Amplus Academy

Amplus Board Meeting

February

Date and Time

Thursday February 26, 2026 at 6:30 PM PST

Location

Amplus Academy- Rainbow Campus
7077 W Patrick Lane

Google Meet joining info
Video call link: https://meet.google.com/exx-fnpe-bmp
Or dial: (US) +1 508-970-9198 PIN: 627 420 951#
More phone numbers: https://tel.meet/exx-fnpe-bmp?pin=3129057654918

The Governing Body of **AMPLUS ACADEMY** will conduct a board meeting open to the public on February 26,2026 beginning at 6:30 p.m. at the following location: 7707 W Patrick Ln and Google meet.
This public meeting will be conducted in accordance with Nevada's Open Meeting Law, NRS 241.020.
This meeting may also include virtual attendees/participants.

Google Meet joining info
Video call link: https://meet.google.com/exx-fnpe-bmp
Or dial: (US) +1 508-970-9198 PIN: 627 420 951#
More phone numbers: https://tel.meet/exx-fnpe-bmp?pin=3129057654918

Please note the following:
Public comment will be limited to three minutes per person.
The Board reserves the right to take agenda items out of order and may combine two or more items. Items may also be removed or postponed by the board or combined for consideration.
The Board is pleased to make reasonable accommodations for any member of the public who has a disability and wishes to attend the meeting. If special arrangements for the meeting are necessary, please notify staff, in writing, at 8377 West Patrick Lane, Las Vegas, NV 89113; via email at mstjean@amplus.academy; or call 702-970-6800 x5022 in advance so arrangements can be made.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:30 PM**
A.	Roll Call of the Board		Melissa St. Jean	1 m
B.	Call the Meeting to Order		Nav Singh	
C.	Pledge of Allegiance		Nav Singh	1 m
II.	**Public Comment Opportunity #1**			
	(*No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken.) If attending remotely, please use the "raise hand" feature on Google Meet to be recognized by the board president.*			
III.	**Consent Agenda**			**6:32 PM**
A.	Consent Agenda	Vote	Nav Singh	5 m
	1. Concourse Rainbow network upgrade for $123,448.60 through Erate grant, Amplus to cover half at $61,744.30.			
IV.	**Reading and approval of the minutes of the Board Meeting (For Discussion and possible action)**			**6:37 PM**
A.	Reading and approval of the minutes of the Board Meeting on January 20, 2026	Approve Minutes		5 m

		Purpose	Presenter	Time
V.	**Approval of Agenda**			**6:42 PM**
A.	Approval of Agenda (for possible action)	Vote	Nav Singh	2 m

The Board may make a motion for a flexible agenda which is defined as taking items on the agenda out of order; combining agenda items with other agenda items; removing items from the agenda; moving agenda items to an agenda of another meeting, or voting on items in a block.

OR The Board may make a motion to accept and follow the agenda as submitted/posted

VI.	**Financial**			**6:44 PM**
A.	Financial Report from MAST Financial (Discussion)	Discuss	Adam Holcomb	20 m

1. Total Revenue vs. Expenses
2. Monthly Cash Balance
3. Days Cash on Hand
4. Balance Sheet
5. Budget vs. Actuals

VII.	**Review of Authorizer, State Public Charter Authority (Discussion)**			**7:04 PM**
A.	Financial Framework	Discuss	Rachelle Hulet	5 m
B.	2025 Site Evaulation	Discuss	Rachelle Hulet	5 m
VIII.	**Chief Executive Officer Report**			**7:14 PM**
A.	Chief Executive Officer School Report	Discuss	Rachelle Hulet	30 m

1. Dashboard Update-Winter Map/Cert data and preliminary CTE testing results
2. Testing Update- Wida, ACT and SBAC
3. Fundraising and Campaigns
4. National Charter School Conference

		Purpose	Presenter	Time
	5. CSAN Executive Director			
IX.	**Academic Report (Discussion)**			**7:44 PM**
A.	Presentation on Amplus ESS Program, Principal Sabrina Carrington and Principal Jackie Jackson	Discuss	Rachelle Hulet	30 m
X.	**Public Comment Opportunity #2**			
	(*No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken.) If attending remotely, please use the "raise hand" feature on Google Meet to be recognized by the board president.*			
XI.	**Long Calendar (Discussion)**			**8:14 PM**
A.	Long Range Calendar Document	Discuss		5 m
XII.	**Closing Items**			**8:19 PM**
A.	Adjourn Meeting	Discuss	Nav Singh	1 m

Coversheet

Consent Agenda

Section: III. Consent Agenda
Item: A. Consent Agenda
Purpose: Vote
Submitted by:
Related Material: A1. AGMT from Concorse Bid Response 2.pdf

BACKGROUND:

Amplus applied for the Erate grant and received the final approval in November of 25. This technology upgrade was forecasted and approved in the 25/26 SY budget. Amplus will cover 50% of the upgrade and Erate will cover the remaining 50%.

RECOMMENDATION:

To approve the consent agenda.

E-RATE ATTACHMENT to SERVICE AGREEMENT
For
PROJECT 0836-26C.1 – NETWORK ELECTRONICS for NEVADA CHARTER ACADEMIES

THIS ATTACHMENT, hereafter referred to as "Attachment", is entered into by and between the Nevada Charter Academies, hereinafter called "Owner", and Concourse Tech Inc., hereinafter called "Service Provider", and is an attachment to the Agreement provided by the Service Provider, hereafter referred to as "Agreement". Owner and Service Provider are sometimes individually referred to as "Party" and collectively as "Parties." The terms and conditions set forth in this Attachment shall take precedent over any other agreement between the Parties.

NOW, THEREFORE, the Parties, in consideration of the mutual covenants hereinafter set forth, agree as follows:

1. Scope of Work. The Service Provider agrees to furnish all services and/or equipment necessary to perform and complete, in a good workmanlike manner, the work in strict accordance with the **Request for Proposal No** 0836-26C.1 – Network Electronics for Nevada Charter Academies.
2. Total Contract Price. As full consideration for the faithful performance of the agreement, District shall pay to Contractor, subject to any additions or deductions as provided in the Contract Documents, the sum of:

   Total sum of Base Proposal

   One Hundred Twenty-Three Thousand Four Hundred Forty-Eight 60/100 Dollars ($ **123,448.60**).

CONTRACTOR LEAVE BLANK TO BE FILLED IN BY THE OWNER
Total sum of Base Proposal
_____ Dollars ($_____).

3. Payment. The payment method for the agreed upon service shall be USAC's Service Provider Invoicing (SPI). Service Provider agrees to invoice the Owner for the undiscounted amount of the service only and shall be responsible to prepare and submit the Form 472 for the reimbursement of the discounted amount from USAC. The Service Provider agrees that prior to submitting the Form 472,
   a. Service Provider has performed the services that reimbursement is being requested for, and
   b. Service Provider has submitted a discounted invoice to the Owner for the reimbursement amount being requested for.
4. Service Delivery. In compliance with the E-rate program rules, Parties agrees that the service(s) under the Agreement will not begin prior to July 1, 2026, or extend beyond September 30, 2027, without prior approval of USAC. Parties agree that no service(s) may commence until the Service Provider has received a duly authorized written Notice to Proceed from the Owner.
5. Growth Clause. The Parties agree that during the term of the Agreement the Owner may increase the scope of the agreed upon service(s) in whatever manner that best meet the interest of the Owner. No change to the Agreement shall be enforceable unless agreed upon in writing by both Parties.
6. Multi-Year Licensing and Services. The contract term shall extend through the full duration of any multi-year software licenses, maintenance agreements, support services, or other recurring services awarded herein. The contract expiration date shall align with the expiration date of the longest-term license or service commitment.
   For E-Rate compliance, all multi-year licenses or services must be priced to allow for annualized funding requests and invoicing, unless expressly eligible as a one-time, non-recurring charge (e.g., Right to Use (RTU) or perpetual license). The Vendor shall provide an exhibit to this Agreement [Exhibit ___: Multi-Year License and Service Schedule] that identifies the term length, annual cost allocation, and whether the charge is annual or one-time, for each multi-year license or service awarded. USAC BMIC and MIBS services shall be billed annually in accordance with USAC program requirements.
   The Vendor is solely responsible for the accuracy of all information provided in their proposal and in the Multi-Year License and Service Schedule exhibit. The District is not responsible for any consequences resulting from incorrect or inaccurate information

provided by the Vendor, including E-Rate funding issues or compliance matters. The Vendor shall bear all financial responsibility and liability for any errors or omissions in their submitted information.

IN WITNESS WHEREOF, the parties hereto have caused this Amendment to be duly executed and delivered as of the Effective Date set forth in the introductory paragraph above.

"OWNER"		**"SERVICE PROVIDER"**	
Nevada Charter Academies		Concourse Tech Inc.	
By:		By:	Ajay Menon
Name:		Name:	Ajay Menon
Title:		Title:	Head of K-12
Date:		Date:	December 26, 2025

Concourse Tech Inc.
169 Madison Ave. Suite 15520
New York, NY 10016
concoursetech.com
646-305-9964

December 26, 2025

Jazelle Salazar
Nevada Charter Academies
8377 W Patrick Ln Las Vegas, NV 89113 Clark
jsalazar@infinitycomm.com

RE: Response to E-Rate RFQ - Form 470 Application Number: 260008180

Dear Jazelle,

On behalf of Concourse Tech Inc. (formerly known as Coquina Labs), I am pleased to submit our proposal in response to your E-Rate opportunity. Our team is deeply committed to supporting schools and libraries across the nation by delivering reliable, compliant, and cost-effective technology solutions that meet the unique needs of educational institutions. Last year, we worked with over 115 schools and libraries on their E-Rate purchases, and we would be grateful to have the opportunity to work with your team this year.

This bid covers the supply of the following items as specified in the E-Rate documentation:

Line No.	Part No.	Description	Unit Price	Quantity	Extended Price	E-Rate Eligibility Estimate
1	FG-201G-BDL-809-36	Fortinet, Inc. - FortiGate-201G Hardware plus FortiCare Premium and FortiGuard Enterprise Protection	$16,842.02	1	$16,842.02	44%
2	FS-648F-FPOE	Fortinet, Inc. - FortiSwitch-648F-FPOE	$6,622.43	3	$19,867.28	100%
3	FS-448E-FPOE	Fortinet, Inc. - FortiSwitch-448E-FPOE	$3,792.13	7	$26,544.93	100%
4	FS-1024E	Fortinet, Inc. - FortiSwitch-1024E	$10,129.91	1	$10,129.91	100%
5	FAP-431G-A	Fortinet, Inc. - FortiAP-431G	$682.39	65	$44,355.46	100%
6	FEX-511F	Fortinet, Inc. - FortiExtender-511F	$776.63	2	$1,553.25	0%
7	FN-TRAN-SFP+LR	Fortinet, Inc. - 10GE SFP+ transceiver module, long range	$90.98	16	$1,455.75	100%
					Subtotal	$120,748.60
					Estimated shipping cost	$2,700.00
					Total cost including shipping (before tax)	$123,448.60

Coversheet

Reading and approval of the minutes of the Board Meeting on January 20, 2026

Section: IV. Reading and approval of the minutes of the Board Meeting (For Discussion and possible action)
Item: A. Reading and approval of the minutes of the Board Meeting on January 20, 2026
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Amplus Special Board Meeting on January 20, 2026

APPROVED

Amplus Academy

Minutes

Amplus Special Board Meeting

Date and Time
Tuesday January 20, 2026 at 7:30 AM

The Governing Body of **AMPLUS ACADEMY** will conduct a Special board meeting open to the public on January 20, 2026 beginning at 7:30am. at the following location: google meet.

This public meeting will be conducted in accordance with Nevada's Open Meeting Law, NRS 241.020.
This meeting may also include virtual attendees/participants.

Google Meet joining info
Video call link: https://meet.google.com/jfs-wexe-egf
Or dial: (US) +1 510-560-3582 PIN: 608 087 351#
More phone numbers: https://tel.meet/jfs-wexe-egf?pin=8573230546616

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Directors Present
C. Farthing (remote), E. Elliott (remote), M. St. Jean (remote), N. Singh (remote)

Directors Absent
D. Price, R. Norland, S. Torrance

Guests Present
B. Batista (remote), R. Hulet (remote)

I. Opening Items

A. Roll Call of the Board

B. Call the Meeting to Order

N. Singh called a meeting of the board of directors of Amplus Academy to order on Tuesday Jan 20, 2026 at 7:32 AM.

II. Public Comment Opportunity #1

A. No Action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken. If attending remotely, please use the “raise hand” feature on Google Meet to be recognized by the board president. President Singh announced the opportunity for public comment however none were given.

President Singh announced the opportunity for public comment however none were given.

III. Reading and approval of the minutes of the Board Meeting

A. Reading and approval of the minutes of the Board Meeting on November 20, 2025. (For Discussion and possible action)

N. Singh made a motion to approve the minutes from Amplus Board Meeting on 11-20-25.
M. St. Jean seconded the motion.
The board **VOTED** to approve the motion.

IV. New Business (Discussion and possible action)

A.

Review, Discuss, and possibly approve the Apple Inc. Education lease of Staff Devices for $60,873.45 per year for four years.

N. Singh made a motion to approve the Apple Inc. Education lease of Staff Devices for $60,873.45 per year for four years.
M. St. Jean seconded the motion.
The board **VOTED** to approve the motion.
The board reviewed a proposal to lease Apple devices for staff members under the following terms:
Annual Cost: $60,873.45.
Duration: 4 years.
Total Savings: An educational discount secured through direct negotiation with Apple saved the school approximately $22,000 (roughly $100 off per laptop).
CEO Hulet explained that while the lease incurs about $3,600 in annual interest, it provides several budgetary advantages:
Budget Stability: Instead of a "balloon payment" of roughly $250,000 every 5–7 years (plus AppleCare and licensing), the lease spreads the cost into manageable annual payments.
End-of-Lease Options: After four years, the school can choose to purchase the devices (potentially for resale to staff), return them, or start a new lease with updated technology.

The following questions were asked by the Board Members:
How does the lease accommodate rapid staff growth? The lease is for a specific number of devices. However, older devices being replaced will be refurbished for "spares," substitutes, or testing. If more are needed, individual units can be purchased for around $1,000.

What happens to the old devices? Many are sold back to staff or third parties. The IT department projects recovering about $20,000 from the sale of current units.

Why stick with Apple exclusively? Sticking to one "ecosystem" simplifies IT support. Having a uniform model across the school allows for faster, more consistent fixes when technical issues arise.

Can old technology be used to help families in need? Yes. The school keeps a pool of older, functional devices (including Chromebooks) specifically for students and families struggling with technology access. They also offer them to other starting charter schools at a discount.

B. Review, Discuss, and possibly approve IFS lease of Student Chromebooks of 161,813.15 per year for four years

N. Singh made a motion to approve IFS lease of Student Chromebooks of 161,813.15 per year for four years.
M. St. Jean seconded the motion.

The board **VOTED** to approve the motion.
The board reviewed a proposal to lease student Chromebooks with a focus on meeting the needs of secondary students while maintaining budgetary efficiency.
Annual Cost: $161,813.15
Duration: 4 years
Total Devices: 1,200 Chromebooks
Interest Rate: 0.26% (calculated as an annual interest expense of approximately $6,194)
Delivery Date: July 1, 2026 (deferred to the next fiscal year to avoid impacting the current budget)

The following questions were asked by the Board Members:
If there are 2,600 students, why are we only leasing 1,200 Chromebooks? These 1,200 units are primarily for secondary students, who use their devices more intensely and "run through" them faster. The Chromebooks currently used in elementary classrooms are in good condition and have a longer lifespan, so they do not yet require replacement.

Is the interest rate really 26%? No, the it was clarified that the lease rate factor was being misread. The actual interest rate is 0.26% (0.0026), resulting in a relatively low annual interest cost of $6,194.

Can we buy more if enrollment grows? Yes, though the $250 price point seen during the COVID-19 pandemic no longer exists. New individual units (including licensing and warranties) now cost closer to $400 each. However, the current lease plus existing viable units is expected to be "ample" for current and incoming students.

What happens to the old Chromebooks? Similar to the Apple devices, the school will offer older, functional Chromebooks for sale to families, staff members, and other charter schools.

V. Public Comment Opportunity #2

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   President Singh announced the opportunity for public comment however none were given.

VI. Closing Items

A. **Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:47 AM.

Respectfully Submitted,
N. Singh

Documents used during the meeting

- 1a. AMPLUS_ACADEMY_1.12.26-_Apple_Cost_Breakdown.pdf
- 1a. Apple_Inc_4_Year.pdf
- 1. IFSxAmplusxTrafera_-_Device_Lifecycle_and_Leasing.pdf

Coversheet

Financial Report from MAST Financial (Discussion)

Section:	VI. Financial
Item:	A. Financial Report from MAST Financial (Discussion)
Purpose:	Discuss
Submitted by:	
Related Material:	Amplus February 2026 Financial Board Report.pdf

MAST

FINANCIAL GROUP

AMPLUS ACADEMY

FEBRUARY FINANCIAL BOARD REPORTS

January Financials

adam@mastfinancialgroup.com

MASTFINANCIALGROUP.COM

(616) 916-9802

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FINANCIAL DASHBOARD

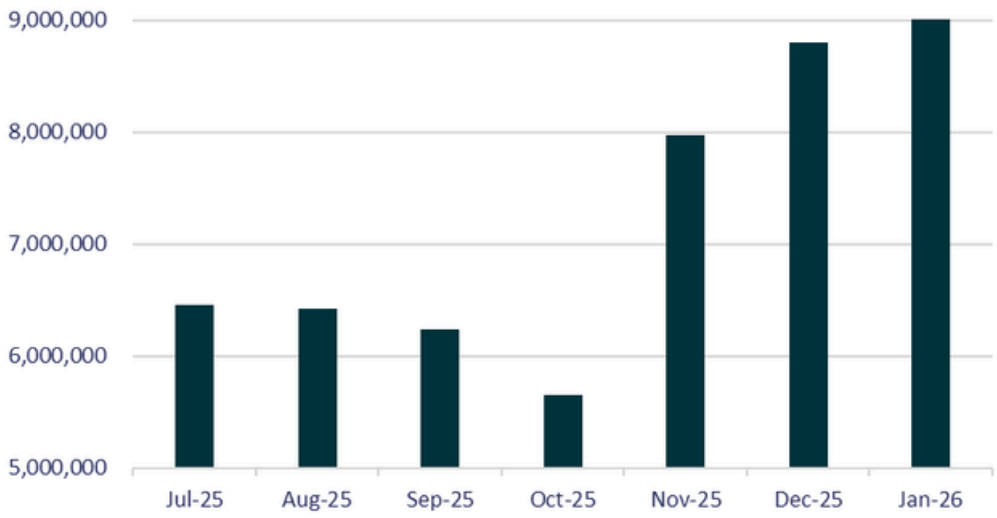
FUNCTION LEVEL BUDGET INFO

JAN-26

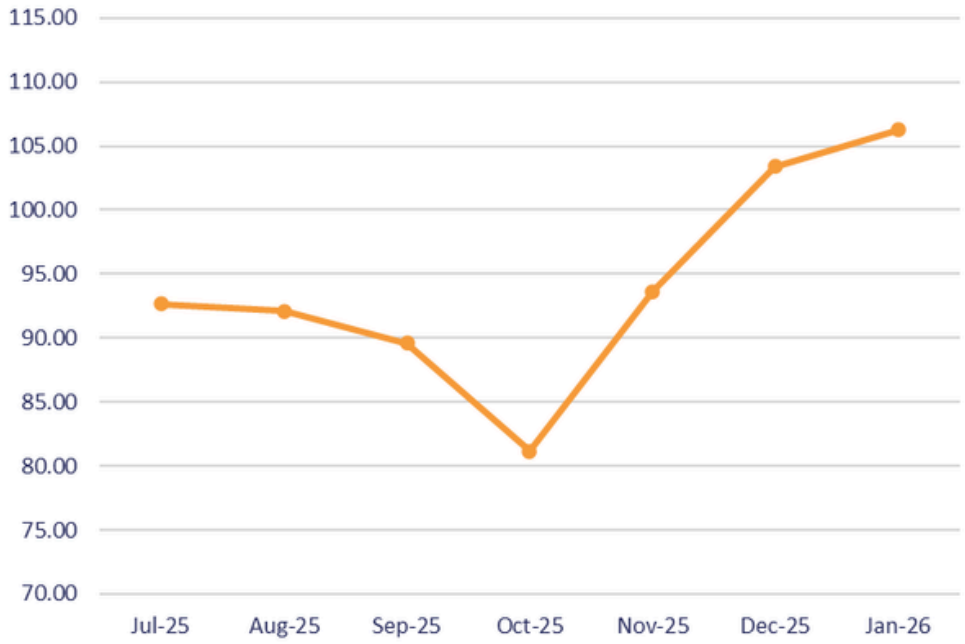
	YTD	Current Budget	Budget Balance	% of Budget
Revenue				
1000 Local Sources	765,881	1,026,000	260,119	74.65%
3000 State Sources	16,013,643	26,400,926	10,387,283	60.66%
4000 Federal Sources	166,443	200,921	34,478	82.84%
6000 Fund Transfers In	-	1,191,727	1,191,727	0.00%
6300 ERC Credit	2,371,602	2,371,602	-	0.00%
Other Income - Earned Interest	228,902	275,000	46,098	83.24%
Total Revenue	**19,546,471**	**31,466,176**	**11,919,705**	**62.12%**
Expenses				
1000 Instruction	6,190,769	13,141,612	6,950,843	47.11%
2100 Student Support	638,612	1,412,795	774,183	45.20%
2200 Instruction Support	578,608	1,147,685	569,077	50.42%
2300 General Admin Support	510,140	854,135	343,995	59.73%
2400 School Administration	1,462,736	2,671,692	1,208,956	54.75%
2500 Central Services	1,013,377	2,184,553	1,171,176	46.39%
2600 Operations/Maintenance	1,539,028	2,374,746	835,718	64.81%
2700 Student Transportation	359,196	1,085,227	726,031	33.10%
4700 Building Improvement	10,500	1,446,768	1,436,268	0.73%
5000 Debt Related Expense	1,413,287	3,079,845	1,666,558	45.89%
6000 ERC Fee	474,320	474,320	-	100.00%
6000 Fund Transfers Out	-	1,191,727	1,191,727	0.00%
Other Expenses - Depreciation	1,328,785	-	-	0.00%
Total Expense	**15,519,358**	**31,065,105**	**16,874,532**	**49.96%**
	4,027,113	401,071		

FINANCIAL DASHBOARD

MONTHLY CASH BALANCE



DAYS CASH ON HAND



FINANCIAL NARRATIVE

JANUARY 2026 FINANCIALS:

BALANCE SHEET

- Total Cash Balance of $13,328,027, with an unrestricted operating balance of $9,042,027.
- Accounts Receivable Balance of $58,772 for grant draws.
- Prepaid Expense balance of $435,686.
- Accounts Payable balance of $496,683.
- Payroll Accrual of $437,044 for January payroll paid in February.
- Accrued Bond Interest of $197,077 for interest payments paid in July 2026.

BUDGET VS ACTUAL

- Revenue Recognition
  - Local Revenues: $92,571 related to Food/Spirit Store, Athletics/Clubs, Building Rental, Donations, Erate Credits, & Class Fees
  - State Revenues: $2,231,096 related to PCFP, ELL, FRL, Local Special Ed, CTE, State Transportation, AB398 Raises, GATE, & State Sped
  - Federal Revenues: $22,879 for IDEA B.
  - Earned Interest: $102,393.
- Total recognized expenses are around $2.05mm for the month of January, with approximately $1.3mm of that being payroll related.
- All remaining expenses were related to normal operating costs of the school including supplies, purchased staffing services, utilities, debt related expenses, and depreciation.

