, Conflict of Interest, Sexual Harassment, Bullying, Admissions, Financial Aid, Staffing and Personnel, Board Resolutions, Security, Safety, Technology, Fair Use, etc.
- Handbooks: Employee, Faculty, Staff and Parent/Student

The hands-on proactive philosophy will include the Board scheduling regular meetings with school

officials, key-stakeholders: Parents, Students and Community members. The Board will also be proactive

in visiting the school to observe school operations and school climate. The Board will attend

workshops/training on Board Governance and receive a copy of “Board Governance Training Manual.”

<http://www.charterschooltools.org/tools/BoardGovernanceTrainingManual.pdf> and Carver, John, Boards

that Make a Difference: A New Design for Leadership in Nonprofit and Public Organizations. Jossey-

Bass, 1990

Narrative B.1.5, Governance structure and composition:

The current board consists of seven (7) persons. The Board may elect more members, but does think

more than ten (10) members would be useful. The Current Board consists of the following individuals

(No Names) with Areas of Expertise and Personal Characteristics:

| | A | B | C | D | E | F | G | H |
|----|---|----------|----------|----------|----------|----------|----------|----------|
| 1 | Categories | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2 | Area of Expertise/Skills | | | | | | | |
| 3 | Organizational and financial management | x | x | | | x | x | x |
| 4 | Community involvement | x | x | | x | x | x | x |
| 5 | Diversity Equity Issues | x | x | | x | x | x | x |
| 6 | School Administration | x | | | x | | | x |
| 7 | Academic/education | x | | | x | | | x |
| 8 | Business/corporate | | x | x | | x | | |
| 9 | Assessments/Evaluation | x | x | x | | x | x | x |
| 10 | Accounting | | x | x | | x | x | x |
| 11 | Fund-raising | x | x | | x | x | | x |
| 12 | Charter school law/regs | | | x | | | | |
| 13 | Charter School Design/Ops | x | | | x | | | |
| 14 | Personnel/hiring/evaluation | x | x | x | x | x | x | x |
| 15 | Stakeholder involvement | x | x | x | | x | x | x |
| 16 | Strategic planning | x | x | | x | x | x | x |
| 17 | Community resident | x | x | x | x | x | x | x |
| 18 | Parent of child in school | | x | | | | | |
| 19 | Business owner | | | x | | x | | x |
| 20 | Organizational Leadership | x | x | x | x | x | x | x |
| 21 | Personal Characteristics | | | | | | | |
| 22 | Under 35 | | | x | | x | | |
| 23 | From 35-50 | | x | | | | | x |
| 24 | From 51-65 | | | | x | | | |
| 25 | Over 65 | x | | | | | x | |
| 26 | Females | | x | | | | | |
| 27 | Males | x | | x | x | x | x | x |
| 28 | Physical Disability | | | | | | | |
| 29 | Race/Ethnicity | | | | | | | |
| 30 | Asian | | x | | | | | |
| 31 | African- American | | | | x | | | |
| 32 | Hispanic | | | | | x | | |
| 33 | Native American | | | | | | | |
| 34 | Caucasian | x | | x | | | x | x |

The Board plays many important roles in furthering the purpose of LICPA. These may include, but are not limited to, the following.

Division of Roles Between Board and Administrator

| Responsibility | School Board | Administrator |
|------------------------|--|---|
| Legal | <ul style="list-style-type: none"> ● Exercises fiduciary role to ensure that the charter school is properly managed. The board should have a mechanism to validate information from the administrator. ● Maintains legal status; insures the proper paperwork is submitted to governmental agencies. ● Reviews financial and business dealings and exercises proper judgment in self-dealing transactions - - avoidance of conflicts of interest. | <p style="text-align: center;">Must provide information to the board to demonstrate that the charter school is well managed.</p> <p style="text-align: center;">Compiles information for annual filing requirements.</p> <p style="text-align: center;">Signals to the board if either of the situations is likely to occur.</p> |
| Finance and Accounting | <ul style="list-style-type: none"> ● Approves annual budget. ● Reviews periodic financial reports (balance sheet, income statement, changes in financial position). ● Ensures that proper internal controls are in place. | <ul style="list-style-type: none"> ● Prepares annual budget with input from staff and finance committee ● Oversees preparation of periodic financial reports. ● Implements proper financial controls. |
| Planning | <ul style="list-style-type: none"> ● Establishes mission and program direction for the charter school and approves goals and objectives designed to achieve those ends. ● Reviews strategic plan and progress. ● Assesses compliance/progress in achieving educational and other outcomes agreed to in the charter contract. ● Assesses program evaluation plan. | <ul style="list-style-type: none"> ● Participates in establishing mission and program direction for the charter school. Contributes to vision of the charter school; and assists the board in maintaining focus and momentum for the charter school ● Develops specific program goals and objectives based on the board specific mission. ● Develops reports or oversees staff development of reports to demonstrate program progress. |
| Policy | <ul style="list-style-type: none"> ● Develop and adopt written policies ● Responsible for reviewing policies □ periodically | <ul style="list-style-type: none"> ● Identifies need for new policies ● Responsible for assuring the □ implementation of policies and for assisting the board in analyzing policy options |
| Personnel | <ul style="list-style-type: none"> ● Sets and reviews personnel policies. ● Hires Charter School Administrator and evaluates the administrator's performance. ● Hires all personnel | <ul style="list-style-type: none"> ● Implements personnel policies. ● Recommends changes in personnel policies to the board. ● Evaluates performance of staff members |

| Responsibility | School Board | Administrator |
|-----------------------------|---|---|
| Resource Development | <ul style="list-style-type: none"> •Responsible for assuring long-range commitments of resources; establishes a fund development plan and participates in its implementation. •Reviews and approves all major grant proposals. | Conduct research and maintain information database. Assist in fund development efforts. <ul style="list-style-type: none"> •Develops grants, and other funding applications, plans fund-raising events, enters business ventures to support mission. |
| Board Accountability | <ul style="list-style-type: none"> •Establishes and communicates clear expectations of Board directorship •Assures effective participation of Board members | <ul style="list-style-type: none"> •Facilitates training and information exchange for members in preparation for selection of Board members •Facilitates effective communication among Board Members |
| Decision-Making | <ul style="list-style-type: none"> •Defines and communicates the role of Board, administrator in making decisions •Assures appropriate involvement of board directors in charter school decision making | <ul style="list-style-type: none"> •Makes action decisions within parameters set by the board, collaborates both with the other staff and Board in some decisions |
| Community Relations | <ul style="list-style-type: none"> •Promotes the charter school to parents and the general public, including serving as an emissary of the charter school to the broader community. •Promotes cooperative action with other charter schools including activities and occasions when the charter school should take part in coalitions, shared programs, joint action, etc.. | <ul style="list-style-type: none"> •Interprets the mission of the charter school to the community through direct involvement, public relations programs, including personal contact, descriptive program literature, and work with the media; works closely with the board for an effective division of labor. |
| Contracts | <ul style="list-style-type: none"> •Approves contracts | <ul style="list-style-type: none"> •Manages contracts |
| Others | | |

As the Board begins its Governance, any areas of weakness or need for additional expertise will be addressed. The Board will pay particular attention to stakeholders and assure they are clearly and substantially involved in the Governance process.

The current

Board composition:

- Furthers the educational and operational success by including members with strong educational and operational skills and success. For example, Dr. Meckley is a former School Superintendent, Ms. Banks is VP of Gaming for the Venetian and Palazzo with an operating budget of nearly \$1 Billion dollars and an operation with over 1,500 employees and Col. Edwards was a Air Force Base Commander with superior leadership and operation skills and success.
- Ensures the Board will evaluate the success of the school and school leaders by having members that have supervised and evaluated operational success, organizational success and numerous personnel including group leaders. Conflicts will arise and measures to address conflicts will be instituted based on the Board Governance Training Manual.
- Ensures there will be effective representation of key stakeholders by including individuals that have extensive experience in community outreach, and parental and student involvement. For example, Mr. Oyola is on the Community Outreach Committee for the Sands Corporation.

Narrative B.1.6, Increasing board capacity:

If the Board decides to increase the capacity of the Board, the Board will follow the Board Governance Training Manual on recruitment. As Dr. Chenzi Grigano observed, “Charter school governance offers an exciting opportunity to build a public school leadership team around shared values rather than around the unpredictable results of school board elections.” The Board will 1) Establish a year-round committee, 2) Link recruitment to the strategic plan, 3) Profile the Current Board, 4) Focus on recruiting priorities, and 5) create a written job description. The recruiting priorities will be linked to the Strategic Plan and reflect needs absent in the current board.

The Recruiting Timetable will include the following steps: Step 1) Establish a board development committee, Step 2) Prepare for Active Board Recruitment by reviewing the Bylaws, position description, Charter School Contract, and the Strategic Plan, Step 3) Develop a profile of the Current Charter School Board to develop recruiting priorities, Step 4) Determine Strategies to Build Board Diversity, Step 5) Develop An Initial List Of Prospective Board Directors, Step 6) Conduct First Round Of Personal Contact With Top Recruiting Prospects, Step 7) Schedule And Conduct Orientation Sessions With Prospective Board Members, and Step 8) Selection/Appointment Of New Members To The Charter School Board.

All Board members, including new members will go through two hours of Professional Development as the initial orientation, and continue as training and development. The LICPA Board will utilize the “Board of Governance Training Manual” to design the orientation, training and development plan. The

Board will develop a specific orientation schedule and topics based on the background and needs of any new members. A core curriculum of topics for all new members will include: 1) Reviewing the By Laws, Charter, and strategic plan, 2) Mission and Vision of the Charter School, 3) the current programs and data on the Charter School regarding educational programs and performance, 4) financial status, legal matters regarding State Laws and Regulations, 5) member responsibilities, Reviewing the Board Member Handbook.

Ongoing board education and training will occur throughout the year. The content will be determined by asking Board Members what they need to know in order to be more effective member of the Board. The ongoing training will include reviewing documents on strategic planning and working with the board to discuss critical strategic issues that require the Board's priority attention. We will utilize board meeting time to provide some training for board members. Board member education will also include mini-seminars/presentations on important topics, dividing the board into study groups to research important issues, attending conferences, peer education and direct communication with the charter schools key constituents – students and families.

Narrative B.1.7, Recruitment of board 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.

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

Narrative B.2.3, *Members' association with other charter schools:*

None of the Board Members have any relationship with another Charter School.

B.3: Management and Operation

Narrative B.3.1, 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 ~~seven~~ **ten** 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, **however, the Board itself establishes all policies**. 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 responsibilities:

Key Management positions will be hired by the Board not the EMO and will reside in Las Vegas. The Key Management Position is the Head of School. The position responsibilities are listed and explained in Narrative B.4.6.

Narrative B.3.4, How to carry out 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, 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, 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 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 - 3, **we will request permission from the State Board to amend the contract before** opening classes for these ~~students~~ **additional grade levels.**

Narrative B.3.8, Outside help with application:

The Committee to Form the School with the assistance of ~~Dr. Greg Levitt and~~ Dr. 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~~ **has** extensive experience working with public schools, public charter schools and online schools in ~~their~~ **his** role as a university professor of education but has no contract or formal affiliation with any.

Narrative B.3.9, Limiting enrollment:

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 will limit the ratio of students to teacher to 30 to 1 with a paraprofessional in each classroom for effective ratio of 15-1.

Narrative B.3.1: Educational Management Organization (EMO)

Edmentum will be the EMO providing educational personnel and services.

Narrative B.3.2: Distance Education

Narrative B.3.2.1, Distance Education special education services:

Since we are now proposing to use Edmentum as our Distance Education provider the LICPA Board's has submitted a new application to the State of Nevada Distance Education and will send a copy of the application to the Nevada State Public Charter School Authority, by December 20, 2013.

The curriculum we will use, **Edmentum** or Connections Education **for Special Courses if needed** (Or other State Approved Curriculum if approved), has programs designed to increase work with students with disabilities and English Language Learners, to comply with state and federal requirements (See A.8 Special Education Section). **Edmentum's™ online curriculum, assessments, and reporting programs deliver a truly personalized learning experience that can help educators create a successful personalized special education program. The Edmentum Difference**

- **Assessment tools that accurately evaluate student progress and provide individualized instruction**
- **Real-time reporting that tracks progress and pinpoints areas of weakness so educators can appropriately and effectively intervene**
- **Adaptable preferences that support each student's individual needs**
- **Engaging and interactive programs that provide students with a personalized learning experience**

Ideal for:

- **Monitoring student progress and providing differentiated instruction**
- **Creating individualized learning paths that target specific student needs**
- **Focusing on subject mastery, not just completion**

~~Students with learning disabilities in 9-12 can be placed into the Connections Education "Foundations" courses tier in the course offerings designed for at risk students. Students with Learning disabilities in K-8 may be placed into "Essential Courses."~~ **Credit Recovery: For many learners, regaining the educational ground they've lost can seem like an overwhelming task. Edmentum addresses those concerns with an online experience that is filled with rich media, graphics, video, and interactivity; making credit recovery attainable and engaging. Edmentum is a leading industry expert in proven, effective credit recovery solutions. By focusing on instruction that fills learners' knowledge gaps and providing them with personalized learning experiences, we target the specific issues that have prevented students from moving forward. Edmentum will provide workshops and training for LICPA teachers in using their online curriculum and resources to meet the educational needs of all students.**

~~Also available is Connections Edmentum Credit Recovery solution for all students including those with disabilities or English language learning issues. Connections Education Edmentum (and other approved programs)~~ 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 will utilize Edmentum courseware, including ESL ReadingSmart and ReadingMate, Study Island, and Edmentum’s™ online curriculum, assessments, and reporting programs that deliver a personalized learning experience that can help our teachers create a successful special education program. We 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. In addition, Edmentum™ provides self-paced, personalized instruction that accommodates the three-tier Response To Intervention (RTI) model. Edmentum's products offer a variety of instructional tools for RTI programs, including real-time progress monitoring features that support data-driven decision making and curriculum and assessment tools that pinpoint and address student needs.

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.; and helping establish a proper home learning environment.

Narrative B.3.2.2, Distance Education 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. **All students are required attend the 19 hours of face-to-face instruction and therefore online students would not meet this requirement.** Parent-teacher communication will be facilitated using email, text and other online communications. Parent-Teacher Conferences will face-to-face. However, if a parent cannot attend a Parent-Teacher Conference we will utilize technology such as Skype to video conference with parents.

Narrative B.4: Staffing and Human Resources

Narrative B.4.1, Staffing plan:

LICPA anticipates an initial enrollment of 120 students. **LICPA will contract with Edmentum/Edoptions for services of certified teachers for all subject and grade levels. LICPA will hire the online teachers and provide supervision and assessments of all online and face-to-face teachers.** LICPA will add to this **online staffing for the face-to-face program.** LICPA ~~The school~~ anticipates hiring a one ~~principal~~ Head of School, one administrative office manager, **four** teachers, and **4** four tutors/teachers' aides. This staffing level provides for every 30 students, **one face-to-face teacher, one paraprofessional one tutor in addition to the online teachers for every subject area and grade level.** 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. **To meet the needs of special needs students, the Board now includes an expert in Special Education and an expert in English Language Learners. These Board members will provide guidance and oversight for all hiring, programs, testing, curriculum and assessments related to Special Education**

and ELL instruction. A minimum of one teacher will be licensed in Special Education and one teacher will be licensed in TESL.

The online teachers will meet the State requirements for instruction for all students. The Face-to-Face teachers, paraprofessionals and tutors are in addition to the basic state requirement for teachers.

In order to recruit excellent teachers, LICPA will: Recruit teachers through ~~the Nevada Department of Education and (if possible) Clark County School District websites~~ available and appropriate teacher recruiting websites, ~~place~~ **advertisements** in local publications, coordinating 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~~ LICPA's website, presentations and fliers at local universities, school job fairs, and via word of mouth. Board Director, Dr. Meckley supervised field placements for UNLV for many years and has extensive contacts with Principals, CCSD teacher supervisors of UNLV field placements, and will be instrumental in getting recommendations of outstanding pre-service teachers. 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, Employment contract negotiation:

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

Narrative B.4.3, Instructor qualifications:

LICPA will ensure that all persons who provide instruction at the school comply with all Nevada licensure requirements.

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. For year one, LICPA will employ four face-to-face classroom teachers. One teacher will hold a Special Education Certificate, one teacher will hold a **Teaching** English as a Second Language Certificate, One teacher will be bilingual with Spanish, and one teacher will be a certified Reading Specialist. In addition, one teacher will be certified in Math/Science. The LICPA Board made these stipulations based on expected enrollments, projected needs, and teacher/parent input from the DTC Pilot Project identifying these as particular needs of the projected student population.

LICPA paraprofessionals 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 Special Education, ESL, Ed. Tech. and/or 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 recommendations for faculty and support staff to the Board who will make the final decision.

Narrative B.4.4, Teacher evaluations:

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. **LICPA will hire, evaluate, and assess all online (at least 70% of online teachers) and face-to-face teachers.**

Narrative B.4.5, Administrator information, if applicable:

We have not hired any administrators at the time of this application.

Narrative B.4.6, Administrator position description:

The Head of School: 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, 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/others:

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, Licensed and non-licensed staff, if applicable:

No employees have been hired at the time of this application.

C.1: BUDGET

Narrative C.1.4, Chart of Accounts assurance:

LICPA assures the school will use the Nevada Chart of Accounts for all accounting. The LICPA Board will appoint a member to train the Head of School to use the Nevada Chart of Accounts and the LICPA Board will assure the Nevada Chart of Accounts is used in all accounting procedures.

http://www.doe.nv.gov/NDE_Offices/Support/NDE_Chart_of_Accounts/

Narrative C.1.6, Contingency plan for financial 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. LICPA will also apply for a Federal Charter School Grant and if funded, LICPA will utilize those funds as well. Should there be cash flow challenges, LICPA will utilize the \$150,000 in Foundation funds from The Querrey Foundations (\$50,000) the Hennessy Foundation (\$50,000) and the Horizon Helicopter Inc. Foundation (\$50,000) to meet these challenges (See Foundation verification letters in Pre-Opening Budget). For example, the Foundation Funds will be used as needed for Pre-opening costs. After the State funds are available, the amount of the money used from the Foundation will be put back into that contingency account to be used later if needed to maintain financial viability. If needed for financial challenges, the EMO will reduce their fee to zero if needed to keep the school operating. The EMO fees in year one are a maximum of \$300 per student in year one and \$350 per student in year two. The EMO charge increased in year two because the school could financially sustain the \$350 fee with increased enrollments. The EMO agrees to reduce the fees to zero if 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.

Narrative C.2: FINANCIAL MANAGEMENT

Narrative C.2.1, Financial responsibility:

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. 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:

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

1. The LICPA Governing Board, not less than 30 days before the closure of the school will submit written notice of closure to the Nevada Department of Education, the State Charter School Authority 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 six (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. The charter school sponsor, the State, or the federal government will be the only entities to remove equipment and or supplies from the Charter School.

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, Audit firm:

LICPA will contract with the C.P.A. Firm of Houldsworth, Russo & Company, 8675 S. Eastern Ave., LV, NV 89123 <http://www.trusthrc.com>

Narrative C.2.4, Nevada bank:

LICPA will use Bank of America for school use: Bank of America, University Branch 4795 S Maryland Pky, Las Vegas, NV 89119

Narrative C.2.5, Fees, Charges:

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. 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 orders for payment of school's money:

The Head of School (a person has not been hired at this time) will be primarily responsible for the day-to-day management of school finances. For example, the Head of School 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 required:

The minimum number of enrolled pupils necessary for financial viability is based on the combination of expenses including facility costs and staff salaries/benefits that represents close to 75% of spending in most charter schools. As such, LICPA has paid close attention to these two areas. In addition to these two areas, other items that need to be planned for financially include special education, various professional services, online curriculum, classroom supplies and materials, general supplies and materials, and liability insurance. Based on calculations of all these expenses, the minimum enrolled pupils necessary for financial viability is 60 students.

~~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.~~

Narrative C.3: FACILITIES

Narrative C.3.1, Facilities and equipment Information:

LICPA is primarily a Distance Education Charter School with a face-to-face component. However we will utilize brick and mortar classrooms on a daily basis.

(a) The LICPA Board 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. The LICPA Board is currently exploring location options that include classroom space at:

1) **Christ the King Church Activities Center** (a separate school facility is located on the premises) located at 4925 S. Torrey Pines Dr., Las Vegas, NV 89118

2) **Darling Tennis Center** at 7901 West Washington Avenue, Las Vegas, NV 89128 and

3) **On Deck Baseball Academy** at 4145 N. Rancho Drive, Suite 110, Las Vegas, Nevada 89130.

The LICPA Board is also exploring additional classroom space. In all cases we are negotiating ~~for a free rental agreement.~~ **for a low cost rental agreement. The Christ the King facility will accommodate up to 300 students and the estimate of the rental agreement is included in the budget.** The All locations currently have suitable furniture for the Charter School. The Pilot Project has utilized the Darling Tennis Center facility and furniture at no cost for the entirety of the Pilot Project. Any new federal Charter School Program (CSP) Non-SEA grant application, we have a tentative budget for additional equipment (e.g., computers, furniture and equipment) to enhance to educational program.

(b) The LICPA Board members are currently searching for additional suitable locations and equipment, as well as looking for additional pre-opening funds to complete this process.

(1) The Board will select a facility that currently exists and does not need remodeling. The three 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) The LICPA Board will designate a suitable facility by the end of January 2014. The lease will be signed to be effective starting August 1, 2014. Personnel will be hired and equipment purchased by August 15, 2014.

(c) LICPA will open the same date as all Clark County School District schools. Many families of students may have siblings in CCSD schools and many parents requested we follow the CCSD school schedule. School will begin on August 25, 2014.

(d) The Head of School will be in place August 1, 2014. Christ the King, The Darling Tennis Center and the On Deck Baseball Academy will provide suitable furniture if the Charter School is approved

and these locations are utilized. However, some furniture will be purchased and is included in the budget.

(1) Office furniture and equipment; Depending on the building selected, the LICPA Board may only need to purchase a small amount of office furniture. Christ the King, the Darling Tennis Center and the On Deck Baseball Academy will provide at no cost suitable furniture if the Charter School is approved. The year two budget includes costs for student desks and chairs.

(2) Computer equipment: The Head of School will purchase a server to run the administrative software and iPads for students, teachers and administrators (See Budget). Wi-Fi will be available in all facilities. If Wi-Fi is not available, the LICPA Board will purchase a router for the service as needed. Electrical backup and server backups will be purchased as needed through iCloud (See Budget items).

(3) Musical instruments; No purchase of musical instruments are planned at this time.

(4) Equipment to be used in a machinery shop; 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 and may pay for appropriate insurance coverage.

(f) Not available at the time of application.

Narrative 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. 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. We have budgeted for a

Nurse should a nurse be needed (See Budget). 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.4.3 Maintenance of records related to the immunization of pupils:

The Head of School 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. LICPA will hire a licensed health official to assure compliance with immunizations and all health related requirements. 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 Head of School will participate in the DHHS immunization survey. Additional maintenance of student records is addressed in section A.9.

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Attachments A, B & C

A.1: Mission, Vision and Educational Philosophy

A.2: School-Specific Goals and Objectives

A.3: Curriculum and Instruction

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.

Courses for Grades 4-8 are from the Approved Connections Academy Online Catalogue.

General Course Requirements Grade 4

| Semester 1 | Semester 2 |
|---|---|
| Lang Arts 4A or Gifted & Talented LA 4A | Lang Arts 4B or Gifted & Talented LA 4B |
| Math 4A or G & T 4A | Math 4B or G & T 4B |
| Science 4A or G & T 4A | Science 4B or G & T 4B |
| Social Studies 4A | Social Studies 4B |

| | |
|--------------------------------------|-------------------------------|
| Ed. Technology and Online Learning 4 | Health 4 |
| Art 4 | PE 4 |
| Elective (Music, F. Language) | Elective (Music, F. Language) |

General Course Requirements Grade 5

| Semester 1 | Semester 2 |
|--|--|
| Lang Arts 5 or G & T LA 5 A | Lang Arts 5 or G & T LA 5 B |
| Math 5A or G & T 5A | Math 5B or G & T 5B |
| Science 5A or G & T 5A | Science 5B or G & T 5B |
| Social Studies 5A | Social Studies 5B |
| Art 5 | PE 5 |
| Ed. Tech and Online Learning 5 | Elective (Music, Foreign Language) |
| Elective (G & T Literature Study, Music, FL) | Elective (G & T Literature Study, Music, FL) |

General Course Requirements Grade 6

| Semester 1 | Semester 2 |
|---|---|
| Lang Arts 6 A or G & T LA 6 A | Lang Arts 6 B or G & T LA 6 B |
| Math 6A or G & T 6A | Math 6B or G & T 6B |
| Science 6 or G & T 6A | Science 6 or G & T 6B |
| Social Studies 6A | Social Studies 6B |
| Ed. Tech and Online Learning 6 | Elective (Music, FL, Bus Key. MS Digital Arts |
| Health and PE 6 | Art 6 |
| Elective (Music, FL, Bus Key. MS Digital Arts | Elective (Music, FL, Bus Key. MS Digital Arts |

General Course Requirements Grade 7

| Semester 1 | Semester 2 |
|-------------------------------|-------------------------------|
| Lang Arts 7 A or G & T LA 7 A | Lang Arts 7 B or G & T LA 7 B |
| Math 7A or G & T 7A | Math 7B or G & T 7B |
| Science 7 or G & T 7A | Science 7 or G & T 7B |
| Social Studies 7 A | Social Studies 7 B |

| | |
|---|---|
| Ed. Tech and Online Learning 6 | Elective (Music, FL, Bus Key. MS Digital Arts |
| Health and PE 7 | Art 7 |
| Elective (Music, FL, Bus Key. MS Digital Arts | Elective (Music, FL, Bus Key. MS Digital Arts |

General Course Requirements Grade 8

| Semester 1 | Semester 2 |
|--|--|
| Lang Arts 8 A or G & T LA 8 A | Lang Arts 8 B or G & T LA 8 B |
| Pre-Algebra A or G & T Geometry A | Pre-Algebra B or G & T Geometry B |
| Science 8 or G & T 8A | Science 8 or G & T 8 B |
| Social Studies 8 A | Social Studies 8 B |
| Ed. Tech and Online Learning 8 | Art 8 |
| Health and PE 8 | El. (Music, FL, Bus Key. MS Digital Arts |
| Ele plus MS intro Entrepreneurship, WebQuest | Ele plus MS intro Entrepreneurship, WebQuest |

High School Students Have Three Paths

1. 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 below.

2. Honors Diploma Pathway

Students seeking enrollment in any Honors courses must be aware that LICPA has established minimum cumulative grade point averages. Other criteria may be in place for an individual Honors course and must be met by the student before enrollment. The course descriptions list the prerequisites and/or restrictions. Successful enrollment is dependent upon administrative action, which includes departmental approval. Freshmen placement in Honors courses is dependent on Placement Exam composite scores. All Honors courses will receive an additional .125 grade points for the completed year to determine the weighted grade point average and class rank. Successful completion of Honors courses is a precursor to the Advanced Placement classes for sophomores, juniors and seniors.

3. Advanced Honors Diploma Pathway

Advanced Honors courses (Pre-AP) and Advanced Placement (AP) represent a very high level of honors and prior permission may be required by the Head of School. Advanced Honors classes are offered only freshman and sophomore year. Most sophomore Advanced Honors classes require previous completion of freshman Advanced Honors classes. All Advanced Honors and AP courses will receive an additional .25 grade points for the complete year to determine the

weighted grade point average and class rank. Placement into these courses will be determined by GPA, past honors course work in the subject area and previous AP scores if available. Students enrolled in Advanced Placement courses are required to take the Advanced Placement exam in May. If the AP exam is not taken or the AP class is dropped at any time, the class credit will be assigned an Honors designation. It will be the Head of School and seniors' responsibility to inform the college admission office of the change in course designation.

HIGH SCHOOL General Course Requirements Grade 9

COLLEGE PREP PATH

| Semester 1 | Semester 2 |
|-----------------------------------|-----------------------------------|
| Elective | Elective |
| English 1 | English 1 |
| Math 1 (Algebra) | Math 1 (Algebra) |
| Science 1 (Environmental Biology) | Science 1 (Environmental Biology) |
| World Language 1 | World Language 1 |
| Health | Cultural Geography |

General Course Requirements Grade 10

| Semester 1 | Semester 2 |
|---------------------|---------------------|
| Elective | Elective |
| English 2 | English 2 |
| Math 2 (Geometry) | Math 2 (Geometry) |
| Science 2 (Biology) | Science 2 (Biology) |
| World Language 2 | World Language 2 |
| World History | PE or Elective |

General Course Requirements Grade 11

| Semester 1 | Semester 2 |
|---|--------------------------|
| Elective | Elective |
| English 3 | English 3 |
| Math 3 (Algebra 2) | Math 3 (Algebra 2) |
| Science 3 | Science 3 |
| American History | American History |
| Computer Literacy if needed or elective | PE if needed or elective |

General Course Requirements Grade 12

| Semester 1 | Semester 2 |
|---------------------|---------------------|
| Elective | Elective |
| English 4 | English 4 |
| American Government | American Government |
| Art 1 | Art 2 |
| PE or Elective | PE or Elective |
| Elective | Elective |

23 credits required: Elective course selections may vary depending on previous credits, interest, and college choice.

General Course Requirements Grade 9

HONORS PATH

(Must take 8 Honors or AP courses from selected list above with a cumulative 3.25 G.P.A.)

⁺⁺ Freshman and Sophomore Honors courses are not included in the '8' required Honors courses⁺⁺

| Semester 1 | Semester 2 |
|------------------------|------------------------|
| Elective | Elective |
| English 1H | English 1H |
| Math 1H (H Algebra) | Math 1H (H Algebra) |
| Science 1H (H Biology) | Science 1H (H Biology) |
| World Language 1 | World Language 1 |
| Health | Cultural Geography 1H |

General Course Requirements Grade 10

| Semester 1 | Semester 2 |
|--------------------------|--------------------------|
| Elective | Elective |
| English 2H | English 2H |
| Math 2H (H Algebra) | Math 2H (H Algebra) |
| Science 2H (H Chemistry) | Science 2H (H Chemistry) |

| | |
|---------------------------------|----------------------------------|
| World Language 2 | World Language 2 |
| World History H or AP full year | PE or AP World History full year |

General Course Requirements Grade 11

| Semester 1 | Semester 2 |
|---------------------------|---------------------------|
| Elective | Elective |
| English 3H | English 3H |
| Math 3H (H Algebra2/Trig) | Math 3H (H Algebra2/Trig) |
| Science 3 H | Science 3 H |
| American History H | American History H |
| World Language 3H | World Language 3H |

General Course Requirements Per Year Grade 12

| Semester 1 | Semester 2 |
|-------------------------|-------------------------|
| Elective | Elective |
| English 4H | English 4H |
| Math 4H H Pre-Calculus | Math 4H H Pre-Calculus |
| Science 4H | Science 4H |
| American Government H | American Government H |
| Art 2 or other elective | Art 2 or other elective |

26 credits required (all course prerequisites must be met) (3 years of same language)*Summer School and elective course selections may vary depending on previous credits, interest, and college choice

General Course Requirements Grade 9

ADVANCED HONORS PATH

(Must take 4 Advanced Honors classes over freshman and sophomore year plus 8 additional AP or Honors classes from select list above with a cumulative 3.25 G.P.A.)

++ Freshman and Sophomore Honors courses are not included in the '8' required Honors courses++

| Semester 1 | Semester 2 |
|-----------------------|-----------------------|
| Elective | Elective |
| English 1 Adv. Honors | English 1 Adv. Honors |

| | |
|-------------------------------|------------------------------------|
| Math 1 Adv. Honors Algebra | Math 1 Adv. Honors Algebra |
| Science 1 Adv. Honors Biology | Science 1 Adv. Honors Biology |
| World Language 1 | World Language 1 |
| Health | Cultural Geography H or Economic H |

General Course Requirements Grade 10

| Semester 1 | Semester 2 |
|---------------------------------|---------------------------------|
| Elective | Elective |
| English 2 Adv. Honors | English 2 Adv. Honors |
| Math 2 Adv. Honors Geometry | Math 2 Adv. Honors Geometry |
| Science 2 Adv. Honors Chemistry | Science 2 Adv. Honors Chemistry |
| World Language 2 | World Language 2 |
| World History H or AP all year | PE or AP World History all year |

General Course Requirements Grade 11

| Semester 1 | Semester 2 |
|------------------------------------|------------------------------------|
| Elective | Elective |
| English 3H or AP | English 3H or AP |
| Math 3H Pre-Calc AB or BC | Math 3 H Pre-Calc AB or BC |
| Science 3H or AP | Science 3 H or AP |
| American History H or AP | American History H or AP |
| World Language 3 H – same language | World Language 3 H – same language |

General Course Requirements Grade 12

| Semester 1 | Semester 2 |
|------------------------------------|----------------------------------|
| Elective | Elective |
| English 4H or AP | English 4H or AP |
| Math 4H or AP (Calc AB/BC) | Math 4H or AP (Calc AB/BC) |
| Science 4H or AP | Science 4H or AP |
| American Government H Full year OR | U.S. Gov AP/AP Econ/Const Gov. H |
| Art 1 or other Elective | Art 2 or other Elective |

Please note the AP, Honors and Advanced Honors Classes Align with Edmentum EdOptions approved courses on the State Distance Education Approved List. Study Island will also be used for Standard Student Practice and is listed in the Budget. The EdOptions and the Edmentum Secondary Library is also utilized and listed in the Budget.

To meet the academic needs of the students, LICPA Board Members and the EMO have worked diligently to find the best curriculum for our students and will work with the curriculum providers to get all courses approved by the State. Each year the NCAA rates courses and approves them for college eligibility. Our courses will meet both the State Approval and the NCAA approval.

Attachment A.3.3 Course Descriptions and Alignment with Standards

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 Connections Academy, Edmentum/Ed Options, and Forest Trail Academy when they are approved. ~~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.~~ **The distance education curricula are approved for 3 years and a new. As stated in the narrative, since LIPCA is now proposing to use Edmentum as our Distance Education provider the LIPCA Board has submitted a new application to the State of Nevada Distance Education and will send a copy of the application to the Nevada State Public Charter School Authority, by December 20, 2013.**

Nevada State Standards Alignment Chart completed for each of the core content areas

Curriculum Assurances of alignment to standards

English Language Arts

Provide a Course Name and brief description of the course for each grade level being offered at the proposed school: Example: 2nd grade: Language Arts: This course is designed to help students build grammar skills and continue to build reading and decoding skills with a focus on reading comprehension, sequencing, and literary response. Students will begin to learn elements of the writing process and concentrate on listening and speaking skills.

| |
|---|
| Course Name and Description for each grade level being offered at the proposed school: |
| Kindergarten: N/A |
| 1st grade: N/A |
| 2nd grade: N/A |
| 3rd grade: N/A |

| |
|---|
| 4th grade: Lang Arts 4A or Gifted & Talented LA 4A AND Lang Arts 4B or Gifted & Talented LA 4B |
| 5th grade: Lang Arts 5 or G & T LA 5 A AND Lang Arts 5 or G & T LA 5 B Gifted and Talented (G &T) |
| 6th grade: Lang Arts 6 A or G & T LA 6 A AND Lang Arts 6 B or G & T LA 6 B |
| 7th grade: Lang Arts 7 A or G & T LA 7 A AND Lang Arts 7 B or G & T LA 7 B |
| 8th grade: Lang Arts 8 A or G & T LA 8 A Lang Arts 8 B or G & T LA 8 B |
| 9th grade: English 1 or English 1Honors or English 1 Adv. Honors |
| 10th grade: English 2 or English 2 Honors or English 2 Adv. Honors |
| 11th grade: English 3 or English 3 Honors or Advanced Placement English Language |
| 12th grade: English 4 or English 4 Honors or AP English Literature |

Below are lists of the Common Core ELA standards and learning domains,. Initial the appropriate box that accurately reflects the status of the school’s proposed ELA curriculum. Initials in the “Yes” box indicate that all of the courses listed on page one align with the Common Core standards and learning domains. Initials in the “No” box must be explained on a separate sheet of paper.

READING

| Key Ideas and Details | Yes | No |
|---|------------|-----------|
| Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | Y | |
| Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas. | Y | |
| Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | Y | |
| Craft and Structure | | |
| Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | Y | |
| Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. | Y | |
| Assess how point of view or purpose shapes the content and style of a text. | | |
| Integration of Knowledge and Ideas | | |

| | | |
|--|---|--|
| Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | Y | |
| Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | Y | |
| Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | Y | |
| Range of Reading & Level of Complexity | | |
| Read and comprehend complex literary and informational texts independently and proficiently. | Y | |

WRITING

| Text Types & Purposes | Yes | No |
|--|------------|-----------|
| Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | Y | |
| Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | Y | |
| Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | Y | |
| Production & Distribution of Writing | | |
| Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Y | |
| Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | Y | |
| Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | Y | |
| Research to Build & Present Knowledge | | |
| Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | Y | |
| Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | Y | |
| Draw evidence from literary or informational texts to support analysis, reflection, and research. | Y | |
| Range of Writing | | |

| | | |
|---|---|--|
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | Y | |
|---|---|--|

SPEAKING AND LISTENING

| Comprehension & Collaboration | Yes | No |
|--|------------|-----------|
| Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other' ideas and expressing their own clearly and persuasively. | Y | |
| Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | Y | |
| Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. | | |
| Presentation & Knowledge of Ideas | | |
| Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | Y | |
| Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations | Y | |
| Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | Y | |

LANGUAGE

| Conventions of Standard English | Yes | No |
|---|------------|-----------|
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Y | |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Y | |
| Knowledge of Language | | |
| Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | Y | |
| Vocabulary Acquisition and Use | | |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word | Y | |

| | | |
|---|---|--|
| parts, and consulting general and specialized reference materials, as appropriate. | | |
| Demonstrate understanding of word relationships and nuances in word meanings. | Y | |
| Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. | Y | |

Math

Provide a Course Name and brief description of the course for each grade level being offered at the proposed school: Example: 7th grade: Pre-Algebra: This course reinforces arithmetic skills, developing the pre-algebra concepts of variable recognition, signed numbers, formulas and single variable equations. Students will be introduced to algebraic symbolism, simplifying expressions, solutions to elementary equations, and the graphic representations associated with variables.

| Course Name and Description for each grade level being offered at the proposed school: |
|--|
| Kindergarten: N/A |
| 1st grade: N/A |
| 2nd grade: N/A |
| 3rd grade: N/A |
| 4th grade: Math 4A or G & T 4A and Math 4 B or G & T 4B |
| 5th grade: Math 5A or G & T 5A and Math 5 or G & T 5B |
| 6th grade: Math 6A or G & T 6A and Math 6B or G & T 6B |
| 7th grade: Math 7A or G & T 7A and Math 7B or G & T 7B |
| 8th grade: Pre-Algebra A or G & T Geometry A |
| 9th grade: Algebra 1 or Honors Algebra 1 or Advanced Honors Algebra |
| 10th grade: Geometry or Honors Geometry or Advanced Honors Geometry |
| 11th grade: Algebra 2 or Honors Algebra 2 with Trig or Honors Per-Calc AB/BC & Elective Statistics |
| 12th grade: College Algebra or Honors Per-Calculus or AP Calculus AB/BC & Elective AP Statistics |

Below are lists of the Common Core Math learning domains,. Initial the appropriate box that accurately reflects the status of the school’s proposed Math curriculum. Initials in the “Yes” box indicate that all of the courses listed on page one align with the Common Core learning domains. Initials in the “No” box must be followed up by an explanation.

KINDERGARTEN-LEARNING DOMAINS

| Learning Domain | Yes | No |
|---------------------------------|-----|----|
| Counting and Cardinality | N/A | |
| Operations & Algebraic Thinking | N/A | |
| Number & Operations in Base Ten | N/A | |
| Measurement & Data | N/A | |
| Geometry | N/A | |

1ST AND 2ND GRADES-LEARNING DOMAINS

| Learning Domain | Yes | No |
|-----------------------------------|-----|----|
| Operations and Algebraic Thinking | N/A | |
| Number & Operations in Base Ten | N/A | |
| Measurement & Data | N/A | |
| Geometry | N/A | |

3RD THROUGH 5TH GRADES-LEARNING DOMAINS

| Learning Domain | Yes | No |
|-----------------------------------|-----|----|
| Operations and Algebraic Thinking | Y | |
| Number & Operations in Base Ten | Y | |
| Number & Operations-Fractions | Y | |
| Measurement & Data | Y | |
| Geometry | Y | |

6TH THROUGH 8TH GRADES-LEARNING DOMAINS

| Learning Domain | Yes | No |
|-------------------------------------|-----|----|
| Ratios & Proportional Relationships | Y | |

| | | |
|--------------------------|---|--|
| The Number System | Y | |
| Expressions & Equations | Y | |
| Geometry | Y | |
| Statistics & Probability | Y | |

HIGH SCHOOL—GENERAL KNOWLEDGE

| Learning Domain | Yes | No |
|---|-----|----|
| The Real Number System | Y | |
| Quantities | Y | |
| Complex Number System | Y | |
| Vector & Matrix Quantities | Y | |
| Interpreting Functions | Y | |
| Building Functions | Y | |
| Linear, Quadratic, & Exponential Models | Y | |
| Trigonometric Functions | Y | |

HIGH SCHOOL-ALGEBRA

| Learning Domain | Yes | No |
|--|-----|----|
| Seeing Structure in Expressions | Y | |
| Arithmetic with Polynomials & Rational Expressions | Y | |
| Creating Equations | Y | |
| Reasoning With Equations & Inequalities | Y | |

HIGH SCHOOL GEOMETRY

| Learning Domain | Yes | No |
|--|-----|----|
| Congruence | Y | |
| Similarity, Right Triangles, & Trigonometry | Y | |
| Circles | Y | |
| Expressing Geometric Properties with Equations | Y | |
| Geometric Measurement & Dimension | Y | |

| | | |
|------------------------|---|--|
| Modeling with Geometry | Y | |
|------------------------|---|--|

HIGH SCHOOL STATISTICS & PROBABILITY

| Learning Domain | Yes | No |
|--|-----|----|
| Interpreting Categorical & Quantitative Data | Y | |
| Making Inferences & Justifying Conclusions | Y | |
| Conditional Probability & the Rules of Probability | Y | |
| Using Probability to Make Decisions | | |

Science

Provide a course name and brief description of the course for each grade level being offered at the proposed school: Example: 5th grade: Science: The course concentrates on the concepts of Change and Cause and Effect. Students will learn about the constantly changing Earth's surface. They will investigate physical and chemical changes in matter. They will begin to relate causes for changes with their effects. Students will have opportunity to investigate the effects of various forces, such as magnetism and electricity upon materials.

| Course Name and Description for each grade level being offered at the proposed school: |
|--|
| Kindergarten: N/A |
| 1st grade: N/A |
| 2nd grade: N/A |
| 3rd grade: N/A |
| 4th grade: Science 4A or G & T 4A or Science 4B or G & T 4B |
| 5th grade: Science 5A or G & T 5A or Science 5B or G & T 5B |
| 6th grade: Science 6 or G & T 6A or Science 6 or G & T 6B |
| 7th grade: Science 7 or G & T 7A or Science 7 or G & T 7B |
| 8th grade: Science 8 or G & T 8A or Science 8 or G & T 8 B |
| 9th grade: Environmental Science, Honors Biology, or Advanced Honors Biology |
| 10th grade: Biology, Anatomy & Physiology (H) or Advanced Honors Chemistry |
| 11th grade: Marine Biology/Earth Science or Human Anatomy |
| 12th grade: Chemistry, Physics (H) or AP Biology or AP Physics |

Below are lists of the NV Science unifying concepts, initial the appropriate box that accurately reflects the status of the school’s proposed Science curriculum. Initials in the “Yes” box indicate that all of the courses listed on page one align with the NV Science unifying concepts. Initials in the “No” box must be followed up by an explanation.

PHYSICAL SCIENCE

| Unifying Concept (A) Matter | Yes | No |
|---|------------|-----------|
| Grades K-2: Students understand that matter has observable properties. | Y | |
| Grades 3-5: Students understand properties of objects and materials. | Y | |
| Grades 6-8: Students understand the properties and changes of properties in matter. | Y | |
| Grades 9-12: Students understand that atomic structure explains the properties and behavior of matter. | Y | |
| Unifying Concept (B) Forces and Motions | | |
| Grades K-2: Students understand that position and motion of objects can be described. | Y | |
| Grades 3-5: Students understand that forces can change the position and motion of an object. | Y | |
| Grades 6-8: Students understand that position and motion of an object results from the net effect of the different forces action on it. | Y | |
| Grades 9-12: Students understand the interactions between force and motion. | Y | |
| Unifying Concept (C) Energy | Yes | No |
| Grades K-2: Students know heat, light, and sound can be produced. | Y | |
| Grades 3-5: Students understand that energy exists in different forms. | Y | |
| Grades 6-8: Students understand transfer of energy. | Y | |
| Grades 9-12: Students understand that there are interactions between matter and energy. | Y | |

LIFE SCIENCE

| Unifying Concept (A) Heredity | Yes | No |
|---|------------|-----------|
| Grades K-2: Students understand that offspring resemble their parents. | Y | |
| Grades 3-5: Students understand that some characteristics are inherited and some are not. | Y | |
| Grades 6-8: Students understand the role of genetic information in the | Y | |

| | | |
|---|---|--|
| continuation of a species. | | |
| Grades 9-12: Students understand how genetic information is passed from one generation to another. | Y | |
| Unifying Concept (B) Structure of Life | | |
| Grades K-2: Students understand that living things have identifiable characteristics. | Y | |
| Grades 3-5: Students understand that living things have specialized structures that perform a variety of life functions. | Y | |
| Grades 6-8: Students understand that living things are composed of cells, which are specialized in multicellular organisms to perform a variety of life functions. | Y | |
| Grades 9-12: Students understand that all life forms, at all levels of organization, use specialized structure and similar processes to meet life's needs. | Y | |
| Unifying Concept (C) Organisms and Their Environment | | |
| Grades K-2: Students understand that living things live in different places. | Y | |
| Grades 3-5: Students understand that there is a variety of ecosystems on Earth and organisms interact within their ecosystems. | Y | |
| Grades 6-8: Students understand how living and non-living components of ecosystems interact. | Y | |
| Grades 9-12: Students understand that ecosystems display patterns of organization, change, and stability as a result of the interactions and interdependencies among the living and non-living components of the Earth. | Y | |
| Unifying Concept (D) Diversity of Life | | |
| Grades K-2: Students understand that there are many kinds of living things on Earth. | Y | |
| Grades 3-5: Students understand that living things can be classified according to physical characteristics, behaviors, and habitats. | Y | |
| Grades 6-8: Students understand that life forms change over time, contributing to the variety of organisms found on the Earth. | Y | |
| Grades 9-12: Students understand biological evolution and diversity of life. | Y | |

EARTH AND SPACE SCIENCE

| | | |
|---|-----|----|
| Unifying Concept (A) Atmospheric Processes and the Water Cycle | Yes | No |
| Grades K-2: Students understand that changes in weather often involve water changing form one state to another. | Y | |
| Grades 3-5: Students understand the water cycle's relationship to weather. | Y | |

| | | |
|---|---|--|
| Grades 6-8: Students understand the relationship between the Earth's atmosphere, topography, weather and climate. | Y | |
| Grades 9-12: Students understand heat and energy transfer in and out of the atmosphere and influence weather and climate. | Y | |

EARTH AND SPACE SCIENCE

| Unifying Concept (B) Solar system and Universe | Yes | No |
|---|-----|----|
| Grades K-2: Students understand there are objects in the sky, which display patterns. | Y | |
| Grades 3-5: Students understand that there are many components in the solar system including Earth. | Y | |
| Grades 6-8: Students understand characteristics of our solar system that is part of the Milky Way galaxy. | Y | |
| Grades 9-12: Students know scientific theories of origins and evolution of the universe. | Y | |
| Unifying Concept (C) Earth's Composition and Structure | | |
| Grades K-2: Students understand the Earth materials include rocks, soils, and water. | Y | |
| Grades 3-5: Students understand that features on the Earth's surface are constantly changed by a combination of slow and rapid processes. | Y | |
| Grades 6-8: Students understand that landforms result from a combination of constructive and destructive processes. | Y | |
| Grades 9-12: Students understand evidence for processes that take place on a geologic time scale. | Y | |

NATURE OF SCIENCE

| Unifying Concept (A) Scientific Inquiry | Yes | No |
|--|-----|----|
| Grades K-2: Students understand that science is an active process of systematically examining the natural world. | Y | |
| Grades 3-5: Students understand that science involves asking and answering questions and comparing the answers to what scientists know about the world. | Y | |
| Grades 6-8: Students understand that scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations. | Y | |
| Grades 9-12: Students understand that a variety of communication methods can | Y | |

| | | |
|--|---|--|
| be used to share scientific information. | | |
| Unifying Concept (B) Science, Technology, and Society | | |
| Grades K-2: Students understand that many people contribute to the field of science. | Y | |
| Grades 3-5: Students understand that many people, from all cultures and levels of ability, contribute to the fields of science and technology. | Y | |
| Grades 6-8: Students understand the interactions of science and society in an ever-changing world. | Y | |
| Grades 9-12: Students understand the impacts of science and technology in terms of costs and benefits to society. | Y | |

Social Studies

Provide a course name and brief description of the course for each grade level being offered at the proposed school: Example: Kindergarten: Social Studies: This course is designed to help students learn about values, ideas, customs, and traditions through folk tales, legends, music, and oral histories. Emphasis is placed on helping students become aware of the purpose of rules and laws, that choices can be related to the scarcity of resources, and helping students describe their location at school and at home.

| |
|---|
| Course Name and Description for each grade level being offered at the proposed school: |
| Kindergarten: N/A |
| 1st grade: N/A |
| 2nd grade: N/A |
| 3rd grade: N/A |
| 4th grade: Social Studies 4A and Social Studies 4B |
| 5th grade: Social Studies 5A and Social Studies 5B |
| 6th grade: Social Studies 6A and Social Studies 6B |
| 7th grade: Social Studies 7A and Social Studies 7B |
| 8th grade: Social Studies 8A and Social Studies 8B |
| 9th grade: Cultural Geography, Cultural Geography (H) or Cultural Geography (H)/Economics (H) |
| 10th grade: World History (H), W. History (H) or W. History (AP) Electives: Psych, Econ (H), History Viet Nam |
| 11th grade: U.S. History, U.S. or History (H), U.S. History (AP) Electives: Psych, Econ (H), History Viet Nam |
| 12th grade: U.S. Government or U.S. Gov (H) or U.S. Gov (AP) Electives: Psych, Econ (H), |

Below are lists of the NV Social Studies standards. Initial the appropriate box that accurately reflects the status of the school’s proposed Social Studies curriculum. Initials in the “Yes” box indicate that all of the courses listed on page one align with the NV Social Studies standards. Initials in the “No” box must be followed up by an explanation.

| Social Studies Skills—Content Literacy, Information, Media, & Technology Literacy, Historical Analysis & Interpretation, & Participation | Yes | No |
|--|------------|-----------|
| Students acquire and apply reading writing and oral communication skills to construct knowledge. | Y | |
| Students acquire, organize, use, and evaluate information, | Y | |
| Students draw from skills of historical comprehension by studying a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past. | Y | |
| Students acquire skills necessary to become active, informed, and literate citizens. | Y | |
| People, Cultures, and Civilizations—US, NV, and World | | |
| Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas. | Y | |
| Nation Building and Development—US, NV, and World | | |
| Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas. | Y | |
| Social Responsibility & Change—US, NV, and World | | |
| Students understand how social ideas and individual action lead to social, political, economic, and technological change. | Y | |
| International Relationships & Power—US, NV, and World | | |
| Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships. | Y | |
| World in Spatial Terms—Map Elements & Concepts, Map Selection & Analysis, Map Construction, & Map Use & Geographic Tools | | |
| Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments. | Y | |

| Places & Regions—Application of Concepts & Characteristics, Cultural Identity & Perspective, Patterns of Change & Impact of Technology, & Location | Yes | No |
|--|------------|-----------|
| Students understand the physical and human features of places and use this information to define and study regions and their patterns of change. | Y | |
| Human Systems—Demographic Concepts, Migration & Settlement, Rural & Urban Communities, Analysis of Economic Issues, & Human Organizations | Y | |
| Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation. | Y | |
| Environment & Society—Changes in the Physical Environment, Technology & Modifications of the Physical Environment, Effects of Natural Hazards on Human Systems, & Management of Earth's Resources | Y | |
| Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources. | Y | |
| Market Economy—Incentives, Choice, and Cost, Consumers, Producers, Employees, & Markets & Prices | Y | |
| Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade. | Y | |
| U.S. Economy as a Whole—Forms & Functions of Money, Interest, Savings, Borrowing, Financial Institutions, & Circular Flow | Y | |
| Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy. | Y | |
| Dynamic Economy—Organizations, Investment, Entrepreneurship, Specialization & Interdependence, & Competition | Y | |
| Students will identify the causes of economic change, explain how the US economic system responds to those changes, and explain how other economic systems respond to change. | Y | |
| International Economy—International Interdependence, Exchange Rates, Globalization, & Restricted Trade | Y | |
| Students will explore trends in international trade, the impact of trade | Y | |

| | | |
|--|----------|--|
| on the US economy, and the role of exchange rates. | | |
| Citizenship and the Law—Rules & Law, Rights, Responsibilities, & Symbols | Y | |
| Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens. | Y | |
| The Federal System: US, State, and Local Governments—Federalism & Governmental Structures | Y | |
| Students understand the US Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments. | Y | |
| The Political Process—Elections & Leadership & Formation of Public Opinion | Y | |
| Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process. | Y | |
| Global Relations | Y | |
| Students explain the different political systems in the world and how those systems relate to the US and its citizens | Y | |

All Legacy Academy Course Alignments have been submitted and approved by the Nevada Charter School Authority for K12, Connections Academy, and Edmentum. Forest Trail Academy is also support an application for Nevada Distance Ed. Approval. 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.

