Amplus Academy

Amplus Board Meeting

March Meeting

Date and Time

Wednesday March 25, 2026 at 6:00 PM PDT

Location

8377 W Patrick Ln
Google Meet

The Governing Body of **AMPLUS ACADEMY** will conduct a board meeting open to the public on March 25, 2026 beginning at 6:00 p.m. at the following location: 8377 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.

Amplus Board Meeting
Google Meet joining info
Video call link: https://meet.google.com/cgj-kypr-fzy
Or dial: (US) +1 978-593-0855 PIN: 218 012 604#
More phone numbers: https://tel.meet/cgj-kypr-fzy?pin=9514954108366

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**			**6:00 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.	**Reading and approval of the minutes of the Board Meeting (For Discussion and possible action)**			**6:02 PM**
A.	Reading and approval of the minutes of the Board Meeting on February 26, 2026	Approve Minutes		5 m
B.	Reading and approval of the minutes of the Special Board Meeting on March 11, 2026	Approve Minutes		5 m
IV.	**Financial**			**6:12 PM**
A.	Financial Report from MAST Financial (Discussion)	Discuss	Adam Holcomb	10 m

1. Total Revenue vs. Expenses

		Purpose	Presenter	Time

2. Monthly Cash Balance
3. Days Cash on Hand
4. Balance Sheet
5. Budget vs. Actuals

V.	**Chief Executive Officer Report**			**6:22 PM**
A.	Chief Executive Officer School Report	Discuss	Rachelle Hulet	30 m

1. Festum
2. Nevada Reading Week
3. CSAN Updates

VI.	**Academic Report (Discussion)**			**6:52 PM**
A.	Cognia Accreditation Report	Discuss	Sarah Barlow	15 m
VII.	**New Business (Discussion and possible action)**			**7:07 PM**
A.	Review, discuss and approve FY27 Tentative Budget	Vote	Adam Holcomb	5 m
B.	Review, discuss and approve 2026-2027 School Calendar	Vote	Rachelle Hulet	5 m
C.	Review, discuss and approve School Sign from High Impact Signs for $68,312.00	Vote	Rachelle Hulet	5 m

VIII. 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.*

IX.	**Long Calendar (Discussion)**			**7:22 PM**
A.	Long Range Calendar Document	Discuss		5 m

		Purpose	Presenter	Time
X.	**Closing Items**			**7:27 PM**
A.	Adjourn Meeting	Discuss	Nav Singh	1 m

Coversheet

Reading and approval of the minutes of the Board Meeting on February 26, 2026

Section: III. 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 February 26, 2026
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Amplus Board Meeting on February 26, 2026

APPROVED

Amplus Academy

Minutes

Amplus Board Meeting

February

Date and Time
Thursday February 26, 2026 at 6:30 PM

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

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Directors Present
C. Farthing, D. Price, E. Elliott (remote), M. St. Jean, N. Singh, R. Norland, S. Torrance (remote)

Directors Absent
None

Guests Present
B. Batista, R. Hulet

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 Thursday Feb 26, 2026 at 6:33 PM.

C. Pledge of Allegiance

II. Public Comment Opportunity #1

A. Comment #1

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

III. Consent Agenda

A.

Consent Agenda

C. Farthing made a motion to consent agenda.
M. St. Jean seconded the motion.
The board **VOTED** to approve the motion.

IV. Reading and approval of the minutes of the Board Meeting (For Discussion and possible action)

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

M. St. Jean made a motion to approve the minutes from Amplus Special Board Meeting on 01-20-26.
C. Farthing seconded the motion.
The board **VOTED** to approve the motion.

V. Financial

A. Financial Report from MAST Financial (Discussion)

CFO Adam was unable to attend the meeting as he was driving home from another board meeting.
Financial Statement and Narrative: The financial statement and narrative for the monthly financials were emailed to the board earlier.
Annual Investor Call: Adam and CEO Hulet completed the annual investor call with Baird, which was a requirement for their bond covenants.
No questions were asked, but the CEO Hulet mentioned that anyone with questions should email Adam directly.

VI. Review of Authorizer, State Public Charter Authority (Discussion)

A. Financial Framework

This review is a standard part of the annual operational and academic framework required by the authorizer. The final report for the 2024–2025 financial framework was returned and presented to President Singh. The report confirmed that Amplus Academy met all state standards within the financial framework.
CEO Hulet noted that this positive result was expected, as it aligns with their recent successful audit.

B. 2025 Site Evaulation

The authorizer conducts on-site evaluations during years one, three, and five of the charter; this current review marks year one for the school.
CEO Hulet described the visit aws pleasant and noted that because the same evaluators have visited over the past few years, they have been able to witness the school's long-term progress.

While the full reports are lengthy and available via a provided link, the summary highlights the progression of the school's academics and culture.

No questions were asked.

VII. Chief Executive Officer Report

A. Chief Executive Officer School Report

1. Dashboard: CEO Hulet presented the updated Dashboard with winter MAP and Cert Data. Also included preliminary CTE testing results.

2. Testing Updates: WIDA exams for English Language Learners (ELL) were recently completed for 174 students. These tests evaluate proficiency in listening, speaking, reading, and writing, rather than subject matter knowledge.
ACT was held on February 25th, 168 juniors and 2 seniors completed this state-mandated test. The results from this specific February session are used for the high school’s star rating.
Preparations are underway for April SBAC testing for students in grades 3 through 9.

3. Fundraising and Campaigns: The school has received $24,000 from seven community partners. Recent fundraisers, including a partnership with Cane’s Chicken, raised over $10,000 for various student and activity groups. Specific campaigns included the Archie’s Angel Tree for gift cards and a StuCo fundraiser for disabled veterans.
Celebrated "I Heart Amplus Week" during National Kindness Week, which featured a "yacht theme" ("We’d surely be lost without you") and included staff treats and gifts.

4. Nation Charter School Conference: A group will attend the National Charter School Conference in New Orleans from June 24th to 26th. Including 3 board memebers.

5. CSAN Executive Director: The Charter School Association of Nevada (CSAN) has appointed a new Executive Director, Selena Torres-Vaca, and a new Advocacy Director, Gil Lopez.

The school will host a School Leaders Convening on March 10th to encourage collaboration among local charter schools.

No questions were asked from the board members.

VIII. Academic Report (Discussion)

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

Principal Carrington and Jackson presented to the board what Amplus Special Education program consists of.
Covered items such as program vision, disability categories, program structure: including current case loads, delivery models, enrollment trends, ESY services, Gate and strategic considerations. Please see presentation for more information.

Board members were very grateful for this information and the work the ESS team has done for our students.

IX. Public Comment Opportunity #2

A. Comment #2

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

X. Long Calendar (Discussion)

A. Long Range Calendar Document

Discussed moving our board meeting to Wednesday because of scheduling conflicts.

XI. 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 7:38 PM.

Respectfully Submitted,
N. Singh

Documents used during the meeting

- A1. AGMT from Concorse Bid Response 2.pdf
- Amplus February 2026 Financial Board Report.pdf
- Fiscal Year 2025 Amplus final approved Financial Performance Framework.pdf
- SE Report 25-26 Amplus Durango.pdf
- SE Report 25-26 Amplus Rainbow.pdf
- 2.26.26 Amplus_Academy_Performance_Dashboard.pdf
- Dashboard updates.pdf
- 2_26_2026 Amplus Board Report (Rachelle).pdf

- ESS Dept. Presentation 02_26.pdf
- Long Range Calendar 2.26.26.pdf

Coversheet

Reading and approval of the minutes of the Special Board Meeting on March 11, 2026

Section: III. Reading and approval of the minutes of the Board Meeting (For Discussion and possible action)
Item: B. Reading and approval of the minutes of the Special Board Meeting on March 11, 2026
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Amplus Special Board Meeting on March 11, 2026

APPROVED

Amplus Academy

Minutes

Amplus Special Board Meeting

March Special Meeting

Date and Time
Wednesday March 11, 2026 at 7:30 AM

Location
Google Meet Only

The Governing Body of **AMPLUS ACADEMY** will conduct a Special board meeting open to the public on March 11, 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.

Time zone: America/Los_Angeles
Google Meet joining info
Video call link: https://meet.google.com/qzn-xbro-pyw
Or dial: (US) +1 440-462-2847 PIN: 926 866 048#
More phone numbers: https://tel.meet/qzn-xbro-pyw?pin=5260368689885

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Directors Present
C. Farthing (remote), D. Price (remote), E. Elliott (remote), M. St. Jean (remote), R. Norland (remote), S. Torrance (remote)

Directors Absent
N. Singh

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

I. Opening Items

A. Roll Call of the Board

B. Call the Meeting to Order

M. St. Jean called a meeting of the board of directors of Amplus Academy to order on Wednesday Mar 11, 2026 at 7:35 AM.

II. Public Comment Opportunity #1

A. Comment #1

Secretary St. Jean announced the opportunity for public comment however none were given.

III. New Business (Discussion and possible action)

A. Review, Discuss, and possibly approve the purchase of a 165 LED display TV for $52,435.00

M. St. Jean made a motion to approve the purchase of the 165 LED display TV for $52,435.00.
C. Farthing seconded the motion.

The board **VOTED** to approve the motion.
CEO Hulet said that thesee displays are intended to replace the aging projectors in the gym.
Key benefits of the purchase included:
Cost Efficiency: The TVs are "open box" units, making them significantly cheaper than other display options and comparable in price to buying new projectors.
Versatility: Beyond classroom-style use, the displays can be integrated with software to serve as a digital scoreboard, replacing the current bulky unit.
Revenue Potential: The digital screens will allow the school to sell advertising and sponsorships during games and assemblies.
Urgency: The units were a limited-time offer, and the school wanted them installed in time for graduation.

Questions asked by the board members:
Is this within the budget? Yes, there are dedicated funds available for technology improvements and facility maintenance.
Why does this require a special board meeting if the amount is under the $75,000 spending limit?
CEO Hulet has approval authority up to $75,000 for items already line-itemed in the budget, this specific purchase was not explicitly listed. Therefore, board approval was required to move forward with the non-budgeted expense.

IV. Public Comment Opportunity #2

A. Comment #2

Secretary St. Jean announced the opportunity for public comment however none were given.

V. 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 7:39 AM.

Respectfully Submitted,
M. St. Jean

Documents used during the meeting

- Quote #1 Les Olson.pdf
- Quote #2 Create Spaces.pdf
- Quote #3 CDW Newline.pdf

• Quote #4 Epson Large Venue Projector.pdf

Coversheet

Financial Report from MAST Financial (Discussion)

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

BACKGROUND:

March 2026 financial report from MAST Financial

MAST

FINANCIAL GROUP

AMPLUS ACADEMY

MARCH FINANCIAL BOARD REPORTS

February Financials

adam@mastfinancialgroup.com

MASTFINANCIALGROUP.COM

(616) 916-9802

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FINANCIAL DASHBOARD

FUNCTION LEVEL BUDGET INFO

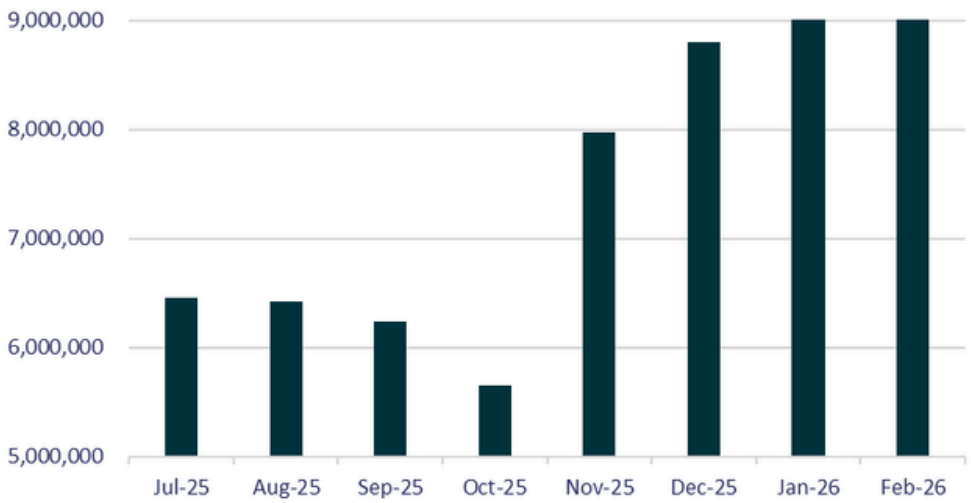
FEB-26

	YTD	Current Budget	Budget Balance	% of Budget
Revenue				
1000 Local Sources	829,024	1,026,000	196,976	80.80%
3000 State Sources	18,143,669	26,400,926	8,257,257	68.72%
4000 Federal Sources	184,492	200,921	16,429	91.82%
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	253,812	275,000	21,188	92.30%
Total Revenue	**21,782,599**	**31,466,176**	**9,683,577**	**69.23%**
Expenses				
1000 Instruction	7,170,152	13,141,612	5,971,460	54.56%
2100 Student Support	751,186	1,412,795	661,609	53.17%
2200 Instruction Support	651,104	1,147,685	496,581	56.73%
2300 General Admin Support	581,216	854,135	272,919	68.05%
2400 School Administration	1,702,042	2,671,692	969,650	63.71%
2500 Central Services	1,145,277	2,184,553	1,039,276	52.43%
2600 Operations/Maintenance	1,537,412	2,374,746	837,334	64.74%
2700 Student Transportation	438,096	1,085,227	647,131	40.37%
4700 Building Improvement	10,500	1,446,768	1,436,268	0.73%
5000 Debt Related Expense	1,610,982	3,079,845	1,468,863	52.31%
6000 ERC Fee	474,320	474,320	(0)	100.00%
6000 Fund Transfers Out	-	1,191,727	1,191,727	0.00%
Other Expenses - Depreciation	1,537,078	-	-	0.00%
Total Expense	**17,609,367**	**31,065,105**	**14,992,817**	**56.69%**
	4,173,232	401,071		

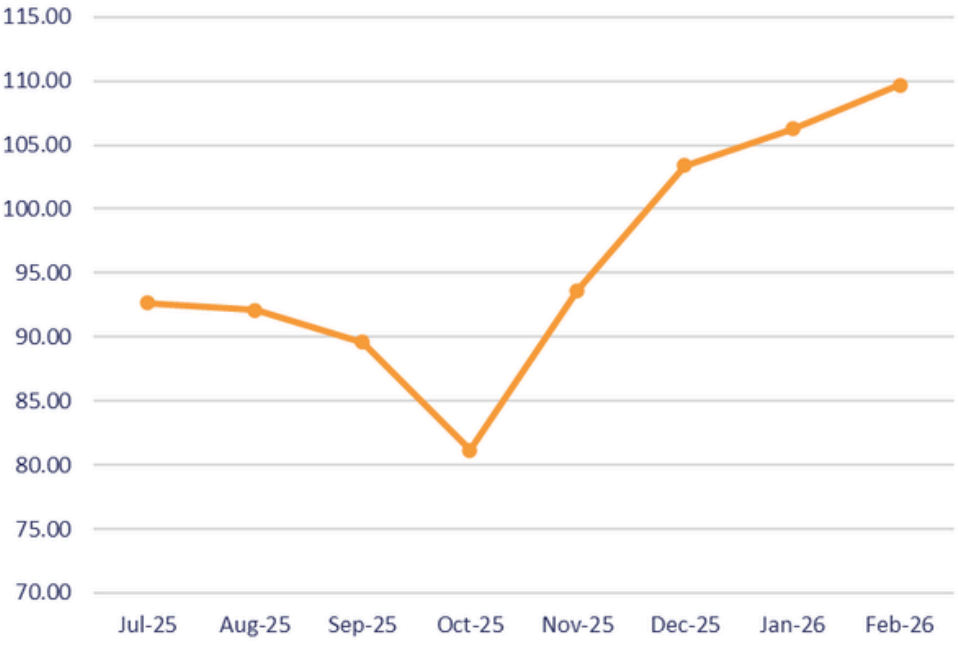
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FINANCIAL DASHBOARD

MONTHLY CASH BALANCE



DAYS CASH ON HAND



FINANCIAL NARRATIVE

FEBRUARY 2026 FINANCIALS:

BALANCE SHEET

- Total Cash Balance of $13,882,890, with an unrestricted operating balance of $9,337,026.
- Accounts Receivable Balance of $154,508 for grant draws.
- Prepaid Expense balance of $417,065.
- Accounts Payable balance of $573,833.
- Payroll Accrual of $431,446 for February payroll paid in March.
- Accrued Bond Interest of $392,064 for interest payments paid in July 2026.

BUDGET VS ACTUAL

- Revenue Recognition
  - Local Revenues: $63,144 related to Food/Spirit Store, Athletics/Clubs, Building Rental, Donations, Erate Credits, & Class Fees
  - State Revenues: $2,130,025 related to PCFP, ELL, FRL, Local Special Ed, CTE, State Transportation, & GATE.
  - Federal Revenues: $18,049 for IDEA B.
  - Earned Interest: $24,910.
- Total recognized expenses are around $2.1mm for the month of February, 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 (~$200k), and depreciation (~$200k).

UNAUDITED FEBRUARY FINANCIAL STATEMENTS

AMPLUS ACADEMY

Amplus Academy
Balance Sheet
Year To Date 02/28/2026

	Current Year Balance
Assets	
Current Assets	
Cash and Cash Equivalents	
CNB Operating	9,337,026.25
CNB CFSF	404,888.56
Petty Cash	1,500.00
2017AB 2019AB Rev	5,389.15
2017 AB Interest	125,791.25
2017AB Principal	227,500.00
2017AB Reserve	2,096,341.99
2017AB R&R Fund	312,000.00
2019AB Interest	69,195.83
2019AB Principal	163,333.31
2019AB Reserve	1,139,516.36
Lease Block	407.45
Total Cash and Cash Equivalents	**13,882,890.15**
Accounts Receivable, Net	
Accounts Receivable	
Accounts Receivable	154,507.99
PCFP Receivable	1,890,514.86
ELL Receivable	52,612.25
FRL Receivable	2,471.75
GATE Receivable	5,555.50
Local Sped Receivable	34,997.00
Total Accounts Receivable	**2,140,659.35**
Total Accounts Receivable, Net	**2,140,659.35**
Other Current Assets	
Prepaid Expenses	**417,065.41**
Total Other Current Assets	**417,065.41**
Total Current Assets	**16,440,614.91**
Long-term Assets	
Property & Equipment	
Leasehold Improvements	2,533,465.01
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	1,032,189.58
Accumulated Depreciation - Building	(5,613,549.12)
Accumulated Depreciation - LHI	(894,200.88)
Accumulated Depreciation - Vehicles	(272,365.22)
Accumulated Depreciation - Furniture	(741,783.75)
Accumulated Depreciation - Computer Equipment	(1,094,508.49)
Accumulated Depreciation - Operating Equipment	(306,028.18)
Total Property & Equipment	**43,838,651.82**
Other Long-term Assets	
Deposits and Prepayments	**37,784.11**
Other Assets	
Deferred Outflows	11,515,849.00
Right of Use Lease Asset - Copiers	54,954.01

AMPLUS ACADEMY

Amplus Academy
Balance Sheet
Year To Date 02/28/2026

	Current Year Balance
Right of Use Lease Asset - Portables	7,000.00
Total Other Assets	**11,577,803.01**
Total Other Long-term Assets	**11,615,587.12**
Total Long-term Assets	**55,454,238.94**
Total Assets	**71,894,853.85**
Liabilities and Net Assets	
Liabilities	
Short-term Liabilities	
Accounts Payable	
Accounts Payable	573,832.73
Total Accounts Payable	**573,832.73**
Accrued Liabilities	
Accrued Bond Interest	392,064.18
Payroll & Benefits Accrual	431,446.33
Compensated Absences	105,031.00
Total Accrued Liabilities	**928,541.51**
Other Short-term Liabilities	
Short-term Liabilities	
Other Liabilitiy	5,695.52
Total Short-term Liabilities	**5,695.52**
Capital Lease Obligation	
Copier Lease Liability - Current	5,575.25
Rainbow Lease - Current	185,833.31
Durango Lease - Current	255,833.37
Total Capital Lease Obligation	**447,241.93**
Total Other Short-term Liabilities	**452,937.45**
Total Short-term Liabilities	**1,955,311.69**
Long Term Liabilities	
Other Long-term Liabilities	
Capital Leases	
Capital Lease - Durango	28,339,166.63
Capital Lease - Rainbow	16,659,166.69
Copier Lease Liability - LT	68,598.48
Total Capital Leases	**45,066,931.80**
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	**69,846,684.71**
Total Long Term Liabilities	**69,846,684.71**
Total Liabilities	**71,801,996.40**
Net Assets	
Unrestricted	
Net Assets	
Unrestricted Net Assets	(4,080,374.59)
Total Net Assets	**(4,080,374.59)**
Change In Net Assets	**4,173,232.04**
Total Unrestricted	**92,857.45**

AMPLUS ACADEMY

Amplus Academy
Balance Sheet
Year To Date 02/28/2026

	Current Year Balance
Total Net Assets	**92,857.45**
Total Liabilities and Net Assets	**71,894,853.85**

Amplus Academy
Statement of Activities - Actual vs Budget
As of February 28, 2026

	Month Ending 02/28/2026	Fiscal Year to Date 02/28/2026			Fiscal Year to Date
	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
0000 Revenue					
1750 Food/Spirit Store Revenue	7,901.00	73,164.40	100,000.00	26,835.60	73 %
1790 Afterschool Clubs/Activities Income	34,880.78	389,381.30	350,000.00	(39,381.30)	111 %
1900 Other Revenue from Local Source	3,234.98	49,502.89	30,000.00	(19,502.89)	165 %
1910 Building Rental	4,820.00	33,480.00	45,000.00	11,520.00	74 %
1920 Donations and Contributions	7,680.25	117,586.64	175,000.00	57,413.36	67 %
1990 Class Fees	4,509.00	157,368.00	215,000.00	57,632.00	73 %
1511 Earned Interest	24,910.13	253,812.01	275,000.00	21,187.99	92 %
6300 ERC	0.00	2,371,601.69	2,371,602.00	0.31	100 %
3110 PCFP Adjusted Base	1,914,445.43	15,258,755.40	22,855,597.00	7,596,841.60	67 %
3112 PCFP FRL	2,471.75	19,774.00	29,661.00	9,887.00	67 %
3115 PCFP Local Special Ed	34,997.00	279,976.00	419,964.00	139,988.00	67 %
3200 CTE	0.00	26,992.54	24,327.00	(2,665.54)	111 %
3210 State Transportation	119,943.90	1,010,230.50	1,137,565.00	127,334.50	89 %
3254 PCFP ELL	52,612.25	420,898.00	631,347.00	210,449.00	67 %
3256 PCFP GATE	5,555.50	44,444.00	66,666.00	22,222.00	67 %
3270 Special Ed (State)	0.00	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	18,048.54	136,919.21	157,741.00	20,821.79	87 %
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	117.71	8,541.07	111,000.00	102,458.93	8 %
5200 Transfer from General Fund	0.00	0.00	1,191,727.00	1,191,727.00	0 %
Total 0000 Revenue	**2,236,128.22**	**21,782,598.71**	**31,466,176.00**	**9,683,577.29**	**69 %**
1000 Instruction					
320 Professional Educational Services	18,422.91	256,675.12	400,667.00	143,991.88	64 %
565 Tuition to Post Secondary Schools	0.00	75,178.00	200,000.00	124,822.00	38 %
610 General Supplies	13,032.53	173,524.31	340,250.00	166,725.69	51 %
640 Books and Periodicals	0.00	24,272.49	100,000.00	75,727.51	24 %
641 Textbooks	100.79	10,272.21	40,000.00	29,727.79	26 %
650 Supplies - IT	0.00	0.00	5,000.00	5,000.00	0 %
651 Software Supplies	1,456.44	42,776.47	75,000.00	32,223.53	57 %
653 Web Based IT	15,741.14	220,681.15	205,000.00	(15,681.15)	108 %
734 Technology Related Hardware	0.00	0.00	175,000.00	175,000.00	0 %
810 Dues and Fees	800.00	19,003.63	55,000.00	35,996.37	35 %
111 Salaries Paid to Teachers	560,256.35	4,063,535.83	7,365,627.00	3,302,091.17	55 %