UNAUDITED JANUARY FINANCIAL STATEMENTS

AMPLUS ACADEMY

Amplus Academy
Balance Sheet
Year To Date 01/31/2026

	Current Year Balance
Assets	
Current Assets	
Cash and Cash Equivalents	
CNB Operating	9,042,027.46
CNB CFSF	395,677.59
Petty Cash	1,500.00
2017AB 2019AB Rev	9,823.84
2017AB Principal	195,000.00
2017AB Reserve	2,096,262.35
2017AB R&R Fund	309,000.00
2019AB Principal	139,999.98
2019AB Reserve	1,139,473.08
Lease Block	205.09
Total Cash and Cash Equivalents	**13,328,969.39**
Accounts Receivable, Net	
Accounts Receivable	
Accounts Receivable	58,771.64
PCFP Receivable	1,947,922.90
ELL Receivable	52,612.25
FRL Receivable	2,471.75
GATE Receivable	5,555.50
State Sped Receivable	153,199.73
Local Sped Receivable	34,997.00
Total Accounts Receivable	**2,255,530.77**
Total Accounts Receivable, Net	**2,255,530.77**
Other Current Assets	
Prepaid Expenses	**435,686.18**
Total Other Current Assets	**435,686.18**
Total Current Assets	**16,020,186.34**
Long-term Assets	
Property & Equipment	
Leasehold Improvements	2,384,874.01
Furniture & Fixtures	1,469,479.83
Operating Equipment	350,105.48
Computer Hardware	1,604,756.86
Building	43,627,402.35
Vehicles	2,143,688.35
Construction in Progress	982,842.59
Accumulated Depreciation - Building	(5,497,864.37)
Accumulated Depreciation - LHI	(864,581.64)
Accumulated Depreciation - Vehicles	(254,244.58)
Accumulated Depreciation - Furniture	(721,695.92)
Accumulated Depreciation - Computer Equipment	(1,075,191.05)
Accumulated Depreciation - Operating Equipment	(302,208.25)
Total Property & Equipment	**43,847,363.66**
Other Long-term Assets	
Deposits and Prepayments	**37,784.11**
Other Assets	
Deferred Outflows	11,515,849.00
Right of Use Lease Asset - Copiers	56,597.24
Total Other Assets	**11,572,446.24**

AMPLUS ACADEMY

Amplus Academy
Balance Sheet
Year To Date 01/31/2026

	Current Year Balance
Total Other Long-term Assets	**11,610,230.35**
Total Long-term Assets	**55,457,594.01**
Total Assets	**71,477,780.35**
Liabilities and Net Assets	
Liabilities	
Short-term Liabilities	
Accounts Payable	
Accounts Payable	496,682.93
Total Accounts Payable	**496,682.93**
Accrued Liabilities	
Accrued Bond Interest	197,077.10
Payroll & Benefits Accrual	437,044.22
Compensated Absences	105,031.00
Total Accrued Liabilities	**739,152.32**
Other Short-term Liabilities	
Capital Lease Obligation	
Copier Lease Liability - Current	6,855.22
Rainbow Lease - Current	162,499.98
Durango Lease - Current	223,333.37
Total Capital Lease Obligation	**392,688.57**
Total Other Short-term Liabilities	**392,688.57**
Total Short-term Liabilities	**1,628,523.82**
Long Term Liabilities	
Other Long-term Liabilities	
Capital Leases	
Capital Lease - Durango	28,371,666.63
Capital Lease - Rainbow	16,682,500.02
Copier Lease Liability - LT	68,598.48
Total Capital Leases	**45,122,765.13**
Other Liabilities	
Deferred Inflows	2,080,781.00
Net Pension Liability	21,061,669.00
Premium on Bonds 2017AB	568,801.59
Premium on Bonds 2019AB	1,068,501.32
Total Other Liabilities	**24,779,752.91**
Total Other Long-term Liabilities	**69,902,518.04**
Total Long Term Liabilities	**69,902,518.04**
Total Liabilities	**71,531,041.86**
Net Assets	
Unrestricted	
Net Assets	
Unrestricted Net Assets	(4,080,374.59)
Total Net Assets	**(4,080,374.59)**
Change In Net Assets	**4,027,113.08**
Total Unrestricted	**(53,261.51)**
Total Net Assets	**(53,261.51)**
Total Liabilities and Net Assets	**71,477,780.35**

Amplus Academy
Statement of Activities - Actual vs Budget
As of January 31, 2026

	Month Ending 01/31/2026	Fiscal Year to Date 01/31/2026			Fiscal Year to Date
	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
0000 Revenue					
1750 Food/Spirit Store Revenue	4,483.00	65,263.40	100,000.00	34,736.60	65 %
1790 Afterschool Clubs/Activities Income	61,919.08	354,500.52	350,000.00	(4,500.52)	101 %
1900 Other Revenue from Local Source	5,611.00	46,267.91	30,000.00	(16,267.91)	154 %
1910 Building Rental	7,040.00	28,660.00	45,000.00	16,340.00	64 %
1920 Donations and Contributions	4,048.60	109,906.39	175,000.00	65,093.61	63 %
1990 Class Fees	8,512.82	152,859.00	215,000.00	62,141.00	71 %
1511 Earned Interest	102,393.48	228,901.88	275,000.00	46,098.12	83 %
6300 ERC	0.00	2,371,601.69	2,371,602.00	0.31	100 %
3110 PCFP Adjusted Base	1,971,853.47	13,344,309.97	22,855,597.00	9,511,287.03	58 %
3112 PCFP FRL	2,471.75	17,302.25	29,661.00	12,358.75	58 %
3115 PCFP Local Special Ed	34,997.00	244,979.00	419,964.00	174,985.00	58 %
3200 CTE	726.57	26,992.54	24,327.00	(2,665.54)	111 %
3210 State Transportation	9,679.42	890,286.60	1,137,565.00	247,278.40	78 %
3254 PCFP ELL	52,612.25	368,285.75	631,347.00	263,061.25	58 %
3256 PCFP GATE	5,555.50	38,888.50	66,666.00	27,777.50	58 %
3270 Special Ed (State)	153,199.73	459,599.19	612,799.00	153,199.81	75 %
3280 AB398 Staff Raises	0.00	622,999.50	623,000.00	0.50	100 %
4501 IDEA B	22,878.89	118,870.67	157,741.00	38,870.33	75 %
4502 Title I	0.00	18,944.33	16,082.00	(2,862.33)	118 %
4503 Title II	0.00	26,694.04	27,098.00	403.96	99 %
4513 Title III	0.00	1,934.00	0.00	(1,934.00)	0 %
4703 Erate	956.89	8,423.36	111,000.00	102,576.64	8 %
5200 Transfer from General Fund	0.00	0.00	1,191,727.00	1,191,727.00	0 %
Total 0000 Revenue	**2,448,939.45**	**19,546,470.49**	**31,466,176.00**	**11,919,705.51**	**62 %**
1000 Instruction					
320 Professional Educational Services	17,554.32	220,278.99	400,667.00	180,388.01	55 %
565 Tuition to Post Secondary Schools	0.00	75,178.00	200,000.00	124,822.00	38 %
610 General Supplies	3,655.18	158,120.72	340,250.00	182,129.28	46 %
640 Books and Periodicals	0.00	24,272.49	100,000.00	75,727.51	24 %
641 Textbooks	0.00	9,485.52	40,000.00	30,514.48	24 %
650 Supplies - IT	0.00	0.00	5,000.00	5,000.00	0 %
651 Software Supplies	17,568.11	41,320.03	75,000.00	33,679.97	55 %
653 Web Based IT	15,741.14	204,899.27	205,000.00	100.73	100 %
734 Technology Related Hardware	0.00	0.00	175,000.00	175,000.00	0 %
810 Dues and Fees	580.00	17,848.63	55,000.00	37,151.37	32 %
111 Salaries Paid to Teachers	546,960.38	3,503,279.48	7,365,627.00	3,862,347.52	48 %

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	Month Ending 01/31/2026	Fiscal Year to Date 01/31/2026			Fiscal Year to Date
	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
112 Salaries Paid to IA's	103,461.12	646,090.16	1,299,916.00	653,825.84	50 %
113 Salaries Paid to Subs	21,777.00	109,865.39	208,007.00	98,141.61	53 %
211 Group Ins for Teachers	30,439.16	176,363.55	550,000.00	373,636.45	32 %
212 Group Ins for IA's	7,148.45	60,671.91	209,000.00	148,328.09	29 %
221 SS for Teachers	0.00	51.35	0.00	(51.35)	0 %
222 SS for IA's	0.00	8.54	0.00	(8.54)	0 %
223 SS for Subs	1,167.51	5,548.09	11,815.00	6,266.91	47 %
231 PERS for Teachers	122,046.72	706,108.91	1,397,850.00	691,741.09	51 %
232 PERS for IA's	24,008.10	128,358.30	261,655.00	133,296.70	49 %
241 Medicare for Teachers	10,194.44	51,726.13	96,991.00	45,264.87	53 %
242 Medicare for IA's	1,455.37	9,092.54	19,108.00	10,015.46	48 %
243 Medicare for Subs	722.31	3,319.63	2,763.00	(556.63)	120 %
261 Unem for Teachers	8,204.56	25,986.51	100,335.00	74,348.49	26 %
262 Unem for IA's	1,551.92	11,045.24	19,767.00	8,721.76	56 %
263 Unem for Subs	318.19	1,848.13	2,859.00	1,010.87	65 %
Total 1000 Instruction	934,553.98	6,190,767.51	13,141,610.00	6,950,842.49	47 %
2100-Support Services - Student					
2110 Attendance and Social Work Services					
116 Salaries Paid to Other Licensed Staff	6,333.34	38,000.01	76,000.00	37,999.99	50 %
216 Group Ins for Other Licensed Staff	437.13	2,316.67	5,500.00	3,183.33	42 %
236 PERS for Other Licensed Staff	1,219.16	5,551.89	14,630.00	9,078.11	38 %
246 Medicare for Other Licensed Staff	90.65	544.50	1,102.00	557.50	49 %
266 Unem for Other Licensed Staff	95.00	92.93	1,140.00	1,047.07	8 %
2120 Guidance Services					
320 Professional Educational Services	4,091.50	52,398.03	103,017.00	50,618.97	51 %
116 Salaries Paid to Other Licensed Staff	21,516.36	131,908.38	319,305.00	187,396.62	41 %
216 Group Ins for Other Licensed Staff	1,322.67	6,465.91	22,000.00	15,534.09	29 %
236 PERS for Other Licensed Staff	7,968.27	44,152.25	61,466.00	17,313.75	72 %
246 Medicare for Other Licensed Staff	294.31	1,809.78	4,630.00	2,820.22	39 %
266 Unem for Other Licensed Staff	322.75	565.04	4,790.00	4,224.96	12 %
2130 Health Services					
320 Professional Educational Services	3,382.79	4,588.66	20,000.00	15,411.34	23 %
610 General Supplies	90.31	1,272.57	3,500.00	2,227.43	36 %
116 Salaries Paid to Other Licensed Staff	5,333.34	32,000.01	64,000.00	31,999.99	50 %
117 Salaries Paid to Other Classified / Support Staff	6,345.41	36,740.72	75,768.00	39,027.28	48 %
216 Group Ins for Other Licensed Staff	434.53	2,187.43	5,500.00	3,312.57	40 %
217 Group Ins for Other Classified	354.86	2,774.99	11,000.00	8,225.01	25 %

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	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
236 PERS for Other Licensed Staff	1,026.66	5,178.14	12,320.00	7,141.86	42 %
237 PERS for Other Classified	1,399.36	9,290.71	14,585.00	5,294.29	64 %
246 Medicare for Other Licensed Staff	72.43	435.53	928.00	492.47	47 %
247 Medicare for Other Classified	91.13	528.36	1,099.00	570.64	48 %
266 Unem for Other Licensed Staff	80.00	180.53	960.00	779.47	19 %
267 Unem for Other Classified	95.18	635.91	1,137.00	501.09	56 %
2140 Psychological Services					
340 Other Professional Services	10,200.00	26,100.00	70,000.00	43,900.00	37 %
2150 Speech Pathology and Audiology					
320 Professional Educational Services	29.98	8,275.36	5,000.00	(3,275.36)	166 %
116 Salaries Paid to Other Licensed Staff	7,437.50	45,092.63	100,000.00	54,907.37	45 %
216 Group Ins for Other Licensed Staff	436.42	2,087.74	5,500.00	3,412.26	38 %
236 PERS for Other Licensed Staff	1,431.72	7,212.22	19,250.00	12,037.78	37 %
246 Medicare for Other Licensed Staff	106.66	647.73	1,450.00	802.27	45 %
266 Unem for Other Licensed Staff	111.56	739.20	1,500.00	760.80	49 %
2160 OT					
320 Professional Educational Services	0.00	0.00	1,000.00	1,000.00	0 %
116 Salaries Paid to Other Licensed Staff	1,723.52	11,582.58	34,693.00	23,110.42	33 %
226 SS for Other Licensed Staff	106.86	718.12	2,151.00	1,432.88	33 %
246 Medicare for Other Licensed Staff	24.99	167.95	503.00	335.05	33 %
266 Unem for Other Licensed Staff	25.85	201.42	520.00	318.58	39 %
2190 Other Support Services					
320 Professional Educational Services	712.50	2,945.67	20,000.00	17,054.33	15 %
340 Other Professional Services	0.00	0.00	1,500.00	1,500.00	0 %
610 General Supplies	1,060.70	17,626.92	40,000.00	22,373.08	44 %
810 Dues and Fees	0.00	0.00	2,000.00	2,000.00	0 %
117 Salaries Paid to Other Classified / Support Staff	16,765.41	101,143.35	213,872.00	112,728.65	47 %
217 Group Ins for Other Classified	1,724.98	10,049.80	22,000.00	11,950.20	46 %
237 PERS for Other Classified	3,792.72	21,482.59	41,170.00	19,687.41	52 %
247 Medicare for Other Classified	236.86	1,922.15	3,101.00	1,178.85	62 %
267 Unem for Other Classified	251.47	997.54	3,208.00	2,210.46	31 %
Total 2100-Support Services - Student	108,576.84	638,611.92	1,412,795.00	774,183.08	45 %
2200 Support Services-Instruction					
2210 Improvement of Instruction					
610 General Supplies	0.00	26.95	4,000.00	3,973.05	1 %
116 Salaries Paid to Other Licensed Staff	51,262.36	317,807.07	664,361.00	346,553.93	48 %
117 Salaries Paid to Other Classified / Support Staff	8,003.96	48,023.76	96,048.00	48,024.24	50 %

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	Month Ending 01/31/2026	Fiscal Year to Date 01/31/2026			Fiscal Year to Date
	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
216 Group Ins for Other Licensed Staff	3,092.51	15,939.57	44,000.00	28,060.43	36 %
217 Group Ins for Other Classified	(60.40)	2,212.30	11,000.00	8,787.70	20 %
236 PERS for Other Licensed Staff	9,507.55	61,758.20	127,890.00	66,131.80	48 %
237 PERS for Other Classified	1,540.76	7,772.54	18,489.00	10,716.46	42 %
246 Medicare for Other Licensed Staff	727.37	4,506.15	9,633.00	5,126.85	47 %
247 Medicare for Other Classified	111.15	667.89	1,393.00	725.11	48 %
266 Unem for Other Licensed Staff	768.93	1,165.77	9,965.00	8,799.23	12 %
267 Unem for Other Classified	120.06	617.23	1,441.00	823.77	43 %
2213 Instructional Staff Training					
330 Purchased Professional Services	0.00	84,159.10	95,000.00	10,840.90	89 %
580 Travel & Lodging	0.00	6,322.86	10,000.00	3,677.14	63 %
610 General Supplies	0.00	0.00	1,000.00	1,000.00	0 %
251 Tuition for Teachers	997.50	19,637.03	25,000.00	5,362.97	79 %
252 Tuition for IA's	381.00	2,929.00	20,000.00	17,071.00	15 %
253 Tuition for Subs	0.00	0.00	2,500.00	2,500.00	0 %
254 Tuition for Licensed Admin	0.00	450.00	0.00	(450.00)	0 %
256 Tuition for Other Licensed Staff	0.00	3,465.00	3,465.00	0.00	100 %
257 Tuition for Other Classified	206.40	1,147.60	2,500.00	1,352.40	46 %
Total 2200 Support Services-Instruction	76,659.15	578,608.02	1,147,685.00	569,076.98	50 %
2300 Support Services-General Administration					
2310 Board of Education					
330 Purchased Professional Services	0.00	7,360.00	10,000.00	2,640.00	74 %
2317 Other Board of Education Services					
310 Official/Admin Services	240.00	2,080.00	7,500.00	5,420.00	28 %
580 Travel & Lodging	0.00	596.33	597.00	0.67	100 %
610 General Supplies	0.00	607.74	2,000.00	1,392.26	30 %
2318 Legal Services					
340 Other Professional Services	0.00	43,333.95	50,000.00	6,666.05	87 %
2319 Other Support Services - General Adminis					
330 Purchased Professional Services	0.00	0.00	5,000.00	5,000.00	0 %
580 Travel & Lodging	0.00	555.69	7,000.00	6,444.31	8 %
591 SPCSA Sponshorship Fee	23,930.57	164,693.60	285,695.00	121,001.40	58 %
810 Dues and Fees	0.00	14,628.00	15,000.00	372.00	98 %
2320 Executive Administration					
115 Salaries Paid to Non-licensed Administration	20,916.65	146,416.53	289,000.00	142,583.47	51 %
215 Group Ins for Non-licensed Admin	929.28	5,155.13	8,500.00	3,344.87	61 %
235 PERS for Non-licensed Admin	4,026.46	23,975.74	46,714.00	22,738.26	51 %

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	Month Ending 01/31/2026	Fiscal Year to Date 01/31/2026			Fiscal Year to Date
	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
245 Medicare for Non-licensed Admin	290.21	2,036.48	3,504.00	1,467.52	58 %
265 Unem for Non-licensed Admin	313.75	470.62	3,625.00	3,154.38	13 %
2321 Office of the Superintendent					
340 Other Professional Services	0.00	0.00	5,000.00	5,000.00	0 %
2322 Community Relations					
310 Official/Admin Services	0.00	0.00	10,000.00	10,000.00	0 %
610 General Supplies	312.11	30,686.64	50,000.00	19,313.36	61 %
810 Dues and Fees	0.00	6,560.60	5,000.00	(1,560.60)	131 %
2329 Staff Appreciation					
610 General Supplies	1,555.35	60,982.70	50,000.00	(10,982.70)	122 %
Total 2300 Support Services-General Administration	52,514.38	510,139.75	854,135.00	343,995.25	60 %
2400 Support Services-School Administration					
2410 Office of the Principal					
320 Professional Educational Services	2,576.41	18,921.06	45,428.00	26,506.94	42 %
610 General Supplies	0.00	5,779.73	10,000.00	4,220.27	58 %
114 Salaries Paid to Licensed Administration	68,584.72	416,093.28	911,008.00	494,914.72	46 %
115 Salaries Paid to Non-licensed Administration	8,097.69	115,331.44	97,172.00	(18,159.44)	119 %
117 Salaries Paid to Other Classified / Support Staff	43,590.88	289,113.18	587,476.00	298,362.82	49 %
214 Group Ins for Licensed Admin	3,059.80	19,987.94	38,500.00	18,512.06	52 %
215 Group Ins for Non-licensed Admin	436.73	1,300.77	5,500.00	4,199.23	24 %
217 Group Ins for Other Classified	2,337.05	20,055.42	60,500.00	40,444.58	33 %
227 SS for Other Classified	50.88	251.78	1,113.00	861.22	23 %
234 PERS for Licensed Admin	15,681.70	73,099.46	164,965.00	91,865.54	44 %
235 PERS for Non-licensed Admin	1,558.80	28,263.16	18,706.00	(9,557.16)	151 %
237 PERS for Other Classified	8,570.49	52,636.36	99,229.00	46,592.64	53 %
244 Medicare for Licensed Admin	970.03	5,906.79	12,426.00	6,519.21	48 %
245 Medicare for Non-licensed Admin	115.39	1,638.66	1,409.00	(229.66)	116 %
247 Medicare for Other Classified	605.76	4,021.71	7,735.00	3,713.29	52 %
264 Unem for Licensed Admin	1,028.78	2,947.22	12,854.00	9,906.78	23 %
265 Unem for Non-licensed Admin	121.47	182.20	1,458.00	1,275.80	12 %
267 Unem for Other Classified	653.90	3,869.69	8,001.00	4,131.31	48 %
2490 Afterschool Clubs/Activities					
340 Other Professional Services	923.00	20,592.48	30,000.00	9,407.52	69 %
360 Other Specialized Services	0.00	0.00	7,500.00	7,500.00	0 %
580 Travel & Lodging	0.00	990.79	5,000.00	4,009.21	20 %
610 General Supplies	8,421.78	195,291.84	300,000.00	104,708.16	65 %
810 Dues and Fees	4,659.75	74,752.28	100,000.00	25,247.72	75 %

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113 Salaries Paid to Subs	465.50	465.50	0.00	(465.50)	0 %
117 Salaries Paid to Other Classified / Support Staff	9,501.66	86,303.28	110,240.00	23,936.72	78 %
217 Group Ins for Other Classified	925.90	4,539.30	11,000.00	6,460.70	41 %
223 SS for Subs	28.86	28.86	0.00	(28.86)	0 %
227 SS for Other Classified	19.53	573.03	0.00	(573.03)	0 %
237 PERS for Other Classified	1,768.44	17,820.38	21,221.00	3,400.62	84 %
243 Medicare for Subs	6.75	6.75	0.00	(6.75)	0 %
247 Medicare for Other Classified	132.28	1,211.40	1,598.00	386.60	76 %
263 Unem for Subs	6.98	6.98	0.00	(6.98)	0 %
267 Unem for Other Classified	142.53	753.42	1,653.00	899.58	46 %
Total 2400 Support Services-School Administration	185,043.44	1,462,736.14	2,671,692.00	1,208,955.86	55 %
2500 Central Services					
2510 Fiscal Services					
310 Official/Admin Services	4,930.01	39,991.04	50,000.00	10,008.96	80 %
330 Purchased Professional Services	0.00	0.00	2,500.00	2,500.00	0 %
340 Other Professional Services	25,398.32	247,245.24	457,077.00	209,831.76	54 %
351 Paycom HR Expense	8,132.61	41,095.79	78,000.00	36,904.21	53 %
443 Copier Lease/Maintenance	602.25	6,860.14	100,000.00	93,139.86	7 %
531 Postage	0.00	1,352.27	3,000.00	1,647.73	45 %
580 Travel & Lodging	0.00	0.00	2,500.00	2,500.00	0 %
610 General Supplies	0.00	9,765.26	14,000.00	4,234.74	70 %
612 Supplies and Equipmen	59.72	26,190.58	50,000.00	23,809.42	52 %
651 Software Supplies	3,685.00	36,100.25	45,000.00	8,899.75	80 %
733 FF&E	0.00	0.00	77,430.00	77,430.00	0 %
810 Dues and Fees	1,882.75	15,170.25	25,000.00	9,829.75	61 %
2520 Purchasing, Warehousing, and Distribution					
340 Other Professional Services	2,872.97	37,622.33	65,728.00	28,105.67	57 %
2560 Public Information Services					
345 Marketing Services	1,039.18	23,622.45	73,238.00	49,615.55	32 %
540 Advertising	0.00	3,148.15	10,000.00	6,851.85	31 %
117 Salaries Paid to Other Classified / Support Staff	7,607.63	34,024.55	104,946.00	70,921.45	32 %
217 Group Ins for Other Classified	865.83	3,524.36	16,500.00	12,975.64	21 %
227 SS for Other Classified	66.50	108.59	0.00	(108.59)	0 %
237 PERS for Other Classified	564.74	4,993.47	20,202.00	15,208.53	25 %
247 Medicare for Other Classified	106.08	470.28	1,523.00	1,052.72	31 %
267 Unem for Other Classified	114.12	585.43	1,574.00	988.57	37 %
2570 Personnel Services					

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340 Other Professional Services	3,108.77	39,977.68	70,269.00	30,291.32	57 %
115 Salaries Paid to Non-licensed Administration	7,687.74	53,814.18	110,672.00	56,857.82	49 %
117 Salaries Paid to Other Classified / Support Staff	1,657.50	13,999.52	25,500.00	11,500.48	55 %
215 Group Ins for Non-licensed Admin	358.98	1,428.85	5,500.00	4,071.15	26 %
227 SS for Other Classified	102.76	867.97	1,581.00	713.03	55 %
235 PERS for Non-licensed Admin	2,825.24	17,739.14	21,304.00	3,564.86	83 %
245 Medicare for Non-licensed Admin	108.76	762.81	1,605.00	842.19	48 %
247 Medicare for Other Classified	24.04	202.99	370.00	167.01	55 %
265 Unem for Non-licensed Admin	115.31	172.97	1,660.00	1,487.03	10 %
267 Unem for Other Classified	24.86	244.87	383.00	138.13	64 %
2572 Recruitment and Placement					
340 Other Professional Services	512.00	4,963.00	7,500.00	2,537.00	66 %
2575 Health Services					
340 Other Professional Services	0.00	659.83	2,000.00	1,340.17	33 %
2580 Administrative Technology Services					
432 Tech Repairs and Maintenance	0.00	2,217.80	7,500.00	5,282.20	30 %
530 Communication Services	0.00	6,700.00	3,700.00	(3,000.00)	181 %
650 Supplies - IT	640.14	39,319.66	55,000.00	15,680.34	71 %
651 Software Supplies	2,372.88	77,060.97	95,000.00	17,939.03	81 %
115 Salaries Paid to Non-licensed Administration	8,722.65	61,058.53	104,672.00	43,613.47	58 %
117 Salaries Paid to Other Classified / Support Staff	16,605.96	115,449.58	193,440.00	77,990.42	60 %
215 Group Ins for Non-licensed Admin	442.54	2,823.00	5,500.00	2,677.00	51 %
217 Group Ins for Other Classified	1,674.71	9,096.07	22,000.00	12,903.93	41 %
235 PERS for Non-licensed Admin	1,679.11	9,998.32	20,149.00	10,150.68	50 %
237 PERS for Other Classified	3,345.91	18,635.59	37,237.00	18,601.41	50 %
245 Medicare for Non-licensed Admin	125.95	882.27	1,518.00	635.73	58 %
247 Medicare for Other Classified	236.52	1,647.47	2,805.00	1,157.53	59 %
265 Unem for Non-licensed Admin	130.84	196.26	1,570.00	1,373.74	13 %
267 Unem for Other Classified	249.09	1,586.91	2,902.00	1,315.09	55 %
2586 Hardware Maintenance/Support					
610 General Supplies	0.00	0.00	185,000.00	185,000.00	0 %
Total 2500 Central Services	110,679.97	1,013,376.67	2,184,555.00	1,171,178.33	46 %
2600 Operation/Maintenance of Plant					
2610 Operation of Buildings					
340 Other Professional Services	4,449.16	57,044.97	111,538.00	54,493.03	51 %
411 Water and Sewer Services	9,228.01	130,392.06	176,706.00	46,313.94	74 %
421 Garbage/Disposal	0.00	27,630.53	51,000.00	23,369.47	54 %