All Legacy Academy Courses Alignments have been submitted and approved by the Nevada Charter School Authority for K12, Connections Academy, Edmentum and Forest Trail Academy if it receives State Approval.

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 [Edmentum approved courses are also listed on the site.](#) We are exploring the use of Edmentum and Forest Trial Academy and will seek Distance Education Approval for these additional courses.

* 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.3.4 Typical Daily Schedule

Daily Schedule

LICPA will use a combination of a Flex/Enhanced Online Blended Model. The curriculum and most teachers will be online. Students will also meet in a brick and mortar school for three to four hours per day with certified teachers and paraprofessionals.

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.

Legacy Academy Daily Class Schedule:

On Mondays a schedule is posted for pre-planned time blocks of special and targeted activities for that week (supplemental instruction, field trips, guest speakers, labs, speech or other special assessments, group social, athletic and/or academic group activities, SAT prep, group Q&A, etc.). This schedule also includes the hours and days for subject-specific tutors to be available on site. The weekly schedule is determined a month in advance and then modified based on the results of the school's activities from the previous week.

11:30 to 11:45AM – Each day begins with a School or class meeting (or separate class meetings depending on class size) during lunch time. During this time students and teachers discuss issues, questions, or current events for that day and the rest of that week. Students fill-out daily academic plans (lessons they will complete that day), and teachers go over upcoming academic and school events-

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

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

Except for times for pre-planned scheduled activities for specific students or groups, students work independently (teacher-monitored) on their online courses and can move to appropriate classrooms for labs, reading, testing, one-on-one instruction/tutoring, small group instruction, or large group discussion as appropriate and necessary.

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

Students turn in their Daily Academic Plans, and a teacher reviews and signs them. Teachers also discuss the completed work and as appropriate issues a Ticket out the Door to include instructions on what to do before the start of the next day if necessary. Each Ticket is reviewed and signed by a parent and turned in the following day.

12:00 to 5:00PM (Mondays and Fridays) Students are in appropriate classrooms and learning activities (varies by student)

Except for times for pre-planned scheduled activities for specific students or groups, students work independently (teacher-monitored) on their online courses and can move to appropriate classrooms for labs, reading, testing, one-on-one instruction/tutoring, small group instruction, or large group discussion as appropriate and necessary.

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

Students turn in their Daily Academic Plans, and a teacher reviews and signs them. Teachers also discuss the completed work and as appropriate issues a Ticket out the Door to include instructions

on what to do before the start of the next day if necessary. Each Ticket is reviewed and signed by a parent and turned in the following day.

On Fridays, students are given their Weekly Progress Reports (copies are also sent to parents) indicating assignments completed, remaining assignments and overall progress and status in each class. Teachers discuss Progress Reports and makes recommendation to each student for weekend and next week's work.

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 for 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 while identifying and filling in learning gaps as they appear.

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, establishing schedules, arranging for paraprofessionals 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.

LICPA 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 often work independently online on their own individual lessons with online teacher, LICPA teachers will monitor the students' learning and progress by accessing the online curriculum and LMS. The online LMS allows teachers to determine the courses that students are enrolled in, exactly which lesson in each course they are working on, the expected progress of the student within each course and lesson, the time students spend on online tasks, the number of exercises they have done, the percentage correct on each quiz and assessment (even which questions are correct or not), and overall exactly where each student stands academically in each course.

Information obtained in this way will allow LICPA teachers to identify and target academic and study skill areas for additional support and focus on an individual and group basis. The diversity of student grades and progress will require analysis of individualized LMS data and determining a best course of support action from that. This could lead to support/instruction in a particular subject area, in altering study and organizational methods, in coordinating with support resources and parents for observed needs, or in technical education on better using the available resources and systems on hand.

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 paraprofessional to work with the student.

Attachment A.3.5 Courses to 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. Specific Courses for 9-2 College Prep, Advanced Diploma, and Advanced Honors Diploma are listed in Attachment A.3.2. Schedule of courses above.

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:

Graduation Requirements

| | College Prep | Honors | Advanced Honors |
|-----------------|--------------|----------------|-----------------|
| Disciplines | | | |
| Electives | 4 | 4 | 4 |
| English | 4 | 4 | 4 |
| Math | 3 | 4 | 4 |
| Science | 3 | 4 | 4 |
| Social Studies | 3 | 3 | 3 |
| World Languages | 2 | 3 in same Lang | 3 in same Lang |
| Fine Arts | 1 | 1 | 1 |
| Health | 0.5 | 0.5 | 0.5 |
| Computer | 0.5 | 0.5 | 0.5 |
| PE | 2 | 2 | 2 |
| Total Credits | 23 | 26 | 26 |

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. LICPA Recommends a minimum 23 credit hours for all students.

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.

See the following documents for Connections and Edmentum:

- **Connections Academy Approved Distance Education Courses**
- **Edmentum Approved Distance Education Courses**
-

Attachment A.3.6 Courses/Credits for Graduation

Graduation Requirements

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

| Standard Diploma Requirements (NAC 389.664, NRS 389.018) | | |
|---|---|---|
| Graduation Requirements | Credits Required for Standard HS Diploma | Charter School Courses that will meet this graduation requirement |
| English | 4 | English 1,2,3, 4 |
| Math | 3 | Algebra 1 & 2, Geometry, College Algebra, |
| Science | 2 | Environmental Science, Biology, Marine Biology, Earth Science, Physics |
| Social Studies | 2 | Cultural Geography, World History, U.S. History U.S. Government |
| Arts & Humanities OR Career & Tech. Ed. | 1 | Art 1, Art 2, Spanish1,2,)), French 1-4, Chinese and Japanese will be added if we get Nevada approved courses |
| Health | ½ | Health Education |
| Physical Ed. | 2 | Physical Education 1,2, PE Weight Training, |
| Computers | ½ | Introduction to Programming, Computer Graphics 1, Computer Graphics 2 |
| Electives | 7 ½ | Digital Photo 1, 2, Psychology, Econ, Psy., Speech and Debate |
| TOTAL | 22 ½ | |

| Honors Diploma Requirements (NAC 389.663, NRS 389.018) | | |
|---|-------------------------|---|
| Graduation | Credits Required | Charter School Courses that will meet this |

| Requirements | for Standard HS Diploma | graduation requirement |
|---|----------------------------------|--|
| English | 4 | English 1H, English 2H, Eng 3H, English 4H, English 1,2 Adv. Honors, AP English Lang, AP English Lit |
| Math | 4 | College Algebra, H Algebra, AH Algebra, H Pre-Calc, AP Calc. AP Statistics |
| Science | 3 | H Biology, or A H & AP Biology, Anatomy & Physiology, Chem., Physics, H & AP Physics, Intro Anatomy |
| Social Studies | 3 | World History (H) (AP), U.S. History (H) (AP), U.S. Government (H) (AP) Economics (H)(AP) |
| Arts & Humanities OR Career & Tech. Ed. | 1 | AP Spanish, Spanish 3 (H) Chinese and Japanese will be added if we get Nevada approved courses |
| Health | ½ | Health Education |
| Physical Ed. | 2 | Physical Education 1,2, PE Weight Training, |
| Computers | ½ | Introduction to Programming, Computer Graphics 1, Computer Graphics 2 |
| Electives | 6 | Psychology, Economics, Hist or Viet Nam, Speech and Debate, Creative Writing, AP Statistics, & Above |
| TOTAL | 24 | |

Additional Courses for Advanced Honors Diploma

Graduation Requirements

| | College Prep | Honors | Advanced Honors |
|-------------|--------------|--------|-----------------|
| Disciplines | | | |
| | | | |
| Electives | 4 | 4 | 4 |
| English | 4 | 4 | 4 |
| Math | 3 | 4 | 4 |
| Science | 3 | 4 | 4 |

| | | | |
|-----------------|--------------------|----------------|----------------|
| Social Studies | 3 | 3 | 3 |
| World Languages | 2 | 3 in same Lang | 3 in same Lang |
| Fine Arts | 1 | 1 | 1 |
| Health | 0.5 | 0.5 | 0.5 |
| Computer | 0.5 | 0.5 | 0.5 |
| PE | 2 | 2 | 2 |
| Total Credits | 22/1/2 but 23 Reg. | 26 | 26 |

AP, ADVANCED AND ADVANCED HONORS COURSE LIST

| Adv. Honors | Adv. Honors | Adv. Honors | Social Studies | FOREIGN LANG |
|-----------------------|----------------------|-----------------------|------------------|------------------|
| Adv. Honors English 1 | Adv. Honors Algebra | Adv. Honors Biology | Economics (H) | Spanish 3 (H) |
| Adv. Honors English 2 | Adv. Honors Geometry | Adv. Honors Chemistry | AP Economics | Spanish 4 (H) |
| ENGLISH | MATH | SCIENCE | U.S. History (H) | AP Spanish 4 (H) |
| English 3 (H) | Algebra2/Trig (H) | Chemistry (H) | AP U.S. History | French 3 (H) |
| English 4 (H) | Pre-Calc (H) | AP Chemistry | U.S. Gov (H) | French 4 (H) |
| AP English Lit | Pre-Calc AB (H) | AP Biology | AP U.S. Gov | Chinese 3 (H) |
| AP English Lang | Pre-Calc BC (H) | Human Physio (H) | Const. Gov. (HH) | Chinese 4 (H) |
| | AP Calculus (H) | Physics (H) | AP World History | Japanese 3 (H) |
| | Calculus | AP Physics | | Japanese 4 (H) |
| | AP Calculus AB | | | |
| | AP Calculus BC | | | |
| | AP Statistics | | | |

Courses to meet these criteria will be selected from the State Approved Online Curriculum

LICPA will have three Pathways for 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 below.

Honors Diploma Pathway

Students seeking enrollment in any Honors courses must be aware that LICPA has established minimum cumulative grade point averages. Other criteria may be in place for an individual Honors course and must be met by the student before enrollment. The course descriptions list the prerequisites and/or restrictions. Successful enrollment is dependent upon administrative action, which includes departmental approval. Freshmen placement in Honors courses is dependent on Placement Exam composite scores. All Honors courses will receive an additional .125 grade points for the completed year to determine the weighted grade point average and class rank. Successful completion of Honors courses is a precursor to the Advanced Placement classes for sophomores, juniors and seniors.

Advanced Honors Diploma Pathway

Advanced Honors courses (Pre-AP) and Advanced Placement (AP) represent a very high level of honors and prior permission may be required by the Head of School. Advanced Honors classes are offered only freshman and sophomore year. Most sophomore Advanced Honors classes require previous completion of freshman Advanced Honors classes. All Advanced Honors and AP courses will receive an additional .25 grade points for the complete year to determine the weighted grade point average and class rank. Placement into these courses will be determined by GPA, past honors course work in the subject area and previous AP scores if available. Students enrolled in Advanced Placement courses are required to take the Advanced Placement exam in May. If the AP exam is not taken or the AP class is dropped at any time, the class credit will be assigned an Honors designation. It will be the Head of School and seniors' responsibility to inform the college admission office of the change in course designation.

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.

Attachment A.3.8 Diploma

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

Diploma Examples

1. Standard Diploma



2. Honors Diploma



3. Advanced Honors Diploma



Attachment A.3.10 Transfer of Credit

Students transferring to LICPA from another school, private or public, a home school, or an alternative school may receive credit toward graduation for courses successfully completed in the sending school. Students transferring from another Licensed and Accredited Private, Charter or Public School will receive:

- A. Credit for all courses approved by the sending school.**
- B. Weighted credit for all courses designated as Honors or AP by the sending school.**

We reserve the right, however, to accept, reject, and adjust credits at our discretion based on applicable State Laws and Regulations. Students hoping to transfer credits must provide official transcripts from their former schools and consult with the LICPA Head of School or designee to determine how their previous courses will apply toward academic credit and meet LICPA graduation requirements.

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.

A.4: Assessment and Accountability

Attachment A.4.1 LICPA Assessment Plan and Instruments

The 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 two weeks. To complete these, teachers stop and ask: “Are students learning what we want them to learn?”

List of tests: (Legacy Charter will follow the CCSD Test Schedule – See CCSD 2014-2015 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,

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 Semifinalists. 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.

Sample Nevada Proficiency Exam Calendar for the 2011-2012 School Year (Latest Available).

Nevada Proficiency Examination Program Calendar for the 2013-2014 School Year

All Nevada public schools are required to administer the Criterion-Referenced Test (CRT), the Nevada Formative Writing Tools, the High School Proficiency Examination (HSPE), the Smarter Field Test, the Nevada Alternate Assessment (NAA), the English Language Proficiency Assessment (ELPA), and the Career and Technical Education (CTE) Assessment to grade/subgroup-appropriate enrolled students; and if selected, the National Assessment of Educational Progress (NAEP).

| Assessment | Grades | Dates/Windows | | | |
|---|--|--|------------|-----------|-------------|
| CRT: Reading and Math | 3 – 8 | 150 th Day of Instruction +/- 10 days, or by May 30 (whichever is earlier) ¹ | | | |
| CRT: Science | 5 and 8 | | | | |
| Nevada Formative Writing Tools (Writing Examination) | 3 – 8 | Mar. 3 – May 16 | | | |
| HSPE: Reading, Math and Science | 10 | | Mar. 3 – 7 | | |
| HSPE Retest: Reading, Math and Science | 11 | Nov. 4 – 8 | Mar. 3 – 7 | | |
| | 12 and Adult | Nov. 4 – 8 | Mar. 3 – 7 | May 5 – 7 | July 7 – 11 |
| HSPE: Writing | 11 | Nov. 6 | Mar. 5 | | |
| | 12 and Adult | Nov. 6 | Mar. 5 | May 7 | July 9 |
| Smarter Field Test (English Language Arts and Math) | 3 – 8 and 11 | dates to be determined | | | |
| NAA: Reading and Math | 3 – 8 and 11 | Feb. 3 – Apr. 30 | | | |
| NAA: Science and Writing | 5, 8 and 11 | | | | |
| ELPA: Speaking, Listening, Reading and Writing | K – 12 Limited English Proficient Students | Jan. 21 – Feb. 28 | | | |
| CTE: Employability Skills for Career Readiness Assessment | 10 – 12 CTE Completers | Mar. 24 – Apr. 18 | | | |
| CTE: End-of-Program Technical Assessments | 10 – 12 CTE Completers | Apr. 21 – May 16 | | | |
| NAEP | 4, 8 and 12 | dates to be determined ² | | | |

¹ The CRT window is necessary to meet reporting deadlines for the annual determination of Nevada School Performance Framework (NSPF). The May 30 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 Schools selected for participation in NAEP 2014 will be contacted with their scheduled assessment date in the administration window. For more information, refer to <http://nces.ed.gov/nationsreportcard/about/assessmentsched.asp>.

School districts may offer schools a smaller and more specific window for testing in order to accommodate individual scheduling and shipping needs. Please adhere to the testing windows for your specific school district.

Procedures for the Nevada Proficiency Examination Program 2013-2014 – Calendar as of 3-20-13

Guidelines and samples for the State Criterion Referenced Tests, the State Testing Calendar, and the Coordinator / Administrator Manuals for grades 4-8 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

Sample Limited English Proficient (LEP) Testing Program for the School Year (2006-2007)

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:

- a. who is aged 3 through 21;
-

- b. who is enrolled or preparing to enroll in an elementary school or secondary school;
 - c. whose native language is a language other than English;
 - d. who is a Native American or Alaskan Native, or a native resident of the outlying areas;
 - e. 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
 - f. 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**
 - g. 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.

Accommodations Form for Students Identified as Limited English Proficient (LEP)
Nevada Proficiency Examination Program (NPEP)
Effective for the 2012-2013 School Year Only

First Name: _____ Last Name: _____ MI: _____ DOB: _____

Native Language: _____ ELP Level: _____ Exit Date: _____

Student ID #: _____ School: _____ District: _____

Use this form to document the need for testing accommodations for students identified as Limited English Proficient (LEP). Accommodations are linguistic based and specific for each student. **Relevant information from this form must be provided to the appropriate test administrator(s).** Test security procedures must be strictly adhered to in the administration of NPEP testing for all students.

I. NO ACCOMMODATIONS

_____ This Limited English Proficient (LEP) student will participate in all Nevada Proficiency Examination Program (NPEP) assessments **WITHOUT** LEP accommodations.

II. ACCOMMODATIONS

The accommodations for the Nevada Proficiency Examination Program, listed below, apply to the Criterion-Referenced Tests (CRT), the Fifth and Eighth Grade Writing Assessments, and the High School Proficiency Examinations (HSPE), unless otherwise indicated. Standard test administration procedures, such as providing additional time (only afforded within the same day and as long as the student is working productively), reading/rereading directions at the beginning of the test aloud in English, and reading/rereading a writing prompt aloud in English are afforded to all students and are not considered accommodations.

Accommodations in Test Setting (check if applicable):
 _____ Small-group (1-20 students) administration (e.g., to facilitate the read-aloud accommodation)

Accommodations in Test Scheduling (check if applicable):
 _____ Monitored breaks to allow for second-language processing

STUDENT MAY NOT RETURN TO A PREVIOUSLY-ADMINISTERED PART (PART 1, PART 2) ON A SUBSEQUENT DAY OR FOLLOWING AN UNSUPERVISED BREAK ON THE SAME DAY.

Accommodations in Test Administration (check only those that apply to this student):
 _____ Bilingual dictionary on the CRT/HSPE in Mathematics and/or Science (all grades)
 _____ Bilingual dictionary on the Fifth/Eighth Grade Writing Assessment

BILINGUAL DICTIONARIES (WHEN PERMISSIBLE) MUST BE RESTRICTED TO SINGLE WORD-TO-WORD TRANSLATION, WITHOUT PARAPHRASING OR EXPLAINING. ELECTRONIC TRANSLATORS ARE PROHIBITED.

DICTIONARIES OF ANY KIND ARE PROHIBITED ON THE READING TEST (ALL GRADES) AND ON THE HSPE IN WRITING.

Test administrator or proctor may (as needed) _____

_____ read/reread the words of the math and/or science test(s), **in English**, to the student. **Verbalizing, explaining, signing, or defining mathematical or scientific symbols (including numerals) is PROHIBITED. Paraphrasing or explaining ANY part of the test is PROHIBITED.**

READING THE READING TEST (PASSAGES, QUESTIONS, ANSWER CHOICES) IN ANY LANGUAGE BY THE TEST ADMINISTRATOR OR PROCTOR IS PROHIBITED. EXCEPTION: DIRECTIONS LOCATED AT THE BEGINNING OF THE TEST MAY BE READ TO THE STUDENT IN ENGLISH ONLY.

TRANSLATION BY THE TEST ADMINISTRATOR OR PROCTOR OF ANY TEST MATERIAL (DIRECTIONS, PASSAGES, QUESTIONS, ANSWER CHOICES) TO ANOTHER LANGUAGE IS PROHIBITED.

Use of accommodations not listed on this form may result in invalid scores. (See *Procedures for the Nevada Proficiency Examination Program 2012-2013, Students with Special Needs*, for more information.)

Completed by (Name) _____ Title _____ Date _____

http://nde.doe.nv.gov/Assessment_NPEP_Resources.htm

Procedures for the Nevada Proficiency Examination Program 2012-2013

A.5: Tentative School Calendar and Daily Schedule

Attachment A.5.1 School Calendar

Legacy International College Prep Academy 2014-2015 School Calendar

August

- 1 Head of School begins work year
- 13 Teachers begin work year
- 25 School Begins

Sept

- 1 Labor Day - no school

Oct

- 24 End of 1st Grading Period
- 31 Nevada Day - no school

Nov

- 10-11 Veterans Day - no school
- 27-28 Thanksgiving Day and Family Day no school

Dec

- 19 Winter Break Begins

Jan

- 5 Classes Resume
- 16 End of Second Grading Period
- 19 Martin Luther King Day - no school
- 20 Second Semester Begins

Feb

- 16 President's Day - No school

March

- 27 End of Third Grading Period
- 27 Spring Break Begins

April

- 6 Classes Resume

May

- 25 Memorial Day - No School

June

- 4 End of Fourth Grading Period, End of Second Semester, End of School Year

Work Days 10 Month Administrators and Support Staff - 205 days

Licensed Employees - 189 days
9 month Support Staff - 182 days

Attachment A.5.3 LICPA Alternative Schedule Application

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.

Alternative Daily Schedule Summary

LICPA 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 often work independently online on their own individual lessons with online teacher support, LICPA teachers will monitor the students' learning and progress by accessing the online Connections Education Learning Management System (CELMS) offered by the curriculum provider. CELMS allow teachers to determine the courses that students are enrolled in, exactly which lesson in each course they are working on, the expected progress of the student and within each course and lesson, the time students spend on online tasks, the number of exercises they have done, the percentage correct on each quiz and assessment (even which questions are correct or not), and overall exactly where each student stands academically in each course.

Information obtained in this way will allow LICPA teachers to identify and target academic and study skill areas for additional support and focus on an individual and group basis. The diversity of student grades and progress will require analysis of individualized CELMS data and determining a best course of support action from that. This could lead to support/instruction in a particular subject area, in altering study and organizational methods, in coordinating with support resources and parents for observed needs, or in technical education on better using the available resources and systems on hand.

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 paraprofessional to work with the student.

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.

Legacy Academy Alternative Daily Class Schedule:

On Mondays a schedule is posted for pre-planned time blocks of special and targeted activities for that week (supplemental instruction, field trips, guest speakers, labs, speech or other special assessments, group social, athletic and/or academic group activities, SAT prep, group Q&A, etc.).

This schedule also includes the hours and days for subject-specific tutors to be available on site.

The weekly schedule is determined a month in advance and then modified based on the results of the school's activities from the previous week.

11:30 to 11:45AM – Each day begins with a School or class meeting (or separate class meetings depending on class size) during lunch-time. During this time students and teachers discuss issues, questions, or current events for that day and the rest of that week. Students fill-out daily

academic plans (lessons they will complete that day), and teachers go over upcoming academic and school activities and events.

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

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

Except for times for pre-planned scheduled activities for specific students or groups, students work independently (teacher-monitored) on their online courses and can move to appropriate classrooms for labs, reading room, testing, one-on-one instruction/tutoring, small group instruction, or large group discussion as appropriate and necessary.

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

Students turn in their Daily Academic Plans, and a teacher reviews and signs them. Teachers also discuss the completed work and as appropriate issues a Ticket out the Door to include instructions on what to do before the start of the next day if necessary. Each Ticket is reviewed and signed by a parent and turned in the following day.

12:00 to 5:00PM (Mondays and Fridays) Students are in appropriate classrooms and learning activities (varies by student).

Except for times for pre-planned scheduled activities for specific students or groups, students work independently (teacher-monitored) on their online courses and can move to appropriate classrooms for labs, reading, testing, one-on-one instruction/tutoring, small group instruction, or large group discussion as appropriate and necessary.

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

Students turn in their Daily Academic Plans, and a teacher reviews and signs them. Teachers also discuss the completed work and, as appropriate, issue a Ticket out the Door to include

instructions on what to do before the start of the next day if necessary. Each Ticket is reviewed and signed by a parent and turned in the following day.

On Fridays, students are given their Weekly Progress Reports (copies are also sent to parents) indicating assignments completed, remaining assignments and overall progress and status in each class. Teachers discuss Progress Reports and makes recommendation to each student for weekend and next week's work.

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 for 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 while identifying and filling in learning gaps as they appear.

The second third of the teacher's 19 hour workweek is devoted to direct instruction. As teachers monitor each student's progress through the online school 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, establishing schedules, arranging for paraprofessionals 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.

A.6: School Climate and Discipline

Attachment A.6.3 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 prior to the Opening of School.

The rules, regulations and due process procedures are designed to protect all members of the educational community in the exercise of their rights and responsibilities. Methods of positive reinforcement/rewards and/or loss of privileges will be utilized. Administration will make the final decision on disciplinary actions.

LICPA will adopt and utilize the Nevada Department of Education Code of Honor.
https://registration.ccsdde.net/upload/code_honor1.pdf

NEVADA DEPARTMENT OF EDUCATION CODE OF HONOR

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing or using information unethically in any way.

What is cheating?

Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, or other source. Examples of cheating can include, but are not limited to:

- Taking or copying answers on an examination or any other assignment from another student or other source
- Giving answers on an examination or any other assignment to another student
- Copying assignments that are turned in as original work
- Collaborating on exams, assignments, papers, and/or projects without specific teacher permission
- Allowing others to do the research or writing for an assigned paper

- Using unauthorized electronic devices
- Falsifying data or lab results, including changing grades electronically

What is plagiarism?

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

- Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source
- Turning in purchased papers or papers from the Internet written by someone else
- Representing another person's artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own
- Helping others plagiarize by giving them your work

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing coursework assignments and taking exams. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

Student Signature _____

Print Student Name _____ Date: _____

Parent/Legal Guardian Signature _____ Date: _____

Questions or concerns regarding the consequences associated with a violation of the Code of Honor may be directed towards your teacher or the Head of School. School Rules are also in the Student Handbook.

Legacy International College Prep Academy

The rules apply to all students who are on school property or attending or in transit to any school sponsored activity.

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:

- Setting an example of respecting the worth of other persons.
- Reading and reviewing school expectations, guidelines, rules and regulations with family members.
- Cooperating with school officials when discipline is necessary.
- Seeking from school and community agencies help in correcting a student's misbehavior.
- Informing school officials of concerns relative to student behavior.
- 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 Head of School Is Responsible For:

- Establishing school expectations, guidelines, rules and regulations in concert with school policies 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:

Approving school 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 base 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 TIMEAND 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 OFA 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.
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:

1. are directed at another student;
2. occur in a school setting. LEGACY ACADEMY defines bullying in such a way as to encompass acts that occur outside of LEGACY ACADEMY;
3. is severe, persistent or pervasive; and
4. have 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 and report the incident to the parents of all parties involved. If the allegation has merit, the Head of School will generate a record to be filed with the student records. 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 | One day missed | 3 days no practice and | One week no practice/school | Hearing |

| | | | | |
|---------------------------------------|---|---|--|---|
| unless severe | practice and parental meeting unless serious infraction | parental meeting | and parental meeting | |
| 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 substances | Report to Head of School, parents and appropriate authorities | Hearing | Hearing if still in school | Hearing if still in school |
| 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 | |
| | | | | |
| | | | | |
| | | | | |

LICPA personnel will be trained in due process procedures and will follow accepted norms and guidelines for due process.

Please note, the LICPA Board will review all policies for state compliance and effectiveness.

Attachment A.6.4 Truancy Policy

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:

In situations where the student is not in proper physical or mental condition to attend school;

When any child is excused by the Head of School or School Board in accordance with the School Board's written policy;

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 student's 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 Office Manager is empowered to approve a legal excuse to any student under the following conditions:

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.

A court appearance or legal procedure.

A quarantine as imposed by a public health officer.

Approved school activities during class time.

The LICPA Board and the Head of School 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.

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.

Special circumstances that show good cause which are approved in advance by the Head of School or School Board will not be counted as an absence.

Parents/guardians of habitually truant elementary pupils who do not attempt to ensure their children's regular attendance at school will be referred to Child Protective

Services for investigation or educational neglect or to law enforcement for possible issuance of a misdemeanor citation.

Attachment A.6.5 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~~ required to be in class 19 hours per week.

STUDENT ABSENCE-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.

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: **As with most schools**, student(s) in Grades 4-12 may be granted permission by the Head of School or Office Manager to leave the school premises during the school day:

To receive instruction at another site.

To participate in a work experience program.

To work at places of employment as part of a work/study program.

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:

Closure by the health officer.

Emergency situations.

Severe weather conditions as determined by the Head of School.

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.
- **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 start of 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 any activity that day.

The LICPA Board and Head of School will review the Absence Policy, including the Board member who is an attorney, to assure the LICPA Attendance Policy aligns with all applicable Nevada regulations and codes.

The Head of School will follow all state laws and regulations regarding pupil absences and will only release students in accordance with Board Guidelines and State Laws and Regulations.

A.7: Target Population

Attachment A.7.2, Target population:

LICPA target population includes all athletes, student performers, and other students in Clark County who are underperforming and/or ~~at-risk~~ **in danger** of failing in K-12 schools public and private schools, online schools and homeschools. This audience is by definition an ~~at-risk~~ population **in danger of failing** and underserved by the public and private schools. However, our target population is not the traditional at-risk population.

Currently, high-performance athletes and performers 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. Traditional 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 is of students in Clark County and students in CCSD schools with this diversity. Clark County Racial Breakdown. http://www.city-data.com/county/Clark_County-NV.html

Races in Clark County, Nevada:

- White Non-Hispanic Alone (48.0%)
- Hispanic or Latino (29.1%)
- Black Non-Hispanic Alone (10.0%)
- Asian alone (8.5%)
- Two or more races (3.2%)
- Native Hawaiian and Other Pacific Islander alone (0.6%)
- American Indian and Alaska Native alone (0.4%)

Clark County School District - Ethnic Profile 2012 (Nevada Report Card)

- h. Hispanic (43.4%)
- i. White (30.2%)
- j. Black (12%)
- k. Asian/PI (6.6%)
- l. American Indian/Alaskan Native (0.5%)

Community Demographics: Clark County School District enrolls approximately 439, 277 students per year. The State of Nevada enrolls approximately 308,237 students per year. In 2011, 7,122 students were enrolled in online schools and 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.

This target population is underserved **and in danger of failing** due to three factors: 1) Traditional schooling fails these students: The target audience finds it difficult to remain in traditional schools due to demanding travel and training schedules that require extended absences from school. Traditional schools have not allowed exceptions for these students or a plan to assist these students with flexible attendance or assignment schedules. Therefore, this target audience is leaving traditional schools in increasing numbers and transferring to online or homeschooling. 2) Online and Homeschooling fails these students: Online and homeschooling also fails these students because a) parents are unable to keep up with being an acting teacher for their children as they get into middle and high schools with the high academic standards these students demand and b) the NCAA does approve of many online only programs and this factor puts these students in even more danger of failing to enroll in college. 3) The high time demand of attaining excellence in academics and athletics or performing arts is disruptive to family life. Parents are tasked with driving students to schools, practices and competitions and forcing students to go to school all day, practice 2-4 hours after school and then try to get their children to complete homework and study for tests until very late at night. When students miss school for competitions the addition of make up work often requires parents to assist or take them to stores to purchase materials and supplies further adding to the disruption of family life and has an impact on the quality of academic work.

Letters of Support: Letters indicating the need for LICPA Charter School to serve the Target

Population, the value of the proposed Charter, and projection enrollments for year 1.

1. Mr. Jim Rogers, Media Entrepreneur and Former Chancellor of the Nevada System of Higher Education.



August 13, 2013

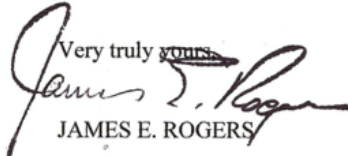
Dr. David David Meckley, Founding School Board President
Legacy International College Prep Academy
4946 Momenti Street
Las Vegas, NV 89135

Dear Dr. Meckley and Founding Board Members,

I enthusiastically support the efforts of the Legacy International College Prep Founding School Board. The establishment of this proposed exceptional, high performing charter school will provide the academic rigor necessary for students to succeed and thrive in life with your 21st Century Blended School Model. Additionally, a charter school that provides children the opportunity to excel in academics and athletics will keep more children in the classroom and engaged in productive activities. I am very appreciative of a diverse board serving a diverse population of student-athletes and this school will serve all students well.

It is my opinion that the Las Vegas community will greatly benefit from the proposed Academy in Clark County because the school is designed to prepare students with a college prep, project based, individualized curriculum focused on decision making and problem solving utilizing the latest cutting edge technology and learning theories to insure students become active participants in the global community.

I am personally a believer in the Legacy and LEAP team. The board and EMO team is extraordinarily experienced. The EMO is a Nevada based startup company which I like very much, and they will provide the help and guidance to the board to establish a top-tier school for our children in Las Vegas. This Board/Team will truly make a difference and I would personally like you to consider the Legacy school board as well as LEAP innovations for approving this charter school to significantly improve education for the Las Vegas Community. Let's change the face of education by serving the kids of our future.

Very truly yours,

JAMES E. ROGERS



City of Las Vegas

Ricki Y. Barlow
Councilman, Ward 5



August 6, 2013

Dr. David Meckley
Founding School Board
Legacy International College Prep Academy
4946 Momenti Street
Las Vegas, Nevada 89135

Dear Dr. Meckley and Founding Board Members,

As a Las Vegas Councilman and educator, it is my pleasure to submit a letter of Application for Legacy International College Prep Academy.

Legacy will offer a blended curriculum which is necessary in our community. This component will offer needed support to performing athletes who frequently travel for games and camps. Many high performing athletes do not fit into a traditional school setting because of the time involved in training and competition. I truly believe that many will benefit from this accommodation which will be situated in their curriculum.

From my point of view, the Blended Curriculum would consist of online core standards subject areas as well as face to face instruction in the classroom. This kind of blended program would provide an excellent option for learning in a flexible context under the guidance of a classroom teacher and online curriculum specialist.

I fully support this new innovative curriculum program and feel it will provide endless access and opportunities for our high performing athletes in order that they may excel academically as well as be successful in their athletic programs.

If you should have any questions regarding my support for this program, please contact me at 702.229.5443 or you may email me directly at rbarlow@lasvegasnevada.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Ricki Y. Barlow".

Ricki Y. Barlow
Las Vegas Councilman
Ward 5, Historic, Proud, Progressive



495 South Main Street • Las Vegas, Nevada 89101 • (702) 229-5443 • FAX (702) 464-2600
rbarlow@lasvegasnevada.gov • www.lasvegasnevada.gov/ward5

Letter#3 UNLV Associate VP for Retention and Outreach



4505 S. Maryland Pkwy.
Box 452006
Las Vegas, Nevada 89154-2006
(702) 895-4777 • Fax (702) 895-4786
<http://caeo.unlv.edu/>

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TUTORING SERVICES

UPWARD BOUND

UPWARD BOUND
MATH / SCIENCE CENTER



August 5, 2013

Dr. David Meckley
Founding School Board President
Legacy International College Prep Academy
4946 Momenti Street
Las Vegas NV 89135

Dear Dr. Meckley and Founding Board Members:

I am confirming my support of the critical need for the Legacy International College Prep Academy in the Las Vegas Valley. The Legacy International College Prep Academy will serve as an excellent college prep school for high performance athletes who practice and travel to competition in excess of the total days allowed by traditional public schools. The Academy is an ideal solution to reduce absenteeism in the classroom and raise the bar on academic achievement.

The Legacy International College Prep Academy will attract more than a hundred students to its enrollment list if this option was available in our area. The online blended curriculum is the perfect feature that provides the flexibility to accommodate high performing athletes to achieve common core standards in every subject area without being penalized for being absent in the classroom environment. Legacy International College Prep Academy's students would be learning through a host of media and online technological options in a timely manner along with an essential individualization component to ensure students achieve and acquire quality education to pass the high school proficiency exams and help us at UNLV accept many of the students that we now must turn away because of low grades or low ACT and SAT scores.

I wholeheartedly endorsed the Legacy International College Prep Academy with its online blended curriculum designed for high performing athletes. I am optimistic that the Legacy International College Prep Academy will obtain funding as a charter school in this area to meet the needs of the students and parents who want a quality education and a great sports program. The Legacy International College Prep Academy would truly give students access and opportunity to meet their full potential. If I can be of further assistance, please feel free to contact me at 702-774-4101.

Sincerely,

Dr. William W. Sullivan
Associate Vice President for Retention and Outreach
Executive Director, CAEO

OFFICE OF THE ASSOCIATE VICE PRESIDENT FOR RETENTION AND OUTREACH
Dr. William W. Sullivan, Associate Vice President and Executive Director

Letter# 4 Teacher at DTC Pilot Program (Projected enrollment of over 100 students)

Founding School Board
Legacy International College Prep Academy
1350 E. Flamingo # 3318
Las Vegas, Nevada, 89119

Dear Founding Board Members,

I am Richard Cumelis, a retired veteran, father of three teenagers, and recently a licensed Nevada High School Math Teacher with a M. Ed. Degree in Curriculum and Instruction now working as a full-time online teacher for Nevada Virtual Academy. Three years ago I was introduced to a pilot hybrid educational program at Darling Tennis Center in Summerlin, Nevada, and I functioned there as the primary teacher and operations manager that first year resulting in all students earning A-grades for that year. It was also the same year I became the first person in Nevada to complete a teacher's Student Teaching requirement in an online environment. My experiences that year changed my life's goal to promoting that hybrid education model to as many places as possible. I wholeheartedly encourage your support and approval for the proposed charter by Legacy International College Prep Academy (LICPA) since it was their hybrid model that I used and helped to develop.

Now, three years later, with two years' experience as an online teacher, I see even more clearly how desperately the LICPA school and their face-to-face and online hybrid curriculum is needed. No matter how good an online curriculum is, I have realized that online curriculums will always have one primary flaw—we as teachers cannot make the students attend or participate. If the students do not participate from their homes, there is nothing I as a distance teacher can do to make them actually work. Additionally, online curriculums are problematic in providing real-time support to students. Further, online curriculums are not able to provide direct and instant help when student laptops fail to work, printers won't print, or processes are not understood. Also, having students do their own work and not cheat is also very problematic when they are not directly and visibly supervised. These and other issues can be very distracting and damaging to a student's motivation to do an online curriculum. So what resolves all these flaws in an otherwise great online curriculum? Face-to-face teachers and tutors supporting the student's time on task and learning needs resolves all these problematic issues!

With the hybrid model, I was able to keep students working their online programs. I also helped tutor them in real-time when their online teachers did not respond promptly, often using subject specific tutors. I helped resolve technical issues, administer assessments, coordinate needs with parents, host parent-teacher conferences, target specific learning needs based on assessment results, form learning groups and specific supplemental learning events, and orchestrated social activities. These efforts proved immensely successful. This model is ideal for any student that needs to work an online curriculum, and the face-to-face component is vital to their success and development.

Once again, I recommend, through my own observations, learning and experiences, that the LICPA Charter be approved for implementation as a blended model charter school.

Sincerely,

Richard Cumelis

High School Teacher
Nevada Virtual Academy

Letter **CHRIST THE KING Activities Center**– Projected Enrollment over 100 students

Christ the King Activities Center

4925 S. Torrey Pines Drive
Las Vegas, NV 89118

Dear Founding Board Members,

My name is Father Ray Rioux administrator of Christ the King Catholic Community Church. Our Parish is located at 4925 S. Torrey Pines Drive Las Vegas, NV 89118. Phone: 702-871-1904 (<http://ctklv.org>). Our campus encompasses a fairly large urban property with several buildings that accompany our program needs. The buildings include and "activities center" mainly used for programs and education with a total of 18 rooms and offices, and a full capacity gymnasium locker room/showers. The rooms are designed for classroom/multi-function style and would more than adequately sustain various curriculums for a charter school or any kind of formal school. The campus affords ample off street parking and the options for higher security to the buildings during the business day, therefore offering the kind of security necessary for the protection of children and minors.

I have had experience in the past with opening a charter school in another parish that I administered in California. The local school district inspected our facility and it met all the standards for public use as a school, and the program continues to this day. The charter school was on a campus similar to that of Christ the King affording a separate facility that would not interfere with the regular daily functions of the parish and vice versa. This model had met all of the prescriptions of separation of Church and State policies and never created a conflict of interest categorically.

I have learned of your intent to establish a charter school and our administration and parish council is confident that our campus would sufficiently offer an academic atmosphere for a Charter School which would offer children in our surrounding community an opportunity to exercise that option. I am encouraged that establishing a College Prep school for high deserving students would be most beneficial for the local community from the perspective that often times traditional schools can be inflexible and online curricula ineffective. Therefore, it seems like a desirable model, considering the great need for a college prep school that offers a flexible schedule to meet the needs of the greater community.

I feel that as many as 100 students in 2014-2015 would come to your proposed school through the Legacy International College Prep Academy and our administration would be glad to cooperate with you in any way to make your charter school a reality. Many of our local students would welcome the chance to receive an excellent education by attending a quality school based on the model that has been proposed.

I want to assure you that the Legacy International College Prep Academy has my permission to use the "activities center" of Christ the King Catholic Community at an agreed upon lease fee, utilities, and cleaning for the first three years of operation at a per room rate with approval of the Roman Catholic Bishop of Las Vegas Standards and Policies.

You are most welcomed to contact me for any further questions or discussion.

Respectfully,

Father Ray Rioux
Administrator

CHRIST THE KING CATHOLIC COMMUNITY

Letter Teacher at **DTC Pilot Program** Projected Enrollment over 100 students

Founding School Board
Legacy International College Prep Academy
1350 E. Flamingo # 3318 Las Vegas, Nevada, 89119

Dear Dr. Meckley and 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, public 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.

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 will 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 to 100 students next fall for student athletes. There is a large community of disciplined student athletes in our area that could succeed both academically and athletically by attending Legacy International College Prep Academy. We have reached a maximum number of students this year given the current configuration of classrooms and daily schedule. This past school year we were unable to accommodate many students who requested to enroll in the school.

It is my hope that the Legacy International College Prep Academy will be 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. 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 have been teaching at the DTC for the past year and a half and I am so proud of my student athletes. 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: On Deck Baseball Academy Projected Enrollment over 100 students



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 also the charter school can use the facility free of charges for rent, utilities, and cleaning.

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

Andy Concepcion
On Deck Baseball Academy

Letter Projected Enrollment: No Quit Tennis Academy (Project Enrollment 100)



Founding School Board
Legacy International College Prep Academy
1350 E. Flamingo # 3318 Las Vegas, Nevada, 89119

Dear Dr. Meckley and Founding Board Members,

We at the No Quit Tennis Academy at Lorenzi Park would like to voice strong support for the establishment of the Legacy International College Prep Academy charter school for high performance athletes. The strong academic program would allow our players and those in the surrounding area to attend an online school with the support of a face-to-face teacher on a flexible schedule. Such a school would be just what our students need to accommodate their difficult play and practice schedules.

Our students strive to be accepted at top quality Colleges and this type of Charter School would greatly support our long history of getting students involved in leadership programs and community service. We currently have a very strong program to help our scholar-athletes get into college and think the addition of a Blended College Prep Academy would enhance our efforts. We anticipate over 100 students would enroll in this Charter School.

We very much appreciate the opportunity to support this kind of blended school and we would like to let you know that we fully support the establishment of the proposed Legacy International College Prep Academy. Please contact us if we can provide any additional information about our youth services and how we see this proposed charter school fitting our needs.

Thank you,

Trent Alenik

No Quit Tennis Academy at Lorenzi Tennis Center
3333 W. Washington Ave. Las Vegas NV

<https://noquittennisacademy.com>

Letter#5 Parent Letter

Founding School Board
Legacy International College Prep Academy
1350 E. Flamingo Rd. #3318
Las Vegas, Nevada 89119


To Whom It May Concern,

I am writing to express my support for the approval of the Legacy International College Prep Academy proposal. I am a Clark County resident and a parent of one of the students attending the Darling Tennis Center Junior Academy. I believe that the Charter School at the Darling Tennis Center will be an incredible asset to the Clark County and will be of great benefit to the children, families and the local community for the following reasons:

- My son, among other students, has attended the Academy at the DTC for the last year and has been very successful in his transition from a traditional school, exceeding his grade-level expectations. As a young athlete, he wishes to continue his education there and be part of its growth.
- The DTC Junior Tennis Academy has so far provided a very positive environment for the students of all ages who work closely together towards their common goals.
- There is a strong need for this type of educational facility due to the young athletes' extensive training, frequent travels and tournament structure. It would allow them to pursue their passion without sacrificing good education.
- Traditional schools do not have the ability to allow missed days of school and their structures are not flexible enough to accommodate the busy schedules of high performance athletes. Homeschooling is not an option for many working parents.

As a parent, I believe in the best education for my child. Thus, I do hope that Legacy International College Prep Academy will get funded as a Charter School.

Sincerely,

 07/23/13

Signature Date
MARIJAN FILIPOVIC

Name (print full name)
941 TAFALLA CT

Street Address
LAS VEGAS, NV 89158

Letter #6 Parent

July 28, 2013

Funding School Board
Lending International College Prep Academy
1350 East Flamingo Road #3318
Las Vegas, Nevada 89119

To Whom It May Concern:

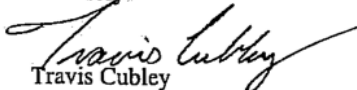
As you may be aware it is a most gratifying parental experience to witness and participate with your child in an endeavor that captures their passion and heightens their drive to succeed. A couple of years ago our daughter began to play tennis and in a few short months improved sufficiently to make her high school tennis team as a freshman. She has continued to improve over the last two years and wishes to accelerate her abilities. We have found that her drive to succeed in tennis has had a positive effect on all aspects of her life. It is for this reason we are excited for the opportunity for her to participate in the DTC High Performance Tennis Program.