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	Month Ending 02/28/2026	Fiscal Year to Date 02/28/2026			Fiscal Year to Date
	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
112 Salaries Paid to IA's	104,151.94	750,242.10	1,299,916.00	549,673.90	58 %
113 Salaries Paid to Subs	27,235.00	137,100.39	208,007.00	70,906.61	66 %
211 Group Ins for Teachers	31,771.77	208,135.32	550,000.00	341,864.68	38 %
212 Group Ins for IA's	12,966.30	73,638.21	209,000.00	135,361.79	35 %
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	1,297.19	6,845.28	11,815.00	4,969.72	58 %
231 PERS for Teachers	124,714.21	830,823.12	1,397,850.00	567,026.88	59 %
232 PERS for IA's	23,730.57	152,088.87	261,655.00	109,566.13	58 %
241 Medicare for Teachers	10,168.61	61,894.74	96,991.00	35,096.26	64 %
242 Medicare for IA's	1,465.63	10,558.17	19,108.00	8,549.83	55 %
243 Medicare for Subs	334.63	3,654.26	2,763.00	(891.26)	132 %
261 Unem for Teachers	8,403.81	34,390.32	100,335.00	65,944.68	34 %
262 Unem for IA's	1,562.25	12,607.49	19,767.00	7,159.51	64 %
263 Unem for Subs	346.14	2,194.27	2,859.00	664.73	77 %
Total 1000 Instruction	957,958.21	7,170,151.64	13,141,610.00	5,971,458.36	55 %
2100-Support Services - Student					
2110 Attendance and Social Work Services					
116 Salaries Paid to Other Licensed Staff	6,333.33	44,333.34	76,000.00	31,666.66	58 %
216 Group Ins for Other Licensed Staff	437.13	2,753.80	5,500.00	2,746.20	50 %
236 PERS for Other Licensed Staff	1,219.16	6,771.05	14,630.00	7,858.95	46 %
246 Medicare for Other Licensed Staff	90.66	635.16	1,102.00	466.84	58 %
266 Unem for Other Licensed Staff	95.00	187.93	1,140.00	952.07	16 %
2120 Guidance Services					
320 Professional Educational Services	4,071.56	60,541.14	103,017.00	42,475.86	59 %
116 Salaries Paid to Other Licensed Staff	21,853.76	153,762.14	319,305.00	165,542.86	48 %
216 Group Ins for Other Licensed Staff	1,322.67	7,788.58	22,000.00	14,211.42	35 %
236 PERS for Other Licensed Staff	8,029.27	52,181.52	61,466.00	9,284.48	85 %
246 Medicare for Other Licensed Staff	299.22	2,109.00	4,630.00	2,521.00	46 %
266 Unem for Other Licensed Staff	327.80	892.84	4,790.00	3,897.16	19 %
2130 Health Services					
320 Professional Educational Services	0.00	4,588.66	20,000.00	15,411.34	23 %
610 General Supplies	103.61	1,376.18	3,500.00	2,123.82	39 %
116 Salaries Paid to Other Licensed Staff	5,333.33	37,333.34	64,000.00	26,666.66	58 %
117 Salaries Paid to Other Classified / Support Staff	6,107.94	42,848.66	75,768.00	32,919.34	57 %
216 Group Ins for Other Licensed Staff	434.53	2,621.96	5,500.00	2,878.04	48 %
217 Group Ins for Other Classified	454.61	3,229.60	11,000.00	7,770.40	29 %

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	Month Ending 02/28/2026	Fiscal Year to Date 02/28/2026			Fiscal Year to Date
	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
236 PERS for Other Licensed Staff	1,026.66	6,204.80	12,320.00	6,115.20	50 %
237 PERS for Other Classified	1,795.14	11,085.85	14,585.00	3,499.15	76 %
246 Medicare for Other Licensed Staff	72.42	507.95	928.00	420.05	55 %
247 Medicare for Other Classified	87.69	616.05	1,099.00	482.95	56 %
266 Unem for Other Licensed Staff	80.00	260.53	960.00	699.47	27 %
267 Unem for Other Classified	91.62	727.53	1,137.00	409.47	64 %
2140 Psychological Services					
340 Other Professional Services	6,450.00	32,550.00	70,000.00	37,450.00	47 %
2150 Speech Pathology and Audiology					
320 Professional Educational Services	0.00	9,845.02	5,000.00	(4,845.02)	197 %
116 Salaries Paid to Other Licensed Staff	7,437.50	52,530.13	100,000.00	47,469.87	53 %
216 Group Ins for Other Licensed Staff	436.42	2,524.16	5,500.00	2,975.84	46 %
236 PERS for Other Licensed Staff	1,431.72	8,643.94	19,250.00	10,606.06	45 %
246 Medicare for Other Licensed Staff	106.67	754.40	1,450.00	695.60	52 %
266 Unem for Other Licensed Staff	111.57	850.77	1,500.00	649.23	57 %
2160 OT					
320 Professional Educational Services	0.00	0.00	1,000.00	1,000.00	0 %
116 Salaries Paid to Other Licensed Staff	648.64	12,231.22	34,693.00	22,461.78	35 %
226 SS for Other Licensed Staff	40.21	758.33	2,151.00	1,392.67	35 %
246 Medicare for Other Licensed Staff	9.41	177.36	503.00	325.64	35 %
266 Unem for Other Licensed Staff	9.73	211.15	520.00	308.85	41 %
2190 Other Support Services					
320 Professional Educational Services	0.00	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	1,781.01	20,166.09	40,000.00	19,833.91	50 %
810 Dues and Fees	0.00	0.00	2,000.00	2,000.00	0 %
117 Salaries Paid to Other Classified / Support Staff	21,340.46	122,483.81	213,872.00	91,388.19	57 %
217 Group Ins for Other Classified	1,724.98	11,774.78	22,000.00	10,225.22	54 %
237 PERS for Other Classified	4,356.37	25,838.96	41,170.00	15,331.04	63 %
247 Medicare for Other Classified	303.19	2,225.34	3,101.00	875.66	72 %
267 Unem for Other Classified	320.13	1,317.67	3,208.00	1,890.33	41 %
Total 2100-Support Services - Student	106,175.12	751,186.41	1,412,795.00	661,608.59	53 %
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	47,629.54	365,436.61	664,361.00	298,924.39	55 %
117 Salaries Paid to Other Classified / Support Staff	8,003.96	56,027.72	96,048.00	40,020.28	58 %

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	Month Ending 02/28/2026	Fiscal Year to Date 02/28/2026			Fiscal Year to Date
	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
216 Group Ins for Other Licensed Staff	2,605.21	18,544.78	44,000.00	25,455.22	42 %
217 Group Ins for Other Classified	403.10	2,615.40	11,000.00	8,384.60	24 %
236 PERS for Other Licensed Staff	10,206.86	71,965.06	127,890.00	55,924.94	56 %
237 PERS for Other Classified	1,540.76	9,313.30	18,489.00	9,175.70	50 %
246 Medicare for Other Licensed Staff	675.32	5,181.47	9,633.00	4,451.53	54 %
247 Medicare for Other Classified	111.15	779.04	1,393.00	613.96	56 %
266 Unem for Other Licensed Staff	714.45	1,880.22	9,965.00	8,084.78	19 %
267 Unem for Other Classified	120.06	737.29	1,441.00	703.71	51 %
2213 Instructional Staff Training					
330 Purchased Professional Services	0.00	84,373.08	95,000.00	10,626.92	89 %
580 Travel & Lodging	0.00	6,594.74	10,000.00	3,405.26	66 %
610 General Supplies	0.00	0.00	1,000.00	1,000.00	0 %
251 Tuition for Teachers	0.00	19,637.03	25,000.00	5,362.97	79 %
252 Tuition for IA's	0.00	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	0.00	1,147.60	2,500.00	1,352.40	46 %
Total 2200 Support Services-Instruction	72,010.41	651,104.29	1,147,685.00	496,580.71	57 %
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	400.00	2,480.00	7,500.00	5,020.00	33 %
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	11,677.50	55,011.45	50,000.00	(5,011.45)	110 %
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	188,624.17	285,695.00	97,070.83	66 %
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	167,333.18	289,000.00	121,666.82	58 %
215 Group Ins for Non-licensed Admin	929.28	6,084.41	8,500.00	2,415.59	72 %
235 PERS for Non-licensed Admin	4,026.46	28,002.20	46,714.00	18,711.80	60 %

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	Month Ending 02/28/2026	Fiscal Year to Date 02/28/2026			Fiscal Year to Date
	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
245 Medicare for Non-licensed Admin	290.21	2,326.69	3,504.00	1,177.31	66 %
265 Unem for Non-licensed Admin	184.88	655.50	3,625.00	2,969.50	18 %
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	2,312.94	33,274.45	50,000.00	16,725.55	67 %
810 Dues and Fees	0.00	6,560.60	5,000.00	(1,560.60)	131 %
2329 Staff Appreciation					
610 General Supplies	720.27	67,115.63	50,000.00	(17,115.63)	134 %
Total 2300 Support Services-General Administration	65,388.76	581,216.04	854,135.00	272,918.96	68 %
2400 Support Services-School Administration					
2410 Office of the Principal					
320 Professional Educational Services	2,096.14	22,479.38	45,428.00	22,948.62	49 %
610 General Supplies	265.95	6,045.68	10,000.00	3,954.32	60 %
114 Salaries Paid to Licensed Administration	68,584.73	484,678.01	911,008.00	426,329.99	53 %
115 Salaries Paid to Non-licensed Administration	8,097.70	123,429.14	97,172.00	(26,257.14)	127 %
117 Salaries Paid to Other Classified / Support Staff	43,302.40	332,415.58	587,476.00	255,060.42	57 %
214 Group Ins for Licensed Admin	3,059.80	23,047.74	38,500.00	15,452.26	60 %
215 Group Ins for Non-licensed Admin	436.73	1,737.50	5,500.00	3,762.50	32 %
217 Group Ins for Other Classified	3,301.07	23,356.49	60,500.00	37,143.51	39 %
227 SS for Other Classified	47.09	298.87	1,113.00	814.13	27 %
234 PERS for Licensed Admin	15,681.74	88,781.20	164,965.00	76,183.80	54 %
235 PERS for Non-licensed Admin	1,558.80	29,821.96	18,706.00	(11,115.96)	159 %
237 PERS for Other Classified	9,470.40	62,106.76	99,229.00	37,122.24	63 %
244 Medicare for Licensed Admin	969.99	6,876.78	12,426.00	5,549.22	55 %
245 Medicare for Non-licensed Admin	115.40	1,754.06	1,409.00	(345.06)	124 %
247 Medicare for Other Classified	601.57	4,623.28	7,735.00	3,111.72	60 %
264 Unem for Licensed Admin	1,028.74	3,975.96	12,854.00	8,878.04	31 %
265 Unem for Non-licensed Admin	121.46	303.66	1,458.00	1,154.34	21 %
267 Unem for Other Classified	649.50	4,519.19	8,001.00	3,481.81	56 %
2490 Afterschool Clubs/Activities					
340 Other Professional Services	2,704.00	23,296.48	30,000.00	6,703.52	78 %
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	5,809.61	215,085.49	300,000.00	84,914.51	72 %
810 Dues and Fees	19,755.71	117,749.16	100,000.00	(17,749.16)	118 %

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	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
113 Salaries Paid to Subs	462.00	927.50	0.00	(927.50)	0 %
117 Salaries Paid to Other Classified / Support Staff	9,426.66	95,729.94	110,240.00	14,510.06	87 %
217 Group Ins for Other Classified	987.86	5,527.16	11,000.00	5,472.84	50 %
223 SS for Subs	28.65	57.51	0.00	(57.51)	0 %
227 SS for Other Classified	0.00	573.03	0.00	(573.03)	0 %
237 PERS for Other Classified	1,768.44	19,588.82	21,221.00	1,632.18	92 %
243 Medicare for Subs	6.70	13.45	0.00	(13.45)	0 %
247 Medicare for Other Classified	131.78	1,343.18	1,598.00	254.82	84 %
263 Unem for Subs	6.93	13.91	0.00	(13.91)	0 %
267 Unem for Other Classified	141.40	894.82	1,653.00	758.18	54 %
Total 2400 Support Services-School Administration	200,618.95	1,702,042.48	2,671,692.00	969,649.52	64 %
2500 Central Services					
2510 Fiscal Services					
310 Official/Admin Services	3,346.94	44,162.98	50,000.00	5,837.02	88 %
330 Purchased Professional Services	0.00	0.00	2,500.00	2,500.00	0 %
340 Other Professional Services	25,226.94	281,641.62	457,077.00	175,435.38	62 %
351 Paycom HR Expense	4,859.41	45,955.20	78,000.00	32,044.80	59 %
443 Copier Lease/Maintenance	3,757.21	10,617.35	100,000.00	89,382.65	11 %
531 Postage	0.00	1,417.22	3,000.00	1,582.78	47 %
580 Travel & Lodging	0.00	0.00	2,500.00	2,500.00	0 %
610 General Supplies	52.94	9,818.20	14,000.00	4,181.80	70 %
612 Supplies and Equipmen	375.07	26,565.65	50,000.00	23,434.35	53 %
651 Software Supplies	0.00	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	2,067.48	17,527.73	25,000.00	7,472.27	70 %
2520 Purchasing, Warehousing, and Distribution					
340 Other Professional Services	2,868.58	43,363.86	65,728.00	22,364.14	66 %
2560 Public Information Services					
345 Marketing Services	2,378.17	27,048.21	73,238.00	46,189.79	37 %
540 Advertising	0.00	3,148.15	10,000.00	6,851.85	31 %
117 Salaries Paid to Other Classified / Support Staff	7,394.25	41,418.80	104,946.00	63,527.20	39 %
217 Group Ins for Other Classified	865.83	4,390.19	16,500.00	12,109.81	27 %
227 SS for Other Classified	77.89	186.48	0.00	(186.48)	0 %
237 PERS for Other Classified	1,284.79	6,278.26	20,202.00	13,923.74	31 %
247 Medicare for Other Classified	102.99	573.27	1,523.00	949.73	38 %
267 Unem for Other Classified	110.91	696.34	1,574.00	877.66	44 %
2570 Personnel Services					

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	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
340 Other Professional Services	3,096.20	46,182.62	70,269.00	24,086.38	66 %
115 Salaries Paid to Non-licensed Administration	7,687.74	61,501.92	110,672.00	49,170.08	56 %
117 Salaries Paid to Other Classified / Support Staff	1,938.00	15,937.52	25,500.00	9,562.48	63 %
215 Group Ins for Non-licensed Admin	440.73	1,869.58	5,500.00	3,630.42	34 %
227 SS for Other Classified	120.16	988.13	1,581.00	592.87	63 %
235 PERS for Non-licensed Admin	2,825.24	20,564.38	21,304.00	739.62	97 %
245 Medicare for Non-licensed Admin	108.76	871.57	1,605.00	733.43	54 %
247 Medicare for Other Classified	28.10	231.09	370.00	138.91	62 %
265 Unem for Non-licensed Admin	115.32	288.29	1,660.00	1,371.71	17 %
267 Unem for Other Classified	29.07	273.94	383.00	109.06	72 %
2572 Recruitment and Placement					
340 Other Professional Services	0.00	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	6,018.95	8,236.75	7,500.00	(736.75)	110 %
530 Communication Services	0.00	6,700.00	3,700.00	(3,000.00)	181 %
650 Supplies - IT	770.32	41,747.83	55,000.00	13,252.17	76 %
651 Software Supplies	2,155.68	80,629.79	95,000.00	14,370.21	85 %
115 Salaries Paid to Non-licensed Administration	8,722.65	69,781.18	104,672.00	34,890.82	67 %
117 Salaries Paid to Other Classified / Support Staff	15,080.96	130,530.54	193,440.00	62,909.46	67 %
215 Group Ins for Non-licensed Admin	442.54	3,265.54	5,500.00	2,234.46	59 %
217 Group Ins for Other Classified	1,674.71	10,770.78	22,000.00	11,229.22	49 %
235 PERS for Non-licensed Admin	1,679.09	11,677.41	20,149.00	8,471.59	58 %
237 PERS for Other Classified	3,049.81	21,685.40	37,237.00	15,551.60	58 %
245 Medicare for Non-licensed Admin	125.94	1,008.21	1,518.00	509.79	66 %
247 Medicare for Other Classified	214.41	1,861.88	2,805.00	943.12	66 %
265 Unem for Non-licensed Admin	130.84	327.10	1,570.00	1,242.90	21 %
267 Unem for Other Classified	226.22	1,813.13	2,902.00	1,088.87	62 %
2586 Hardware Maintenance/Support					
610 General Supplies	0.00	0.00	185,000.00	185,000.00	0 %
Total 2500 Central Services	111,450.84	1,145,277.17	2,184,555.00	1,039,277.83	52 %
2600 Operation/Maintenance of Plant					
2610 Operation of Buildings					
340 Other Professional Services	4,431.18	65,907.32	111,538.00	45,630.68	59 %
411 Water and Sewer Services	9,007.25	139,399.31	176,706.00	37,306.69	79 %
421 Garbage/Disposal	0.00	27,630.53	51,000.00	23,369.47	54 %

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	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	32,779.05	156,571.08	135,000.00	(21,571.08)	116 %
441 Renting Land and Buildings	0.00	0.00	10,000.00	10,000.00	0 %
442 Rental of Equipment and Vehicles	1,603.88	14,657.64	17,500.00	2,842.36	84 %
444 Portable Rentals	0.00	136,258.89	360,000.00	223,741.11	38 %
450 Construction Services	0.00	30,483.35	100,000.00	69,516.65	30 %
490 Other Purchased Property Services	270.00	3,316.00	7,500.00	4,184.00	44 %
520 Workers Comp Insurance	0.00	38,506.00	40,000.00	1,494.00	96 %
521 Property & Liability Insurance	0.00	111,201.90	145,000.00	33,798.10	77 %
522 Vehicle Insurance	10,573.52	83,146.91	104,500.00	21,353.09	80 %
523 Student Accident and Crime Insurance	0.00	9,486.56	22,000.00	12,513.44	43 %
533 Telephone - Land Line phone services	0.00	2,227.81	3,500.00	1,272.19	64 %
535 Internet	1,984.92	23,312.66	33,000.00	9,687.34	71 %
610 General Supplies	7,333.76	118,737.54	140,000.00	21,262.46	85 %
621 Natural Gas	537.18	1,284.83	5,000.00	3,715.17	26 %
622 Electricity	9,228.84	90,886.77	160,000.00	69,113.23	57 %
810 Dues and Fees	0.00	1,219.19	4,000.00	2,780.81	30 %
117 Salaries Paid to Other Classified / Support Staff	32,635.47	273,667.02	377,310.00	103,642.98	73 %
217 Group Ins for Other Classified	2,180.24	15,128.39	38,500.00	23,371.61	39 %
237 PERS for Other Classified	5,752.74	39,814.09	68,669.00	28,854.91	58 %
247 Medicare for Other Classified	449.80	3,763.84	5,172.00	1,408.16	73 %
267 Unem for Other Classified	489.52	2,790.13	5,351.00	2,560.87	52 %
2620 Maintenance of Buildings					
422 Janitorial/Custodian Services	8,557.49	67,550.53	100,000.00	32,449.47	68 %
2630 Care & Upkeep of Grounds					
420 Landscaping Services	950.00	7,930.00	15,000.00	7,070.00	53 %
2650 Vehicle Operation/Maintenance					
430 Repairs and Maintenance Services	18.00	1,443.06	7,500.00	6,056.94	19 %
626 Gasoline	0.00	777.35	1,000.00	222.65	78 %
2660 Security					
350 Technical Services	0.00	30,156.45	75,000.00	44,843.55	40 %
2670 Safety					
430 Repairs and Maintenance Services	4,849.36	40,057.16	55,000.00	14,942.84	73 %
Total 2600 Operation/Maintenance of Plant	133,632.20	1,537,412.31	2,374,746.00	837,333.69	65 %
2700 Student Transportation					
2710 Vehicle Operation					
519 Student Transportation	68,900.00	426,058.00	540,000.00	113,942.00	79 %

Amplus Academy
Statement of Activities - Actual vs Budget
As of February 28, 2026

	Month Ending 02/28/2026	Fiscal Year to Date 02/28/2026			Fiscal Year to Date
	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
732 Vehicles	0.00	0.00	510,227.00	510,227.00	0 %
2790 Other Student Transportation					
519 Student Transportation	10,000.00	10,000.00	30,000.00	20,000.00	33 %
610 General Supplies	0.00	2,038.25	5,000.00	2,961.75	41 %
Total 2700 Student Transportation	78,900.00	438,096.25	1,085,227.00	647,130.75	40 %
4000 Facilities Acq & Construction					
4000 Facilities Acq & Construction					
791 Depreciation - Bldg	115,684.75	925,478.00	0.00	(925,478.00)	0 %
792 Depreciation - Computer HW	19,317.44	154,539.52	0.00	(154,539.52)	0 %
793 Depreciation - FFE	20,087.83	160,702.64	0.00	(160,702.64)	0 %
794 Depreciation - LI	16,765.38	118,555.56	0.00	(118,555.56)	0 %
796 Depreciation - Operating Equip	3,819.93	30,914.44	0.00	(30,914.44)	0 %
797 Lease Amortization	1,643.23	16,095.79	0.00	(16,095.79)	0 %
798 Depreciation - Vehicles	18,120.64	130,792.22	0.00	(130,792.22)	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	0.00	10,500.00	18,000.00	7,500.00	58 %
Total 4000 Facilities Acq & Construction	195,439.20	1,547,578.17	1,446,768.00	(100,810.17)	107 %
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	554,466.68	1,110,350.00	555,883.32	50 %
5002 Debt Service - Durango					
832 Interest	125,791.25	1,007,520.00	1,899,495.00	891,975.00	53 %
5003 Debt Service - Copier					
832 Interest	2,707.13	22,862.90	34,000.00	11,137.10	67 %
Total 5000 Debt Service	197,694.21	1,610,981.58	3,079,845.00	1,468,863.42	52 %
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	**2,119,267.90**	**17,609,366.67**	**31,065,105.00**	**13,455,738.33**	**57 %**

Amplus Academy
Statement of Activities - Actual vs Budget
As of February 28, 2026

	Month Ending 02/28/2026	Fiscal Year to Date 02/28/2026			Fiscal Year to Date
	Actual	Actual	OP Amen Budget FY26	Variance	% Budget
All Functions	**(116,860.32)**	**(4,173,232.04)**	**(401,071.00)**	**3,772,161.04**	**1,041 %**

Coversheet

Chief Executive Officer School Report

Section: V. Chief Executive Officer Report
Item: A. Chief Executive Officer School Report
Purpose: Discuss
Submitted by:
Related Material: 3_25_2026 CEO Report.pdf

EST. 2020

HOME OF THE ARCHERS

CEO Report
3/25/2026

1. Nevada Reading Week: March 2nd-6th
    a. Dress up days for elementary students
    b. Scholastic Bookfair: $38,958 in sales - $9,500 book credit.
    c. Literacy night success
2. Festum Week: March 9th-13th
    a. Week long event where students can participate in various activities and enrichment projects.
    b. Teachers elect what classes they want to teach which then formulates our Festum Course Catalog. (7/8 Grade , 9-12 Grade)
    c. All students can participate in up to 4 Festum classes and participate in an enrichment class. The enrichment class is to provide a time for students to focus on areas of deficiency or concern.
    d. CSN dual credit students were also able to participate
3. CSAN Updates
    a. School Leader Council event hosted on March 10th
    b. Southern Nevada Charter School Leader Happy Hour on Wednesday, March 25, from 4:30 to 6:30 p.m.
    c. State of the Sector: Thursday, March 26, from 8:00 to 10:30 a.m. at the Discovery Children's Museum in Las Vegas.
    d. Southern Nevada Forum Education meeting scheduled for April 3rd at 3 p.m.