Amplus Academy
Statement of Activities - Actual vs Budget
As of January 31, 2026

	Month Ending 01/31/2026	Fiscal Year to Date 01/31/2026			Fiscal Year to Date
	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
430 Repairs and Maintenance Services	0.00	100.00	0.00	(100.00)	0 %
431 Building Maintenence	13,552.94	120,817.47	135,000.00	14,182.53	89 %
441 Renting Land and Buildings	0.00	0.00	10,000.00	10,000.00	0 %
442 Rental of Equipment and Vehicles	1,345.44	13,053.76	17,500.00	4,446.24	75 %
444 Portable Rentals	0.00	284,849.89	360,000.00	75,150.11	79 %
450 Construction Services	0.00	30,483.35	100,000.00	69,516.65	30 %
490 Other Purchased Property Services	270.00	2,922.00	7,500.00	4,578.00	39 %
520 Workers Comp Insurance	0.00	38,506.00	40,000.00	1,494.00	96 %
521 Property & Liability Insurance	33,166.25	111,201.90	145,000.00	33,798.10	77 %
522 Vehicle Insurance	10,573.54	72,573.39	104,500.00	31,926.61	69 %
523 Student Accident and Crime Insurance	0.00	9,486.56	22,000.00	12,513.44	43 %
533 Telephone - Land Line phone services	156.10	2,227.81	3,500.00	1,272.19	64 %
535 Internet	2,437.97	20,711.36	33,000.00	12,288.64	63 %
610 General Supplies	8,535.31	109,248.86	140,000.00	30,751.14	78 %
621 Natural Gas	362.93	747.65	5,000.00	4,252.35	15 %
622 Electricity	8,542.74	81,657.93	160,000.00	78,342.07	51 %
626 Gasoline	0.00	30.25	0.00	(30.25)	0 %
810 Dues and Fees	0.00	915.19	4,000.00	3,084.81	23 %
117 Salaries Paid to Other Classified / Support Staff	33,869.88	241,031.55	377,310.00	136,278.45	64 %
217 Group Ins for Other Classified	2,030.42	12,948.15	38,500.00	25,551.85	34 %
237 PERS for Other Classified	6,313.78	34,061.35	68,669.00	34,607.65	50 %
247 Medicare for Other Classified	467.72	3,314.04	5,172.00	1,857.96	64 %
267 Unem for Other Classified	508.06	2,300.61	5,351.00	3,050.39	43 %
2620 Maintenance of Buildings					
422 Janitorial/Custodian Services	6,842.78	58,993.04	100,000.00	41,006.96	59 %
2630 Care & Upkeep of Grounds					
420 Landscaping Services	950.00	6,980.00	15,000.00	8,020.00	47 %
2650 Vehicle Operation/Maintenance					
430 Repairs and Maintenance Services	0.00	1,425.06	7,500.00	6,074.94	19 %
626 Gasoline	0.00	719.86	1,000.00	280.14	72 %
2660 Security					
350 Technical Services	0.00	30,156.45	75,000.00	44,843.55	40 %
2670 Safety					
430 Repairs and Maintenance Services	1,087.11	32,497.30	55,000.00	22,502.70	59 %
Total 2600 Operation/Maintenance of Plant	144,690.14	1,539,028.34	2,374,746.00	835,717.66	65 %
2700 Student Transportation					
2710 Vehicle Operation					

Amplus Academy
Statement of Activities - Actual vs Budget
As of January 31, 2026

	Month Ending 01/31/2026	Fiscal Year to Date 01/31/2026			Fiscal Year to Date
	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
519 Student Transportation	47,625.00	357,158.00	540,000.00	182,842.00	66 %
732 Vehicles	0.00	0.00	510,227.00	510,227.00	0 %
2790 Other Student Transportation					
519 Student Transportation	0.00	0.00	30,000.00	30,000.00	0 %
610 General Supplies	0.00	2,038.25	5,000.00	2,961.75	41 %
Total 2700 Student Transportation	47,625.00	359,196.25	1,085,227.00	726,030.75	33 %
4000 Facilities Acq & Construction					
4000 Facilities Acq & Construction					
791 Depreciation - Bldg	115,684.75	809,793.25	0.00	(809,793.25)	0 %
792 Depreciation - Computer HW	19,317.44	135,222.08	0.00	(135,222.08)	0 %
793 Depreciation - FFE	20,087.83	140,614.81	0.00	(140,614.81)	0 %
794 Depreciation - LI	12,480.76	88,936.32	0.00	(88,936.32)	0 %
796 Depreciation - Operating Equip	3,819.93	27,094.51	0.00	(27,094.51)	0 %
797 Lease Amortization	1,643.23	14,452.56	0.00	(14,452.56)	0 %
798 Depreciation - Vehicles	18,120.64	112,671.58	0.00	(112,671.58)	0 %
4500 Bldg Acquisition/Construction					
720 Capital Improvements	0.00	0.00	1,428,768.00	1,428,768.00	0 %
4700 Building Improvements					
340 Other Professional Services	6,000.00	10,500.00	18,000.00	7,500.00	58 %
Total 4000 Facilities Acq & Construction	197,154.58	1,339,285.11	1,446,768.00	107,482.89	93 %
5000 Debt Service					
5000 Debt Service					
890 Misc Expense	0.00	26,132.00	36,000.00	9,868.00	73 %
5001 Debt Service - Rainbow					
832 Interest	69,195.83	485,270.85	1,110,350.00	625,079.15	44 %
5002 Debt Service - Durango					
832 Interest	125,791.25	881,728.75	1,899,495.00	1,017,766.25	46 %
5003 Debt Service - Copier					
832 Interest	2,749.66	20,155.77	34,000.00	13,844.23	59 %
Total 5000 Debt Service	197,736.74	1,413,287.37	3,079,845.00	1,666,557.63	46 %
6000 Miscellaneous					
6000 Miscellaneous					
950 Special Items	0.00	474,320.33	474,320.00	(0.33)	100 %
6200 Fund transfers					
910 Transfers to Other Funds	0.00	0.00	1,191,727.00	1,191,727.00	0 %
Total 6000 Miscellaneous	0.00	474,320.33	1,666,047.00	1,191,726.67	28 %
Total All Expense Functions	**2,055,234.22**	**15,519,357.41**	**31,065,105.00**	**15,545,747.59**	**50 %**

Amplus Academy
Statement of Activities - Actual vs Budget
As of January 31, 2026

	Month Ending 01/31/2026	Fiscal Year to Date 01/31/2026			Fiscal Year to Date
	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
All Functions	**(393,705.23)**	**(4,027,113.08)**	**(401,071.00)**	**3,626,042.08**	**1,004 %**

Coversheet

Financial Framework

Section: VII. Review of Authorizer, State Public Charter Authority (Discussion)
Item: A. Financial Framework
Purpose: Discuss
Submitted by:
Related Material:
Fiscal Year 2025 Amplus final approved Financial Performance Framework.pdf

Joe Lombardo
Governor

STATE OF NEVADA

Melissa Mackedon
Executive Director

STATE PUBLIC CHARTER SCHOOL AUTHORITY

3427 Goni Road, Suite 103
Carson City, Nevada 89706-7972
(775) 687-9174 ? Fax (775) 684-8020

500 East Warm Springs, Suite 116
Las Vegas, Nevada 89119-4344
(702) 486-8895 ? Fax (702) 486-5543

Via Electronic Mail

January 27, 2026

Amplus
Board Chair: Navkaran Singh
School Leader: Mrs. Rachelle Hulet
8377 W. Patrick Lane
Las Vegas NV, 89113

Re: Final FY25 Financial Performance Ratings

Dear Navkaran Singh and Mrs. Rachelle Hulet:

Your preliminary Financial Performance Framework results were provided to you on December 9th, 2025. These results were formally adopted by the State Public Charter School Authority (SPCSA) on January 23, 2026, thus finalizing your school's Financial Performance Framework ratings for the 2024-25 school year. Your results are as follows:

Current Ratio	MS
Unrestricted Days Cash On Hand	MS
Enrollment Variance	MS
Debt Default	MS
Total Margin	MS
Debt To Asset Ratio	MS
Cash Flow	MS
Debt/Lease Service Coverage Ratio	MS
Annual Financial Audit	MS
Financial Reporting and Compliance	MS
Financial Oversight	MS
Chart of Accounts	MS
Grant Subrecipient Compliance	MS

As a reminder, this is the final year that ratings will be issued under this framework. On August 22, 2025, the SPCSA Board approved a new framework for FY2026 which can be found here.

We appreciate your continuing efforts to help Nevada's students achieve greater academic and all-around performance, putting them in a better position for success in future endeavors.

Sincerely,

Nate Hanson, Manager of Financial Performance
/s/ Nate Hanson

Prepared by Michael Gawthrop-Hutchins, Management Analyst III
/s/ Michael Gawthrop-Hutchins

cc: Melissa Mackedon, Executive Director, State Public Charter School Authority
Katie Broughton, Director of Authorizing, State Public Charter School Authority
Authority
Michael Gawthrop-Hutchins, Management Analyst III, State Public Charter School Authority
School Finance Officer (if applicable)

Coversheet

2025 Site Evaulation

Section:	VII. Review of Authorizer, State Public Charter Authority (Discussion)
Item:	B. 2025 Site Evaulation
Purpose:	Discuss
Submitted by:	
Related Material:	SE Report 25-26 Amplus Durango.pdf SE Report 25-26 Amplus Rainbow.pdf

Nevada State Public Charter School Authority

Amplus Academy – Durango Campus
Site Evaluation Report: November 20, 2025

State Public Charter School Authority

775-687-9174
3427 Goni Rd, suite 103
Carson City, Nevada 89706

702-486-8895
500 E. Warm Springs Rd, suite 116
Las Vegas, Nevada 89119

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Links to Resources:

- Nevada School Performance Framework (NSPF)
- SPCSA Academic Performance Framework Results
- SPCSA Organizational Performance Framework Results
- SPCSA Financial Performance Framework Results
- Best Practices

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to NRS 388A.223, the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the Charlotte Danielson Framework for Teaching. All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conduct focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

High levels of academic excellence within the elementary, middle, and high schools
The Nevada School Performance Framework1 (NSPF)[1] ratings are a critical measurement of school performance. The Amplus Academy-Durango Campus has high levels of student achievement within the elementary, middle, and high school levels, and this is a strength for several reasons. First, this indicates effective teaching, strong curriculum implementation, and successful student engagement. Second, this achievement fosters a positive school reputation, attracts new families, enhances student confidence, and improves overall school morale. All of this contributes to a thriving educational environment. A summary of ratings has been included below.

High School (5-star rating): With a total index of 92 out of 100, the score indicates exemplary performance in areas such as academic performance, growth, graduation rates, and other key metrics. Amplus Academy-Durango Campus high school excels in student readiness for college and career paths as well as overall student outcomes.

Middle School (5-star rating): The middle school earned an index score of 88 out of 100. Achieving a 5-star rating at the middle school level suggests that the academic programs and support systems in place are highly effective. It indicates that students are successfully transitioning from elementary to high school and making significant progress. The Amplus Academy-Durango Campus middle school is recognized for distinguished performance.

Elementary School (5-star rating): With a total index score of 96 out of 100, the elementary school at the Amplus Academy-Durango Campus is nearly perfect. A high 5-star at the elementary level recognizes a superior school that exceeds expectations for all students. The Amplus Academy-Durango Campus elementary school rating indicates that the school demonstrates superior academic performance and growth with no opportunity gaps.

Strong levels of staff retention
Both of Amplus Academy's Rainbow and Durango campuses demonstrate strong staff retention, contributing to consistent instruction, a stable and experienced teaching force, and a positive school culture. High retention supports improved student outcomes, preserves institutional knowledge, and reduces costs associated with turnover, reinforcing the schools' overall effectiveness and stability.

Increased capacity of the leadership team
Both the Rainbow and Durango Amplus Academy campuses have strengthened the capacity of their administrative teams by intentionally adding experienced and highly skilled leaders who are focused on their areas of expertise. Each campus currently has a team of leaders, enhancing accessibility for all stakeholders and supporting effective school operations and decision-making. The leadership team has

[1] NSPF is Nevada's public school rating system designed by Nevadans and developed in accordance with the federal Every Student Succeeds Act (ESSA) per NRS 385A.600 and classifies schools within a five-star performance rating system.

Powered by BoardOnTrack

highly diverse educational backgrounds, which enable the team to provide a wide variety of ideas, concepts, and resolutions to build upon the current success on both campuses. In addition, the leadership team meets twice per month to further build the capacity of the school leaders and ensure accountability.

Financially responsible
Amplus Academy demonstrates strong financial accountability and oversight at all levels. Leadership and board feedback consistently highlight the board's careful, conservative, and thoughtful approach to financial decision-making. Strong financial health is crucial for charter schools to deliver on their promise of innovative education, ensuring they can fund quality teachers, resources, and facilities, attract diverse students, maintain operational sustainability through what has become a varied source of educational funding.

Highly engaged governing board
Amplus Academy's Rainbow and Durango campuses benefit from a highly engaged governing board. The board has demonstrated strong levels of commitment to continuous improvement and reflection. The board actively works to enhance its effectiveness, supporting members in understanding their roles and responsibilities. Through this focus, the board is strengthening leadership capacity across all levels of the Amplus Academy schools. A strong governing board is key to providing strategic direction, securing accountability, managing risks, and overseeing financial stability. These actions, when done well, build stakeholder trust and drive long-term success by aligning the charter school with its mission and values.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework

Desire to increase levels of parent involvement
In the leadership focus group, the school's leaders shared their emphasis on continuing to foster increased parent involvement. Additionally, on the school's performance plan, the school notes an emphasis on offering a flexible number of parent involvement meetings. Parent involvement is crucial for all charter schools. Parent involvement drives academic success, a strong sense of community, and ensures accountability to align the school's mission with family needs.

Improving instructional capacity
As self-reported, instructional capacity is a challenge at the Amplus Academy-Durango Campus. It is important to build collective skills within the staff to continue to deliver on the promise of improved educational outcomes.

Continued implementation of co-teaching models
As self-reported Special Education co-teaching models are new and still developing at the Amplus Academy-Durango Campus. School leaders and staff are continuing to work to provide personalized instruction to best meet the needs of students and to leverage the experience offered by two expert teachers in one classroom.

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Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Continue with the implementation of *BoardOnTrack*[2]
With the recent implementation of the supportive platform BoardOnTrack in November, SPCSA recommends that the Board and school leadership team explore the program's features and familiarize themselves with the potential benefits it offers.

Continue to increase current levels of parent involvement
Since parent involvement can have a direct impact on long-term student engagement and student academic success, it is important to be aware of and improve levels of parent involvement as partners. The SPCSA recommends Amplus Academy-Durango campus continue to create a shared vision where the school continues to be seen as a positive place for all stakeholders. Consider continuing to offer positive praise for individual students to parents. This helps parents see the school as an ally. Consider continuing to host events at the school, as this provides opportunities for the community to assemble and continue to strengthen and build relationships. Help family members understand new initiatives, such as restorative justice, so that the purpose of the shift or change is well known. With elementary, middle, and high school grade levels, parent involvement may look different for each age group, but all teachers should be adept at reaching out to families in ways that work for the family. Finally, stay on the course and keep sending newsletters, calling with praise, and setting up important family meetings.

Continued Improvement within instructional capacity
The SPCSA recommends Amplus Academy-Durango campus continue to improve instructional capacity. With a strong instructional coaching program already in place and educators receiving personalized coaching, it is important to continue to leverage strategies that fit the needs of the diverse staff at the Amplus Academy-Durango campus, ranging from kindergarten to high school seniors. The school may want to focus on less experienced staff and continue to maintain the health of the school culture. Strengthen the teacher mentor program and support options that both help educators form and foster deep staff connections.

Continued implementation of co-teaching models
The SPCSA recommends Amplus Academy-Durango campus continue to train, observe, and discuss the many co-teaching models as implementation continues throughout the 2025-2026 school year. Implementing co-teaching models requires strong leadership, dedicated planning time, ongoing professional development, and a culture of shared responsibility. The pairing of general education and special education teachers to work together in the general education classroom not only benefits students with special needs but also enhances the learning experience for all students.

[2] BoardOnTrack is a software company providing a platform for K-12 public charter school boards to improve governance, collaboration, and performance.

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Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

There were no strong recommendations identified for Amplus-Academy-Durango Campus during this site evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

There were no deficiencies identified for Amplus Academy-Durango Campus during this site evaluation.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board[3] Participants from both the Amplus Academy Rainbow and Durango campus took part in a combined focus group representing both campuses	2
Family Members, Parents, and Guardians Participants from both the Amplus Academy Rainbow and Durango campus took part in a combined focus group representing both campuses	7
Faculty and Staff Participants were from the Durango campus only	11
School Leadership Participants from both the Amplus Academy Rainbow and Durango campus took part in a combined focus group representing both campuses	5
Students Participants were from the Durango campus only	9

[3] Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board[4]

Board members spoke about the current evaluation process for the school's CEO[5] and said the process is being further enhanced at this time. This is because the board recently transitioned to BoardOnTrack, which includes an evaluation tool that is designed to improve the board's understanding of governance responsibilities and accountability. Board members have strengthened their knowledge of their roles and have significantly evolved over time, supported by three consultants. The board has finalized CEO goals and emphasized the importance of cross-training and leadership depth. They aim to build a strong leadership pipeline three levels below the CEO to ensure continuity and prevent disruption during any future transitions. As the school continues to evolve, clarifying roles, expanding staffing, and building leadership capacity remain priorities. One board member said, "We have strong staff buy-in and positive retention of faculty as these structures are reinforced."

Board members outlined short-term priorities. The board will revisit the school's strategic plan. A long-standing goal is to advance the development of the sports field while maintaining fiscal responsibility and ensuring funds are directed toward student needs. Board members reported that expanding dual credit opportunities is an immediate focus. The board plans to address student concerns about dual enrollment potentially affecting a student's experience. The board said they recognize the diverse needs of high school students and aim to refine messaging, ensuring dual-credit pathways-including Career and Technical Education CTE[6] options, are understood as beneficial and flexible, supporting both college and career-bound students.

Members of the governing board reported unique strengths of each Amplus Academy campus.

Amplus Academy-Rainbow Campus

The Amplus Academy-Rainbow Campus benefits from an intentionally designed building layout that supports young learners. The environment fosters creativity and collaboration, with strong opportunities for art integration and community-building. The K–5 focus allows staff to concentrate on early learning needs, and the proximity of special education classrooms enables effective student support and seamless collaboration among teachers.

Amplus Academy-Durango Campus

The Amplus Academy-Durango Campus offers robust opportunities for elementary, middle and high school students, including dual-credit options and participation in competitive sports. The campus is working to expand these dual-credit offerings and strengthen student retention by aligning programs thoughtfully and ensuring compliance with requirements. These efforts reflect a forward-looking approach aimed at enhancing the high school experience and improving long-term student outcomes.

[4] The Board Focus group summary is combined for both the Rainbow and Durango campuses as the members represent both. The board focus group took place at the Amplus Rainbow campus on November 19, 2026.
[5] CEO- Chief Executive Officer
[6] CTE is an acronym which stands for Career and Technical Education. These programs provide students with academic and hands-on skills for specific occupations or careers.

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Focus Group Summary: Family Members, Parents, and Guardians[7]

Family members from both campuses shared positive experiences across both campuses. Several chose the school because they felt their children needed a different learning environment and were impressed from the first day by the welcoming culture, including teachers greeting students at classroom doors. Families appreciated the school's schedule, particularly the half-day structure on select days of the week, which they felt gives teachers valuable time for preparation and supports stronger communication. Parents reported no bullying issues, and said that when concerns arise, staff address them promptly. Families highlighted strong academic experiences. One parent described how their child, new to the state, adjusted quickly, excelled academically, and transitioned into honors classes. Another shared that their high-achieving student was appropriately challenged and supported through the Gifted and Talented Education GATE[8] program and additional enrichment. Overall, parents expressed high satisfaction with the school environment, staff responsiveness, and their children's growth and well-being.

Family members described several factors they believe contribute to their children's academic success. One parent highlighted the value of IXL[9], noting that it motivates their children to work above grade level and challenges them to exceed expectations. At the Durango campus, families praised the Ingenium Program[10] for developing student leadership and offering unique opportunities such as a Ballroom Dance class. Parents also appreciated the school's flexibility and support—for example, allowing a student to rest at home and take an exam later when needed. The WINN (What I Need Now) program was seen as particularly beneficial for addressing academic struggles, especially in math, by providing targeted teacher support and dedicated time for students to excel.

Parents also valued the school's communication regarding student grades and assignments. They emphasized the school's strong culture of leadership, kindness, and high expectations. Families shared that even more reserved or introverted children feel supported, with teachers offering patience, encouragement, and confidence-building strategies. Families praised the school's communication systems, they offered suggestions to further enhance communication. At the Durango campus, parents requested earlier notice for events and activities, such as sports drives and tryouts, to help new families participate fully. Some expressed frustration with parent-teacher conferences, noting difficulty meeting with all teachers beyond the homeroom teacher, and would like the scheduling process for conferences to be clearer. At the Rainbow campus, families noted that conferences typically occur only with the homeroom teacher, and arranging appointments with other teachers requires extra effort. Overall, families suggested clearer, more proactive access to teachers during conferences to enhance involvement and support parental knowledge of all their child's teachers and classes.

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[7] The Family Focus group was combined with families from both campuses and took place on November 19, 2026, at the Rainbow campus.
[8] The GATE (Gifted and Talented Education) program in Nevada is for students who demonstrate outstanding academic skills or aptitudes.
9 IXL is a personalized learning platform with a comprehensive K-12 curriculum, individualized guidance and real-time analytics.
10 Ingenium is a Latin word and is a way to refer to one's inner self. At Amplus Academy-Durango Campus the purpose of the Ingenium Program/ curriculum is to guide students through weekly values clarification exercise and teach relevant skills students can take with them throughout the next phases of their lives.

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Focus Group Summary: Faculty and Staff

Staff at Amplus Academy–Durango Campus reported strong and effective communication among staff, administration, and families. They noted that recent changes to the administrative team have strengthened leadership capacity, resulting in increased responsiveness and improved support for both staff and students. Several staff members reported a greater feeling of connectedness and respect for other teachers within their grade levels.

Participants within the staff focus group described a welcoming and collaborative school culture in which colleagues are consistently friendly, introduce themselves, and are readily available to provide support. They reported feeling comfortable seeking assistance from any staff member, including administrators such as the principal and instructional coach, and noted the benefit of having additional full-time administrators on campus. One staff member commented, “I don’t know what I would do without the expertise and assistance from other teachers. I have learned a great deal from talented teachers at this campus.”

Staff also shared that the school is intentionally strengthening Tier-1 instruction, with a focus on increased differentiation to better meet diverse student needs. Staff reported attending professional development focused on engagement strategies. Teachers said that there have been increased efforts to intentionally include targeted supports for English Language Learners. One teacher commented, “Our staff is planning in a more detailed fashion to ensure higher-achieving students are appropriately challenged. We are doing this on a case-by-case and individual needs basis. We realize that each student is different. Our biggest goal is to provide a thorough rigorous, and above-and-beyond instructional opportunities to all students at all levels.”

Staff across the elementary, middle, and high school levels attributed academic success to low staff turnover, strong lesson planning, and regular data-focused sessions used to identify and address gaps in student learning. One teacher described Professional Learning Communities (PLCs)[11] as collaborative opportunities for expert educators to analyze data and determine whether individual students or groups are missing critical content or skills. Teachers reported that the IXL program has been a significant support for both student learning and teacher insight, providing clear information on student progress and areas of need. In addition, staff expressed a desire for more clearly defined policies regarding student behavioral consequences and a clearer understanding of the associated processes across all three school levels. Also, the group emphasized the need to enhance the school’s PLC systems and structures to continue ensuring school-wide coherence and consistency, reflecting their high expectations for instructional alignment and collective accountability. Lastly, several group members noted their appreciation for being part of the school community but shared that the rigors of the educational field can be demanding which requires them to have a balanced mindset.