We have been involved with the Darling Tennis Center (DTC) since the outset of our daughter's tennis activities and are very pleased with the support and direction given by members of the Darling Staff. After much discussion and careful consideration we feel that the 2013/2104 DTC Academy model provides the best avenue for our daughter's continued advancement and success. We are most excited about the unique scholastic format of which the Academy is anchored; providing our key reason to support a Charter School at the Darling Tennis Center.

Our daughter has spent countless hours in the past two years at the DTC and has found the environment, patrons and staff to always be a positive experience. Our daughter's time in a typical high school setting has also been positive but has not allowed her to most appropriately broach her passion of tennis. It is our belief that the format provided by the Academy will allow our daughter to fulfill her desire to maximize her tennis training and participation while providing more flexibility with her schooling to accommodate travel and tournament schedules. We and our daughter are excited about and look forward to the 2013/2014 DTC Academy season.

We are grateful and excited for this unique opportunity and look forward to the Legacy International College Prep Academy being funded as a Nevada Charter School.

Sincerely,



Travis Cubley
1957 Faywood Street
Las Vegas, Nevada 89134
Telephone No. (702) 289-5724

Letter #7 Parent

July 19, 2013

Dr. David Meckley, President
Committee to Form the Charter School
Legacy International College Prep Academy
4946 Momenti Street
Las Vegas, NV 89135
dmeckley@embarqmail.com

Dear Dr. Meckley:

We are very pleased to have our children attend the Nevada Virtual Academy, and we know the importance of the academy to any performance-driven child. The great majority of students need the professional guidance of a certified hybrid and online teacher to understand and follow the difficult academic challenges and complex virtual school systems. We are very appreciative of the many advantages the academic program offers. To name a few:

- A hybrid collaborative where students are enrolled in an online school while attending a face-to-face classroom with a certified teacher.
- The teachers teach, tutor, supervise and track every student's academic progress and provide parents and coaches with weekly student progress reports.
- An academic program that allows my children to be on pace or ahead with their academic work throughout the semester.

We wish to express our appreciation of the education professionals who have provided us with this service and would like you to know that we fully support the establishment of a charter school that would serve performance-driven students who wish to simultaneously strive in their performance area and have an outstanding education to prepare them for successful college entrance and future careers.

Thank you,



Hector and Pamela Rodriguez

702.239.4737

hector.rodriguez@venetian.com

Letter #8 Parent

8/12/13

To whom it may concern:

Our son has attended the tennis academy in the past year and will continue to do so this coming school year. As a working parents, this program really helped us tremendously with regards to schedules, tournaments, academic hours plus having ample time for our son to practice with his passion which is tennis.

The school provided us with peace of mind knowing that the kids that attended the school has the same common goal and dedication which is to excel both in academics and sports. This hybrid school is very essential to these type of kids.

Sincerely yours,

Marcelie and Alen Cemic
Las Vegas, Nevada

Letter #9 Parent

July 19, 2013

Dr. David Meckley, President
Committee to Form the Charter School
Legacy International College Prep Academy
4946 Momenti Street
Las Vegas, NV 89135
dmeckley@embarqmail.com

Dear Dr. Meckley:

I have been very pleased to have my daughter, Rachel, attend the Darling Tennis Center Academy for the past three years. Rachel will be a sophomore in high school this year. I know that the great majority of students need the professional guidance of a certified hybrid and online teacher to understand and follow the difficult academic challenges and complex virtual school systems. I am very appreciative of the many advantages the academic program offers:

- Allows students involved in high performance tennis training to attend an excellent face-to-face school on a flexible schedule.
- Employs highly trained teachers and tutors with specialized training in traditional and online teaching.
- Teachers who make certain students are enrolled in an approved NCAA academic program.
- Enhanced curriculum that provides additional topics (public speaking, sports nutrition and reading) and helps prepare every student for college by offering PSAT, SAT and ACT test preparation starting in the 8th grade.

I very much appreciate the education professionals who have provided us with this service and would like you to know that I fully support the establishment of a charter school that would serve students like my daughter who want to simultaneously play sports and have an outstanding education to prepare them for successful college entrance and future careers.

Thank you,



Mia Banks
702.219.5158
mia.banks@venetian.com

Letter #10 Parent

Founding School Board
Legacy International College Prep Academy
1350 E. Flamingo Rd. #3318
Las Vegas, Nevada 89119

We're the Johnson family. We have a student going to Darling Center. He's been there for two years now, attending high school. It would be a great advantage for the students and the staff to have a charter school at Darling Tennis Center. With a strict tennis environment, there is a great need for a charter school following the same positive attitude and environment. My son is nationally ranked in top 20, and needs a non-conventional school to further his tennis career and still get a good education. The time away for tournaments and training, requires more of a need for a flexible yet effective alternative! With the aspirations of becoming a professional tennis player (with most children), a great education is very important to aid with receiving good scholarships for college and we hope that Legacy International College Prep Academy is the answer. The only hope is that Darling Tennis Center and Legacy International College Prep Academy will be funded!

Ron & Cherie Johnson

Additional letters available upon request.

Attachment A.7.4 Alignment of School Plan with 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 paraprofessional 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 paraprofessionals to use a variety of teaching methods to help every student be successful.

A.8: Special Student Populations

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 388.261)
- 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, 300.320, 300.321, 300.324; NAC 388.284)
- Placement (34 CFR 300.115, 300.116; NRS 385.580; NAC 388.245)
- Transfer Students (34 CFR 300.323; NAC 388.263)
- Discipline (34 CFR 300.536; 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. <i>LICPA Chair Board</i> | |
| Signature:  | Date: <i>July 30, 2013</i> |

Legacy International College Prep Academy

Response to Intervention Resource Packet

Section 1: RtI Process

This framework is flexible with regard to duration of interventions.

Tier I: high quality differentiated instruction provided by the teacher for all students.

1 indicates elementary specific criteria

2 indicates secondary specific criteria

- 1 Teacher discusses students in question during morning teacher meetings. The teacher receives Initial Referral Form and guidance on information that they need to gather from **RtI Team Leader**.
- 2 RtI Team Leader notifies all teachers working with the student of the initial referral through grade level meeting minutes.
- RtI Team Leader will work with referring teacher to share and develop Tier I interventions.
- At the end of 4–6 weeks the RtI Team will meet to discuss the data collected by the referring teacher.
- Within this Tier teachers may collaborate with one of the RtI Coaches for suggestions and resources.
- Determination is made at the RtI meeting to:
 - a. Reduce services; continue to monitor (Initial Referral Form is kept on file).
 - b. Continue Tier I.
 - c. Go to Tier II (devise plan and follow up meeting date).

Tier II: supplemental strategic interventions provided by teacher and/or support person. Tier II is in addition to Tier I.

1 indicates elementary specific criteria

2 indicates secondary specific criteria

- Parent notification will be sent in writing by the RtI Team Leader (co-signed by referring teacher and service provider) that the student will be working with a support person and that support may come in the form of push-in or pull-out services (see sample letter).
- 1 Teacher will notify the grade level at the morning Meeting
- 2 RtI Team Leader will notify all teachers working with that student of the current status (i.e., art, music, content areas, etc.)
- Teacher and support person document interventions and data points for 4–8 weeks.
- At the end of the 4–8 weeks the RtI Team will meet to discuss the data collected by the referring teacher and support person.
- Determination is made at the RtI meeting to:
 - a. Reduce services; continue to monitor (Initial Referral Form is kept on file).
 - b. Continue Tier II.
 - c. Go to Tier III (devise plan and follow up meeting date).

Tier III: intense individualized interventions provided by support person.

- Referring teacher and support person document interventions and data points for 4–8 weeks.
- At the end of the 4–8 weeks the RtI Team will meet to discuss the data collected by the referring teacher and support person.
- Determination is made at the RtI meeting to:

- a. Reduce services; continue to monitor (Initial Referral Form is kept on file).
- b. Continue Tier III.

Referral to SPED Consultant:

· After all interventions from Tier I, II, and III have been deemed unsuccessful, a referral to **SPED Consultant** may be made.

Section 2: RtI Team Roles & Responsibilities

Section 2: RtI Team Roles and Responsibilities

RtI Team Leader: Head of School will appoint as necessary the Leader is the contact person in the building who schedules meetings and maintains and secures all RtI forms.

RtI Coach: a resource person who is trained to assist teachers in selecting appropriate interventions. This person will provide guidance to improve or adjust interventions throughout the process.

Support Person(s): implements interventions. May include remedial math and reading teachers, special education teachers, speech teachers, social workers, and guidance personnel. Paraprofessionals, parents and volunteers may assist under the direction of a certified staff member.

Referring Teacher: any teacher who identifies a student with learning and/or performance difficulties who is not likely to meet grade level expectations. May include classroom teachers, online teachers, paraprofessionals or special area teachers.

Head of School and RtI Team Leader will provide time during the morning teacher meeting to review students who are being referred to or are involved in the RtI process.

Section 3: Initial Referral Form

LICPA Charter School

Initial Documentation form for Student Referral to RtI Team

*Information on this form should be current as of meeting date.

| | |
|--|--|
| Intervention Start Date: RtI Coach: | *Scheduled RtI Meeting Date: |
| Student: Grade: | Date of Birth: _____ Student ID #: _____ |
| AIMS Web MAZE _____ Fall _____ Winter _____ Spring CBM _____ Fall _____ Winter _____ Spring LNF _____ Fall _____ Winter _____ Spring LSF _____ Fall _____ Winter _____ Spring PSF _____ Fall _____ Winter _____ Spring NWF _____ Fall _____ Winter _____ Spring | Benchmarks Independent Level _____ Fall _____ Spring Instructional Level _____ Fall _____ Spring High Frequency Words _____ Fall _____ Spring Letter Recognition _____ Fall _____ Spring Letter Sounds _____ Fall _____ Spring |

Reason for Referral (Describe academic and/or behavioral difficulties in detail)

Cumulative Record Review

| | |
|--|---|
| Do you see attendance or tardiness as an issue? _____ Yes _____ No | Health Conditions: |
| Please check all that apply. Please highlight current services. <input type="checkbox"/> Private Tutoring <input type="checkbox"/> Banana Splits <input type="checkbox"/> Speech/Language Services <input type="checkbox"/> Counseling a. in school b. private c. recommended in the past <input type="checkbox"/> Motor Group <input type="checkbox"/> OT/PT (circle one or both) <input type="checkbox"/> AIS for reading- # of years ____ <input type="checkbox"/> AIS for math- # of years ____ <input type="checkbox"/> Academic Management Plan <input type="checkbox"/> Behavior Management Plan <input type="checkbox"/> Retention <input type="checkbox"/> Referral to CSE- found ineligible <input type="checkbox"/> Special Education Services now <input type="checkbox"/> Special Education Services in past <input type="checkbox"/> Liberty Partnership <input type="checkbox"/> 504 Plan <input type="checkbox"/> Social Skills Building <input type="checkbox"/> Other: _____ | Parent Communication regarding student concern: Date(s): _____ Outcome/Comments: |

Describe this student's general classroom behavior and work habits:

Strengths:

Weaknesses:

Describe what you would like the student to be able to do that he/she is not currently doing:

****Please attach a copy of the most recent**

For each Intervention and/or Strategy used in your classroom, please give the following information:

Interventions

| Intervention/Strategy | Start Date | End Date | Frequency | Outcome |
|-----------------------|------------|----------|-----------|---------|
| | | | | |
| | | | | |
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| | | | | |
| | | | | |

Attach any additional information you feel is important to identify this student's educational needs (i.e. writing samples, behavior plan, etc.)

Referring Teacher Signature _____

Date _____

**Section 4:
Minute/Planning Form**

Section 4: Minute/Planning Form

Review Date:
Attendance: RtI Coach:

Student's Name: _____

Review of Referral: Summary of concern(s):

Data:

AIMS Sores:

Before interventions: _____

After Interventions: _____

Benchmark Used: _____

Benchmarks Scores:

Before Interventions: _____

After Interventions: _____

Other:

Interventions

| Intervention/Strategy | Start Date | End Date | Frequency | Outcome |
|-----------------------|------------|----------|-----------|---------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
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| | | | | |

FINAL TEAM RECOMMENDATIONS:

Review of Tier 1 Intervention (Please refer to Intervention Log)

Attendance during intervention period:

Is current intervention effective?

Yes No

Intervention status-check one:

| | |
|---|---|
| <input type="checkbox"/> Concern addressed, student no longer experiencing difficulty | Reduce services; continue to monitor |
| <input type="checkbox"/> Student progressing, but needs more time with interventions at this tier | continue Tier 1 |
| <input type="checkbox"/> Student still experiencing difficulty and needs more intense interventions | Go to Tier 2 (devise plan & follow up meeting date) |
| Next RtI Meeting Date: | Team Leader Signature: |

Interventions:

| Intervention/Strategy | Start Date | End Date | Frequency | Outcome |
|-----------------------|------------|----------|-----------|---------|
| | | | | |
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| | | | | |

Review of Intervention Plan (Please refer to Intervention Log)

| | |
|---|--|
| Attendance during intervention period: | Is current intervention effective? <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | |
| Intervention status-check one: | |
| <input type="checkbox"/> Concern addressed, student no longer experiencing difficulty | Reduce services; continue to monitor |
| <input type="checkbox"/> Student progressing, but needs more time with interventions at this tier | continue Tier ____ |
| <input type="checkbox"/> Student still experiencing difficulty and needs more intense interventions | Go to Tier __ (devise plan & follow up meeting date) |
| Next RtI Meeting Date: | Team Leader Signature: |
| | |
| How has the parent been notified? | <input type="checkbox"/> Letter (date sent _____) <input type="checkbox"/> Phone call (date _____) <input type="checkbox"/> Email (date sent _____) <input type="checkbox"/> Other _____ (date _____) |

FINAL TEAM RECOMMENDATIONS:

| Review Date | | |
|-------------|------------|--|
| Attendance | RTI Coach: | |
| | | |
| | | |
| | | |
| | | |

Student's Name: _____

Review of Referral: Summary of concern(s):

Data:

AIMS Scores:
 Before interventions: _____

After Interventions: _____

Benchmark Used: _____

Benchmarks Scores:
 Before Interventions: _____

After Interventions: _____

Other:

Interventions:

| Intervention/Strategy | Start Date | End Date | Frequency | Outcome |
|-----------------------|------------|----------|-----------|---------|
| | | | | |
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| | | | | |
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| | | | | |

FINAL TEAM RECOMMENDATIONS:

Review of Intervention Plan (Please refer to Intervention Log)

| | |
|---|--|
| Attendance during intervention period: | Is current intervention effective? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| | |
| Intervention status-check one: | |
| <input type="checkbox"/> Concern addressed, student no longer experiencing difficulty | Reduce services; continue to monitor |
| <input type="checkbox"/> Student progressing, but needs more time with interventions at this tier | continue Tier ____ |
| <input type="checkbox"/> Student still experiencing difficulty and needs more intense interventions | Go to Tier __ (devise plan & follow up meeting date) |
| Next RtI Meeting Date: | Team Leader Signature: |

Review of Tier 3 Intervention Results

| | | |
|---|--|--|
| Review Date: | | |
| Attendance: | | |
| | | |
| Level of performance before Tier 3 intervention plan was implemented: | Level of performance after intervention plan was implemented: (Attach graph or documentation of progress monitoring - optional) | |
| Attendance during intervention period: | Is current intervention plan effective? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |

Intervention status-check one:

| | |
|---|--|
| <input type="checkbox"/> Concern addressed, student no longer experiencing difficulty | Reduce services; continue to monitor |
| <input type="checkbox"/> Student progressing, but needs more time with interventions at this Tier | continue Tier 3 |
| <input type="checkbox"/> Student still experiencing difficulty and needs more intense interventions | Referral to SPED Consultant (Head of School Signature needed below) |

Screening Results: (If applicable)

| | |
|------------------------------|--|
| Cognitive | |
| Achievement: | |
| Social-Emotional/Behavioral: | |
| SP / LA: | |
| Occupational Therapy: | |
| Physical Therapy: | |
| Audio logical: | |
| Medical / Physical: | |
| | |

Need for additional evaluation: Yes No (Head of School signature needed)

| | | |
|--|---|---|
| <input type="checkbox"/> Cognitive | <input type="checkbox"/> Adaptive | <input type="checkbox"/> Physical Therapy |
| <input type="checkbox"/> Speech / Language | <input type="checkbox"/> Speech / Language | <input type="checkbox"/> Audiological |
| <input type="checkbox"/> Social-Emotional | <input type="checkbox"/> Occupational Therapy | <input type="checkbox"/> Medical / Physical |

| Review Date | | |
|-------------|------------|--|
| Attendance | RTI Coach: | |
| | | |
| | | |
| | | |
| | | |
| | | |

Student's Name: _____

Review of Referral: Summary of concern(s):

Data:

AIMS Sores:

Before interventions: _____

After Interventions: _____

Benchmark Used: _____

Benchmarks Scores:

Before Interventions: _____

After Interventions: _____

Other:

Request for evaluation through SPED Consultant:

- 1.) Attach documentation of RTI interventions to date
- 2.) Attach records of parent contact in which concerns were discussed, including the date and person who contacted the family notifying them that a request for evaluation was being presented to the SPED Consultant (Approval for the SPED Consultant referral will not be given without this documentation)

3.) Have all attempts been exhausted to ensure that this referral is not due to cultural differences, lack of instruction or limited English proficiency?
___ Yes ___ No: (Please explain) _____

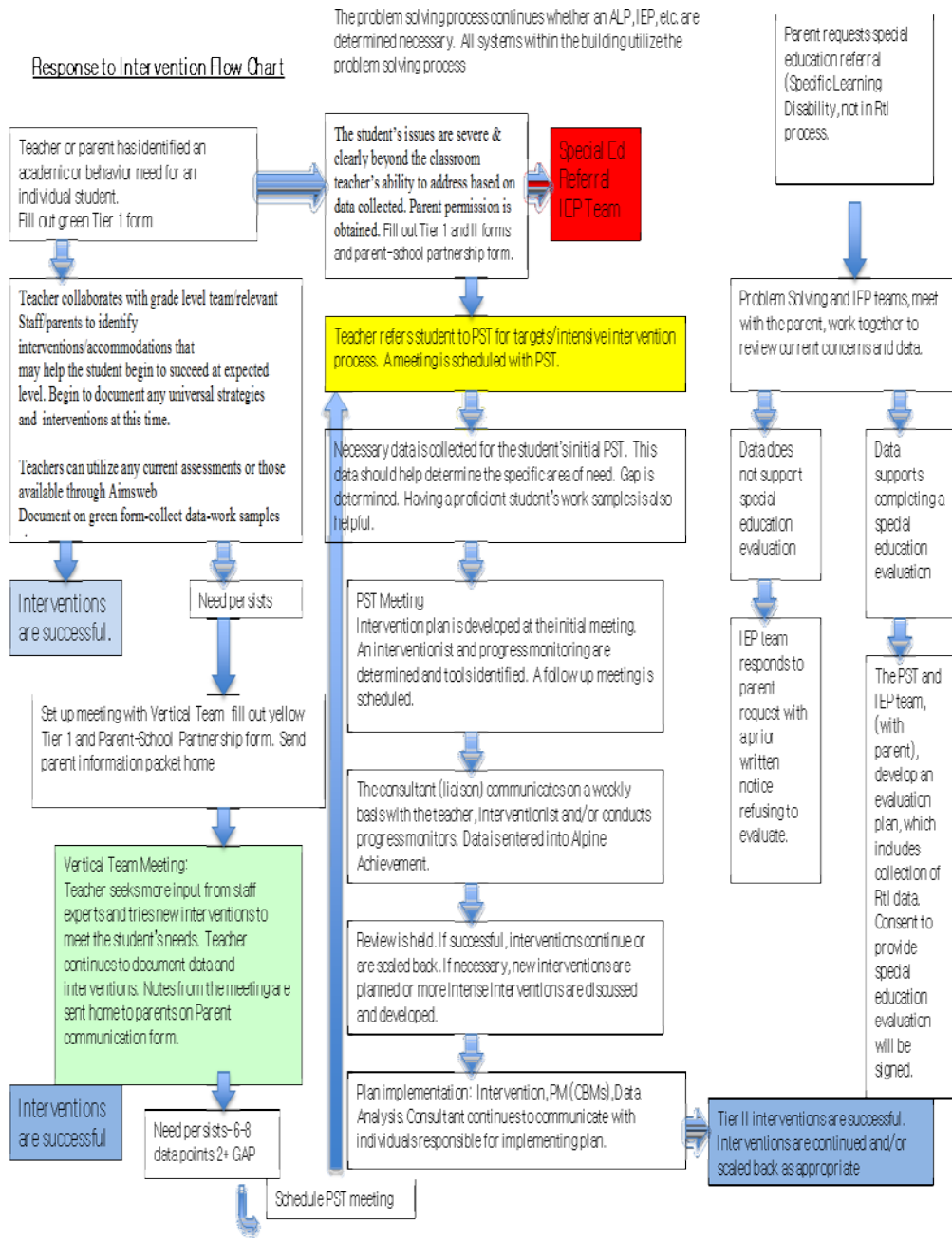
4.) Why is the evaluation being requested? What supports and/or services are being sought that are not available without being classified as a Student with a Disability?

Person Submitting Request Title Date

Head of School Date

SPED Consultant Date Received

Response to Intervention Flow Chart



Attachment A.8.7 Special Education Continuum of Service Flowchart

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 includes 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 contract with SPED consultant to assist with appropriate services.**

Legacy International College Prep Academy

CONTINUUM OF SERVICE DELIVERY

| Type of Contact: | How it will be delivered: | Variables: | Appropriate for: | Other: |
|--|-----------------------------|---|---|--|
| Large Group | General Education Classroom | Levels of accommodation and modification. | At risk students. Students who will soon be exiting Special Education, etc. | Families will be invited to parent training. Workshops on areas of need. |
| Small Group Contact | Small General Classroom | Levels of accommodation and modification. | At risk students. Students who will soon be exiting Special Education, etc. | Families will be invited to parent training. Workshops on areas of need. |
| Individual Contact | Room | Levels of accommodation and modification. | At risk students. Students who will soon be exiting Special Education, etc. | Families will be invited to parent training. Workshops on areas of need. |
| Face to Face (direct, individual services) | Pull-out Room | Levels of accommodation and modification. | At risk students. Students who will soon be exiting Special Education, etc. | Families will be invited to parent training. Workshops on areas of need. |

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.
 - 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)
 - sign language and oral interpreters, and
 - Cued Speech Transliterators (which are necessary to transmit the spoken Cued Speech—a manual and spatial representation of English sounds and lip movements).

m essage into

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:

- Assistive technology devices
- Specific instructional practices
- Behavior intervention plans
- Instructional adaptations
- Curriculum modifications
- Adaptive physical education
- Travel training; and
- 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 student's 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
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.

A placement

3. Special Class Ratio 8 students:1 special education teacher: 1 paraprofessional
for students whose management needs are severe and chronic, requiring highly individualized instruction and intervention, intensive behavior management, and adult supervision.

A placement

4. Special Class Ratio 6 students: 1 special education teacher : 1 paraprofessional
for students with very high needs in most or all areas – academic, social, physical development

A placement

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.

A.9: Records

Attachment A.9.2 Pupil Record Retention Policy

LICAP will comply with applicable federal and state requirements for maintenance and transmittal of school records including as provided for under the Federal Family Education Rights and Privacy Act (FERPA).

LICPA will also follow and comply with Nevada Regulations as stipulated in the New Charter School Manual and the General Retention and Disposition Schedule:

Retention of Certain Records

Pursuant to NAC 387.175, a school's *Master Register of Enrollment and Attendance* and any supporting documents will be maintained and be available for inspection by the Department at any time during the school year and *for five years after the last day of the school year*.

Also pursuant to NAC 387.175, each *Class Record Book* will be maintained and be available for inspection by the Department at any time during the school year and *for two years after the last day of that school year*.

According to the Nevada State Library and Archives Records Management Program, General Retention and Disposition Schedule financial records including bank statements, cash receipts, deposit receipts, ledgers, journal entries and work files, disbursement logs, reconciliation documentation, billing claims, purchasing documentation, invoices, accounting spreadsheets, travel documentation, and so on *will be retained for a period of three fiscal years from the fiscal year to which they pertain*.

Retention of other records is addressed in the General Retention and Disposition Schedule: Checks and check registers (RDA#2004220) will be maintained for six years; and minutes of open and closed meetings should be maintained for five years (RDA#2005140).

STUDENT RECORDS

1. Purpose: The educational interests of students require the collection, retention, and use of data and information about individuals and groups of students while ensuring the individual's right to privacy. The school will maintain educational records for students for legitimate educational purposes.

2. Authority: The Legacy Board recognizes its responsibility for compilation, retention, disposition and security of student records. The Board also recognizes the legal requirement to maintain the confidentiality of student records.

The Board shall adopt a comprehensive plan for all aspects of student records that conforms to the mandates of the Family Educational Rights and Privacy Act (FERPA) and its regulations; the General Retention and Disposition Schedule. Only educational records mandated by federal and state statutes and regulations, or permitted by the Board, may be compiled by staff.

Parents/Guardians and eligible students eighteen (18) years and older shall be notified annually, and upon initial enrollment, of their rights concerning student records. The notice shall be modified to accommodate the needs of the disabled or those whose dominant language is other than English.

3. Delegation of Responsibility: The Head of School or designee shall be responsible for developing and implementing a comprehensive plan for records of regular students and students with disabilities that meets the requirements of all state and federal statutes and regulations and is approved by the Board.

The designated administrator shall establish safeguards to protect the student and his/her family from an invasion of privacy when collecting, retaining and disseminating student information and providing access to authorized persons.

In accordance with law, each teacher shall prepare and maintain a record of the work and progress of each student, including the final grade and a recommendation for promotion or retention.

The school's plan for compilation, retention, disclosure and security of student records shall provide for the following:

- Informing parents/guardians and eligible students of their rights and the procedures to implement those rights.
- Permitting appropriate access by authorized persons and officials, describing procedures for access, and listing copying fees.
- Enumerating and defining the types, locations and persons responsible for student records maintained by the school.
- Establishing guidelines for disclosure of information and data in student records.
- Maintaining a record of access and release of information for each student's records.
- Assuring appropriate retention and security of student records.
- Transferring education records and appropriate disciplinary records to other school districts.

4. Guidelines: Procedures for disclosure of student records shall apply equally to military recruiters, colleges and universities, and prospective employers.

The annual notice of rights shall inform parents/guardians and eligible students of the following:

- The right to inspect and review the student's education record within thirty (30) days of the school's receipt of the request for access.

- The right to request amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading or otherwise violate the privacy rights of the student.
- The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA and state laws authorize disclosure without consent.
- The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest if the district discloses certain materials without prior consent.
- The right to refuse to permit the designation of any or all categories of directory information.
- The right to request that information not be provided to military recruiting officers.

A.10 Career Education

Attachment A.10 Career Education N/A

B. ORGANIZATIONAL PLAN

B.1: Governing Body

Attachment B.1.1, Bylaws letter from counsel



Shawn W. Miller, Esq.

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Las Vegas, Nevada 89101
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702.946.1677 *facsimile*

www.millerlawgroupnv.com

A Professional Limited Liability Corporation

August 26, 2013

Nevada Charter School Authority
1749 Stewart Street, Suite 40
Carson City, Nevada 89706

**RE: Legacy International College Prep Academy
Certification of Bylaws**

Dear Sir or Madam,

I am an attorney with the Miller Law Group, PLLC and am licensed to practice law in the State of Nevada. I have been retained to review Legacy International College Prep Academy's Bylaws, which are intended to govern the Board of Directors of Legacy International College Prep Academy.

I have reviewed the Legacy International College Pre Academy's Bylaws and believe that they are legally sufficient as to form and content; that they are consistent with the model bylaws and guidelines set forth in Nevada law; and that they comply with Nevada's Open Meeting laws.

If you have any further questions or would like to discuss this matter further, please do not hesitate to contact me at your earliest convenience.

Sincerely,

A handwritten signature in cursive script that reads 'Shawn W. Miller'.

Shawn W. Miller, Esq.

cc: Greg Leavitt
Nicholas Oyola

Attachment B.1.2, 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).

BYLAWS
OF
Legacy International College Prep Academy (LICPA)
August 2013

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. The 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 (SPCSA). The Governing Board of the School is an independent body under the authorization of the SPCSA. 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 grade 4 to grade 12 and shall be operated exclusively for educational objectives and purposes.

- a) The purpose for which the School is operated is exclusively educational; it is to: 1) Improve and accurately measure the academic achievement of all students, 2) Encourage the use of effective and innovative methods of teaching, and 3) Provide professional development opportunities for teachers. Academic achievement will be documented and reported to Nevada State Charter Authority. LICPA’s driving principles will be excellence and

community. LICPA will prepare its students to become responsible citizens and leaders in national and global arenas, allowing them to pursue productive careers, lead meaningful lives and give back to their communities.

- b) LICPA’s mission is to create a school model based on research and data whose graduates are ranked in top 10% in the nation in academics and performance and recognized for their outstanding scholarship, character, leadership and community service. . **(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 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 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, nominations for Board membership are valid only from current Board members in good standing, not the EMO or school administrator.

Section 3. Qualifications; Election; Tenure. The Board shall be composed of ~~five~~ **ten** Directors. (**Required Stipulation 2**).

- a) The Board's membership shall adhere to the statutory requirements of NRS 386.549. (**Required Stipulation 2**) which requires 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**):
 - i. Accounting;
 - ii. Financial services;
 - iii. Law; or
 - iv. Human resources. (Required Stipulation 2 & 5).
- b) One Board member shall be selected by the parent organization for the School.

- c) A majority of Board Members shall be residents of the county in which the school is located. 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. **(Required Stipulation 15)**

- d) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community. **(Required Stipulations 10 & 15)**

- e) The Board Members shall serve no more than two 2-year terms. 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. **(Required Stipulation 8)**. 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. **(Required Stipulation 13)**

- f) The School shall notify its sponsor and the Department of Education within ten (10) days of the selection of a new Board Member and provide the sponsor and the Department of Education with the new member's resume and affidavit as required pursuant to NRS 386.549(1).

- g) Board members shall be fingerprinted according to the NRS 386.588 procedure for employees of the school.

Section 4. Annual Meeting. The annual meeting of the Board shall be held at the School in June of each year as the Board may determine. 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's 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 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. **(Required Stipulation 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 ten (10) 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.

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. **(Required Stipulation 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 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. **(Required Stipulation 18)**

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 Telephone. To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network 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; 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 onetime per year. Board members not participating in training shall be subject to removal. **Requirement Stipulation 4)**

Section 17. Protocol. The Board shall use Robert's Rules of Order. 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 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 one year and until their successors have been duly elected and qualified. Should there be more than one 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. **(Required Stipulation 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 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. **(Required Stipulation 19).**

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 or cause to be kept a book of minutes at the principal office or at such other place as the Board may order 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 or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as maybe 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 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. **(Required Stipulations 3)**

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~~ **and in such manner as shall be determined by the Board and will be written down in the financial school policies and those will be stored in AOIS.** The Chair and Administrator are authorized and required to sign all checks over the amount of \$5,000. **(Required Stipulation 11)**

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Nevada as the Board may select.

Section 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. **(Required Stipulation 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 as they see fit.

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 16 day of August, 2013



Secretary

Attachment B.1.3, Bylaws stipulations identification

By Law Stipulations are listed below and are included in the bylaws in bold where appropriate.

These statements assure that the bylaws should:

1. Contain no reference to incorporation of the charter school or the school's governing body (NAC 386.227);
2. Identify a specific number, ideally between 7 and 11, 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 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 NRS 386.549 for the minimum legal standard for membership; also see the guidance provided in the Charter School Operation Manual under the heading, "Committee to Form a Charter School and Governing Body"; 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).
2. Person who is a school administrator with an out of state license.
3. Person who is a parent or legal guardian of a pupil enrolled in the charter school.
4. A person who possesses knowledge and experience in Law.
5. A person who possesses knowledge and experience in Human resources.
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).

18. Clarify that at least three board committee members will be designated and operate: Academic, Governance, and Financial. Provide a brief description of each committee’s membership, purpose and operation; and

19. Identify the type and number of officers, and provide a brief job description of each

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

Attachment B.2.1, Committee member names, resumes

1. Dr. David Meckley, President (School Administration and Human Resources)

Ph.D. Temple University, Administration

Nevada Resident

University Professor, retired

Director of UNLV Field Placement/Student Teachers

Former School District Superintendent

Administrative License:

Affiliation with Charter: NO

2. Ms. Mia Banks, Member, (Parent and Financial Services)

Nevada Resident

Vice President of Gaming Venetian and Palazzo Hotels

In charge of 1900 member staff

Affiliation with Charter: NO

3. Mr. Myles Judd, Member. Member (Governance)

Nevada Resident

Director, STARBASE Nellis, DOD STEM Program

2832 E. Flamingo Rd.

Las Vegas NV 89121

mjudd@mwttt.com

(702) 575-3837

Affiliation with Charter: NO

4. Dr. Porter Troutman, Member (Academic) Nevada Licensed Teacher and Administrator

Ed.D. Northern Arizona University

Nevada Resident

University Professor, Retired

Chair, Governors Task Force on Diversity

Teaching License: L 7952

Administrative License: L

Affiliation with Charter: NO

5. Ryan Krametbauer, Member (Legal and Accounting)

Nevada Resident

Practicing Nevada Attorney,

Willamette College of Law School Graduate

Affiliation with Charter: NO

6. Mr. Nicholas Oyola, Supervision (Governance) -

Nevada Resident

Venetian and Plazzo Hotels,
Affiliation with Charter: NO

7. Colonel Charles Edwards, Member, USAF Retired (Human Resources and Accounting)

Master's Degree, Business and Management, Webster College
Selected by Air Force for Leadership Program and Columbia University
Nevada Resident
Base Commander, Air Force Pilot
Affiliation with Charter: NO

8. Sylvia E. Von Hake (Special Education)

Masters of Education in Special Education, UNLV
NOVA Southeastern University Field Experience Coordinator
Andre Agassi College Prep Governing Board Member, 2010-2012
Affiliation with Charter: NO

9. Dr, Joshua Schulze, Ed.D. University of Massachusetts – (ELL Specialist)

Assistant Professor of Literacy and Language Acquisition
Nevada State College
Courses Taught: Methods for English Language Learners, Methods in Bilingual Education
Affiliation with Charter: NO

10. Dr. Gregory A. Levitt (Governance, Diversity, Human Resources)

Ph.D. The Ohio State University, Social Studies, Global Education and Asian Studies
Former Assistant Dean, UNLV College of Education and Chair, Department of Curriculum & Instruction
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.

Resumes:

- 1. Dr. David Meckley, Ph.D. Temple University**

4946 Momenti Street
Las Vegas, NV 89135
(h) 702-228-1374
(c) 702-301-0766
dmeckley@embarqmail.com

Dr. David A. Meckley

Experience

2004 – August, 2008 UNLV Department of Curriculum and Instruction, Coordinator of Field Experiences, Faculty in Residence

Coordinated field experiences for the Curriculum and Instruction Department; duties included working with Clark County School District, Las Vegas, in securing placements for UNLV students; interviewing and hiring supervisors, in-service training of supervisors, arranging and conducting orientation sessions for practicum and student teachers; overseeing the operation of the student teaching seminar; participating in cooperating teacher workshops; meeting with CCSD personnel to resolve conflicts/concerns relative to field experience students.

Acted as the conduit for COE Field Experiences relative to the CCSD in the absence of a COE Coordinator of Field Experiences.

Represented C&I on the COFE and TEC committees relative to field experience matters.

Taught classes in management, introduction to elementary and secondary education,

1997 – 2004 College of Education Coordinator of Field Experience

Coordinated field experiences for the College of Education. Represented the College of Education in matters involving UNLV students in their placements with CCSD.

EDUCATION CAREER IN PENNSYLVANIA

1988 – 1992 – Superintendent of the Steelton-Highspire School District

1984 – 1988 – Assistant to the Superintendent for Special Education and Federal Programs, Palmyra Area School District

1976 – 1984 – Assistant Principal, Palmyra Area High School

1970 – 1976 – Personal Counselor, Palmyra Area School District

1965 – 1970 – Biology Teacher, Palmyra Area High School

Other Professional Experiences in Pennsylvania

Represented state principals on the PIAA Board of Control, three years
Chairman of PA Association of Secondary School Principals annual convention
Chaired Middle States Evaluation Committees
Head football coach; assistant track coach
Football Official at both the college and high school levels
Athletic director
Director of Capital Conference golf tournament

OTHER EXPERIENCE

1993 – 1996 – Instructor, Nova University – taught courses in Educational Administration/Leadership, Organizational Management, and Personnel

Education

1989 Doctorate in Educational Administration, Temple University
1970 Masters of Science in Counseling, Shippensburg University
1965 Bachelor of Science in Biology, West Chester University

Professional Affiliations

1994 – 1996 – Supervisor, UNLV – Supervised Student Teachers and Practicum students
2001 – served on NCATE committee for UNLV
2002 – served on national committee for higher education field experience curricula

2. Ms. Mia Banks, Vice-President for Gaming, Venetian and Palazzo Hotels

Resume

Mia Banks

1812 Taos Estates Street
Las Vegas, NV 89128
(702) 219-5158

Employment

Las Vegas Sands – 1999/Present

Vice President of Gaming Operations

- Experienced in management, leadership, budgeting, human resources
- Responsible for 1900 team members.
- Possess strong organizational and interpersonal skills.
- In current position for the past 3 years. Have held various management positions prior.

Community Service Leadership

- Holder of Nevada State Key Employee License
- Recently launched a work program for Opportunity Village
- Established ongoing donations of used cards and dice for all public schools in Clark County
- Implemented annual turkey donations for the homeless at Las Vegas City Mission
- Annually support Santa Run, Adopt a Family and Coats for Kids

Education

University of Maryland
Course of Study: Engineering – 2 years

3. Mr. Myles Judd, Director, STARBASE Nellis, DOD STEM Program

Myles A Judd

Henderson, NV

Phone (702) 575 3837

E-mail: mjudd@starbasenellis.com

Profile:

Proven leader and with excellent communications and analytical abilities. Accomplished operations manager and trainer with over 25 years experience and a verifiable track record for delivering enhanced productivity and streamlined operations. Team player who truly enjoys working with others. Goal minded with the drive to get things done.

Capabilities:

- Training and Curriculum design
- Resource Planning and Operations
- Public Speaking and Community Relations
- Recruitment and Sponsorship Development
- Project Management and Budgeting
- Leadership and Team Building
- Technology and Information Training
- Staffing and Decision Implementation
- Career guidance and Counseling
- Communications and Marketing

Experience:

Apr 2012-Present Position: **Director STARBASE Nellis (DOD STEM program Nellis AFB)**

- Direct STARBASE Nellis program for Science, Technology, Engineering, and Math.
- Manage program operations to be in compliance with DOD directives and guidelines.
- Hire and supervise teaching staff for STARBASE youth program in compliance with DOD.
- Plan and Organize program functions to ensure successful implementation of budgets.
- Coordinate between Military, School districts, and Principals to grow program interest.
- Develop community relations and communication outreach channels for STARBASE.
- Provide written reports and maintain accurate accounting records of DOD funds
- Train and develop staff to ensure they are properly trained in STARBASE curriculum.
- Implement community outreach program to bring outside agencies into program.
- Purchase and maintain all property/equipment for STARBASE youth program.
- Schedule and organize school visits to ensure maximum utilization of program.

Sep 2011- Apr 12 Position: **Nevada National Defense Liaison University of Phoenix.**

- Develop partnerships and maintain working relations between Military and DOD organizations.
- Negotiate agreements for programs and pricing with assigned Military installations.
- Inform and inspire potential students to the benefits of higher education.
- Counsel prospective students on programs and job market information.
- Develop working groups for educational needs to support career and employment goals.
- Conduct information classes for potential Military/Veterans and DOD students.
- Remain current on all regulatory information as it applies to VA benefits for education.
- Liaison for University of Phoenix for program development /growth in Military, VA, and DOD.
- Serve as University of Phoenix ambassador to enhance Military relations & acceptance.

Oct 2006- Sep 12 Position: **Director Troops to Teachers for Nevada/Utah.**

- Direct and Manage program and staff in UT and NV for promotion of Troops to Teacher growth.
- Develop and implement training and marketing plans for NV, and UT Troops to Teachers.
- Recruit qualified teachers to teach Math, Science and Special education within NV and UT.
- Counsel veterans for teacher licensure requirements in K-12 teacher certification programs.
- Provide regulatory information on Troops to Teachers, and other VA educational benefits.

market. facilitate career guidance and jobs search activities to enhance veteran's readiness for job

Assist in resume construction, job interview skills and job search technologies and resources.

program. Build relations with Military, School districts, VA and other organizations to promote

Report on labor market information and jobs prospects for Nevada and Utah for teaching jobs.

Speak at public events to educate community about Troops to Teachers Program.

Teach seminars to veterans on State teacher licensure requirements and procedures.

Design individualized teacher certification programs for transitioning military/spouse

candidates.

@ VA Implement program guidelines, procedures and regulations to ensure compliance with DOD

Manage budgets and marketing plans for Troops to Teacher operations within UT and NV.

Communicate on behalf of Troops to Teacher in public and private settings to facilitate

program. Liaison between Public Schools, State, and VA/Military for Troops to Teachers growth.

Jul 2008 Apr 10 Position: **Operations Sergeant Major 2-222 FA Utah Army National Guard.**

Managed training and operations for Artillery unit of over 450 Personnel.

Planned and coordinated large scale training events to ensure unit readiness for combat

operations. Managed training budgets and supervised reporting and compliance requirements for DOD.

Supervised Military personnel for unit preparedness and education requirements.

Trained personnel in Operations Management for Artillery Operations

Maintained unit equipment and operational status of Battalion sized organization

Jun 2007 Jul 08 Position: **Sr. Operations Manager 1-145th TF 134 Baghdad Iraq (Operation Iraqi Freedom)**

Mobilized Built and Managed Juvenile school house/Prison for 9-17 year old Iraqi inmates.

Designed and Implemented Operations and Training procedures for Juvenile school.

Advocated for funds and resources to ensure school success and continued operation.

Coordinated Buses, food, Fuel and other logistical supplies for day to day operations.

Ensured prison operations and security was in compliance with U.S. directives in war time.

Supervised teachers, interpreters and prison guards to staff school/prison operations.

Iraq. Served as project liaison manager for prison construction and oversight in Taji and Ramadi

May 2005-Oct 06 Position: **Loan Officer, Mountain States Mortgage.**

Managed branch mortgage office and trained real estate personnel on mortgage guidelines
Prospected for potential home buyers for the purpose of mortgage business.
Counseled clients in various loan programs to fit client needs.
Provided credit report counseling to improve credit scores for mortgage qualification.

Apr 2003-May 05 Position: **Fire Support Coordination Manager, I Corps Artillery Utah Army National Guard**

Supervised Fire Support cell for I Corps Artillery and joint military operations.
Developed and implemented operation procedures fire support personnel and computer systems.
Managed schools, training and budgets for multi million dollar accounts.
Taught information technology courses for Military regional training academy located in Utah.
Planned, coordinated and executed large scale training events.

Apr 2002-Apr 03 Position: **Senior Operations Manager, Army (Operation Noble Eagle)**

Mobilized weapons Operations security manager for Western United States Home Land Defense mission.
Managed task force operations center for national security mission for nations chemical weapons
Supervised based security for multiple sites within the western United States.
Accounted for operation, training and educational budgets for multi million dollar accounts.
Designed communication and reporting procedures for efficient task force operations.
Organized and helped implement mobilization plan for over 1200 soldiers.
Public and media relations

Jun 1996-Apr 02 Position: **Fire Support IT Manager/Project Manager, Utah National Guard**

Managed IT department specializing in broad spectrum radio communications.
Senior instructor for LAN/WAN hardware, software and communications procedures.
Implemented training program which increased personnel readiness to over 98% .
Installed, upgraded and maintained computer network equipment and software.
Planned and executed large scale training projects for over 530 personnel.
Designed training plans, budgets and resource plans for special projects.

Mar 1987-Jun 96 Position: **Training/Human Resource Manager, Utah Army National Guard**

Managed a successful human resource department for over 130 personnel.

Automated the pay, insurance, and schools enrollment programs to increase productivity.

Improved employee retention by fostering employee team building program.

Served as recruitment and retention manager for unit and its personnel.

Education:

2003 Masters, Computer Information Systems, University of Phoenix

1997 Bachelors of Arts, Psychology, Columbia College

1989 Associate of Science, Human Services, Utah Valley State College

Specialized Training:

2006 Licensed Computer Systems Teacher (K-A), Nevada (Exp 2010)

2005 Licensed Real Estate Agent, Nevada

2009 Sergeant Majors Leadership Training Academy, Ft Bliss, Tx

2000 Army Instructor Training Program, Camp Williams, UT

1996 Senior Leadership ANCOC/ Advanced Network Systems course, Ft. Sill Training Academy

1993 Basic Leadership BNCOC/ Intermediate Network Systems course, Ft. Sill Training Academy

1990 Primary Leadership Development Course, Camp Ball Training Academy, LA

Technical Skills: Vast experience in computer technologies and skilled in the following Microsoft products: MS Access, MS Word, Visio, MS PowerPoint, MS Excel, MS FrontPage, MS Project, TCP/IP

Awards: Utah State Trainer of the Year (Utah National Guard)

Volunteer Service: Public Affairs Officer for Employer Support Guard and Reserve (ESGR)

Troops to Teachers Mentor

4. Dr. Porter Troutman, Ed.D. Northern Arizona University

VITA'

PERSONAL DATA

Porter Lee Troutman, Jr., Professor Emeritus

College of Education, Department of Teaching and Learning

University of Nevada Las Vegas

Box 453005

4505 Maryland Parkway

Las Vegas, Nevada 89154-3005

OFFICE (702) 895-4407, FAX (702) 895-4898, CELL (702-521-1458)

MILITARY EXPERIENCE

R.O.T.C. - Southern University 1961-63

EDUCATION

| | |
|--------------|--|
| Ed.D. (1977) | Northern Arizona University, Flagstaff, AZ |
| Ed.S. (1973) | University of Nevada, Las Vegas, Las Vegas, NV |
| M.A. (1970) | Northern Arizona University, Flagstaff, AZ |
| B.S. (1965) | Southern University, Baton Rouge, LA |

CREDENTIALS

Professional Elementary Teaching Endorsement (Clark County)

Administrative Endorsement (Clark County)

University of Nevada, Las Vegas Instructor Credential

University of Nevada, Las Vegas Supervisor Credential

AREAS OF PROFESSIONAL SPECIALTY

Multicultural Education/Administration

ATOD Prevention Youth Programs

Urban Education and Outreach

Integrative/Culturally Relevant Curriculum

Competency Based Teacher Education Program

Community/ School /University Teacher Education Collaboration

Community Development/Parent Education

PROFESSIONAL EXPERIENCES

2011 – Present Professor Emeritus

| | |
|----------------------------|--|
| 2012 – Present | CAPT Associate and Managing Editor of the Substance Abuse Prevention Skills Training Curriculum |
| 1998 – Present | Professor |
| 1978- Present | Director, UNLV/NYSP Academic/Sports Program |
| 1985 - 1998 | Associate Professor |
| 1982 - 1985 | Associate Professor |
| 1974 - 1982 | Associate Professor; Director Teacher Corps, University of Nevada, Las Vegas. |
| 1971 - 1974 | Lecturer; Assistant Director, Teacher Corps, University of Nevada, Las Vegas. |
| 1973 - 1975 | One of twelve Teacher Corps Associates selected nationally by American Association of Colleges for Teacher Education and National Teacher Corps, Washington, D.C. to be trained in Multicultural Education |
| 1970 - 1971 Association | State Representative (part-time), Clark County Classroom Teachers |
| 1966 - 1971 | Teacher, Clark County School District |

GRANTS - COMPETITIVE

Preservice / In-service Education, Diversity, Urban Student Populations

State Department of Education – 2003-2013 - \$1,000,000

U S Department of Education – Over \$5 million

PROFESSIONAL ACTIVITIES

| | |
|------|--|
| 2012 | Co-Chair, Nevada STEM Coalition Diversity Roundtable (STEM Principles) |
| 2012 | Board Member, Village Foundation |
| 2012 | Member, PACT Coalition |
| 2012 | Board Member, First Med |
| 2012 | COE Center for Multicultural Education Director |
| 2012 | CCSD Equity Diversity Education Board Advisor |
| 2013 | UNLV-NYSP Academic and Sports Program Director |
| 2010 | Co-Chair, Annual NCEBC National Conference, April 28. LV, NV |
| 2010 | Local Chair 20 th Annual International NAME Conference, Nov. 3, LV, NV. |

- 1990-2015 Founder, Board Member and Treasurer for NAME
- 2008-2011 UNLV VP Commission on Diversity and Inclusion
- 2008-2011 Equity Compliance and Education Council
- 2008-2015 Editor-Journal of Praxis for Multicultural Education
- 2008-2015 Chair ATE Diversity Committee
- 2008-2011 Co-Chair, Chancellor's Diversity Roundtable
- 1999-2011 UNLV Inter-Collegiate Athletic Committees
- 2007-2010 Hillary Clinton's Leadership Team /Ambassador
- 2007 Member, Associate Vice President of Diversity Search Committee
- 2007 Member, CCSD Superintendent Diversity Committee
- 2007-2011 Member, CCSD Equity and Diversity Education Committee
- 2006 Chair, National Rural Education Association MCE Commission
- 2006 Member, ATE/NCSS Social Justice Commission

EXPERIENCES IN THE FOLLOWING AREAS

Teaching Undergraduate and Graduate Courses in Multicultural Education

Curriculum Development in Multicultural Education and Alcohol Tobacco Other Drugs (ATOD) Prevention

Human Resources, Teacher Supervisor, Management, Leadership, Organizational Skills, Community Leadership Positions, Executive Experience

5. Ryan Krametbauer.. Attorney at Law

Ryan David Krametbauer, Esq.