Coversheet

Cognia Accreditation Report

Section: VI. Academic Report (Discussion)
Item: A. Cognia Accreditation Report
Purpose: Discuss
Submitted by: Sarah Barlow
Related Material: Amplus Academy Accreditation Review.pdf

BACKGROUND:

Part of the continuous improvement process for schools to be designated as accredited and validated by an objective company. This occurred this year at Amplus Academy. Improvement teams, composed of different stakeholders met many times to discuss school data, current events, and the mission/vision of the school in order to identify areas of improvement and our strong points.

For these nine months, teams of staff, parents, and students researched and evaluated important data, notes, and had many discussions regarding the improvement of our school. We celebrated successes and evaluated our systems. In January 2026, Cognia – the approved evaluator for schools – was presented with the information, analysis, and several theories of action.

A report was issued in March 2026 accrediting Amplus Academy schools for the next five years.

Accreditation Engagement Review

July 15, 2025 - June 30, 2026

Amplus Academy

Institution #318001

8377 W Patrick Lane
Las Vegas, Nevada 89113
United States of America

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Accreditation Is Continuous Improvement

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." Accreditation is a continuous improvement process that helps an institution improve teaching and learning. Using Cognia's Performance Standards, the institution examines its current effectiveness as well as its capacity and capability to achieve its vision and goals for the future.

Cognia believes all institutions can improve no matter how well they are currently performing. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and analyses of data from diverse sources to select and implement actions that drive improvement in education quality and student performance. Cognia recognizes that each institution's improvement journey is unique and that we can serve you best by providing key findings specific to your institution.

Around the turn of the 21st century, accreditation transformed its focus and process from a ten-year evaluation focused on the accomplishments of an institution's past decade to a forward-focused process examining what an institution is striving to accomplish in the next five years. Modern accreditation examines the current and future capabilities and capacities of an institution in the context of its mission, purpose and direction. The Standards for Accreditation define how a good institution behaves and provides the criteria to focus improvement efforts that will lead to growing learners, teachers, and leaders.

In reality, modern accreditation is a continuous improvement process. At least every six years, the institution formally engages the Standards for Accreditation to reflect and examine its progress toward its desired future as expressed through its mission, purpose, and strategic direction.

Cognia's purpose-driven, strategic process is the most widely used continuous improvement process in the world.

Cognia Performance Accreditation and the Engagement Review

This report contains the findings of the Engagement Review. The findings of the report are organized in five sections: Assurances, Rating of Analyses, Cognia Performance Standards, Insights from the Review, and a Summary of Findings that includes Noteworthy Practices and Areas for Improvement.

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the Cognia Accreditation Process, highly skilled and trained evaluators gather first-hand evidence and information pertinent to evaluating an institution's performance against research-based Cognia Performance Standards. Using these standards, evaluators assess the quality of the learning environment to gain valuable insights and target improvements in teaching and learning as well as the operation of the institution.

To build a comprehensive evaluation of your institution, our experts gain a broad understanding of institution quality through a review of documented evidence, discussions with leadership, and community feedback. Using the standards as a framework, the report provides valuable guidance to help focus your institution's improvement journey.

Assurances

Assurances are requirements that accredited institutions must meet. The assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review. Institutions are expected to meet all assurances and are expected to correct any deficiencies in unmet assurances.

#	ASSURANCES	YES/NO
1.	The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures.	Yes
2.	The institution complies with all applicable governmental laws or regulations.	Yes
3.	The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public.	Yes
4.	The governing authority adheres to written policies that govern its conduct, decision making, ethics, and authority; and engages in training aligned to its roles and responsibilities.	Yes
5.	The institution annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution.	Yes
6.	The institution annually reviews and implements written management plans for security, crisis, safety and health for onsite and virtual environments that includes expectations, communications protocols, and training for students, staff and stakeholders.	Yes
7.	The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia.	Yes
8.	The system executes a written quality assurance process to monitor and verify that all institutions within its jurisdiction: • meet the applicable governmental requirements of the school's location; • meet the Cognia Accreditation and Certification Policies and Procedures; • meet the Cognia Accreditation and/or Certification Standards and Assurances and • implement its required education programs with fidelity	Yes

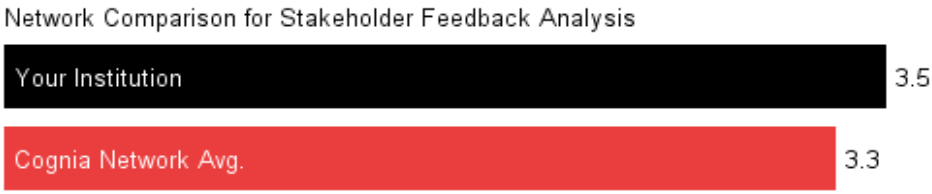
Evaluations of Institution Analyses

Cognia expects institutions to use a systematic process to collect data and information using quality instruments and then analyze and synthesize that information to arrive at findings. From the findings, Cognia expects institutions to develop, prioritize, and implement theories of action that will sustain high-performing areas and lead to improvement in underperforming areas.

Cognia requires institutions to complete analyses on selected data sources. Each analysis is evaluated using rubrics aligned to the main activities within the analysis process.

Stakeholder Feedback Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★ Network Average: 3.6
The institution has analyzed and synthesized information.	★★★★ Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★ Network Average: 3.4
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★☆☆ Network Average: 2.9



Student Performance Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★ Network Average: 3.5
The institution has analyzed and synthesized information.	★★★★ Network Average: 3.2
The institution has interpreted findings, prioritized themes, and developed theories of action for areas of noteworthy achievement and areas in need of improvement.	★★★★ Network Average: 3.4
The institution has demonstrated how they have used results to drive improvements to instruction and learner performance.	★★★★ Network Average: 2.9



Learning Environments Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★ Network Average: 3.5
The institution has analyzed and synthesized information.	★★★★ Network Average: 2.9
The institution has interpreted findings, prioritized themes, and developed theories of action for areas of noteworthy achievement and areas in need of improvement.	★★★★ Network Average: 3.3
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★☆☆ Network Average: 2.9



Culture of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for standards related to Culture of Learning.	★★★★ Network Average: 3.6
The institution has analyzed and synthesized information and responded to the prompts for Culture of Learning.	★★★★ Network Average: 3.2
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★ Network Average: 3.3
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★ Network Average: 2.9



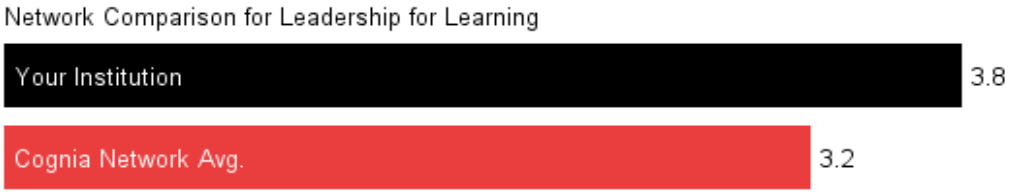
Leadership for Learning

CRITERION	YOUR SCORE
The narrative provides evidence for standards related to Leadership for Learning.	★★★★ Network Average: 3.5
The institution has analyzed and synthesized information and responded to the prompts for Leadership for Learning.	★★★★ Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★

Network Average: 3.2

The institution has interpreted findings, prioritized themes, and developed theories of action.

Network Average: 2.8



Engagement of Learning

CRITERION	YOUR SCORE

The narrative provides evidence for standards related to Engagement of Learning.

Network Average: 3.5

The institution has analyzed and synthesized information and responded to the prompts for Engagement of Learning.

Network Average: 3.1

The institution has identified areas of noteworthy achievement and areas in need of improvement.

Network Average: 3.2

The institution has interpreted findings, prioritized themes, and developed theories of action.

Network Average: 2.8



Growth in Learning

CRITERION	YOUR SCORE

The narrative provides evidence for standards related to Growth in Learning.

Network Average: 3.5

The institution has analyzed and synthesized information and responded to the prompts for Growth in Learning.

Network Average: 3.1

The institution has identified areas of noteworthy achievement and areas in need of improvement.

Network Average: 3.2

The institution has interpreted findings, prioritized themes, and developed theories of action.

Network Average: 2.8


Network Comparison for Growth in Learning
Your Institution
3.3
Cognia Network Avg.
3.2

Performance Standards Evaluation Results

Accreditation is based primarily on the evaluation of evidence that reflects an institution's ability to meet the expectations as defined by the Cognia Performance Standards. The Performance Standards define the elements of quality that research indicates are present in an effective institution. Accreditation standards provide the guideposts to becoming a better institution. The Engagement Review evaluators apply a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of the standard. The rubric scale is designed to indicate the current performance of the institution.

The rubric is scored from Level 4 to Level 1. Descriptions are provided in the table below.

RATING	LEVEL	DESCRIPTION
★★★★	4	Demonstrating noteworthy systematic and systemic practices producing clear results that positively impact learners.
★★★☆	3	Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.
★★☆☆	2	Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.
★☆☆☆	1	Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.

Cognia Performance Standards Ratings

Culture of Learning Standards

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents' attendance at institution functions).

Keys to Culture of Learning

A healthy culture is evident where:

- Stakeholders are actively engaged and supportive of the institution's mission
- Learners' academic and non-academic needs and interests are the focal point
- Stakeholders are included and supported

Standard 1

Leaders cultivate and sustain a culture that demonstrates respect and fairness for all learners and is free from bias.

YOUR RATING
★★★☆
Network Average: 3.3

LEVEL	DESCRIPTION
4	4 - Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision-making that embody the values of respect and fairness for all learners and are free from bias.
3	3 - Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision-making that embody the values of respect and fairness for all learners and are free from bias.
2	2 - Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision-making that embody the values of respect and fairness for all learners and are free from bias.
1	1 - Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision-making that embody the values of respect and fairness for all learners and are free from bias.

Standard 2

Learners' well-being is at the heart of the institution's guiding principles, such as mission, purpose, and beliefs.

YOUR RATING

Network Average: 3.4

LEVEL	DESCRIPTION
4	4 - Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.
3	3 - Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and are consistent with and based on its stated values.
2	2 - Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.
1	1 - Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.

Standard 3

Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

YOUR RATING

Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
3	3 - Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
2	2 - Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus sometimes based on data on learners' needs and consistent with guiding principles.
1	1 - Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus rarely based on data about learners.

Standard 4

Learners benefit from a formal structure that fosters positive relationships with peers and adults.

YOUR RATING
★★★☆
Network Average: 3.1

LEVEL	DESCRIPTION
4	4 - A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors consistently demonstrate respect, trust, and concern for one another's well-being.
3	3 - A formal structure is planned and regularly implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being.
2	2 - A formal structure may be planned but is minimally implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors sometimes demonstrate respect, trust, and concern for one another's well-being.
1	1 - A formal structure is not planned or implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors rarely demonstrate respect, trust, and concern for one another's well-being.

Standard 5

Professional staff members embrace effective collegiality and collaboration in support of learners.

YOUR RATING
★★★★
Network Average: 3.0

LEVEL	DESCRIPTION
4	4 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
3	3 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
2	2 - The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
1	1 - The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

Standard 6

Professional staff members receive the support they need to strengthen their professional practice.

YOUR RATING

Network Average: 2.8

LEVEL	DESCRIPTION
4	4 - Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.
3	3 - Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.
2	2 - Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.
1	1 - Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.



Leadership for Learning Standards

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers continuously, with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning.

Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

• Communicate expectations for learning
• Influence and impact the culture in positive ways
• Model and engage in learning while supporting others to do so

Standard 7

Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

YOUR RATING
Network Average: 2.8

LEVEL	DESCRIPTION
4	4 - Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
3	3 - Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
2	2 - Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
1	1 - Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and

decision making that improve learning and engage stakeholders.

Standard 8

The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

YOUR RATING
Network Average: 3.2

LEVEL	DESCRIPTION
4	4 - The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.
3	3 - The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.
2	2 - The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.
1	1 - The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.

Standard 9

Leaders cultivate effective individual and collective leadership among stakeholders.

YOUR RATING
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities, and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.
3	3 - Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.
2	2 - Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.

1	1 - Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.

Standard 10

Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

YOUR RATING
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's purpose and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract qualified candidates from a broad range of backgrounds. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
3	3 - Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's purpose and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract qualified candidates from a broad range of backgrounds. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
2	2 - Leaders hire qualified professional staff members who contribute to the institution's purpose and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.
1	1 - Leaders hire qualified professional staff members without consideration of contribution to the institution's purpose and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.

Standard 11

Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

YOUR RATING
Network Average: 3.1

LEVEL	DESCRIPTION
4	4 - Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.
3	3 - Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The

	institution’s structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution’s structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.
2	2 - Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution’s structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution’s structure and processes include emergency and contingency plans to respond to change.
1	1 - Leaders seldom demonstrate awareness of potential influences on institution stability. The institution’s structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution’s structure and processes may not include emergency and contingency plans to respond to change.

Standard 12

Professional staff members implement curriculum and instruction that are aligned for relevancy and effectiveness for each and every learner.

YOUR RATING
★★★☆
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, and effectiveness for each and every learner.
3	3 - Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, and effectiveness for each and every learner.
2	2 - Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, and effectiveness for each and every learner.
1	1 - Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, and effectiveness for each and every learner.

Standard 13

Qualified personnel instruct and assist learners and each other in support of the institution’s mission, purpose, and beliefs.

YOUR RATING
★★★☆
Network Average: 3.0

LEVEL	DESCRIPTION
4	4 - All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist

	learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
3	3 - All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
2	2 - Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
1	1 - Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

Standard 14

Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.

YOUR RATING

Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.
3	3 - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. These information resources and materials are selected from credible sources and based on verifiable information.
2	2 - Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.
1	1 - Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information.

Standard 15

Learners' needs drive the allocation and management of human, material, digital, and fiscal resources.

YOUR RATING

Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure each and every learner's needs are met. Adjustments to resource allocation are consistently based on current data at any point in time.
3	3 - Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure each and every learner's needs are met. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.
2	2 - Professional staff members sometimes analyze learners' needs, current, and trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure each and every learner's needs are met. Adjustments to resource allocation are sometimes based on current or updated data.
1	1 - Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure each and every learner's needs are met.



Engagement of Learning Standards

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process.

Keys to Engagement of Learning

Engagement is demonstrated when all learners:

- Are included in the learning process
- Participate with confidence
- Have agency over their learning

Standard 16

Learners experience curriculum and instruction that emphasize the value of different cultures, backgrounds, and abilities reflective of the global community.

YOUR RATING

Network Average: 2.9

LEVEL	DESCRIPTION

4	4 - Respect for different cultures, backgrounds, and abilities is embedded in every aspect of the institution's culture and learning environments. The presence and contributions of the global community are authentically integrated in the curricular content and instructional practices.
3	3 - Respect for different cultures, backgrounds, and abilities is clearly present in the institution's culture and learning environments. The presence and contributions of the global community are intentionally included in the curricular content and instructional practices.
2	2 - Respect for different cultures, backgrounds, and abilities is somewhat present in the institution's culture and learning environments. The presence and contributions of the global community are inconsistently included in the curricular content and instructional practices.
1	1 - Respect for different cultures, backgrounds, and abilities is rarely present in the institution's culture and learning environments. The presence and contributions of the global community are not included in the curricular content and instructional practices.

Standard 17

Learners have the support and opportunities to realize their learning potential.

YOUR RATING

Network Average: 3.0

LEVEL	DESCRIPTION
4	4 - Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive toward maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.
3	3 - Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive toward individual achievement and self-efficacy.
2	2 - Professional staff members consider varying learner needs and well-being when developing and providing academic and non- academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive toward individual achievement and self-efficacy.
1	1 - Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well-suited to their individual needs and well-being. Learners are rarely challenged to strive toward individual achievement and self-efficacy.

Standard 18

Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

YOUR RATING
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
3	3 - Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
2	2 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
1	1 - Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration, or design thinking.

Standard 19

Learners are immersed in an environment that promotes and respects student agency and responsibility for their learning.

YOUR RATING
Network Average: 2.6

LEVEL	DESCRIPTION
4	4 - Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress.
3	3 - Conditions within most aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners give input into most of the instructional and learning activities available to them. Learners are frequently involved in identifying their learning targets and monitoring their progress.
2	2 - Conditions within some aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners have some opportunity for input into the instructional and learning activities available to them. Learners are sometimes involved in identifying their learning targets and monitoring their progress.
1	1 - Learners engage in environments that are heavily instructor-centered. Learners have little or no input into the instructional and learning activities available to them. Learners are rarely expected to monitor their learning progress.

Standard 20

Learners engage in experiences that promote and develop their self-confidence and love of learning.

YOUR RATING
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning.
3	3 - Most learners pursue opportunities that may not always result in success, knowing they will be supported. Most learners show motivation, curiosity, and excitement about their learning.
2	2 - Some learners pursue opportunities that may not always result in success, but only with significant, individual support. Some learners show motivation, curiosity, and excitement about their learning.
1	1 - Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most learners show little motivation, curiosity, or excitement about their learning.

Standard 21

Instruction is characterized by high expectations and learner-centered practices.

YOUR RATING
Network Average: 2.8

LEVEL	DESCRIPTION
4	4 - Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.
3	3 - Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.
2	2 - Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.
1	1 - Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.

Standard 22

Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

YOUR RATING
Network Average: 2.7

LEVEL	DESCRIPTION
4	4 - Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.
3	3 - Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.
2	2 - Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.
1	1 - Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.

Standard 23

Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.

YOUR RATING

Network Average: 2.7

LEVEL	DESCRIPTION
4	4 - Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources consistently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
3	3 - Professional staff members intentionally select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources routinely support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
2	2 - Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners' active engagement in the learning process. Digital resources sometimes support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
1	1 - Professional staff members select and integrate few or no digital resources or select digital resources that rarely add value to the learning process or encourage learners' active engagement in the learning process. Digital resources rarely support learners' pursuit of interests or deepen or extend curriculum topics to stimulate learners' curiosity.



Growth in Learning Standards

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition.

Keys to Growth in Learning

Growth is evident when:

- Learners possess non-academic skills that ensure readiness to learn
- Learners' academic achievement reflects preparedness to learn
- Learners demonstrate growth in meeting expectations of learning as defined by the institution
- Learners attain knowledge and skills necessary to achieve goals for learning

Standard 24

Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

YOUR RATING
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members, such as institution history, recent experiences, and future possibilities.
3	3 - Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members, such as institution history, recent experiences, and future possibilities.
2	2 - Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members, such as institution history, recent experiences, and future possibilities.
1	1 - Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members, such as institution history, recent experiences, and future possibilities.

Standard 25

Leaders promote action research by professional staff members to improve their practice and advance learning.

YOUR RATING
Network Average: 2.5

LEVEL	DESCRIPTION
4	4 - Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.
3	3 - Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.
2	2 - Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.
1	1 - Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.

Standard 26

Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

YOUR RATING
Network Average: 2.7

LEVEL	DESCRIPTION
4	4 - Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
3	3 - Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
2	2 - Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

1	1 - Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

Standard 27

Learners' academic and non-academic needs are identified and effectively addressed through appropriate interventions.

YOUR RATING

Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - The institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
3	3 - The institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
2	2 - The institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.
1	1 - The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.

Standard 28

Learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.

YOUR RATING

Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Professional staff members consistently engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
3	3 - Professional staff members regularly engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.

2	2 - Professional staff members sometimes engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
1	1 - Professional staff members rarely engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.

Standard 29

Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.

YOUR RATING

Network Average: 2.6

LEVEL	DESCRIPTION
4	4 - Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is fully implemented and monitored for fidelity.
3	3 - Professional learning is learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.
2	2 - Professional learning is occasionally learner-centered designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.
1	1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.

Standard 30

Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

YOUR RATING

Network Average: 2.8

LEVEL	DESCRIPTION
4	4 - Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.

3	3 - Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.
2	2 - Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.
1	1 - Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.

Standard 31

Learners demonstrate growth in their academic performance based on valid and reliable assessments.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - The institution consistently sustains high levels of learner performance over time and/or shows consistent trends of improvement in low-performing areas. The institution continually monitors and uses results from multiple required and/or selected valid and reliable assessments of student learning and implements formal plans to address areas of low performance. The institution consistently communicates results and plans for improving learner performance with stakeholders.
3	3 - The institution routinely sustains high levels of learner performance over time and/or shows trends of improvement in low- performing areas. The institution regularly monitors and uses results from multiple required and/or selected valid and reliable assessments of student learning and implements plans to address areas of low performance. The institution routinely communicates results and plans for improving learner performance with stakeholders.
2	2 - The institution occasionally sustains high levels of learner performance over time and/or shows trends of improvement in low- performing areas. The institution sometimes monitors results from multiple required and/or selected assessments of student learning and implements plans to address areas of low performance. The institution occasionally communicates results and plans for improving learner performance with stakeholders.
1	1 - The institution rarely sustains high levels of learner performance over time or shows trends of improvement in low-performing areas. The institution inconsistently monitors or uses results from multiple required and/or selected assessments of student learning and implements plans to address areas of low performance. The institution seldom communicates results or plans for improving learner performance with stakeholders.

Insights from the Review

The evaluators engaged in professional discussions and deliberations about the effectiveness of the processes, programs, and practices within the institution to arrive at the findings of the report. Guided by evidence, the evaluators arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

The findings are organized into narratives around four Key Characteristics critical to the success of any educational institution: culture of learning, leadership for learning, engagement of learning, and growth in learning. The narratives also provide the next steps to guide your institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The feedback provided in this Accreditation Engagement Review Report will assist your institution in reflecting on its current improvement efforts and adapting and adjusting your plans to continuously strive for improvement.

Culture of Learning

Amplus Academy fosters a safe and collaborative learning environment grounded in positive relationships. Amplus Academy is a public charter school that follows a classical education model anchored in the Amplus Standard. The Amplus Standard frames daily expectations for character, scholarship, and service, which also offers a shared language that guides students and adults. Students describe the school as "inclusive and safe" and say they feel comfortable speaking openly, while parents characterize the campuses as welcoming and family-like with staff who know students by name. One parent shared, "My kids feel like they belong and they have value here." Stakeholder surveys consistently rate safety high, and the system maintains a formal policy that underscores fair treatment for all learners. Classroom observations confirm stakeholder perceptions, with supportive learning and well-managed learning scoring strongest across observations conducted this year. The school's mission, vision, and the Amplus Standard remain visible in routines and recognition practices and are reinforced through the advisory class, Ingenium. These patterns indicate a culture that demonstrates respect and fairness for each learner and an environment free from bias. Learners also benefit from formal structures that foster positive relationships with adults and peers, which strengthens belonging and well-being. However, some interview and survey comments point to uneven experiences in middle and high school where families seek more consistent, student-specific communication and more opportunities for involvement, suggesting targeted attention to family relationship building.

Collaboration systems support the culture and show a consistent structure for professional practice. Teachers meet during early release time for professional learning community (PLC) work and use PLC+ roles that clarify responsibilities and ensure every voice is heard. Team leads, who are part of the Instructional Leadership Team, coordinate PLC agendas and follow-up actions based on meeting minutes. A mentoring program supports new staff in understanding expectations, which teachers credit for feeling supported and for stronger retention. Professional learning (PL) is reinforced through coaching and weekly supervisory meetings that keep attention on student experiences and staff growth. Staff morale has also increased since the system began providing education reimbursement. Professional staff members engage in collegial collaboration that supports learners and strengthens professional practice. Professional staff members receive the support they need to strengthen practice through structured mentoring, PLC routines, and targeted learning. Exit survey data show that the mentoring program has been supportive and positive. Some teacher feedback did indicate a desire for time for peer observation. To build on the culture of learning, school leaders are encouraged to focus on improving family communication through multilingual options and to provide more varied options for family involvement. In addition, it is suggested that school leaders work with professional staff members to provide peer observation opportunities to increase staff instructional efficacy.