[11] PLC- professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential.

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Focus Group Summary: School Leadership[12]

One leadership focus group was held, representing both the Rainbow and Durango campuses. School leaders provided updates on initiatives and programs at both campuses.

The Leader in Me program launched last school year. The program is an evidence-based, school-wide model by Franklin Covey that integrates social-emotional learning, (SEL)[13] into the curriculum to develop students' leadership and life skills. Students within the program engage in SEL lessons twice weekly, a weekly goal-setting session, and a take part in a "thankful day" for reflection. The school hosts a Lighthouse team comprised of school staff dedicated to strong levels of student emotional and academic success. The team has made the decision to pilot the use of a Student Data Binder during this school year. Student leadership opportunities are expanding. For example, a Junior Lighthouse Team has been established at the Amplus Academy-Rainbow Campus. The campus introduced a buddies program pairing 4th and 1st graders to read together or support one another with academics.

At Amplus Academy-Durango Campus, the school's first-ever Acceleration Institute of Amplus (AIA) Coordinator is dedicated to improving and expanding opportunities for high school students. High schoolers can earn college credit in three different ways: through Jumpstart courses, Dual Enrollment, and CTE College Credit. A bus provides transportation for students between the Durango campus and the College of Southern Nevada (CSN). High school students are now able to earn an associate's degree while attending high school. Students in grades 10-12 can earn 3-15 college credits per semester free of charge. In another instance, the teachers in a sixth grade PLC noticed that students may have been having a difficult time transitioning to middle school. The group of educators decided to focus efforts on creating and building strong student relationships.

School leaders highlighted another program, AIM (Archers in the Making), which has been designed to provide a welcoming environment for all students through awareness of students' diverse needs. The program aims to support students with academic challenges, relationship building, and character development. The Ingenium program focuses on character development and is a required elective for students in 9th through 12th grade. Each academic year, the curriculum has a focus which includes 9th grade -study skills, 10th-grade-test taking skills, 11th grade-post graduate pursuits, and 12 grade-life skills.

Professional Learning Community meetings continue at both campus locations. School leaders reported that the meetings offer educators opportunities to analyze student data and promote cross-curricular collaboration. One leader remarked, "Some of our teachers like meeting with their PLC teams so much that they don't like to miss their PLC time."

[12] The School Leadership focus group summary is a combined summary representing both the Rainbow and Durango campuses. One focus group, representing both campuses took place on November 19, 2026, at the Rainbow campus.
[13] SEL stands for social and emotional learning, an integral part of human development in which students learn to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

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Focus Group Summary: Students

Students from the Amplus Academy-Durango Campus described a highly positive experience at the Amplus Academy-Durango Campus, noting that the school is more organized, structured, and supportive than other schools they have attended. Students emphasized a safe and respectful environment, characterized by uniforms, clear expectations, consistent scheduling, and a culture of kindness where students help one another and bullying is actively prevented. Several students shared their experiences in having long-term connections with school personnel, expressing appreciation for the support they received since kindergarten and crediting the staff with helping them grow both academically and personally.

Students attributed their high levels of academic success to tutoring programs, reasonable and understanding teachers, and strong relationships with adults on campus. They highlighted a culture of trust, where students feel comfortable communicating with teachers and administrators, especially during challenging personal circumstances. The availability of after-school tutoring and responsive instructional support was identified as a key contributor to high levels of learning and achievement.
In terms of coursework, students identified film studies, math, history, and theater technology as areas of interest, particularly when instruction is engaging and hands-on. They valued opportunities to build transferable skills, such as media analysis and critical thinking. The least favorite classes were those perceived as overly focused on passive learning, busy work, or limited hands-on engagement.
During the focus group, several students reported that teachers are highly respectful and genuinely invested in students' success, describing staff as approachable, supportive, and motivated by student growth rather than compliance. They noted strong mutual respect between students and teachers, as well as inclusive services for students with dyslexia and special needs.

The school was described as welcoming and friendly. A few students offered suggestions for improvement. These included simplifying uniform requirements and increasing flexibility around dress code procedures and spirit days.

According to students, perceptions of family involvement varied. Students reported that the school communicates effectively with families about academic progress and provides multiple opportunities for engagement, including grade-level events, Archer Fest, and other family-centered activities. One student shared, "Our school provides essential academic supplies such as binders, notebook paper, and dividers." Students said the staff at Amplus Academy-Durango Campus facilitates community service initiatives, including food drives, veteran support, and blood drives. Additionally, transportation support is provided for students participating in dual credit courses, further enhancing access to advanced learning opportunities.

Classroom Environment and Instruction Observation Rubric

A total of 9 elementary, 7 middle, and 9 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 8	**TOTAL: 17**	**TOTAL: 0**	**TOTAL: 0**	**TOTAL: 0**
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 5	**TOTAL: 19**	**TOTAL: 1**	**TOTAL: 0**	**TOTAL: 0**

Classroom Environment and Instruction Observation Rubric

A total of 9 elementary, 7 middle, and 9 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 3	**TOTAL: 20**	**TOTAL: 2**	**TOTAL: 0**	**TOTAL: 0**
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 6	**TOTAL: 14**	**TOTAL: 1**	**TOTAL: 0**	**TOTAL: 4**

Classroom Environment and Instruction Observation Rubric

A total of elementary, 9 middle, 7 and 9 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 9	**TOTAL: 14**	**TOTAL: 2**	**TOTAL: 0**	**TOTAL: 0**
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 2	**TOTAL: 21**	**TOTAL: 2**	**TOTAL: 0**	**TOTAL: 0**

Classroom Observations and Additional Comments

In a high school Ingenium class, students were actively engaged in creating bookmarks featuring quotes or child-friendly sketches as part of a service project supporting children in an underserved community in Washington State. The teacher projected clear instructions on the screen and circulated throughout the room to monitor student progress and provide guidance as needed. Students collaborated respectfully, engaging in purposeful discussions about design choices, appropriate messaging, and how to make the bookmarks meaningful for young readers. Their focus and dedication reflected a strong commitment to producing high-quality work that would positively impact the children who receive their creations.

Students within a middle-school social studies class were invited by the teacher to review a definition of a word, then speak with a partner and put the meaning of the definition into their own words. Afterwards, a student was asked to share the definition in their own words with the whole class. Students were required to write down definitions in their own words. Discussions and questions about the definition arose, and students spoke about them. This classroom had high levels of student engagement at this time.

Students in a middle school math class were using whiteboards and markers to solve division problems. The instructor assigned a few problems to the students and asked them to work independently. As students (31) worked to solve, two adults circulated throughout the room and analyzed the students' independent work, offering support, tips, encouragement, and questioning to move students along in the process. Afterwards, the teacher asked students to help solve the division problem, and students checked their work. It appeared that 30/31 students were highly engaged.

In a 6th, 7th, and 8th-grade student council class, students were working on plans to decorate the hallways for the upcoming holidays. Students worked in groups of four to cut, paste, draw, write, and plan for decorated hallway themes such as the Peppermint Forest.

In a Career and Technical Education (CTE) team-teaching session, five teacher-leads facilitated instruction for approximately 40 students using a small-group, station-based format. Each instructor provided targeted guidance and activities aligned to essential career-readiness skills. One focus area was interviewing preparation, with students learning and practicing the STAR strategy, describing the Situation, Task, Action, and Result to craft clear, effective responses to behavioral interview questions. Students demonstrated strong engagement across groups, actively participating in discussions and applying the strategies presented. Teachers delivered explicit, well-sequenced instructions, offered real-world examples, and provided immediate, relevant feedback to support student growth. The collaborative structure, combined with practical skill-building and responsive facilitation, created a dynamic and purposeful learning environment that reinforced key workforce competencies.

Primary elementary students participated in small-group math center activities designed to reinforce foundational addition skills. Two adults in the classroom facilitated targeted small-group instruction, while four additional groups worked independently on activities such as adjusting addends, completing short problem-solving tasks that required applying addition strategies, and practicing math fluency on their devices. Students demonstrated strong focus and effective use of instructional time across all centers. Independent groups collaborated appropriately, followed established routines, and remained

engaged in their assigned tasks. In the teacher-led groups, the adults provided clear explanations, modeled strategic thinking, and reinforced key math concepts. They offered individualized feedback to support each learner's understanding and encouraged students to articulate their reasoning. The classroom environment was well organized and structured to support smooth transitions and active learning. The combination of purposeful small-group instruction, aligned independent tasks, and responsive teacher support created a productive setting that promoted skill development for all students.

Elementary students worked on laptops to type stories using a story map and a written draft they had previously created. A few students waited in a short line at the teacher's desk to have their work reviewed by the teacher. As the teacher looked over the work, the teacher asked students how they felt about the product and offered suggestions, such as encouraging students to talk more about the setting, such as whether it was day or night, inside or outside. The teacher offered many specific compliments to students, such as, "I can see this scene in the story, and it makes me want to read on."

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Measures of Progress from Previous Site Evaluation

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
Work to shift instructional levels from proficient to distinguished.	Created a rounds system for walk-throughs with administrators, coaches, and coordinators. Continue professional development on engagement and differentiated instruction.	**Met:** The SPCSA determines the prior recommendation that has been addressed.
Lower chronic absenteeism numbers	Analyze data to improve targeted communication and review system with reporting absences.	**Met**: Amplus Academy-Durango Campus significantly improved levels of chronic absenteeism and rates are well below the SPCSA (district) averages. The elementary chronic absenteeism level was 6.4% as compared to district 16.4%, middle school was 6.5% as compared to district average of 13.7% and high was 12.7% as compared to 19.3% district average.
Improve AGP of EL students	Meet regularly with EL Coordinator to discuss specific students as an administrative team.	**Met:** Amplus Academy-Durango Campus earned 10/10 points at all levels, elementary, middle, and high on the English Language Proficiency Indicator for School Year 2024-2025 Nevada School Rating.
Ensure participation for sub groups do not "flag a warning" with standardized testing.	Meet with testing coordinator regularly to provide administrative support with testing communication.	**Met:** The SPCSA determines the prior recommendation that has been addressed.

Operational Compliance Checks

Fire Extinguisher	☒ YES	☐ NO	
Nurse’s Station	☒ YES	☐ NO	
Evacuation Plan in Classrooms	☒ YES	☐ NO	
Food Permit	☐ YES	☐ NO	☒ N/A
Elevator Permit	☒ YES	☐ NO	☐ N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.

Nevada State Public Charter School Authority

Amplus Academy - Rainbow Campus
Site Evaluation Report: November 19, 2025

State Public Charter School Authority

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Links to Resources:

- Nevada School Performance Framework (NSPF)
- SPCSA Academic Performance Framework Results
- SPCSA Organizational Performance Framework Results
- SPCSA Financial Performance Framework Results
- Best Practices

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to NRS 388A.223, the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the Charlotte Danielson Framework for Teaching. All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conduct focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

High levels of student achievement
The Nevada School Performance Framework[1] (NSPF) ratings are a critical measurement of school performance. Amplus Academy-Rainbow Campus has a high level of student achievement, and this is a strength for several reasons. First, this indicates effective teaching, strong curriculum implementation, and successful student engagement. Second, this achievement fosters a positive school reputation, attracts new families, enhances student confidence, and improves overall school morale. These assets contribute to a thriving educational environment. The school earned a 5-star rating with 98/100 index points.

Strong levels of staff retention
Both of Amplus Academy's Rainbow and Durango campuses demonstrate strong staff retention, contributing to consistent instruction, a stable and experienced teaching force, and a positive school culture. High retention supports improved student outcomes, preserves institutional knowledge, and reduces costs associated with turnover, reinforcing the schools' overall effectiveness and stability.

Increased capacity of the leadership team
Both the Rainbow and Durango Amplus Academy campuses have strengthened the capacity of their administrative teams by intentionally adding experienced and highly skilled leaders who are focused on their areas of expertise. Each campus now has a team of leaders, enhancing accessibility for all stakeholders and supporting effective school operations and decision-making. The leadership team has highly diverse educational backgrounds which enable the team to provide a wide variety of ideas, concepts, and resolutions to build upon the current success on both campuses. In addition, the leadership team meets twice per month to further build capacity of the school leaders and ensure accountability.

Financially responsible
Amplus Academy demonstrates strong financial accountability and oversight at all levels. Leadership and board feedback consistently highlight the board's careful, conservative, and thoughtful approach to financial decision-making. Strong financial health is crucial for charter schools to deliver on their promise of innovative education, ensuring they can fund quality teachers, resources, and facilities, attract diverse students, maintain operational sustainability through what has become a varied source of educational funding .

Highly engaged governing board
Amplus Academy's Rainbow and Durango campuses benefit from a highly engaged governing board. The board has demonstrated strong levels of commitment to continuous improvement and reflection. The board actively works to enhance its effectiveness, supporting members in understanding their roles and responsibilities. Through this focus, the board is strengthening leadership capacity across all levels

[1] NSPF-The Nevada School Performance Framework is Nevada's public schools rating system designed by Nevadans for public school in accordance with the Federal Student Succeeds Act (ESSA) and classifies schools within a five-star performance rating system.

of the Amplus Academy schools. A strong governing board is key for providing strategic direction, securing accountability, managing risks, and overseeing financial stability. These actions, when done well, build stakeholder trust and drive long-term success by aligning the charter school with its mission and values.

Strong social emotional learning
The Amplus Academy–Rainbow campus demonstrates strong Social Emotional Learning (SEL) supports, as consistently noted by leaders, students, and families. The SEL program provides significant value by enhancing academic achievement, building essential life skills, and fostering positive relationships and overall well-being for students and their families.

High levels of differentiated instruction:
Amplus Academy–Rainbow Campus demonstrates strong implementation of differentiated instruction, supported by classroom observations and feedback from student and staff focus groups. This approach enables educators to tailor learning experiences to meet diverse student needs, resulting in improved academic performance, increased engagement, and a more inclusive classroom environment.

Exemplary levels of student engagement
Amplus Academy–Rainbow Campus demonstrated strong student engagement across classrooms. Students were actively participating in learning activities, collaborating with peers, sharing ideas, and engaging in speaking, writing, reading, and analytical tasks, reflecting a dynamic and interactive learning environment.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Desire to increase current levels of parent involvement
In the leadership focus group, the school's leaders shared their emphasis on continuing to foster increased parent involvement. Additionally, on the school's performance plan, the school notes an emphasis on offering a flexible number of parent involvement meetings.

Continue to strengthen communication
Another identified challenge at the Amplus Academy–Rainbow Campus is improving communication. Staff and family feedback indicated a need for earlier notification of school events—such as sports practices, tryouts, and other activities—and noted that multilayered processes across campuses can delay information flow and event approvals. Additionally, some staff expressed that information is dispersed across multiple platforms, requiring stakeholders to search in several places to find what they need.

Desire to more fully implement co-teaching model
A third challenge identified at Amplus Academy–Rainbow Campus is the training and implementation of special education co-teaching models within general education classrooms. This challenge encompasses several layers, including ensuring that both general education and special education teachers receive adequate professional development to understand and apply co-teaching strategies collaboratively. Additionally, it requires thoughtful scheduling, clear role definitions, and ongoing support to foster a truly inclusive learning environment. Without proper training and consistent implementation, co-teaching can fall short of its intended impact, potentially leading to confusion, unequal workload distribution, and missed opportunities to support students with diverse learning needs.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Continue to bolster family involvement
SPCSA staff recommend that Amplus Academy–Rainbow Campus continue exploring strategies to increase family engagement. The leadership team may consider hosting workshops on topics such as child development, homework strategies, or digital literacy to support greater family involvement.

Sustain the 5-star rating
SPCSA staff recommend that Amplus Academy–Rainbow Campus continue to monitor and maintain its high level of academic achievement. Sustaining this success may involve a multifaceted approach, including setting high expectations, promoting a positive and respectful school climate, and providing individualized support to meet students' diverse needs.

Continue with the implementation of *BoardOnTrack*[2]
With the recent implementation of the supportive platform BoardOnTrack in November, SPCSA recommends that the Board and school leadership team explore the program's features and familiarize themselves with the potential benefits it offers.

Persist in implementing a co-teaching model
SPCSA staff recommend that Amplus Academy–Rainbow Campus continue training and implementing the co-teaching model within classrooms. The school has recognized the model's benefits, including providing greater individualized support for students and enabling teachers to leverage their combined expertise and strengths.

[2] Board on Track is a software company providing a platform for K-12 public charter school boards to improve governance, collaboration, and performance.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

There were no strong recommendations identified for Amplus Academy-Rainbow Campus during this site evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

There were no deficiencies identified for Amplus Academy-Rainbow Campus during this site evaluation.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board[3] Participants from both the Amplus Academy Rainbow and Durango campus took part in a combined focus group representing both campuses	2
Family Members, Parents, and Guardians Participants from both the Amplus Academy Rainbow and Durango campus took part in a combined focus group representing both campuses	7
Faculty and Staff Participants from Rainbow campus only	12
School Leadership Participants from both the Amplus Academy Rainbow and Durango campus took part in a combined focus group representing both campuses	5
Students Participants from Rainbow campus only	8

[3] Quorum was not met, and Open Meeting Law was not violated.

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Focus Group Summary: Governing Board[4]

Board members spoke about the current evaluation process for the school's CEO[5] and said the process is being further enhanced at this time. This is because the board recently transitioned to BoardOnTrack, which includes an evaluation tool that is designed to improve the board's understanding of governance responsibilities and accountability. Board members have strengthened their knowledge of their roles and have significantly evolved over time, supported by three consultants. The board has finalized CEO goals and emphasized the importance of cross-training and leadership depth. They aim to build a strong leadership pipeline three levels below the CEO to ensure continuity and prevent disruption during any future transitions. As the school continues to evolve, clarifying roles, expanding staffing, and building leadership capacity remain priorities. One board member said, "We have strong staff buy-in and positive retention of faculty as these structures are reinforced."

Board members outlined short-term priorities. The board will revisit the school's strategic plan. A long-standing goal is to advance the development of the sports field while maintaining fiscal responsibility and ensuring funds are directed toward student needs. Board members reported that expanding dual credit opportunities is an immediate focus. The board plans to address student concerns about dual enrollment potentially affecting a student's experience. The board said they recognize the diverse needs of high school students and aim to refine messaging, ensuring dual-credit pathways-including Career and Technical Education CTE[6] options are understood as beneficial and flexible, supporting both college and career-bound students.

Members of the governing board reported unique strengths of each Amplus Academy campus.

Amplus Academy-Rainbow Campus
The Amplus Academy-Rainbow Campus benefits from an intentionally designed building layout that supports young learners. The environment fosters creativity and collaboration, with strong opportunities for art integration and community-building. The K–5 focus allows staff to concentrate on early learning needs, and the proximity of special education classrooms enables effective student support and seamless collaboration among teachers.

Amplus Academy-Durango Campus
The Amplus Academy-Durango Campus offers robust opportunities for elementary, middle and high school students, including dual-credit options and participation in competitive sports. The campus is working to expand these dual-credit offerings and strengthen student retention by aligning programs thoughtfully and ensuring compliance with requirements. These efforts reflect a forward-looking approach aimed at enhancing the high school experience and improving long-term student outcomes.

[4] The Board Focus group summary is combined for both the Rainbow and Durango campuses as the board is representative of both.T The board focus group took place at the Rainbow campus on November 19, 2026.
[5] CEO- Chief Executive Officer
[6] CTE is an acronym which stands for Career and Technical Education. These programs provide students with academic and hands-on skills for specific occupations or careers.

Focus Group Summary: Family Members, Parents, and Guardians[7]

Family members from both campuses shared positive experiences across both campuses. Several chose the school because they felt their children needed a different learning environment and were impressed from the first day by the welcoming culture, including teachers greeting students at classroom doors. Families appreciated the school's schedule, particularly the half-day structure on select days of the week, which they felt gives teachers valuable time for preparation and supports stronger communication. Parents reported no bullying issues, and said that when concerns arise, staff address them promptly. Families highlighted strong academic experiences. One parent described how their child, new to the state, adjusted quickly, excelled academically, and transitioned into honors classes. Another shared that their high-achieving student was appropriately challenged and supported through the Gifted and Talented Education GATE[8] program and additional enrichment. Overall, parents expressed high satisfaction with the school environment, staff responsiveness, and their children's growth and well-being.

Family members described several factors they believe contribute to their children's academic success. One parent highlighted the value of IXL[9], noting that it motivates their children to work above grade level and challenges them to exceed expectations. At the Durango campus, families praised the Ingenium Program[10] for developing student leadership and offering unique opportunities such as a Ballroom Dance class. Parents also appreciated the school's flexibility and support—for example, allowing a student to rest at home and take an exam later when needed. The WINN (What I Need Now) program was seen as particularly beneficial for addressing academic struggles, especially in math, by providing targeted teacher support and dedicated time for students to excel.

Parents also valued the school's communication regarding student grades and assignments. They emphasized the school's strong culture of leadership, kindness, and high expectations. Families shared that even more reserved or introverted children feel supported, with teachers offering patience, encouragement, and confidence-building strategies. Although families praised the school's communication systems, they offered suggestions to further enhance communication. At the Durango campus, parents requested earlier notice for events and activities, such as sports drives and tryouts, to help new families participate fully. Some expressed frustration with parent-teacher conferences, noting difficulty meeting with all teachers beyond the homeroom teacher, and would like the scheduling process for conferences to be clearer. At the Rainbow campus, families noted that conferences typically occur only with the homeroom teacher, and arranging appointments with other teachers requires extra effort. Overall, families suggested clearer, more proactive access to teachers during conferences to enhance involvement and support parental knowledge of all their child's teachers and classes.

[7] The Family Focus group was combined with families from both campuses and took place on November 19, 2026, at the Rainbow campus.
[8] The GATE (Gifted and Talented Education) program in Nevada is for students who demonstrate outstanding academic skills or aptitudes.
[9] IXL is a personalized learning platform with a comprehensive K-12 curriculum, individualized guidance and real-time analytics.
[10] Ingenium is a Latin word and is a way to refer to one's inner self. At Amplus Academy-Durango Campus the purpose of the Ingenium Program/ curriculum is to guide students through weekly values clarification exercise and teach relevant skills students can take with them throughout the next phases of their lives.

Focus Group Summary: Faculty and Staff

Staff from the Rainbow campus shared a mix of strengths and challenges related to communication and leadership structures. Overall, communication between teachers and the school leadership team is viewed positively; however, some staff noted that the number of hierarchical layers across both campuses often delay the flow of information. This sometimes results in families receiving updates before staff, and the approval process, particularly when all six classes within a grade level must align, can be time-consuming. Teachers noted that information is housed in multiple places (e.g., weekly newsletter, school calendar, website, student handbook), which can create frustration for families who would benefit from more streamlined communication. Despite these challenges, staff shared that communication has improved from last year to this year, and they are now copied on more updates. The recent administrative shift, including having a designated principal, has also strengthened access to leadership. Staff appreciate timely notifications, such as early-morning text updates, and report that the relationship between the Student Support Team and teachers has improved as messaging has become more consistent.

Staff also highlighted the positive school culture, stating that colleagues are welcoming, supportive, and approachable. While teachers interact more frequently with the instructional coach than the principal, both roles are viewed as accessible members of the administrative team. The addition of a full-time administrative coordinator was also noted as a valuable resource. Teachers described several ways they use student achievement data to guide lesson planning and differentiate instruction. This year, the RTI/WINN ("What I Need Now") model has strengthened Tier- 2 instruction by ensuring targeted supports and enrichment opportunities are built directly into daily lessons, including accommodations for English learners and challenge activities for advanced students. Teachers reported they regularly analyze Reveal Math exit tickets to adjust instruction for the following day and address areas where students show misunderstanding. They also use IXL data to assign individualized practice, share results with families, and identify specific skills students need to revisit. Overall, teachers emphasized that ongoing data review is integral to informing next steps and improving student learning outcomes.

Staff identified several practices they believe have contributed to the campus's 5-star performance. A strong data-driven culture is central to their success, with PLCs routinely analyzing student gaps, reviewing MAP[11] and IXL data, and using these insights to guide instructional planning. Long-term planning structures—such as pairing teachers by subject to collaborate and share strategies—help ensure consistency and effectiveness across classrooms. Teachers also cited the use of student learning goals and intentional class list development to maintain balanced classrooms. Additionally, the campus benefits from low staff turnover, which supports stability, continuity of practice, and strong relationships. Staff described a positive culture where colleagues are highly collaborative, deeply committed to students, and united by a shared focus on helping all learners succeed.

[11] Measures of Academic Progress (MAP) is a computer-adaptive assessment utilized to monitor student growth to inform and personalize instruction. MAP was officially adopted by the State Board of Education to assess Nevada students as a part of the Read by Grade Three (RBG3) program.