5597 Alden Bend Drive, Las Vegas, NV 89135

Phone: 702.496.1615

rkrametbauer@me.com

EDUCATION

Willamette University College of Law, Salem, Oregon
Juris Doctorate
Graduation Date: May 2012

The University of Nevada, Las Vegas, Honors College
B.A. Liberal Arts, Political Science
Graduation Date: May 2009; *Summa Cum Laude*, University & Departmental Honors Scholar

Bonanza High School, Las Vegas, Nevada
High Honors & Leadership Honors Award
Graduation Date: June 2005

BAR ADMISSIONS

Nevada (2012); License No. 12800

ACADEMIC HONORS

Graduate Honors

Honors Notation: Legal Research & Writing, Professor Mazur-Hart, Section 1 (spring 2010)
Moot Court Board (spring 2010)
Source & Cite Editor, *Willamette Journal of International Law & Dispute Resolution* (spring 2010)
The Order of Barristers (spring 2012)

Undergraduate Honors

UNLV Honors College Thesis Presentation and Defense, "Making it to the Big Leagues: The Political and Economic Viability of a Professional Sports Team in the Las Vegas Valley"
Phi Kappa Phi
Pi Sigma Alpha, *Theta Phi Chapter*, Political Science Honor Society
National Society of Collegiate Scholars Honor Society
Dean's Honor List: fall 2005, spring 2006, fall 2006, spring 2007, fall 2007, spring 2008, fall 2008
Millennium Scholarship of Nevada (\$10,000)

EXTRACURRICULAR ACTIVITIES & OFFICES

Graduate Activities & Offices

President/Chair, Moot Court Board, Willamette University College of Law (spring 2011 – spring 2012)
Vice President, Willamette University Student Bar Association (spring 2011 – spring 2012)
Associate Editor-in-Chief, *Willamette Sports Law Journal* (spring 2010 – spring 2012)
Ombudsman, Willamette University Student Bar Association (spring 2010-11)

Undergraduate Activities & Offices

President/Captain/Player, UNLV Ice Hockey Club
Hockey Representative, UNLV Club Sports Council
President, Pi Sigma Alpha, *Theta Phi Chapter*, Political Science Honor Society

WORK EXPERIENCE & INTERNSHIPS

08/12 – Present **Law Office of William R. Brenske** **Associate Attorney (> 40 hrs. per week)**

05/11 – 08/11 **Judge James Bixler, Clark County Dist. Court** **Summer Clerkship (24-40 hrs. per week)**
Draft judicial orders, legal memos, prepare civil and criminal motion calendars, brief Judge Bixler on upcoming legal issues before the court, and conference with Judge Bixler on pending complex legal issues

01/11 – Present **Willamette University, Professor Standen** **Research Assistant (10 hrs. per week)**
Research for sports law treatise re: signing bonuses, collective bargaining agreements, and source & cite revisions

08/10 – 03/11 **Willamette University, Professor Mazur-Hart** **Student Assistant (10 hrs. per week)**
Assisting first year law students in their studies of the ALWD citation format, editing legal memoranda composition & format, and appellate brief drafting

06/10 – 08/10 **Law Office of William R. Brenske** **Externship & Law Clerk (30 hrs. per week)**
Drafting legal memoranda, pleadings/motions, client letters, confidential settlement briefs, demand letters, letters to opposing counsel, assisting legal staff in preparation for trial, and client deposition preparation

06/05 – 08/09 **VTN Nevada Consulting** **Print Room Manager (15 hrs. per week)**
Managing the daily operations of the print room, printing blueprints, converting blueprints onto compact disks, and clerical activities

05/07 – 08/07 **State of Nevada Office, Washington, D.C.** **Administrative Internship (> 40 hrs. per week)**
Attending and briefing U.S. House of Representatives/Senate hearings, composing constituent letters, assisting the Director and Policy Advisor in daily activities, attending hearings with the National Governors Association/Western Governors Association Washington Representatives and drafting funding requests

02/05 – 06/05 **City of Las Vegas, Office of the Mayor** **Administrative Internship (12 hrs. per week)**
Composing constituent letters, answering to the needs and concerns of citizens corresponding with City Hall, and filing records of constituent letters

6. Mr. Nicholas Oyola, Supervision (Governance)

Nicholas Oyola

300 Pinehaven Street #103
Las Vegas, NV 89144
Phone (702) 856-6611
E-mail: Nickoyola@msn.com

Profile:

Proven leader and with excellent communications and analytical abilities. Accomplished gaming operations manager and trainer with over 25 years experience and a verifiable track record for delivering excellent customer service. Team player who truly enjoys working with others and guest. Goal minded with great organizational skills.

Capabilities:

- Training and Curriculum design
- Public Speaking and Community Relations
- Recruitment and Sponsorship Development
- Project Management and Budgeting
- Leadership and Team Building

Experience:

May 1999-Present

Position: **Table Games Supervisor at Venetian Resort, Las Vegas**

Overseeing gaming tables and handling customers request and needs. Serving on Community outreach committee since 1999. I have been a team leader on multiple Community projects dealing with organizations like Opportunity Village, Shade Tree Women Shelter, US Vets Veterans Shelter among others.

Education:

1986- Oakcrest High School- Mays Landing, NJ

Awards: 2 Bravo Awards at the Venetian (The equivalent of Team Member of the quarter)

Volunteer Service: 14 years of serving on the Sands Foundation Community Outreach Committee. Project leader with the recruitment of large number of Team Members to execute work in the community.

7. Lt. Col. Charles Edwards, USAF Ret. (Management & Human Resources)

10492 Cerotto Lane
Las Vegas, NV 89135
(h) 702 255 1085
chuckedwards@cox.net

Charles R. Edwards, Colonel (Ret.)

Experience:

1991 - 2007 Commercial Airline Pilot, McCarran International Airport

Flew Boeing 737 out of McCarran International airport until retirement in 2007. During this time logged over ten thousand hours. As captain of the airplane he oversaw the training of co-pilots.

1964 - 1991 Fighter pilot in the United States Air Force

1964 - Received his commission and entered Pilot Training at Moody AFB, Georgia.

1965 - 1967 Stationed in Bentwaters, England. Continued pilot training and upgrading of responsibilities.

1967 - 1968 Stationed in Wheelus AFB, Libya, North Africa. Upgrading of pilot skills.

1968 -1970 Stationed in Cam Ranh Bay, Vietnam. Flew 169 combat missions (100 over North Vietnam) accumulating more that 250 hours of combat in the F-4.

1970 -1973 Assigned to Laughlin AFB, Texas where he flew T-37 and T-38 (training planes) as a pilot instructor and flight examiner. Completed Squadron Officer School

1973 - 1976 Air Operations Officer, operational plans Headquarters Air Training Command at Randolph AFB, Texas. Completed Air Command and Staff School.

1976-1979 Wing Executive Officer at the Tactical Air Warfare Center, Eglin AFB, Florida. In that capacity flew F-4 fighter again.

1979 - 1981 Reese AFB, Texas, T-38 Operations Officer

1981 - 1984 Commanded the 85th Flying Training Squadron, Laughlin AFB, Texas

1984 - 1985 Attended War College, Maxwell AFB, Alabama

1985 1986 Assigned Reese AFB as Deputy Commander for operations, 64th Flying Training Wing

1986 - 1987 Commander of the 64th Air Base Group

1987 1989 Commander of the 14th Flying Training Wing, Columbus AFB, Mississippi.

1989 - 1990 Center Commander, Goodfellow AFB, San Angelo, Texas

Professional Achievements:

Command pilot with over 4500 military flying hours

Legion of Merit with two oak leaf clusters

Distinguished Flying Cross

Meritorious Service Medal with four oak leaf clusters

Air Medal with 13 oak leaf clusters

Air Force Commendation Medal

Air Force Outstanding Unit Award with two oak leaf clusters

Vietnam Service Medal

Republic of Vietnam Gallantry Cross with device

Republic of Vietnam Campaign Medal

Command winner of the Lance B. Sijan Award for Leadership

Retired from the United States Air Force as a Colonel

8. Sylvia E. Von Hake

**10245 Red Bridge Avenue, Las Vegas, NV 89134
702-255-3083 Home, 702-561-9044 Cell**

cvonhake@aol.com

| | |
|---|---|
| Education and Certifications | University of Nevada at Las Vegas, Bachelor of Science Degree in Special Education, 1987. |
| | University of Nevada at Las Vegas, Masters of Education, Special Education, 1991. |
| | K-12 Generalist Resource Room |
| | K-8 Elementary Education |
| Professional Experience | Nova Southeastern University |
| | <i>Field Experience Supervisor Elementary Education</i> 2004 |
| | <i>Seminar Leader</i> 2004 |
| | University of Nevada, Las Vegas |
| | <i>Field Experience Supervisor Elementary Education</i> 1998 – 2005 2006 - 2008 |
| | <i>Seminar Leader</i> 1999 - 2001 |
| | Clark County School District |
| | <i>Lead Performance Zone Instructional Coach - C & I – Curriculum Professional Development Center</i> 2013 - present |
| | <i>Early Childhood Inclusion, E.W. Staton E.S.</i> 2012 – 2013 |

Primary Resource Room K-3, E.W. Staton E.S. 2008 – 2012

*Project Facilitator - Literacy – Curriculum Professional
Development Center* 2005 - 2006

Primary Resource Room K-3, Elaine Wynn E.S. 1990 - 1998

*Sixth Grade Center Resource Room – Reading, Language Arts,
Math and Life Skills, Madison Sixth Grade Center* 1987
– 1990

Organizations

And Activities

- **Governing Board Member – Andre Agassi College Preparatory Academy 2010-2012**
- **Board Member – Young Men’s Service League, Las Vegas 2012-present**
- **Conducted staff in-services regarding Special Education issues**
- ***Mentor teacher for new Special Education Teachers***
- **Member of School Steering Committee**
- **Co-chair of School-Wide Student Success Cadre**
- **Member of School Safety Committee**
- **3-time Member of Clark County School District Resource Room Council**
- **Member of CCSD Student Intervention Plan Adoption Committee**
- **Cooperating Teacher for university student teachers**
- **Member of Staff Development Committee**
- **Special Education Liaison/Leader**
- **Member of Clark County School District Math Textbook Adoption Committee**
- **Member of Student Improvement Plan Committee**
- **CORE training as Project Facilitator**
- **Voyager Passport Training**
- **Reading Academy Completion**

Awards and

Recognition

- ***Channel 13 A+ Teacher of the Week, 1996***
- ***Elementary Staff Developers Resource Guide, 1993***
- **Special Education Parent Advisory Committee – Special Recognition Award, 1993 and 1994**
- **Certificate of Appreciation – Resource Room Council Special Student Services, 1991, 1992, and 1993**
- **Excellence in Education Award, 1992**

- **Presenter for district-wide Elementary Special Education In-Service, 1991**
- **Lily Fong Student Teacher Award for Excellence, 1987**

Additional Skills

- ***Fluent in Spanish***

9. Dr. Joshua Schulze

Areas of Expertise

English as Second Language
 Academic Literacy Development of ELLs, K-12
 Second Language Writing
 Systemic Functional Linguistics
 Genre Based Pedagogy

Education

Ed. D. University of Massachusetts at Amherst. Department of Teacher Education and Curriculum Studies. Language, Literacy and Culture Program.

Dissertation: Supporting the Persuasive Writing Practices of English Language Learners through Culturally Relevant Systemic Functional Linguistic Pedagogy

Dissertation Committee Members:

Dr. Meg Gebhard, Chair, Associate Professor of Education

Dr. Jerri Willett, Professor and Chair of Teacher Education and Curriculum Studies

Dr. Anne Herrington, Professor, Department of English

M.A. University of Southern Mississippi. Department of Foreign Languages and Literatures

B.A. University of Richmond. Richmond College. School of Arts and Sciences.

Professional Experience

- Assistant Professor of Education 2013-
 School of Education
 Teacher Preparation Program
 Nevada State College
 Henderson, Nevada

- | | |
|---|---------------|
| | 2008-2013 |
| <ul style="list-style-type: none"> • Visiting Professor of Graduate Education College of Education and Human Development University of Massachusetts Boston | |
| <ul style="list-style-type: none"> • New Teacher Developer Office of Teacher and Leadership Effectiveness Department of Professional Development Boston Public Schools | 2010- 2013 |
| <ul style="list-style-type: none"> • ESL Teacher and Language Acquisition Team Facilitator Boston Public Schools | 2008-2010 |
| <ul style="list-style-type: none"> • ESL Lecturer Valencia Community College, Orlando, Florida Department of English as a Second Language | 2000-2005 |
| <ul style="list-style-type: none"> • Classroom Teacher, ESL Immersion Grades 2-3 District of Osceola Public Schools, Florida | 1997-2005 |
| <ul style="list-style-type: none"> • Classroom Teacher Grade 6, English as Foreign Language International American School of Warsaw, Poland | 1995-1996 |

Peer-Reviewed Publications

- | | |
|--|------------------|
| Paugh, P. & Schulze, J. (Eds) (In preparation) <i>Meeting them where they are: SFL, academic literacy and urban ELLs</i> . To be submitted to Corwin Press. | (In preparation) |
| Schulze, J. (2011) Persuasive Writing: A systemic functional view. <i>GIST: Education and Learning Research Journal</i> , (5), 127-157. | 2011 |
| Schulze, J. (2009) Testing: A Systemic Functional View of High Stakes Test Preparation Material. <i>Colombian Applied Linguistics Journal</i> , (11), 80-92. | 2009 |
| Schulze, J. & Ramirez, A. (2007) Intertextuality as resource for building English language learners' generic competence: a systemic functional view. <i>Colombian Applied Linguistics Journal</i> , 9 (1), 69- | 2007 |

Peer-Reviewed Conference Presentations

Systemic Functional Linguistic Pedagogy: A bridge to academic writing for ELLs? Paper presented at the *1st Annual Nevada Symposium on Educational Research*, University of Nevada Reno, NV November 2, 2013.

Supporting the Persuasive Writing Practices of ELLs through Systemic Functional Pedagogy (2013) Paper presented at the *54th International Academic Conference of the Clute Institute*. Las Vegas, Nevada, September 26, 2013.

Meeting Them Where They Are: Employing Culturally Relevant SFL based pedagogy to Support Academic Language Development (2013) *Communities of Inquiry Conference*, University of New Hampshire, Manchester, NH May 4, 2013.

Informing the Teaching of Academic Language through Systemic Functional Linguistics (2012) Paper presented at *Massachusetts Association for Colleges for Teacher Education Conference*, College of the Holy Cross, Worcester, Massachusetts, October 19, 2012.

Supporting the Academic Literacy Development of English Language Learners through Systemic Functional Linguistics (2012) Paper presented at the *40th Annual Massachusetts Association of Teachers of English to Speakers of Other Languages (MATSOL) Conference*, Framingham, Massachusetts, May 3, 2012.

Genre Based Approaches to Academic Writing for English Language Learners (2010) Paper presented at the *8th Annual Conference of Teachers as Researchers*, University of New Hampshire, Manchester, May 5, 2010.

Making the Case: A Systemic Functional Analysis of An English Language Learners' Persuasive Writing (2010) Paper presented at the *4th Annual Literacy Essentials Conference*, Central Connecticut State University, March 20, 2010.

High Stakes Test Preparation Materials: A Systemic Functional View (2009), Paper accepted for presentation at the *Annual Conference of the American Association of Applied Linguistics*, Denver, Colorado, March 21, 2009.

Testing, Testing: An Systemic Functional Analysis of the Ideational Metafunction in High Stakes Test Preparation Materials for ESL students (2008), Paper presented at the *University of Massachusetts Amherst Centennial Marathon*, Amherst,

Massachusetts, June, 13, 2008.

Constructing Genre Awareness Through Talk (2008), Paper presented at the 2008 *Teachers of Speakers of Other Languages Annual Conference*, New York, New York, April 4, 2008.

Genre Talk: ELLs Perception of Academic Literacy (2008), Paper presented at the *Annual Conference of the American Association of Applied Linguistics*, Washington, DC. April 2, 2008.

This One is More About Learning: Genre Talk and the Emerging Genre Awareness of English Language Learners (2007), Paper presented at the 28th *Annual Conference of New England Educational Research Organization*-Portsmouth, New Hampshire, April, 2007

And What About My Kids? Examining Critical Pedagogy in Practice for Elementary Linguistically Diverse Learners (2006), Paper Presented at the 3rd *Annual International Conference on Education, Labor and Emancipation*-Juarez, Mexico October 1, 2006

Research Experience

Research Fellow ACCELA-Access to Critical Content and Language Acquisition Project, Springfield, MA 2005-2008

Reading and Research Supervisor 2008-2009
Springfield, MA Public Schools and ACCELA

Higher Education Teaching Experience: Courses Taught

Nevada State College, Henderson, NV 2013-
EDRL 442 Literacy Instruction I
EDRL 471 Language Acquisition, Development and Learning
EDRL 474 Methods for English Language Learners
EDRL 483 Methods in Bilingual Education
EDRL 487 Curriculum Development in Bilingual Education 2009-2013

University of Massachusetts Boston

EDUC 646 Understanding Principles and Practices of Reading

ECHD 640 Language and Literacy Development in Early Childhood

EDCG 697 Advanced Strategies in Teaching Literacy to ELLs and SPED

Cambridge College Springfield, MA 2007-2008

BAM 105: College Writing 1

EMC 301 Integrated Language Arts and Reading

Professional Development

Institute for Training and Development, 2007, Amherst College 2007

- Worked with Dr. Meg Gebhard to coordinate technology and support visiting international educators from Norway as they developed lesson plans incorporating systemic functional linguistics and genre theory

New Teacher Institute, Boston, MA 2010-2013

- Developed and implemented courses to support new teachers in implementing district literacy initiatives regarding academic literacy

Beginning Teacher Seminars Series, Boston Public Schools

Developed and implemented seminar series designed to support first year teachers with assessment practices, family and community engagement, and classroom management.

Professional Participation

- TESOL Convention Proposal Reviewer 2008/2010
- UMass Education Department Search Committee 2008
- National Council of Accreditation in Teacher Education Consultant 2008

Honors and Awards

| | | |
|---|----------|-----------|
| • Boston Plan for Excellence Funds for Teachers Award | \$3,600 | 2012 |
| • Sontag Prize in Urban Education | \$3,000 | 2010 |
| • Sontag Prize in Urban Education | \$3,000 | 2009 |
| • ACCELA Graduate Fellowship Award | \$36,000 | 2005-2008 |

Professional Affiliations and Memberships

| | | |
|---|--|-------|
| • Teachers of English as a Second Language | | 2008- |
| • National Association of Teachers of English | | 2007- |
| • American Association of Applied Linguistics | | 2009- |
| • Massachusetts Teachers of English as Second Language | | 2009- |
| • International Association of Systemic Functional Linguistics | | 2010- |
| • North American Association of Systemic Functional Linguistics | | 2010- |

Language Study

| | | |
|---|-------------|------|
| • Wayra Spanish Language Academy Tamarindo, Costa Rica | 40 hours | 2010 |
| • Ixbalanque Spanish School, Copan, Honduras | 80 Hours | 2008 |
| • Latin Immersion, Buenos Aires, Argentina | 90 Hours | 2006 |
| • ECCELA Language School Buenos Aires, Argentina | 50 Hours | 2003 |
| • Centro Venezolano, Caracas, Venezuela | 40 Hours | 2002 |
| • Intercultura Language School, Heredia, Costa Rica | 60 Hours | 1997 |

Teaching Credentials

| | | |
|---|----|-------|
| • National Board Certification in Middle Childhood Literacy | US | 2004- |
| • English as a Second Language | MA | 2008- |
| • Elementary Education | MA | 2008- |

- English Language Arts and Literature

MA

2008-

Professional Activities and Service

College and School

- Member, Search Committee, Teacher Preparation Program Faculty
- Member, Search Committee, Dean Search Committee, School of Education
- Member, Faculty Senate, Nevada State College
- Member, Academic Affairs Committee, Nevada State College
- Member, Institutional Strategic Planning Committee, Nevada State College
- Member, English Mastery Council, State of Nevada
- Member, ELL Community Task Force, Clark County School District
- Representative, SOE, State-wide standards committee

10. Dr. Gregory A. Levitt

GREGORY A. LEVITT
Department of Curriculum and Instruction

University of Nevada Las Vegas

Office: (702) 895-2067 E-mail levitt@unlv.edu

BACKGROUND

EDUCATION

| | | |
|------------------------------|--|------|
| Ph.D | Social Studies/Global Education, Curriculum and Chinese Studies. The Ohio State University Columbus, Ohio | 1990 |
| Chinese Language Certificate | Beijing Language Institute Beijing, People's Republic of China | 1988 |
| M.A. | Social Studies/Global Education The Ohio State University, Columbus, Ohio | 1988 |

| | | |
|---------------------------------|--|------|
| Administration | School Administration, | 1988 |
| Certification | State of Ohio | |
| B.A. | Sociology and Social Studies | 1975 |
| | Education, Capital University | |
| Teaching | Sociology, Social Psychology, Political Science. | 1975 |
| Certification | Capital University, The Ohio State University. | |
| Specialized Training | | |
| Asian Studies in the Curriculum | The East -West Center, Honolulu, Hawai'i | 1994 |
| Conflict Resolution | Twomey Center for Peace and Justice/UNO | 1994 |
| A World Of Difference | El Casa De Maria, Santa Barbara, California and New Orleans, Louisiana | 1994 |
| Perspectives On Thailand | Chulalongkorn University | 1991 |
| | Bangkok, Thailand | |
| Oral/Written Chinese | Beijing Language Institute | 1988 |
| | Beijing, People's Republic of China | |
| Oral/Written Chinese | East Asian Languages Institute | 1987 |
| | Indiana University. Bloomington, Indiana | |
| Urban Sociology | Gurukul Theological Seminary, Madras, India | 1974 |

EXPERIENCE- Academic

| | |
|---------------------|---|
| August 2010-Present | Professor, University of Nevada Las Vegas |
| August 2009-2010 | Professor, University of Nevada Las Vegas Lead Subject Matter Expert, DoDEA Virtual Schools Grant |
| August 2007-2010 | Assistant Dean for Technology and Assessment, University of Nevada Las Vegas |
| August 2001 – 2007 | Chair, Dept of C & I and Professor, University of Nevada Las Vegas |
| August 1999-2001 | Professor, University of New Orleans |

| | |
|--------------------------|---|
| January 1997-1999 | Associate Professor and Director of Teacher Explorer Center, University of New Orleans |
| August 1994-1999 | Associate Professor, University of New Orleans |
| August 1990-1999 | Associate Director, Center for Asian Studies. |
| August 1990 - 1994 | Assistant Professor, University of New Orleans New Orleans, Louisiana |
| Sept. 1989 - August 1990 | Graduate Teaching Associate, The Ohio State University Columbus, Ohio |
| Sept. 1988 - July 1989 | Instructor and Director of Foreign Teachers, Beijing University of Aeronautical and Astronautical Engineering Beijing, China |
| Dec. 1988 - March 1989 | Instructor-Tutor, Beijing University Beijing, China |
| Sept. 1985 - June 1988 | Graduate Teaching Associate. Helped administer field placements supervised student teachers and taught methods courses. The Ohio State University, Columbus, Ohio |
| June-July 1988 | Central Association of College and Business Officers, Management Institute. Assistant to the Director, University of Wisconsin. Milwaukee, Wisconsin |
| June - August 1986 | Researcher, The Ohio Historical Society/Northwest Ordinance / U.S. Constitution Bicentennial Commission, Education Subcommittee, Columbus, Ohio |
| Sept. 1976-June 1985 | Teacher, Chair of Social Studies Department, Head |
| Sept. 1975-June 1976 | Teacher, Columbus Public Schools. Columbus, Ohio |

B. Other Professional

| | |
|--------------|--|
| 2010-Present | Co-Director, Pilot Hybrid School Project at the Darling Tennis Center. |
| 2001 – 2007 | Consultant, Clark County Public Schools, Social Studies Department, Sara Gardner, Director |
| 2001-2003 | Nevada School Evaluation Team member, Lynch Edison Elementary School |
| 2001-2008 | Consultant, Andre Agassi College Prep Academy. Curriculum, community relations, designed and implemented the UNLV-Agassi Urban Teacher Training Program. |

| | |
|--------------------|--|
| 1997- 2001 | Consultant, Jefferson Parish Public Schools System Social Studies Department. John Alexander, Director |
| March 1992-97 | Consultant, Mid-American Vocational Curriculum Consortium(MAVCC) Textbook on International Trade |
| June - August 1989 | Consultant, CBS News Beijing Bureau Beijing, People's Republic of China |
| September 1988 | Consultant in Beijing, Smithsonian Tour of China, "History Through The Dynasties" |
| February 1989 | Consultant in Beijing, Columbus Area High School Tour of China |
| August 1986 | Coordinator, International Peace Pavilion, The Ohio State Fair, Columbus, Ohio |
| Summers 1980-1984 | Counselor for Delinquent Youth, Buckeye Boys Ranch, Columbus, Ohio |

D. Courses Taught

Has taught over 20 different Graduate and Undergraduate classes in the Departments of Education, History, Asian History and Economics. Subjects have included Online Education, Curriculum Development, Social Studies Education, Chinese History, the Global Economy, English as a Second Language, and Diversity.

SCHOLARLY AND CREATIVE PRODUCTIVITY

1. PUBLICATIONS

A. Text books

Chino, M, Editor. Levitt, G. & Grubaugh, S. Contributors (2004). Nevada: People and Stories from Nevada's History. 4th Grade Nevada Supplemental Text book: Published locally by Nevada Institute for Children and Research, Las Vegas, NV. Wrote and edited twenty-four biographies of famous Nevadans.

Mid-American Vocational Consortium, (1993). Introduction to international trade. Textbook. Tulsa, Oklahoma: Buck, S., Project Coordinator. Levitt, G. A., Advisory Committee Member. (219 pages).

Mid-American Vocational Consortium, (1993). Introduction to international trade. Student Workbook. Tulsa, Oklahoma: Buck, S., Project Coordinator. Levitt, G. A., Advisory Committee Member. (411 pages).

Levitt, G. A., Li, F., & Chen, Z., (1989). The best TOEFL preparation guide. Beijing, People's Republic of China: University Press. Directions written in English and Chinese. 372 Pages.

B. Refereed/Invited Publications (Selected)

(1) Book Chapters:

Speaker, R. B., Levitt, G. & Grubaugh, S.J. (2012). Shaping Professional Development in a Virtual World. In Keengwe, S. & Kyei-Blankson, L., (Eds), Virtual Mentoring for Teachers: Online Professional Development Practices. Hershey, PA: IGI Global Press. <http://www.igi-global.com/book/virtual-mentoring-teachers/64903#table-of-contents>

Levitt, G. A. (1999) Teaching About Global Issues Using the Internet, in Surfing the Social Studies National Council for the Social Studies Bulletin. Editors Risinger F. & Braun, J. NCSS Publications. (pp. 81-92) (Invited).

Levitt, G. A. Chung, Constance Yu-Hwa “Connie.” (1996) In Great Lives from History: American Women book series. Pasadena, California: Salem Press. pp.136-142.

Levitt, G. A. . Lin, Maya Ying. (1996) In Great Lives from History: American Women book series. Pasadena, California: Salem Press. pp. 276-282.

Levitt, G. A. Wu, Chien-Shiung. (1995) In Great Lives from History: American Women book series. Pasadena, California: Salem Press. pp.372-376.

Levitt, G. A. Yamaguchi, Kristi. (1995) In Great Lives from History: American Women book series. Pasadena, California: Salem Press. pp.316-320.

Xie, B. & Levitt, G.A. The Minority nationalities in south china and the chinese tea culture. in A Vision of multicultural education for the year 2000. The Edwin Mellen Press, New York, Canada, United Kingdom. 1994. Chapter one, pp. 1-14.

Cadray, J. & Levitt G.A. Teacher preparation for education that is multicultural: Introducing Afrocentric concepts into the social studies curriculum. In A Vision of multicultural education for the year 2000. The Edwin Mellen Press, New York, Canada, United Kingdom. 1994. Chapter two, pp. 15-32.

Levitt, G. A. & Lazzerini, E.J. (1993). Louisiana. In T. Menju, (Ed.), Japan related exchange in the United States Vol. II, Tokyo, Japan: Japan Center for a Global Partnership. Printed in English and Japanese.

(3) Journal Articles: (Selected)

Levitt, G. & Grubaugh, S.J. (2011). Online Content Area Literacy Reading Support and Learning With New Literacies in Online Curriculum, National Social Science Technology Journal, 1 (4) (Print and Online Journal) http://www.nssa.us/tech_journal/volume_1-4/vol1-4_toc.htm

Levitt, G. Grubaugh, S.J., Speaker R. & Rector, P (2010). Supporting, motivating and engaging all learners in online learning, literacy and critical thinking in virtual school content area courses. National Social Science Proceedings, 44-1, 107-114.

Mallete, M., McKinney, M., Moffit, C., & Levitt, G. (2008) Developing, Negotiating, and Enacting Literacy Curriculum 2008 Yearbook of the National Reading Conference

- Crippen, K. J., Archambault, L., Ford, M. S., & Levitt, G. A. (2004). Curriculum carts and collaboration: a Model for training science teachers. *Journal of Science Education and Technology*, 13(3), 325-331
- Levitt, G.A. (2000) Useful Websites for Teaching About the 2000 Presidential Elections *Louisiana Journal of the Social Studies*, pp. 30-35. *Louisiana Journal of the Social Studies*. Online Version located at: <http://ss.uno.edu/SS/Lcss/Website/LcssHP1.html>
- Levitt, G.A. (1999) Teaching About Asia Using the Internet *Louisiana Journal of the Social Studies*, pp. 50-54. Online Version located at: <http://ss.uno.edu/SS/Lcss/Journal/Fall1999/index.html>
- Levitt, G.A. (1998) Teaching About China: Model Lessons for Geography. *Louisiana Journal of the Social Studies*, pp. 25-32.
- Levitt, G. A. . Chinese American Citizens Alliance. (1997) In Great Events from History: American: North America, revised edition. pp. 679-672. Frank N. Magill and John Loos Editors, Pasadena, California: Salem Press.
- Levitt, G. A. . Yellow Peril Campaign. (1997) In Great Events from History: American: North America, revised edition. pp. 679-680. Frank N. Magill and John Loos Editors, Pasadena, California: Salem Press.
- Levitt, G. A. (1996). Teaching about China: An analysis of American History and World History high school textbooks. Wuhan, China: Foreign Language Publishing and Distribution Administration. pp. 34-41.
- Levitt, G. A. (1996). John Dewey and early American Sociologists: Similarities and differences. Wuhan, China: Foreign Language Publishing and Distribution Administration. pp. 42-51.
- Levitt, G. A. & Hart, E. D. (1996). Teaching about America: Model lessons using the five themes of geography. Wuhan, China: Foreign Language Publishing and Distribution Administration. pp. 124-32.
- Levitt, G. A. & Longstreet, W. (1993). Controversy and the teaching of authentic civic values. The Social Studies Journal, July/August, 142 - 148.
- Levitt, G.A. (1993). Chinese history, immigration, and cultural contributions. In J. Wilson (Ed), The encyclopedia of multiculturalism: The Asian American encyclopedia Susan Auerbach Editor. Marshall Cavendish Corporation. Pasadena, California: pp. 120-126.
- Levitt, G.A. (1993). Asian violence Contemporary. In J. Wilson (Ed), The encyclopedia of Multiculturalism: The Asian American encyclopedia Susan Auerbach Editor. Marshall Cavendish Corporation. Pasadena, California: pp. 58-63.
- Levitt, G.A. (1993). Japantowns in the United States. In J. Wilson (Ed), In The encyclopedia of multiculturalism: The Asian American encyclopedia Susan Auerbach Editor. Marshall Cavendish Corporation. Pasadena, California: pp. 213-217..
- Levitt, G.A. (1993). Koreantowns in the United States. In J. Wilson (Ed), The encyclopedia of multiculturalism: The Asian American encyclopedia Susan Auerbach Editor. Marshall Cavendish Corporation. Pasadena, California: pp. 247-251.

Levitt, G.A. (1993). Ancestor worship. In J. Wilson (Ed), The encyclopedia of multiculturalism; The Asian American encyclopedia. Susan Auerbach Editor. Marshall Cavendish Corporation. Pasadena, California: pp.48-52.

Levitt, G.A. (1993). Chinese language. In J. Wilson (Ed), The encyclopedia of multiculturalism; The Asian American encyclopedia. Susan Auerbach Editor. Marshall Cavendish Corporation. Pasadena, California: pp. 160-164.

Levitt, G.A., Speaker, R.B., & Speaker, P.R. (1992). Columbus and the exploration of the Americas: Ideas for thematic units in the elementary grades. Social Studies and the Young Learner, March/April, 19 - 22.

(4) Electronic Books

Levitt G. A. The 1989 Pro-Democracy Movement in China: An Online Multimedia Look at History. An Ongoing Electronic book located at <http://ss.uno.edu>. 1997-98. This is an electronic book based on my research in China from 1986-1991.

Levitt, G. A. & Lazzarini, E. J.(1996) China: History through art and architecture Computer Book on CD-Rom with workbook. Boulder, Colorado: Alarion Press. Responsible for some editing and all aspects for the CD-Rom design and production.

• GRANTS AND CONTRACTS (Selected)

Horvat, V.K., Levitt, G. & Grubaugh, S.J. (2011-12). In American and German literature - hybrid identities and their transnational and transcultural contexts. Sponsored by the Slovenian Research Council. \$2,000.

Lee, Richard P.I., Levitt, GA Lead Subject Matter Expert. Virtual School Project, DoDEA, \$6 million. Funded. 2009.

Filler, J., Levitt, G. "Digital Audio/Visual Remote recording of Complex Social Interactions Among Teachers and Children with and Without Disabilities Institutional Development Grant" \$100,000 Funded. 2008.

Troutman, P., Apache, R. Levitt, G. and others. UNLV Institutional Development Grant Award. \$150,000. 2008. Funded.

Levitt, G. Secured approximately \$1 million dollars in funding through the UNLV Office of Information Technology for the College of Education Network and IP Telephony Upgrade Project. Greatly assisted with support from then Associate Dean, Randy Boone and UNLV Director of Network Services, Alan Personius. 2006-2007.

Levitt, G. Secured \$85,000 for technology and renovations for the William Bennett Professional Development Building. Funded 2005.

Levitt, G. \$200,000 for graduate tuition credits for all teachers in twenty middle and high schools through the CAEO UNLV GEAR UP program. Funded 2004.

Levitt, G. PI Applied Research Grant Firefighter Wellness. \$77,100 from UNLV and \$65,000 matching funds from Apple Computer. (Funded 2003)

Levitt, G., City of Las Vegas and the US Department of Labor Grant for the Fast Track Program . \$352,410.00. (Funded 2003)

Levitt, G., PI. Asian Studies Development Freeman Foundation Grant through the National Consortium for Teaching About Studies Seminar for secondary the class, all students are eligible for a fully subsidized educational trip to Japan or China. (Funded 2002)

GEAR-UP Federal Grant – sub-contract for professional development and technology. \$250,000. Funded. 2002

Student Technology Grant Program at the University of New Orleans. \$100,000 to equip a teacher education technology lab. With North, G. October 2000.

Student Technology Grant Program at the University of New Orleans. \$50,000 to equip a teacher education technology lab. North, G., Melacon, D. And others. June 2000.

Tom Snyder Productions, Software for teachers who love to teach. \$11,000 to purchase software for the Teacher Explorer Center's Software Preview Center. 1997-00.

Louisiana Education Quality Support Fund (8-G). UNOCONNECT.ED, \$176,000 to support the Technology in Teacher Training. Wimpelberg, R.K. And others 1998.

Rand McNally \$3,000 for geography software for the Teacher Explorer Center's Software Preview Center. 1998.

Nystrom Corporation \$1,000 for geography software for the Teacher Explorer Center's Software Preview Center. 1998.

Nystrom Corporation \$1,200 worth of Computer Equipment for the Teacher Explorer Center's Software Preview Center. 1998.

Ellington, L and Nunn, W. "Urban Teachers in the South: Japan in the Schools Program." \$600,000 for three years. U.S.-Japan Foundation. 1998. Funded through the University of Arkansas and the University of Tennessee. (Ellington and Nunn Directors; Levitt, Team Leader.)

Michael Davis, \$2,000 Book Donation to the Social Studies Program. 1998.

Fulbright - Hayes Group Projects Abroad, United States Department of Education, Subpart B, Higher Education. "Understanding Vietnam: An International Curriculum Development Project". \$82,234. 00. Directors, Gregory A. Levitt, Christine Jones State Director of Bilingual Education, Joseph Vuong, Jefferson Parish Schools, Richard Speaker, Curriculum Coordinator. 1997.

Louisiana Department of Education, Bureau of Continuing Education, 8(G) Innovative Professional Development Program. \$9,690 for a course on "Classroom Management Through Conflict Resolution" 1996. Program ended when C&I voted to not allow the teaching of same course under 4993 for more than four times.

Louisiana Education Quality Support Fund (8-G). \$170,000 to support the Asian Studies Enhancement Project Through Computer Assisted Classroom. [Gregory A. Levitt and Edward J. Lazzarini]. 1995.

Dr. Liyuan Wu, \$25,000 book donation to the Asian Studies Curriculum Resource Library. [Gregory A. Levitt, Edward J. Lazzerini and Tina Soong] 1995.

Gulf Coast Community Foundation, \$1,000 to conduct World of Difference Training to teachers in schools on the Gulf Coast. 1995. With Carol Burnett and Roberta Avila.

United States Department of Education, Undergraduate International Studies and Foreign Language Program. Asian Studies Enhancement Project (ASEP): Internationalizing the Undergraduate Curriculum Through Social-Studies Teacher Training and Critical Language Instruction. \$140,000 for two years 1994-96. Edward J. Lazzerini and Gregory A. Levitt.

Louisiana Department of Education, Bureau of Continuing Education, 8(G) Innovative Professional Development Program. \$9,690 (total for tuition exemption) for a course on "Classroom Management Through Conflict Resolution" Fall 1995.

Louisiana Department of Education, Bureau of Continuing Education, 8(G) Innovative Professional Development Program. \$9,690 (total for tuition exemption) for a course on "Classroom Management Through Conflict Resolution" Spring 1994.

Louisiana Department of Education, Bureau of Continuing Education, 8(G) Innovative Professional Development Program. \$9,690 (total for tuition exemption) for a course on "Classroom Management Through Conflict Resolution" Fall 1994.

Phi Delta Kappa, \$2,000 for support of the A World of Difference Program. 1994-95.

Organized Research, University of New Orleans College of Education. \$1,500 for the development, distribution and analysis of an evaluation instrument for the Asian Studies Workshop that has attracted over 400 teachers during the last three years. 1994.

Committee on Diversity, University of New Orleans. \$1,500 for the Anti-Defamation League's "A World of Difference" Institute to be held at UNO June 10-15, 1994. 1994.

Coordination Council for North American Affairs, \$15,000 Book Donation to the College of Education, Asian Studies Program. [Edward J. Lazzerini and Tina Soong] June 27, 1993.

The Japan Society of New Orleans,

\$2,000 to support the third annual workshop for social studies teachers on Teaching About Asia ("The Cultures of Japan and Vietnam"). [Edward J. Lazzerini and Gregory A. Levitt]. 1993.

Phi Delta Kappa, \$200 to support the workshop for social studies teachers on Teaching About Asia ("The Cultures of Japan and Vietnam"). [Edward J. Lazzerini, Gregory A. Levitt,]. 1993.

Louisiana Endowment for the Humanities: 1993 Summer Teacher Institute, The Chinese: Adapting the Past, Facing the Future. \$21,553. Gregory A. Levitt & Edward J. Lazzerini.

Attachment B.2.2, Committee members' response to questionnaire

1. Dr. David Meckley, Ph.D. Temple University

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. I am retired, however, my mind and my interest in education are not retired.

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 schools*
- *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*
- *to support the philosophy and direction of the charter school*

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. Proven excellent teacher who got positive results from students.

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*
- *student interest in learning proven by assessment*

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. The arching theme should be "Learning Requires Participation" by both the students and teachers.

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.

Most likely. As a search for outstanding teachers occurs, I am sure that I will try to interest former students of the UNLV program to investigate our school. It is a plus for us that I served as the coordinator of field experiences at UNLV because it afforded me the opportunity to observe the "best" teachers who graduated during my tenure.

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! We are serving to improve the education of students, not improve our situation.

2. Ms. Mia Banks, Vice-President for Gaming, Venetian and Palazzo Hotels

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.

3. Mr. Myles Judd, Director, STARBASE Nellis, DOD STEM Program

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.

See 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.

47 years old at this time.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Asked by Dr Greg Levitt.

3. Explain why you would like to serve on the board.

I would like to serve on this board as I truly want to help the growing initiative for Charter schools. Anything I can do to help our children is worth my time and effort.

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 currently serve as the director of STABASE Nellis. My reasoning for wanting to serve on this board is to make a difference in the education of our children. It is important that we all come together as a community to try new concepts to make our Education System better.

5. What is your understanding of the appropriate role of a public charter school board member?

I think my role as a board member is one of champion, defender and liaison for new and creative ideas as it comes to the education of our children. There is no set model for everyone and leaning forward to create options for the children just makes sense. I am here to serve the children of our future.

6. What relevant knowledge and experience will you bring to the board?

As the Director of STABASE Nellis, I have had the fulfilling experience of creating a first class program with Clark County School District from the ground up in STEM education. Our kids deserve the best and I will always work hard to provide this.

I was also the Director for Troops to Teachers for Nevada and Utah where I help create a bilateral program between state and schools districts such as CCSD and our Military to recruit highly qualified teachers for our children. Our Education begins with the foundations of our staff... recruit the best and train them well and you will always have quality results.

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?

My image for this school is one of distinction and prestige. I truly believe with hard work and dedication the first year and the following years will bring a steady flow of interested students and parents who know what quality looks like.

I set a high standard for this school and it is my belief that we can be the premium education center for others to follow. This is not going to be easy and corners cannot be cut. Excellence is earned! What I am seeing for this school...is something for others to follow.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

The basic premise of this school is to bring excellence in new and updated delivery style which our students can relate to so they can thrive and flourish. Our education system needs to adapt quickly to the changing needs of our society as well as our students to stay relevant.

9. Are you familiar with the school's proposed educational program? How would you describe it?

The basic premise is one of change and adaptation to the growing needs of our society and our students. Today's students need options and relevance into the jobs of the future. They need to be ready for college and what it will entail. They also need practical experience that they can easily relate to the jobs of their future.

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?

A successful school meets the needs of its students, parents and the benefactors of an educated work force. A successful school will meet the growing needs of the work force while creating positive hands on minds on programs our children will love to be inspired.

Steps the board can take are to ensure we are always striving to create truly cutting edge program that our students can grow and truly become leaders in their perspective fields of study. We must take full advantage of current and emerging technologies for our delivery methods to ensure a maximum competitive edge for our students in this ever changing world.

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.

NA

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. *NA*

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. *NA*

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. *NA*

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"). *NA*

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship. *NA*

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. *NA*

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 bring it to the board's attention immediately.

4. Dr. Porter Troutman, Ed.D. Northern Arizona University

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 th2 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 as I previously worked at UNLV. Professional Colleagues.

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 had a professional relationship as a former colleague at UNLV with 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.

5. Ryan Krametbauer.. Attorney at Law

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 was an University instructor for my girlfriend.

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.

6. Mr. Nicholas Oyola, Supervision

Nicholas Oyola

Request for Information from Prospective Charter School Board Members and CFS Members

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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

Please 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

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 my Vice President of Gaming at the Venetian Resort

3. Explain why you would like to serve on the board.

I have always been involved in the community and I am very interested in how a charter school will work for all the academics 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:

- *Carrying out the mission, vision, purposes and goals of the charter school.*
- *Taking a leadership role to help the school achieve its goals.*
- *Being conscientious to attend board meetings and ensure that the school is doing its best to promote athletic achievement as well as academic achievement.*

6. What relevant knowledge and experience will you bring to the board?

Effective leadership skills, competency in organizational skills and the ability to execute the task at hand. I can facilitate the leaders in the community to work together with educational leaders to provide an outstanding educational experience kids in Nevada.

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:

- _Assessment of management and finances and academics*
- _ Governance policies*
- _ Securing facilities for the school*
- _ Fundraising*

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

The school's mission is to create a school model based on research and data whose graduates are ranked in the top 10% in academics and performances nationwide and excel in college and careers.

The LICPA educational philosophy is rooted in the idea that each child is a unique individual and requires a student centered secure and stimulating atmosphere to grow and mature emotionally, intellectually, physically and socially. When teachers serve as guides, students learn to think for themselves, construct knowledge, solve problems and make better decisions in authentic situations. When students have ownership in the curriculum, they become motivated to work hard and master the skills necessary to reach their goals. Helping students to develop a deep love and respect for themselves, others, and their environment occurs through an open sharing of ideas. Programs that base decisions on current research and data and provide teachers and administrators with professional development support to data driven instruction based on effective practices are the most successful schools. .

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 to achieve academic excellence. We will hire and train blended schoolteachers and work with an outstanding online program and help the kids learn 21st-century skills, character, and individualize instruction. Our goal is to achieve the school where our students rank among the top 10% of schools nationwide.

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 include having a strong mission statement and goals to achieve excellent academic performance among students, having a very strong governance structure and management team who will handle the organization and hiring the very best administrators and teachers an staff to carry out commission of the 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.

Mia Banks is my Vice-President Gaming at the Venetian Resort

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.

None

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 Gaming License holder for the state of Nevada, I would make sure that if I become aware of any policy that been violated, I will inform the rest of the board members immediately in.

7. Lt. Col. Charles Edwards, USAF Ret.

Request for Information from Prospective Charter School Board Members and CFS Members

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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?

Throughout my military career I have been a leader in training pilots. My granddaughter is finishing her Doctorate in Education and I have always thought that I would like to be a math teacher. When Dr. Meckley told me about the charter school I was very interested in the concept and thought that I would like to be a part of its development.

3. Explain why you would like to serve on the board.

My military experience has always been in leadership positions. I am trained, by the military, in leadership and of the effects a leader has on the troops. I believe that I bring skills and experiences that will broaden the experiences of the board members and thus effect the progress of the school. Our future rests in our youth; we must instill a sense of pride and accomplishment in our students.

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.

My relevant experiences are military based, i.e., as a Squadron Commander, Base Commander, Wing Commander, Center Commander and Command Pilot. Out of the military, I served as president of a home owners association for five 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 schools*
- *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*
- *to support the philosophy and direction of the charter school*

6. What relevant knowledge and experience will you bring to the board?

My proven military experience as an officer in responsible positions. My experiences in training pilots how to handle life and death situations and in my ability to motivate others to complete the mission. Attention to details is a must in a command position.

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*
- *student interest in learning proven by assessment*

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. The arching theme, as expressed by Dr. Meckley, should be "Learning Requires Participation" by both the students and teachers.

9. Are you familiar with the school's proposed educational program? How would you describe it?

Learning requires Participation! Wow, that is certainly correct in the military. 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. In the military it is not enough to tell someone how to do something, the proof of learning comes when someone does it! The same is true of our proposed charter school.

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 have know Dr. Meckley for the past four years. I met him at our golf club and have played regularly with him at our course. I met Dr. Levitt, through Dr. Meckley, on the golf course.

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.

See the response to number 11.

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 our board meetings.

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.

That situation would not knowingly happen while I am a member of the board. If it happened without my knowledge and I found out about it, I would immediately and with force report the infraction to the correct authority. My sole concern is the education of our students.

Charles R. Edwards, Colonel (Ret.)

8. Sylvia Von Hake

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume;

Attached

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.

I am over 18 years old.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Dr. David Meckley made me aware of the school and this opportunity on the board.

3. Explain why you would like to serve on the board.

My passion for educating children is one that applies to all differentiated forms of education. I would like to see a unique opportunity open up for students who have a desire to learn in an alternative setting. I firmly believe in the concept of charter schools. Students should have alternative, research based, educational methods available to them to meet their individual needs.

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 served on the Governing Board for the Andre Agassi College Preparatory Academy from September 2010-December 2012. I was the Chairperson for the Academic Achievement Committee during that time.