Leadership for Learning

Leaders cultivate coherent systems that develop staff, uphold priorities, and drive results for learners. System leaders follow a system strategic plan developed with stakeholder input, while school leaders continue to implement school performance plans (SPPs). Leaders engage in a structured improvement process that includes weekly meetings at each site and monthly system-level meetings where

data, observations, and stakeholder perspectives guide instructional decisions. The instructional leadership structure and team lead model help coordinate communication and expectations across grade bands, and teachers describe feeling valued in these settings, with one sharing, “For the first time I feel like I am heard, and I am valued.” However, some staff have expressed uncertainty about how the SPPs and the system strategic plan connect and which one should be prioritized. Additionally, parents in the focus group were unaware of school goals and initiatives, suggesting an opportunity for greater transparency and clearer communication regarding school improvement. Families did report strong trust in the governing board and noted the board’s professional, nonintrusive approach to oversight and support. Leaders guide the continuous improvement process with a focus on learners’ experiences and needs, and the governing authority collaborates with leaders to uphold institutional priorities. Team leads were created to add leadership opportunities and create a liaison between teachers and school leaders. Campus committees such as Safety, Curriculum, and Sunshine, along with a mentoring team, broaden leadership participation, and stay interviews and PLC feedback provide direct channels for staff voice. Leaders promote structures that develop leadership capacity and shared responsibility among stakeholders. Teachers report feeling heard in these forums, yet some staff ask for more direct voice beyond representation through team leads, which indicates a need to widen opportunities for individual input. Leaders recruit through multiple forums and align hiring to the mission. Candidates go through an extensive interview process and may even complete teaching demonstrations during screening. Supervision and evaluation follow the Nevada Educator Performance Framework (NEPF) with scheduled observations. Weekly supervisory meetings reinforce expectations and recognition. PLCs set common student learning goals. Leaders implement consistent processes for recruiting, supervising, and evaluating professional staff, to optimize learning conditions. Teachers describe this system as fair; however, they ask for more frequent administrator presence in classrooms. They also want quicker feedback on learning goals. Some teachers also note that there is a need for more support with data analysis. Leaders identified an ongoing recruiting challenge for teachers in STEM and student services.

Curriculum and resources are reviewed through a formal cycle that examines alignment to Nevada Academic Content Standards and the needs of learners. Stakeholder committees participate in these reviews to ensure materials meet expectations for quality and reflect the values of the school community. Families and students indicate that materials and technology are accessible, and students note the usefulness of a digital library where physical libraries are not available. Leaders monitor budgets and maintain responsible stewardship of resources, including funds for staff development and support for families experiencing hardship. Safety planning and emergency procedures are reviewed regularly, which helps maintain stable learning conditions. Curriculum is aligned for relevancy and effectiveness, and resource allocation reflects learners’ needs and responsible stewardship. Leaders have identified a need to expand creation-focused digital tools and continue targeted recruitment in STEM and student services to support instructional goals. School leaders are encouraged to align the system's strategic plan and SPPs to provide clarity for instructional staff and other stakeholders. In addition, it is suggested that awareness of improvement initiatives be increased across all stakeholder groups.

Engagement of Learning

Learners access a wide range of educational opportunities that offer challenge and choice, but student responsibility and progress monitoring remain inconsistent. Students describe lessons as engaging when they can discuss ideas, answer questions, and work together, and one student noted that attention is easier when lessons feel fun and interactive. Parents report that teachers individualize when needed, including movement breaks and adjusted tasks that help their children reengage and learn. Learners have access to Advanced Placement (AP), dual enrollment, Gifted and Talented Education (GATE) pathways, and opportunities to accelerate in mathematics beginning in grade 7, which broadens challenge and choice. Advisory through Ingenium focuses on grade-level skills and character, and elementary schedules include dedicated social-emotional learning (SEL) time to support readiness to learn. Learners have support and opportunities to realize their potential, and school experiences foster confidence and a positive disposition toward learning.

Learning environment observation data show that agency and expectations vary by grade and content, with many middle and high school math and science lessons more teacher-led and less collaborative than intended. Teachers use checks for understanding and

PLC discussions to consider instructional adjustments. However, progress monitoring is more often done by teachers rather than students, and immediate adjustments are not consistent across core courses. Current classroom practices show uneven use of learner-led approaches and clear expectations that enable students to track status and plan next steps. School leaders highlight the need to incorporate student-led conferences and goal-setting practices to increase student agency. Digital access is widespread, but classroom use trends toward reading or viewing rather than inquiry, problem-solving, or creation, which leaders identify as a growth area connected to student ownership. It is suggested that school leaders work with teachers to provide specific expectations, such as rubrics, which may increase student responsibility and progress monitoring in core classes. They are also encouraged to embed student goal setting and brief self-checks during lessons, so learners may routinely document evidence of learning and may determine next steps.

Growth in Learning

Leaders and professional staff use multiple measures and targeted supports to drive improvement. Leaders review evidence during weekly site meetings and monthly system meetings, using assessment, observation, attendance, and behavior data to guide instructional decisions. Classrooms and programs are monitored through a balanced set of valid and reliable assessments, including state measures, interim diagnostics, and course-embedded evidence such as common assessments. Leaders demonstrate skill in selecting timely information and interpreting trend and current data to inform decisions that affect learners and staff. The system evaluates initiatives as conditions change and adjusts plans when the data signal a shift, including the current transition of state-mandated interim assessments. Leaders employ a documented process to determine program effectiveness and make decisions about retaining, changing, or replacing practices based on analyzed data and stakeholder input. Professional staff and learners use assessment information from formal and informal methods to determine progress toward learning objectives and to plan next steps. embedded evidence, such as common assessments. Leaders demonstrate skill in selecting timely information and interpreting trends and current data to inform decisions that affect learners and staff. The system evaluates initiatives as conditions change and adjusts plans when the data signals a shift, including the current transition of state mandated interim assessments.

Student supports are organized through the Multi-Tiered System of Supports (MTSS) and reinforced by schoolwide routines. Families and students reference tutoring, What I Need (WIN) time, and the Archer Academy Study Center as accessible options, and the Positive Behavioral Interventions and Supports (PBIS) program, Golden Arrow, encourages positive engagement and behavior. Interventions are planned and implemented using analyzed information and instructional best practices to address developmental, academic, and nonacademic needs. Opportunities such as AP, dual enrollment, and accelerated mathematics expand challenge and choice, and the Ingenium advisory develops grade-level skills for the next steps in learning. Professional staff engage learners in identifying meaningful goals and recognizing talents and potential so learners can pursue individual pathways. PL focuses on learner needs and program goals; leaders invested in Language Essentials for Teachers of Reading and Spelling (LETRS) to strengthen early literacy and provided data analysis and curriculum training with coaching. Teachers noted that while they use assessment information regularly, they would benefit from deeper support in analyzing classroom-level data to make immediate instructional adjustments. PL is based on learners' needs, aligned to school improvement initiatives, and centers on improving pedagogical skills to address learners' needs. Outcomes show broad improvement with specific areas of opportunity. English language arts proficiency has risen across schools, AP pass rates increased over several years, and graduation has remained above 95%. Middle school science improved, yet science proficiency remains inconsistent in elementary and high school, and grade 3 literacy lags at one campus. Math proficiency is steady or improving, though some middle-grade growth rates have not matched proficiency gains. School leaders indicated fluctuations in math and reading proficiency based on which area was the focus of the improvement initiatives for a particular year. The institution monitors and uses results from multiple valid and reliable assessments and implements plans to address areas of low performance. School leaders are encouraged to strengthen classroom-level use of data by providing professional development focused on building short, repeatable teach-check-adjust-recheck routines in core subjects. Teachers could agree on success criteria, use quick checks during

lessons, make immediate adjustments for students who need more support or extension, and run a brief recheck within days to confirm progress. In addition, teachers' use of classroom data may be further enhanced through instructional coach modeling and peer observations.

Summary of Findings

The review process focused on establishing evidence of effective practice and performance of the institution in relation to the accreditation standards.

Areas for Improvement

Using the information collected and reviewed, the evaluator identified the following Areas for Improvement that will help the institution improve. The Areas for Improvement will be revisited when the institution conducts Cognia's Progress Report.

1 **Align and communicate the system strategic plan and school performance plans to engage staff and stakeholders in a coherent, monitored improvement process.**

Standard 7

RATIONALE If leaders connect the system strategic plan and the school performance plans into one documented process and outline roles, timelines, and checkpoints, then staff may more readily develop, implement, monitor, and adjust actions based on analyzed data.

2 **Implement professional learning on short teach-check-adjust-recheck routines to strengthen real-time instructional adjustments.**

Standard 22 Standard 29

RATIONALE When professional learning is designed to build teachers' pedagogical skills for monitoring learner response and using timely evidence, they may adjust instruction toward stated targets in real time.

3 **Generate and incorporate student-owned progress monitoring tools to strengthen responsibility for learning.**

Standard 19 Standard 21

RATIONALE When learners are involved in identifying their learning targets and monitoring their progress, then they may build agency and responsibility for their learning.

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning the accreditation status of your institution based on these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance.

Your Institution's IEQ

300

Cognia's IEQ Network Average: **297**

STATUS AND SCORE	DESCRIPTION
Accredited with Distinction Above 360	An Index of Education Quality® above 360 indicates that the institution substantially exceeds Cognia's expectations for accreditation in almost all areas and exemplifies educational excellence. While the accreditation team still may identify Areas for Improvement, the review findings indicate several Noteworthy Practices.
Accredited with Merit 320 to 360	An Index of Education Quality of 320 to 360 indicates the institution exceeds Cognia's expectations for accreditation and includes one or more Areas for Improvement and one or more Noteworthy Practices.
Accredited 280 to 319	An Index of Education Quality in the range of 280 to 319 suggests the institution has a limited number of Areas for Improvement and may include one or more Noteworthy Practices.
Accredited Needing Improvement 240 to 279	An Index of Education Quality in the range of 240 to 279 indicates the institution has several Areas for Improvement that must be addressed to meet expectations.
Accredited Under Review* Below 240	An Index of Education Quality score below 240 indicates that the institution has many Areas for Improvement and should focus its improvement efforts on those areas and the related Standards and/or Assurances. The institution will be required to present Cognia with evidence of improvement within one year via a Monitoring Review. Additional Progress Reports will be required if satisfactory improvement is not achieved.

**Accredited Under Review status also can be conferred if an institution is in noncompliance with policies and Assurances impacting the effective operations of the institution or system.*

Your Next Steps

Accreditation is a continuous improvement process. The Engagement Review provides independent, objective guidance in relation to the Performance Standards and the institution’s improvement journey. Upon receiving the Accreditation Engagement Review Report, the institution is expected to implement the following steps:

- Review and share the findings in this report with stakeholders.
- Use the findings from the report to guide and strengthen your institution's improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.
- Report to Cognia on your progress toward improvement.

Evaluator Roster

The Engagement Review is conducted by professionals with varied backgrounds and professional experiences. All evaluators complete Cognia training and eleot certification to ensure knowledge and understanding of the Cognia tools and processes. The following professional(s) served on the Engagement Review:

EVALUATOR NAME	BRIEF BIOGRAPHY
Jennifer Williamson **Lead Evaluator**	Dr. Jennifer Williamson joined Cognia in 2022 and currently serves as a regional accreditation evaluator, providing personalized service and guidance to institutions as they navigate the accreditation process. Dr. Williamson's professional career spans 32 years. Her experience includes the role of teacher, professional school counselor, administrator, and school board member. In addition, prior to joining Cognia, Dr. Williamson served as an accreditation review team member, associate lead evaluator, and lead evaluator. She earned a Bachelor of Arts in English education from Maryville University and a Master of Education and Ph.D. in educational psychology from the University of Nevada, Las Vegas.
Kerry Larnerd	

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Coversheet

Review, discuss and approve FY27 Tentative Budget

Section: VII. New Business (Discussion and possible action)
Item: A. Review, discuss and approve FY27 Tentative Budget
Purpose: Vote
Submitted by: Rachelle Hulet/MAST Financial
Related Material: Amplus Academy 26-27 Budget Assumptions - Tentative 1.pdf
Amplus Academy 26-27 Budget - Tentative 1.pdf

BACKGROUND:

The Amplus Board is required to vote on, and submit a tentative annual budget by the 15th of April for the following fiscal year. We will adjust accordingly and seek approval on the final budget by June 8th. The budget for next fiscal year is primarily based on actuals from the current fiscal year.

RECOMMENDATION:

To approve the FY27 tentative budget

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Amplus Academy
2026-2027 Original Budget
Financial Assumptions (Narrative)

Revenues

State Sources

- 2026-27 PCFP revenue is based on estimated enrollment of 2,521 with a per pupil funding amount of $9,484, which is approximately a 0.75% increase from the current year.
- Other State revenue includes ELL, GATE, State Special Ed, Local Special Ed, Transportation, AB 398, & CTE.

Federal Sources

- IDEA B, Title II, and McKinney Vento.

Local Sources

- Concessions/Spirit Store, Athletics/Clubs, Miscellaneous, Building Rental, Donations & Contributions, Class Fees, Interest Income, and Fund Transfers.

Expenditures

1000 – Instruction

- Professional Education Services – School Support Staff partially funded with State Special Ed
- Dual Enrollment Tuition
- Instruction Supplies
- Workbooks & Textbooks
- Technology Supplies & Licenses
- FF&E – Student Desks and Chairs
- Web Based Instructional Curriculum
- Dues and Fees

2100 – Student Support Services

- Health Service Supplies
- Professional Education Services – School Support Staff & Special Education Support Staff
- Other Professional Services
- Student Support Supplies
- Dues & Fees

2200 – Instruction Support

- Teacher & Support Staff Education Reimbursement
- Instruction Support Supplies
- Professional Development

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- PD Travel & Lodging
- PD Supplies

2300 – General Administration

- Legal Services
- Board Reimbursement Fee
- Board Supplies
- Board Member Conferences
- Board Member Conference Travel
- Training & PD
- SPCSA Sponsorship Fee – 1.25% of PCFP
- Staff Appreciation
- Dues & Fees
- Community Relations

2400 – School Administration

- Postage
- Supplies
- Dues & Fees
- Travel & Lodging
- Graduation
- Professional Education Services – School Support Staff
- Professional Services
- Student Activities (Graduation, Athletics, Clubs, Snack Shack)

2500 – Central Service

- Bank and Merchant Fees
- Training & Development
- Audit & Accounting Services – Velez & Hardy and MAST Financial Group
- Purchased Fiscal Services – School Support Staff
- HR Expense – Paycom
- Postage
- Supplies
- Various Building Furniture - $30,000
- Software
- Copier Lease
- Dues, Fees, Subscriptions
- Travel & Meals
- Purchased Public Info Services – School Support Staff
- Purchased Purchasing Director Services – School Support Staff
- Hardware Repair & Maintenance

2600 – Operations and Maintenance

- Purchased Operations Services – School Support Staff
- Utilities – Water/Sewer, Garbage, Telephone, Internet, Gas, Electricity
- Outside Service Ops – Pest Control & Document Shredding

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- Workers Comp Insurance
- Property/Liability Insurance
- Student Accident Insurance
- Vehicle Insurance
- Operations Supplies
- Fuel
- Dues, Fees, & Subscriptions
- Building Maintenance
- Equipment Rental
- Building Improvements
- Custodial Contracts
- Landscape Contracts
- Technical Services
- Security/Fire Alarm
- Vehicle Repairs & Maintenance
- Gasoline – Maintenance Vehicle

2700 – Student Transportation

- Field Trip Transportation
- Busing Services
- Capital Outlay - Buses
- Transportation Supplies

4700 – Building Improvements

- CFSF Manager Fee

6200 – Fund Transfers

- Transfers from General Fund to Other Funds (Debt Service, Special Ed, ELL, & GATE)

Building/Lease

- R&R Account Funding
- Annual Debt Service Costs - Zions
- Building Principal & Interest Payments (Includes potential new debt)
- Computer Lease
- Portables Lease

Payroll

Assumptions

- Annual step increase for returning staff (approximately $500 - $1,500 based on ladder position)
- PERS = 19.25%
- Social Security = 6.20% for those not participating in PERS
- Medicare = 1.45%
- Unemployment = 1.50%
- Group Health = $5,500 annually per participating employee

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1000 – Teacher/Instruction

- 102.00 FTE K-12 Teachers funded mainly with the GF, but some with ELL, GATE, State Special Ed, and IDEA-B
- 38.00 FTE Instructional Aides funded mainly with the GF, but some with State Special Ed
- Academic Stipends, Extra Duty Stipends, Substitutes, and PTO buy back

2100 – Student Support

- 1.00 FTE Social Worker
- 1.00 FTE Student Support Manager
- 2.00 FTE FASA
- 5.00 FTE Guidance Counselors
- 1.00 FTE Health Service Nurses
- 1.00 FTE Speech Pathologists funded with State Special Ed funds
- 0.25 FTE Occupational Therapist funded with State Special Ed funds
- 4.00 FTE Student Success Advocates

2200 – Instruction Support

- 11.00 FTE Instructional Coaches, Coordinators, and a Psychologist funded with Title I, IDEA B, and the GF

2300 – General Admin

- 1.00 FTE Chief Executive Officer

2400 – School Admin

- 8.00 FTE CAO, Principals & Assistant Principals
- 1.00 FTE Administrative Director
- 11.40 FTE Receptionist and Secretaries
- 1.00 FTE Athletic Director
- Athletics and Club Stipends

2500 – Central Services

- 2.25 FTE Marketing & Media Coordinator
- 1.40 FTE Personnel/HR Services
- 5.00 FTE Admin Technology Services
- Extra Duty Stipends

2600 – Operations

- 7.00 FTE Operations Specialists
- Extra Duty Stipends

School Support Staff

- 1000 Teacher/Instruction – 5.0 FTE Teachers
- 2100 Student Support Services – 1.0 FTE Counselor
- 2400 School Admin – 0.50 FTE Testing Coordinator
- 2500 Central Services – 5.80 FTE Fiscal, Public Relations, Event Coordinator, Purchasing, & HR Manager
- 2600 Operations – 1.0 FTE Operations Director

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Fund Balance

This budget will leave an excess of revenue over expenditures of $196,538 with an anticipated Debt Service Coverage Ratio of 1.20.

	25-26 Amended	26-27 Initial (4/15/26)	Change
ENROLLMENT TOTAL	**2,440.00**	**2,521.00**	**81.00**
(per pupil)	9,416.00	9,484.00	68.00
INCOME			
STATE SOURCE (3000)	26,400,926.00	27,490,946.00	1,090,020.00
FEDERAL SOURCE (4000)	200,921.00	228,030.00	27,109.00
OTHER SOURCES	4,864,329.00	6,110,565.00	1,246,236.00
TOTAL INCOME	**31,466,176.00**	**33,829,541.00**	**2,363,365.00**
NON PAYROLL EXPENSES			
1000 - INSTRUCTION	1,595,917.00	2,049,486.00	453,569.00
2100 - STUDENT SUPPORT SERVICES	266,017.00	196,726.00	(69,291.00)
2200 - INSTRUCTION SUPPORT	163,465.00	160,000.00	(3,465.00)
2300 - GENERAL ADMINISTRATION	502,792.00	495,365.00	(7,427.00)
2400 - SCHOOL ADMINISTRATION	497,928.00	498,364.00	436.00
2500 - CENTRAL SERVICE	1,479,442.00	1,184,891.00	(294,551.00)
2600 - OPERATIONS & MAINTENANCE	1,879,744.00	1,379,675.00	(500,069.00)
2700 - STUDENT TRANSPORTATION	1,085,227.00	1,121,195.00	35,968.00
4700 - BUILDING IMPROVEMENTS	1,446,768.00	18,000.00	(1,428,768.00)
6000 - MISCELLANEOUS	474,320.00	0.00	(474,320.00)
6200 - FUND TRANSFERS	1,191,727.00	4,720,565.00	3,528,838.00
TOTAL NON PAYROLL EXPENSES	**10,583,347.00**	**11,824,267.00**	**1,240,920.00**
(percentage of expenses)	30.55%	31.79%	1.24%
PAYROLL			
TEACHER/INSTRUCTOR (1000)	11,545,695.00	11,795,378.00	249,683.00
STUDENT SUPPORT (2100)	1,146,778.00	1,139,316.00	(7,462.00)
INSTRUCTION SUPPORT (2200)	984,220.00	1,107,826.00	123,606.00
GENERAL ADMIN (2300)	351,343.00	369,673.00	18,330.00
SCHOOL ADMINISTRATION (2400)	2,173,764.00	2,308,403.00	134,639.00
CENTRAL SERVICES (2500)	705,111.00	704,311.00	(800.00)
OPERATIONS (2600)	495,002.00	501,356.00	6,354.00
TOTAL PAYROLL	**17,401,913.00**	**17,926,263.00**	**524,350.00**
(percentage of expenses)	59.54%	56.67%	-2.87%
BUILDING/LEASE	3,079,845.00	3,882,473.00	802,628.00
TOTAL BUILDING/LEASE EXPENSES	**3,079,845.00**	**3,882,473.00**	**802,628.00**
(percentage of expenses)	13.48%	11.54%	-1.93%
TOTAL EXPENSES	**31,065,105.00**	**33,633,003.00**	**2,567,898.00**
TOTAL INCOME	**31,466,176.00**	**33,829,541.00**	**2,363,365.00**
REMAINING FUNDS	**401,071.00**	**196,538.00**	**(204,533.00)**
	1.29%	0.58%	-0.71%

Beginning Fund Balance		**10,853,156.00**	**11,254,227.00**	
Ending Fund Balance		**11,254,227.00**	**11,450,765.00**	
Excess Funds		3,410,916.00	4,143,803.00	732,887.00
Total Debt Service		3,009,845.00	3,447,265.00	437,420.00
DSC		1.13	1.20	0.07

				25-26 Amended	26-27 Initial (4/15/26)	Change
Kinder				156	156	0
Elem (1-5)				921	928	7
Secondary (6-12)				1,363	1,437	74
ENROLLMENT TOTAL				**2,440**	**2,521**	**81**
			PCFP	$9,416.00	$9,484.00	$68.00
INCOME						
STATE SOURCE (3000)						
PCFP				22,855,597.00	23,909,164.00	1,053,567.00
ELL				631,347.00	631,347.00	0.00
At Risk				29,661.00	29,661.00	0.00
GATE				66,666.00	66,666.00	0.00
Special Ed (State)				612,799.00	612,799.00	0.00
Special Ed (Local)				419,964.00	419,964.00	0.00
Transportation				1,137,565.00	1,173,533.00	35,968.00
AB398 Staff Raises				623,000.00	623,485.00	485.00
CTE Allocation				24,327.00	24,327.00	0.00
TOTAL STATE				**26,400,926.00**	**27,490,946.00**	**1,090,020.00**
FEDERAL SOURCE (4000)						
IDEA B				157,741.00	197,908.00	40,167.00
Title IA				16,082.00	0.00	(16,082.00)
McKinney Vento				0.00	1,497.00	1,497.00
Title II (PD)				27,098.00	28,625.00	1,527.00
TOTAL FEDERAL				**200,921.00**	**228,030.00**	**27,109.00**
OTHER SOURCES						
1750 - Concessions/Spirit Store				100,000.00	100,000.00	0.00
1790 - Athletics/Clubs				350,000.00	400,000.00	50,000.00
1900 - Misc Income				30,000.00	30,000.00	0.00
1910 - Building Rental				45,000.00	45,000.00	0.00
1920 - Donation & Contributions				175,000.00	175,000.00	0.00
1990 - Class Fees				215,000.00	215,000.00	0.00
ERATE				111,000.00	0.00	(111,000.00)
Earned Interest				275,000.00	425,000.00	150,000.00
6300 - ERC Refund				2,371,602.00	0.00	(2,371,602.00)
Transfer From General Fund				1,191,727.00	4,720,565.00	3,528,838.00
TOTAL LOCAL & Other (1700/1900)				**4,864,329.00**	**6,110,565.00**	**1,246,236.00**
TOTAL INCOME				**31,466,176.00**	**33,829,541.00**	**2,363,365.00**
EXPENSES						
1000 - INSTRUCTION	**Function**	**Object**	**Prgm**			
Professional Ed Services - SSS	1000	320	100	400,667.00	429,236.00	28,569.00
Tuition to Post Secondary	1000	565	100	200,000.00	300,000.00	100,000.00
Instruction Supplies	1000	610	100	340,250.00	340,250.00	0.00
Workbooks	1000	640	100	100,000.00	50,000.00	(50,000.00)