Focus Group Summary: School Leadership[12]

One leadership focus group was held representing both the Rainbow and Durango campuses. School leaders provided updates on initiatives and programs at both campuses.

The Leader in Me program launched last school year. The program is an evidence-based, school-wide model by Franklin Covey that integrates social-emotional learning, (SEL)[13] into the curriculum to develop students' leadership and life skills. Students within the program engage in SEL lessons twice weekly, a weekly goal-setting session, and a take part in a "thankful day" for reflection. The school hosts a Lighthouse team comprised of school staff dedicated to strong levels of student emotional and academic success. The team has made the decision to pilot the use of a Student Data Binder during this school year. Student leadership opportunities are expanding. For example, a Junior Lighthouse Team has been established at the Amplus Academy-Rainbow Campus. The campus introduced a buddies program pairing 4th and 1st graders to read together or support one another with academics.

At Amplus Academy-Durango Campus, the school's first-ever Acceleration Institute of Amplus (AIA) Coordinator is dedicated to improving and expanding opportunities for high school students. High schoolers can earn college credit in three different ways: through Jumpstart courses, Dual Enrollment, and CTE College Credit. A bus provides transportation for students between the Durango campus and the College of Southern Nevada (CSN). High school students are now able to earn an associate's degree while attending high school. Students in grades 10-12 can earn 3-15 college credits per semester free of charge. In another instance, the teachers in a sixth grade PLC noticed that students may have been having a difficult time transitioning to middle school. The group of educators decided to focus efforts on creating and building strong student relationships.

School leaders highlighted another program, AIM (Archers in the Making), which has been designed to provide a welcoming environment for all students through awareness of students' diverse needs. The program aims to support students with academic challenges, relationship building, and character development. The Ingenium program focuses on character development and is a required elective for students in 9th through 12th grade. Each academic year, the curriculum has a focus which includes 9th grade -study skills, 10th-grade-test taking skills, 11th grade-post graduate pursuits, and 12 grade-life skills.

The Professional Learning Community program continues. School leaders reported that the meetings offer educators opportunities to analyze student data and promote cross-curricular collaboration. One leader remarked, "Some of our teachers like meeting with their PLC teams so much that they don't like to miss their PLC time".

[12] The School Leadership focus group summary is a combined summary representing both the Rainbow and Durango campuses. One focus group, representing both campuses took place on November 19, 2026, at the Rainbow campus.
[13] SEL stands for social and emotional learning, an integral part of human development in which students learn to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible caring decisions.

Focus Group Summary: Students

Students from the Amplus Academy -Rainbow Campus shared a range of experiences regarding instruction and classroom support. Some reported occasional difficulty understanding their teacher, while others expressed that lessons were clear and easy to follow. Overall, students described the workload as a balanced mix of challenging and manageable tasks. They noted that teachers and Student Support Providers (SSPs) are accessible and willing to help when needed. New students indicated that, although they are still adjusting, their experience so far has been positive, with learning that varies appropriately in difficulty.

Students identified several elements that support their ability to learn and achieve at high academic levels. They shared that teachers provide consistent support, allow them to ask questions freely, and offer additional help during recess or designated times to complete or better understand their work. Students noted that extra practice—such as McGraw-Hill Reveal Math review questions and IXL—reinforces their learning both in class and at home.

They also highlighted the value of specialized programs, including GATE, which they described as engaging and enjoyable, and resource classes, where teachers help them improve skills such as reading and spelling. Students appreciate that teachers re-explain concepts, particularly in math, using clearer or simpler methods when needed. Overall, students feel supported and encouraged in ways that positively impact their academic success.

Students shared a variety of favorite subjects and activities, highlighting both academic and enrichment classes. Science was frequently mentioned, with students appreciating teachers who explain concepts clearly, provide multiple ways to understand material, guide collaborative learning, and incorporate hands-on experiments and interactive lessons. Math and ELA were also popular, with students valuing small-group instruction, clear explanations, and opportunities for individualized support that help them master challenging concepts.

In addition to core academics, students enjoyed enrichment classes such as music, art, and PE. They described these classes as engaging and fun, noting creative projects, games, and interactive activities that make learning enjoyable. Overall, students expressed that teachers in all subjects are approachable, supportive, and help them understand and succeed in their learning.

Students described their teachers as generally kind, supportive, and dedicated. They appreciate that teachers explain concepts clearly and provide help to improve understanding. While some noted that teachers can be strict at times, students recognized that this structure supports learning. Overall, students feel that teachers are committed to their work and genuinely invest in student success.

Classroom Environment and Instruction Observation Rubric

A total of 13 elementary classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 3	**TOTAL: 10**	**TOTAL: 0**	**TOTAL: 0**	**TOTAL: 0**
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 3	**TOTAL: 9**	**TOTAL: 0**	**TOTAL: 1**	**TOTAL: 0**

Classroom Environment and Instruction Observation Rubric

A total of 13 elementary classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 3	**TOTAL: 10**	**TOTAL: 0**	**TOTAL: 0**	**TOTAL: 0**
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 2	**TOTAL: 9**	**TOTAL: 0**	**TOTAL: 0**	**TOTAL: 2**

Classroom Environment and Instruction Observation Rubric

A total of 13 elementary classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 3	**TOTAL: 10**	**TOTAL: 0**	**TOTAL: 0**	**TOTAL: 0**
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 2	**TOTAL: 9**	**TOTAL: 0**	**TOTAL: 0**	**TOTAL: 2**

Classroom Observations and Additional Comments

Elementary students participated in an English Language Arts activity using both their textbook and the accompanying abridged version of the original text. The task required students to reference the text to respond to short written-response questions. Students were given the option to work independently or collaboratively within their table groups. Across the classroom, students demonstrated strong focus and commitment to completing the assignment, frequently referring to their book to support their answers. During this time, the teacher facilitated a small-group session with four students, providing targeted assistance. The classroom environment was well structured, organized, and conducive to productive learning.

In a lower elementary classroom, math centers were created and well planned. Students practiced addition/subtraction, and named shapes, and played skill-based math games. Two adults provided support, and 100% of students were engaged.

In an elementary classroom, students were engaged in a science lesson. The teacher provided direct instruction with lesson components clearly displayed on the screen, supporting student understanding. As part of the lesson, the teacher reviewed key scientific concepts, including hypothesis, prediction, data analysis, and forming a conclusion. Throughout the instruction, the teacher asked clarifying and probing questions to gauge students' comprehension and encourage deeper thinking. Students were introduced to essential vocabulary, such as sediments, substance, molecule, and dissolve, and the class discussed real-world connections, including common problems in producing high-quality food products. Students appeared engaged and attentive as they prepared to apply their learning to the upcoming investigation.

In an early-grade classroom, the teacher was conducting whole-group direct instruction. The teacher stopped talking, looked directly at a student, and said, "Please stop pulling out your hair and flossing your teeth with it; it is gross." This was disrespectful to the student and insensitive.

Elementary students engaged in a variety of learning activities supported by a choice board, a graphic organizer that offered multiple options for learning a concept. Choices included completing a vocabulary task, working on missing assignments, and practicing spelling or reading. This instructional strategy allowed students to take ownership of their learning, select tasks aligned to their needs, and manage their time productively. Within this structure, students applied problem-solving skills by determining which activities would best support their academic progress and by navigating the steps required to complete each task independently. The teacher simultaneously led a small group of five students through a focused writing activity, modeling strategies, prompting student explanations, and guiding them through revision steps. This flexible grouping allowed the teacher to target instruction while maintaining a classroom environment where the remaining students remained highly engaged. The classroom was well structured, and students demonstrated strong self-management skills as they transitioned between tasks, collaborated when appropriate, and sought resources to support their work. The combination of student choice, targeted small-group instruction, and independent problem-solving.

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Measures of Progress from Previous Site Evaluation

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
Work to collaboratively eliminate punitive whole group punishments that result in a loss of recess time	Directed and trained staff on alternative methods for restorative practices that don't take away recess.	**Met**: The SPCSA determines the prior recommendation that has been addressed.
Strategize ways to ensure social and movement times are built into the school day and ensure movement breaks take place on a regular basis	Reviewed recess time with master scheduling.	**Met:** The SPCSA determines the prior recommendation that has been addressed.
Improve the consistent academic growth of subgroup populations specifically academically advanced and low performing students.	Reviewed data and information with instructional leadership team/ Met with GATE teacher and reviewed methods for testing qualifications. In mini-PD, sub group data to discuss awareness and trends.	**Met:** The SPCSA determines the prior recommendation that has been addressed.

Operational Compliance Checks

Fire Extinguisher	☒ YES	☐ NO	
Nurse’s Station	☒ YES	☐ NO	
Evacuation Plan in Classrooms	☒ YES	☐ NO	
Food Permit	☐ YES	☐ NO	☒ N/A
Elevator Permit	☒ YES	☐ NO	☐ N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.

Coversheet

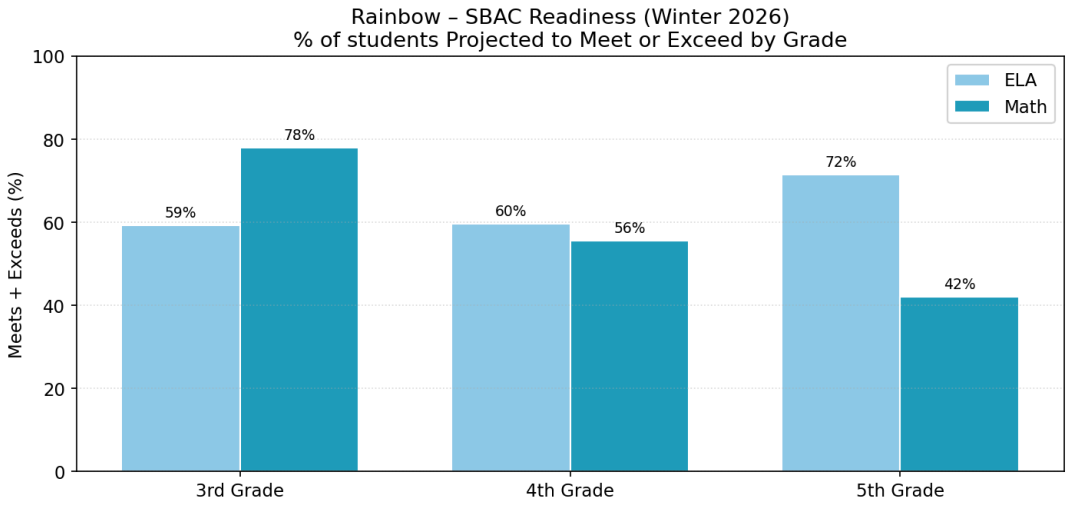
Chief Executive Officer School Report

Section:	VIII. Chief Executive Officer Report
Item:	A. Chief Executive Officer School Report
Purpose:	Discuss
Submitted by:	
Related Material:	2.26.26 Amplus_Academy_Performance_Dashboard.pdf Dashboard updates.pdf 2_26_2026 Amplus Board Report (Rachelle).pdf

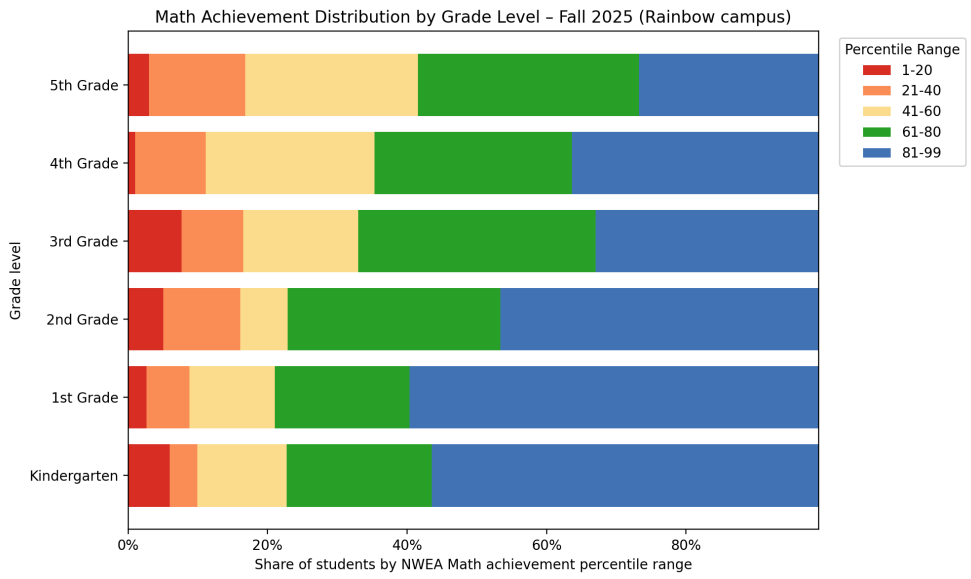
Amplus Academy 25-26 *(In Progress)*

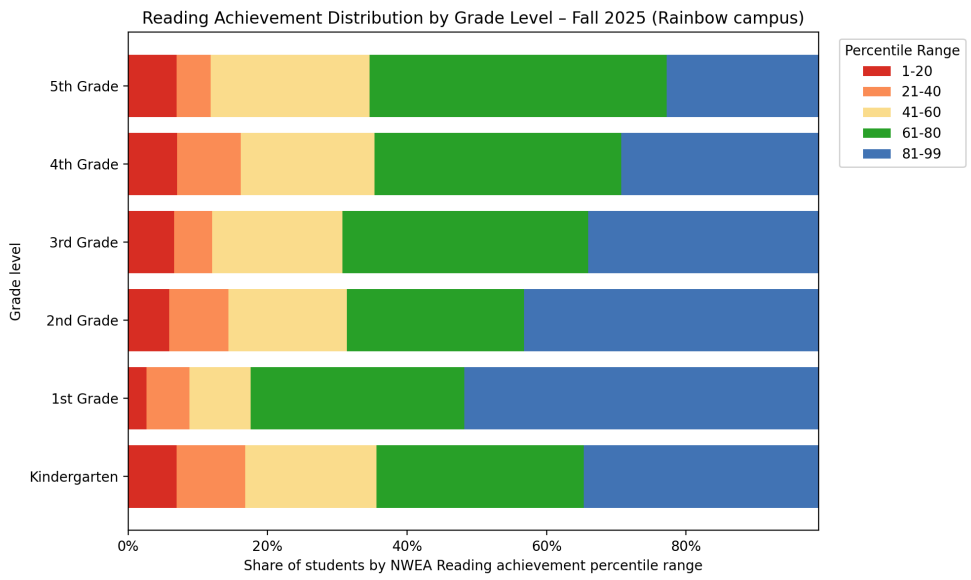
Rainbow Campus, Elementary K-5

ACADEMIC ACHIEVEMENT

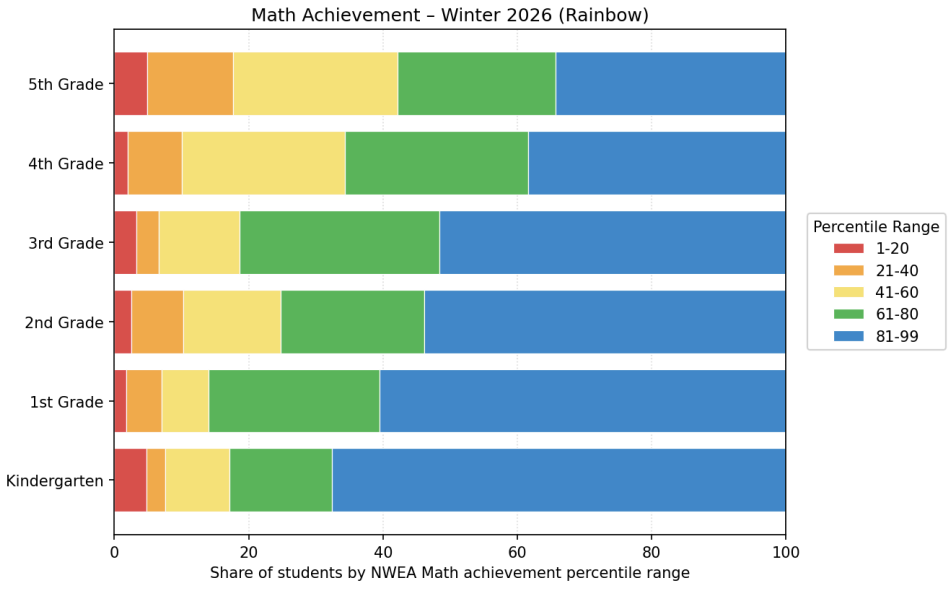


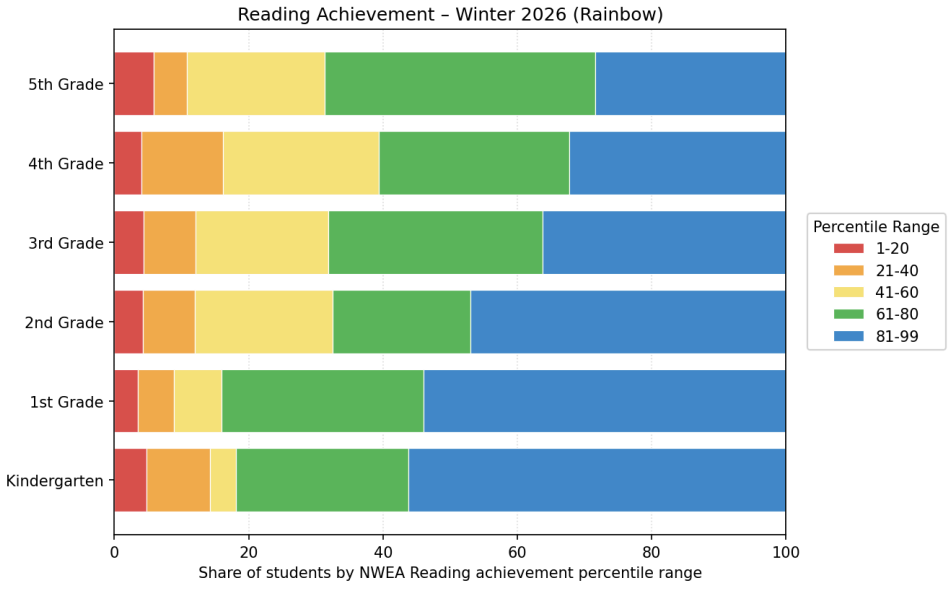
Fall MAP Scores





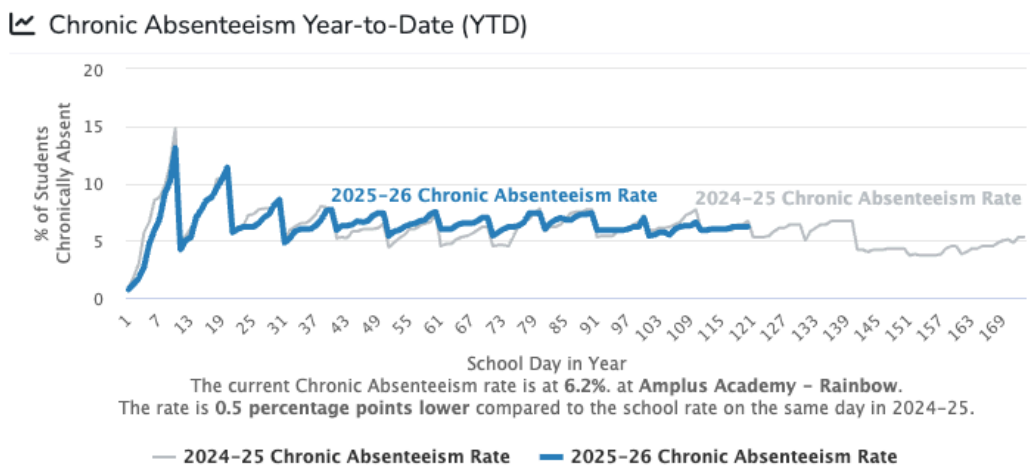
Winter MAP Scores





ENROLLMENT & ENGAGEMENT

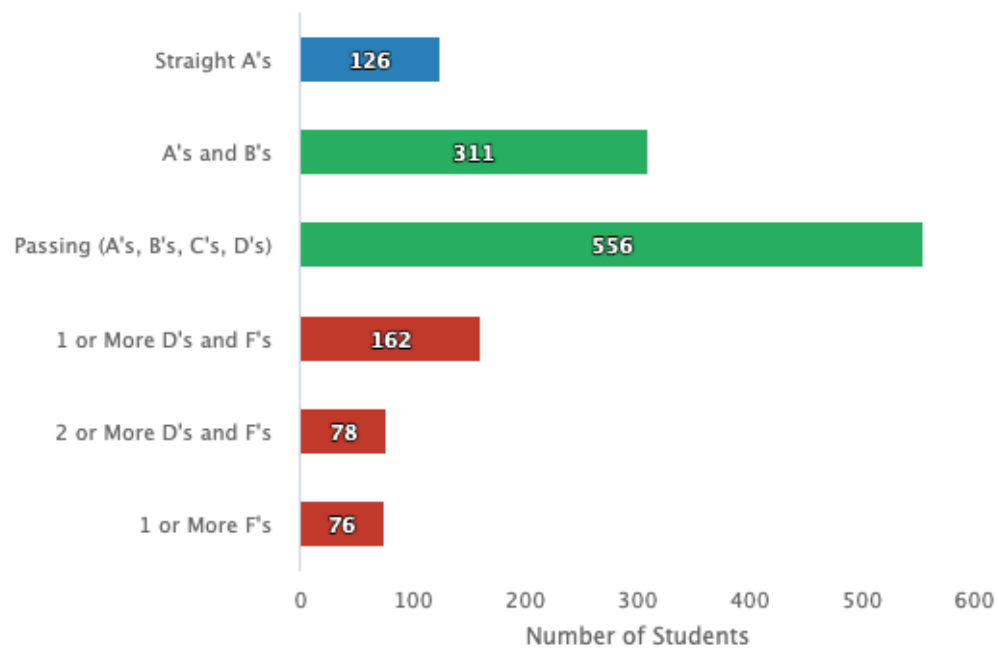
Enrollment, Absenteeism, & Grades



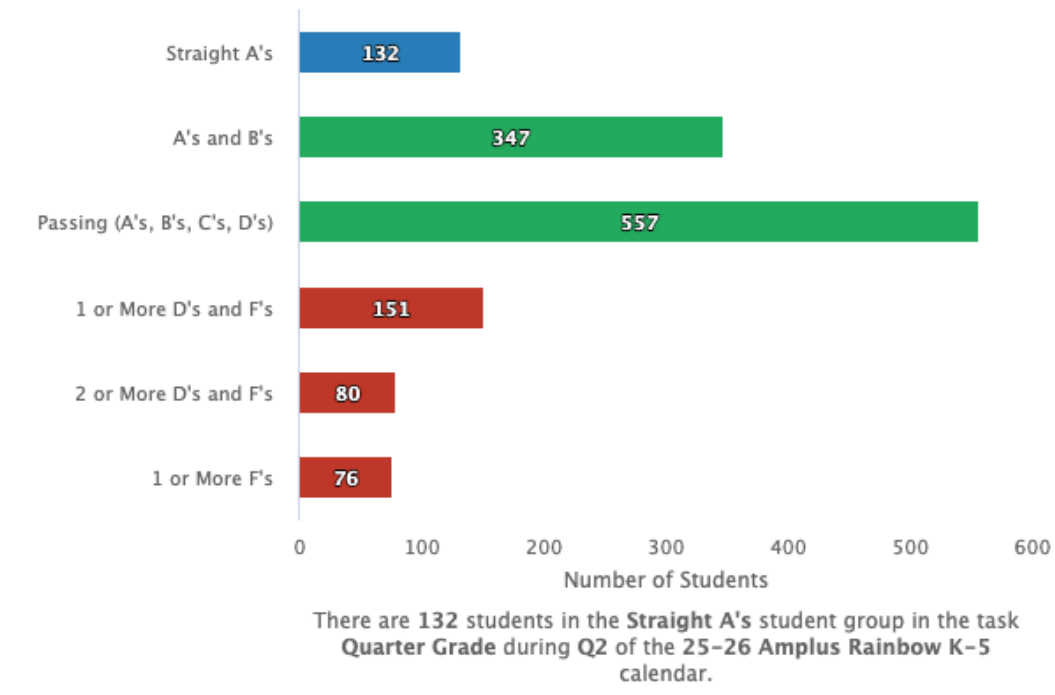
Chronic Absenteeism

24-25 School Year: 6.27%
23-24 School Year: 8.19%

Grade Analysis - Quarter 1



Grade Analysis - Quarter 2

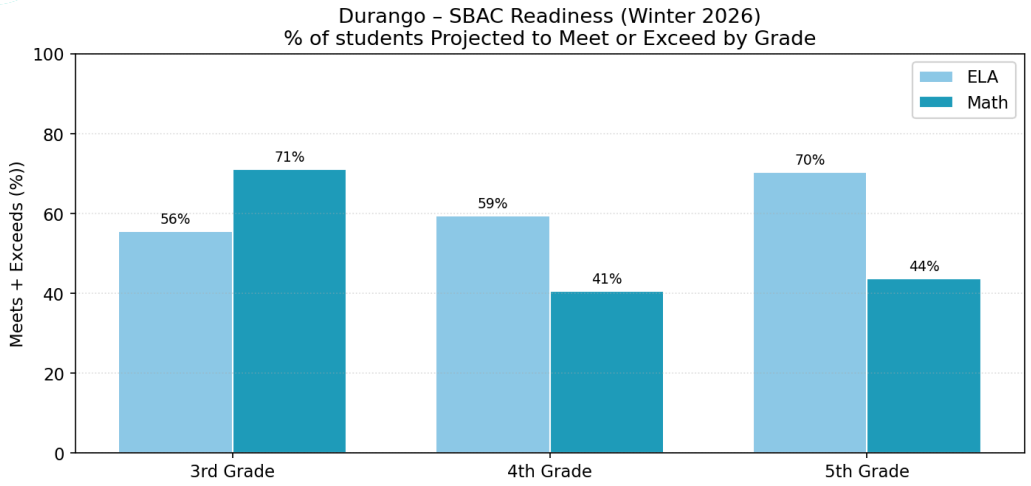


There are **132** students in the **Straight A's** student group in the task **Quarter Grade** during **Q2** of the **25–26 Amplus Rainbow K–5** calendar.