5. What is your understanding of the appropriate role of a public charter school board member?

The role of a board member is to govern the school by ensuring the operation of the school is managed responsibly. A board member critically evaluates the performance of the school administrator and any contractors with the school. It is the responsibility of the board members to replace these individuals if they are not performing their duties or providing services in a satisfactory manner. A public charter school board member should always maintain the ultimate goal of providing students the opportunity to achieve the academic content standards identified by the state.

6. What relevant knowledge and experience will you bring to the board?

I have twenty-six years of experience in various areas of the field of education. These experiences have made me a well-rounded educator who is aware of the needs of learners of all ages. I have fifteen years of experience in the field of special education. In addition, I have experiences as a Project Facilitator in Literacy, as a Lead Instructional Coach, and as a Field Experience Supervisor at the University level. My previous experience serving on a governing board will also be of benefit to the board.

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?

LICPA's vision is to establish an outstanding model school where students perform in the top 10% of students nationwide in both academics and performance. Graduates will become state, national, and world leaders in their chosen career and be recognized as LICPA graduates for their critical thinking and problem solving skills, their outstanding character and civic mindedness, and their accomplishments in academics and performance. Within five years, LICPA will enroll 360 students in Nevada.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

LICPA's mission is to create a school model based on research and data whose graduates are ranked in top 10% in the nation in academics and performance and recognized for their outstanding scholarship, character, leadership and community service.

9. Are you familiar with the school's proposed educational program? How would you describe it?

The LICPA educational philosophy is rooted in the idea that each child is a unique individual and requires a student-centered secure and stimulating atmosphere to grow and mature emotionally, intellectually, physically and socially. I would describe the educational program as one that promotes an environment where it is believed that students learn best when they can study things that are meaningful and relevant to their lives. Developing and utilizing

curriculum around student interests fosters intrinsic motivation and stimulates the passion to learn.

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?

A successful school is dependent on many factors such as: great teachers, parental and community support, an outstanding curriculum, great instructional practices and an environment that is flexible and changing to meet student needs. Programs that base decisions on current research and data and provide teachers and administrators with professional development support to data driven instruction based on effective practices are the most successful schools. The board will need to monitor the rigor of the academic program, the caliber of instruction, and the leadership abilities of the administration during the first few years to ensure that the school is meeting students' instructional needs.

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.

N/A

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.

Dr. David Meckley – was my employer when I worked at the University of Nevada, Las Vegas as a Field Experience Supervisor.

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.

N/A

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.

N/A

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").

No

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

No

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.

No

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.

In a situation where a board member is engaged in self-dealing, it would be my responsibility to report any suspicious activity to all of the members of the board immediately.

9. Joshua Schulze:

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume

Attached

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.

I am over 18 years old.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I was made aware of the opportunity to serve on the board by my colleague, Dr. Lori Navarette, of Nevada State College. Dr. Navarette identified my expertise in the literacy development of English language learners as well as my experience in training and mentoring in-service teachers as potential assets to the LICPA's board.

3. Explain why you would like to serve on the board.

I can make a strong contribution to LICPA not only because of my expertise in ESL, but also because of my strong support of LICPA's mission of creating a school model designed to support student excellence in academic and character development. For LICPA's students to achieve academic excellence, it is necessary that LICPA's board possess a member who has extensive knowledge of language and literacy development, relevant educational research, and teacher professional development. As a board member, I believe I would add this expertise as LICPA grows into a premiere academy for serving students involved in extra-curricular activities who might not be well-served by a traditional school model.

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

5. What is your understanding of the appropriate role of a public charter school board member?

Based on the State Affidavit, the role of the Governing Board is: "The governing body of a charter school governs the school, maintains overall control of the school, and is responsible for the operation of the school. The school's administrator and all other employees and contractors,

including educational management organizations, serve under the governing body, and are subject to the rulings of the governing body. The governing body critically evaluates the performance of the school's administrator and any contractors with the school, and replaces the administrator or contractor if he is not performing duties or providing services in a satisfactory manner."

6. What relevant knowledge and experience will you bring to the board?

Ed.D in Literacy, expertise and experience with English Language Learners.

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?

From the application, "LICPA's vision is to establish an outstanding model school where students perform in the top 10% of students nationwide in both academics and performance. Graduates will become state, national, and world leaders in their chosen career and be recognized as LICPA graduates for their critical thinking and problem solving skills, their outstanding character and civic mindedness, and their accomplishments in academics and performance. Within five years, LICPA will enroll 360 students in Nevada."

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

From the application, "LICPA's mission is to create a school model based on research and data whose graduates are ranked in top 10% in the nation in academics and performance and recognized for their outstanding scholarship, character, leadership and community service."

9. Are you familiar with the school's proposed educational program? How would you describe it?

A Blended Charter School designed with a flexible curriculum to meet the needs of students.

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?

A school that meets the needs of all students.

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.

N/A

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.

No

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.

No

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.

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").

No

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

No

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.

No

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.

It would be my responsibility to immediately report any suspicious activity to all of the members of the board and to the State Board.

10. Gregory A. Levitt

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume

Attached

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.

I am over 18 years old.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Dr. David Meckley asked me to rejoin the Board.

3. Explain why you would like to serve on the board.

I would like to help get this Charter School approved to serve the students in 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

5. What is your understanding of the appropriate role of a public charter school board member?

I agree “the governing body of a charter school governs the school, maintains overall control of the school, and is responsible for the operation of the school. The school’s administrator and all other employees and contractors, including educational management organizations, serve under the governing body, and are subject to the rulings of the governing body. The governing body critically evaluates the performance of the school’s administrator and any contractors with the school, and replaces the administrator or contractor if he is not performing duties or providing services in a satisfactory manner.”

6. What relevant knowledge and experience will you bring to the board?

30 plus years in education including ten years as a high school teacher and 20 years in higher education.

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?

LICPA’s vision is to establish an outstanding model school where students perform in the top 10% of students nationwide in both academics and performance. Graduates will become state, national, and world leaders in their chosen career and be recognized as LICPA graduates for their critical thinking and problem solving skills, their outstanding character and civic mindedness, and their accomplishments in academics and performance. Within five years, LICPA will enroll 360 students in Nevada.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

LICPA’s mission is to create a school model based on research and data whose graduates are ranked in top 10% in the nation in academics and performance and recognized for their outstanding scholarship, character, leadership and community service.

9. Are you familiar with the school's proposed educational program? How would you describe it?

The LICPA educational program combines the best of online education and face-to-face education to create a flexible curriculum and educational program to prepare students for college.

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?

A successful school is a school that attracts, maintains and graduates students who meet the educational and performance goals established by the Charter. I will help develop policies and provide leadership and overview of all aspects of the Charter School. I will make recommendations to the Board for consideration for anything I think will improve the school and the student experiences and education.

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.

N/A

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.

No

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.

No

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.

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").

No

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

No

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.

No

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.

In a situation where a board member is engaged in self-dealing, it would be my responsibility to report any suspicious activity to all of the members of the board and to the State Board immediately.

2. Ms. Mia Banks, Vice-President for Gaming, Venetian and Palazzo Hotels

**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
) ss. 230.98.7847
County of CLARK)

COMES NOW MIA M. BANKS, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 1812 TAOS ESTATES ST.
LAS VEGAS, NV 89128
2. I intend to serve on the governing body of LEGACY CHARTER SCHOOL, a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 30 day of JULY, 2013.

Signature: Mia M. Banks

SUBSCRIBED and sworn to before me by: Mia M. Banks

this 30th day of July, 2013.

[Signature], Notary Public



EDITH MORENO
Notary Public State of Nevada
No. 08-7627-1
My appt. exp. July 21, 2016

3. Mr. Myles Judd, Director, STARBASE Nellis, DOD STEM Program

**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
County of Clark) ss.

COMES NOW Porter Troutman, Jr. being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 6333 Stonegate Way
Las Vegas, NV, 89146
2. I intend to serve on the governing body of Legacy Prep., a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 27 day of July, 2013.
Signature: [Handwritten Signature]

SUBSCRIBED and sworn to before me by: Porter Troutman

this 27 day of July, 2013.
[Handwritten Signature], Notary Public



5. Ryan Krametbauer.. Attorney at Law

**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
) ss.
County of CLARK)

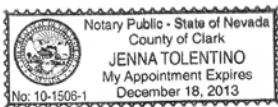
COMES NOW Ryan Krametbauer, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 5597 Alden Bend Drive,
Las Vegas, NV 89135
2. I intend to serve on the governing body of Legacy International College Prep Academy, a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 16th day of August, 2013.
Signature: [Signature]

SUBSCRIBED and sworn to before me by: Ryan Krametbauer

this 16th day of August, 2013.
[Signature], Notary Public



6. Mr. Nicholas Oyola, Entrepreneur

**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
) ss.
County of CLARK)

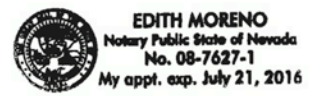
COMES NOW NICHOLAS OYOLA, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 300 PINEHAVEN ST #103
LAS VEGAS, NV 89144
LEGACY INTERNATIONAL COLLEGE PREP ACADEMY
2. I intend to serve on the governing body of COLLEGE PREP ACADEMY, a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 23RD day of AUGUST, 2003.
STATE OF NEVADA
COUNTY OF CLAR Signature: Ni Olu

SUBSCRIBED and sworn to before me by: Edith Moreno
this 24th day of August, 2013.

[Signature], Notary Public



7. Lt. Col. Charles Edwards, USAF Ret.

**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
) ss.
County of Clark)

COMES NOW Charles R. Edwards, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 10493 Cerotta Lane
Las Vegas, NV 89135
2. I intend to serve on the governing body of Legacy International College Prep Academy, a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 1st day of August 2013

Signature: CR. Edwards

SUBSCRIBED and sworn to before me by: CHARLES R EDWARDS

this 1st day of AUGUST, 2013

James A. Martin, Notary Public

JAMES A. MARTIN
Notary Public Benzie County, Mich.
Acting in the County of LEELANAU
My Commission Expires: 06-01-2018

8. Sylvia Von Hakke

**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
County of Clark) ss.

COMES NOW Sylvia Von Hakke, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 10245 Red Bridge Ave.
Las Vegas, NV 89134
2. I intend to serve on the governing body of Legacy International, a public charter school in Nevada.
College Prep Academy
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

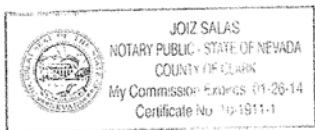
DATED this 9 day of December, 2013.

Signature: Sylvia Von Hakke

SUBSCRIBED and sworn to before me by: Sylvia Vonhakke

this 9 day of December, 2013.

[Signature], Notary Public



9. Joshua Schulze

10. Gregory A. Levitt

**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
) ss.
County of Clark)

COMES NOW Gregory A. Levitt, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 1205 Muscato Court, Las Vegas, NV 89144

2. I intend to serve on the governing body of LICPA, a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this ____ day of _____, _____.

Signature: _____

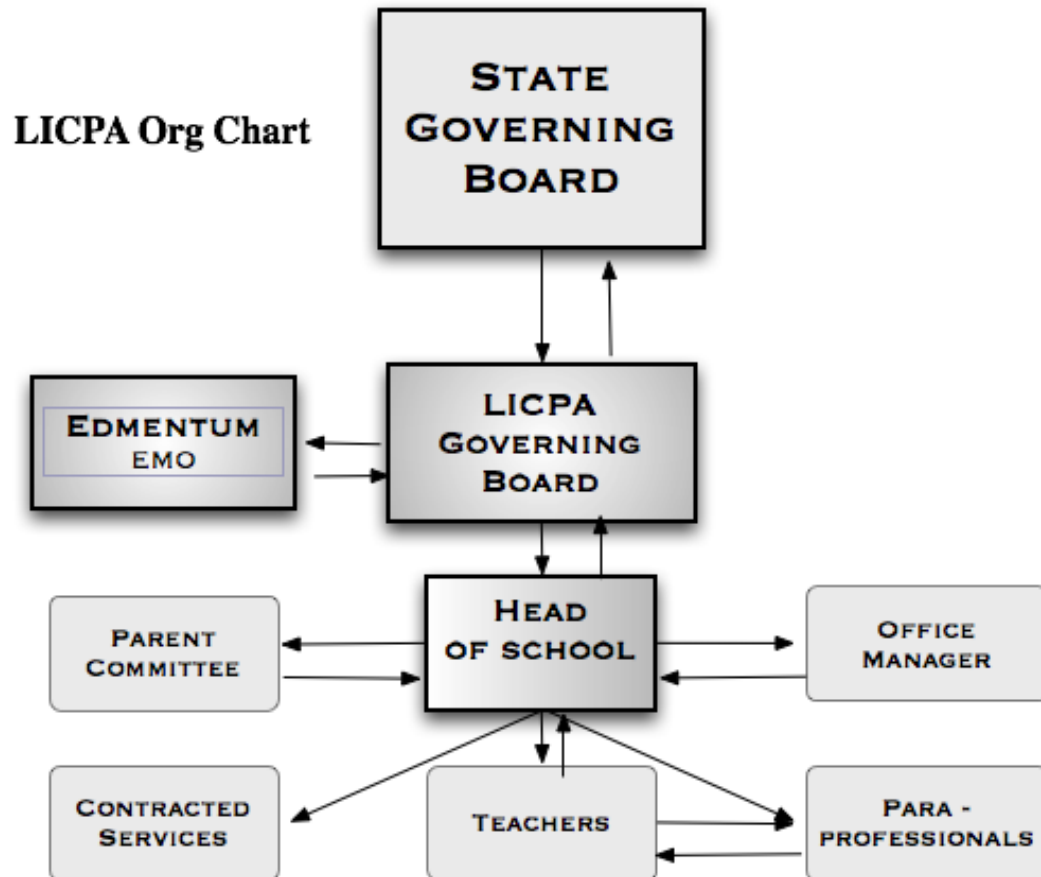
SUBSCRIBED and sworn to before me by: _____

this ____ day of _____, _____.

_____, Notary Public

B.3: Management and Operation

Attachment B.3.3, Organizational chart



Attachment B.3.7, Lottery description

LICPA will follow the suggested Lottery Method as follows:

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 are identified in NRS 386.580(2). [Choose one of the following two:]

- We will adopt the following NRS 386.580(2) and/or NRS 386.520(5)(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 free of charge prekindergarten or other early childhood educational program at the charter school;

- A child of a person who is:
 - employed by the school; or
 - a member of the Committee to Form the School or the Governing Body (Board).
 - A child who resides within the school district and within 2 miles of the school (only if the school is located in an area that includes a large percentage of at-risk pupils);
 - A child who is in a particular category of at-risk pupils pursuant to NRS 386.520(5)(p). As stated in the Cover Sheet of our charter school application and elaborated upon in A.7 of the application, we will employ the provisions of NRS 386.520(5)(p).
- We will adopt none of the NRS 386.580(2) or 386.520(5)(p) 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.

~~LICPA will follow the suggested Lottery Method as follows:~~

~~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.~~

~~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 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.~~

For the situations identified below, only, our school will establish and advertise an enrollment window from May 1 to May 15 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.**
13. **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.**

~~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:~~

- ~~14. 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.~~
- ~~15. 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.~~

16. ~~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.**~~
17. ~~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.~~
18. ~~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.~~
19. ~~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.~~
20. ~~As space becomes available, pupils from the waiting list will be enrolled in the school.~~
21. ~~The waiting list enrollment order will be determined by lottery.~~
22. ~~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.~~
23. ~~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.~~
24. ~~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.~~

~~25. 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.

The school enrolls pupils in the order in which pupils' applications are received, up to the point at which the school reaches its maximum capacity per grade as determined by Section 2 of R071- 10.

The names of pupils who submit enrollment applications that are received after the grade's capacity has been reached are put on a waiting list. As spaces become available in a particular grade due to pupils leaving the school, pupils on the waiting list for enrollment in that grade are chosen by lottery. If there is a waiting list, the school is expected to fill vacancies as they are created. A lottery is not conducted until the school has reached capacity per grade (per Section 2 of R017-10), and then the only pupils who are subject to the lottery are the ones on the waiting list.

Example: A charter school that, per Section 2 of R071-10, will accommodate 30 pupils in the fifth grade: The first 30 fifth grade students who submit an enrollment application are admitted. If 10 more fifth grade pupils submit enrollment applications, the names of those 10 pupils are placed on a waiting list. When a vacancy is created in the fifth grade because a pupil leaves the

school, a lottery is conducted to choose who from the 10 pupils on the waiting list will be admitted to the school.

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

Attachment B.3.1.1, Existing Schools Information Template

There are no current schools using the LICPA Flex/Enriched Virtual model. Therefore we did not include the Spreadsheet depicting the data related to “our model.” However, at the end of this page is a sampling of schools we researched to help us build our LICPA model.

The LICPA model chosen was developed over three years of a pilot study at the Darling Tennis Center and based on the research and models from Innosight (now called the Clayton Christensen Institute), INACOL and NACOL.

LICPA Academy Flex/Enriched Virtual Model

The LICPA Blended School Model combines Innosight’s two models of Flex and Enriched-Virtual Models. The LICPA model includes an online platform and online teachers that deliver most of the curriculum, with the addition of daily full-time highly qualified teachers and paraprofessionals on site every day to provide on-site support through in-person individualized, small group, and large group instructional and support tutoring sessions and large and small group sessions. Students divide their time between attending a brick-and-mortar school and learning remotely using online delivery of content and instruction. (Innosight, Classifying K-12 Blended Learning, May 2012). Below is a diagram of the LICPA Flex/Enhanced Virtual Model Blended School.

- **Funding and Policy Frameworks for Online Learning**
- **A Parents' Guide to Choosing the Right Online Program**

In addition, iNACOL (<http://www.inacol.org/resources/publications/inacol-reports/>) **Mean What You Say: Defining and Integrating Personalized, Blended and Competency Education**, **iNACOL's New Learning Models Vision**, **iNACOL Research Agenda**, **Fast Facts about Online Learning**, **Online and Blended Learning: A Survey of Policy and Practice from K-12 Schools around the World**, **iNACOL National Standards for Quality Online Courses (v2)**, and **iNACOL National Standards for Quality Online Teaching (v2)**. **Research on the Enhanced Virtual Model: The Clayton Christensen website database of Blended Learning school profiles 11 Charter Schools and 18 Public schools that utilize the Enhanced Virtual Model. The schools include the Arizona Virtual Academy, Chicago Virtual Charter School, Da Vinci Innovation Academy, Hoosier Academies and the New Mexico Virtual Academy.**

A 2013 Research Study The Effectiveness of Online and Blended Learning: A Meta-Analysis of the Empirical Literature by Barbara Means, Yukie Toyama, Robert F. Murphy & Marianne Baki Concluded: *Findings/Results: The meta-analysis found that, on average, students in online learning conditions performed modestly better than those receiving face-to-face instruction. The advantage over face-to-face classes was significant in those studies contrasting blended learning with traditional face-to-face instruction but not in those studies contrasting purely online with face-to-face conditions. Conclusions: Studies using blended learning also tended to involve additional learning time, instructional resources, and course elements that encourage interactions among learners. This confounding leaves open the possibility that one or all of these other practice variables contributed to the particularly positive outcomes for blended learning. (Teachers College Record Volume 115 Number 3, 2013, p. 1-47 <http://www.tcrecord.org/library> ID Number: 16882,)*

Based on the Meta-Analysis above, the Blended model of the Flex/Enhanced Virtual Models would predict that this model would provide the best chances for student success based on an effective online curriculum supplemented by face-to-face teachers and paraprofessionals.

Attachment B.3.1.2, Selection of EMO/model

Required Information about the EMO includes:

~~LEAP Innovations International~~

~~School Model: LICPA Model Blended School~~

~~1350 E. Flamingo~~

~~Las Vegas, Nevada 89119.~~

~~1 (702) 682-6011~~

~~glevitt@mac.com~~

Edmentum

**5600 West 83rd Street
Suite 300, 8200 Tower
Bloomington, MN 55437 and**

3232 McKinney Ave. Suite 400
Dallas, TX 75204

Toll Free: 800.447.5286

email: info@edmentum.com

1. Justification for the decision to contract with an EMO.

The Board decided to contract with an EMO to provide online teachers and an online curriculum in a blended school program. In addition, due to the numerous choices available in online curricular programs the Board agreed it would be ~~beneficial~~ **necessary based on state regulations** to contract with an EMO with experience and expertise in selecting and using online curriculum. The Board will require the EMO to provide choices to the board for final approval of the curriculum. The Board decided LEAP Innovations International Edmentum was the best EMO to help us achieve our mission and goals for the Charter School.

2. Explain how and why the EMO/school/school model was selected:

The ~~LEAP Innovations EMO~~ Edmentum was selected after a careful review of existing EMO organizations. To choose an EMO, the Board set three priorities: 1) An EMO with extensive experience in education. ~~LLI has operated a high performing blended school that serves a demographically diverse group of students so by replicating their best practices and procedures using state approved distance education providers with face to face teachers, the school expects to attain similar educational results.~~ 2) An EMO that is based in Nevada to allow direct communication, quick response to any problems, and onsite evaluations of the program with the EMO. **Edmentum has a Nevada Representative.** 3) An EMO committed to a flexible program

to meet the individual needs of the school population and one that will adapt the program as a result of any problems with student performance based on parental, student, educator input and data. ~~Since LICPA is designed to meet the educational needs of high performance athletes and performing artists, the Board prefers an EMO with experience with this particular demographic.~~

The Board reviewed the following information on EMO organizations for information and ratings::

1. The Nevada Report Card to compare and evaluate Nevada Charter Schools and look at the EMOs <http://www.nevadareportcard.com>
2. NEPC's Profiles of For-Profit Education Management Organizations

The Board reviewed the following EMOs:

1. K12, Inc.
2. Connections Academy Blended School Program
3. Edison Learning
4. Imagine Schools, Inc.
5. LEAP Innovations International, Inc.
6. Kipp Academies

The Board did not find additional medium or small EMOs that were currently operating in the State of Nevada. The Board quickly eliminated Edison Learning, Imagine Schools and Kipp Academies as not meeting the basic needs of our student population.

1. Edison Learning: Mixed reviews, mostly an elementary only program, bad reviews from CCSD.
2. The Imagine Schools model did not seem like a fit for our school vision.
3. Kipp Academies model did not seem like a fit for our school vision or our student population.

K12, Inc. and Connections Academy have interesting Blended Programs, however based on the per pupil allocations, these programs were eliminated due to their costs. The K12, Inc. and Connections Academy costs exceeded the allocated per pupil budget of the State of Nevada, For instance, K12, Inc. Blended School Model is priced at \$5,500 per student for curriculum and teachers and the Connections Academy Blended School Model is priced at \$4,000 per student for curriculum and teachers. However, the Connections Academy curriculum received excellent to good reviews and the majority of schools using their curriculum made AYP. Therefore, the Board

continues to evaluate the Connections Academy Curriculum for use as an online curriculum for our Charter School. **In fact, the EMO is negotiating with Connections to lower the price for the online curriculum w/teachers for the 2014-2015 school year. If the Connections Program could fit the State Budget we would decide to stay with LEAP Innovations International or switch to Connections Blended Program for our EMO. Based on the need for an online program with online teachers, The Board selected Edmentum as the best online program to meet the needs of our students.**

The Board decided on ~~2012 to go with LEAP Innovations International~~ **Edmentum in 2013** for three reasons: 1) ~~The Company is located in Nevada and the State Money will stay in Nevada. Edmentum has a representative in Nevada and offers excellent professional development and ongoing support~~ 2) ~~LEAP Innovations International, Inc. owners are Edmentum's educational leaders are lifetime educators with a wealth of experience in education, teaching in k-12 settings, running large organizations with large budgets, providing leadership on developing a Department of Defense online high school for over 100,000 students, Chairing the largest University Department in Nevada for eight years with over 60 full time faculty and over 200 part time instructors, initiating numerous educational outreach programs with the CCSD including bringing the Troops to Teachers Program, Teach for America, Center for Teaching Excellence, and RPDP programs to UNLV.~~ 3) **Dr. Meckley and Dr. Levitt** led discussions with ~~LEAP Innovations International to ascertain if they could provide an innovative curriculum with online teachers to meet the needs of LICPA students and was convinced they could do the job. Despite, this being their first Charter School management opportunity, the Board is confident in their abilities based on their previous experience and commitment to successful and outstanding Charter School for high performance Athletes and Performing Artists.~~ **Edmentum representatives and conducted extensive reviews of their curricular options. The Board concluded that the Edmentum program is superior to the K12, Connections Academy and Forest Trail Academy**

curricular programs. The EdOptions program accommodates online teachers and is a highly rated program. All online teachers will live in Nevada.

3. Evidence of the EMO's success in serving populations similar to the population that the applicant intends to serve, including evidence of academic success of non-academic school functions.

Edmentum is curriculum provided with a long history of successful innovative curricular programs and offers programs to schools in many states. The Marzano Studies have demonstrated the success of the Curriculum with all students.

~~LICPA model is unique model that goes beyond current models to address the specific needs of our target population. The EMO worked with the target population in an innovative pilot project for three years to develop and fully implement The LICPA model. The LICPA model combines the Flex and Enriched Virtual Models to allow students to have an online curriculum with online teachers and up to four hours per day in a brick and mortar classroom. The online curriculum allows flexibility to meet our student needs and the face to face teachers add the key ingredient for student success. One of the Board members has had a child in the pilot program for three years and has documented the success of the program for the target audience. The Board also reviewed the performance data from the pilot project and agreed the excellent performance reports justified hiring this EMO.~~

4. Evidence the applicant conducted reference checks on the EMO.

The Board President, Dr. David Meckley **and Dr. Levitt** investigated ~~the background of both Dr. Levitt and Dr. Grubaugh.~~ **Edmentum and were satisfied with their success rate and positive feedback of their clients.**

5. Evidence of the financial health of the EMO as demonstrated through an independent financial audit report and its most recent annual report

As a major Curriculum Provider for school districts and schools across the US, we were satisfied with their financial status. We have requested documentation, but at the time of submission we have not received their reports.

~~As new entity, Legacy Innovations does not have an economic or financial history.~~

6. Evidence of no management contract terminations or charter revocations, non-renewals, withdrawals, or failures to open.

None

7. Evidence that the board is independent from the EMO and self-governing, including separate legal representation of each and arms-length negotiating.

~~The Board and the EMO have retained separate legal counsel and the Board holds meetings separate than the EMO.~~ **EMO have no connection (other than a proposed quote/contract for services).**

8. No existing or potential conflicts of interest between the school's governing board and proposed EMO or any affiliated business entities.

There are no conflicts of interest between the LICPA Board and the EMO.

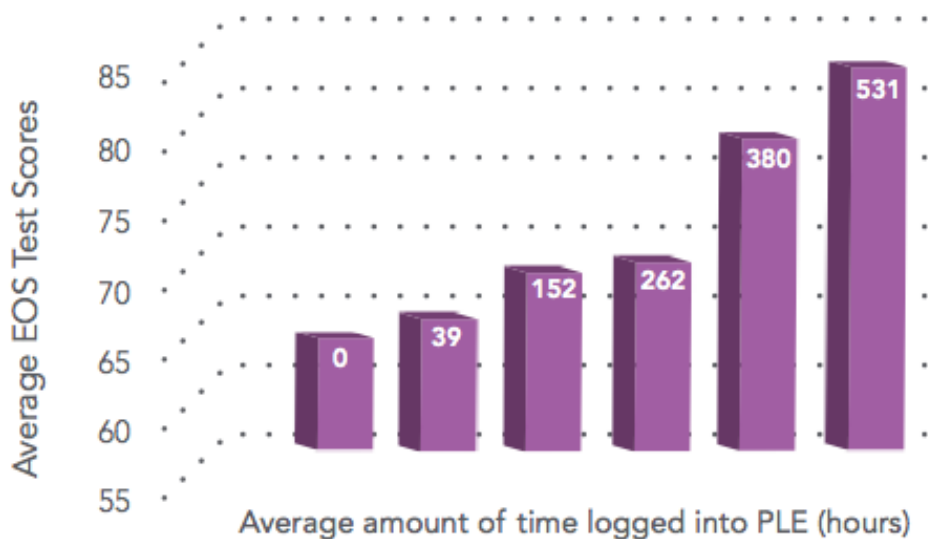
9. No unexplained or inappropriate relationships between the school and any subsidiary or related entities of the EMO.

None

Attachment B.3.1.3, Academic performance of EMO/model

1. **Marzano Research Study of Edmentum Plato Learning Curriculum:**
<http://www.edmentum.com/resources/efficacy/marzano-study> **MARZANO STUDY Analysis: In the past, the process of learning was often viewed as a largely passive experience in which knowledge is received and stored for future use. Over the past 20 years, however, cognitive research has led to theories and paradigms that reflect a more active model of knowledge acquisition. Similarly, one of the criticisms levied against online learning has been that with the teacher removed from the direct instruction, the role of the educator is transformed into that of a passive observer. Results from this study provide resounding evidence to the contrary, as teacher engagement in the online learning process was found to have the strongest relationship to student achievement outcomes. Figure 1. Illustrates the relationship between student achievement and teacher engagement in the Plato Learning Environment (PLE).**

Student achievement related to teacher engagement



2. **A study of Best Practices in Edmentum Online Solutions:**
http://www.edmentum.com/sites/edmentum.com/files/resource/media/0317-01%20Marzano_eBook.pdf In the past, the process of learning was often viewed as a largely passive experience in which knowledge is received and stored for future use. Over the past 20 years, however, cognitive research has led to theories and paradigms that reflect a more active model of knowledge acquisition. Similarly, one of the criticisms levied against online learning has been that with the teacher removed from the direct instruction, the role of the educator is transformed into that of a passive observer. Results from this study provide resounding evidence to the contrary, as teacher engagement in the online learning process was found to have the strongest relationship to student achievement outcomes.
3. **The Effectiveness of Edmentum Online Solutions in the Context of School Improvement.**
http://www.edmentum.com/sites/edmentum.com/files/resource/media/0175-01_School_Improvement_Study.pdf

Results

Proficiency

Data related to the annual percentage of students who met or exceeded each state's proficiency standard was compiled and analyzed. Table 2 below provides a summary of the data points for schools with available data. Figure 1 provides a representation of the average percentage increase in reading and mathematics for schools in the study sample.

Figure 1. Average increase in students who met or exceeded the state's proficiency standards in reading and mathematics for schools on improvement using Edmentum online solutions



Table 2. Change in percentage of students who met or exceeded the state's proficiency standards in reading and mathematics for schools on improvement using Edmentum online solutions

| School Type | State | Reading | | | | Mathematics | | | |
|-------------------|--------------|---------|------|------------|---------------------|-------------|------|------------|---------------------|
| | | 2008 | 2010 | Point Gain | Percentage Increase | 2008 | 2009 | Point Gain | Percentage Increase |
| High School | Georgia | 72 | 82 | 10 | 14% | 76 | 83 | 7 | 9% |
| High School | Georgia | 68 | 76 | 8 | 12% | 84 | 87 | 3 | 4% |
| High School | Michigan | 29 | 38 | 9 | 31% | 14 | 26 | 12 | 86% |
| Middle School | Michigan | 50 | 70 | 20 | 40% | 41 | 56 | 15 | 37% |
| High School | New Mexico | 25 | 57 | 32 | 128% | 9 | 24 | 15 | 167% |
| High School | Oregon | 44 | 50 | 6 | 14% | 38 | 48 | 10 | 26% |
| High School | Pennsylvania | 43 | 50 | 7 | 16% | 32 | 44 | 12 | 38% |
| High School | Pennsylvania | 46 | 46 | <1 | <1% | 40 | 41 | 1 | 3% |
| High School | Texas | 83 | 86 | 3 | 4% | 47 | 72 | 25 | 53% |
| Elementary School | Utah | 36 | 49 | 13 | 36% | 32 | 34 | 2 | 6% |
| Average | | | | 11 | 30% | | | 10 | 43% |

graphs and annotations, which follow.

The graph below demonstrates the average class size at the Darling Tennis Center which is slightly less than half the size of the largest school (Nevada Virtual Academy), but nearly double that of the smallest (Elko Institute) with available data. This information speaks to the success of the LEAP Innovations International blended school model as it corresponds to Public Nevada Charter schools with comparable class sizes, but significantly lower student achievement levels.

The LEAP operated Darling Tennis Center graduating class size represented here is likely in the lower percentile range by comparison; however the graduation rate is among the highest. The

sustainability of such exemplary success with a larger student sample size is supported in the data shown in the LII EMO performance at the Darling Tennis Center Student GPA graph below.

Summarizing, the average class size of LII's school was larger than 4 or 5 schools but our students performed better academically and had a very high graduation rate than other schools of similar size. The projections are that the LII EMO will be able to sustain a high graduation rate based on the grades of students' who remain under the management of the EMO's program and have not yet graduated.

Attachment B.3.1.4, Financial performance of EMO/model

Regarding the **financial performance** of the EMO or school to be replicated, as an attachment include the most recent independent financial audit report of the EMO or the school to be replicated and its most recent annual report, if applicable.

The EMO provides curricular programs and perhaps less than 30% of the online teachers.

The Flex/Enhanced Virtual Blended Model is a new model for Schools. LICPA is not

replicating a school model. We are creating a new model utilizing the Edmentum

Curriculum. Significant research indicates that Blended learning is more successful than

both online and face-to-face only educational programs.

If this Application is successful, this will be the first school utilizing LEAP Innovations International as an EMO. Therefore, there are no financial performance records for this EMO. In addition, the School Model is a unique blended model and there are no other similar models in existence.

LEAP Innovations International, a startup Nevada company, is a relatively new entity and has operated the Darling Tennis Center Legacy International College Prep Academy for three years as a pilot proof of concept study on effective trends in teaching and learning in a blended model as well as effective management of the school. Therefore, we have no financial performance data on the company. However, the principles of the company, Dr. Levitt and Dr. Grubaugh, have

~~extensive successful experience in operating and managing millions of dollars worth of services in higher education in their jobs of professors of education at UNLV.~~

~~Dr. Levitt served as Department Chair at UNLV in the College of Education for eight years where he was responsible for an annual budget of over \$3 million dollars. Dr. Levitt was also in charge of building a curriculum for online courses for U.S. Department of Defense Education Activity Project where he worked with a \$3,256,000 budget. In addition, as Assistant Dean for two years, Dr. Levitt devised College budgets based on 10%, 20% and 30%, 40% and 50% State budget cuts. One of the budgets was accepted for the College to institute State Budget Cuts. Dr. Levitt has received over \$10 million in federal grants that he has administered.~~

~~The Board takes the financial responsibilities seriously and recognizes that financial issues are the primary cause of private and Charter school closures. Dr. Meckley has extensive financial management experience and has selected additional Board members (with Board input) with extensive financial management experience to insure proper financial performance by the EMO and the school.~~

~~Dr. Meckley is a former District Superintendent with an annual Budget of over \$25 million. Ms. Mia Banks is Vice President of Gaming with the Venetian and Palazzo Hotels where she manages a budget of nearly \$1 Billion dollars and manages over 5,000 employees. Colonel Chuck Edwards was an Air Force Base Commander with a budget of over \$100 million dollars and the US Government entrusted him flying aircraft worth over \$15 million each. Dr. Porter Troutman has administered numerous Federal Grants including an annual Summer Program for disadvantaged youth at UNLV for the past 15 years for a total budget of over \$2,200,000. In addition, the Board will hire an accounting and auditing firm to supervise assist with monitoring expenditures. The Board will also select a Head of School who will report to the Board and be responsible for all expenditures.~~

~~The Board will monitor and review all expenditures on a monthly basis to ensure proper financial performance.~~

Attachment B.3.1.5, Legal relationship with EMO/model :

The By Laws including stipulations is the Board's guiding document, and along with the proposed contract between the Board and the EMO, and independent representation by our independent Board attorney all serve as evidence that the Committee to Form is independent from the EMO/school/school model and self-governing, and will insure arm's-length negotiating.

The Board will approve all hiring. The EMO may recommend personnel to be hired, but all school personnel will be hired by the Board along with the Head of School. The EMO will not employ any personnel in the school. As described in the By Laws, the role of ~~LEAP Innovations International~~ **Edmentum** is to serve at the will and guidance of the board. We expect ~~LH~~ **Edmentum** to carry out the defined responsibilities under the direction of the board in a manner that is consistent and assists the board meet its vision. Additionally, the Board's contract with the EMO states, "**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," and also, "**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."

Therefore, there is no existing or potential conflict of interest between the committee to form/governing body and the proposed EMO or any affiliated business entity. There are no Key Personnel working for the school employed by the EMO. 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.

The board does not intend to execute promissory notes or other negotiable instruments, or enter into a lease, lease-purchase agreement or any other facility or financing relationship with the EMO.

Attachment B.3.1.6, Organizational structure

Description of the roles and responsibilities of the EMO:

Edmentum will provide appropriate curriculum materials, resources and professional development as stipulated in the proposal/quote and contract. Edmentum will advise and consult with Board members and the Head of School regarding the curriculum programs, assessments and other contracted services as needed and stipulated in the contract. The Board will set all policies.

~~The EMO is responsible for best practices and procedures in academic, financial and management performance, the identification, design and procurement of curriculum and facilities, contracting for goods and services, staffing recommendations, human resource coordination, contracts, soliciting and managing external funding, regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records, bookkeeping, budgeting and financial forecasting, and assuring record keeping, and accountability systems are compliant with Nevada requirements.~~

~~The EMO's scope of services include the following services required to support the School:~~

~~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 overseeing: 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. Service Provider 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. The EMO will charge a fee of \$300 per student the first (excluding costs for insurance) and \$350 per student the second year (excluding the costs of insurance). The contract with the EMO will provide for adjustments in the fee charged if revenues should drop. The EMO agrees to reduce~~

~~the fee to zero if needed to maintain financial viability.~~

Oversight and evaluation methods of the EMO:

The School Board will provide oversight of the EMO in the following ways:

- a. **Academics:** The School Board will conduct quarterly reviews to ascertain and analyze student performance data, parent satisfactions surveys, teacher interviews and monitor the monthly assessment reports. The Board will contact and discuss with the EMO any issues with student performance, parental satisfaction, or teacher concerns. The EMO will be held accountable for students meeting all academic goals. If the school fails to meet AYP, the EMO will have one year to correct the results or be held in breach of contract.
- b. **School Operations:** The Board will discuss the School Operation and any issues or needs each month of the Head of School and the Office Manager. The Board will be represented at all Parent meetings. The Board will send representatives to visit the school and observe operations and talk with parents, students, teachers, the Head of School, and other employees.
- c. **Financial Matters:** The Board will review all expenditures and approve in advance all major expenditures over \$5,000. The Board will carefully review the annual independent audit. The Office Manager will send a monthly financial update to the Board for review.

The Board will hire an external review team to evaluate the EMO performance. The Board will review the monthly, semester and yearly school performance data prepared and submitted by the UNLV Center for Assessment. If the School Performance, student performance or parent satisfaction survey data indicate concern for the school meeting its Academic, Operational or Financial objectives, the Board will intervene by meeting with the EMO and discussing possible improvements, corrections, policy changes or any actions that would improve the performance area of the concern. If the external review of the EMO Performance is negative, the Board will discuss the report in an open meeting and discuss possible Breech of Contract sanctions or other remedies to correct the situation.

In addition, the School Board will provide the following evaluations of the EMO: The Board will meet and evaluate the EMO using the ~~“LEAP”~~ **Board’s** Performance Evaluation Form. The Form will be divided into Academic, School Operation, Personnel, and Financial Matters. The EMO will be evaluated in each Semester and any areas of deficiencies will be required to be

addressed. The School Board will require the following school wide and student achievement results that the EMO will be responsible for achieving:

School Wide and Student Achievement Results:

1. Meeting and maintaining AYP each year
2. Continual gains on performance standards for all subgroups
3. Compliance with all State rules and regulations for Charter Schools

Failure to achieve these standards will be grounds for replacing the EMO.

EMO Performance Evaluation Form (original available upon request).

LEAP Blended Learning Charter School EMO Evaluation

| Description | Management Agreement | Charter Renewal | Exceeds Expectations | Satisfactory | Needs Improvement | Unsatisfactory |
|---|----------------------|-----------------|----------------------|--------------|-------------------|----------------|
| DESCRIPTION | EMO Evaluation | | | | | |
| The Service Provider exceeds the expectations of the school organization by providing an excellent level of service, e.g., producing reports ahead of schedule; anticipating problems and responding immediately to urgent requests; working extraordinarily flexible hours to meet the school organization's needs, or providing supplementary detail or support "beyond the call of duty". The Service Provider consistently advances the | | | | | | |
| The Service Provider consistently meets all performance expectations in timeliness, accuracy, responsiveness, efficiency, and integrity. In the rare event of failing to meet expectations, the Service Provider acknowledges the deficiency and takes clear and decisive action to address it. | | | | | | |
| The Service Provider has occasionally failed to meet the school organization's expectations, or has made a material error but otherwise has performed satisfactorily. In response to such failure, the Service Provider is slow to respond or challenges the facts rather than focusing on solving the problem proactively. | | | | | | |
| The Service Provider consistently fails to meet the school organization's expectations, is inflexible when urgent or ad hoc requests are made, does not respond quickly to calls or emails, subverts the school organization's mission by its actions and behaviors, and does not embody the values of the school organization. | | | | | | |
| Management Agreement Compliance (Section I) | | | | | | |
| Regularly reports to Board of Trustees | | | | | | |
| Timely Reports to State Oversight Authority | | | | | | |
| Recognizes and defers to the Oversight Authority of the Board of Trustees | | | | | | |
| Maximizes Federal, State, and Local Funding | | | | | | |
| Budget Development and Monitoring | | | | | | |
| Maintenance of Financial and business records | | | | | | |
| Financial Transparency | | | | | | |
| Compliance with Federal, State, and Local laws, regulations, and guidelines | | | | | | |
| Personnel Policies including non-discrimination and background checks | | | | | | |
| Non-solicitation of Employees | | | | | | |
| General | | | | | | |
| Reports to Board (Annually/Quarterly/Monthly Ad hoc) | | | | | | |
| Reports to State | | | | | | |
| Maximize funding (Obtain state & local funding (Obtain and comply with categorical funding) | | | | | | |
| Graduation Ceremony | | | | | | |
| Curriculum | | | | | | |
| Alignment to NV Standards and Common Core Standards | | | | | | |
| Curriculum Development and Improvement | | | | | | |
| Curriculum Evaluation | | | | | | |
| Fully Integrate and Purchase Technology with School's Curriculum | | | | | | |
| Live Interactive Learning Program | | | | | | |
| Regular and Continuous Curriculum, Program and Technology Training of Staff | | | | | | |
| School Facility | | | | | | |
| Location of School Offices | | | | | | |
| Lease of School Offices | | | | | | |
| Physical Layout | | | | | | |
| Maintenance of School Facility | | | | | | |
| Capital Improvement | | | | | | |
| Disaster Management Plan | | | | | | |

| Equipment | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| Office Furniture | | | | | | | | | |
| Staff Computers | | | | | | | | | |
| Staff Software | | | | | | | | | |
| Other equipment needed to operate school | | | | | | | | | |
| Management and Management Consulting | | | | | | | | | |
| Day-to-day Operations | | | | | | | | | |
| Oversight of Program Contractor | | | | | | | | | |
| Educational Model | | | | | | | | | |
| Educational Model Evaluation | | | | | | | | | |
| Annual Budget | | | | | | | | | |
| Consulting and liaison services with Nevada DE/Charter School Authority and other government agencies | | | | | | | | | |
| Maintain Fiscal Solvency | | | | | | | | | |
| Reports and Information Requested by School Board | | | | | | | | | |
| Meet with School Board upon Board Request | | | | | | | | | |
| Provide School Board and their Representatives access to all facilities, records and staff related to the Program Contractor's performance | | | | | | | | | |
| Proposal of Rules, Regulations and Procedures Required by the School | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| Technology and Operational Support Services | | | | | | | | | |
| Data Information Management Services | | | | | | | | | |
| Student Demographic and Academic Information (LMS) | | | | | | | | | |
| Staff Information (Human Resource) | | | | | | | | | |
| Network File Managements (Servers) | | | | | | | | | |
| Research, investigate and negotiate terms of technological needs of school | | | | | | | | | |

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| Management Agreement Compliance (Section 1) | | | | | | | | | |
| Regularly reports to Board of Trustees | | | | | | | | | |
| Timely Reports to State Oversight Authority | | | | | | | | | |
| Recognizes and defers to the Oversight Authority of the Board of Trustees | | | | | | | | | |
| Maximizes Federal, State, and Local Funding | | | | | | | | | |
| Budget Development and Monitoring | | | | | | | | | |
| Maintenance of Financial and business records | | | | | | | | | |
| Financial Transparency | | | | | | | | | |
| Compliance with Federal, State, and Local laws, regulations, and guidelines | | | | | | | | | |
| Personnel Policies including non-discrimination and background checks | | | | | | | | | |
| Non-solicitation of Employees | | | | | | | | | |
| General | | | | | | | | | |
| Reports to Board (Annually/Quarterly/Monthly Ad hoc) | | | | | | | | | |
| Reports to State | | | | | | | | | |
| Maximize funding (Obtain state & local funding (Obtain and comply with categorical funding) | | | | | | | | | |
| Graduation Ceremony | | | | | | | | | |
| Curriculum | | | | | | | | | |
| Alignment to NV Standards and Common Core Standards | | | | | | | | | |
| Curriculum Development and Improvement | | | | | | | | | |
| Curriculum Evaluation | | | | | | | | | |
| Fully Integrate and Purchase Technology with School's Curriculum | | | | | | | | | |
| Live Interactive Learning Program | | | | | | | | | |
| Regular and Continuous Curriculum, Program and Technology Training of Staff | | | | | | | | | |
| School Facility | | | | | | | | | |
| Location of School Offices | | | | | | | | | |
| Lease of School Offices | | | | | | | | | |
| Physical Layout | | | | | | | | | |
| Maintenance of School Facility | | | | | | | | | |
| Capital Improvement | | | | | | | | | |
| Disaster Management Plan | | | | | | | | | |
| Equipment | | | | | | | | | |
| Office Furniture | | | | | | | | | |
| Staff Computers | | | | | | | | | |
| Staff Software | | | | | | | | | |
| Other equipment needed to operate school | | | | | | | | | |
| Management and Management Consulting | | | | | | | | | |
| Day-to-day Operations | | | | | | | | | |
| Oversight of Program Contractor | | | | | | | | | |
| Educational Model | | | | | | | | | |
| Educational Model Evaluation | | | | | | | | | |
| Annual Budget | | | | | | | | | |
| Consulting and liaison services with Nevada DE/Charter School Authority and other government agencies | | | | | | | | | |
| Maintain Fiscal Solvency | | | | | | | | | |
| Reports and Information Requested by School Board | | | | | | | | | |
| Meet with School Board upon Board Request | | | | | | | | | |
| Provide School Board and their Representatives access to all facilities, records and staff related to the Program Contractor's performance | | | | | | | | | |
| Proposal of Rules, Regulations and Procedures Required by the School | | | | | | | | | |

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|--|--|--|--|--|--|--|--|--|--|--|
| Purchasing | | | | | | | | | | |
| Obtain Centralize Purchasing Discounts Where Applicable and Available | | | | | | | | | | |
| Textbooks and Online Educational Materials | | | | | | | | | | |
| Student School Supplies Necessary to Complete Coursework | | | | | | | | | | |
| Student Computer and 3-1 Printer/Fax/Scanner | | | | | | | | | | |
| Human Resources | | | | | | | | | | |
| Selection of School Administrator | | | | | | | | | | |
| Determination of Staffing Needs | | | | | | | | | | |
| Hiring of Staff | | | | | | | | | | |
| Temporary Employee Services | | | | | | | | | | |
| Full-time Employees | | | | | | | | | | |
| Professional Development Program | | | | | | | | | | |
| Teacher Induction Plan | | | | | | | | | | |
| Staff Evaluation, Discipline, Transfer and Termination | | | | | | | | | | |
| Admissions/Expulsion Procedure Training of Staff and Teachers | | | | | | | | | | |
| Additional School Staff Management and Training | | | | | | | | | | |
| Secure Staff Benefits Comparable to Local School District (Healthcare, Life Ins., and Short Term Disability) | | | | | | | | | | |
| Maintain and Process Payroll and Benefit Documentation | | | | | | | | | | |
| Insurance | | | | | | | | | | |
| Evaluate Type and Levels of Insurance Coverage | | | | | | | | | | |
| Obtain Quotes on Insurance | | | | | | | | | | |
| Purchase Insurance | | | | | | | | | | |
| Maintain Adequate Insurance Coverage | | | | | | | | | | |
| Enrollment | | | | | | | | | | |
| Assist Potential Families with Student Application Process and Paperwork for Enrollment | | | | | | | | | | |
| Collect Initial Application Documentation | | | | | | | | | | |
| Verify Application Documentation | | | | | | | | | | |
| Student Health Record Acquisition | | | | | | | | | | |
| Student's Previous Academic Records Acquisition | | | | | | | | | | |
| Custodial Guardianship Court Documentation Acquisition (if applicable) | | | | | | | | | | |
| Process Enrollments/Withdrawals | | | | | | | | | | |
| Notification of New Enrollment/Withdrawals Submission to School Districts | | | | | | | | | | |
| Notification of Re-enrolling/Billing (invoicing) of School Districts | | | | | | | | | | |
| Notification of Student Start Date and School District of Residency to Nevada DE Billing Dept. | | | | | | | | | | |
| Notification of Withdraw Date to School District of Residency and Nevada DE Billing Dept. | | | | | | | | | | |
| Maintain/Update Re-enrollment Student/Family Demographic Information and Start Date | | | | | | | | | | |
| Final Disposition of Student Enrollment Status | | | | | | | | | | |
| Review of Student Enrollment Status Report | | | | | | | | | | |
| Potential Student Follow-up | | | | | | | | | | |
| Improvement of Enrollment/Withdraw Policies | | | | | | | | | | |
| School Calendar and Enrollment Dates | | | | | | | | | | |
| Student Services | | | | | | | | | | |
| Wellness Policy | | | | | | | | | | |
| Student Code of Conduct | | | | | | | | | | |
| Behavior and Discipline | | | | | | | | | | |
| English Language Learners | | | | | | | | | | |
| Local and State Assessments | | | | | | | | | | |
| Internet Reimbursement | | | | | | | | | | |

EMO compensation structure and payment schedule:

The Board will abide by the EMO contract which stipulates paying the EMO **contracted prices based on the proposal and contract.** \$300 per student for the first year and \$350 per student the second year (not including the cost of insurance). However, if the Charter School cannot meet its budget obligations, the EMO has agreed to reduce their fee to zero if needed to

~~maintain financial viability for the school. The payment structure will be quarterly payments.~~

Financial responsibilities of the school governing board: The Financial Responsibilities of the governing Board are as follows:

1. The Board is responsible for reviewing and approving all financial matters related to the school.

~~Financial responsibilities of the EMO: The Financial Responsibilities of the EMO are as follows:~~

~~1. The EMO is responsible for reviewing and approving all financial matters related to the school.~~

Duration of EMO Contract:

- a. The Term of the Management agreement is ~~three~~ **two** years with an ~~annual~~ option to renew.
- b. In the event of a default or breach by either Party, the Conditions and procedures for renewal are termination are as follows:

Plan for the operation of the school in the event of termination of the management agreement.