				25-26	26-27	
				Amended	Initial (4/15/26)	Change
Textbook	1000	641	100	40,000.00	75,000.00	35,000.00
Supplies/Technology/Software Licences	1000	651	100	75,000.00	60,000.00	(15,000.00)
Furniture & Fixtures - Capital Outlay	1000	733	100	0.00	500,000.00	500,000.00
Chromebooks & Laptops - Capital Outlay	1000	734	100	175,000.00	0.00	(175,000.00)
Web based Instructional Curr.	1000	653	100	205,000.00	275,000.00	70,000.00
Dues & Fees	1000	810	100	55,000.00	15,000.00	(40,000.00)
AP Tests	1000	650	100	5,000.00	5,000.00	0.00
1000 - INSTRUCTION				**1,595,917.00**	**2,049,486.00**	**453,569.00**
2100 - STUDENT SUPPORT SERVICE	**Function**	**Object**	**Pgrm**			
Professional Ed Services - SSS	2120	320	000	103,017.00	103,726.00	709.00
Professional Ed Services - SESS	2130	320	200	20,000.00	20,000.00	0.00
Health Services Supplies	2130	610	200	3,500.00	3,500.00	0.00
Psychological Services	2140	340	200	70,000.00	0.00	(70,000.00)
Professional Ed Services - SESS	2150	320	200	5,000.00	5,000.00	0.00
Professional Ed Services - SESS	2160	320	200	1,000.00	1,000.00	0.00
Professional Ed Services - SESS	2190	320	200	20,000.00	20,000.00	0.00
Other Prof Services	2190	340	200	1,500.00	1,500.00	0.00
Student Support Supplies	2190	610	000	40,000.00	40,000.00	0.00
Dues & Fees	2190	810	200	2,000.00	2,000.00	0.00
2100 - STUDENT SUPPORT SERVICE				**266,017.00**	**196,726.00**	**(69,291.00)**
2200 - INSTRUCTION SUPPORT	**Function**	**Object**	**Pgrm**			
Instruction Support Supplies	2210	610	000	4,000.00	4,000.00	0.00
Teacher Tuition Reimbursement	2213	251	000	25,000.00	21,535.00	(3,465.00)
IA Tuition Reimbursement	2213	252	000	20,000.00	20,000.00	0.00
Sub Tuition Reimbursement	2213	253	000	2,500.00	2,500.00	0.00
Other Licensed Tuition Reimbursement	2213	256	000	3,465.00	3,465.00	0.00
Other Classified Tuition Reimbursement	2213	257	000	2,500.00	2,500.00	0.00
Professional Development	2213	330	000	95,000.00	95,000.00	0.00
PD Travel & Lodging	2213	580	000	10,000.00	10,000.00	0.00
PD Supplies	2213	610	000	1,000.00	1,000.00	0.00
2200 - INSTRUCTION SUPPORT				**163,465.00**	**160,000.00**	**(3,465.00)**
2300 - GENERAL ADMINISTRATION	**Function**	**Object**	**Pgrm**			
Training & PD	2310	330	000	10,000.00	5,000.00	(5,000.00)
Reimbursement Fee - Board	2317	310	000	7,500.00	7,500.00	0.00
Board Travel & Lodging	2317	580	000	597.00	0.00	(597.00)
Board Supplies	2317	610	000	2,000.00	2,000.00	0.00
Legal	2318	340	000	50,000.00	50,000.00	0.00
Board Member Conferences	2319	330	000	5,000.00	5,000.00	0.00
Board Conference Travel	2319	580	000	7,000.00	7,000.00	0.00
SPCSA Sponsorship Fee	2319	591	000	285,695.00	298,865.00	13,170.00
Dues and Fees	2319	810	000	15,000.00	15,000.00	0.00
Other Professional Svcs	2321	340	000	5,000.00	0.00	(5,000.00)

				25-26	26-27	
				Amended	Initial (4/15/26)	Change
Hardship Fund	2322	310	000	10,000.00	0.00	(10,000.00)
Community Relations	2322	610	000	50,000.00	50,000.00	0.00
Dues & Fees	2322	810	000	5,000.00	5,000.00	0.00
Staff Appreciation	2329	610	000	50,000.00	50,000.00	0.00
2300 - GENERAL ADMINISTRATION				**502,792.00**	**495,365.00**	**(7,427.00)**
2400 - SCHOOL ADMINISTRATION	**Function**	**Object**	**Pgrm**			
Professional Ed Services - SSS	2410	320	000	45,428.00	45,864.00	436.00
Supplies	2410	610	000	10,000.00	10,000.00	0.00
Professional Services	2490	340	000	30,000.00	30,000.00	0.00
Other Specialized Services	2490	360	000	7,500.00	7,500.00	0.00
Travel & Lodging	2490	580	000	5,000.00	5,000.00	0.00
Supplies (Graduation, Athletics, Clubs, SS)	2490	610	000	300,000.00	300,000.00	0.00
Dues and Fees	2490	810	000	100,000.00	100,000.00	0.00
2400 - SCHOOL ADMINISTRATION				**497,928.00**	**498,364.00**	**436.00**
2500 - CENTRAL SERVICE	**Function**	**Object**	**Pgrm**			
Bank Fees	2510	310	000	50,000.00	50,000.00	0.00
Training & Development	2510	330	000	2,500.00	5,000.00	2,500.00
Audit & Accounting	2510	340	000	233,500.00	233,500.00	0.00
Purchased Fiscal Services - SSS	2510	340	000	223,577.00	294,348.00	70,771.00
HR Expense	2510	351	000	78,000.00	78,000.00	0.00
Copier Lease/Maintenance	2510	443	000	100,000.00	75,000.00	(25,000.00)
Postage	2510	531	000	3,000.00	3,000.00	0.00
Supplies	2510	610	000	14,000.00	14,000.00	0.00
Furniture & Fixtures - Non Depreciable	2510	612	000	50,000.00	30,000.00	(20,000.00)
Furniture & Fixtures - Capital Outlay	2510	733	0000	77,430.00	0.00	(77,430.00)
Software	2510	651	000	45,000.00	45,000.00	0.00
Dues, Fees & Subscriptions	2510	810	000	25,000.00	25,000.00	0.00
Travel & Meals	2510	580	000	2,500.00	2,500.00	0.00
Purchased Purchasing Services - SSS	2520	340	000	65,728.00	0.00	(65,728.00)
Purchased Public Info Services - SSS	2560	345	000	73,238.00	74,439.00	1,201.00
Branding & Marketing	2560	540	000	10,000.00	10,000.00	0.00
Purchased HR Services - SSS	2570	340	000	70,269.00	71,404.00	1,135.00
Fingerprinting	2572	340	000	7,500.00	7,500.00	0.00
Other Purchased Services	2575	340	000	2,000.00	2,000.00	0.00
Tech Repairs and Maintenance	2580	432	000	7,500.00	7,500.00	0.00
Erate Support	2580	530	000	3,700.00	6,700.00	3,000.00
Supplies - IT	2580	650	000	55,000.00	55,000.00	0.00
Software	2580	651	000	95,000.00	95,000.00	0.00
Erate Project	2586	610	000	185,000.00	0.00	(185,000.00)
2500 - CENTRAL SERVICE				**1,479,442.00**	**1,184,891.00**	**(294,551.00)**
2600 - OPERATIONS & MAINTENANCE	**Function**	**Object**	**Pgrm**			
Purchased Professional Services - SSS	2610	340	000	111,538.00	113,175.00	1,637.00

				25-26	26-27	
				Amended	Initial (4/15/26)	Change
Water/Sewer	2610	411	000	176,706.00	125,000.00	(51,706.00)
Garbage	2610	421	000	51,000.00	51,000.00	0.00
Building Maintenance	2610	431	000	135,000.00	150,000.00	15,000.00
Building Rental	2610	441	000	10,000.00	10,000.00	0.00
Equipment Rental	2610	442	000	17,500.00	17,500.00	0.00
Portables Rental	2610	444	000	360,000.00	0.00	(360,000.00)
Building Improvements	2610	450	000	100,000.00	35,000.00	(65,000.00)
Outside Services Ops	2610	490	000	7,500.00	7,500.00	0.00
Workers Comp	2610	520	000	40,000.00	40,000.00	0.00
Liability/Building Insurance	2610	521	000	145,000.00	145,000.00	0.00
Vehicle Insurance	2610	522	000	104,500.00	104,500.00	0.00
Student Accident	2610	523	000	22,000.00	22,000.00	0.00
Phone	2610	533	000	3,500.00	3,500.00	0.00
Internet	2610	535	000	33,000.00	33,000.00	0.00
Operations Supplies	2610	610	000	140,000.00	100,000.00	(40,000.00)
Natural Gas	2610	621	000	5,000.00	5,000.00	0.00
Electricity	2610	622	000	160,000.00	160,000.00	0.00
Dues, Fees & Subscriptions	2610	810	000	4,000.00	4,000.00	0.00
Custodial Contracts	2620	422	000	100,000.00	100,000.00	0.00
Landscaping	2630	420	000	15,000.00	15,000.00	0.00
Vehicle Repairs and Maintenance	2650	430	000	7,500.00	7,500.00	0.00
Gasoline	2650	626	000	1,000.00	1,000.00	0.00
Technical Services	2660	350	000	75,000.00	75,000.00	0.00
Security/Fire Alarm	2670	430	000	55,000.00	55,000.00	0.00
2600 - OPERATIONS & MAINTENANCE				**1,879,744.00**	**1,379,675.00**	**(500,069.00)**
2700 - STUDENT TRANSPORTATION	**Function**	**Object**	**Pgrm**			
Student Transportation - Field Trips	2790	519	000	30,000.00	30,000.00	0.00
Student Transportation - Bussing	2710	519	000	540,000.00	540,000.00	0.00
Vehicles - Capital Outlay	2710	732	000	510,227.00	546,195.00	35,968.00
Transportation Supplies	2790	610	000	5,000.00	5,000.00	0.00
2700 - STUDENT TRANSPORTATION				**1,085,227.00**	**1,121,195.00**	**35,968.00**
4000 - Building Improvements	**Function**	**Object**	**Pgrm**			
Construction In Progress - Fixed Asset	4500	720	000	1,428,768.00	0.00	(1,428,768.00)
CFSF Manager Fee	4700	340	000	18,000.00	18,000.00	0.00
4000 - Building Improvements				**1,446,768.00**	**18,000.00**	**(1,428,768.00)**
6000 - Miscellaneous	**Function**	**Object**	**Pgrm**			
ERC Fee	6000	950	000	474,320.00	0.00	(474,320.00)
6200 - Fund Transfers				**474,320.00**	**0.00**	**(474,320.00)**
6200 - Fund Transfers	**Function**	**Object**	**Pgrm**			
Transfer to Other Funds	6200	910	000	1,191,727.00	4,720,565.00	3,528,838.00
6200 - Fund Transfers				**1,191,727.00**	**4,720,565.00**	**3,528,838.00**

				25-26 Amended	26-27 Initial (4/15/26)	Change
TOTAL EXPENSES				**10,583,347.00**	**11,824,267.00**	**1,240,920.00**
				30.55%	31.79%	3.57%
PAYROLL						
TEACHER/INSTRUCTOR (1000)	**Function**	**Object**	**Pgrm**			
TOTAL SALARY	1000	6XX	XXX	8,918,655.00	9,114,023.00	195,368.00
TOTAL BENEFITS (INCL PERS/ TAXES)	1000	6XX	XXX	2,627,040.00	2,681,355.00	54,315.00
1000 - INSTRUCTION				**11,545,695.00**	**11,795,378.00**	**249,683.00**
STUDENT SUPPORT (2100)	**Function**	**Object**	**Pgrm**			
SALARY	21XX	6XX	XXX	883,638.00	880,463.00	(3,175.00)
BENEFITS	21XX	6XX	XXX	263,140.00	258,853.00	(4,287.00)
2100 - STUDENT SUPPORT				**1,146,778.00**	**1,139,316.00**	**(7,462.00)**
INSTRUCTION SUPPORT (2200)	**Function**	**Object**	**Pgrm**			
SALARY	22XX	6XX	XXX	760,409.00	857,059.00	96,650.00
BENEFITS	22XX	6XX	XXX	223,811.00	250,767.00	26,956.00
2200 - INSTRUCTION SUPPORT				**984,220.00**	**1,107,826.00**	**123,606.00**
GENERAL ADMIN (2300)	**Function**	**Object**	**Pgrm**			
SALARY	23XX	6XX	XXX	289,000.00	304,000.00	15,000.00
BENEFITS	23XX	6XX	XXX	62,343.00	65,673.00	3,330.00
2300 - GENERAL ADMIN				**351,343.00**	**369,673.00**	**18,330.00**
SCHOOL ADMINISTRATION (2400)	**Function**	**Object**	**Pgrm**			
SALARY	24XX	6XX	XXX	1,702,798.00	1,813,015.00	110,217.00
BENEFITS	24XX	6XX	XXX	470,966.00	495,388.00	24,422.00
2400 - SCHOOL ADMINISTRATION				**2,173,764.00**	**2,308,403.00**	**134,639.00**
CENTRAL SERVICES (2500)	**Function**	**Object**	**Pgrm**			
SALARY	25XX	6XX	XXX	539,230.00	538,575.00	(655.00)
BENEFITS	25XX	6XX	XXX	165,881.00	165,736.00	(145.00)
2500 - CENTRAL SERVICES				**705,111.00**	**704,311.00**	**(800.00)**
OPERATIONS (2600)	**Function**	**Object**	**Pgrm**			
SALARY	26XX	6XX	XXX	376,720.00	381,920.00	5,200.00
BENEFITS	26XX	6XX	XXX	118,282.00	119,436.00	1,154.00
2600 - OPERATIONS				**495,002.00**	**501,356.00**	**6,354.00**
TOTAL PAYROLL				**17,401,913.00**	**17,926,263.00**	**524,350.00**
				59.54%	56.67%	-2.87%
BUILDING/LEASE						
Amplus R&R Fund				36,000.00	36,000.00	0.00
Annual Debt Service Costs				0.00	27,000.00	27,000.00
Total Lease				3,009,845.00	3,047,265.00	37,420.00
Copier Interest				34,000.00	0.00	(34,000.00)
Computer Lease				0.00	222,688.00	222,688.00

	25-26 Amended	26-27 Initial (4/15/26)	Change
Portable Lease	0.00	149,520.00	149,520.00
New Debt	0.00	$400,000.00	400,000.00
TOTAL BUILDING/LEASE EXPENSES	**3,079,845.00**	**$3,882,473.00**	**802,628.00**
	13.48%	11.54%	-1.10%
TOTAL EXPENSES	**$31,065,105.00**	**$33,633,003.00**	**$2,567,898.00**
TOTAL INCOME	**$31,466,176.00**	**$33,829,541.00**	**$2,363,365.00**
REMAINING FUNDS	**$401,071.00**	**$196,538.00**	**-$204,533.00**
	1.29%	0.58%	-1.49%
Beginning Fund Balance	**10,853,156.00**	**11,254,227.00**	
Ending Fund Balance	**11,254,227.00**	**11,450,765.00**	
Excess Funds	$3,410,916.00	$4,143,803.00	$382,407.00
Total Debt Service	$3,009,845.00	$3,447,265.00	$437,420.00
DSC	1.13	1.20	0.07

Coversheet

Review, discuss and approve 2026-2027 School Calendar

Section: VII. New Business (Discussion and possible action)
Item: B. Review, discuss and approve 2026-2027 School Calendar
Purpose: Vote
Submitted by: Rachelle Hulet
Related Material: 26-27 Draft Calendar.png

BACKGROUND:

Amplus Academy applies for an alternative schedule through NDE in order to prioritize PLC (professional learning communities) as well as parent engagement.

2024-2025

Total Non-School Days: 192

School Days: 173

Break Days: 30

PD Days: 12

Start/End Date: August 13- May 22

2025-2026

Total Non-School Days: 192

School Days: 173

Break Days: 30

PD Days: 11

Start/End Date: August 12- May 21

2026-2027

Total Non-School Days: 192

School Days: 173

Break Days: 30

PD Days: 11

Start/End Date: August 11- May 20

26-27 Required Annual Instructional Minutes

K-2: 43,200

3-6: 54,000

7-12: 59,400

26-27 Amplus Purposed Minutes

K-2: 57,840

3-5: 57,840

6-12: 60,253

All of the minute calculations above meet or exceed the state requirements as found in NAC 387.131. Please note that this proposed calendar reflects holding our Spring Break the same week as CCSD's spring break in order to better align the athletic and activity schedules with both NCSAA and NIAA events.

RECOMMENDATION:

To approve the 26-27 school calendar

2026-27 ACADEMIC CALENDAR

> Wednesdays and Thursdays follow the short day schedule unless noted below

JULY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUL 1 - JUL 24
School Office Closed

AUGUST

S	M	T	W	T	F	S
						1
3	3	4	5	6	7	8
9	10	**11**	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUG 11 First day of school for all students K-12

SEPTEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	**7**	8	9	10	11	12
13	14	15	16	17	18	19
20	**21**	22	23	24	25	26
27	28	29	30			

SEPT 7 No School - Labor Day

SEPT 21 No School - Staff PD

OCTOBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	**9**	10
11	**12**	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	**30**	31

OCT 9 K-12 PTC + Staff PD
>NO SCHOOL FOR ALL STUDENTS

OCT 9 End of Quarter 1

OCT 30 - NOV 3
No School - Battle Born Break

NOVEMBER

S	M	T	W	T	F	S
1	**2**	**3**	4	5	6	7
8	9	10	**11**	12	13	14
15	16	17	18	19	20	21
22	23	24	**25**	**26**	**27**	28
29	30					

OCT 30 - NOV 3
No School - Battle Born Break

NOV 11
No School - Veterans Day

NOV 25 - 27
No School - Thanksgiving

DECEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	**15**	**16**	**17**	**18**	19
20	**21**	**22**	**23**	**24**	**25**	26
27	**28**	**29**	**30**	**31**		

DEC 15-18
Secondary Semester Exams

DEC 15-18
Early Release for ALL Students

DEC 18
End of Quarter 2/Semester 1

DEC 21 - JAN 1
No School - Winter Break

JANUARY

S	M	T	W	T	F	S
					1	2
3	**4**	5	6	7	8	9
10	11	12	13	14	15	16
17	**18**	19	20	21	22	23
24	25	26	27	28	29	30
31						

DEC 21 - JAN 1
No School - Winter Break

JAN 4 No School - Staff PD
>NO SCHOOL FOR ALL STUDENTS

JAN 18
No School - MLK Jr Holiday

FEBRUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	**12**	13
14	**15**	**16**	17	18	19	20
21	22	23	24	25	26	27
28						

FEB 12 - 15 No School
>PRESIDENTS DAY WEEKEND BREAK

FEB 16 Staff PD
>NO SCHOOL FOR ALL STUDENTS

MARCH

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	**8**	**9**	**10**	**11**	**12**	14
15	**15**	**16**	**17**	**18**	**19**	20
21	22	23	24	25	26	27
28	29	30	31			

MAR 5 K-12 PTC + Staff PD
>NO SCHOOL FOR ALL STUDENTS

MAR 8-12 Sec Winter Festum

MAR 12 End of Quarter 3

MAR 15 - 19
No School - Spring Break

APRIL

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	**16**	17
18	**19**	**20**	21	22	23	24
25	26	27	28	29	30	

APR 16 - 20
No School - Mid Term Break

MAY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	**17**	**18**	**19**	**20**	**21**	22
23	**24**	**25**	**26**	**27**	**28**	29
30	31					

MAY 17 - 20
Secondary Semester Exams

MAY 17 - 20
Early Release for ALL Students

MAY 20 Last Day of School
End of Q4/Semester 2

MAY 21 Graduation

JUNE

S	M	T	W	T	F	S
		1	**2**	**3**	**4**	5
6	**7**	**8**	**9**	**10**	**11**	12
13	**14**	**15**	**16**	**17**	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MAY 24 - JUNE 17
Summer School > By invitation

Contingent Days, if needed: November 4, April 3, and/or May 22

***All dates are subject to change per administration** > As of 01/05/26

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Coversheet

Review, discuss and approve School Sign from High Impact Signs for $68,312.00

Section: VII. New Business (Discussion and possible action)
Item: C. Review, discuss and approve School Sign from High Impact Signs for $68,312.00
Purpose: Vote
Submitted by: Rachelle Hulet/Craig Jex
Related Material: Q1-High Impact Proposal.pdf
Q1- High Impact Singage.pdf
Q2- Vision Sign Inc- Rainbow.pdf
Q2- Vision Sign Inc- Durango.pdf
Q3- Yesco.pdf

BACKGROUND:

Amplus is seeking approval to upgrade the primary monument signage at both the Durango and Rainbow campuses. The proposed internal illumination will significantly enhance campus visibility and branding, ensuring the locations are easily identifiable from a distance during evening hours.

The Director of Operations conducted a competitive bidding process, soliciting proposals from three reputable signage vendors. After comprehensive site walkthroughs and technical reviews, we recommend **High Impact Sign** for this project. Their team demonstrated superior responsiveness and technical expertise, specifically regarding the complex electrical integration and internal roofing access required for a seamless installation.

RECOMMENDATION:

To approve the contract with High Impact Signs for $68,312.00

High Impact Signs, Steel, and Specialties
820 Wigwam Parkway, Suite 100
Henderson, NV 89014
702-736-7446 OFFICE
702-644-0678 FAX
www.HighImpactSign.com
NV Contractors License C47418A

PROPOSAL

260077-02

Date: 02/24/2026
Expires: 03/26/2026
Drawing Numbers: 260077-03

Project: AMPLUS ACADEMY
8377 PATRICK LANE
LAS VEGAS, NV 89113

Client: AMPLUS ACADEMY
8377 PATRICK LANE
LAS VEGAS, NV 89113

Contact: Craig Jex 702-970-6800 x5002 cjex@amplus.academy

Thank you for the opportunity to bid your sign project. Please let us know how you would like to proceed.