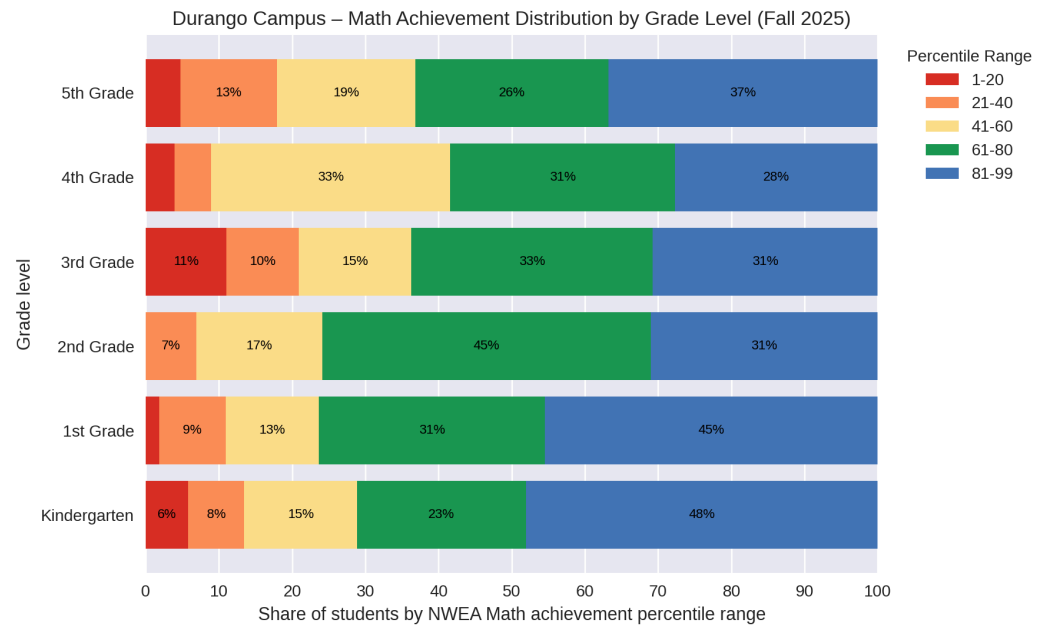
Amplus Academy 25-26 *(In Progress)*

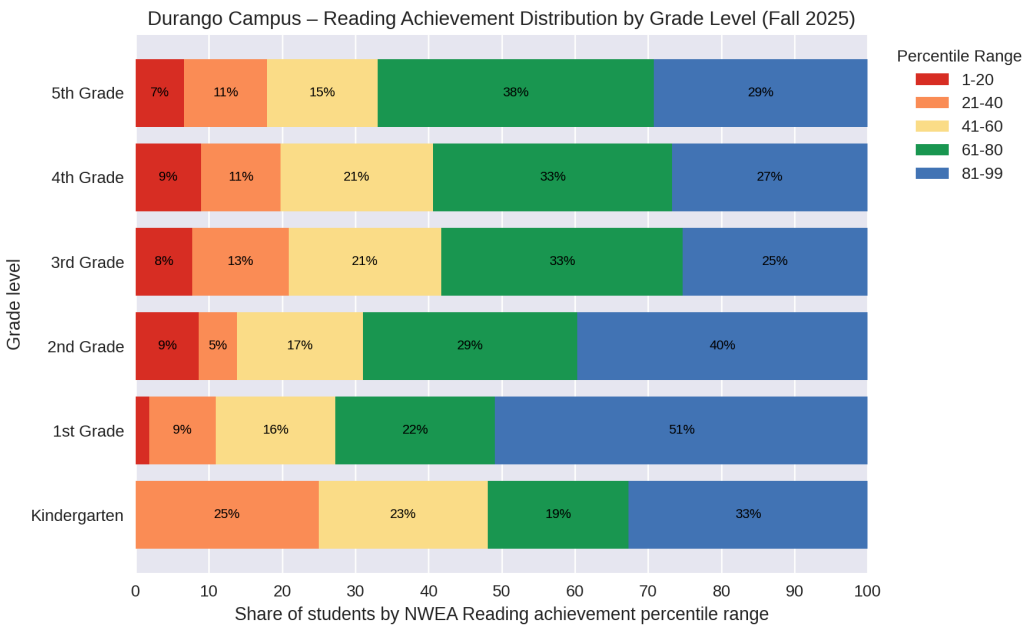
Durango Campus, Elementary K-5

ACADEMIC ACHIEVEMENT

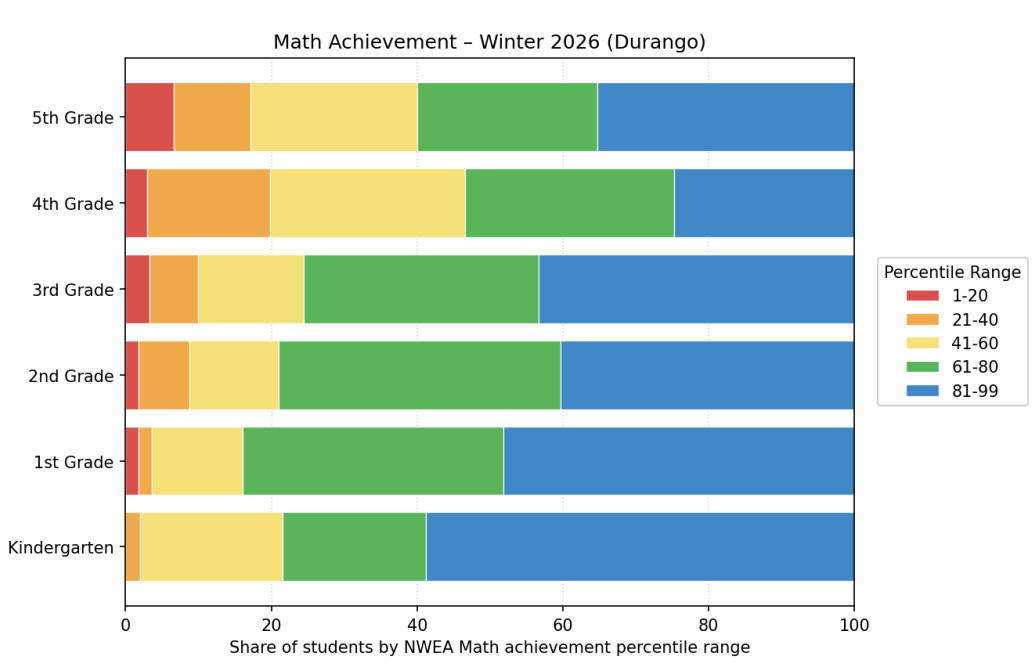


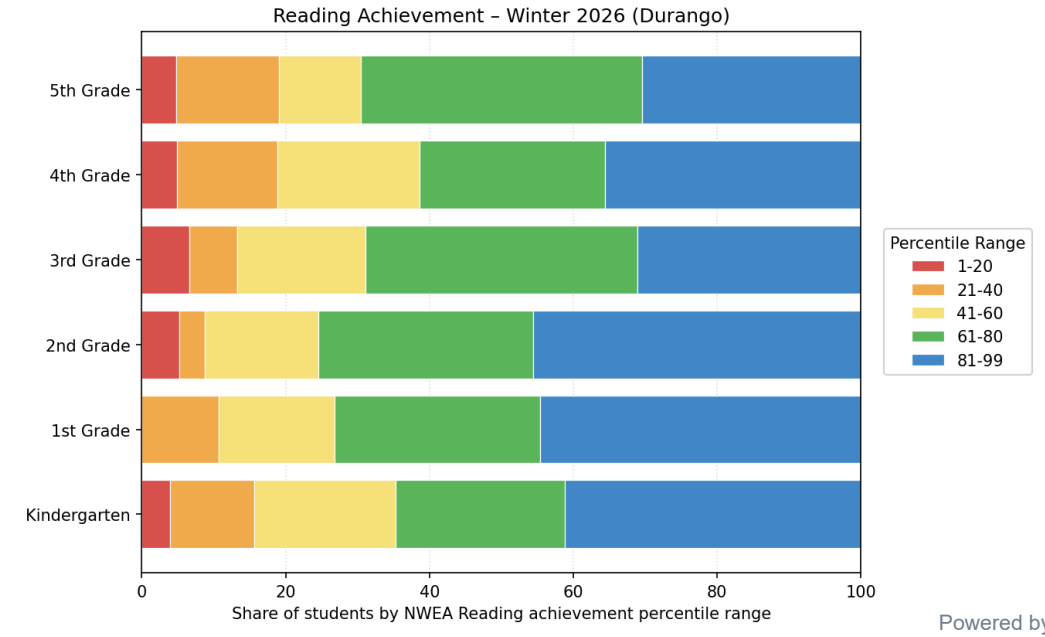
Fall MAP Scores





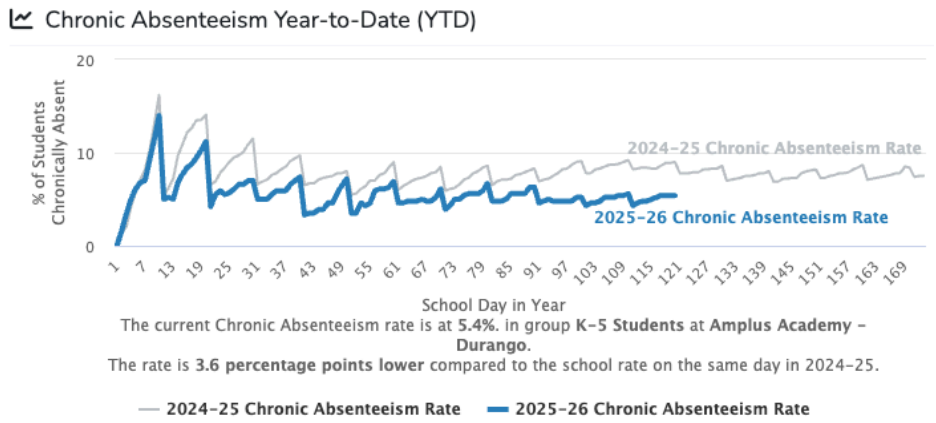
Winter MAP Scores





ENROLLMENT & ENGAGEMENT

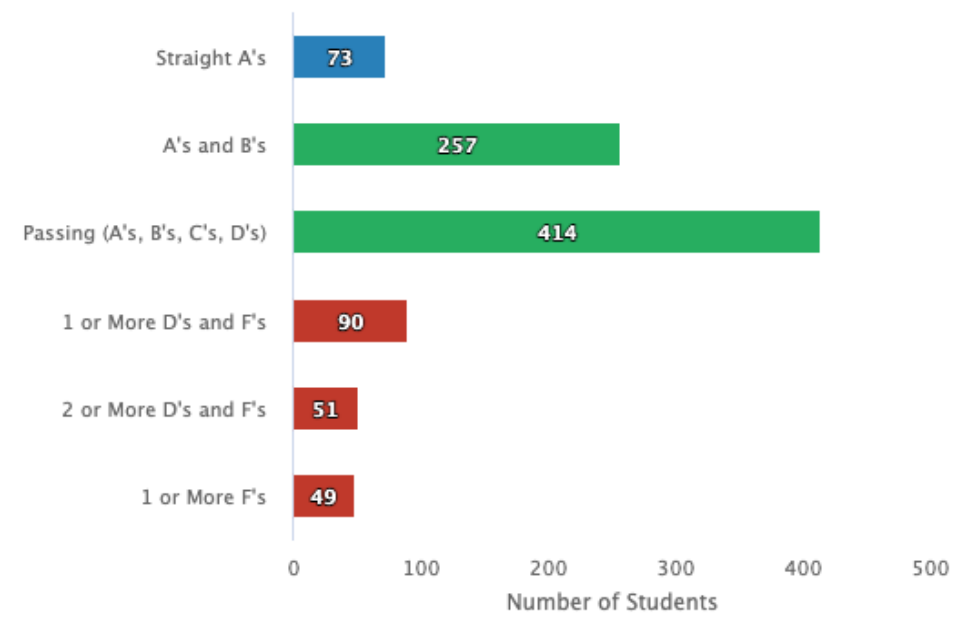
Absenteeism & Grades



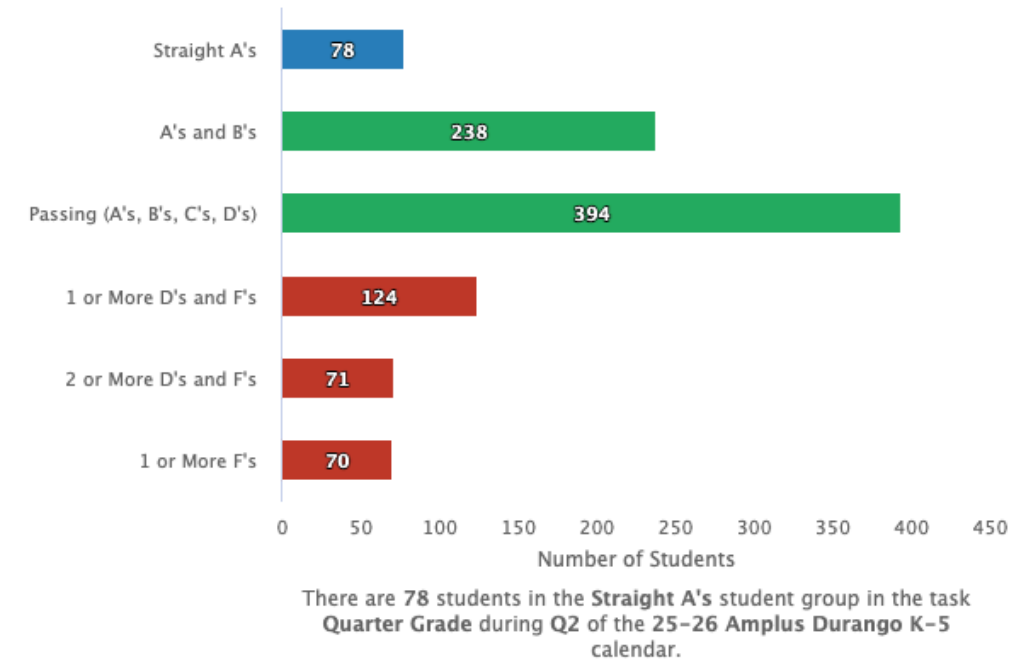
Chronic Absenteeism

24-25 School Year: 16.7%
23-24 School Year: 15.2%

Grade Analysis - Quarter 1



Grade Analysis - Quarter 2

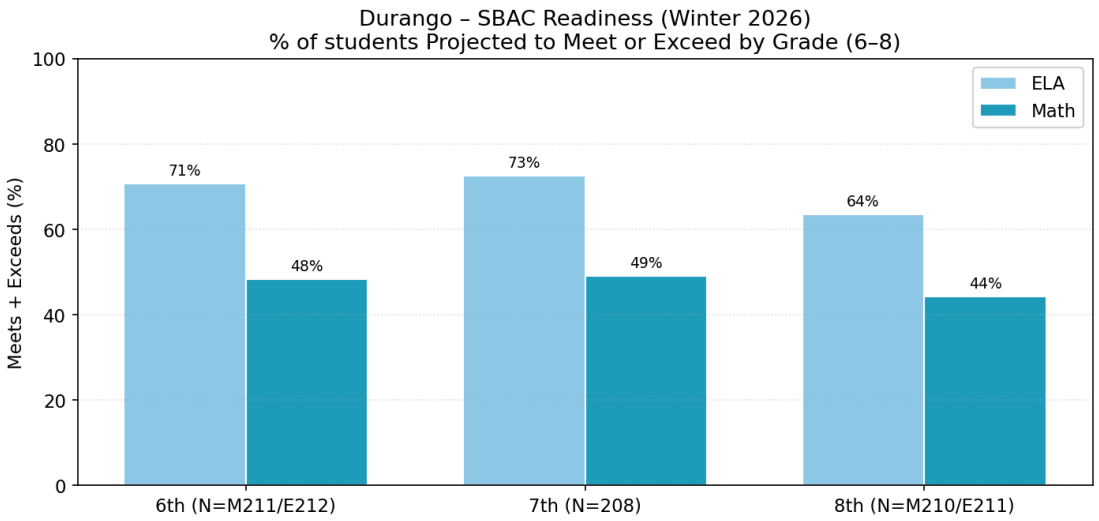


There are **78** students in the **Straight A's** student group in the task **Quarter Grade** during **Q2** of the **25-26 Amplus Durango K-5** calendar.