Identify the school’s financial and other responsibilities in case the school terminates the EMO contract in mid-term, and at the end of a term.

If a termination of the EMO contract at mid-year at anytime becomes necessary, the Board will appoint a person to serve as the Temporary replacement until a new EMO can be contracted. The Board will require all school expenditures to be approved by the Board and all contracts for services to be reviewed for possible cancelation. The Board will assume responsibility for all financial matters.

Attachment B.3.1.7, Contract/management agreement Required

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT BETWEEN THE BOARD FOR LICPA AND LEAP INNOVATIONS. Edmentum:

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

LICPA and Edmentum have not completed a Services and Support Agreement at the time of application. LICPA has received an acceptable proposal and will finalize an agreement

for services when the Charter School Application is approved. The agreement will address services for the online Curriculum, Professional Development for utilizing the curriculum and assessment products. Edmentum’s EdOptions provides certified teachers for their online classes and will employ less than 30% of our total teachers through this program.

Sample Contract from Edmentum



STANDARD PURCHASE AND LICENSE TERMS

The terms and conditions contained in this document (the “Standard Terms”) apply to any transaction whereby we (sometimes referred to in this document as “we” “us” or “our”) provide to you our customer (referred to as “you” or “your” as identified in more detail on the applicable Order Form (“Order Form”)) (1) license rights to use our software products, (2) hardware for use with the software products, or (3) professional services. These Standard Terms are an integral part of an agreement (the “Agreement”) that consists of (in order of precedence) an Order Form, these Standard Terms, and any documents incorporated by reference into either the Order Form or Standard Terms (including those incorporated by hyperlink reference). You acknowledge that the Order Form and the Standard Terms constitute the entire agreement between the parties and will supersede and replace any provisions in your purchase order or other contracting or purchasing documents that do not exactly mirror these terms. The Agreement will be effective as of the Order Date specified on the Order Form and will be binding when the Order Form has been executed by you. We reserve the right to require your submission of a purchase order in connection with your order. Capitalized terms used throughout the Agreement are defined in the Order Form, in section 5.0 (below), and elsewhere in these Standard Terms. These Standard Terms may only be superseded or amended by

other terms and conditions you and we have specifically documented

1.0 SOFTWARE. The following terms and conditions will apply to your transaction with us as described in more detail on the Order Form:

1.1 General License Terms. All software license rights that we grant you are specifically subject to the following general terms and conditions:

1.1.1 All licenses are non-exclusive, non-transferable and non-assignable.

1.1.2 We either own or have licensed from third parties all rights necessary to grant the licenses being granted to the Software and Documentation. We or our licensors own and retain all rights, title and interest in and to the Software and all

ideas, concepts, methodologies, formats, specifications, and other know-how furnished by us or our licensors in connection with this Agreement, as well as all related intellectual property rights.

1.1.3 All access and use of Software under this Agreement will be subject to our Privacy Policy, which can be found at <http://www.edmentum.com/Privacy-Policy.aspx>, which is expressly made a part of this Agreement.

1.1.4 Licenses granted under this Agreement will be automatically revoked if this Agreement is terminated and automatically terminate on the expiration date as identified on the Order Form. We reserve the right to suspend or revoke any license granted under this Agreement if you breach this Agreement.

1.1.5 We reserve the right to terminate the access to any Software to the extent we end of life or similar the Software. If we exercise this right we will transition you to an appropriate alternative Software product that we own or license.

1.2 Restrictions. You and your Users will use the Software and Documentation solely for the purposes stated in the applicable license grants and will not: (i) modify, copy or create derivative works based on the Software or Documentation; (ii) frame or mirror any content forming part of the Software or Documentation, other than for your own internal educational or training purposes and not in violation of an use or User restrictions; (iii) reverse engineer, decompile or disassemble the Software; (iv) access or allow others to access the Software or Documentation in order to build, market or offer a competitive product or service, or copy any ideas, features, functions, answers, questions, contents or graphics of the Software; (v) license, sublicense, sell, resell, rent, lease, transfer, assign, distribute, time share or otherwise commercially exploit or make the Software available to any third party, other than to Users as contemplated by this Agreement; (vi) send spam or otherwise unsolicited messages in violation of applicable laws; (vii) send or store infringing, obscene, threatening, libelous, or otherwise unlawful or tortious material, including material that is harmful to children or violates third party privacy rights; (viii) intentionally send or store any viruses, worms, time bombs, Trojan horses or other harmful or malicious code, files, scripts, agents or programs; (ix) interfere with

Standard Purchase and License Terms

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in a signed Order Form.

or disrupt the integrity or performance of the Software or the data contained therein; (x) attempt to gain unauthorized access to the Software or its related systems or networks; or (xi) publicly display or publicly perform the Software or Documentation without our prior written permission.

1.3 Subscription Software Operability:

1.3.1 Maintenance and Access. During the Subscription Period, we will use commercially reasonable efforts to make the Subscription Software available (subject to routine maintenance windows and unavailability not caused by us) to you and your Users via the Internet 24 hours a day, 7 days a week. All access rights for you and your Users will be via the worldwide web using a browser and Internet connection compliant with the System Requirements (described in section 1.4).

1.3.2 Outage Periods. The term “Outage Period” applies to Subscription Software and means a period of more than 48 consecutive hours in which your Users are prevented from accessing the Subscription Software due to factors completely within our control during a period that you are not in breach of this Agreement. Outage Periods exclude (a) planned downtime; or (b) any Force Majeure event. If you experience an Outage Period, then upon your written request we will issue you a credit for the pro-rated share of fees you have paid for usage during the month during which the Outage Period occurs. Your request for this credit must be made within 30 days after the end of the Outage Period. Your sole and exclusive remedy for an Outage Period will be the above credit.

1.4 System Requirements. Our System Requirements document (found at <http://support.edmentum.com/requirements.asp>) (“System Requirements”) details the necessary hardware, software, system configuration, network infrastructure, bandwidth and other operational requirements necessary for you to successfully operate and use the Software. The System Requirements are subject to periodic change. You acknowledge that you are responsible for the cost, operation and availability of, and you and your Users compliance with, all elements of the System Requirements.

1.5 Responsibility for User Activity. You are responsible for all activities that occur in User accounts and for compliance by your Users with these Standard Terms. You will: (i) have sole responsibility for the accuracy, quality, integrity, legality, reliability, and appropriateness of all Customer Data; (ii) use commercially reasonable efforts to prevent unauthorized access to, disclosure of or use of the Software, and notify us promptly of any such unauthorized access or use; and (iii) in connection with this Agreement, comply (and ensure compliance by your Users) with all applicable local, state and federal laws, rules and regulations.

1.6 Intellectual Property

1.6.1

Reservation of Rights. The Software we are



providing is licensed to you, not sold. Subject to the limited rights expressly granted to you and your Users herein, we reserve all rights, title and interest in and to the Software and Documentation, including all related intellectual property rights (except for those owned by our third party vendors and licensors, which are reserved to them). No other rights are granted to you or your Users.

1.6.2 Rights to Customer Data. As between you and us, you own all rights, title and interest in and to all Customer Data. You hereby grant us a non-exclusive, royalty free license to perpetually use, modify, distribute and work with the Customer Data.

1.6.3 Suggestions. We will have a royalty-free, worldwide, transferable, sub-licensable, irrevocable, perpetual license to use or incorporate into the Software any suggestions, enhancement requests, recommendations or other feedback provided by you or your Users relating to the operation of the Software.

1.6.4 Custom Learning Paths

a. Rights to Custom Learning Paths. Certain Software allows you to customize the sequencing of instructional content to suit your instructional needs. “Your Learning Paths” refers to the custom learning paths you create using this feature of the Software. We make no warranties or commitments related to your ability to access or use Your Learning Paths during the term of your licenses or at the expiration or termination of your licenses.

b. Our Use of Your Learning Paths. We may use Your Learning Paths and may provide them to our other customers.

c. Customer Created, Modified or Stored Content. Certain of our products enable you to create, customize or store content, documentation or otherwise. If you do, you accept, agree and acknowledge that (i) we can use and disseminate such items, (ii) at the expiration or termination of your licenses, we will not be returning these items to you and you have no rights in such items and (iii) you are responsible for ensuring that all laws, regulations and judicial precedence is followed in such creation, customization, disclosure or storage, including but not limited to intellectual property laws and you will indemnify us and our affiliates, successors and assigns in the event you fail to do so.

1.7 Limited Warranty for Software Products. Subject to the terms of Section 4.6, we warrant that the Subscription Software will perform in substantial accordance with the applicable Documentation during the Subscription Period. This warranty is contingent on the authorized use of the Software in accordance with the applicable Documentation. If we breach this express warranty, we will at our

option and expense: (a) as soon as commercially practical, consistent with industry practice, modify the affected Software to conform in material respects with the applicable Documentation, or (b) provide a replacement for the affected Software which generally conforms with that Documentation, or (c) accept the return of the affected Software and refund you the portion of your purchase price attributable to the returned product proportionate to the period remaining on your contract. This will be our sole obligation, and your sole remedy, with respect to any breach of this warranty. EXCEPT FOR THE EXPRESS WARRANTY PROVIDED IN THIS SECTION, THE SOFTWARE IS PROVIDED ON AN “AS IS” AND “AS AVAILABLE” BASIS, WITHOUT ANY ADDITIONAL WARRANTIES OF ANY KIND. WE DO NOT WARRANT THAT THE LICENSED PROGRAM WILL PERFORM UNINTERRUPTED OR BE ERROR-FREE OR THAT THE FUNCTIONS CONTAINED IN THE SOFTWARE WILL MEET YOUR PARTICULAR REQUIREMENTS OR PURPOSE.

2.0 THIRD PARTY SOFTWARE, HARDWARE AND SERVICES.

The following terms and conditions will apply to all Third Party Software that is included in any of the Software Products you have

Standard Purchase and License Terms

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licensed from us and all Third Party Software, Hardware and services listed on the Order Form:

2.1 Subject to Third Party’s Warranties and Terms. Third Party Software and Hardware products and services are distributed by us as a licensor or reseller. These products are provided subject to the separate license and sale terms, conditions and restrictions required by the third party. WE DO NOT PROVIDE, AND WE EXPRESSLY DISCLAIM ANY AND ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR PARTICULAR PURPOSE, ON ANY THIRD PARTY SOFTWARE, HARDWARE AND SERVICES WE SUPPLY OR MAKE AVAILABLE TO YOU. IN ADDITION, WE DO NOT GUARANTEE THE AVAILABILITY OF SUCH THIRD PARTY SOFTWARE, HARDWARE OR SERVICES AS SUCH SOFTWARE, HARDWARE OR SERVICES MAY BE MODIFIED OR REMOVED AT ANY TIME.

2.2 Warranty Claims. We will use reasonable commercial endeavors to facilitate warranty claims you may make against the third party supplying such products or services. This is our sole obligation relative to these products or services.

3.0 PROFESSIONAL SERVICES. Professional Services listed on the Order Form will be provided subject to the following terms and conditions:

3.1 Mutual Cooperation. You and we mutually agree to cooperate with each other

in a professional and courteous manner in the performance of our respective duties in the delivery of Professional Services.

3.2 Scheduling Changes Caused by You. You agree to notify us at least 5 business days in advance of your intention to reschedule previously confirmed on-site Professional Services sessions. If you do not provide such notice, and we are unable to re-assign the resources scheduled to provide your Professional Services, we reserve the right to charge you a cancellation fee of up to \$750 for each day cancelled without such notice.

3.3 Scheduling Changes Caused by Us. If we are required to reschedule (except for reasons caused in whole or in part by you or that are outside our reasonable control) a previously confirmed on-site Professional Services delivery session, we will use all reasonable efforts to provide you at least 5 business days' notice. If we do not provide such notice, and you incur reasonable direct, non-refundable expenses which you have made good faith efforts to avoid, we will upon your written request (which must include documentation of these expenses) provide you a credit for such expenses. In no case, however, will the amount of credit exceed \$750.

3.4

Acceptance of Services and Warranty.

3.4.1 Warranty and Acceptance. We warrant that the Professional Services we provide will be performed in a workmanlike manner. If you reasonably determine that the Professional Services have not this standard, you must provide us written notice specifying any deficiencies in detail within 10 business days after the service delivery. We will then use reasonable commercial efforts to cure any such deficiencies promptly which may include our providing additional Professional Services at our expense. If you do not provide notice of any deficiencies to us within the 10 day period, your acceptance of the Professional Services will be considered final.

3.4.2 Failure to Cure. If you give us notice under subsection 3.4.1 and we are unable to cure the deficiency within 60 days after your notice, you may terminate the directly affected portions of service and obtain a refund of amounts you have paid for

3.4.3 Sole remedies. The remedies specified in this section 3.4 are your only Professional Services related remedies.

3.5 Compliance with Workplace Rules. We will have the person or persons we assign to perform the Professional Services comply with those of your lawful workplace rules you have provided to us and them in writing in advance.

3.6 Subcontractors. We may, in our reasonable discretion, use third parties, including, but not limited to agents, to perform any of our obligations regarding delivery of the Professional Services.

4.0 GENERAL TERMS

Discloser in breach of this section, the Discloser will have the right, in addition to any other available remedies, to seek injunctive relief to prevent further (or the threatened) disclosure.

4.3 Indemnities.

4.3.1 Our Indemnification of You. Subject to the conditions described below and the provisions of section 4.6, we will defend, indemnify and hold you harmless against any loss, damage or costs (including reasonable attorneys' fees) incurred in connection with claims, demands, suits, or proceedings (collectively called "Claims") made or brought against you by a third party, as follows:

a. For Personal Injury or Property Damage. Our indemnity covers Claims alleging personal injury or property damage to the extent caused by the willful misconduct or gross negligence of our personnel while on your premises.

b. For Infringement: Our indemnity covers Claims alleging that your use of the Software in accordance with the terms of this Agreement, or any information or material (collectively called "Material") furnished by us in connection with this Agreement infringes the intellectual property rights of a third party. This indemnification does not apply to Hardware. We will have no liability for any claim of infringement or misappropriation to the extent (a) the Material is based on specifications or directions you provided, (b) your use of a superseded or altered version of some or all of the Material if infringement or misappropriation would have been avoided by the use of a subsequent or unaltered release of the Material provided to you or (iii) your use occurs in a jurisdiction other than the United States. If the Software becomes, or in our opinion is likely to become, the subject of an infringement claim, we may, at our option and expense, either procure for you the right to continue using the Software; replace or modify the Software so that it becomes non-infringing and remains functionally equivalent; or require the return of the affected Software and refund you the portion of your purchase price attributable to the returned product for the remaining order period.

4.3.2 Your Indemnification of Us. Subject to the conditions described below and section 4.6, and to the extent not prohibited by applicable law, you will defend,

indemnify and hold us harmless against any loss, damage or costs (including reasonable attorneys' fees) incurred in connection with Claims made or brought against us by (i) a third party alleging that the Customer Data, your use of the Software in violation of this Agreement, or any Material provided by you either: (a) infringes the intellectual property rights of a third party, or (b) has otherwise harmed a third party, or (ii) anyone who has suffered personal injury or property damage based upon you or your employees, agents or students negligence or intentional misconduct.

4.3.3 Conditions. These indemnities will be conditioned on the party seeking indemnity: (a) promptly providing the other with a written notice of the Claim; (b) giving the other party sole control of the defense and settlement of the Claim, provided that the other party may not settle any Claim unless the party seeking indemnity is unconditionally released from liability; and (c) at no charge, providing the other party with all reasonable assistance relative to the defense of the Claim.

4.3.4 Exclusive Remedies. Our and your exclusive indemnification responsibilities are stated in this section 4.3.

4.4 Care of Customer Data. We will make periodic backups of Customer Data entered using our Subscription Software and will otherwise use reasonable commercial care, consistent with general industry practice, to protect such data against loss. We are not responsible for lost Customer Data. You will be responsible for the maintenance of Customer Data held in our application and for replacing it if it is lost for any reason.

4.5 Force Majeure. The term "Force Majeure" means

4.1

Fees and Payment

4.1.1 Fees. You agree to timely pay all amounts due to us as shown on the Order Form. Except if specified in the Order Form or in section 1.3.2 (re Outages) all such amounts are non- cancellable and non-refundable.

4.1.2 Taxes. Except to the extent you provide us with a valid tax exemption certificate authorized by the appropriate taxing authority covering all applicable taxes otherwise due and payable, we will invoice you for and you will pay any applicable direct or indirect local, state, federal or foreign taxes, levies, duties or similar governmental assessments of any nature, including, but not limited to, value-added, gross receipts, sales, use or withholding taxes associated with your license or purchases under this Agreement, except for taxes based on our net income or real property.

4.1.3 Acceptance. All Software and Hardware will be deemed accepted upon our

making it available to you online and will thereafter be subject to the warranty provisions of this Agreement.

4.2 Confidentiality

4.2.1 Definition of Confidential Information. "Confidential Information" means all confidential and proprietary information disclosed by one party (the "Discloser") to the other (the "Receiver") and either designated as confidential or of a type reasonably expected to be confidential. Confidential Information includes the terms and conditions of this Agreement (including pricing and other terms reflected in all Order Forms hereunder), the Customer Data, the Software, business and marketing plans, technology and technical information, product designs, and business processes, but does not include any information that, without breach of obligation owed to Discloser: (a) is or becomes generally known to the public; (b) was known to the Receiver prior to its disclosure by the Discloser; (c) was independently developed by the Receiver; or (d) is received from a third party.

4.2.2 Protection. The Receiver will not disclose or use any Confidential Information of the Discloser for any purpose outside the scope of this Agreement, except with the Discloser's prior written permission. The Receiver will protect the Confidential Information of the Discloser as if it were the Receiver's own Confidential Information, and at a minimum, with reasonable care. This obligation will survive termination of this Agreement for a period of 3 years.

4.2.3 Compelled Disclosure. If by court order, legal requirement or regulatory authority the Receiver is forced to disclose Confidential Information of the Discloser, the Receiver will (to the extent legally permitted) give the Discloser prompt notice of the order and will provide, at the Discloser's request and cost, reasonable assistance to contest the disclosure.

4.2.4 Remedies. If the Receiver discloses or uses (or threatens to disclose or use) any Confidential Information of the

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circumstances beyond the reasonable control of a party (such as acts of God, government restrictions, wars, insurrections, labor strife, or failure of suppliers, communication or data systems, subcontractors, or carriers) which delay or prevent the party from performing under the terms of this Agreement. Affected

performance obligations will be suspended during the duration of the Force Majeure. In the event the Force Majeure persists for more than 90 days, the other party may terminate the affected portions of this Agreement upon written notice.

4.6 Disclaimers, Limitations and Exclusions.

4.6.1 Warranty Disclaimer. EXCEPT AS EXPRESSLY PROVIDED IN SECTION 3.4 OF THIS AGREEMENT, WE MAKE NO WARRANTIES OF ANY KIND, WHETHER EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, AND WE SPECIFICALLY DISCLAIM ALL IMPLIED WARRANTIES, INCLUDING ANY WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW.

4.6.2 Limitation of Liability. EXCEPT FOR BREACHES OF CONFIDENTIALITY OBLIGATIONS (WHICH ARE LIMITED TO \$50,000 IN THE AGGREGATE FOR ALL CLAIMS AGAINST EITHER PARTY IN ANY CALENDAR YEAR) IN NO EVENT WILL EITHER PARTY'S AGGREGATE LIABILITY ARISING OUT OF OR RELATED TO THIS AGREEMENT, WHETHER IN CONTRACT, TORT OR UNDER ANY OTHER THEORY OF LIABILITY, EXCEED THE AMOUNTS ACTUALLY PAID BY YOU TO US UNDER THE APPLICABLE ORDER FORM. THE ABOVE LIMITATION WILL NOT APPLY TO EITHER PARTY IN THE EVENT YOUR STATE STATUTES ARE FOUND TO GOVERN THIS AGREEMENT AND THEY SPECIFICALLY PROHIBIT A LIMITATION OF LIABILITY PROVISION.

4.6.3 Exclusion of Consequential and Related Damages. IN NO EVENT WILL EITHER PARTY HAVE ANY LIABILITY TO THE OTHER FOR ANY LOST PROFITS OR FOR ANY INDIRECT, SPECIAL, INCIDENTAL, PUNITIVE, OR CONSEQUENTIAL DAMAGES HOWEVER CAUSED AND, WHETHER IN CONTRACT, TORT OR UNDER ANY OTHER THEORY OF LIABILITY, WHETHER OR NOT THE PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

4.7 U.S. Governmental Users. The Software and Documentation are "Commercial Items," as defined at 48 C.F.R. §2.101, and are licensed subject to Restricted Rights applicable to Commercial Items and only with those rights expressly granted under this Agreement. The U.S. Government will not be entitled to technical information that is not customarily provided to the public or to use, modify, reproduce, release, perform, display, or disclose the Software or Documentation except as allowed under this Agreement.

effective date of termination.

4.9 Surviving Provisions. The following provisions will survive any termination or expiration of this Agreement: 1.6, 1.7, 2.1, 4.2, 4.3.1, 4.3.2, 4.3.4, 4.6, 4.9 and 5.0.

4.10 Assignment. Neither party may assign any of its rights or obligations hereunder, whether by operation of law or otherwise, without the prior written consent of the other party (not to be unreasonably withheld). Notwithstanding the foregoing, we may assign this Agreement in its entirety without your consent, in connection with a transaction involving a sale of all or substantially all of our assets or equity through merger or otherwise. Any attempt by a party to assign its rights or obligations under this Agreement in breach of this section will be void and of no effect. Subject to the foregoing, this Agreement will bind and inure to the benefit of the parties, their respective successors and permitted assigns.

4.11 Counterparts. This Agreement may be executed by facsimile and in counterparts, which taken together will form one legal instrument.

4.12 Entire Agreement. This Agreement constitutes the entire agreement between the parties, and supersedes all prior agreements, proposals or representations, written or oral, concerning its subject matter. No modification, amendment, or waiver of any provision of this Agreement will be effective unless in writing and signed by both parties. To the extent of any conflict or inconsistency between the provisions in these Standard Terms and an Order Form, the terms of the Order Form will prevail.

4.13 Governing Law. This Agreement will be governed by the internal laws of the State of Minnesota, without regard to its conflicts of laws rules unless the statutes or applicable rules governing your activities where your situated require that the laws of the State where your situated apply, in which case they will, without regard to the conflict or laws rules.

4.14 Third Parties. There are no third-party beneficiaries to this Agreement.

4.15 Notices. All notices under this Agreement will be in writing and will be deemed given upon: (a) personal delivery; (b) the second business day after mailing; (c) the second business day after sending by confirmed facsimile; or (d) the second business day after sending by confirmed email. Notices to us will be addressed to the attention of Director of Customer Finance. Notices to you will be addressed to the attention of the person signing the Order Form for you .

4.16 Relationship of the Parties. The parties are independent contractors. This Agreement does not create a partnership, franchise, joint venture, agency, fiduciary or employment relationship between the parties.

4.17 Severability. If any provision of this Agreement is held by a court of competent jurisdiction to be contrary to law, the provision will be subject to modification by the court and interpreted so as best to accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this Agreement will remain in effect.

4.18 Waiver. No failure or delay by either party to exercise a right under this

Agreement will be a waiver of that right.

5.0 DEFINITIONS

- “Concurrent License” means a Subscription License that may be accessed during the Subscription Period by any User, but may only be accessed by one individual User at a time.
- “Course Enrollment” shall mean a Consumable License plus the non-exclusive services of a virtual instructor qualified to

4.8

Term and Termination

4.8.1 Term of this Agreement. This Agreement will begin on the Order Date and will, unless earlier terminated in accordance with this section, continue in effect until the end of the last License Period covered by this Agreement.

4.8.2 Termination for Cause. A party may terminate this Agreement for cause: (i) 30 days after written notice of a material breach to the other party if such breach remains uncured at the expiration of such period; or (ii) if the other party ceases to conduct business in the ordinary course, files a petition for liquidation bankruptcy, fails to have an involuntary petition for bankruptcy dismissed or converted to a non-liquidation bankruptcy within 60 days after filing, or makes an assignment of essentially all assets for the benefit of creditors.

4.8.3 Outstanding Fees. Termination will not relieve you of the obligation to pay any fees payable to us prior to the

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provide online teaching services associated with the Consumable License.

- “Consumable License” means a Subscription License to a single course assigned to a single, Named User. Prior to the Learner Preview Date, a Consumable License may be reassigned to a different Named User, or designated as unassigned and available for future use. The Subscription Period for a Consumable License begins when the course

content is first accessed by the Named User and ends one year later.

- - ☐“Customer Data” means all electronic data, materials and other information you and/or your Users have entered or stored in the Software, including, but not limited to data and records relating to student information, performance or use, teacher data and supplemental instructional materials.
- - ☐“Documentation” means technical specifications identified in this Agreement.
- - ☐“Hardware” means a hardware product marketed by us which is listed on the Order Form and is intended to be used in connection with Software provided by us.
- - ☐“License Period” means the period of time during which you will have access to the Software you license under this Agreement. This period will begin with the Start Date identified in the applicable Order Form, and (unless earlier revoked in accordance with this Agreement) will last for the duration of the Subscription Period following the Start Date.
- - ☐“Named User” means a specific User identified by name and designated as the sole User of specific license.
- - ☐“Order Form” means the Order Form prepared and offered by us and returned to us by you indicating your acceptance of the terms and conditions of this Agreement.
- - ☐“Reusable License” means a Subscription License whereby only one Named User is designated to use the license at a time, but may be reassigned to another Named User during the Subscription Period. While a Reusable License is assigned to a specific Named User, it may not be used by any other User at any time until reassigned to another Named User.
- - ☐“Software” means online educational software that we make available either via our Internet-based learning management system (for Subscription Software) or via readable media or electronic download (for Perpetual Software).
- - ☐“Professional Services” means the services we provide to you to assist in your implementation, on-going use of the Software or our Academy services, as applicable.
- - ☐“Software” means software marketed by us which is listed on the Order Form. The term “Software” includes both our Software and Third Party Software.

- - □“Site License” means a Subscription License that may be accessed during the Subscription Term by all authorized Users located in the specific physical site identified on the Order Form.
- - □“Subscription Software” means Software licensed for a specified period of time (the Subscription Period).
- - □“Subscription Period” means the License Period for Subscription Software as identified on the Order Form.
- - □“Third Party Software” means software we acquire from a third party producer for distribution to our customers under licensing terms and conditions specified by the producer.
- - □“Users” means individuals you authorize to use Software and supply (or authorize us to supply) user identifications and Standard Purchase and License Terms Document Ref: April 2013 Version

passwords for and for which you’ve purchased an adequate quantity of licenses. Users may include your students and their parents to the extent permitted and in accordance with the roles as defined in the Documentation.

- “We”, “Us” or “Our”, whether or not capitalized, refer to the entity or entities identified on the first page of the Order Form (Edmentum, Inc., Archipelago Learning, Inc., Educational Options, Inc. or Orchard Learning, LLC.)

~~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 LEAP Innovations (“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 overseeing: 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. LEAP INNOVATIONS INTERNATIONAL 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 Board's 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 LEAP 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 principals, 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, 2014 and shall end July 31, 2016, 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, 2014 through July 31, 2016, 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 \$300 per student for the first year (not including the cost of insurance) and \$350 per student the subsequent years – 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 2013–2014 state funding, either party may request review of the base compensation amount. Based upon this review, the Service provider will lower the fee should the school experience severe financial distress. *Fees charged by LEAP Innovations 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 \$0 if the school experiences severe financial difficulty. The Service Provider agreed to reduce this amount if the school experiences financial difficulties

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 AOIS, along with other policies, LICPA will have Board Policies documents separate from the bylaws so as to store and have available documents including the conflict of interest rules.** 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 of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without 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.~~

~~— 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:

LEAP Innovations International

1350 E. Flamingo #3318

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.~~

1. 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.

o

~~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

LEAP Innovations International

By: _____ Date: _____
Greg Levitt, CEO

~~A Draft Affiliation Agreement With LEAP Innovations International~~

~~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 LEAP Innovations International (LI) ("Licensor"), and the School, Legacy International College Prep Academy (LICPA) ("Licensee").~~

~~WHEREAS, Licensor has adopted, and will be 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 name and model and replicate its successful educational best practices and methods to ensure the School's academic and operational success.~~

~~WHEREAS, LEAP Innovations International 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 with the name and Trademark.~~

~~3.3 Annual Fee. Licensee, LICPA, herein enters into a trademark license agreement with LEAP Innovations International, 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, LEAP Innovations International, 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 Licensor: Legacy International College Prep Academy (LICPA)
1350 E. Flamingo #3318
Las Vegas, NV 89119
Attention: Greg Levitt~~

~~If to Licensee:
Legacy International College Prep Academy (LICPA)
4946 Momenti Street
Las Vegas, NV 89135
Attention: Dr. David Meckley~~

~~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:**~~

~~LEAP INNOVATIONS INTERNATIONAL~~

By: Greg Levitt _____ Date _____
LEAP Innovations International, President _____

LICENSEE:
~~LEGACY INTERNATIONAL COLLEGE PREP ACADEMY~~

By: David Meekley _____ Date _____
President _____

C Budget

C.2: Financial Management

C.3: Facilities N/A No Building or Location Selected

Attachment C.3.2 Estimated cost of insurance N/A as location has not been selected at the time of application.

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: Transportation, Health Services and Emergency Services

C.4.3 Emergency 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.

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)

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ LICPA _____

PROGRAM OR FUNCTION: _____ YEAR: ___2014-15_____

| A | B | C | D | E | F |
|-------------|--|-------------|----------|----------------------------|---------------------|
| Object Code | Title of Position or Description of Item | FTE | Quantity | Unit Amount / Calculations | Total Amount |
| 100 | PERSONNEL | | | | |
| | Head of School reduced | 1 | 1 | \$55,000.00 | \$55,000.00 |
| | Teacher reduced | 1 | 4 | \$30,000.00 | \$120,000.00 |
| | Paraprofessional | 0.5 | 4 | \$9,900.00 | \$39,600.00 |
| | Substitute Teachers | | 40 | \$100.00 | \$4,000.00 |
| | Office Manager reduced | 1 | 1 | \$26,000.00 | \$26,000.00 |
| | Bonus Pay for Teachers, | | 6 | \$2,500.00 | \$15,000.00 |
| | NARRATIVE | | | | |
| | The school of 120 students will require (1) Head of School, (4) Teachers, (4) Paraprofessionals, and (1) Office Manager. One of the four teachers will be licensed in Special Education and one of the four teachers will be licensed in TESL. In addition, when we purchase the online curriculum, we will also purchase the services of online teachers as a part of the cost of the curriculum. Every course will have a certified online teacher. Teacher and Administrator salaries are based on school schedule and comparable wages in other schools as students are only in classes four hours per day. The Paraprofessionals will be paid at a rate of \$15 per hour for no more than 19 hours per week. We estimate each paraprofessional will work approximately 660 hours per year. Substitute Teachers are figured at equivalent of 10 teacher days at \$100 per day. The Office Manager will assist the Head of School and perform other duties as specified by the Board and the Head of | | | | |
| | | | | TOTAL | \$259,600.00 |
| 200 | BENEFITS | | | | |
| | PERS, Medicare 14.6% Head of School | | 1 | \$8,030.00 | \$8,030.00 |
| | PERS, Medicare 14.6% Teachers | | 4 | \$4,380.00 | \$17,520.00 |
| | PERS, Medicare 14.6% Manager | | 1 | \$4,380.00 | \$4,380.00 |
| | Workers Comp per quote | \$200 month | 6 | \$1,200.00 | \$7,200.00 |
| | Health Insurance quote PPO | \$270 month | 6 | \$1,620.00 | \$9,720.00 |
| | Paraprofessional (part time) | 0.5 | 4 | \$0.00 | \$0.00 |
| | NARRATIVE | | | | |
| | The benefits cover full time employees. The amount includes costs for PERS, Medicare, Workers Comp and Medical, etc. See Quotes for Medical and Workers Comp. PERS and Medicare was quoted by Brian Flanner as %14.6. | | | | |
| | | | | TOTAL | \$46,850.00 |
| 300 | PURCHASED PROFESSIONAL AND TECHNICAL SERVICES | | | | |
| | Professional Development | | | | \$4,000.00 |
| | Payroll Services | | | | \$2,060.00 |

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ LICPA _____

PROGRAM OR FUNCTION: _____ YEAR: ___2014-15_____

| | | | | | |
|------------|--|---------------|-----------|--------------|--------------------|
| | Nurse Services | | | | \$4,000.00 |
| | Audit Services | | | | \$6,000.00 |
| | SPED Services and Transportation | | | | \$4,000.00 |
| | Tech set up and service contract | | | | \$10,000.00 |
| | Assessment School Effectiveness | | 1 | \$6,000.00 | \$6,000.00 |
| | | | | | \$0.00 |
| | NARRATIVE | | | | |
| | <p>The school will set aside \$4000 for staff development provided by experts to focus on innovative and effective teaching in a Blended Classroom, Instructional leadership, Students with Special Needs, other topics related to our educational goals and Board Training and Orientation. Edmentum will also provide no-cost professional development related to utilizing their curriculum with all students including Students with Special Needs. There will be additional staff development training such as State and National Conferences. These training sessions will be in addition to those provided by LICPA. All teachers and the Head of School will join INACOL to participate in monthly webinars and access to their Research database. The payroll services were figured per the quote. . Health Services were based on quote. Audit Services are based on Quote. SPED services are an estimate based on experiences of other Charter Schools and cover cost of contracted services for Speech Therapy, OT, PT, Special Education paraprofessional, Orientations and Mobility Specialist, AT Specialists, etc. as needed to meet student needs. The Edmentum Curriculum includes the cost for some assessments and curricular programs for Students with special needs. If the cost exceeds the amount allocated, funds from the Foundation Contingency Funds (\$150,000) will be used to cover these costs. Tech set-up and service based on Quote. Assessment of School Effectiveness. Board will contract with the UNLV Center for Assessment to measure school performance based on performance objectives for school, teachers, students and Board. Report will document LICPA performance and compare to national, state, and local public, charter and private schools. Baseline data taken first month of the year, prelim reports each month and final yearly report by June 15th each year. Performance reports will reviewed by the Board, the EMO, the Head of School,, Teachers, Paraprofessionals, parents and the Community. The reports will be used to</p> | | | | |
| | | | | TOTAL | \$36,060.00 |
| 400 | PURCHASED PROPERTY SERVICES | | | | |
| | Classroom/Building Maintenance | 10 months | \$1,000 m | \$0.00 | \$10,000.00 |
| | Lease including Utililites | August - June | | | \$21,000.00 |
| | | | | | |
| | | | | | |
| | NARRATIVE | | | | |
| | Lease is based on Quote fomr Chirst the King Facility (see quote). Building Maintenance/Cleaning cost based on Quote). | | | | |

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ LICPA _____

PROGRAM OR FUNCTION: _____ YEAR: 2014-15

| | | | | TOTAL | |
|------------|---|----------------|-------|--------------------|--------------------|
| | | | | \$31,000.00 | |
| 500 | OTHER PURCHASED SERVICES | | | | \$0.00 |
| | SAIN Services | | 120 | \$8.00 | \$960.00 |
| | School Insurance | | | | \$21,000.00 |
| | State Fee | | 0.015 | \$774,480.00 | \$11,617.20 |
| | EMO Fee (Deleted) | | | | |
| | Travel | | | | \$4,000.00 |
| | Advertising | | | | \$4,000.00 |
| | Wireless internet cable TV service 100 per month | | | | \$1,000.00 |
| | School phone service | | 6 | | \$2,000.00 |
| | ELL Annual Assessments | | 15 | \$23.00 | \$345.00 |
| | | | | | |
| | | | | | |
| | NARRATIVE | | | | |
| | The SAIN fee assumes 120 students at \$8.00 dollars a student. This school insurance covers all types coverage required under Nevada state law (NAC 386.215). (See attached quote). State fee is based upon 1.5% of state revenues of \$774,480. The contract with the EMO will provide for adjustments in the fee charged if revenues should drop. The EMO agreed to a zero fee if needed to maintain financial feasibility for the school Misc. Travel is included for teachers/Board members to attend conferences for professional development. Phones and commincations required for parent conferences, email, and emergency communications 6 Phones for Teachers Head of School and Office Manager | | | | |
| | | | | TOTAL | \$44,922.20 |
| 600 | SUPPLIES | | | | |
| | Edmentum/EdOption EMO includes, assessments, some online Teachers, curriculum for Students with Special needs. | Change | 120 | \$2,000.00 | \$240,000.00 |
| | Edmentum Test Packets Site License | deleted | 1 | \$3,000.00 | |
| | EpOptions Courses/with teachers | deleted | 20 | \$275.00 | |
| | iPads | | 129 | \$499.00 | \$64,371.00 |
| | MacBook Pro Laptops | reduced | 1 | \$3,179.00 | \$3,179.00 |
| | iMac | | 1 | \$2,529.00 | \$2,529.00 |
| | Displays | deleted | 0 | \$949.00 | \$0.00 |
| | KeyBoard | reduced | 9 | \$69.00 | \$621.00 |
| | Printer HP officejet Pro 8600 Prem. | reduced | 1 | \$269.00 | \$269.00 |
| | Classroom TV | | 1 | \$1,699.00 | \$1,699.00 |
| | Camera | deleted | 1 | \$3,499.00 | |
| | Lens | deleted | 1 | \$2,499.00 | |
| | Promethean ActiveBoard 387 Pro | deleted | 0 | \$3,999.00 | \$0.00 |

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ LICPA _____

PROGRAM OR FUNCTION: _____ YEAR: _____ 2014-15 _____

| | | | | |
|--------------------------------------|-----------------|-----|------------|-------------|
| Projector | reduced | 1 | \$941.00 | \$941.00 |
| Bluetooth Digital Classroom Speakers | | 1 | \$599.95 | \$501.00 |
| 6TBThunderbolt Dual-Drive Storage | reduced | 1 | \$600.00 | \$600.00 |
| AirPort Time Capsule | deleted | 0 | \$379.00 | \$0.00 |
| Battery Backup | | 1 | \$149.99 | \$150.00 |
| Surge Protectors | | 10 | \$29.99 | \$300.00 |
| Apple TV | | 2 | \$99.00 | \$198.00 |
| iPad Apps | estimate | | | \$2,000.00 |
| iWork for iCloud | | 134 | \$39.00 | \$5,226.00 |
| Printer Ink, Paper supplies | \$100 per month | | | \$1,000.00 |
| Apple Care for iMac | | 1 | \$119.00 | \$119.00 |
| Apple Care for Server | | 1 | \$199.00 | \$199.00 |
| Apple Care for MacPro | reduced | 2 | \$199.00 | \$398.00 |
| AppleCare for iPads | | 129 | \$99.00 | \$12,771.00 |
| Apple Care for MacBook | reduced | 1 | \$239.00 | \$239.00 |
| Fireproof File Cabinet | | 1 | \$1,100.00 | \$1,100.00 |
| Custodial Supplies | \$50 per month | | | \$500.00 |
| Six School Telephones | | | | \$1,200.00 |
| Fireproof Secure Storage Cabinet | | | \$745.62 | \$746.00 |
| Cell phones | | 6 | \$100.00 | \$600.00 |
| Security cables for Computers | | | | \$400.00 |
| Misc Supplies | | | | \$606.00 |
| NARRATIVE | | | | |

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ LICPA _____

PROGRAM OR FUNCTION: _____ YEAR: 2014-15

| | | | | | |
|--|---------------------------------------|--------------|-------------------|------------|---------------------|
| <p>All items are based on actual quotes (attached). LICPA will purchase an online Curriculum which includes certified online teachers in all courses and textbooks as needed (see Quote). The quote for the online Curriculum W/teachers is from Forest Trail Academy which is in the process of submitting their curriculum for Nevada approval. Edmentum™ Test Packs with Prescriptions provide an evaluation of your students' progress and prescribe rigorous curriculum to fill learning gaps and personalize instruction for individual students or an entire class. EdOptions courses will be available for students needing specialized courses not offered in the regular curriculum. The choice of technology is based on best practices research, Dr. Levitt's experience as Tech Coordinator for UNVV College of Education for 8 years and Dr. Meckley, Dr. Grubaugh, Mr. Judd, and Dr. Troutman's working with numerous school district schools and in consultation school tech support personnel and Tech experts. iPads will be used as the main interface for students and the online curriculum. The iPad costs are per Educational Quote (See Apple Quote). iPads purchased for students, Head of School, Teachers, Paraprofessionals. MacBook Pro Laptops - for use by Head of School and Teachers for developing curricular additions and administering the online curriculum. iMac - Office Manager computer. Displays for laptops, server, and video edition machines. KeyBoards for iPads and video editing machines and Laptops. Printer HP officejet Pro 8600 Prem. for classrooms and main office. Camera for photography, Lens for camera. Classroom TV for course work, presentation, viewing videos, etc. Promethean ActiveBoard 387 Pro Projector, Projector high ambient light for classroom and parent presentations. Bluetooth Digital Classroom Speakers for teacher use in classroom instruction. 6TBThunderbolt Dual-Drive Storage for system backup, website backup, and student work backup. AirPort Time Capsules for wireless internet service and backup. Battery Backup for server to maintain continuous service. Surge Protectors to protect equipment, Apple TVs for broadcasting iPad and Laptop content to projector or TV. iPad Apps for educational software. iWork for iCloud for word-processing, spreadsheets for students, instructors, Head of School and Office manager (iPads, iMac, MacPro). Printer Ink for use in printers, Paper supplies for classroom and office use. Apple Care for iMac, MacPros, iPads and MacBooks. Fireproof File Cabinet for student and school records. Custodial Supplies for daily cleaning. School Telephones for Head of School, Office manager and teachers. 1Fireproof Secure Storage Cabinet for classroom materials. Security cables for Computers to prevent theft. Misc Supplies as needed. The educational Apps are an estimate based on previous teacher use. Most Apps will be free of charge but some will cost a small amount. Cell phones for Head. Manager and Teachers. The final approved budget will require adjustments to these items based on</p> | | | | | |
| TOTAL | | | | | \$342,462.00 |
| 800 | DEBT SERVICE AND MISCELLANEOUS | | | | \$0.00 |
| | INACOL Membership | | 5 | \$60.00 | \$300.00 |
| | | | | | \$0.00 |
| | | | | | \$0.00 |
| | | | | | \$0.00 |
| NARRATIVE | | | | | |
| Yearly dues for The Head of School, teachers, paraprofessionals to join INACOL Membership. The membership includes monthly professional development webinars, newsletters and access to their rich database of research articles and information on Blended and online education | | | | | |
| TOTAL | | | | | \$300.00 |
| Subtotal Objects 100-600 & 800 | | | | | \$761,194.20 |
| Approved Indirect Cost Rate: | | 0.00% | X Subtotal | | \$0.00 |
| 700 | EQUIPMENT | | | | \$0.00 |
| | MacPro Video/programming Stations | reduced | 1 | \$6,649.00 | \$6,649.00 |
| | Mac Pro Server | | 1 | \$6,637.00 | \$6,637.00 |

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ LICPA _____

PROGRAM OR FUNCTION: _____ YEAR: ___ 2014-15 _____

| | | | | |
|---|---------|---|--------------|--------------------|
| Desk | deleted | 6 | \$299.00 | |
| Chairs | deleted | 9 | \$85.00 | |
| NARRATIVE | | | | |
| MacPro video /programming stations will be placed classroom and be used for elective courses in video editing, photogrpany and computer programming. The Server will be used to serve the school website, student websites and access areas. The prices are based on Quote (see Apple Quote). | | | | |
| | | | TOTAL | \$13,286.00 |
| GRAND TOTAL | | | | ##### |

Posted 8/26/2009

774

Attachment C.1.5 Pre-opening budget

2014-2015 Pre-Opening Budget (for July and August)

REVENUE

\$150,000. See letters from the Querrey Foundation, the Hennessy Foundation and Horizon Helicopter - Attached Below
These funds represent bridge loans which we do not anticipate using. These funds represent strong support for the proposed Charter School.

Possible additional \$50,000 - Request submitted to the Sands Corporation **if the Charter is Funded. This would be a cash gift.**

2013 July Expenditures

No Expenditures Expected. Pre-Opening Marketing and advertising costs will be absorbed by the EMO. If expenditures are needed, the \$150,000 contingency fund will be available.

2013 August Expenditures

August Expenditures will be covered in regular school funding budget.

Total Expenditures:

Zero

Remaining Revenue

\$150,000

Letter 1. Querrey Foundation: \$50,000



QUERREY FAMILY FOUNDATION

Board of Directors

Sam Querrey - Mike Querrey - Fred Darling - Phillip Aurbach - Kevin (KC) Knudson - Keith McLaughlin

August 13, 2013

Dr. Greg Levitt,

The Querrey Foundation is excited to work with the Legacy International College Prep Academy. We fully support the establishment of a Charter School that would provide an excellent educational opportunity for students at the Darling Tennis Center Tennis High Performance Academy.

We have a \$50,000.00 contingency fund available to the Charter School if necessary at the Bank of Nevada to ensure financial solvency.

The Foundation is dedicated to helping Nevada's youth reach their full potential as healthy and well adjusted individuals by providing them with educational, athletic, life skills, leadership development, and scholarship opportunities.

On behalf of the Foundation, its board, and those we serve, thank you for partnering with us to provide a quality education and positive environment for Las Vegas youth. We look forward to future partnerships with you and the community.

The Querrey Family Foundation's Tax ID Number is 46-1998889. Please feel free to contact me directly at 702-802-9719 if you have any questions. Thank you!

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Querrey", with a long horizontal line extending to the right.

Mike Querrey
President

Querrey Family Foundation

Querrey Family Foundation
7901 W. Washington Ave. Las Vegas, NV 89128 (702) 229-2100

Letter 2. The Marty Hennessy Jr. Foundation: \$50,000

Marty Hennessy Jr. Foundation
PO Box 60117
Las Vegas, NV 89160

August 23, 2013

Dear Dr. Levitt,

The Marty Hennessy Jr. Tennis Foundation is proud to support and work with the Legacy International College Prep Academy (LICPA). We strongly support the establishment of a Charter School in the Las Vegas area to provide all levels of income students an excellent high quality educational experience. We are particularly supportive of a school tailored to the needs of the tennis youth that our Foundation supports on a regular basis.

We have \$50,000 in our Foundation Account for use by the Legacy Academy if we determine it becomes necessary to keep the Charter financially viable. The funds are deposited in our account at Mountain America Credit Union and could be made available immediately if the board felt it was needed.

The Foundation is dedicated to Inspiring Children through mentoring, tennis and education and your school would be a massive help in our efforts to help elite athletes to also get an elite education.

The Marty Hennessy Jr. Tennis Foundation, its Board and those we serve are pleased to partner with the Legacy Academy to continue our mission by helping to provide an excellent educational program designed to get high performance athletes and performers prepared for entrance into college and careers. We are very pleased the program includes leadership and community service activities for the students that parallels our own commitment to these programs.

Should you have any questions, you can reach the Foundation at (702) 767-7531.

Sincerely

Trent Alenik
Manager

Letter 3. Horizon Helicopter: \$50,000 (From Owner of OnDeck Academy)

HORIZON HELICOPTERS, INC.