Project Description:	**Item Total:**
REMOVE EXISTING FCO SIGNAGE	$62,787.00
MANUFACTURE AND INSTALL NEW RCP ILLUMINATED SIGNAGE	
42" H RPC LETTERS (OPTION A)	
AMPLUS ACADEMY BUILDING SIGNAGE SURVEY (TWO LOCATIONS) 8377 W. PATRICK LANE LAS VEGAS, NV 89113	
AMPLUS ACADEMY BUILDING SIGNAGE SURVEY (ONE LOCATION) 7077 W. PATRICK AVENUE LAS VEGAS, NV 89113	
PAINT AND PATCH - 3 LOCATIONS	$3,825.00
PERMIT FEES AND PERMIT PROCUREMENT FOR BOTH ADDRESSES	$1,700.00

Deposit Rate: 50%
Deposit: $34,156.00

Subtotal: $68,312.00

Total: $68,312.00

HIGH IMPACT CONTRACTOR'S LICENSE LIMIT: UNLIMITED

TERMS AND CONDITIONS OF THE CONTRACT:

In light of uncertainty surrounding import tariffs and being subject to unknown increases that cannot be anticipated, if foreign products, such as LED technology, Stone products, Tile, Illumination, etc, are assessed and collected at the port of entry that were not known as of the date of our proposal, we reserve the right to assess additional costs to the buyer. Any change in tariff rates between the time of execution of this proposal and arrival of the materials or products to port are the sole responsibility of the buyer.

Salesperson: Todd Leany

Buyer_____Seller_____

High Impact Signs, Steel, and Specialties
820 Wigwam Parkway, Suite 100
Henderson, NV 89014
702-736-7446 OFFICE
702-644-0678 FAX
www.HighImpactSign.com
NV Contractors License C47418A

PROPOSAL

260077-02

Date: 02/24/2026
Expires: 03/26/2026
Drawing Numbers: 260077-03

Project: AMPLUS ACADEMY
8377 PATRICK LANE
LAS VEGAS, NV 89113

Client: AMPLUS ACADEMY
8377 PATRICK LANE
LAS VEGAS, NV 89113

Contact: Craig Jex 702-970-6800 x5002 cjex@amplus.academy

UPON ACCEPTANCE, BY YOU, OF ANY PROPOSAL PROVIDED BY HIGH IMPACT SIGNS, STEEL, AND SPECIALTIES, A CONTRACT IS FORMED WHICH IS BASED ON THE PROVISIONS OF THE PROPOSAL AND WHICH IS ALSO SUBJECT TO THE FOLLOWING TERMS AND CONDITIONS, WHICH ARE EXPRESSLY MADE A PART OF THE PROPOSAL AND OF THE RESULTANT CONTRACT, AS FOLLOWS:

1A. PAYMENT TERMS FOR NON-EMU PROJECTS, OR PROJECTS UNDER $100,000.00:
50% DEPOSIT TO BEGIN WORK. BALANCE DUE UPON COMPLETION.
All Deposit Payments are uniform and deemed fully earned by us once paid and are non-refundable. We use the deposit to defray the costs of designing, engineering, planning, surveying, supplies, materials, labor, project management, and expenses incurred by us in connection with your project in the event you cancel your project.

1B. PAYMENT TERMS FOR EMU PROJECTS:
50% DEPOSIT TO ORDER EMU FRON VENDOR, 25% TO SHIP EMU TO OUR FACILITY, AND 25% BALANCE DUE UPON COMPLETION.
All Deposit Payments are uniform and deemed fully earned by us once paid and are non-refundable. We use the deposit to defray the costs of designing, engineering, planning, surveying, supplies, materials, labor, project management, and expenses incurred by us in connection with your project in the event you cancel your project.

1C. PAYMENT TERMS FOR PROJECTS $100,000.00 OR GREATER:
50% DEPOSIT TO BEGIN FABRICATION WORK. 25% TO BEGIN INSTALLATION, 25% REMAINING BALANCE DUE UPON COMPLETION.
All Deposit Payments are uniform and deemed fully earned by us once paid and are non-refundable. We use the deposit to defray the costs of designing, engineering, planning, surveying, supplies, materials, labor, project management, and expenses incurred by us in connection with your project in the event you cancel your project.

2. THE PRICE SET FORTH IN THE PROPOSAL DOES **NOT INCLUDE** PRIMARY ELECTRICAL OR COMMUNICATIONS (UNLESS OTHERWISE SPECIFIED IN WRITING BY AN AUTHORIZED REPRESENTATIVE), PERMITS, QAA, X-RAYING, SPECIAL INSPECTIONS OR ENGINEERING UNLESS SPECIFICALLY STATED. SIGNIFICANT VARIANCES EXPERIENCED AS A RESULT OF THE PERMIT AND ENGINEERING PHASE MAY RESULT IN REQUESTS FOR ADDITIONAL COMPENSATION. PERMITS, QAA, X-RAYING, SPECIAL INSPECTIONS, AND/OR ENGINEERING COSTS WILL BE EXECUTED WITH A 15% MARKUP. IF PRIMARY POWER IS NOT AVAILABLE WHEN HIGH IMPACT IS ON SITE TO HOOK THE SIGN TO POWER A CHANGE ORDER TRIP CHARGE WILL BE REQUIRED. PLEASE BE AWARE: HIGH IMPACT IS NOT RESPONSIBLE FOR PROVIDING PRIMARY POWER, AND THEY CANNOT ADVISE ON WHAT POWER TO HOOK UP TO. THIS IS THE RESPONSIBILITY OF THE CLIENT AND THEIR CHOSEN ELECTRICIAN.

NOTE: THE PROPOSAL MAY BE WITHDRAWN IF NOT ACCEPTED WITHIN 30 DAYS. WORK WILL NOT BEGIN UNTIL THE DOWN PAYMENT AND WRITTEN ACCEPTANCE IS RECEIVED.

3. ANY ALTERATION FROM THE ABOVE SPECIFICATIONS INVOLVING EXTRA COSTS, WILL BE EXECUTED ONLY UPON WRITTEN ORDERS, AND WILL BECOME AN EXTRA CHARGE OVER AND ABOVE THE ESTIMATE TO BE PAID BY THE PURCHASER.

4. UPON DEFAULT BY YOU (sometimes hereinafter referred to as “Customer”), IN THE PAYMENT OF ANY SUMS HEREIN AGREED, HIGH IMPACT SIGN (sometimes hereinafter referred to as “COMPANY”) MAY, AT ITS OPTION, DECLARE THE ENTIRE BALANCE PRICE FULLY DUE AND PAYABLE WITHOUT FURTHER NOTICE TO CUSTOMER; AND WHEN DECLARED, CUSTOMER AGREES TO PAY INTEREST ON SAID BALANCE, WHEN DECLARED DUE AT THE RATE OF 1.5% PER MONTH. THE CUSTOMER FURTHER AGREES TO PAY ALL REASONABLE COSTS OF COLLECTION OF SAID BALANCE INCURRED BY THE COMPANY, INCLUDING ATTORNEY’S FEES.

AS A LICENSED CONTRACTOR AND MATERIALS PROVIDER UNDER THE LAWS OF THE STATE OF NEVADA, WE HAVE THE RIGHT (BUT NOT THE OBLIGATION) TO LIEN A PARCEL OF REAL PROPERTY FOR ANY WORK THAT WE DO FOR WHICH WE ARE NOT PAID IN A TIMELY FASHION. YOU ARE HEREBY NOTIFIED THAT HIGH IMPACT SIGN & DESIGN, LLC (“HISD”) EXERCISES ITS RIGHT TO DO SO IN EACH CASE WHERE PAYMENT IS NOT TIMELY MADE. THE NOTICES ARE AS FOLLOWS: AT OR ABOUT THE TIME OF HISS'S STARTING WORK, IT WILL CAUSE TO BE SENT OUT A NOTICE OF RIGHT TO LIEN (IN COMPLIANCE WITH NRS 108.245). HISSS MAY ALSO CAUSE TO BE SERVED A NOTICE OF INTENT TO LIEN (IN COMPLIANCE WITH NRS 108.226(6)) APPROXIMATELY SIXTY (60) DAYS AFTER THE FINAL INVOICE. SHOULD PAYMENT NOT BE MADE IN A TIMELY FASHION, A MECHANIC’S OR MATERIALMEN’S LIEN WILL LIKELY BE CAUSED TO BE FILED.

NOTE: IF YOU ARE A TENANT / RENTER OF REAL PROPERTY, ANY LIEN RECORDING COULD VERY WELL BE CONSIDERED A BREACH OF YOUR LEASE WITH YOUR LANDLORD.

PAYMENT IS DUE ACCORDING TO PAYMENT TERMS SET, EXCEPT AS ALLOWED BY NRS 624.624(1), IN THAT WHERE THE CLIENT / CUSTOMER IS PAID BY A HIGHER-TIERED SUBCONTRACTOR, GENERAL CONTRACTOR, OR PROPERTY OWNER, THEN PAYMENT IS DUE WITHIN TEN (10) DAYS TO HISSS AND CLIENT IS OBLIGATED TO NOTIFY HISSS, IMMEDIATELY, WHEN PAYMENT IS RECEIVED FOR HISS'S WORK.

5. IN ORDER TO SECURE PAYMENT OF THE SUMS HEREIN AGREED, OR AS AGREED UNDER ANY SEPARATE WRITING, THE CUSTOMER HEREBY GRANTS TO THE COMPANY, A SECURITY INTEREST IN THE SIGNAGE MATERIALS DESCRIBED IN THIS PROPOSAL, OR SUCH OTHER MATERIALS AS MAY BE ORDERED BY THE CUSTOMER FROM COMPANY, INCLUDING AFTER

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SUCH MATERIALS HAVE BEEN DELIVERED TO CUSTOMER AND INSTALLED AND UNTIL THE INVOICES RELATING THERETO ARE FULLY PAID. CUSTOMER HEREBY CONSENTS TO COMPANY FILING AND/OR RECORDING A UNIFORM COMMERCIAL CODE (UCC) FINANCING STATEMENT (FORM UCC1) (A "FINANCING STATEMENT") IN ANY APPLICABLE FILING OFFICES AS THE COMPANY DEEMS NECESSARY TO PERFECT THE SECURITY INTEREST GRANTED BY THIS PARAGRAPH. THE COMPANY MAY REMOVE AND REPOSSESS SIGNAGE THAT HAS BEEN DELIVERED AND INSTALLED IF NOT TIMELY PAID; AND MAY ENFORCE THE SECURITY INTEREST DESCRIBED HEREIN IN ANY MANNER PERMITTED UNDER APPLICABLE LAW, INCLUDING NRS 104.9101, ET. SEQ. UPON PAYMENT IN FULL OF THE SUMS OWED TO THE COMPANY, THIS SECURITY INTEREST SHALL TERMINATE AND ANY FINANCING STATEMENT PREVIOUSLY FILED AND/OR RECORDED SHALL BE TERMINATED.

6. IT IS FURTHER AGREED BY BOTH PARTIES THAT ALL PROVISIONS IN REGARD TO THE PROJECT ARE CONTAINED IN WRITING HEREIN, THAT THIS IS A FULLY INTEGRATED AGREEMENT, AND THAT ANY MODIFICATION OR ALTERATION OF THIS AGREEMENT SHALL BE OF NO FORCE OR EFFECT UNLESS IN WRITING, EXECUTED BY BOTH PARTIES.

7. ALL TERMS AND CONDITIONS OF THIS CONTRACT SHALL BE BINDING UPON ANY SUCCESSORS, ASSIGNEES, OR OTHER LEGAL REPRESENTATIVES OF THE RESPECTIVE PARTIES BUT NO ASSIGNMENT SHALL BE MADE BY THE CUSTOMER WITHOUT THE CONSENT IN WRITING OF THE COMPANY UNLESS FULL PAYMENT OF THE TOTAL CONSIDERATION HAS BEEN MADE.

8. THE COMPANY SHALL SECURE ALL NECESSARY PERMITS, IF REQUIRED, FROM THE JURISDICTIONAL AUTHORITY. PERMISSION FROM THE LANDLORD AND/OR OTHERS WHOSE PERMISSION IS REQUIRED FOR THE INSTALLATION OF THE SIGN SHALL BE THE RESPONSIBILITY OF THE CUSTOMER AND THE CUSTOMER SHALL BE LIABLE FOR ANY OBSTRUCTION OF DELIVERY OR COSTS ASSOCIATED WITH FAILING TO OBTAIN SUCH PERMISSION. FURTHERMORE, IF THE CUSTOMER EXECUTES THIS CONTRACT OF SALES WITHOUT EVER OBTAINING PERMISSION FROM THE PARTY OR PARTIES NECESSARY FOR THE INSTALLATION OF SAID SIGN, THEN THE CUSTOMER PURCHASES THE SAME AND IS BOUND TO THE TERMS AND CONDITIONS OF THIS CONTRACT AS THOUGH SAID PERMISSION WAS OBTAINED AND AGREES TO RELIEVE THE COMPANY FROM ANY LIABILITY FOR ITS FAILURE WITHIN 10 DAYS OF DELIVERY TO ERECT OR INSTALL SAID SIGN.

9. CUSTOMER AGREES TO PROVIDE ELECTRICAL SERVICE FEED WIRE OF SUITABLE CAPACITY AND APPROVED MATERIAL TO SIGN LOCATION OR DISPLAY IN ADVANCE OF INSTALLATION AND TO MAKE CONNECTION OF SAID ELECTRICAL FEED TO DISPLAY AT NO COST TO HIGH IMPACT. FAILURE OF THE CUSTOMER TO PROVIDE ELECTRICAL SERVICE PRIOR TO INSTALLATION SHALL IN NO WAY DELAY PAYMENT TO HIGH IMPACT. IF AT ANY TIME IT IS DETERMINED THAT ADDITIONAL POWER IS REQUIRED, IT IS STILL THE CUSTOMER'S RESPONSIBILITY TO PROVIDE SUCH AT NO COST TO THE COMPANY.

10. WHEN PIER DRILLING OR EXCAVATION IS NECESSARY, THE COMPANY WILL CONTACT "CALL BEFORE YOU DIG" TO LOCATE PUBLIC UTILITIES. THE LOCATION OF PRIVATE UTILITIES IS THE SOLE RESPONSIBILITY OF THE CUSTOMER. IN THE EVENT ROCK, CALICHE, GROUND WATER, UTILITIES, OR OTHER ABNORMAL CONDITION(S) IS ENCOUNTERED IN THE DRILLING OR EXCAVATION PROCESS, TO THE POINT WHERE SPECIAL EQUIPMENT IS REQUIRED, ADDITIONAL MONIES MAY BE REQUESTED IN WRITING BY THE COMPANY. IF ANY PRIVATE UTILITIES ARE DAMAGED DURING THE EXCAVATION OR DRILLING PROCESS, IT WILL BE THE CUSTOMER'S RESPONSIBILITY TO REPAIR SAID UTILITIES AT NO COST TO THE COMPANY. ADDITIONALLY, IT IS THE CUSTOMER'S RESPONSIBILITY TO REMOVE, RELOCATE OR REPLACE ANY LANDSCAPING THAT IS IN THE AREA OF THE SIGN INSTALLATION AT NO COST TO THE COMPANY.

11. THIS PROPOSAL BECOMES EFFECTIVE WHEN THE PROPOSAL OR ARTWORK IS SIGNED, A DEPOSIT IS RECEIVED, OR A WRITTEN NOTICE TO PROCEED (INCLUDING BY EMAIL OR FAX); ONCE SIGNED OR ANOTHER ACTION OF ACCEPTANCE IS RECEIVED THIS PROPOSAL MAY EXPIRE, AT THE COMPANY'S SOLE DISCRETION, AFTER 30 DAYS IF THE DEPOSIT IS NOT RECEIVED.

12. BOTH PARTIES HERETO AGREE THAT THE TITLE TO SAID ELECTRICAL SIGN OR DISPLAY SHALL REMAIN IN THE COMPANY UNTIL PAID FOR IN FULL, BUT AFTER DELIVERY TO THE CUSTOMER ALL RISKS OR LOSSES RESULTING FROM DAMAGE FROM FIRE OR OTHER CAUSES AFTER SAID DELIVERY SHALL BE ASSUMED BY CUSTOMER AND WILL NOT AFFECT THE RIGHTS OF THE COMPANY TO ENFORCE ON THE PURCHASE PRICE THEN UNPAID.

13. THE ABOVE PRICES, SPECIFICATIONS, AND CONDITIONS ARE SATISFACTORY AND ARE HEREBY ACCEPTED. YOU ARE AUTHORIZED TO DO THE WORK AS SPECIFIED. PAYMENT WILL BE MADE AS OUTLINED ABOVE.

14. LIMITED WARRANTY:

(A) All products actually fabricated by High Impact Signs, Steel, and Specialties (e.g. channel letters, cabinets, pylons, etc) are guaranteed against defective parts and materials, except for incandescent and fluorescent lamps, as they are never guaranteed, to the Company's original Customer for one year, meaning that COMPANY will replace the same, at no charge for such parts, for one year following installation. This warranty does not extend to and does not require COMPANY to reimburse Customer for any parts Customer acquires from any third party, nor does this Warranty obligate COMPANY to pay for any replacement parts which are acquired by Customer from any third party. Individual components that are not fabricated by High Impact Signs, Steel, and Specialties are warrantied as detailed below.

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Buyer_____Seller_____

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(B) PARTS
High Impact Signs, Steel, and Specialties will repair or replace defective part(s) in a timely manner, at no charge for the materials to the original Customer, under the manufacturer's warranty on the following components.

- Power Supplies, Ballasts, and Transformers – 1 year
- LED modules – 1 year
- Neon Tubes – 90 days
- Incandescent and Fluorescent Lamps or Bulbs – No Warranty
- Electronic Message Center Components – 3 years
- Printed Vinyl Graphics (Laminated) – 1 year
- Printed Vinyl Graphics (Non-laminated) – 3 months
- Die Cut Vinyl Graphics – 6 months

(C) VEHICLE WRAPS
High Impact Sign & Design will warranty our Vehicle Wrap materials for 6 months and workmanship for 90 days to the original Customer. Vehicle wraps are NOT intended to compare to the quality of paint. Imperfections such as image distortion, seams, bubbles, creases, and small cuts are normal. The standard for determining the quality of a vehicle wrap is to look at the overall effect from a distance of at least 6 feet. High Impact Signs, Steel, and Specialties does not cover damage to the wrap or graphics from negligence, misuse, accidents, road damage, normal wear, and tear, or any failure not a product of the material. High Impact Signs, Steel, and Specialties do not cover warrantable failures due to pre-existing damage to the vehicle.

(D) LABOR
High Impact Signs, Steel, and Specialties will provide the labor for repairs or maintenance work, on new signs only, free of charge, during the first ninety (90) days after installation, thereafter labor will be incurred at standard rates.

(E) WARRANTY WILL NOT COVER
The Warranties set forth herein shall not apply to, nor cover, defects or damage caused by an act of nature (hail, high winds, earthquakes, violent storms, etc.), vandalism, or misuse, negligence by Customer or any third-party, or destruction by Customer or any third-party (willful or otherwise) or alteration in any way without prior authorization from High Impact Signs, Steel, and Specialties. Warranty is expressly limited to replacement or repair of the merchandise sold per this proposal.

(F) MISCELLANEOUS
*Extended warranties, if any, will be reflected on the sales proposal.

(G) Warranty Reporting Requirements
To secure repairs or replacement of components under the terms of this warranty, High Impact Signs, Steel, and Specialties must be notified within 10 days of damage or failure. Photographs or inspection by an authorized agent of High Impact Signs, Steel, and Specialties may be required. Inspection or alteration to sign(s) by any persons other than an authorized agent of High Impact Signs, Steel, and Specialties will void all warranties.

(H) Purchaser's Responsibility
Failure to adhere to the terms of the purchasing agreement will void all warranties.

(I) Service Call Work Not Warranted.
Service call work is inherently difficult to warranty due to new components being mixed with older components, wiring, etc. Depending on the age and conditions of the existing sign, older components may negatively impact the life of the new components installed during a service call. Consequently, we cannot warranty service call work.

(J) Exclusion of Implied Warranties; Limitation of Warranties; Damages Limitations. The Warranties set forth above herein, together with any warranties or maintenance agreement provisions included in the Proposal to which these Terms and Conditions apply, are the sole and exclusive warranties provided to Customer by Company. No other warranties, express or implied, exist, unless and except as set forth in writing in the Proposal accepted by Customer, or as set forth in any writing executed by both parties hereafter. Any and all warranties implied by law, including without limitation any implied warranty of fitness for any particular use, and including without limitation any other warranties otherwise legally arising or implied by virtue of any statute, the Uniform Commercial Code, or any case or common law, are hereby expressly disclaimed and excluded to the full extent allowed by law. In the event, any suit is brought by Customer against Company claiming any damages or losses have been incurred by virtue of a failure of the product provided hereunder, or for breach of this contract or of any warranty associated with this transaction, Company shall in no event be held liable for any amount beyond or in excess of the amount paid by

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Customer to Company hereunder, and shall also not be liable for any indirect damages, lost profits damages, consequential damages, or punitive damages. And Company shall not be held liable for any replacement costs beyond those warranted hereunder, such that, by way of example and not limitation, the Company shall not be liable for the costs to replace the product sold hereunder or any component thereof, in whole or in part, after the one year warranty set forth herein, or to the extent, such liability would be in excess of the warranties expressly set forth herein.