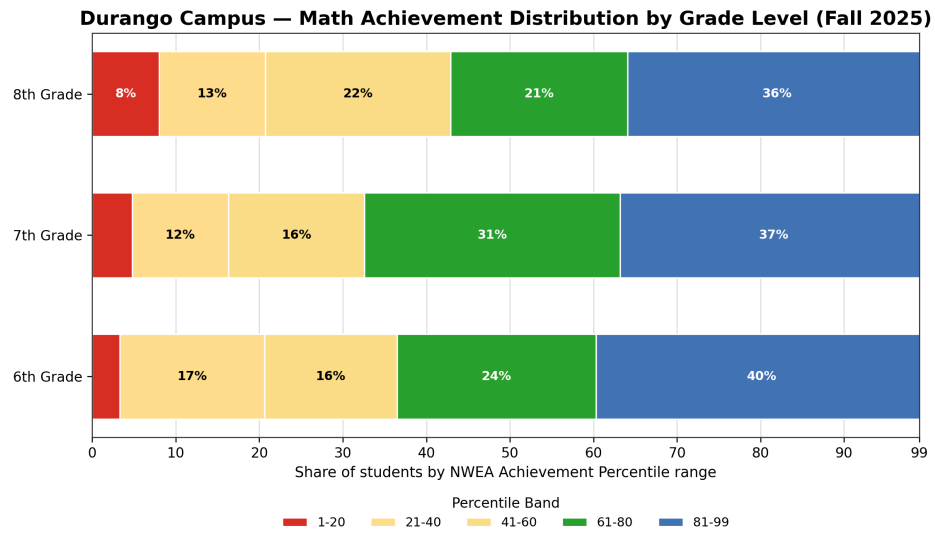
Amplus Academy 25-26 *(In Progress)*

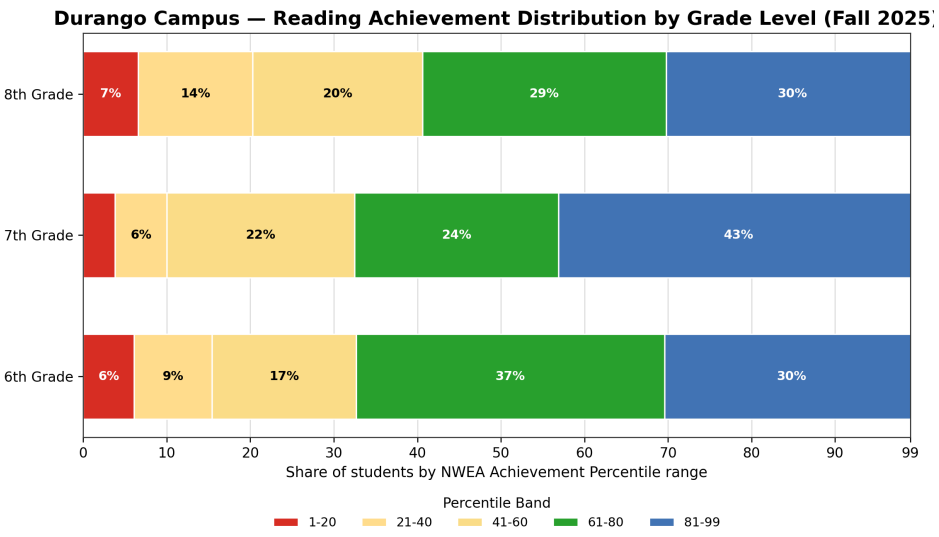
Durango Campus, Middle School 6-8

ACADEMIC ACHIEVEMENT

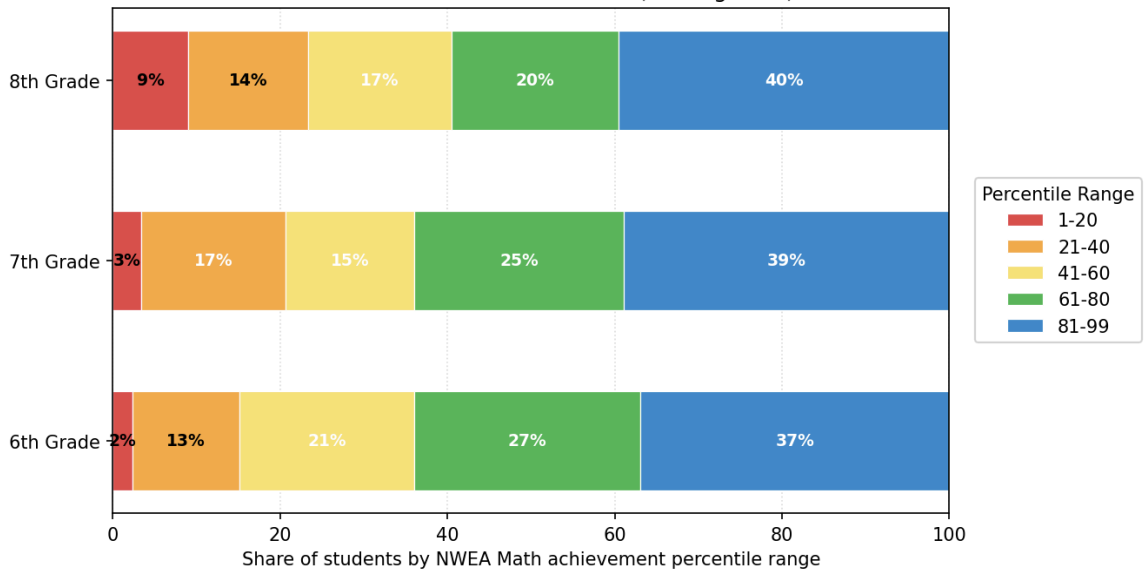


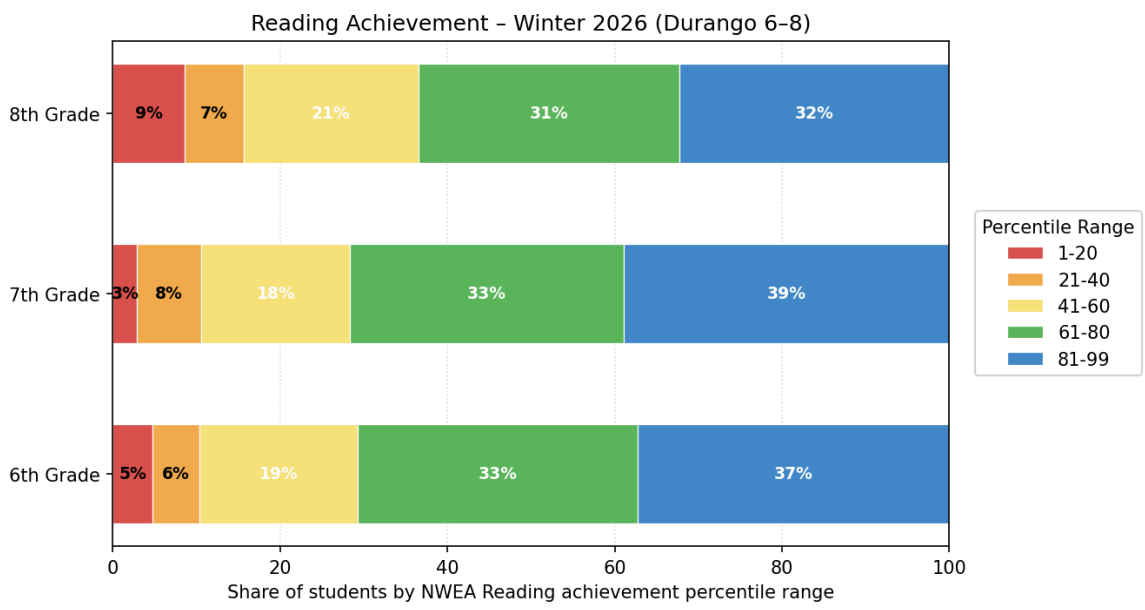
Fall MAP Scores





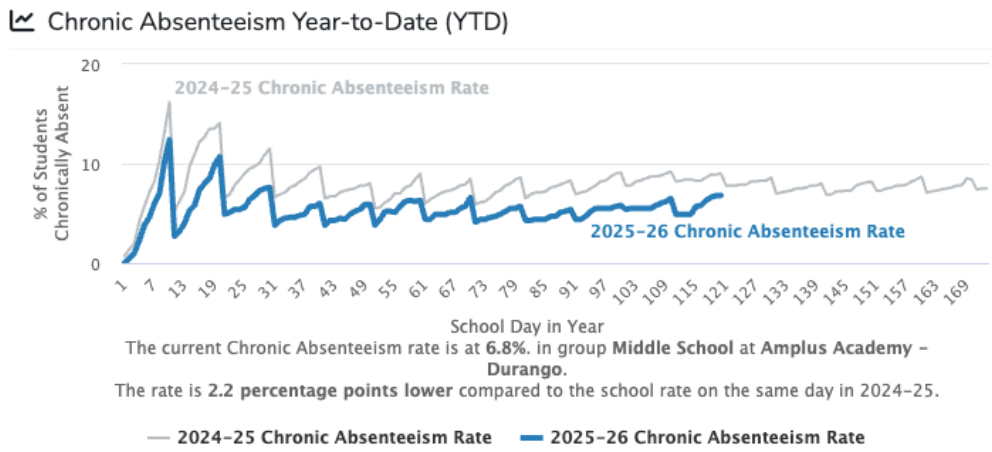
Winter MAP Scores





ENROLLMENT & ENGAGEMENT

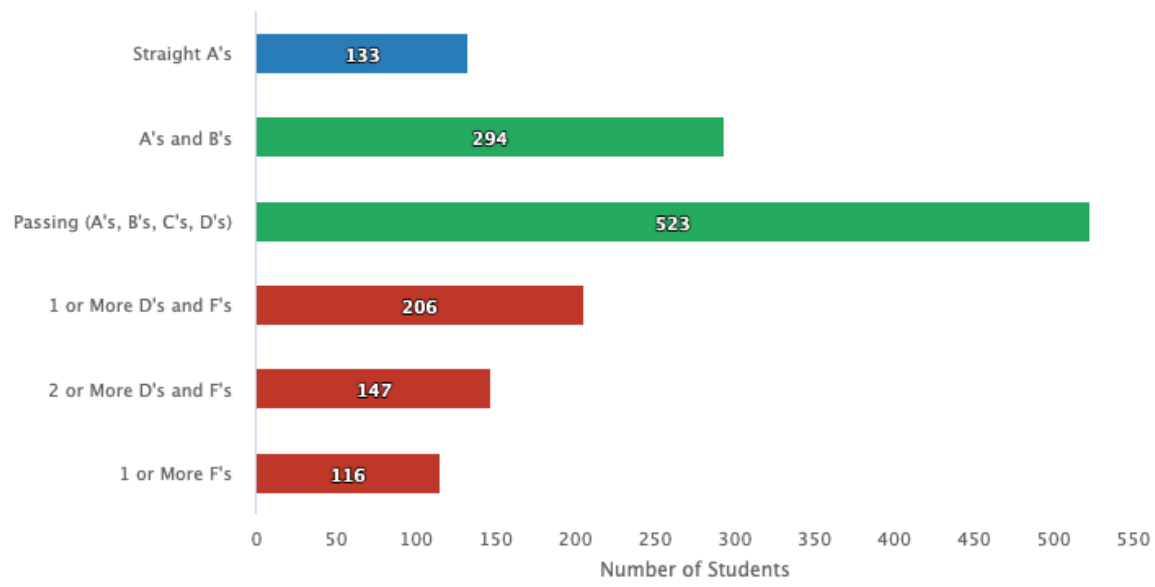
Enrollment, Absenteeism, & Grades



Chronic Absenteeism

24-25 School Year: 6.71%
23-24 School Year: 11.58%

Grade Analysis - Semester 1



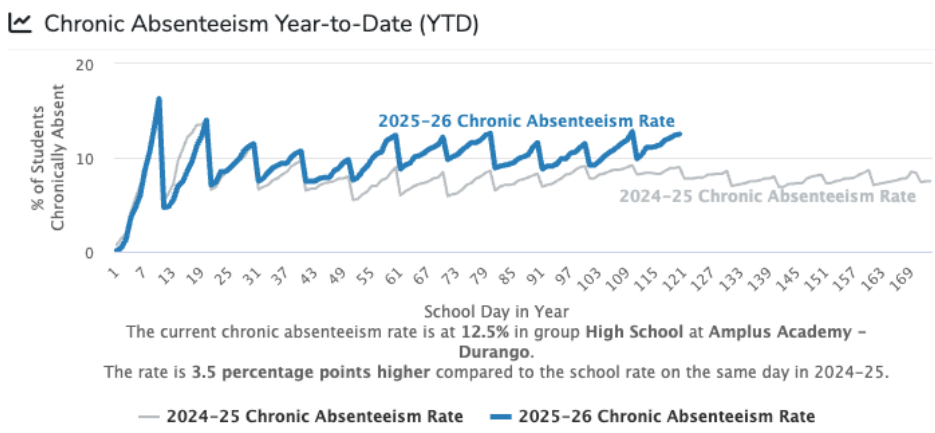
Amplus Academy 25-26 *(In Progress)*

Durango Campus, High School

ENROLLMENT & ENGAGEMENT

Chronic Absenteeism

24-25 School Year: 13.69%
23-24 School Year: 19.31%

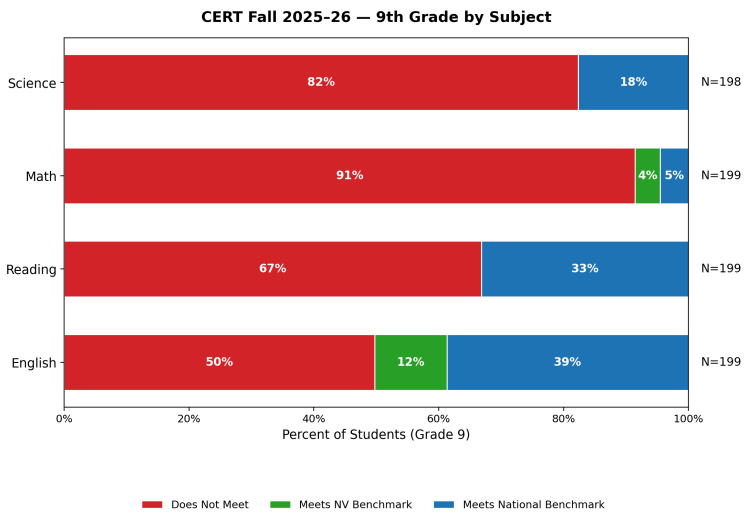


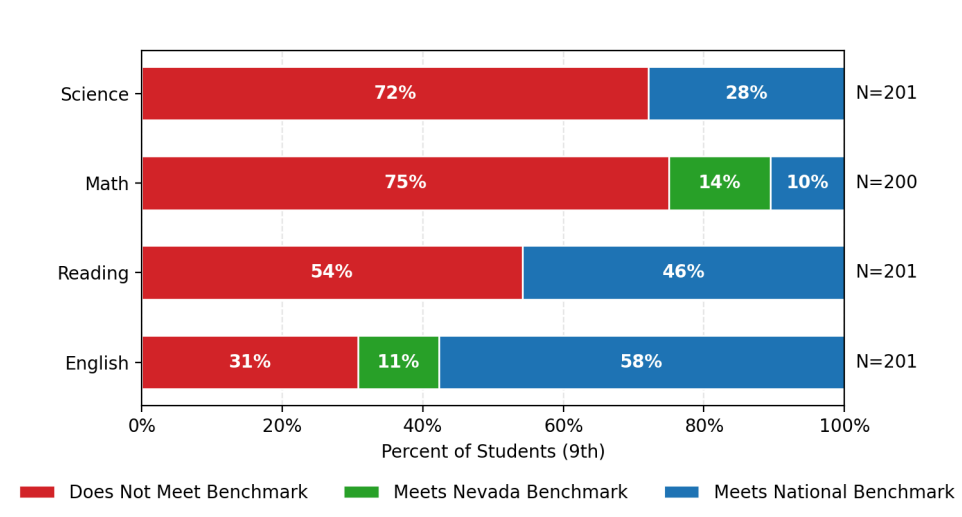
ACADEMIC ACHIEVEMENT

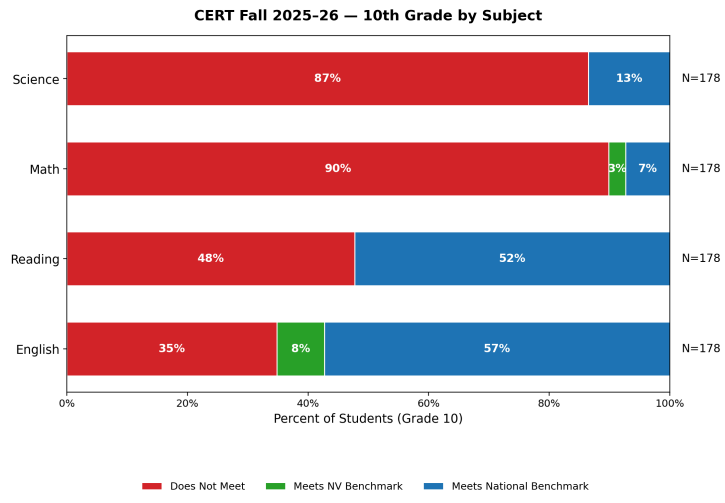
CERT Scores (grades 9, 10, 11) Fall

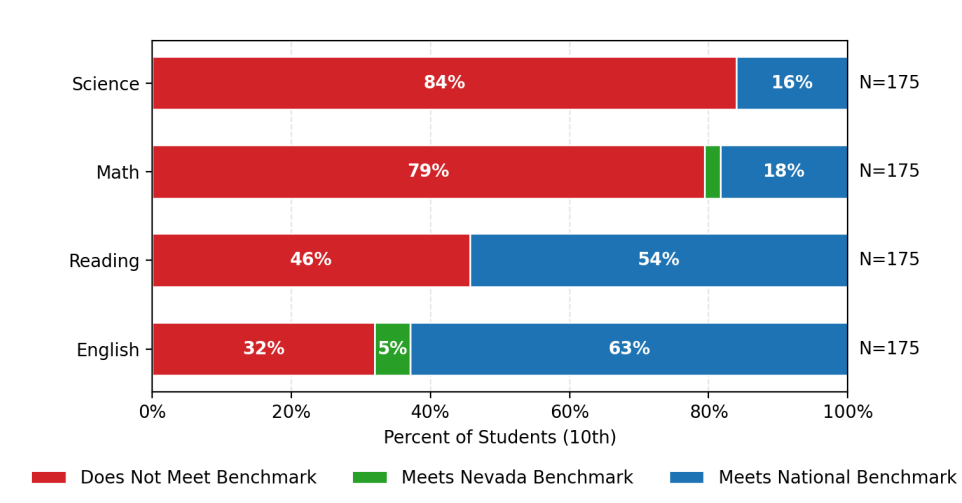
CERT Scores (grades 9, 10, 11) Winter

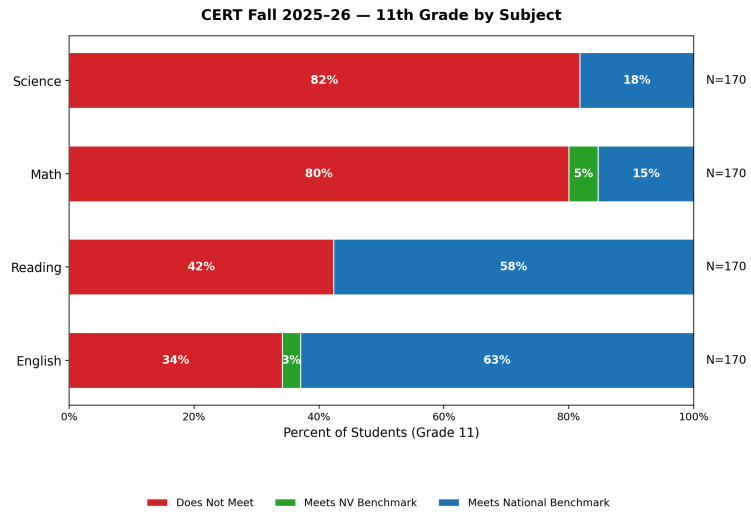
The CERT (College Equipped Readiness Tool) assessment is designed to help 9th-11th grade students prepare for success on the ACT by providing an early, comprehensive, and individualized approach to skill development.

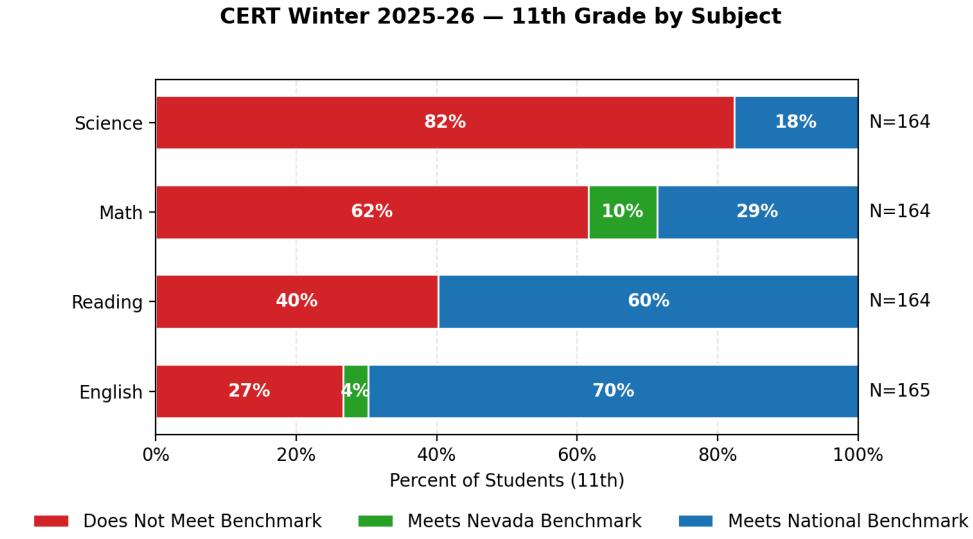






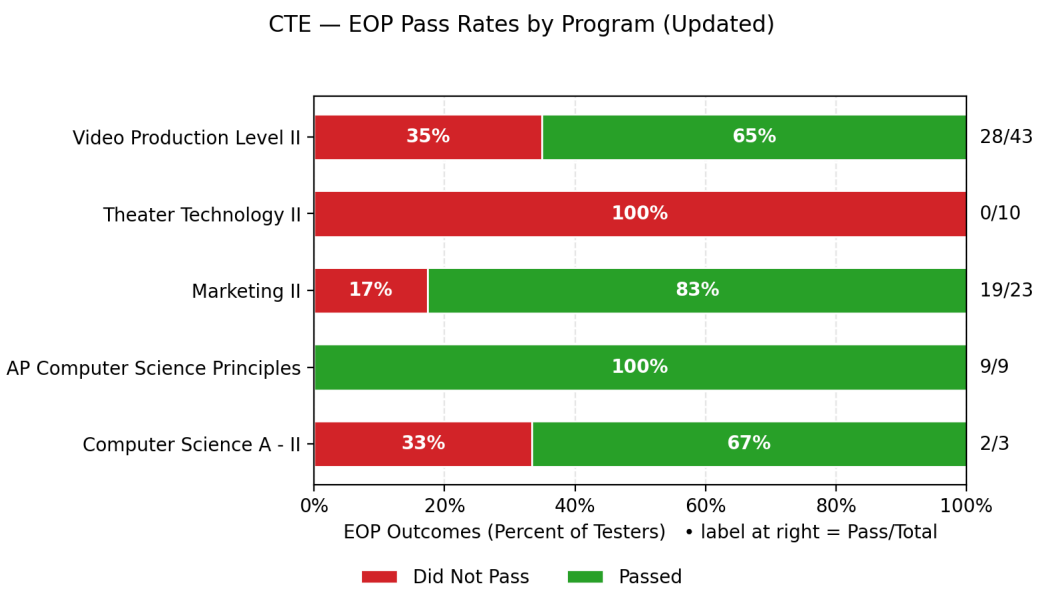


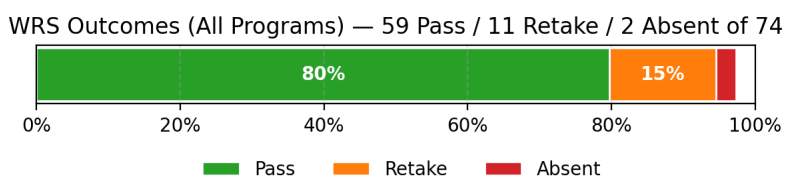


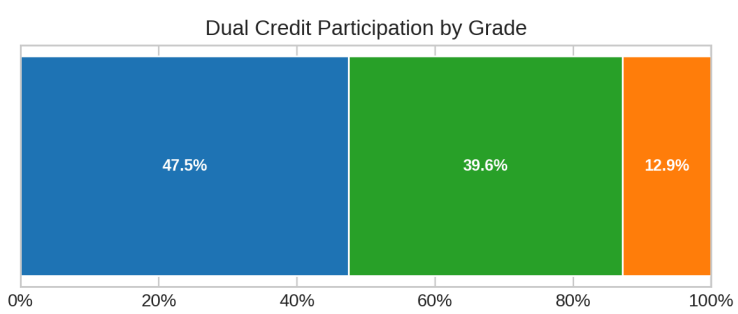


Career & Technical Education

Amplus Academy's high school students are actively engaged in advanced learning opportunities through both Dual Credit and Career and Technical Education (CTE) programs. In October, 101 students participated in Dual Credit courses, with the largest group in 10th grade (48 students), followed by 11th grade (40) and 12th grade (13). Our CTE programs continue to thrive, serving 273 students across diverse pathways. Video Production leads with 121 students, followed by Marketing (97), EMT (24), Theatre Tech (21), and Advanced Computer Science (10). These programs reflect our commitment to preparing students for college and career success through rigorous, real-world learning experiences.







Amplus Academy Dashboard Update
2.26.26

Elementary Summary:

- Both campuses are demonstrating steady mid-year academic progress, with notable gains in the upper achievement bands from Fall to Winter in both Reading and Math. The data shows especially robust growth in early grades and consistently high performance in both Math and ELA, where a large share of students have moved into the 61–80 and 81–99 percentile ranges based on the winter MAP distributions.
- At the same time, Winter MAP results highlight a continued need to shrink the lowest performance bands, with upper-grade Math (3-5) remaining the most strategic area for improvement.
- These results affirm both the effectiveness of current instructional systems and the importance of sustaining targeted intervention, teacher support, and consistent data-driven instruction as we push toward Spring MAP and SBAC proficiency goals.

Durango Middle School Summary:

- Durango Middle School is demonstrating steady academic progress at mid-year, with Winter MAP results reflecting clear upward shifts in both Reading and Math achievement bands compared to Fall. Students in grades 6–8 show strengthened performance across the percentile ranges, and Winter MAP outcomes signal improved SBAC readiness heading into the spring testing window.
- The data also indicate continued opportunities to lift students out of the Emerging and Approaching bands where targeted supports, grade-level collaboration, and refinements to intervention systems remain critical. Similar to elementary, math is also the most strategic area for improvement.
- The combination of rising achievement trends and significantly reduced chronic absenteeism demonstrates the effectiveness of current campus systems and reinforces the importance of maintaining data-driven instruction and strategic intervention as the school prepares for Spring MAP and SBAC performance targets.

Durango High - CERT & CTE

- CERT Scores Demonstrate:
    - Overall readiness improved across grades 9–11, with the proportion of students meeting National Benchmarks rising steadily by grade.
    - 9th and 10th grade cohorts showed measurable winter gains, particularly in Reading and English, reflected in increased shares of students meeting Nevada or National Benchmarks and reduced “Does Not Meet” percentages.
    - Subject-level strengths emerged most clearly in English and Reading, where winter proficiency percentages outpaced other content areas and signaled effective Tier 1 instruction and targeted supports.
    - Math and Science remain priority improvement areas, with winter data showing these subjects still account for the largest share of “Does Not Meet” outcomes across all three grade levels.
    - Next steps include expanding targeted interventions, reinforcing ACT-aligned practice, and leveraging CERT item-level reports to drive differentiation and collaboration during weekly PLCs.
- CTE
    - EOP – End-of-Program Assessment is the Nevada Department of Education’s capstone exam for each CTE pathway, required for students to earn the CTE Certificate of Skill

Attainment. Amplus Academy showed a strong performance in several pathways: AP Computer Science Principles achieved 100% EOP pass rate, and Marketing II posted 82.6%.

- WRS – Workplace Readiness Skills Assessment measures employability and career-readiness skills aligned to Nevada's statewide Workplace Readiness Standards, and is also required for CTE completion. Amplus Academy WRS readiness remains high, with an overall 83.09% pass rate (59 pass, 11 retakes, 2 absent)
- Make-up testing and retakes are still underway.

EST. 2020

HOME OF THE ARCHERS

CEO Report
2/26/2026

1. Dashboard Update/Dashboard Report
    a. Winter Map Data
    b. Cert Data
    c. Preliminary CTE testing results
2. Testing Update-
    a. WIDA (World-Class Instructional Design and Assessment)
        i. ELL Coordinator has successfully completed the annual WIDA (ACCESS) assessments for 174 English Language Learners (ELLs).
            - This federally mandated test measures English language proficiency, not subject-matter knowledge. It evaluates how well students listen, speak, read, and write in academic settings.
            - Results determine which students require continued language support and who has reached the proficiency level necessary to "exit" the program and move into mainstream classrooms.
            - We use this data to measure the effectiveness of our language programs and ensure we are meeting the individual needs of our diverse student body.
    b. ACT (required for all 11th grade students)
        i. ACT testing was held Tuesday February 24. We had 168 juniors and 2 seniors complete the state mandated test.
    c. SBAC
        i. Teachers have started to prepare students for their SBAC testing. Testing will be held in April for grades 3-9.
3. Fundraising and Campaigns
    a. All-school sponsors ($2,000-$5,000): **$24,000**
        i. Blackburn & Wirth
        ii. IHC
        iii. Cane's
        iv. Your Church
        v. Sorensen Dental
        vi. Supreme Dental
        vii. Hailstone Family Practice
    b. Cane's Fundraisers: **$10,558**
        i. Angel Tree Fundraiser: $2,250.01
        ii. Cheer: $1,924.13

iii. Disabled Veterans Fundraiser: $1,781.92
iv. HS Boys Basketball: $1,898.10
v. HS Girls Basketball: $2,703.86

c. I {heart} Amplus week: We'd Shore-ly be Lost Without You!

4. National Charter School Conference
    a. NCSC is being held in New Orleans June 24-26. Registration and hotels have been purchased for the following people:
        i. CEO Rachelle Huley
        ii. CAO Sarah Barlow
        iii. Secondary Team (3 admin)
        iv. Secretary St. Jean
        v. Treasurer Price
        vi. Member Farthing
5. CSAN Executive Director
    a. CSAN has hired a new Executive Director, Selena Torres. Her main objective is to increase school membership, provide resources for charter leaders, as well as political advocacy before and after the upcoming legislative session.
    b. ED has retained Gil Lopez to stay on as an advocacy specialist.