P.O. BOX 262013

HOUSTON, TEXAS 77207

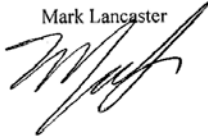
Dr. David David Meckley
Founding School Board President
Legacy International College Prep Academy
4946 Momenti Street
Las Vegas NV 89135
(h) 702-228-1374

I am pleased to be able to support the proposed Legacy International College Prep Academy to open in the fall of the year 2014.

I have in my account a sum of \$50,000 that Legacy will have access to beginning July 15, 2014 for start up and contingency funding. This will provide funds for any cash flow shortages which the board may experience from start up costs until the time the state payments to the school are received by the school in the Fall of 2014. I understand any portion of this money which is used will be a loan and that I will be paid back any money that is used from this funding by December 1, 2014.

Thank you,

Mark Lancaster

A handwritten signature in black ink, appearing to read 'Mark Lancaster', written over the printed name.

CHARTER SCHOOL NAME: _____ LICPA _____

PROGRAM OR FUNCTION: _____

FISCAL YEAR: _____

| A Object Code | B Title of Position or Description of Item | C FTE | D Quantity | E Unit Amount / Calculations |
|--|---|---|------------------------------|--|
| 100 | PERSONNEL Head of School Reduced Teacher Reduced Paraprofessional Substitute Teachers Office Manager Reduced Bonus pay for Teachers/Head/Manager | 1 1 0.5 80 1 | 1 8 8 80 1 10 | \$58,000.00 \$33,000.00 \$13,200.00 \$100.00 \$28,000.00 \$5,000.00 |
| NARRATIVE The school of 240 students will require (1) Head of School, (8) Teachers, (8) Paraprofessional, (1) Office Manager. In addition, when we purchase the online curriculum, we will also purchase online teachers as a part of the cost of the curriculum. Every course will have a certified teacher. Students are in the brick and mortar classroom no more than four hours per day. Teacher salaries are based on school schedule. The Paraprofessionals will be paid per hour for no more than 19 hours per week. We estimate each paraprofessional will work 660 hours per year. Substitute Teachers are figured at equivalent of 10 teacher days a year. Office Manager will assist the Head of School. Bonus will be a maximum of \$5,000 and does not exceed the goals and benchmarks for position. | | | | |
| | | | | TOTAL |
| 200 | BENEFITS PERS, Medicare 14.6% Head of School PERS, Medicare 14.6% Teachers PERS, Medicare 14.6% Manager Workers Comp per quote Health Insurance quote PPO Paraprofessional (part time) | \$200 per month \$270 per month 0.5 | 1 8 1 10 10 8 | \$8,468.00 \$4,818.00 \$4,088.00 \$1,200.00 \$1,620.00 \$0.00 |
| NARRATIVE The benefits cover full time employees. The amount includes costs for PERS, Medicare and Medical, etc. See Quotes for Medical and Workers Comp. PERS and Medicare are figured as % 14.6. | | | | |
| | | | | TOTAL |
| 300 | PURCHASED PROFESSIONAL | | | |

| | | | |
|------------------------------------|--|---|-------------|
| AND TECHNICAL SERVICES | | | |
| Professional Development | | | |
| Payroll Services | | | |
| Nurse Services | | | |
| Audit Services | | | |
| SPED Services | | | |
| Tech set up and service contract | | | |
| Assessment of School Effectiveness | | | \$10,000.00 |
| Grant Writer Services | | 1 | \$6,000.00 |
| | | | |

NARRATIVE

The school will set aside \$20,000 for staff development provided by experts to focus on effective teaching in a Blended Classroom, Instructional leadership, students with special topics related to our educational goals and Board Training and Orientation. Edmentum no-cost professional development related to utilizing their curriculum with all students with Special Needs. There will be additional staff development training such as State Conferences. These training sessions will be in addition to those provided by LICPA. Head of School will join INACOL to participate in monthly webinars and access to the database. The payroll services were figured per the quote. Health Services and Audit Quotes. The Edmentum Curriculum includes the cost for some assessments and curriculum for students with special needs. Assessment of School Effectiveness. Board will contract Center for Assessment to measure school performance based on performance objectives for teachers, students and Board. Report will document LICPA performance and compare to local public, charter and private schools. Baseline data taken first month of the year.

| | | | |
|------------|--|----|--------------|
| | | | TOTAL |
| 400 | PURCHASED PROPERTY SERVICES | | |
| | Classroom/Building Maintenance Lease including Utilities | 10 | \$2,000.00 |

NARRATIVE

Lease is based on Quote from Christ the King Facility (see quote). Building Maintenance based on Quote).

| | | | |
|------------|---------------------------------|-------|----------------|
| | | | TOTAL |
| 500 | OTHER PURCHASED SERVICES | | |
| | SAIN Services | 240 | \$8.00 |
| | State Fee | 0.015 | \$1,548,960.00 |

| | | | |
|---------------------------------|---------|----|-------------|
| School Insurance | | | |
| EMO Fee | deleted | 0 | \$350.00 |
| Travel | | | |
| Advertising | | | |
| Cable TV internet service | | 12 | \$100.00 |
| School phone service | | 12 | \$100.00 |
| Assessment School Effectiveness | | 1 | \$10,000.00 |
| ELL Amnual Assessments | | 24 | \$23.00 |

NARRATIVE

The SAIN fee assumes 240 students at \$8.00 dollars a student. This school insurance coverage required under Nevada state law (See attached quote). State fee is based up revenues of \$1,548,960 The contract with the EMO will provide for adjustments in the revenues should drop. The EMO agreed to a zero fee if need to maintain financial fea school Misc. Travel is included for teachers/Board Members to attend conferences fo development. Phones and commincations required for parent conferences, email, and communications. 4 iPhones for Teachers, Head of School, and Office Manager (Offic Assessment School Effectiveness - UNLV Center for Assessment, to measure school j performance objectives for school, teachers, students. Report will document LICPA f compare to national, state, and local public, charter and private schools.

| | | | TOTAL |
|------------|---------------------------------|---------|----------------|
| 600 | SUPPLIES | | |
| | EMO Online Curriculum | Changed | 240 \$2,300.00 |
| | Edmentum Test Packets Site | | |
| | License | deleted | 0 \$3,000.00 |
| | Study Island grades 4-8 | deleted | 0 \$2,441.00 |
| | EpOptions Courses/with teachers | deleted | 0 \$275.00 |
| | Edmentum Sec. Academic Lib | deleted | 0 \$7,500.00 |
| | Edmentum 4-8 Library | deleted | 0 \$5,000.00 |
| | iPads | | 128 \$499.00 |
| | MacBook Pro Laptops | deleted | 0 \$3,179.00 |
| | Displays | reduced | 1 \$949.00 |
| | KeyBoard | reduced | 2 \$69.00 |
| | Printer HP officejet Pro 8600 | reduced | 1 \$269.00 |
| | Camera | deleted | 0 \$3,499.00 |
| | Classroom TV | reduced | 1 \$1,699.00 |
| | Lens | deleted | 0 \$2,499.00 |
| | Promethean ActiveBoard 387 Pro | reduced | 1 \$3,999.00 |
| | Projector high ambient light | reduced | 1 \$1,899.00 |
| | Bluetooth Digital Classroom | | |
| | Speakers | reduced | 1 \$600.00 |
| | 6TBThunderbolt Dual-Drive | | |
| | Storage | deleted | 0 \$600.00 |

| | | | |
|----------------------------------|-----------------|------|----------|
| AirPort Time Capsule | reduced | 1 | \$379.00 |
| Surge Protectors | | 4 | \$30.00 |
| Apple TV | reduced | 1 | \$99.00 |
| iPad Apps | estimate | | |
| iWork for iCloud | | 124 | \$39.00 |
| Printer Ink, Paper supplies | \$200 per month | | |
| AppleCare for iPads | | 128 | \$99.00 |
| Apple Care for MacBook | deleted | 0 | \$239.00 |
| Apple Care for MacPro | reduced | 2 | \$199.00 |
| Custodial Supplies | \$100 per mont | 11 | \$100.00 |
| School Telephones | reduced | 1 \$ | 200.00 |
| Fireproof Secure Storage Cabinet | | 2 | \$746.00 |
| Cell Phones | | 4 | \$100.00 |
| Security cables for Computers | | | |
| Misc | | | |

NARRATIVE

All items are based on actual quotes (attached). LICPA will purchase an online Curriculum whi online teachers in all courses and textbooks as needed (see Quote). The quote for the online Cu from Forest Trail Academy which is in the process of submitting their curriculum for Nevada aj Test Packs with Prescriptions provide an evaluation of your students' progress and prescribe rig learning gaps and personalize instruction for individual students or an entire class. EdOptions c for students needing specialized courses not offered in the regular curriculum. The choice of tec best practices research, Dr. Levitt's experience as Tech Coordinator for UNVV College of Edu Dr. Meckley, Dr. Grubaugh, Mr. Judd, and Dr. Troutman's working with numerous school distr consultation school tech support personnel and Tech experts. iPads will be used as the main in the online curriculum. The iPad costs are per Educational Quote (See Apple Quote). iPads purc Head of School, Teachers, Paraprofessionals. MacBook Pro Laptops - for use by Head of Schc developing curricular add-ons and administering the online curriculum. iMac - Office Manager for laptops, server, and video edition machines. KeyBoards for iPads and video editing machin HP officejet Pro 8600 Prem. for classrooms and main office. Camera for photography, Lens fo TV for course work, presentation, viewing videos, etc. Promethean ActiveBoard 387 Pro Projec ambient light for classroom and parent presentations. Bluetooth Digital Classroom Speakers fo classroom instruction. 6TBThunderbolt Dual-Drive Storage for system backup, website back backup. AirPort Time Capsules for wireless internet service and backup. Battery Backup for continuous service. Surge Protectors to protect equipment, Apple TVs for broadcasting iPad an projector or TV. iPad Apps for educational software. iWork for iCloud for word-processing, students, instructors, Head of School and Office manager (iPads, iMac, MacPro). Printer Ink fc supplies for classroom and office use. Apple Care for iMac, MacPros, iPads and MacBooks. for student and school records. Custodial Supplies for daily cleaning. School Telephones for manager and teachers. 1Fireproof Secure Storage Cabinet for classroom materials. Security c prevent theft. Misc Supplies as needed. The educational Apps are an estimate based on previc Apps will be free of charge but some will cost a small amount. Cell phones for Head, Manager final approved budget will require adjustments to these items based on actual numbers of studer

| | | | | |
|---|---|--------------|-------------------|--------------|
| | | | | TOTAL |
| 800 | DEBT SERVICE AND MISCELLANEOUS INACOL Membership | | 9 | \$60.00 |
| | NARRATIVE Yearly dues for The Head of School, teachers, paraprofessionals to join INACOL Membership. The membership includes monthly professional development webinars, newsletters and access to their rich database of research articles and information on Blended and online education. | | | |
| | | | | TOTAL |
| Subtotal Objects 100-600 & 800 | | | | |
| Approved Indirect Cost Rate: | | 0.00% | X Subtotal | |
| 700 | EQUIPMENT | | | |
| | MacPro Video/programming Stations | reduced | 1 | \$6,649.00 |
| | Student Tables | | 240 | \$190.00 |
| | Student Chairs | | 240 | \$75.00 |
| | Teacher Chairs | | 8 | \$85.00 |
| | Teacher Desks | | 4 | \$299.00 |
| | Paraprofessional Chairs | | 4 | \$75.00 |
| | Furniture Delivery (in quote) | | | |
| | NARRATIVE MacPro video /programming stations will be placed classroom and be used for elective courses in video editing, photography and computer programming. The prices are based on Quote (see Apple Quote). Desks for teachers. Tables for students, Chairs for students, teachers, and paraprofessionals. There are insufficient furniture for 240 students. These newly designed iPad Tables will be utilized by all students along with the self-hanging chairs to save space in the room and increase student comfort and productivity. The Tables include a locking iPad case built into the table. | | | |
| | | | | TOTAL |
| GRAND TOTAL | | | | |

Posted 8/26/2009

Amount from State \$1,548,960

2015-16

F

| Total Amount |
|--|
| \$58,000.00 |
| \$264,000.00 |
| \$105,600.00 |
| \$8,000.00 |
| \$28,000.00 |
| \$50,000.00 |
| professionals, and (1) purchase the services ied online teacher. her and aid at a rate of \$20 work approximately it \$100 per day. The each if the postion |
| \$513,600.00 |
| \$8,468.00 |
| \$38,544.00 |
| \$4,088.00 |
| \$12,000.00 |
| \$16,200.00 |
| \$0.00 |
| re, Workers Comp was quoted by Brian |
| \$79,300.00 |

| |
|-------------|
| |
| \$15,000.00 |
| \$2,060.00 |
| \$5,000.00 |
| \$15,000.00 |
| \$12,000.00 |
| \$15,000.00 |
| |
| \$10,000.00 |
| \$6,000.00 |
| \$0.00 |

on innovative and
 cial needs other
 tum will also provide
 s including Students
 nd National
 All teachers and the
 eir Research
 Services are based on
 ular programs for
 ct with the UNLV
 es for school,
 e to national, state,
 ear, prelim reports

\$64,060.00

\$20,000.00

\$40,000.00

nce/Cleaning cost

\$60,000.00

\$0.00

\$1,920.00

\$23,234.40

| |
|-------------|
| \$21,000.00 |
| \$0.00 |
| \$20,000.00 |
| \$10,000.00 |
| \$1,200.00 |
| \$1,200.00 |
| \$10,000.00 |
| \$552.00 |

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ie fee charged if
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emergencey
:e Phone).
performance based on
performance and

| |
|--------------------|
| \$89,106.40 |
| \$552,000.00 |
| \$0.00 |
| \$0.00 |
| \$0.00 |
| \$0.00 |
| \$0.00 |
| \$63,872.00 |
| \$0.00 |
| \$949.00 |
| \$138.00 |
| \$269.00 |
| \$0.00 |
| \$1,699.00 |
| \$0.00 |
| \$3,999.00 |
| \$1,899.00 |
| \$600.00 |

\$0.00

\$379.00
 \$120.00
 \$120.00
 \$6,000.00
 \$4,836.00
 \$2,000.00
 \$12,672.00
 \$0.00
 \$398.00
\$1,100.00
 \$200.00
 \$1,492.00
 \$400.00
 \$600.00
 \$12,386.60

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 pproval. EdmentumTM
 gorous curriculum to fill
 courses will be available
 hhnology is based on
 cation for 8 years and
 ict schools and in
 terface for students and
 chased for students,
 ol and Teachers for
 computer. Displays
 nes and Laptops. Printer
 r camera. Classroom
 ctor, Projector high
 r teacher use in
 up, and student work
 server to maintain
 d Laptop content to
 spreadsheets for
 r use in printers, Paper
 Fireproof File Cabinet
 Head of School, Office
 ables for Computers to
 us teacher use. Most
 r and Teachers. The
 nts and funding.

| |
|-----------------------|
| \$668,128.60 |
| \$0.00 |
| \$0.00 |
| \$540.00 |
| \$0.00 |
| \$0.00 |
| \$0.00 |
| \$540.00 |
| \$741,203.45 |
| \$0.00 |
| \$0.00 |
| \$6,649.00 |
| \$45,600.00 |
| \$18,000.00 |
| \$680.00 |
| \$1,196.00 |
| \$300.00 |
| \$1,800.00 |
| \$74,225.00 |
| \$1,548,960.00 |

Attachment C.1.5 Pre-opening budget

2015-2016 Pre-Opening Budget (for July and August)

Based on 240 students, 8 teachers and 8 paraprofessionals.

REVENUE

\$150,000. See letters from the Query Foundation, the Hennessy Foundation and the Horizon Helicopter - Attached Below.

These funds represent bridge loans which we do not anticipate using. These funds represent strong support for the proposed Charter School.

Possible additional \$50,000 - Request submitted to the Sands Corporation **if the Charter is Funded. This would be a cash gift.**

2013 July Expenditures

No Expenditures Expected. Pre-Opening Marketing and advertising costs will be absorbed by the EMO. If expenditures are needed, the \$150,000 contingency fund will be available.

2013 August Expenditures

August Expenditures will be covered in regular school funding budget.

Total Expenditures:

Zero

Remaining Revenue

\$150,000

Letter 1. The Querrey Family Foundation: \$50,000



QUERREY FAMILY FOUNDATION

Board of Directors

Sam Querrey - Mike Querrey - Fred Darling - Phillip Aurbach - Kevin (KC) Knudson - Keith McLaughlin

August 13, 2013

Dr. Greg Levitt,

The Querrey Foundation is excited to work with the Legacy International College Prep Academy. We fully support the establishment of a Charter School that would provide an excellent educational opportunity for students at the Darling Tennis Center Tennis High Performance Academy.

We have a \$50,000.00 contingency fund available to the Charter School if necessary at the Bank of Nevada to ensure financial solvency.

The Foundation is dedicated to helping Nevada's youth reach their full potential as healthy and well adjusted individuals by providing them with educational, athletic, life skills, leadership development, and scholarship opportunities.

On behalf of the Foundation, its board, and those we serve, thank you for partnering with us to provide a quality education and positive environment for Las Vegas youth. We look forward to future partnerships with you and the community.

The Querrey Family Foundation's Tax ID Number is 46-1998889. Please feel free to contact me directly at 702-802-9719 if you have any questions. Thank you!

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Querrey". The signature is fluid and cursive, with a long horizontal line extending to the right.

Mike Querrey
President
Querrey Family Foundation

Querrey Family Foundation
7901 W. Washington Ave. Las Vegas, NV 89128 (702) 229-2100

Letter 2. The Hennessy Foundation: \$50,000

Marty Hennessy Jr. Foundation
PO Box 60117
Las Vegas, NV 89160

August 23, 2013

Dear Dr. Levitt,

The Marty Hennessy Jr. Tennis Foundation is proud to support and work with the Legacy International College Prep Academy (LICPA). We strongly support the establishment of a Charter School in the Las Vegas area to provide all levels of income students an excellent high quality educational experience. We are particularly supportive of a school tailored to the needs of the tennis youth that our Foundation supports on a regular basis.

We have \$50,000 in our Foundation Account for use by the Legacy Academy if we determine it becomes necessary to keep the Charter financially viable. The funds are deposited in our account at Mountain America Credit Union and could be made available immediately if the board felt it was needed.

The Foundation is dedicated to Inspiring Children through mentoring, tennis and education and your school would be a massive help in our efforts to help elite athletes to also get an elite education.

The Marty Hennessy Jr. Tennis Foundation, its Board and those we serve are pleased to partner with the Legacy Academy to continue our mission by helping to provide an excellent educational program designed to get high performance athletes and performers prepared for entrance into college and careers. We are very pleased the program includes leadership and community service activities for the students that parallels our own commitment to these programs.

Should you have any questions, you can reach the Foundation at (702) 767-7531.

Sincerely

Trent Alenik
Manager

Letter 3. OnDeck Baseball Academy: \$50,000

HORIZON HELICOPTERS, INC.

P.O. BOX 262013

HOUSTON, TEXAS 77207

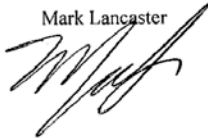
Dr. David David Meckley
Founding School Board President
Legacy International College Prep Academy
4946 Momenti Street
Las Vegas NV 89135
(h) 702-228-1374

I am pleased to be able to support the proposed Legacy International College Prep Academy to open in the fall of the year 2014.

I have in my account a sum of \$50,000 that Legacy will have access to beginning July 15, 2014 for start up and contingency funding. This will provide funds for any cash flow shortages which the board may experience from start up costs until the time the state payments to the school are received by the school in the Fall of 2014. I understand any portion of this money which is used will be a loan and that I will be paid back any money that is used from this funding by December 1, 2014.

Thank you,

Mark Lancaster



CHARTER SCHOOL BUDGET INSTRUCTIONS

Per NAC 387.730:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are then **SUBMITTED** by the Charter School Governing Body to NDE, Program Analyst - Fiscal Analysis Division - Legislative Counsel Bureau and the Charter School sponsor.

The preferred method of submitting the Tentative and Final budgets to the NDE, is electronically.

The signed cover page (Form 1) for the final budget, can be scanned and sent electronically, faxed, or mailed.

FORM 1 COVER PAGE

- 1 Enter the name of the charter school in "Charter School - fill in the name of your school".
- 2 Enter the number of governmental fund types. You will most likely have one (General Fund) or two (also Special).
- 3 Enter the total estimated expenditures for governmental funds. This amount must agree with "TOTAL ALL EXPENDITURES" on Form 4 Expenses, page 10.
- 4 If you have a proprietary fund(s), enter the number of funds and estimated expenses. It is unusual for Charter Schools to have proprietary funds. This total must agree with "TOTAL EXPENSES" on Form 6 Proprietary, page 10.
- 5 Fill in the certification information on the lower left side of the page, prior to submitting the tentative budget.
- 6 Fill in the "Scheduled Public Hearing:" information at the bottom of the page for the tentative budget.
- 7 Fill in the certification information on the lower portion of the page, including the board members, prior to submitting the final budget. The certification needs to be signed by the charter school principal or administrator and all members of the governing board.
- 8 Fill in the actual public hearing information under "Scheduled Public Hearing:" prior to submitting the final budget.

FORM 2 ENROLLMENT-DSA

- 1 Enter data in the yellow cells only.
- 2 Enter the enrollments for both "Actual Year Ending 06/30/XX" (columns D/F & H/J) for categories #1-5, 7-8.
- 3 Enter the enrollments for "Estimated Year Ending 06/30/XX" for the budget submission year in #1-5, 7-8.
- 4 Enter the Hold Harmless amount in #10. You will be eligible to receive the Hold Harmless enrollments:
 - a. IF: enrollment decreases less than 5%, use highest enrollment of current or prior year.
 - b. IF: enrollment decreases more than 5%, use highest enrollment of current or either of the two prior consecutive years.
 - c. IF: the Charter School is multidistrict, Hold Harmless is based on the TOTAL Statewide enrollment.
 - d. New Charter Schools are not eligible for Hold Harmless.
- 5 Enter the WEIGHTED student enrollments based on School District of residence in #11. If the pupils only reside in one School District, enter the total number of students (WEIGHTED) next to that district. If they reside in more than one district, allocate the enrollment to the correct school districts. The rate for basic support will automatically calculate for you.
- 6 Enter an estimated "Outside Revenue" amount in #12. The prior year amounts are listed at the far right under #11 as a reference point for you.
- 7 #13 will calculate based on the numbers you have provided for #1-12.
- 8 Enter the estimated number of Special Education units. One or two Charter Schools will be awarded one unit, but you are not likely to receive any of these units. Check your awards from the prior year. The Units are legislatively determined to provide supplemental funding for special education staff.

FORM 3 REVENUES

- 1 Fill in the amounts of revenue per revenue code in column (1) from your audited information.
- 2 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 3 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 4 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 6 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance. Column (2) will have the audited **ending** balance from column (1). The budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 7 Check that the "TOTAL ALL RESOURCES" amounts are correct.

FORM 4 EXPENDITURES

- 1 Fill in the expenditure amounts, per program, in column (1) on pages 1-6, from your audited information.
- 2 Fill in the expenditure amounts, per program, in column (2) on pages 1-6, from your current year estimates.
- 3 Fill in the expenditure amounts, per program, in column (3) on pages 1-6, based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 4 Fill in the expenditure amounts, per program, in column (4) on pages 1-6, based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (1) on pages 7-10, from your audited information. Do not forget to include sponsorship fees.
- 6 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (2) on pages 7-10, from your current year estimates. Do not forget to include sponsorship fees.
- 7 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (3) on pages 7-10, based on anticipated expenditures for the school year to begin July 1 for the tentative budget. Do not forget to include sponsorship fees.
- 8 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (4) on pages 7-10, based on the approved and adopted budget for the school year to begin July 1 for the final budget. Do not forget to include sponsorship fees.
- 9 Fill in the contingency amount under function 6300, if appropriate. Note that it is not to exceed 3% of all expenditures. This amount has been calculated for you at the bottom of page 10.
- 10 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of page 10. If you do not agree, please check that all revenue and expense items have been included on Forms 3 and 4.
- 11 If the ending balance is less than zero, please reallocate your expenditures and/or revenues. We expect all charter schools to be fiscally responsible. A positive ending balance is required unless prior arrangements have been made, and approved by, the Deputy Superintendent of Administrative and Fiscal Services (NDE) and your sponsor.

FORM 5 EXPENDITURE SUMMARY

- 1 This form calculates the information from Forms 3 and 4. Please check the numbers to verify that they are correct.

FORM 6 PROPRIETARY OR ENTERPRISE

- 1 Form 6 is only filled out if you maintain proprietary or enterprise funds. This is unusual for charter schools.
- 2 Fill in the amounts of revenue per revenue code in column (1) from your audited information.
- 3 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 4 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 5 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.

- 6 Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 7 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance. Column (2) will have the audited **ending** balance from column (1). The budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 8 Check that the "TOTAL ALL RESOURCES" amounts are correct.
- 9 Fill in the expenditure amounts, per function, in column (1) from your audited information.
- 10 Fill in the expenditure amounts, per function, in column (2) from your current year estimates.
- 11 Fill in the expenditure amounts, per function, in column (3) based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 12 Fill in the expenditure amounts, per function, in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 13 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of the page. If you do not agree, please check that all revenue and expense items have been included.

FORM 7 INDEBTEDNESS

- 1 Form 7 is only filled out if you currently have or anticipate loans.
- 2 Enter the fund which includes the indebtedness in column (1).
- 3 List each loan in column (1) under the appropriate fund.
- 4 Enter the type of loan in column (2). Choices 1-11 are listed at the upper right of the form.
- 5 Enter the term of the loan in number of **MONTHS** in column (3). Example 2 years = 24 months.
- 6 Enter the original amount of the loan (issue) in column (4).
- 7 Enter date of issue in column (5).
- 8 Enter date of final payment in column (6).
- 9 Enter the interest rate of the loan in column (7).
- 10 Enter the outstanding balance at the beginning of the current year in column (8).
- 11 Enter the amount of interest payable in column (9) for the budgeted year beginning July 1.
- 12 Enter the amount of principal payable in column (10) for the budgeted year beginning July 1.
- 13 Column 11 will calculate the total interest and principal payables for the budgeted year beginning July 1.

FORM 8 - TUITION AND TRANSPORTATION

- 1 FORM 8 is only filled out if you receive or pay tuition or transportation costs to another education entity.
- 2 Enter any tuition revenue received from NV individuals or NV school districts in column (1) under Revenue. Enter the amount into the correct row, under column (1).
- 3 Enter any transportation revenue received from NV individuals or NV school districts in column (2) under Revenue. Enter the amount into the correct row, under column (2).
- 4 Enter any tuition revenue received from out-of-state individuals or out-of-state school districts in column (3). Enter the amount into the correct row, under column (3).
- 5 Enter any transportation revenue received from out-of-state individuals or out-of-state school districts in column (4). Enter the amount into the correct row, under column (4).
- 6 Enter tuition paid to Nevada school districts under object code 561, column (1), by program.
- 7 Enter transportation paid to Nevada school districts under object code 511, column (2), by program.
- 8 Enter tuition paid to out-of-state school districts under object code 562, column (3), by program.
- 9 Enter transportation paid to out-of-state school districts under object code 512, column (4), by program.
- 10 Totals will calculate.

FORM 9 FUND TRANSFERS

- 1 FORM 9 is filled out if you have more than one fund, and transfer funds from one fund to another.
- 2 In column (2) General Fund, list all funds with money transferred INTO the General Fund.
- 3 In column (3) General Fund, enter the amount of each transfer next to the fund listed in item #2.
- 4 In column (4) General Fund, list all funds RECEIVING General Fund transfers.
- 5 In column (5) General Fund, enter the amount of each transfer next to the fund listed in item #3.
- 6 In column (2) Special Revenue Fund, list all funds with money transferred INTO the Special Revenue Fund.

- 7 In column (3) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #2.
- 8 In column (4) Special Revenue Fund, list all funds RECEIVING Special Revenue Fund transfers.
- 9 In column (5) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #3.
- 10 The totals will calculate and should balance.

FORM 10 LOBBY EXPENSE

- 1 Form 10 is only filled out if you anticipate lobby expenses.
- 2 Item #1, enter the lobbying activity.
- 3 Item #2, enter the source of the funding.
- 4 Item #3, enter the anticipated costs for transportation.
- 5 Item #4, enter the anticipated costs for lodging and meals.
- 6 Item #5, enter the anticipated costs for salaries and wages.
- 7 Item #6, enter the anticipated costs for compensation to lobbyists.
- 8 Item #7, enter the anticipated costs for entertainment.
- 9 Item #8, enter the anticipated costs for supplies, equipment & facilities; other personnel and services spent in Carson City.
- 10 The total anticipated expenditures will calculate.
- 11 Enter the Entity involved in the lobbying effort.

Form 11 CASH FLOW

- 1 Enter basic revenue sources in the left column under "REVENUES, Type:".
- 2 Enter the anticipated cash flow, for each revenue source, per month. The totals will calculate.
- 3 Enter the total budgeted revenue per source under the column at the right "Final Approved Budget".
The variance will calculate.
- 4 Enter the basic operating (object) categories in the left column
- 5 Enter the anticipated cash flow, for each expenditure category, per month. The totals will calculate.
- 6 Enter the total budgeted expenditures per category under the column at the right "Final Approved Budget".
The variance will calculate.
- 7 In the bottom section, enter the opening cash balance as of July 1, in the "PROJECTED July" column, in the row "Begin Cash Balance (F/B)". The remaining balances will calculate as additional data is entered.

ocial Education).

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

| | WEIGHTED ACTUAL YEAR ENDING 06/30/12 | | WEIGHTED ACTUAL YEAR ENDING 06/30/14 | | WEIGHTED ESTIMATED YEAR ENDING 06/30/15 |
|--|--|--|--|--|--|
| 1. Pre-kindergarten (NRS 388.490) | x .6 = 0.0 | | x .6 = 0.0 | | x .6 = 0.0 |
| 2. Kindergarten | x .6 = 0.0 | | x .6 = 0.0 | | x .6 = 0.0 |
| 3. Elementary | | | | | 60 |
| 4. Secondary | | | | | 60 |
| 5. Ungraded | | | | | |
| 6. Subtotal | | | 0.0 | | 120.0 |
| 7. Students transported into Nevada from out-of-state | | | | | |
| 8. Students transported to another state | | | | | |
| 9. Total WEIGHTED enrollment | 0.0 | | 0.0 | | 120.0 |
| 10. Hold Harmless | | | | | |

| | | | | |
|---|------------------------|-----------------------|---------------|---|
| 11. Basic support per pupil amount, Year Ending 06/30/15 | | 5,457 | | |
| Fill in information for each district: | 2014-2015 | WEIGHTED 2014-2015 | | Use rates below: |
| | Rate revised 5/24/2013 | Enrollment | Subtotal | Reference amounts for #12 Estimate: "Outside Revenue" |
| School District | | | | |
| Carson City | \$ 6,537 | 0.0 | \$ 0 | \$ 1,086 |
| Churchill | \$ 6,538 | 0.0 | \$ 0 | \$ 1,069 |
| Clark | \$ 5,457 | 120.0 | \$ 654,840 | \$ 997 |
| Douglas | \$ 5,885 | 0.0 | \$ 0 | \$ 2,386 |
| Elko | \$ 6,610 | 0.0 | \$ 0 | \$ 1,113 |
| Esmeralda | \$ 15,916 | 0.0 | \$ 0 | \$ 8,308 |
| Eureka | \$ 11 | 0.0 | \$ 0 | \$ 43,870 |
| Humboldt | \$ 5,242 | 0.0 | \$ 0 | \$ 2,047 |
| Lander | \$ 1,051 | 0.0 | \$ 0 | \$ 9,884 |
| Lincoln | \$ 10,368 | 0.0 | \$ 0 | \$ 1,295 |
| Lyon | \$ 7,082 | 0.0 | \$ 0 | \$ 922 |
| Mineral | \$ 9,534 | 0.0 | \$ 0 | \$ 1,683 |
| Nye | \$ 7,038 | 0.0 | \$ 0 | \$ 1,368 |
| Pershing | \$ 8,675 | 0.0 | \$ 0 | \$ 2,272 |
| Storey | \$ 8,345 | 0.0 | \$ 0 | \$ 6,494 |
| Washoe | \$ 5,504 | 0.0 | \$ 0 | \$ 1,138 |
| White Pine | \$ 7,288 | 0.0 | \$ 0 | \$ 1,902 |
| Multidistrict | | 120.0 | \$ 654,840 | 5,457 |
| 12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district. | | | \$ 997 | |
| 13. Total basic support for enrollee including outside revenue | | | \$ 774,480.00 | Total Weighted-#9 \$ 774,480.00 |
| 14. Estimated number of special education program units X amount per unit | | - | 39,768 | (Should be 0 or 1 maximum - see prior year allotment) \$ 0 |
| 15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14) | | | \$ 774,480.00 | Total Weighted \$ 774,480.00 |
| | | | | Hold Harmless-#10 \$ - |
| | | | | Hold Harmless \$ - |

Fiscal Year 2014-2015 Charter School Legacy International College Prep Academy (LICPA)

| Form 3 | (1) | (2) | (3) | (4) | (4) |
|--|---|---|-----------------------|---|--|
| Legacy International College Prep Academy (LICP) REVENUE | ACTUAL PRIOR YEAR ENDING 06/30/12 | ESTIMATED CURRENT YEAR ENDING 06/30/14 | TENTATIVE APPROVED | BUDGET YEAR ENDING FINAL APPROVED | 06/30/15 AMENDED FINAL APPROVED |
| 1000 LOCAL SOURCES | | | | | |
| 1100 Taxes | | | | | |
| 1110 Ad Valorem Taxes | | | | | |
| 1111 Net Proceed of Mines | | | | | |
| 1120 Sales & Use/School Support Taxes | | | | | |
| 1140 Penalties & Interest on Tax | | | | | |
| 1150 Residential Construction Tax | | | | | |
| 1190 Other | | | | | |
| 1200 Revenue from Local Govmt Units other than School Districts | | | | | |
| 1300 Tuition | | | | | |
| 1310 Tuition from Individuals | | | | | |
| 1320 Tuition-other Govt sources within State | | | | | |
| 1330 Tuition-other Govt sources out of State | | | | | |
| 1400 Transportation Fees | | | | | |
| 1410 Trans Fees from Individuals | | | | | |
| 1420 Trans Fees - other Govt within State | | | | | |
| 1430 Trans Fees - other Govt out of State | | | | | |
| 1440 Trans Fees - Other Private Sources | | | | | |
| 1500 Investment Income | | | | | |
| 1600 Food Services | | | | | |
| 1610 Daily Sales - Reimbursable Program | | | | | |
| 1620 Daily Sales - Non-Reimbursable Progrm | | | | | |
| 1630 Special Functions | | | | | |
| 1650 Daily Sales - Summer Food Program | | | | | |
| 1700 Direct Activities | | | | | |
| 1800 Community Service Activities | | | | | |
| 1900 Other Revenues | | | | | |
| 1910 Rent | | | | | |
| 1920 Donations | | | | | |
| 1930 Gains/Loss on Sales of Capital Assets | | | | | |
| 1940 Textbook Sales & Rentals | | | | | |
| 1950 Misc Revenues from Other Districts | | | | | |
| 1960 Misc Revenues from Other Local Govt | | | | | |
| 1970 Operating Revenues | | | | | |
| 1980 Refund of Prior Year's Expenditures | | | | | |
| 1990 Miscellaneous - local sources | | | 150,000 | | |
| TOTAL LOCAL SOURCES | 0 | 0 | 150,000 | 0 | 0 |
| 3000 REVENUE FROM STATE SOURCES | | | | | |
| 3100 Unrestricted Grants-in-Aid | | | | | |
| 3110 Distributive School Account (DSA) | | | 774,480 | | |
| 3115 Special Ed portion of DSA | | | | | |
| 3200 State Govt Restricted Funding | | | | | |
| 3210 Special Transportation | | | | | |
| 3220 Adult High School Diploma Program Fnd | | | | | |
| 3230 Class Size Reduction | | | | | |
| 3800 Revenue in Lieu of Taxes | | | | | |
| 3900 Revenue for/on Behalf of School Dist | | | | | |
| TOTAL STATE SOURCES | 0 | 0 | 774,480 | 0 | 0 |

| REVENUE | (1) | (2) | (3) BUDGET YEAR ENDING 01/00/00 | | (4) |
|---|---|---|---------------------------------|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/12 | ESTIMATED CURRENT YEAR ENDING 06/30/14 | TENTATIVE APPROVED | FINAL APPROVED | AMENDED FINAL APPROVED |
| 4000 FEDERAL SOURCES | | | | | |
| 4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt | | | | | |
| 4103 E-Rate Funds | | | | | |
| 4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State | | | | | |
| 4300 Restricted Grants-in-Aid Direct - Fed | | | | | |
| 4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State | | | | | |
| 4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies | | | | | |
| 4800 Revenue in Lieu of Taxes | | | | | |
| 4900 Revenue for/on Behalf of School District | | | | | |
| TOTAL FEDERAL SOURCES | 0 | 0 | 0 | 0 | 0 |
| OTHER RESOURCES AND FUND BALANCE | (1) | (2) | (3) BUDGET YEAR ENDING 01/00/00 | | (4) |
| | ACTUAL PRIOR YEAR ENDING 06/30/12 | ESTIMATED CURRENT YEAR ENDING 06/30/14 | TENTATIVE APPROVED | FINAL APPROVED | AMENDED FINAL APPROVED |
| 5000 OTHER FINANCING SOURCES | | | | | |
| 5100 Issuance of Bonds | | | | | |
| 5110 Bond Principal | | | | | |
| 5120 Premium of Discount on the Issuance of Bonds | | | | | |
| 5200 Fund Transfers In | | | | | |
| 5300 Proceeds from the Disposal of Real or Personal Property | | | | | |
| 5400 Loan Proceeds | | | | | |
| 5500 Capital Lease Proceeds | | | | | |
| 5600 Other Long-Term Debt Proceeds | | | | | |
| 6000 Other Items | | | | | |
| 6100 Capital Contributions | | | | | |
| 6200 Amortization of Premium on Issuance of Bonds | | | | | |
| 6300 Special Items | | | | | |
| 6400 Extraordinary Items | | | | | |
| TOTAL OTHER SOURCES | 0 | 0 | 0 | 0 | 0 |
| 8000 OPENING FUND BALANCE | | | | | |
| Reserved Opening Balance | | | | | |
| Unreserved Opening Balance | | | | | |
| TOTAL OPENING FUND BALANCE | 0 | 0 | 0 | 0 | 0 |
| Prior Period Adjustments | | | | | |
| Residual Equity Transfers | | | | | |
| TOTAL ALL RESOURCES | 0 | 0 | 924,480 | 0 | 0 |

| Legacy International College Prep Academy (LICP Form 4 PROGRAM FUNCTION OBJECT | (1) ACTUAL PRIOR YEAR ENDING 06/30/12 | (2) ESTIMATED CURRENT YEAR ENDING 06/30/14 | (3) BUDGET YEAR ENDING TENTATIVE APPROVED | (4) BUDGET YEAR ENDING FINAL APPROVED | (5) 06/30/15 AMENDED FINAL APPROVED |
|--|--|--|--|--|---|
| 100 REGULAR PROGRAMS | | | | | |
| 1000 Instruction | | | | | |
| 100 Salaries | | 259,600 | | | |
| 200 Benefits | | 46,850 | | | |
| 300/400/500 Purchased Services | | 111,982 | | | |
| 600 Supplies | | 342,462 | | | |
| 700 Property | | 13,286 | | | |
| 800 Other | | 300 | | | |
| 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 | 774,480 | 0 | 0 | 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 | 0 |

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/11/2013

| Legacy International College Prep Academy (L PROGRAM FUNCTION OBJECT | (1) | (2) | (3) BUDGET YEAR ENDING 01/00/00 | | (5) |
|---|---|---|---------------------------------|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/12 | ESTIMATED CURRENT YEAR ENDING 06/30/14 | TENTATIVE APPROVED | FINAL APPROVED | AMENDED FINAL APPROVED |
| 200 SPECIAL 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 | | | | | |
| 200 SPECIAL PROGRAMS | 0 | 0 | 0 | 0 | 0 |
| 240 Summer School for Special 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 | | | | | |
| 240 TOTAL Summer School - Spec Prog | 0 | 0 | 0 | 0 | 0 |

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/11/2013

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) BUDGET YEAR ENDING 01/00/00 | | (5) |
|--|---|---|---------------------------------|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/12 | ESTIMATED CURRENT YEAR ENDING 06/30/14 | TENTATIVE APPROVED | FINAL APPROVED | AMENDED FINAL APPROVED |
| 270 Gifted and Talented 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 | | | | | |
| 270 TOTAL Gifted & Talented Programs | 0 | 0 | 0 | 0 | 0 |
| 300 Vocational & Technical 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 | | | | | |
| 300 Total Vocational & Technical Prog | 0 | 0 | 0 | 0 | 0 |

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) BUDGET YEAR ENDING 01/00/00 | | (5) |
|---|---|---|---------------------------------|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/12 | ESTIMATED CURRENT YEAR ENDING 06/30/14 | TENTATIVE APPROVED | FINAL APPROVED | AMENDED FINAL APPROVED |
| 340 Summer School for Voc & Tech | | | | | |
| 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 | | | | | |
| 340 Total Summer School for Voc & Tech | 0 | 0 | 0 | 0 | 0 |
| 420 English for Speakers of Other Lang | | | | | |
| 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 | | | | | |
| 420 Total Speakers of Other Lang | 0 | 0 | 0 | 0 | 0 |

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) BUDGET YEAR ENDING 01/00/00 | | (5) |
|---|---|---|---------------------------------|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/12 | ESTIMATED CURRENT YEAR ENDING 06/30/14 | TENTATIVE APPROVED | FINAL APPROVED | AMENDED FINAL APPROVED |
| 440 Summer School for Other Inst Prog | | | | | |
| 1000 Instruction | | | | | |
| 100 Salaries | | | 0 | | |
| 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 | | | | | |
| 440 Total English - Summer School for Other In | 0 | 0 | 0 | 0 | 0 |
| 490 Other Instructional 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 | | | | | |
| 490 Total Other Instructional Programs | 0 | 0 | 0 | 0 | 0 |

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) (4) | | (5) |
|---|---|---|-----------------------|---|--|
| | ACTUAL PRIOR YEAR ENDING 06/30/12 | ESTIMATED CURRENT YEAR ENDING 06/30/14 | TENTATIVE APPROVED | BUDGET YEAR ENDING FINAL APPROVED | 06/30/15 AMENDED FINAL APPROVED |
| 800 Community Services 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 | | | | | |
| 800 Total Community Services Programs | 0 | 0 | 0 | 0 | 0 |
| 900 Co-curricular & Extra-Curricular | | | | | |
| 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 | | | | | |
| 900 Co-curricular & Extra-Curricular | 0 | 0 | 0 | 0 | 0 |

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/11/2013

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) BUDGET YEAR ENDING 06/30/15 | | (5) |
|--|---|---|---------------------------------|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/12 | ESTIMATED CURRENT YEAR ENDING 06/30/14 | TENTATIVE APPROVED | FINAL APPROVED | AMENDED FINAL APPROVED |
| 000 UNDISTRIBUTED EXPENDITURES | | | | | |
| 2100 Support Services-Students | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2100 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 2200 Support Services-Instruction | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2200 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 2300 Support Services-Gen Admin | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2300 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 2400 Support Serv-School Admin | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2400 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 2500 Central Services | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2500 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/11/2013

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) BUDGET YEAR ENDING | | (5) |
|---|---|---|------------------------|--------------------------|--|
| | ACTUAL PRIOR YEAR ENDING 06/30/12 | ESTIMATED CURRENT YEAR ENDING 06/30/14 | TENTATIVE APPROVED | (4) FINAL APPROVED | 06/30/15 AMENDED FINAL APPROVED |
| 2600 Operating/Maintenance Plant Service | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2600 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 2700 Student Transportation | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2700 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 2900 Other Support (All Objects) | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2900 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 2000s TOTAL SUPPORT SERVICES | 0 | 0 | 0 | 0 | 0 |
| 3100 Food Service | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 3100 TOTAL FOOD SERVICES | 0 | 0 | 0 | 0 | 0 |

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/11/2013

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) (4) | | (5) |
|--|---|---|-----------------------|---|--|
| | ACTUAL PRIOR YEAR ENDING 06/30/12 | ESTIMATED CURRENT YEAR ENDING 06/30/14 | TENTATIVE APPROVED | BUDGET YEAR ENDING FINAL APPROVED | 06/30/15 AMENDED FINAL APPROVED |
| 4100 Land Acquisition | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 4100 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 4200 Land Improvement | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 4200 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 4300 Architecture/Engineering | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 4300 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 4400 Educational Specifications Dev | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 4400 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 4500 Building Improvement | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 4500 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 4600 Site Improvement | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 4600 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) (4) | | (5) |
|--|--|---|-----------------------------|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/12 | ESTIMATED CURRENT YEAR ENDING 06/30/14 | BUDGET YEAR ENDING 06/30/15 | | AMENDED FINAL APPROVED |
| | | | TENTATIVE APPROVED | FINAL APPROVED | |
| 4700 Building Improvement | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 4700 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 4900 Other (All Objects) | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 4900 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 4000s TOTAL FACILITIES ACQUISITION AND | 0 | 0 | 0 | 0 | 0 |
| 5000 Debt Service | | | | | |
| 000 EXPENDITURES | 0 | 0 | 0 | 0 | 0 |
| TOTAL ALL EXPENDITURES | 0 | 774,480 | 0 | 0 | 0 |
| 6300 Contingency (not to exceed 3% of Total Expenditures) | XXXXXXXXXXXXXX XXXXXXXXXXXXXX XXXXXXXXXXXXXX | | | | |
| 8000 ENDING FUND BALANCE | | | | | |
| Reserved Ending Balance | | | | | |
| Unreserved Ending Balance | | | | | |
| TOTAL ENDING FUND BALANCE | 0 | 0 | 0 | 0 | 0 |
| TOTAL APPLICATIONS | 0 | 774,480 | 0 | 0 | 0 |

| | | | | | | |
|----------------|--|------------|-----------|---------|---|---|
| CHECKS: | Contingency cannot exceed: | XXXXXXXXXX | 23,234 | 0 | 0 | 0 |
| | Calculated Total Ending Fund Balance: | 0 | (774,480) | 924,480 | 0 | 0 |

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/11/2013

| TENTATIVE BUDGET 2014-2015 | | | | |
|---|---------------------------------|-----------------------------|--|---------------------------------------|
| | 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 |
| 600 Adult Education | | | | 0 |
| 800 Community Services | 0 | 0 | 0 | 0 |
| 900 Co-Curricular/Extra Curricular | 0 | 0 | 0 | 0 |
| PROGRAM TOTALS | 0 | 0 | 0 | 0 |
| UNDISTRIBUTED EXPENDITURES | | | | |
| 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 | 0 | 0 | 0 | 0 |
| FINAL BUDGET 2014-2015 | | | | |
| | 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 |
| UNDISTRIBUTED EXPENDITURES | | | | |
| 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 |

| FINAL BUDGET - Estimated | 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 2014-2015

Form 5 Exp Summary

Page 2 of 2

3/11/2013

PROPRIETARY OR ENTERPRISE FUND

Legacy International College Prep Academy (LICPA)

| Fund: REVENUE | (1) | (2) | (3) | | (4) |
|--|---|---|-----------------------------|--|-------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/12 | ESTIMATED CURRENT YEAR ENDING 06/30/14 | BUDGET YEAR ENDING 06/30/15 | | |
| | | | TENTATIVE APPROVED | | FINAL APPROVED |
| 1000 LOCAL SOURCES | | | | | |
| 1300 Tuition | | | | | |
| 1400 Transportation Fees | | | | | |
| 1500 Investment Income | | | | | |
| 1600 Food Services | | | | | |
| 1700 Direct Activities | | | | | |
| 1800 Community Service Activities | | | | | |
| 1900 Other Revenues | | | | | |
| TOTAL LOCAL SOURCES | 0 | 0 | 0 | | 0 |
| 3000 REVENUE FROM STATE SOURCES | | | | | |
| 3100 Unrestricted Grants-in-Aid | | | | | |
| 3200 State Govt Restricted Funding | | | | | |
| TOTAL STATE SOURCES | 0 | 0 | 0 | | 0 |
| 4000 FEDERAL SOURCES | | | | | |
| 4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt | | | | | |
| 4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State | | | | | |
| 4300 Restricted Grants-in-Aid Direct - Fed | | | | | |
| 4500 Restricted Grants-in-Aid Fed Govnt pass- thru the State | | | | | |
| 4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies | | | | | |
| TOTAL FEDERAL SOURCES | 0 | 0 | 0 | | 0 |
| 5000 OTHER FINANCING SOURCES | | | | | |
| 5200 Fund Transfers In | | | | | |
| 5300 Proceeds from the Disposal of Real or Personal Property | | | | | |
| 5400 Loan Proceeds | | | | | |
| 5500 Capital Lease Proceeds | | | | | |
| 5600 Other Long-Term Debt Proceeds | | | | | |
| 6000 Other Items | | | | | |
| TOTAL OTHER SOURCES | 0 | 0 | 0 | | 0 |
| 8000 OPENING FUND BALANCE | | | | | |
| Reserved Opening Balance | | | | | |
| Unreserved Opening Balance | | | | | |
| TOTAL OPENING FUND BALANCE | 0 | 0 | 0 | | 0 |
| TOTAL ALL RESOURCES | 0 | 0 | 0 | | 0 |

| Form 6 Proprietary/Enterprise | (1) | (2) | (3) | | (4) |
|--|---|------------------------------------|-----------------------------|--|-------------------|
| | | ESTIMATED | BUDGET YEAR ENDING 06/30/10 | | |
| FUNCTION / OBJECT | ACTUAL PRIOR YEAR ENDING 06/30/08 | CURRENT YEAR ENDING 06/30/09 | TENTATIVE APPROVED | | FINAL APPROVED |
| EXPENSES | | | | | |
| 1000 Instruction | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| SUBTOTAL INSTRUCTION EXPENSES: | 0 | 0 | 0 | | 0 |
| 2000 Support Services | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| SUBTOTAL SUPPORT EXPENSES: | 0 | 0 | 0 | | 0 |
| 3100 Food Service | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| SUBTOTAL FOOD SERVICE EXPENSES: | 0 | 0 | 0 | | 0 |
| 4000 Facilities Acquisition & Construction | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| SUBTOTAL FOOD SERVICE EXPENSES: | 0 | 0 | 0 | | 0 |
| 5000 Debt Service | | | | | |
| 6000 Miscellaneous | | | | | |
| SUBTOTAL OTHER SERVICES | 0 | 0 | 0 | | 0 |
| TOTAL EXPENSES | 0 | 0 | 0 | | 0 |
| 8000 ENDING FUND BALANCE | | | | | |
| Reserved Ending Balance | | | | | |
| Unreserved Ending Balance | | | | | |
| TOTAL ENDING FUND BALANCE | 0 | 0 | 0 | | 0 |
| TOTAL APPLICATIONS | 0 | 0 | 0 | | 0 |

Legacy International College Prep Academy (LICPA)

ALL EXISTING OR PROPOSED

* - Type - use codes 1-11

- 1 - General Obligation Bonds
- 2 - G. O. Revenue Supported Bonds
- 3 - G. O. Special Assessment Bonds
- 4 - Revenue Bonds
- 5 - Medium-Term Financing
- 6 - Medium-Term Financing - Lease Purchase
- 7 - Capital Leases
- 8 - Special Assessment Bonds
- 9 - Mortgages
- 10 - Other (Specify Type)
- 11 - Proposed (Specify Type)

| (1) NAME OF LOAN List and Subtotal By Fund | (2) Type * | (3) Number of Months of TERM | (4) ORIGINAL AMOUNT OF ISSUE | (5) ISSUE DATE | (6) FINAL PAYMENT DATE | (7) INTEREST RATE | (8) BEGINNING OUTSTANDING BALANCE 7/1/2013 | (9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/15 | | (11) (9) + (10) 6/30/2015 TOTAL |
|---|------------------|---|---------------------------------------|----------------------|---------------------------------|-------------------------|--|---|----------------------|--|
| | | | | | | | | INTEREST PAYABLE | PRINCIPAL PAYABLE | |
| FUND: | | | | | | | | | | |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| TOTAL ALL DEBT SERVICE | | | \$0 | | | | \$0 | \$0 | \$0 | \$0 |

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2014-2015

Form 7 INDEBTEDNESS

3/11/2013

Legacy International College Prep Academy (LICPA)

| REPORT FOR ALL FUNDS | | 2014-2015 | | FROM DISTRICTS WITHIN NEVADA | | FROM DISTRICTS OUTSIDE NEVADA | |
|-------------------------------|----------------------|---|---|---|---|-------------------------------|--|
| | | (1) TUITION | (2) TRANSPORTATION | (3) TUITION | (4) TRANSPORTATION | | |
| REVENUES | Revenue Codes | 1310 NV Individual 1321 NV School Dist | 1410 NV Individual 1421 NV School Dist | 1310 Out-of-state Ind 1331 Out-of-state SD | 1410 Out-of-state Ind 1431 Out-of-state SD | | |
| Nevada Individuals | 1310/1410 | | | | | | |
| Nevada School Districts | 1321/1421 | | | | | | |
| Out-of-state Individuals | 1310/1410 | | | | | | |
| Out-of-State School Districts | 1331/1431 | | | | | | |
| | | \$0 | \$0 | \$0 | \$0 | | |

| EXPENDITURES | | TO DISTRICTS WITHIN NEVADA | | TO DISTRICTS OUTSIDE NEVADA | |
|----------------------------|--|----------------------------|-----|-----------------------------|-----|
| | | Object Codes | 561 | 511 | 562 |
| 100 - Regular Programs | | | | | |
| 200 - Special Programs | | | | | |
| 300 - Vocational Programs | | | | | |
| 400 - Other PK-12 Programs | | | | | |
| 500 - Nonpublic Programs | | | | | |
| 600 - Adult Programs | | | | | |
| TOTALS | | \$0 | \$0 | \$0 | \$0 |

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2014-2015

Legacy International College Prep Academy (LICPA)

| FUND TRANSFERS 2014-2015 (1) FUND TYPE | TRANSFERS IN | | TRANSFERS OUT | |
|--|------------------|---------------|----------------|---------------|
| | (2) FROM FUND | (3) AMOUNT | (4) TO FUND | (5) AMOUNT |
| GENERAL FUND | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| SUBTOTAL | 0 | 0 | 0 | 0 |
| SPECIAL REVENUE FUNDS | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| SUBTOTAL | 0 | 0 | 0 | 0 |
| TOTAL TRANSFERS | 0 | 0 | 0 | 0 |

CHARTER SCHOOL BUDGET INSTRUCTIONS

Per NAC 387.730:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are then **SUBMITTED** by the Charter School Governing Body to NDE, Program Analyst - Fiscal Analysis Division - Legislative Counsel Bureau and the Charter School sponsor.