Salesperson: Todd Leany

Buyer's Acceptance _____ Title _____ Date _____

Seller's Acceptance _____ Title _____ Date _____

AMPLUS ACADEMY

8377 PATRICK LANE | LAS VEGAS, NV 89113 #260077

HIGH IMPACT SIGNS
STEEL AND SPECIALTIES

702.736.7446
FAX 702.736.1833
820 Wigwam Pkwy Suite #100
Henderson, NV 89014



REMOVAL OF EXISTING SIGNS BY CONTRACTOR
PATCH AND SEAL HOLES FROM EXISTING SIGN
BY CONTRACTOR ELECTRICAL HANDLED
BY AMPLUS ACADEMY ACCORDING TO
SPECIFICATION FROM SIGN COMPANY







REMOVE EXISTING F.C.O. SIGNAGE FROM ALL 3 LOCATIONS

COMPANY NAME:
AMPLUS ACADEMY
8377 W. PATRICK LANE | LAS VEGAS, NV 89113
CLIENT APPROVAL:
APPROVAL DATE:

SALESPERSON: TODD LEANY
SALESPERSON EMAIL: TODD@HIGHIMPACTSIGN.COM
DESIGNER: GL
FONTS:
DESIGN NUMBER: 260077-03
INITIAL PROOF DATE: 02/16/26 GL
MOST RECENT REVISION DATE AND INITIAL: 02/23/26 GL
REVISION DATES:
1
2 02/23/26 GL
3 02/25/26 GL
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HIGH IMPACT SIGNS
STEEL AND SPECIALTIES
W. 702.736.7446 | F. 702.736.1833
SALES@HIGHIMPACTSIGN.COM
820 WIGWAM PKWY SUITE #100 | HENDERSON, NV 89014

LICENSE NUMBERS:
STATE LIC# 47418A
C-6 UNLIMITED
MJBL #2010000163 C11-12945-C-153860
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FILE LOCATION AND NAME:
ART FILES_2026\A-F\AMPLUS ACADEMY\A._PROPOSAL ART\251708-03_AMPLUS ACADEMY_NEW ILLUMINATED SIGNAGE

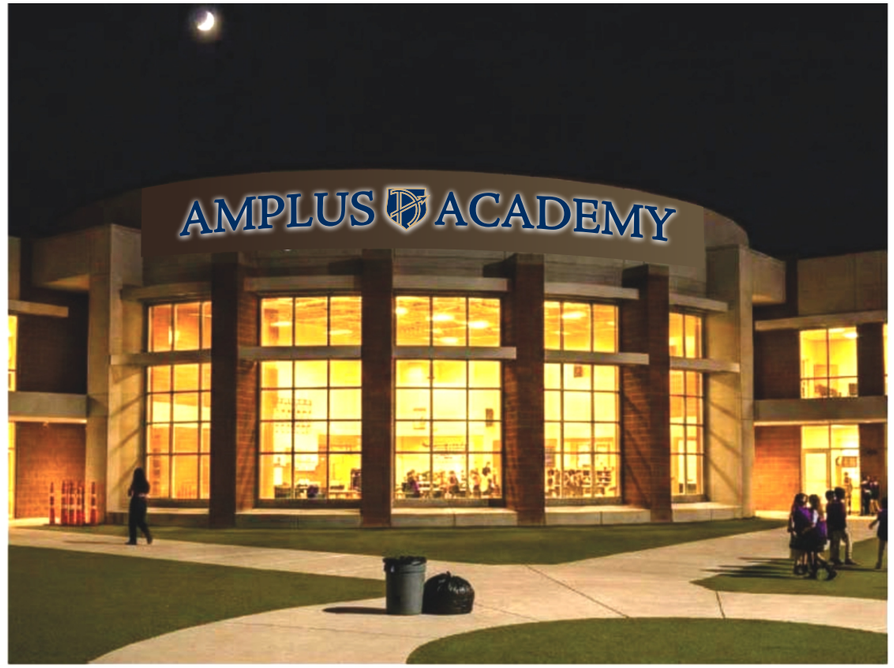
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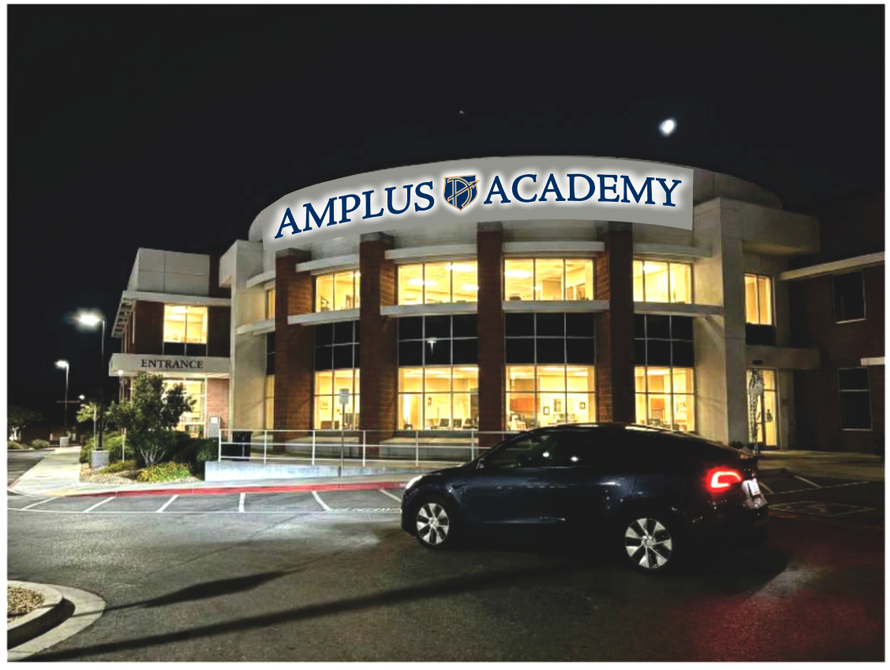
AMPLUS ACADEMY BUILDING SIGNAGE SURVEY (TWO LOCATIONS)
8377 W. PATRICK LANE | LAS VEGAS, NV 89113

42" LETTERS









COMPANY NAME:
AMPLUS ACADEMY
8377 W. PATRICK LANE | LAS VEGAS, NV 89113
CLIENT APPROVAL:
APPROVAL DATE:

SALESPERSON: TODD LEANY
SALESPERSON EMAIL: TODD@HIGHIMPACTSIGN.COM
DESIGNER: GL
FONTS:
DESIGN NUMBER: 260077-03
INITIAL PROOF DATE: 02/16/26 GL
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FILE LOCATION AND NAME:
ART FILES_2026\A-F\AMPLUS ACADEMY\A._PROPOSAL ART\251708-03_AMPLUS ACADEMY_NEW ILLUMINATED SIGNAGE

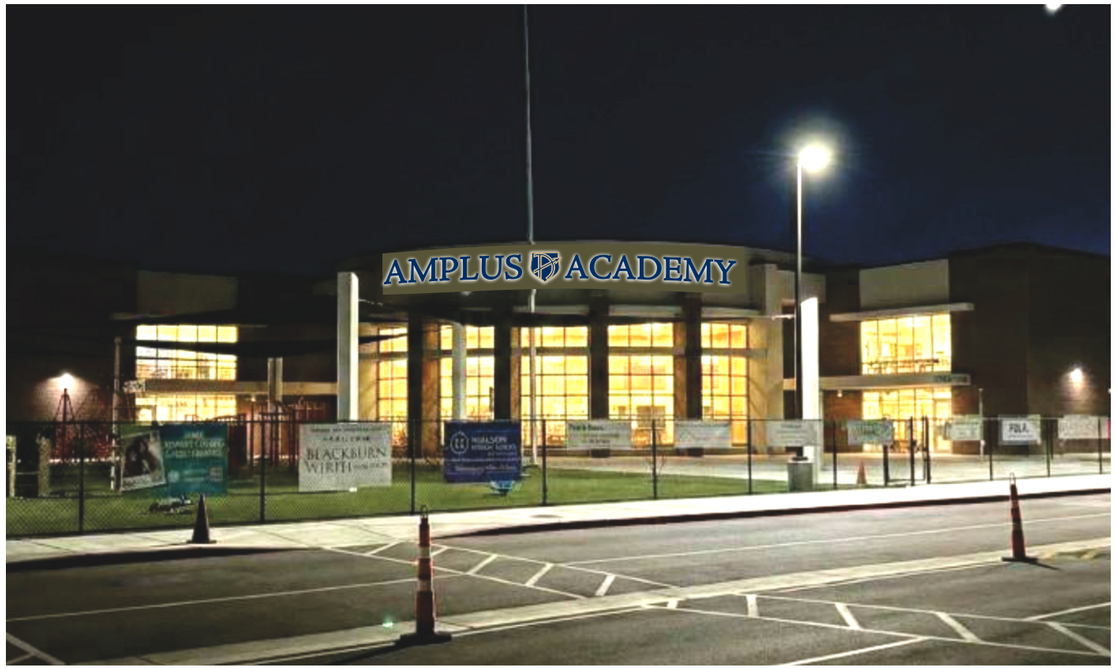
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3

AMPLUS ACADEMY BUILDING SIGNAGE SURVEY (ONE LOCATION)
7077 W. PATRICK AVENUE | LAS VEGAS, NV 89113

42" LETTERS





COMPANY NAME:

AMPLUS ACADEMY

8377 W. PATRICK LANE | LAS VEGAS, NV 89113

CLIENT APPROVAL:

APPROVAL DATE:

SALESPERSON: TODD LEANY

SALESPERSON EMAIL: TODD@HIGHIMPACTSIGN.COM

DESIGNER: GL

FONTS:

DESIGN NUMBER: 260077-03

INITIAL PROOF DATE: 02/16/26 GL

MOST RECENT REVISION DATE AND INITIAL: 02/23/26 GL

REVISION DATES:

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3. 02/25/26 GL
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HIGH IMPACT SIGNS STEEL AND SPECIALTIES

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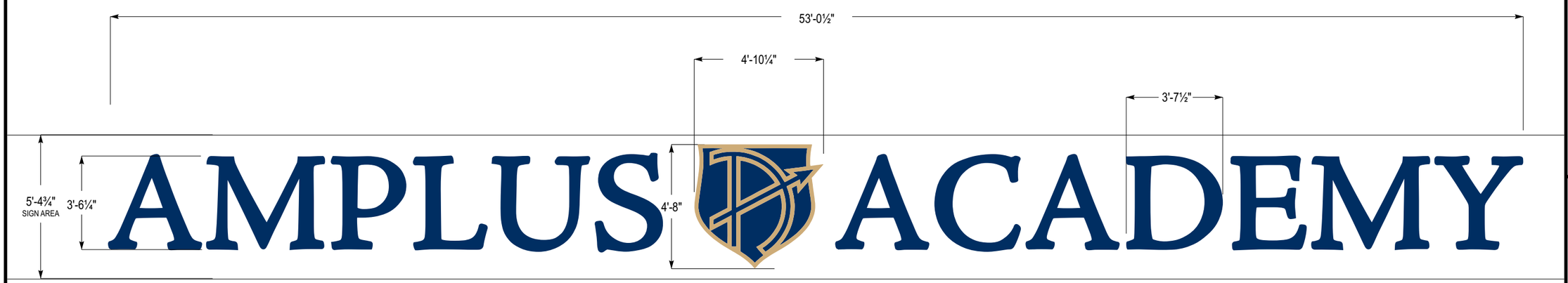
RENDERINGS, INCLUDING COLOR CALL-OUTS, LAYOUT AND MATERIALS ARE CONCEPTUAL AND FOR PRODUCTION APPROVAL ONLY. WHILE EVERY REASONABLE EFFORT WILL BE TAKEN TO INSURE A MATCH - ALL CALL-OUTS ARE ONLY FOR REFERENCE AND MAY NOT MATCH EXACTLY.

CUSTOMER MUST PROVIDE 120 VOLT PRIMARY ELECTRICAL SERVICE (INCLUDING WIRING FROM PANEL) TO WITHIN 6 FEET OF ANY ELECTRICAL SIGNAGE. INSTALLATION TO MEET N.E.C. CODE.

FILE LOCATION AND NAME:
ART FILES_2026\A-F\AMPLUS ACADEMY\A._PROPOSAL ART\251708-03_AMPLUS ACADEMY_NEW ILLUMINATED SIGNAGE

260077

4



A MANUFACTURE & INSTALL REV CHANNEL ILLUMINATED SIGNAGE

SCALE: 1/4"=1'-0"

QTY: (3) THREE SETS **248 SQ. FT.**

"AMPLUS "LOGO" ACADEMY":

RETURN: 3" DEEP .063 PRE-COAT ALUMINUM RETURNS (PAINTED T.B.D.) INSIDE WHITE

FACES: .080 ALUMINUM FACES (PAINTED) T.B.D.

BACKS: 3/8" CLEAR LEXAN BACKS w/ INSIDE LETTERS/LOGO TO BE WHITE.

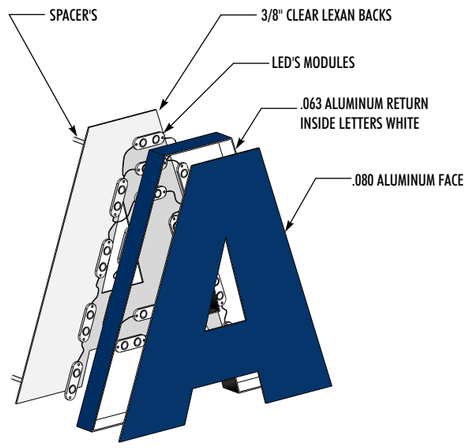
ILLUM: 7000K LED'S ILLUMINATION / NEON ILLUMINATION

NOTE: MOUNTED SIGNAGE SPACE OFF 1 ½ FASCIA.

CUSTOMER TO PROVIDE SHIELD VECTOR LOGO & PAINT COLORS FOR SIGNAGE



REV CHANNEL LETTER



FILE LOCATION AND NAME:
ART FILES_2026\A-F\AMPLUS ACADEMY\A._PROPOSAL ART\251708-03_AMPLUS ACADEMY_NEW ILLUMINATED SIGNAGE

260077

5

COMPANY NAME:
AMPLUS ACADEMY
8377 W. PATRICK LANE | LAS VEGAS, NV 89113
CLIENT APPROVAL:
APPROVAL DATE:

SALESPERSON: TODD LEANY
SALESPERSON EMAIL: TODD@HIGHIMPACTSIGN.COM
DESIGNER: GL
FONTS:
DESIGN NUMBER: 260077-03
INITIAL PROOF DATE: 02/16/26 GL
MOST RECENT REVISION DATE AND INITIAL: 02/23/26 GL
REVISION DATES:
1
2 02/23/26 GL
3 02/25/26 GL
4
5
6
7
8
9
10
11
12
13
14
15
16

HIGH IMPACT SIGNS STEEL AND SPECIALTIES
W. 702.736.7446 | F. 702.736.1833
SALES@HIGHIMPACTSIGN.COM
820 WIGWAM PKWY SUITE #100 | HENDERSON, NV 89014

LICENSE NUMBERS:
STATE LIC# 47418A
C-6 UNLIMITED
MJBL #2010000163 C11-12945-C-153860
UL FILE# E358977

CONCEPTUAL ONLY
DRAWINGS IS CONCEPTUAL DESIGN INTENT ONLY
DESIGN, COLORS, SIZES AND MATERIAL MAY VARY BASE ON FIELD VERIFICATION & FINAL FABRICATION FOR PRODUCTION

COPYRIGHT © 2025 HIGH IMPACT SIGNS, STEEL, AND SPECIALTIES
USE OF THIS ARTWORK BY ANY PARTY OTHER THAN HIGH IMPACT SIGNS, STEEL, AND SPECIALTIES FOR ANY PURPOSE WHATSOEVER IS PROHIBITED WITHOUT A SIGNED RELEASE FROM HIGH IMPACT SIGNS, STEEL, AND SPECIALTIES

RENDERINGS, INCLUDING COLOR CALL-OUTS, LAYOUT AND MATERIALS ARE CONCEPTUAL AND FOR PRODUCTION APPROVAL ONLY. WHILE EVERY REASONABLE EFFORT WILL BE TAKEN TO INSURE A MATCH - ALL CALL-OUTS ARE ONLY FOR REFERENCE AND MAY NOT MATCH EXACTLY.

CUSTOMER MUST PROVIDE 120 VOLT PRIMARY ELECTRICAL SERVICE (INCLUDING WIRING FROM PANEL) TO WITHIN 6 FEET OF ANY ELECTRICAL SIGNAGE. INSTALLATION TO MEET N.E.C. CODE.

Vision Sign Inc.
CUTTING EDGE SIGN SOLUTIONS

PROPOSAL

260065-03

Date: 03/05/2026
Expires: 04/04/2026
Drawing Numbers:

Project: Amplus Academy (Rainbow Campus)
7077 W. Patrick Lane
Las Vegas, NV 89123

Client: VISION SIGN INC
6630 Arroyo Springs St
#600
Las Vegas, NV 89113

Contact: Craig Jex 7023782168 cjex@amplus.academy

We are pleased to offer this proposal for the following services at the above location.

Project Description:	**Item Total:**
SATURDAY OR O/T OPTION:	$18,182.63
• REMOVE & DISPOSE OF EXISTING FCO LETTERS AND LOGO "AMPLUS ACADEMY" - CAULK TO WITHIN 1/4" OF SURFACE OF HOLES. • MANUFACTURE AND INSTALL ONE (1) SET OF ILLUMINATED REVERSE PAN CHANNEL LETTERS TO READ "AMPLUS ACADEMY" w/RPC LOGO.2" DEEP RETURNS AND FACES PAINTED BLUE, LOGO FACE TO BE PAINTED BLUE AND YELLOW, INSTALL WITH 1 /2" SPACERS PAINTED WHITE, WHITE LED ILLUMINATION.	
• REPAIR EFIS DUE TO SIGNAGE REMOVAL - PREP & PAINT.	$3,100.00
• PERMIT, PERMIT PROCUREMENT. ALL FEES AND STAFF TIME TO BE BILLED ON A TIME AND MATERIAL BASIS ON THE FINAL INVOICE: BUDGET OF $850.00	

Deposit Rate: 50%
Deposit: $11,233.29

Subtotal:	**$21,282.63**
Tax:	**$1,183.94**
Total:	**$22,466.57**

TERMS AND CONDITIONS

1. **Soil Conditions.** Vision Sign assumes no responsibility for soil conditions at the job address. The excavation of caliche, rock, hard pan, water or unusual soil conditions, if any, are to be performed on a time and material basis as a passthrough expense at Customer's sole cost unless otherwise agreed to in writing by the Parties. 2. **Payment.** Customer shall pay to Seller an initial 50% of the total within one (1) business day of the customer acceptance date. The remaining 50% of the total shall be due and payable immediately upon completion and/or installation of the Work. Unless otherwise agreed in writing, the unpaid balance shall incur interest at the rate of 12% per annum from the due date until paid. 3. **Term.** This Agreement shall commence on the customer acceptance date and shall continue until the completion and/or installation of the Work. 4. **Indemnification.** Customer hereby agrees to and shall indemnify, defend and hold Seller harmless from any and all claims, charges, debts, demands, lawsuits and investigations, including attorney's fees related to Seller's Work described in the sales proposal, and from any liability for injury on or about the property which may be suffered by any employee, tenant or guest upon the Property. 5. **Change Orders.** Any alteration or deviation from the Work involving extra costs will be executed only upon written change orders signed by both Parties and will become an extra charge over and above the total stated in and incorporated into this Agreement. 6. **Seller Assumes No Liability.** Seller assumes no liability for any damages, losses, or acts of omission by, but not limited to any tenants, employees, contractors, customers or guests. Seller assumes no liability for violations of environmental or other regulations which may become known during the term of this Agreement. Any such regulatory violations or hazards discovered by Seller shall be brought to the attention of Customer, and Customer shall promptly cure them. 7. **Access.** Customer shall provide Seller access to the Sign or installation area for Seller to perform Work. Any expense incurred by Seller due to insufficient access will be billed on a time and material basis to Customer. 8. **Electrical.** Customer shall be responsible for supplying sufficient electrical current, including but not limited to, fuses, switches, electrical feed wiring or any other electrical components necessary to the Sign or installation area and agrees it shall bring feed wires of suitable capacity and approved type to all locations of transformers in or for the location of the Work, and shall be responsible for the supply thereof, at the time of installation. Electrical must be furnished to the base of freestanding signs. Vision Sign is not responsible for primary electrical feeds supplied to the sign. Return trip charges to sign for electrical

Salesperson: Oliver Hunt

Buyer_____Seller_____

Vision Sign Inc.
CUTTING EDGE SIGN SOLUTIONS

PROPOSAL

260065-03

Date: 03/05/2026
Expires: 04/04/2026
Drawing Numbers:

Project: Amplus Academy (Rainbow Campus)
7077 W. Patrick Lane
Las Vegas, NV 89123

Client: VISION SIGN INC
6630 Arroyo Springs St
#600
Las Vegas, NV 89113

Contact: Craig Jex 7023782168 cjex@amplus.academy

hookup will be billed on a time and materiel basis. 9. **Repairs.** Customer understands, acknowledges, and agrees that Seller shall not be responsible for the repair of any landscaping, sprinkler pipes, on-site underground utilities, asphalt, sidewalks or curbing. Further, Customer understands, acknowledges, and agrees the location and re-routing of all underground equipment, not located through Digsafe or similar authority are Customer's sole responsibility. Furthermore, Customer agrees that Seller, its agents, representatives and/or assigns shall not be liable for any changes or alterations required at the location the Work is installed, by reason of the installation, or repossession of the same. 10. **Hold Harmless.** Customer hereby agrees to and shall indemnify, defend and hold Seller harmless from any and all claims, charges, debts, demands, lawsuits and investigations, including attorney's fees related to Seller's lack of maintenance of the Sign described in the Work, and from any liability for injury on or about the property which may be suffered by any employee, tenant or guest upon the Property. Seller is responsible for all maintenance of the sign and sign components. 11. **Seller Representations.** Seller is a duly organized Nevada limited liability Seller and exists validly in good standing under the laws of the State of Nevada. Seller has the legal power, right and authority to enter into this Agreement and the instruments and documents referenced herein, and to consummate the transactions contemplated hereby. The individuals executing this Agreement on behalf of Seller hereby represent and warrant that they have the power, right and authority to bind Seller. 12. **Warranties.** Seller expressly warrants the product manufactured by Seller and the components thereof to be free from defects in material and workmanship, under normal conditions, for a period of 1 year. Seller will repair or replace, at its sole option, any parts found defective by Seller. This warranty is null and void if another party, other than Seller performs any repairs or alterations of the Work. There are no warranties including the implied warranty of merchantability beyond the express warranty specifically set forth herein. All material is warranted solely as set forth herein. Seller shall complete the Work in a substantial workmanlike manner according to specifications submitted per standard practices. 13. **Conditional Sale & Approval.** Customer expressly agrees this Agreement shall not be construed to be a conditional sale in any part thereof and Customer understands, acknowledges, agrees and approves all specifications, plans, designs and blueprints submitted by Seller to Customer as of the Effective Date. 14. **Miscellaneous.** 14.1 **Severability.** If any provision of this Agreement or its application is construed to be void, invalid, or unenforceable by any court of competent jurisdiction, the remaining provisions will be fully enforceable without regard to the void, invalid, or unenforceable provision(s). 14.2 **Entire Agreement.** This Agreement shall constitute the entire agreement between the Parties with respect to the matters described herein and no modification thereof shall be effective unless made by supplemental agreement in writing executed by the Parties. 14.3 **Attorneys' Fees.** In the event of a dispute arising under or relating to this Agreement, the services contemplated hereunder, or the Property, the prevailing Party shall be entitled to recover from the non-prevailing Party its reasonable attorneys' fees, consultants' fees, and costs (such fees, costs and expenses shall include all costs at trial and appellate level. 14.4 **Force Majeure.** Seller will not be liable to Customer as a result of any delay or failure to perform its obligations under this Agreement if and to the extent such delay or failure is caused by an event or circumstance beyond the reasonable control of Seller which by its nature could not have been foreseen by Seller or if it could have been foreseen was unavoidable, including but not limited to, strikes, labor disputes, suits, fires, outbreak of animal diseases, floods, sabotage, nuclear incidents, earthquakes, storms, epidemics, pandemics, acts of God, acts or orders of any government relating to civil disturbances, wars, or any other state or national emergencies. Further, Seller has no obligation to repair damage occasioned by war, riot, strike, insurrection, fire, acts of God, casualty or the willful or negligent acts of persons other than employees of Seller. Seller's obligation is limited to ordinary maintenance and Customer should cover casualty and extraordinary damage possibilities either personally or by insurance. 14.5 **Survival & Governing Law.** The terms, conditions, and covenants contained herein, which are meant to survive the Term, or other termination hereof shall specifically survive the expiration of the Term or other termination hereof. This Agreement shall be exclusively governed by, enforced, and construed in accordance with the laws of the State of Nevada. Jurisdiction and venue for any action arising out of or in connection with this Agreement shall be in the state or federal courts in Clark County, State of Nevada. 14.6 **Authority.** The Parties have duly executed and agreed to be bound by this Agreement by the signatures of their authorized representatives below. Each Party represents and warrants that the person executing this Agreement on its behalf is fully authorized to do so. Each of the Parties shall at the written request of the other Party execute such other and further documents and do such further acts as may be reasonably required to effectuate the intent of the Parties and carry out the terms of this Agreement. 14.7 **Gender and Number.** Except where otherwise indicated, all words herein shall be deemed of the number and gender properly applicable to the Customer(s), and the covenants and agreements of each Party shall be deemed to be joint and several where such Party is more than one person, firm, or corporation. 14.8 **Relationship.** Nothing contained in this Agreement shall be construed to create a relationship of employer and employee between Seller and Customer, it being the intent of the Parties hereto that the relationship created hereby is solely that of an independent contractor. Further, nothing contained herein shall be deemed to constitute Customer and Seller as partners or joint venturers. This Agreement is a non-exclusive agreement. Seller is free to advertise, offer and provide Seller's services to others. 14.9 **Counterparts; Electronic Signatures.** This Agreement may be signed in counterparts, each of which shall be deemed an original and all of which together shall be deemed to be one and the same agreement, and any signature may be made electronically (including pdf or any electronic signature complying with the United States federal ESIGN Act of 2000, e.g., www.docusign.com, or NRS 719 Uniform Electronic Transactions Act), and any such electronic signature shall be deemed to be valid and effective for all purposes.