Coversheet

Presentation on Amplus ESS Program, Principal Sabrina Carrington and Principal Jackie Jackson

Section: IX. Academic Report (Discussion)
Item: A. Presentation on Amplus ESS Program, Principal Sabrina Carrington and Principal Jackie Jackson
Purpose: Discuss
Submitted by:
Related Material: ESS Dept. Presentation 02_26.pdf





Amplus Academy
ESS Department

Durango Elementary Principal: Jackie Jackson
Secondary Principal: Sabrina Carrington



Agenda

01 Program Vision

02 Disability Categories

03 Program Structure

04 Service Delivery Models

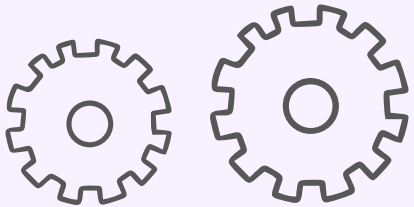
05 Enrollment Trends

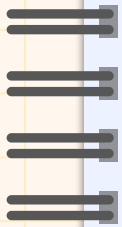
06 ESY Services

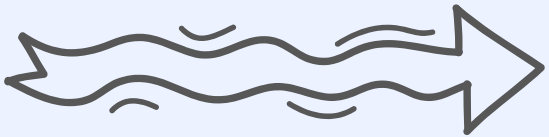
07 GATE

08 Strategic Considerations

01 Program Vision



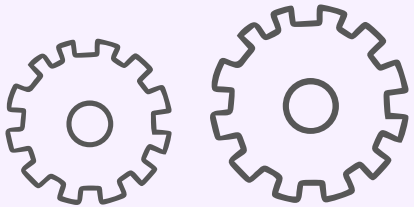


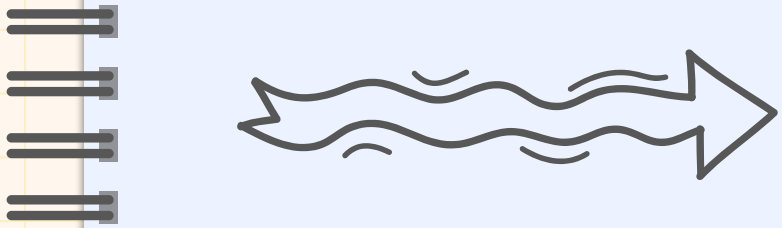


- Inclusive, Student-Centered Instruction
- Provide a Free and Appropriate Public Education (FAPE)
- Deliver services aligned with IDEA



02 Disability Categories

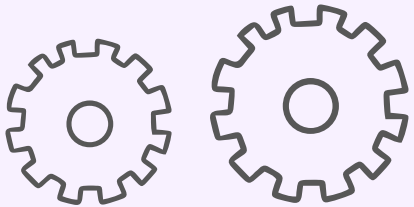


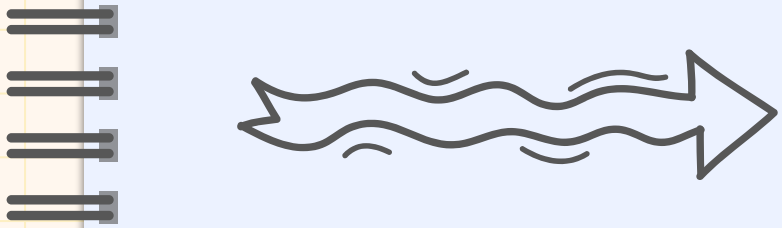


Disability Categories

Specific Learning Disability (57)	Speech/Language Impairment (52)	Autism (46)
Emotional Disturbance (10)	Developmental Delay (1) *exit DD during Kinder	Hearing Impairment (3)
Intellectual Disability (8)	Health Impairment (ADHD, Epilepsy, etc.) (19)	Traumatic Brain Injury
Visual Impairment	Deaf-Blindness Orthopedic Impairment	Multiple Impairment (2)

03 Program Structure





Program Structure - Elementary

Durango

1 K-5 Case Manager

Caseload: 19

Durango - SC

1 3rd-5th Case Manager

Caseload: 9

Rainbow

1 K-5 Case Manager

Caseload: 16

Rainbow - SC

1 K-3rd Case Manager

Caseload: 9



Program Structure - Secondary [SC & Speech]

Durango
6-8 Case Manager

Caseload: 8

Durango
9-12 Case Manager

Caseload: 8

Durango
9-12 Case Manager

Caseload: 5

Durango -Speech
6-12 Case Manager

Caseload: 3



Program Structure - Secondary [Resource]

Durango
6 Case Manager

Caseload: 18

Durango
7-8 Case Manager

Caseload: 17

Durango
9-12 Case Manager

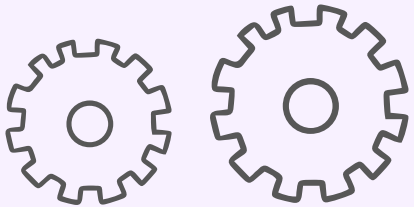
Caseload: 19

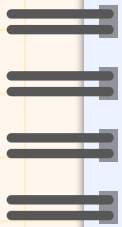
Durango
9-12 Case Manager

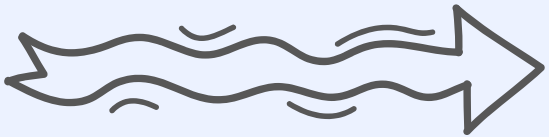
Caseload: 19



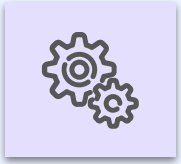
04 Service Delivery Models







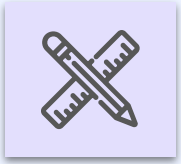
Service Delivery Models



Push-In Services (co-teaching)

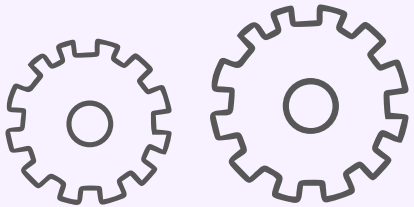


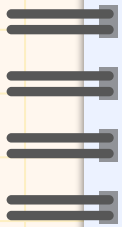
Resource Room

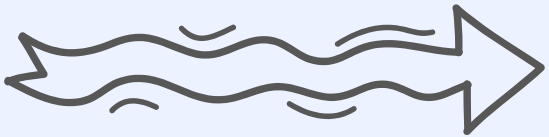


Self-Contained Classes

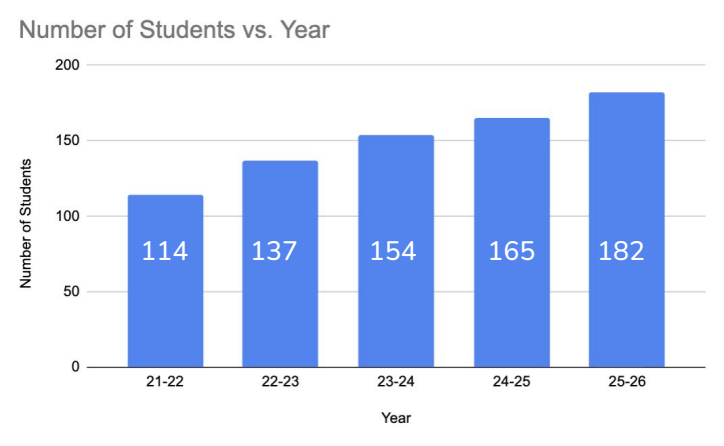
05 Enrollment Trends







ESS Enrollment from 21-22SY to 25-26SY



59% 59% increase in IEP counts between 21-22 SY - Present

7% Percentage of total district enrollment (current year)

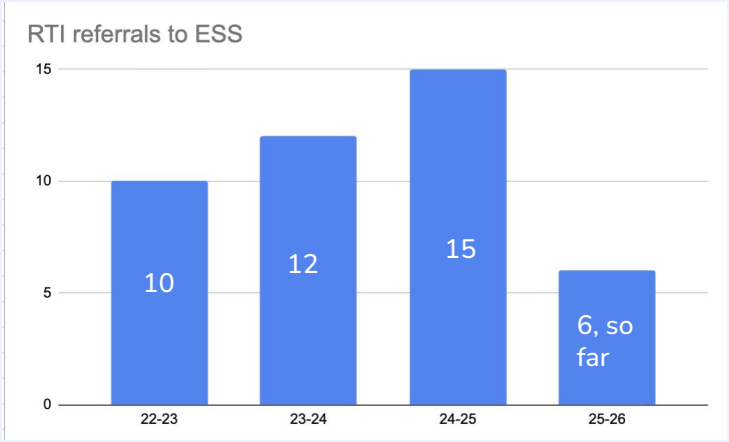
66% 66% increase in self-contained classrooms

Closest CCSD ES: 15%
Closest SPCSA ES: 5%

Closest CCSD MS: 12%
Closest SPCSA MS: 3%

Closest CCSD HS: 10%
Closest SPCSA HS: N/A

Elementary RTI Referrals to ESS



5%

5% increase in RTI Referrals between 22-23 SY and 24-25 SY

36

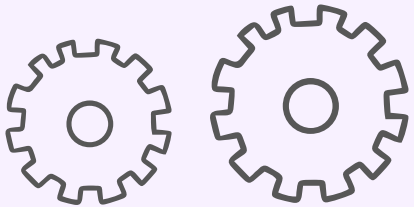
Total referrals to ESS

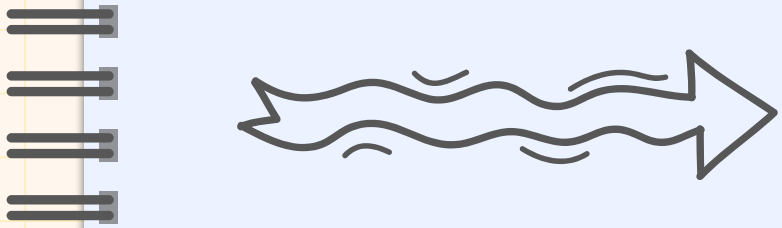
64%

64% of referrals from RTI are for SLD

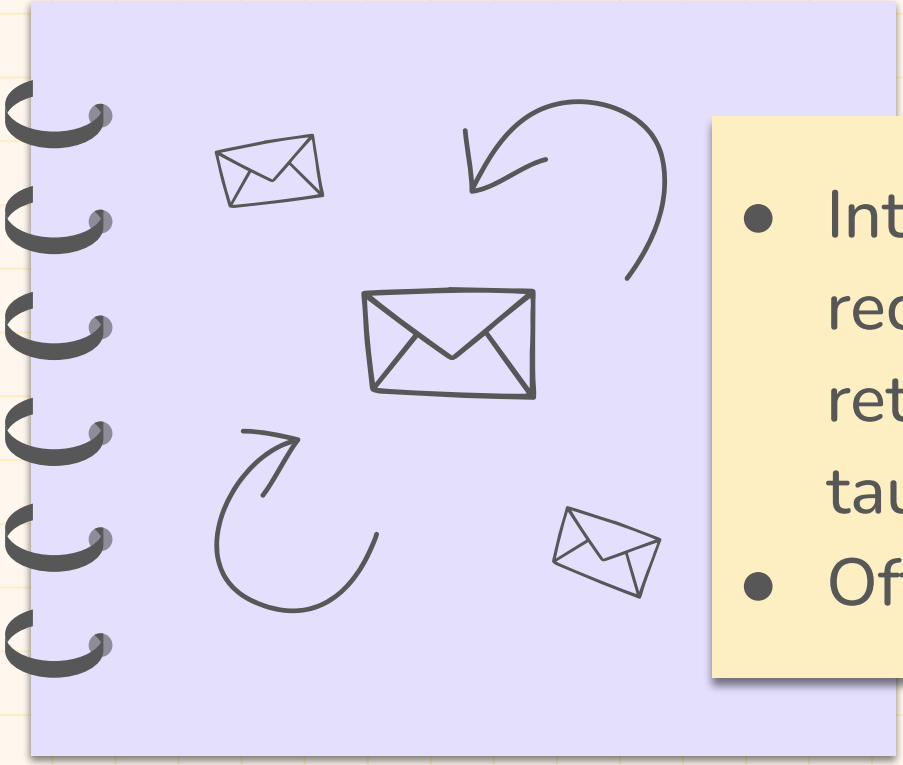
23 SLD	6 AUT
4 ED	3 OHI

06 ESY Services



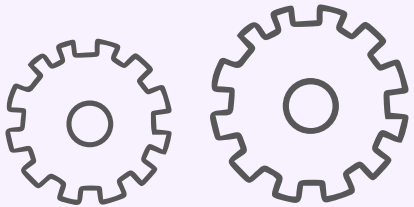


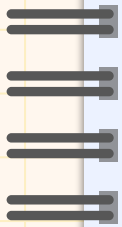
Extended School Year

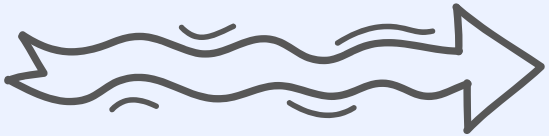


- Intended for students who require extended time to retain information/skill taught.
- Offered K-12

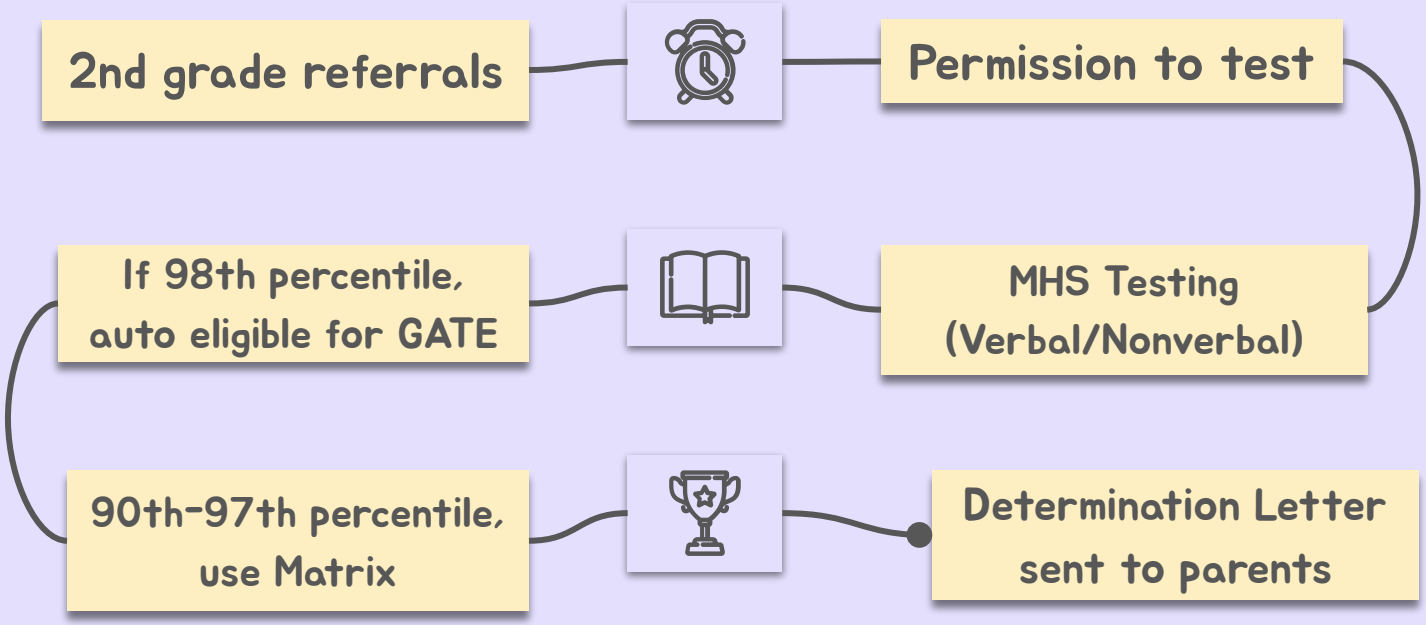
07 G.A.T.E. Services



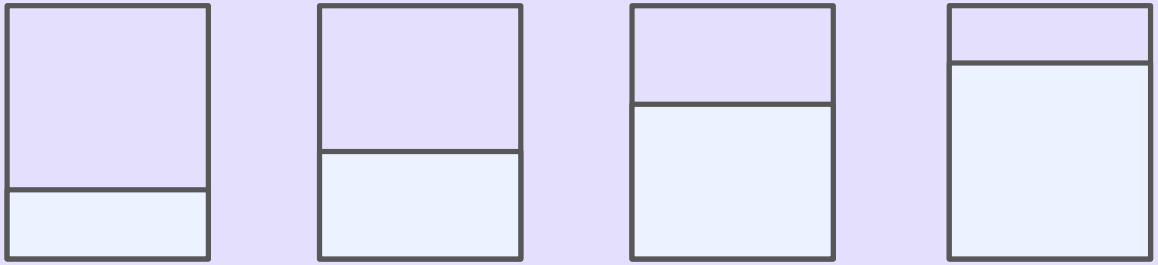




GATE Eligibility Determination Process



G.A.T.E. Caseloads

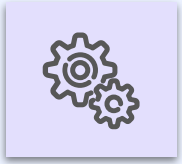


41	52	62	66
22-23	23-24	24-25	25-26

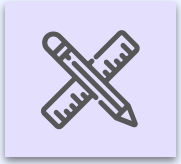
60% increase in GATE caseload over the last 4 years.
Max caseload: 65 w/10% overage allowed.



26-27 Eligibility Testing Results

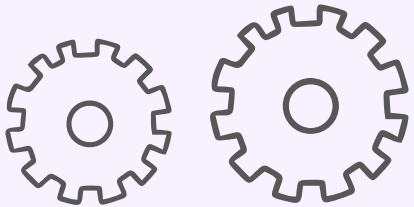


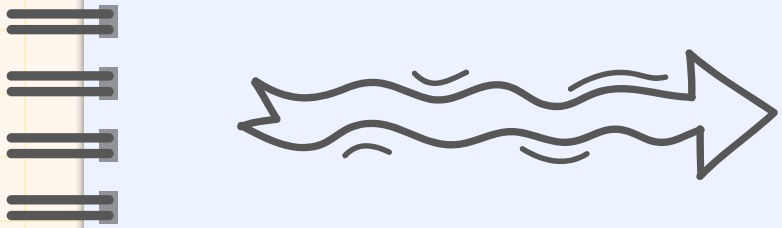
53 2nd Graders Tested. 26 qualified.



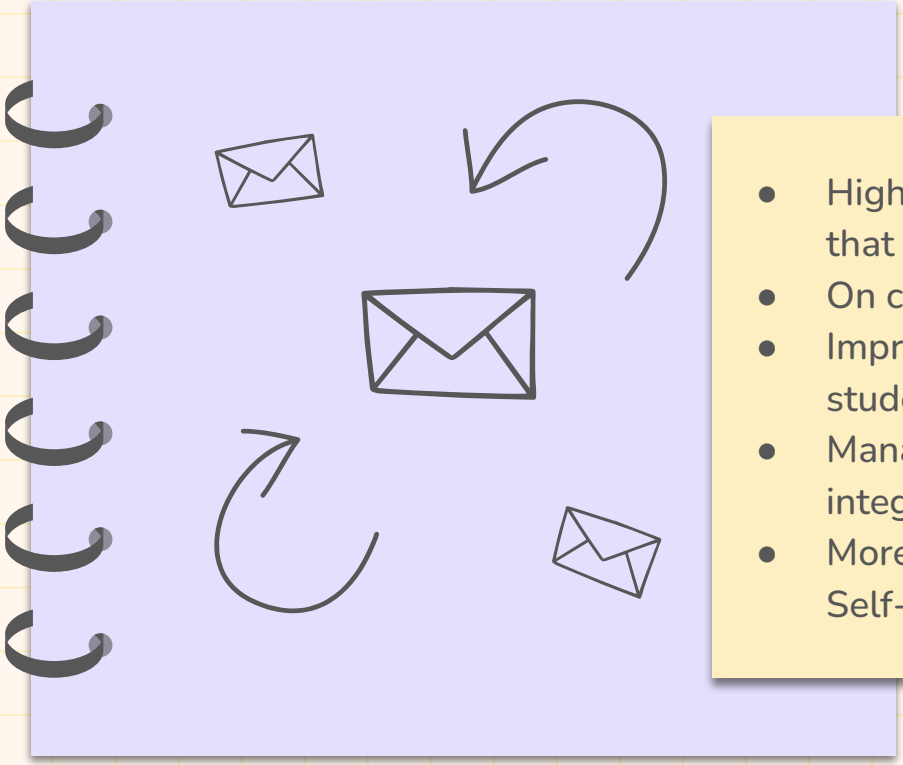
Of the eligible 26 students, 21 of them scored at the 98th percentile or higher, making them auto-eligible for GATE services

08 Strategic Considerations

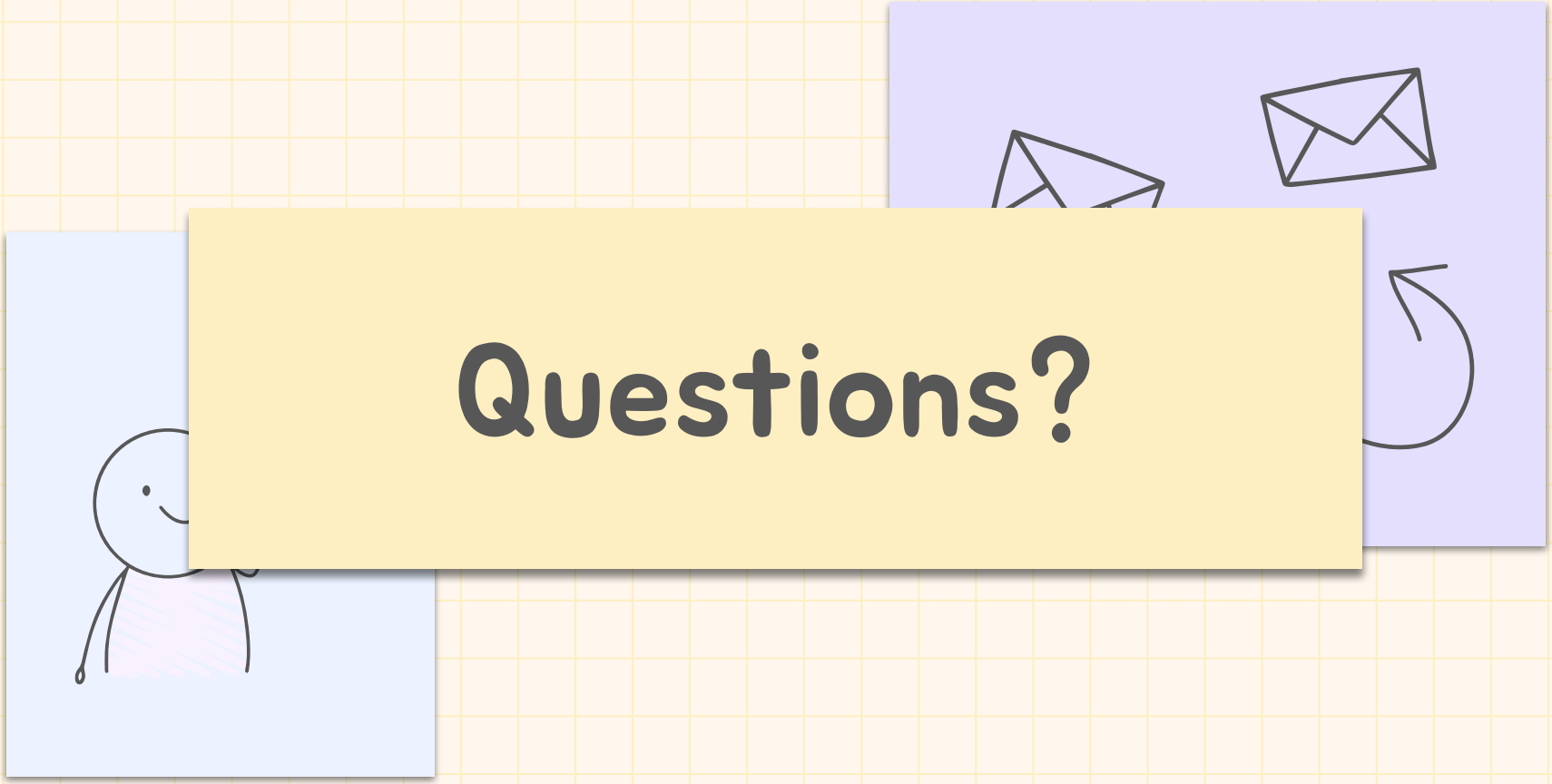




Strategic Considerations



- Highly qualified, licensed staff and retention of that staff
- On campus School Psych
- Improved transition services for post-secondary students
- Manageable caseload sizes to ensure quality and integrity in the Amplus Standard
- More space for various Resource and/or Self-Contained


Questions?

Coversheet

Long Range Calendar Document

Section: XI. Long Calendar (Discussion)
Item: A. Long Range Calendar Document
Purpose: Discuss
Submitted by:
Related Material: Long Range Calendar 2.26.26.pdf

AMPLUS ACADEMY

February 26, 2026

Long Range Calendar

Upcoming Board Meetings (starting at 5:00pm)

-
- March 26, 2026
- April 23, 2026
- May 18, 2026
- June 25, 2026

March

- 26-27 School Calendar
- FY27 Tentative Budget
- School Sign Approval
- Country of Origin Night

April

- 26-27 Board Meeting Calendar
- Charter School Board Member Information and Disclosure

May

- Organizational Performance Framework Self-Certification
- FY27 Final Budget

Future Dates:

- Gender Diversity Training
- Graduation May 22
- National Charter Conference June 24-26 New Orleans, LA.
    - Registration open January 13