The preferred method of submitting the Tentative and Final budgets to the NDE, is electronically.

The signed cover page (Form 1) for the final budget, can be scanned and sent electronically, faxed, or mailed.

FORM 1 COVER PAGE

- 1 Enter the name of the charter school in "Charter School - fill in the name of your school".
- 2 Enter the number of governmental fund types. You will most likely have one (General Fund) or two (also Special Education).
- 3 Enter the total estimated expenditures for governmental funds. This amount must agree with "TOTAL ALL EXPENDITURES" on Form 4 Expenses, page 10.
- 4 If you have a proprietary fund(s), enter the number of funds and estimated expenses. It is unusual for Charter Schools to have proprietary funds. This total must agree with "TOTAL EXPENSES" on Form 6 Proprietary, page 10.
- 5 Fill in the certification information on the lower left side of the page, prior to submitting the tentative budget.
- 6 Fill in the "Scheduled Public Hearing:" information at the bottom of the page for the tentative budget.
- 7 Fill in the certification information on the lower portion of the page, including the board members, prior to submitting the final budget. The certification needs to be signed by the charter school principal or administrator and all members of the governing board.
- 8 Fill in the actual public hearing information under "Scheduled Public Hearing:" prior to submitting the final budget.

FORM 2 ENROLLMENT-DSA

- 1 Enter data in the yellow cells only.
- 2 Enter the enrollments for both "Actual Year Ending 06/30/XX" (columns D/F & H/J) for categories #1-5, 7-8.
- 3 Enter the enrollments for "Estimated Year Ending 06/30/XX" for the budget submission year in #1-5, 7-8.
- 4 Enter the Hold Harmless amount in #10. You will be eligible to receive the Hold Harmless enrollments:
 - a. IF: enrollment decreases less than 5%, use highest enrollment of current or prior year.
 - b. IF: enrollment decreases more than 5%, use highest enrollment of current or either of the two prior consecutive years.
 - c. IF: the Charter School is multidistrict, Hold Harmless is based on the TOTAL Statewide enrollment.
 - d. New Charter Schools are not eligible for Hold Harmless.
- 5 Enter the WEIGHTED student enrollments based on School District of residence in #11. If the pupils only reside in one School District, enter the total number of students (WEIGHTED) next to that district. If they reside in more than one district, allocate the enrollment to the correct school districts. The rate for basic support will automatically calculate for you.
- 6 Enter an estimated "Outside Revenue" amount in #12. The prior year amounts are listed at the far right under #11 as a reference point for you.
- 7 #13 will calculate based on the numbers you have provided for #1-12.
- 8 Enter the estimated number of Special Education units. One or two Charter Schools will be awarded one unit, but you are not likely to receive any of these units. Check your awards from the prior year. The Units are legislatively determined to provide supplemental funding for special education staff.

FORM 3 REVENUES

- 1 Fill in the amounts of revenue per revenue code in column (1) from your audited information.
- 2 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 3 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 4 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 6 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance. Column (2) will have the audited **ending** balance from column (1). The budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 7 Check that the "TOTAL ALL RESOURCES" amounts are correct.

FORM 4 EXPENDITURES

- 1 Fill in the expenditure amounts, per program, in column (1) on pages 1-6, from your audited information.
- 2 Fill in the expenditure amounts, per program, in column (2) on pages 1-6, from your current year estimates.
- 3 Fill in the expenditure amounts, per program, in column (3) on pages 1-6, based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 4 Fill in the expenditure amounts, per program, in column (4) on pages 1-6, based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (1) on pages 7-10, from your audited information. Do not forget to include sponsorship fees.
- 6 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (2) on pages 7-10, from your current year estimates. Do not forget to include sponsorship fees.
- 7 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (3) on pages 7-10, based on anticipated expenditures for the school year to begin July 1 for the tentative budget. Do not forget to include sponsorship fees.
- 8 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (4) on pages 7-10, based on the approved and adopted budget for the school year to begin July 1 for the final budget. Do not forget to include sponsorship fees.
- 9 Fill in the contingency amount under function 6300, if appropriate. Note that it is not to exceed 3% of all expenditures. This amount has been calculated for you at the bottom of page 10.
- 10 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of page 10. If you do not agree, please check that all revenue and expense items have been included on Forms 3 and 4.
- 11 If the ending balance is less than zero, please reallocate your expenditures and/or revenues. We expect all charter schools to be fiscally responsible. A positive ending balance is required unless prior arrangements have been made, and approved by, the Deputy Superintendent of Administrative and Fiscal Services (NDE) and your sponsor.

FORM 5 EXPENDITURE SUMMARY

- 1 This form calculates the information from Forms 3 and 4. Please check the numbers to verify that they are correct.

FORM 6 PROPRIETARY OR ENTERPRISE

- 1 Form 6 is only filled out if you maintain proprietary or enterprise funds. This is unusual for charter schools.
- 2 Fill in the amounts of revenue per revenue code in column (1) from your audited information.
- 3 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 4 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 5 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.

- 6 Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 7 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance. Column (2) will have the audited **ending** balance from column (1). The budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 8 Check that the "TOTAL ALL RESOURCES" amounts are correct.
- 9 Fill in the expenditure amounts, per function, in column (1) from your audited information.
- 10 Fill in the expenditure amounts, per function, in column (2) from your current year estimates.
- 11 Fill in the expenditure amounts, per function, in column (3) based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 12 Fill in the expenditure amounts, per function, in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 13 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of the page. If you do not agree, please check that all revenue and expense items have been included.

FORM 7 INDEBTEDNESS

- 1 Form 7 is only filled out if you currently have or anticipate loans.
- 2 Enter the fund which includes the indebtedness in column (1).
- 3 List each loan in column (1) under the appropriate fund.
- 4 Enter the type of loan in column (2). Choices 1-11 are listed at the upper right of the form.
- 5 Enter the term of the loan in number of **MONTHS** in column (3). Example 2 years = 24 months.
- 6 Enter the original amount of the loan (issue) in column (4).
- 7 Enter date of issue in column (5).
- 8 Enter date of final payment in column (6).
- 9 Enter the interest rate of the loan in column (7).
- 10 Enter the outstanding balance at the beginning of the current year in column (8).
- 11 Enter the amount of interest payable in column (9) for the budgeted year beginning July 1.
- 12 Enter the amount of principal payable in column (10) for the budgeted year beginning July 1.
- 13 Column 11 will calculate the total interest and principal payables for the budgeted year beginning July 1.

FORM 8 - TUITION AND TRANSPORTATION

- 1 FORM 8 is only filled out if you receive or pay tuition or transportation costs to another education entity.
- 2 Enter any tuition revenue received from NV individuals or NV school districts in column (1) under Revenue. Enter the amount into the correct row, under column (1).
- 3 Enter any transportation revenue received from NV individuals or NV school districts in column (2) under Revenue. Enter the amount into the correct row, under column (2).
- 4 Enter any tuition revenue received from out-of-state individuals or out-of-state school districts in column (3). Enter the amount into the correct row, under column (3).
- 5 Enter any transportation revenue received from out-of-state individuals or out-of-state school districts in column (4). Enter the amount into the correct row, under column (4).
- 6 Enter tuition paid to Nevada school districts under object code 561, column (1), by program.
- 7 Enter transportation paid to Nevada school districts under object code 511, column (2), by program.
- 8 Enter tuition paid to out-of-state school districts under object code 562, column (3), by program.
- 9 Enter transportation paid to out-of-state school districts under object code 512, column (4), by program.
- 10 Totals will calculate.

FORM 9 FUND TRANSFERS

- 1 FORM 9 is filled out if you have more than one fund, and transfer funds from one fund to another.
- 2 In column (2) General Fund, list all funds with money transferred INTO the General Fund.
- 3 In column (3) General Fund, enter the amount of each transfer next to the fund listed in item #2.
- 4 In column (4) General Fund, list all funds RECEIVING General Fund transfers.
- 5 In column (5) General Fund, enter the amount of each transfer next to the fund listed in item #3.
- 6 In column (2) Special Revenue Fund, list all funds with money transferred INTO the Special Revenue Fund.

- 7 In column (3) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #2.
- 8 In column (4) Special Revenue Fund, list all funds RECEIVING Special Revenue Fund transfers.
- 9 In column (5) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #3.
- 10 The totals will calculate and should balance.

FORM 10 LOBBY EXPENSE

- 1 Form 10 is only filled out if you anticipate lobby expenses.
- 2 Item #1, enter the lobbying activity.
- 3 Item #2, enter the source of the funding.
- 4 Item #3, enter the anticipated costs for transportation.
- 5 Item #4, enter the anticipated costs for lodging and meals.
- 6 Item #5, enter the anticipated costs for salaries and wages.
- 7 Item #6, enter the anticipated costs for compensation to lobbyists.
- 8 Item #7, enter the anticipated costs for entertainment.
- 9 Item #8, enter the anticipated costs for supplies, equipment & facilities; other personnel and services spent in Carson City.
- 10 The total anticipated expenditures will calculate.
- 11 Enter the Entity involved in the lobbying effort.

Form 11 CASH FLOW

- 1 Enter basic revenue sources in the left column under "REVENUES, Type:".
- 2 Enter the anticipated cash flow, for each revenue source, per month. The totals will calculate.
- 3 Enter the total budgeted revenue per source under the column at the right "Final Approved Budget".
The variance will calculate.
- 4 Enter the basic operating (object) categories in the left column
- 5 Enter the anticipated cash flow, for each expenditure category, per month. The totals will calculate.
- 6 Enter the total budgeted expenditures per category under the column at the right "Final Approved Budget".
The variance will calculate.
- 7 In the bottom section, enter the opening cash balance as of July 1, in the "PROJECTED July" column, in the row "Begin Cash Balance (F/B)". The remaining balances will calculate as additional data is entered.

ocial Education).

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

| | WEIGHTED ACTUAL YEAR ENDING 06/30/14 | | WEIGHTED ACTUAL YEAR 2014-2015 | | WEIGHTED ESTIMATED YEAR ENDING 06/30/16 |
|--|--|--|--------------------------------------|--|--|
| 1. Pre-kindergarten (NRS 388.490) | x .6 = 0.0 | | x .6 = 0.0 | | x .6 = 0.0 |
| 2. Kindergarten | x .6 = 0.0 | | x .6 = 0.0 | | x .6 = 0.0 |
| 3. Elementary | | | 60 | | 120 |
| 4. Secondary | | | 60 | | 120 |
| 5. Ungraded | | | | | |
| 6. Subtotal | 0.0 | | 120.0 | | 240.0 |
| 7. Students transported into Nevada from out-of-state | | | | | |
| 8. Students transported to another state | | | | | |
| 9. Total WEIGHTED enrollment | 0.0 | | 120.0 | | 240.0 |
| 10. Hold Harmless | | | | | |

| | | | | |
|---|-------------------------------|---|-----------------|--|
| 11. Basic support per pupil amount, Year Ending 06/30/16 | | 5,457 | | |
| Fill in information for each district: | 2015-2016 | WEIGHTED 2015-2016 Enrollment | Subtotal | Use rates below: Reference amounts for #12 Estimate: "Outside Revenue" |
| <u>School District</u> | <u>Rate revised 5/24/2013</u> | | | |
| Carson City | \$ 6,537 | 0.0 | \$0 | \$ 1,086 |
| Churchill | \$ 6,538 | 0.0 | \$0 | \$ 1,069 |
| Clark | \$ 5,457 | 120.0 | \$654,840 | \$ 997 |
| Douglas | \$ 5,885 | 0.0 | \$0 | \$ 2,386 |
| Elko | \$ 6,610 | 0.0 | \$0 | \$ 1,113 |
| Esmeralda | \$ 15,916 | 0.0 | \$0 | \$ 8,308 |
| Eureka | \$ 11 | 0.0 | \$0 | \$ 43,870 |
| Humboldt | \$ 5,242 | 0.0 | \$0 | \$ 2,047 |
| Lander | \$ 1,051 | 0.0 | \$0 | \$ 9,884 |
| Lincoln | \$ 10,368 | 0.0 | \$0 | \$ 1,295 |
| Lyon | \$ 7,082 | 0.0 | \$0 | \$ 922 |
| Mineral | \$ 9,534 | 0.0 | \$0 | \$ 1,683 |
| Nye | \$ 7,038 | 0.0 | \$0 | \$ 1,368 |
| Pershing | \$ 8,675 | 0.0 | \$0 | \$ 2,272 |
| Storey | \$ 8,345 | 0.0 | \$0 | \$ 6,494 |
| Washoe | \$ 5,504 | 0.0 | \$0 | \$ 1,138 |
| White Pine | \$ 7,288 | 0.0 | \$0 | \$ 1,902 |
| Multidistrict | | 120.0 | \$654,840 | 5,457 |
| 12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district. | | | \$997 | |
| 13. Total basic support for enrollee including outside revenue | | | \$ 1,548,960.00 | Total Weighted-#9 \$ 1,548,960.00 |
| 14. Estimated number of special education program units | - | (Should be 0 or 1 maximum - see prior year allotment) | | Hold Harmless-#10 \$ - |
| | X 39,768 | amount per unit | \$0 | |
| 15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14) | | | \$ 1,548,960.00 | Total Weighted \$ 1,548,960.00 |
| | | | | Hold Harmless \$ - |

| Form 3 | (1) | (2) | (3) | (4) | (4) |
|--|---|---|-----------------------|---|--|
| Legacy International College Prep Academy (LICP) REVENUE | ACTUAL PRIOR YEAR ENDING 06/30/14 | ESTIMATED CURRENT YEAR ENDING 06/30/16 | TENTATIVE APPROVED | BUDGET YEAR ENDING FINAL APPROVED | 06/30/16 AMENDED FINAL APPROVED |
| 1000 LOCAL SOURCES | | | | | |
| 1100 Taxes | | | | | |
| 1110 Ad Valorem Taxes | | | | | |
| 1111 Net Proceed of Mines | | | | | |
| 1120 Sales & Use/School Support Taxes | | | | | |
| 1140 Penalties & Interest on Tax | | | | | |
| 1150 Residential Construction Tax | | | | | |
| 1190 Other | | | | | |
| 1200 Revenue from Local Govmt Units other than School Districts | | | | | |
| 1300 Tuition | | | | | |
| 1310 Tuition from Individuals | | | | | |
| 1320 Tuition-other Govt sources within State | | | | | |
| 1330 Tuition-other Govt sources out of State | | | | | |
| 1400 Transportation Fees | | | | | |
| 1410 Trans Fees from Individuals | | | | | |
| 1420 Trans Fees - other Govt within State | | | | | |
| 1430 Trans Fees - other Govt out of State | | | | | |
| 1440 Trans Fees - Other Private Sources | | | | | |
| 1500 Investment Income | | | | | |
| 1600 Food Services | | | | | |
| 1610 Daily Sales - Reimbursable Program | | | | | |
| 1620 Daily Sales - Non-Reimbursable Progrm | | | | | |
| 1630 Special Functions | | | | | |
| 1650 Daily Sales - Summer Food Program | | | | | |
| 1700 Direct Activities | | | | | |
| 1800 Community Service Activities | | | | | |
| 1900 Other Revenues | | | | | |
| 1910 Rent | | | | | |
| 1920 Donations | | | | | |
| 1930 Gains/Loss on Sales of Capital Assets | | | | | |
| 1940 Textbook Sales & Rentals | | | | | |
| 1950 Misc Revenues from Other Districts | | | | | |
| 1960 Misc Revenues from Other Local Govt | | | | | |
| 1970 Operating Revenues | | | | | |
| 1980 Refund of Prior Year's Expenditures | | | | | |
| 1990 Miscellaneous - local sources | | | 150,000 | | |
| TOTAL LOCAL SOURCES | 0 | 0 | 150,000 | 0 | 0 |
| 3000 REVENUE FROM STATE SOURCES | | | | | |
| 3100 Unrestricted Grants-in-Aid | | | | | |
| 3110 Distributive School Account (DSA) | | | | | |
| 3115 Special Ed portion of DSA | | | | | |
| 3200 State Govt Restricted Funding | | | | | |
| 3210 Special Transportation | | | | | |
| 3220 Adult High School Diploma Program Fnd | | | | | |
| 3230 Class Size Reduction | | | | | |
| 3800 Revenue in Lieu of Taxes | | | | | |
| 3900 Revenue for/on Behalf of School Dist | | | | | |
| TOTAL STATE SOURCES | 0 | 0 | 0 | 0 | 0 |

| REVENUE | (1) | (2) | (3) | (4) | (4) |
|---|---|---|---|---|--|
| | ACTUAL PRIOR YEAR ENDING 06/30/14 | ESTIMATED CURRENT YEAR ENDING 06/30/16 | BUDGET YEAR ENDING TENTATIVE APPROVED | BUDGET YEAR ENDING FINAL APPROVED | 01/00/00 AMENDED FINAL APPROVED |
| 4000 FEDERAL SOURCES | | | | | |
| 4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt | | | | | |
| 4103 E-Rate Funds | | | | | |
| 4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State | | | | | |
| 4300 Restricted Grants-in-Aid Direct - Fed | | | | | |
| 4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State | | | | | |
| 4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies | | | | | |
| 4800 Revenue in Lieu of Taxes | | | | | |
| 4900 Revenue for/on Behalf of School District | | | | | |
| TOTAL FEDERAL SOURCES | 0 | 0 | 0 | 0 | 0 |
| OTHER RESOURCES AND FUND BALANCE | (1) | (2) | (3) | (4) | (4) |
| | ACTUAL PRIOR YEAR ENDING 06/30/14 | ESTIMATED CURRENT YEAR ENDING 06/30/16 | BUDGET YEAR ENDING TENTATIVE APPROVED | BUDGET YEAR ENDING FINAL APPROVED | 01/00/00 AMENDED FINAL APPROVED |
| 5000 OTHER FINANCING SOURCES | | | | | |
| 5100 Issuance of Bonds | | | | | |
| 5110 Bond Principal | | | | | |
| 5120 Premium of Discount on the Issuance of Bonds | | | | | |
| 5200 Fund Transfers In | | | | | |
| 5300 Proceeds from the Disposal of Real or Personal Property | | | | | |
| 5400 Loan Proceeds | | | | | |
| 5500 Capital Lease Proceeds | | | | | |
| 5600 Other Long-Term Debt Proceeds | | | | | |
| 6000 Other Items | | | | | |
| 6100 Capital Contributions | | | | | |
| 6200 Amortization of Premium on Issuance of Bonds | | | | | |
| 6300 Special Items | | | | | |
| 6400 Extraordinary Items | | | | | |
| TOTAL OTHER SOURCES | 0 | 0 | 0 | 0 | 0 |
| 8000 OPENING FUND BALANCE | | | | | |
| Reserved Opening Balance | | | | | |
| Unreserved Opening Balance | | | | | |
| TOTAL OPENING FUND BALANCE | 0 | 0 | 0 | 0 | 0 |
| Prior Period Adjustments | | | | | |
| Residual Equity Transfers | | | | | |
| TOTAL ALL RESOURCES | 0 | 0 | 150,000 | 0 | 0 |

| Legacy International College Prep Academy (LICP Form 4 PROGRAM FUNCTION OBJECT | (1) ACTUAL PRIOR YEAR ENDING 06/30/14 | (2) ESTIMATED CURRENT YEAR ENDING 06/30/16 | (3) BUDGET YEAR ENDING TENTATIVE APPROVED | (4) BUDGET YEAR ENDING FINAL APPROVED | (5) 06/30/16 AMENDED FINAL APPROVED |
|--|--|--|--|--|---|
| 100 REGULAR PROGRAMS | | | | | |
| 1000 Instruction | | | | | |
| 100 Salaries | | | \$513,600.00 | | |
| 200 Benefits | | | \$79,300.00 | | |
| 300/400/500 Purchased Services | | | \$213,166.40 | | |
| 600 Supplies | | | \$668,128.60 | | |
| 700 Property | | | \$74,225.00 | | |
| 800 Other | | | \$ 540.00 | | |
| 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 | 1,548,960 | 0 | 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 | 0 |

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/11/2013

| Legacy International College Prep Academy (L PROGRAM FUNCTION OBJECT | (1) | (2) | (3) BUDGET YEAR ENDING 01/00/00 | | (5) |
|---|---|---|---------------------------------|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/14 | ESTIMATED CURRENT YEAR ENDING 06/30/16 | TENTATIVE APPROVED | FINAL APPROVED | AMENDED FINAL APPROVED |
| 200 SPECIAL 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 | | | | | |
| 200 SPECIAL PROGRAMS | 0 | 0 | 0 | 0 | 0 |
| 240 Summer School for Special 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 | | | | | |
| 240 TOTAL Summer School - Spec Prog | 0 | 0 | 0 | 0 | 0 |

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/11/2013

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) BUDGET YEAR ENDING 01/00/00 | | (5) |
|--|---|---|---------------------------------|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/14 | ESTIMATED CURRENT YEAR ENDING 06/30/16 | TENTATIVE APPROVED | FINAL APPROVED | AMENDED FINAL APPROVED |
| 270 Gifted and Talented 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 | | | | | |
| 270 TOTAL Gifted & Talented Programs | 0 | 0 | 0 | 0 | 0 |
| 300 Vocational & Technical 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 | | | | | |
| 300 Total Vocational & Technical Prog | 0 | 0 | 0 | 0 | 0 |

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) BUDGET YEAR ENDING 01/00/00 | | (5) |
|---|---|---|---------------------------------|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/14 | ESTIMATED CURRENT YEAR ENDING 06/30/16 | TENTATIVE APPROVED | FINAL APPROVED | AMENDED FINAL APPROVED |
| 340 Summer School for Voc & Tech | | | | | |
| 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 | | | | | |
| 340 Total Summer School for Voc & Tech | 0 | 0 | 0 | 0 | 0 |
| 420 English for Speakers of Other Lang | | | | | |
| 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 | | | | | |
| 420 Total Speakers of Other Lang | 0 | 0 | 0 | 0 | 0 |

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) BUDGET YEAR ENDING 01/00/00 | | (5) |
|---|---|---|---------------------------------|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/14 | ESTIMATED CURRENT YEAR ENDING 06/30/16 | TENTATIVE APPROVED | FINAL APPROVED | AMENDED FINAL APPROVED |
| 440 Summer School for Other Inst Prog | | | | | |
| 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 | | | | | |
| 440 Total English - Summer School for Other In | 0 | 0 | 0 | 0 | 0 |
| 490 Other Instructional 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 | | | | | |
| 490 Total Other Instructional Programs | 0 | 0 | 0 | 0 | 0 |

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) BUDGET YEAR ENDING 06/30/16 | | (5) |
|---|---|---|---------------------------------|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/14 | ESTIMATED CURRENT YEAR ENDING 06/30/16 | TENTATIVE APPROVED | FINAL APPROVED | AMENDED FINAL APPROVED |
| 800 Community Services 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 | | | | | |
| 800 Total Community Services Programs | 0 | 0 | 0 | 0 | 0 |
| 900 Co-curricular & Extra-Curricular | | | | | |
| 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 | | | | | |
| 900 Co-curricular & Extra-Curricular | 0 | 0 | 0 | 0 | 0 |

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/11/2013

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) BUDGET YEAR ENDING 06/30/16 | | (5) |
|--|---|---|---------------------------------|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/14 | ESTIMATED CURRENT YEAR ENDING 06/30/16 | TENTATIVE APPROVED | FINAL APPROVED | AMENDED FINAL APPROVED |
| 000 UNDISTRIBUTED EXPENDITURES | | | | | |
| 2100 Support Services-Students | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2100 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 2200 Support Services-Instruction | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2200 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 2300 Support Services-Gen Admin | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2300 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 2400 Support Serv-School Admin | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2400 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 2500 Central Services | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2500 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/11/2013

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) BUDGET YEAR ENDING 06/30/16 | | (5) |
|---|---|---|---------------------------------|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/14 | ESTIMATED CURRENT YEAR ENDING 06/30/16 | TENTATIVE APPROVED | FINAL APPROVED | AMENDED FINAL APPROVED |
| 2600 Operating/Maintenance Plant Service | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2600 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 2700 Student Transportation | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2700 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 2900 Other Support (All Objects) | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2900 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 2000s TOTAL SUPPORT SERVICES | 0 | 0 | 0 | 0 | 0 |
| 3100 Food Service | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 3100 TOTAL FOOD SERVICES | 0 | 0 | 0 | 0 | 0 |

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/11/2013

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) (4) | | (5) |
|--|---|---|-----------------------------|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/14 | ESTIMATED CURRENT YEAR ENDING 06/30/16 | BUDGET YEAR ENDING 06/30/16 | | AMENDED FINAL APPROVED |
| | | | TENTATIVE APPROVED | FINAL APPROVED | |
| 4100 Land Acquisition | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 4100 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 4200 Land Improvement | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 4200 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 4300 Architecture/Engineering | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 4300 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 4400 Educational Specifications Dev | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 4400 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 4500 Building Improvement | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 4500 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 4600 Site Improvement | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 4600 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) (4) | | (5) |
|--|--|---|-----------------------------|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/14 | ESTIMATED CURRENT YEAR ENDING 06/30/16 | BUDGET YEAR ENDING 06/30/16 | | AMENDED FINAL APPROVED |
| | | | TENTATIVE APPROVED | FINAL APPROVED | |
| 4700 Building Improvement | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 4700 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 4900 Other (All Objects) | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 4900 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 4000s TOTAL FACILITIES ACQUISITION AND | 0 | 0 | 0 | 0 | 0 |
| 5000 Debt Service | | | | | |
| 000 EXPENDITURES | 0 | 0 | 0 | 0 | 0 |
| TOTAL ALL EXPENDITURES | 0 | 0 | 1,548,960 | 0 | 0 |
| 6300 Contingency (not to exceed 3% of Total Expenditures) | XXXXXXXXXXXXXX XXXXXXXXXXXXXX XXXXXXXXXXXXXX | | | | |
| 8000 ENDING FUND BALANCE | | | | | |
| Reserved Ending Balance | | | | | |
| Unreserved Ending Balance | | | | | |
| TOTAL ENDING FUND BALANCE | 0 | 0 | 0 | 0 | 0 |
| TOTAL APPLICATIONS | 0 | 0 | 1,548,960 | 0 | 0 |

| | | | | | | |
|----------------|--|------------|---|-------------|---|---|
| CHECKS: | Contingency cannot exceed: | XXXXXXXXXX | 0 | 46,469 | 0 | 0 |
| | Calculated Total Ending Fund Balance: | 0 | 0 | (1,398,960) | 0 | 0 |

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/11/2013

| TENTATIVE BUDGET 2015-2016 | | | | |
|--|---------------------------------|-----------------------------|--|---------------------------------------|
| | 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 | 513,600 | 79,300 | 956,060 | 1,548,960 |
| 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 | 513,600 | 79,300 | 956,060 | 1,548,960 |
| UNDISTRIBUTED EXPENDITURES | | | | |
| 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 | 513,600 | 79,300 | 956,060 | 1,548,960 |
| FINAL BUDGET 2015-2016 | | | | |
| | 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 |
| UNDISTRIBUTED EXPENDITURES | | | | |
| 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 |

| FINAL BUDGET - Estimated | 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 2015-2016

Form 5 Exp Summary

Page 2 of 2

3/11/2013

PROPRIETARY OR ENTERPRISE FUND

Legacy International College Prep Academy (LICPA)

| Fund: REVENUE | (1) | (2) | (3) (4) | |
|---|---|---|---|---|
| | ACTUAL PRIOR YEAR ENDING 06/30/14 | ESTIMATED CURRENT YEAR ENDING 06/30/16 | BUDGET YEAR ENDING TENTATIVE APPROVED | BUDGET YEAR ENDING FINAL APPROVED |
| 1000 LOCAL SOURCES | | | | |
| 1300 Tuition | | | | |
| 1400 Transportation Fees | | | | |
| 1500 Investment Income | | | | |
| 1600 Food Services | | | | |
| 1700 Direct Activities | | | | |
| 1800 Community Service Activities | | | | |
| 1900 Other Revenues | | | | |
| TOTAL LOCAL SOURCES | 0 | 0 | 0 | 0 |
| 3000 REVENUE FROM STATE SOURCES | | | | |
| 3100 Unrestricted Grants-in-Aid | | | | |
| 3200 State Govt Restricted Funding | | | | |
| TOTAL STATE SOURCES | 0 | 0 | 0 | 0 |
| 4000 FEDERAL SOURCES | | | | |
| 4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt | | | | |
| 4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State | | | | |
| 4300 Restricted Grants-in-Aid Direct - Fed | | | | |
| 4500 Restricted Grants-in-Aid Fed Govnt pass thru the State | | | | |
| 4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies | | | | |
| TOTAL FEDERAL SOURCES | 0 | 0 | 0 | 0 |
| 5000 OTHER FINANCING SOURCES | | | | |
| 5200 Fund Transfers In | | | | |
| 5300 Proceeds from the Disposal of Real or Personal Property | | | | |
| 5400 Loan Proceeds | | | | |
| 5500 Capital Lease Proceeds | | | | |
| 5600 Other Long-Term Debt Proceeds | | | | |
| 6000 Other Items | | | | |
| TOTAL OTHER SOURCES | 0 | 0 | 0 | 0 |
| 8000 OPENING FUND BALANCE | | | | |
| Reserved Opening Balance | | | | |
| Unreserved Opening Balance | | | | |
| TOTAL OPENING FUND BALANCE | 0 | 0 | 0 | 0 |
| TOTAL ALL RESOURCES | 0 | 0 | 0 | 0 |

| Form 6 Proprietary/Enterprise | (1) | (2) | (3) | | (4) |
|--|---|------------------------------------|-----------------------------|--|-------------------|
| | | ESTIMATED | BUDGET YEAR ENDING 06/30/10 | | |
| FUNCTION / OBJECT | ACTUAL PRIOR YEAR ENDING 06/30/08 | CURRENT YEAR ENDING 06/30/09 | TENTATIVE APPROVED | | FINAL APPROVED |
| EXPENSES | | | | | |
| 1000 Instruction | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| SUBTOTAL INSTRUCTION EXPENSES: | 0 | 0 | 0 | | 0 |
| 2000 Support Services | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| SUBTOTAL SUPPORT EXPENSES: | 0 | 0 | 0 | | 0 |
| 3100 Food Service | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| SUBTOTAL FOOD SERVICE EXPENSES: | 0 | 0 | 0 | | 0 |
| 4000 Facilities Acquisition & Construction | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| SUBTOTAL FOOD SERVICE EXPENSES: | 0 | 0 | 0 | | 0 |
| 5000 Debt Service | | | | | |
| 6000 Miscellaneous | | | | | |
| SUBTOTAL OTHER SERVICES | 0 | 0 | 0 | | 0 |
| TOTAL EXPENSES | 0 | 0 | 0 | | 0 |
| 8000 ENDING FUND BALANCE | | | | | |
| Reserved Ending Balance | | | | | |
| Unreserved Ending Balance | | | | | |
| TOTAL ENDING FUND BALANCE | 0 | 0 | 0 | | 0 |
| TOTAL APPLICATIONS | 0 | 0 | 0 | | 0 |

Legacy International College Prep Academy (LICPA)

ALL EXISTING OR PROPOSED

* - Type - use codes 1-11

- 1 - General Obligation Bonds
- 2 - G. O. Revenue Supported Bonds
- 3 - G. O. Special Assessment Bonds
- 4 - Revenue Bonds
- 5 - Medium-Term Financing
- 6 - Medium-Term Financing - Lease Purchase
- 7 - Capital Leases
- 8 - Special Assessment Bonds
- 9 - Mortgages
- 10 - Other (Specify Type)
- 11 - Proposed (Specify Type)

| (1) NAME OF LOAN List and Subtotal By Fund | (2) Type * | (3) Number of Months of TERM | (4) ORIGINAL AMOUNT OF ISSUE | (5) ISSUE DATE | (6) FINAL PAYMENT DATE | (7) INTEREST RATE | (8) BEGINNING OUTSTANDING BALANCE 7/1/2013 | (9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/16 | | (11) (9) + (10) 6/30/2016 TOTAL |
|---|------------------|---|---------------------------------------|----------------------|---------------------------------|-------------------------|--|---|----------------------|--|
| | | | | | | | | INTEREST PAYABLE | PRINCIPAL PAYABLE | |
| FUND: | | | | | | | | | | |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| TOTAL ALL DEBT SERVICE | | | \$0 | | | | \$0 | \$0 | \$0 | \$0 |

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2015-2016

Form 7 INDEBTEDNESS

3/11/2013

Legacy International College Prep Academy (LICPA)

| REPORT FOR ALL FUNDS | | 2015-2016 | | FROM DISTRICTS WITHIN NEVADA | | FROM DISTRICTS OUTSIDE NEVADA | |
|-------------------------------|----------------------|---|---|---|---|-------------------------------|-----------------------|
| | | | | (1) TUITION | (2) TRANSPORTATION | (3) TUITION | (4) TRANSPORTATION |
| REVENUES | Revenue Codes | 1310 NV Individual 1321 NV School Dist | 1410 NV Individual 1421 NV School Dist | 1310 Out-of-state Ind 1331 Out-of-state SD | 1410 Out-of-state Ind 1431 Out-of-state SD | | |
| Nevada Individuals | 1310/1410 | | | | | | |
| Nevada School Districts | 1321/1421 | | | | | | |
| Out-of-state Individuals | 1310/1410 | | | | | | |
| Out-of-State School Districts | 1331/1431 | | | | | | |
| | | | \$0 | \$0 | \$0 | \$0 | |

| | | TO DISTRICTS WITHIN NEVADA | | TO DISTRICTS OUTSIDE NEVADA | |
|----------------------------|---------------------|----------------------------|-----|-----------------------------|-----|
| EXPENDITURES | Object Codes | 561 | 511 | 562 | 512 |
| 100 - Regular Programs | | | | | |
| 200 - Special Programs | | | | | |
| 300 - Vocational Programs | | | | | |
| 400 - Other PK-12 Programs | | | | | |
| 500 - Nonpublic Programs | | | | | |
| 600 - Adult Programs | | | | | |
| TOTALS | | \$0 | \$0 | \$0 | \$0 |

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2015-2016

Legacy International College Prep Academy (LICPA)

| FUND TRANSFERS 2015-2016 (1) FUND TYPE | TRANSFERS IN | | TRANSFERS OUT | |
|--|------------------|---------------|----------------|---------------|
| | (2) FROM FUND | (3) AMOUNT | (4) TO FUND | (5) AMOUNT |
| GENERAL FUND | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| SUBTOTAL | 0 | 0 | 0 | 0 |
| SPECIAL REVENUE FUNDS | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| SUBTOTAL | 0 | 0 | 0 | 0 |
| TOTAL TRANSFERS | 0 | 0 | 0 | 0 |

Legacy International College Prep Academy (LICPA)

CASH FLOW STATEMENT

2015-2016

| | PROJECTED July | PROJECTED August | PROJECTED September | PROJECTED October | PROJECTED November | PROJECTED December | PROJECTED January | PROJECTED February | PROJECTED March | PROJECTED April | PROJECTED May | PROJECTED June | Total Projected | Final Approved Budget | Variance |
|--------------------------------|----------------|------------------|---------------------|-------------------|--------------------|--------------------|-------------------|--------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------------|-------------------|
| REVENUES | | | | | | | | | | | | | | | |
| Type: | | | | | | | | | | | | | | | |
| Distributive School Acct | | \$ 387,240.00 | | | \$ 387,240.00 | | | \$ 387,240.00 | | | \$ 387,240.00 | | \$ 1,548,960.00 | | \$ 1,548,960.00 |
| Donations | \$ 150,000.00 | | | | | | | | | | | | \$ 150,000.00 | | \$ 150,000.00 |
| Federal Grant A | | | | | | | | | | | | | \$ - | | \$ - |
| | | | | | | | | | | | | | \$ - | | \$ - |
| | | | | | | | | | | | | | \$ - | | \$ - |
| | | | | | | | | | | | | | \$ - | | \$ - |
| | | | | | | | | | | | | | \$ - | | \$ - |
| Total Revenues | \$ 150,000.00 | \$ 387,240.00 | \$ - | \$ - | \$ 387,240.00 | \$ - | \$ - | \$ 387,240.00 | \$ - | \$ - | \$ 387,240.00 | \$ - | \$ 1,698,960.00 | \$ - | \$ 1,698,960.00 |
| Total Revenues Y-T-D | \$ 150,000.00 | \$ 537,240.00 | \$ 537,240.00 | \$ 537,240.00 | \$ 924,480.00 | \$ 924,480.00 | \$ 924,480.00 | \$ 1,311,720.00 | \$ 1,311,720.00 | \$ 1,311,720.00 | \$ 1,698,960.00 | \$ 1,698,960.00 | | | |
| EXPENDITURES | | | | | | | | | | | | | | | |
| Salaries & Benefits | | | | | | | | | | | | | | | |
| Salaries | | \$ 46,691.00 | \$ 46,691.00 | \$ 46,691.00 | \$ 46,691.00 | \$ 46,691.00 | \$ 46,691.00 | \$ 46,691.00 | \$ 46,691.00 | \$ 46,691.00 | \$ 46,691.00 | \$ 46,690.00 | \$ 513,600.00 | | \$ (513,600.00) |
| Benefits | | \$ 7,209.00 | \$ 7,209.00 | \$ 7,209.00 | \$ 7,209.00 | \$ 7,209.00 | \$ 7,209.00 | \$ 7,209.00 | \$ 7,209.00 | \$ 7,209.00 | \$ 7,209.00 | \$ 7,210.00 | \$ 79,300.00 | | \$ (79,300.00) |
| Total Salaries & Ben | \$ - | \$ 53,900.00 | \$ 53,900.00 | \$ 53,900.00 | \$ 53,900.00 | \$ 53,900.00 | \$ 53,900.00 | \$ 53,900.00 | \$ 53,900.00 | \$ 53,900.00 | \$ 53,900.00 | \$ 53,900.00 | \$ 592,900.00 | \$ - | \$ (592,900.00) |
| Operating | | | | | | | | | | | | | | | |
| Supplies | | | | | | | | | | | | | | | |
| Distance Ed Curric./EMO | | \$ 92,000.00 | | | \$ 92,000.00 | | | \$ 72,000.00 | | | \$ 116,000.00 | \$ 180,000.00 | \$ 552,000.00 | | \$ (552,000.00) |
| Other Supplies | | \$ 19,355.00 | | | \$ 19,355.00 | | | \$ 19,355.00 | | \$ 19,355.00 | \$ 19,355.00 | \$ 19,353.00 | \$ 116,128.00 | | \$ (116,128.00) |
| Contracts | | | | | | | | | | | | | | | |
| Sain Services | | \$ 175.00 | \$ 175.00 | \$ 175.00 | \$ 175.00 | \$ 175.00 | \$ 175.00 | \$ 175.00 | \$ 175.00 | \$ 175.00 | \$ 175.00 | \$ 170.00 | \$ 1,920.00 | | \$ (1,920.00) |
| State Fee | | \$ 2,112.00 | \$ 2,112.00 | \$ 2,112.00 | \$ 2,112.00 | \$ 2,112.00 | \$ 2,112.00 | \$ 2,112.00 | \$ 2,112.00 | \$ 2,112.00 | \$ 2,112.00 | \$ 2,114.00 | \$ 23,234.00 | | \$ (23,234.00) |
| | | | | | | | | | | | | | \$ - | | \$ - |
| Lease Inc. Utilities | | \$ 3,636.00 | \$ 3,636.00 | \$ 3,636.00 | \$ 3,636.00 | \$ 3,636.00 | \$ 3,636.00 | \$ 3,636.00 | \$ 3,636.00 | \$ 3,636.00 | \$ 3,636.00 | \$ 3,640.00 | \$ 40,000.00 | | \$ (40,000.00) |
| School Insurance | | \$ 1,909.00 | \$ 1,909.00 | \$ 1,909.00 | \$ 1,909.00 | \$ 1,909.00 | \$ 1,909.00 | \$ 1,909.00 | \$ 1,909.00 | \$ 1,909.00 | \$ 1,910.00 | \$ 1,910.00 | \$ 21,000.00 | | \$ (21,000.00) |
| Other Contracts | | \$ 11,547.00 | \$ 11,547.00 | \$ 11,547.00 | \$ 11,547.00 | \$ 11,547.00 | \$ 11,547.00 | \$ 11,547.00 | \$ 11,547.00 | \$ 11,547.00 | \$ 11,547.00 | \$ 11,543.00 | \$ 127,013.00 | | \$ (127,013.00) |
| Equipment | | | | | | | | | | | | | | | |
| Furniture | | \$ 11,263.00 | | | \$ 11,263.00 | \$ 11,263.00 | | \$ 11,263.00 | | | \$ 11,263.00 | \$ 11,261.00 | \$ 67,576.00 | | \$ (67,576.00) |
| Computers | | \$ 6,649.00 | | | | | | | | | | | \$ 6,649.00 | | \$ (6,649.00) |
| Misc | | \$ 540.00 | | | | | | | | | | | \$ 540.00 | | \$ (540.00) |
| | | | | | | | | | | | | | \$ - | | \$ - |
| | | | | | | | | | | | | | \$ - | | \$ - |
| | | | | | | | | | | | | | \$ - | | \$ - |
| | | | | | | | | | | | | | \$ - | | \$ - |
| Total Expenses | \$ - | \$ 203,086.00 | \$ 73,279.00 | \$ 73,279.00 | \$ 195,897.00 | \$ 84,542.00 | \$ 73,279.00 | \$ 175,897.00 | \$ 73,279.00 | \$ 92,634.00 | \$ 219,897.00 | \$ 283,891.00 | \$ 1,548,960.00 | \$ - | \$ (1,548,960.00) |
| Total Expenses Y-T-D | \$ - | \$ 203,086.00 | \$ 276,365.00 | \$ 349,644.00 | \$ 545,541.00 | \$ 630,083.00 | \$ 703,362.00 | \$ 879,259.00 | \$ 952,538.00 | \$ 1,045,172.00 | \$ 1,265,069.00 | \$ 1,548,960.00 | \$ 1,548,960.00 | \$ - | \$ 150,000.00 |
| 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! | #DIV/0! | #DIV/0! | #DIV/0! |

Projected Cash Balance Statement

| | | | | | | | | | | | | | | | |
|-------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-------------|----------------------|
| Net change in Cash (F/B) | \$ 150,000.00 | \$ 184,154.00 | \$ (73,279.00) | \$ (73,279.00) | \$ 191,343.00 | \$ (84,542.00) | \$ (73,279.00) | \$ 211,343.00 | \$ (73,279.00) | \$ (92,634.00) | \$ 167,343.00 | \$ (283,891.00) | \$ 150,000.00 | \$ - | \$ 150,000.00 |
| Begin Cash Balance(F/B) | \$ - | \$ 150,000.00 | \$ 334,154.00 | \$ 260,875.00 | \$ 187,596.00 | \$ 378,939.00 | \$ 294,397.00 | \$ 221,118.00 | \$ 432,461.00 | \$ 359,182.00 | \$ 266,548.00 | \$ 433,891.00 | | | \$ - |
| End Cash Balance (F/B) | \$ 150,000.00 | \$ 334,154.00 | \$ 260,875.00 | \$ 187,596.00 | \$ 378,939.00 | \$ 294,397.00 | \$ 221,118.00 | \$ 432,461.00 | \$ 359,182.00 | \$ 266,548.00 | \$ 433,891.00 | \$ 150,000.00 | \$ 150,000.00 | \$ - | \$ 150,000.00 |