Acceptance of Terms and Conditions

Salesperson: Oliver Hunt

Buyer's Acceptance _____ Title _____ Date _____

Seller's Acceptance _____ Title _____ Date _____

Vision Sign Inc.
CUTTING EDGE SIGN SOLUTIONS

PROPOSAL

260066-03

Date: 03/05/2026
Expires: 04/04/2026
Drawing Numbers:

Project: Amplus Academy (Durango Campus)
8377 W. Patrick Lane
Las Vegas, NV 89123

Client: VISION SIGN INC
6630 Arroyo Springs St
#600
Las Vegas, NV 89113

Contact: Craig Jex 7023782168 cjex@amplus.academy

We are pleased to offer this proposal for the following services at the above location.

Project Description:	**Item Total:**
SATURDAY SIGN INSTALL OR O/T HOURS OPTION:	$36,365.25

- REMOVE & DISPOSE OF EXISTING FCO LETTERS AND LOGO "AMPLUS ACADEMY" - CAULK TO WITHIN 1/4" OF SURFACE OF HOLES.
- MANUFACTURE AND INSTALL TWO (2) SETS OF ILLUMINATED REVERSE PAN CHANNEL LETTERS TO READ "AMPLUS ACADEMY" w/RPC LOGO.2" DEEP RETURNS AND FACES PAINTED BLUE, LOGO FACE TO BE PAINTED BLUE AND YELLOW, INSTALL WITH 1 /2" SPACERS PAINTED WHITE, WHITE LED ILLUMINATION.

$6,187.50

- REPAIR EFIS DUE TO SIGNAGE REMOVAL - PREP & PAINT.

- PERMIT, PERMIT PROCUREMENT. ALL FEES AND STAFF TIME TO BE BILLED ON A TIME AND MATERIAL BASIS ON THE FINAL INVOICE: BUDGET OF $850.00

Deposit Rate: 50%
Deposit: $22,719.42

Subtotal:	**$42,552.75**
Tax:	**$2,886.09**
Total:	**$45,438.84**

TERMS AND CONDITIONS

1. **Soil Conditions.** Vision Sign assumes no responsibility for soil conditions at the job address. The excavation of caliche, rock, hard pan, water or unusual soil conditions, if any, are to be performed on a time and material basis as a passthrough expense at Customer's sole cost unless otherwise agreed to in writing by the Parties. 2. **Payment.** Customer shall pay to Seller an initial 50% of the total within one (1) business day of the customer acceptance date. The remaining 50% of the total shall be due and payable immediately upon completion and/or installation of the Work. Unless otherwise agreed in writing, the unpaid balance shall incur interest at the rate of 12% per annum from the due date until paid. 3. **Term.** This Agreement shall commence on the customer acceptance date and shall continue until the completion and/or installation of the Work. 4. **Indemnification.** Customer hereby agrees to and shall indemnify, defend and hold Seller harmless from any and all claims, charges, debts, demands, lawsuits and investigations, including attorney's fees related to Seller's Work described in the sales proposal, and from any liability for injury on or about the property which may be suffered by any employee, tenant or guest upon the Property. 5. **Change Orders.** Any alteration or deviation from the Work involving extra costs will be executed only upon written change orders signed by both Parties and will become an extra charge over and above the total stated in and incorporated into this Agreement. 6. **Seller Assumes No Liability.** Seller assumes no liability for any damages, losses, or acts of omission by, but not limited to any tenants, employees, contractors, customers or guests. Seller assumes no liability for violations of environmental or other regulations which may become known during the term of this Agreement. Any such regulatory violations or hazards discovered by Seller shall be brought to the attention of Customer, and Customer shall promptly cure them. 7. **Access.** Customer shall provide Seller access to the Sign or installation area for Seller to perform Work. Any expense incurred by Seller due to insufficient access will be billed on a time and material basis to Customer. 8. **Electrical.** Customer shall be responsible for supplying sufficient electrical current, including but not limited to, fuses, switches, electrical feed wiring or any other electrical components necessary to the Sign or installation area and agrees it shall bring feed wires of suitable capacity and approved type to all locations of transformers in or for the location of the Work, and shall be responsible for the supply thereof, at the time of installation. Electrical must be furnished to the base of freestanding signs. Vision Sign is not responsible for primary electrical feeds supplied to the sign. Return trip charges to sign for electrical

Salesperson: Oliver Hunt

Buyer_____Seller_____

Vision Sign Inc.
CUTTING EDGE SIGN SOLUTIONS

PROPOSAL

260066-03

Date: 03/05/2026
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Contact: Craig Jex 7023782168 cjex@amplus.academy

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Furthermore, Customer agrees that Seller, its agents, representatives and/or assigns shall not be liable for any changes or alterations required at the location the Work is installed, by reason of the installation, or repossession of the same. 10. **Hold Harmless.** Customer hereby agrees to and shall indemnify, defend and hold Seller harmless from any and all claims, charges, debts, demands, lawsuits and investigations, including attorney's fees related to Seller's lack of maintenance of the Sign described in the Work, and from any liability for injury on or about the property which may be suffered by any employee, tenant or guest upon the Property. Seller is responsible for all maintenance of the sign and sign components. 11. **Seller Representations.** Seller is a duly organized Nevada limited liability Seller and exists validly in good standing under the laws of the State of Nevada. Seller has the legal power, right and authority to enter into this Agreement and the instruments and documents referenced herein, and to consummate the transactions contemplated hereby. The individuals executing this Agreement on behalf of Seller hereby represent and warrant that they have the power, right and authority to bind Seller. 12. **Warranties.** Seller expressly warrants the product manufactured by Seller and the components thereof to be free from defects in material and workmanship, under normal conditions, for a period of 1 year. Seller will repair or replace, at its sole option, any parts found defective by Seller. This warranty is null and void if another party, other than Seller performs any repairs or alterations of the Work. There are no warranties including the implied warranty of merchantability beyond the express warranty specifically set forth herein. All material is warranted solely as set forth herein. Seller shall complete the Work in a substantial workmanlike manner according to specifications submitted per standard practices. 13. **Conditional Sale & Approval.** Customer expressly agrees this Agreement shall not be construed to be a conditional sale in any part thereof and Customer understands, acknowledges, agrees and approves all specifications, plans, designs and blueprints submitted by Seller to Customer as of the Effective Date. 14. **Miscellaneous.** 14.1 **Severability.** If any provision of this Agreement or its application is construed to be void, invalid, or unenforceable by any court of competent jurisdiction, the remaining provisions will be fully enforceable without regard to the void, invalid, or unenforceable provision(s). 14.2 **Entire Agreement.** This Agreement shall constitute the entire agreement between the Parties with respect to the matters described herein and no modification thereof shall be effective unless made by supplemental agreement in writing executed by the Parties. 14.3 **Attorneys' Fees.** In the event of a dispute arising under or relating to this Agreement, the services contemplated hereunder, or the Property, the prevailing Party shall be entitled to recover from the non-prevailing Party its reasonable attorneys' fees, consultants' fees, and costs (such fees, costs and expenses shall include all costs at trial and appellate level. 14.4 **Force Majeure.** Seller will not be liable to Customer as a result of any delay or failure to perform its obligations under this Agreement if and to the extent such delay or failure is caused by an event or circumstance beyond the reasonable control of Seller which by its nature could not have been foreseen by Seller or if it could have been foreseen was unavoidable, including but not limited to, strikes, labor disputes, suits, fires, outbreak of animal diseases, floods, sabotage, nuclear incidents, earthquakes, storms, epidemics, pandemics, acts of God, acts or orders of any government relating to civil disturbances, wars, or any other state or national emergencies. Further, Seller has no obligation to repair damage occasioned by war, riot, strike, insurrection, fire, acts of God, casualty or the willful or negligent acts of persons other than employees of Seller. Seller's obligation is limited to ordinary maintenance and Customer should cover casualty and extraordinary damage possibilities either personally or by insurance. 14.5 **Survival & Governing Law.** The terms, conditions, and covenants contained herein, which are meant to survive the Term, or other termination hereof shall specifically survive the expiration of the Term or other termination hereof. This Agreement shall be exclusively governed by, enforced, and construed in accordance with the laws of the State of Nevada. Jurisdiction and venue for any action arising out of or in connection with this Agreement shall be in the state or federal courts in Clark County, State of Nevada. 14.6 **Authority.** The Parties have duly executed and agreed to be bound by this Agreement by the signatures of their authorized representatives below. Each Party represents and warrants that the person executing this Agreement on its behalf is fully authorized to do so. Each of the Parties shall at the written request of the other Party execute such other and further documents and do such further acts as may be reasonably required to effectuate the intent of the Parties and carry out the terms of this Agreement. 14.7 **Gender and Number.** Except where otherwise indicated, all words herein shall be deemed of the number and gender properly applicable to the Customer(s), and the covenants and agreements of each Party shall be deemed to be joint and several where such Party is more than one person, firm, or corporation. 14.8 **Relationship.** Nothing contained in this Agreement shall be construed to create a relationship of employer and employee between Seller and Customer, it being the intent of the Parties hereto that the relationship created hereby is solely that of an independent contractor. Further, nothing contained herein shall be deemed to constitute Customer and Seller as partners or joint venturers. This Agreement is a non-exclusive agreement. Seller is free to advertise, offer and provide Seller's services to others. 14.9 **Counterparts; Electronic Signatures.** This Agreement may be signed in counterparts, each of which shall be deemed an original and all of which together shall be deemed to be one and the same agreement, and any signature may be made electronically (including pdf or any electronic signature complying with the United States federal ESIGN Act of 2000, e.g., www.docusign.com, or NRS 719 Uniform Electronic Transactions Act), and any such electronic signature shall be deemed to be valid and effective for all purposes.

Acceptance of Terms and Conditions

Salesperson: Oliver Hunt

Buyer's Acceptance _____ Title _____ Date _____

Seller's Acceptance _____ Title _____ Date _____

www.squarecoil.com

YESCO

Agreement

For Work At
Amplus Academy
8377 W Patrick Ln
Las Vegas NV 89113-1880
United States

Billing Address
Craig Jex / Accounts Payable
Amplus Academy
8377 W Patrick Ln
Las Vegas NV 89113-1880
United States

Account Executive
040645 Richard M Purvis
rpurvis@yesco.com
1 725-223-8072
YESCO - Las Vegas
5119 South Cameron Street
Las Vegas NV 89118
United States

Date	Project Number	Project Description	Terms	Pricing Valid Until	Deposit
01/05/2026	PRY-63870	Amplus Academy 8377 W Patrick Ln Rebrand	Net 30	02/04/2026	$40,869.00

Item	Amount
Nevada - Sign Sales YESCO to remove and dispose of three sets of non-illuminated letters. Manufacture and install three sets of 2'-2" tall halo illuminated letters reading "Amplus Academy" and three 5'-4" tall x 5'-6 1/2" wide dual illuminated logos cabinets as shown on YESCO drawing 75073 sheets 1.0 - 4.1. *Painting of the existing facade is not included in YESCO's price. YESCO to remove and patch only.	$81,738.00
Permits - WIP PERMITS: Although YESCO may seek to obtain applicable permits, Customer shall solely bear the risk and cost of obtaining such permits. Permit and procurement costs are excluded from the total agreement price. Permit costs will be invoiced at YESCO's cost and procurement costs will be invoiced at YESCO's standard time and material rates. All invoices for permit and procurement costs are due 30 days from the date of the invoice. Permit and procurement fees will be added to the final invoice at cost.	$0.00
Exclusions ELECTRICAL REQUIREMENTS: YESCO will designate electrical requirements and Customer agrees to provide primary power according to such requirements at the place of intended installation. If the required power is not provided at the time YESCO is ready for installation, Customer agrees to pay an additional charge for hookup at YESCO's standard time and material rates. Electrical controls, such as primary transformers, switches, harmonic filters, contactors, disconnects, panels, breakers, photo cells, time clocks, service wiring, and related utility services are excluded from YESCO's scope and Customer agrees to contract with others for such products and services as is required by YESCO's electrical requirements. UNFORESEEN SITE CONDITIONS: In the event YESCO encounters unforeseen conditions relating to the intended place of installation (for example, i. underground conditions such as caliche, hardpan, rock, pipelines, unusual soil conditions, sprinkler systems, and underground utilities; and ii. in-wall conditions such as reinforced concrete, false walls, firewalls, fire sprinkler lines, electrical conduit, and EIFS) any additional work necessary to address such conditions is excluded from YESCO's scope and YESCO and Customer agrees to pay YESCO to perform the additional work relating to such conditions on a time and material basis at YESCO's standard time and material rates. Customer waives and releases YESCO from any damage or cost arising from damage from unforeseen underground or in-wall conditions unless YESCO is notified in writing of such conditions in advance. STRUCTURAL REINFORCEMENT: YESCO's scope excludes any necessary support structures for the attachment of signs to any building surface and is to be provided by others.	

Item	Amount
Exclusions EXCLUSIONS CONTINUED: QUALITY ASSURANCE TESTING: YESCO's scope excludes quality assurance testing or peer review on welds, structures, or other components of the work. If Customer desires such services, Customer agrees to pay YESCO to perform the work on a time and material basis at YESCO's standard time and material rates. MATERIALS ESCALATION: Due to the rapid increase of labor and material, YESCO pricing is valid for 10 days from the date of this proposal. STANDARD WORK SHIFT: All work to be performed is based on a standard work shift, Monday through Friday, 5:00 a.m. to 1:30 p.m. All other time is considered overtime and is excluded from YESCO's scope. SITE WORK AREA AND STAGING: Customer agrees to provide YESCO a sufficiently large site work area and staging area for YESCO's performance of the work and access to such areas using the vehicles and equipment that are customary in the sign and lighting industry. SITE RESTORATION: YESCO's scope excludes the repair of sidewalks, curbing, asphalt, sprinkling pipes, underground pipelines, landscaping, or other site repair. If Customer desires site restoration services, Customer agrees to pay YESCO to perform the work on a time and material basis at YESCO's standard time and material rates. EXTERIOR INSULATION AND FINISH SYSTEM (EFIS): YESCO is not an EFIS contractor, and if YESCO's responsibilities hereunder involve penetration of EIFS, YESCO will seal such penetrations with products and procedures otherwise commonly used in the sign industry - which may not meet EIFS Warranty requirements. YESCO shall have no responsibility for damage that may result from the penetrations. ENGINEERING FEES: YESCO's scope excludes the costs and fees associated with any necessary structural, civil, mechanical or electrical design and engineering services.	
Subtotal	$81,738.00
Tax Total (%)	$0.00
Total	$81,738.00

Agreement Acceptance

YESCO's Standard Terms and Conditions, available below and at www.yesco.com/terms/standardtermsandconditions.pdf, are an integral part of this agreement and are incorporated by reference. Amplus Academy - 8377 W Patrick Ln acknowledges that it has accessed and reviewed the Standard Terms and Conditions. Upon acceptance by an authorized agent of YESCO LLC, this agreement becomes effective as of the last date signed below. This document is a complete integration and final expression of the agreement between the parties, and may not be amended, supplemented, or otherwise modified except by written agreement executed by authorized representatives of each.

Amplus Academy - 8377 W Patrick Ln	**YESCO LLC**
Signature	Signature
Title	Title
Name	Name
Date Signed	Date Signed

Standard Terms and Conditions

1. Terms: The terms and conditions described in this document are incorporated by reference into a written estimate, quotation, proposal, agreement, order, or other transaction form ("Transaction Document") (together with these YESCO Standard Terms and Conditions, the "Agreement"), and pertain to the manufacturing, repair, service, installation, or other goods or services provided by YESCO (the "Work", "goods", "products", and/or "services", including, if applicable, "Service Work" as defined below) as requested by you, the Customer, as further described in the Transaction Document. "YESCO" refers to the entity providing the Work, as identified in the applicable Transaction Document, or in the absence thereof, YESCO LLC, a Utah limited liability company, doing business in California as YESCO Signs LLC.

2. Pricing Exclusions: Unless otherwise included in the Transaction Document, YESCO's pricing does not include sales and use taxes, tariffs, customs fees, duties, or other charges levied by customs or taxing authorities, including any material cost increases due to the escalation of any of these costs ("Assessments"). Assessments may be noted in the Transaction Document; however, they are only estimates. You agree to pay the actual cost for these Assessments as invoiced by YESCO, including any escalation of the same.

3. Payment: In the absence of specified payment terms in the Transaction Document, you agree to pay 50% of the purchase price upon signing this Agreement and to pay the remaining balance upon completion of the Work. You agree to pay monthly payments, if any, on the first business day of each month in advance. If you choose to make payment(s) by credit card, you agree to pay a 2% surcharge on the total amount of such payment(s). In the event that YESCO is ready to install the products but you are not, you agree to pay YESCO the remaining Agreement balance, less 5% retention, at such time that YESCO is prepared to commence installation; you agree to pay the 5% retention at the earlier of the completion of installation or 90 days from the date YESCO is ready to commence installation.

4. Inspection and Acceptance: You must carefully inspect the Work within ten calendar days after delivery. If the Work does not meet the written requirements as the described in the Transaction Document, or if the Work has any defect in manufacture, installation, or operation, you must give YESCO written notice of the nonconformance or defect claimed within five calendar days. ABSENCE OF SUCH WRITTEN NOTICE SHALL BE CONCLUSIVE EVIDENCE THAT THE WORK IS ACCEPTABLE TO YOU AS DELIVERED. If a third-party carrier delivers any goods, you must inspect the goods and promptly notify YESCO and the carrier if any damage exists before moving the goods from the place of delivery. If damage exists, you must retain the packing materials and otherwise comply with all requirements necessary to preserve all claims against the carrier. If you or your agent moves the goods before inspecting the goods, accept the goods in a damaged condition, or otherwise fail to comply with the requirements of this paragraph, YESCO shall have no responsibility for defects notwithstanding the warranty set forth below.

5. Installation: If the Work involves installation of goods, additional work beyond that contemplated in the Agreement will be required if YESCO encounters subsurface or concealed conditions which are extraordinary or unexpected such as subsurface water, caliche, rock, or utilities. You must compensate YESCO for such additional work on a time and materials basis at YESCO's standard rates. YESCO shall not be responsible for damage to underground pipes, sewer lines, sprinkling systems, or any other underground obstructions unless notified of them in writing prior to commencement of the Work. Absent such written notification, you agree to pay for any resulting damage. YESCO is not an Exterior Insulation and Finish System ("EIFS") contractor, and if YESCO's responsibilities hereunder involve penetrations of EIFS, YESCO will seal such penetrations with products and procedures that are common in the sign industry—but which may not meet EIFS warranty requirements. YESCO shall thereafter have no responsibility for damage resulting from the penetrations.

6. Limited Warranty: A. Manufactured Products. YESCO warrants that products manufactured and installation services provided by YESCO will be free from material defects in workmanship and materials for a period of one year from the date of delivery. On-site labor is warranted only when YESCO performs the installation. Upon expiration of the one-year warranty, labor and materials are warranted solely in accordance with applicable manufacturers' separate warranties, if any.
B. Electronic Displays and Programable Lighting. Electronic displays and programmable lighting products, related controllers, and similar components are warranted solely in accordance with the manufacturer's warranty, if any. You agree to look solely to the manufacturer of such products for any warranty and related claims.
C. Service Work and Lighting Retrofits. YESCO warrants that service, repair and/or lighting retrofit services (e.g., the upgrade of existing light fixtures) will be free from material defects in workmanship for a period of 90 days from the completion of the repair, maintenance, and or retrofit. YESCO's warranty includes on-site labor only; any goods are warranted solely in accordance with the manufacturer's warranty, if any.
YESCO's warranties exclude damage caused by ordinary wear and tear, accident, abuse, misuse, misapplication of electricity, extreme winds or rain, hail, wildlife or rodent damage, or other casualty, unless the same is caused solely by YESCO. YESCO SPECIFICALLY DISCLAIMS ANY AND ALL OTHER WARRANTIES OF ANY TYPE, WHETHER EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO ANY IMPLIED WARRANTY OF NON-INFRINGEMENT, MERCHANTABILITY OR, FITNESS FOR PURPOSE. YESCO will either repair or replace, at YESCO's election, any part of the goods or services that prove to be materially defective during the warranty period, in accordance with the terms of the above warranties. YESCO's warranties terminate upon movement of the goods and/or worked performed on the goods by you or others.

7. Service, Repair, and Maintenance Services: If the Work includes the service, repair, or maintenance of goods ("Service Work") for a monthly or up-front fee (including, without limination extended warranties), the provisions of this paragraph will apply. So long as your payment obligations are current, and you are not in default to YESCO or any YESCO affiliate under any agreement (e.g., a lease agreement), including this Agreement, YESCO agrees to perform the Service Work described in the Transaction Document. When the goods require Service Work, you agree to notify YESCO in writing, and YESCO agrees to expedite scheduling the Service Work on a priority basis. Unless specifically included in the description of the Service Work, the Service Work excludes, and you agreed to hold YESCO harmless for any liability arising from: (i) the repair or replacement of structural defects of any kind; (ii) cleaning or painting, (iii) work and materials that would be necessary to conform the goods to the National Electrical Code, Qualified Electrical Testing Laboratory specifications, and/or building or local requirements, (iv) the repair of primary electrical supply components, including, but not limited to wiring, conduit, distribution boxes, fuses and over-current protection devices, and (v) any increase in the frequency or scope of the Service Work resulting from a modification to the goods, change in the use of the goods, or lack of safe or available access to the goods without the use of specialty high-reach equipment or rappelling. You represent that goods that are not new are fully functional and properly grounded at the commencement of this Agreement; in the event the goods are not functional or properly grounded, you agree to pay for any necessary repairs on a time and material basis. If YESCO determines that replacement parts become unavailable or unusually expensive, the affected portion of the Service Work will be excluded and your monthly fee will be ratably reduced. YESCO's obligation to perform the Service Work is limited to ordinary maintenance and repair, and is inapplicable to damage or destruction due to accident, abuse, misuse, vandalism, riot, terrorism, theft, fire, insufficient ventilation, misapplication of electricity or electrical surge, extreme winds or rain, hail, wildlife or rodent damage, or other casualty, regardless of fault.

8. Risk of Loss, Damage or Destruction; Insurance: Except to the extent of damage caused by the negligent or otherwise wrongful acts of YESCO, you bear all risk of loss or damage to any goods, including, without limitation, loss or damage caused by seizure, casualty, vandalism, terrorism, accident, theft, riot, strike, insurrection, war, fire, and acts of God. Any shipments are FOB YESCO. Until your obligations are fully satisfied, at your sole cost and expense, you must insure any goods against loss or damage at least in the amount owed to YESCO for the Work, and you must name YESCO as loss payee with respect to such insurance.

9. Liens and Taxes: Until your obligations are fully satisfied, at your sole cost and expense you must maintain the Work free and clear of all levies, liens, and encumbrances. You must declare as required, and pay when due all taxes, fees, assessments, charges, and all associated penalties and interest (collectively "Assessments"). If YESCO, at its option, pays any Assessments, you must immediately reimburse YESCO for the same.

10. Security Interest: Until your obligations are fully satisfied, you agree that the Work and related goods are YESCO's property, free of any ownership claim by you, the owner of any adjacent realty, or the creditors of either. To secure the performance of your obligations, including, without limitation your payment obligations, you grant to YESCO a security interest in the goods and permission to perfect, assign, amend, continue, and terminate the security interest in any way allowed by applicable law, both as to personal property and as to fixtures.

11. Default: If you default in the payment of any amount when due, or fail to perform any other obligation in this Agreement after delivery of the Work or after YESCO is ready to perform the Work, whichever first occurs, or if at any time bankruptcy, receivership, or other insolvency proceedings are commenced by or against you or any guarantor, you will, without notice, become obligated to immediately pay to YESCO an amount equal to the sum of 1) all previously billed but unpaid amounts, and 2) all unbilled remaining amounts and other payments owed to YESCO pursuant to any other agreement between you and YESCO or any of YESCO's affiliates. In addition, YESCO has the right to stop the Work, including, without limitation, suspending warranty obligations until YESCO is paid in full. You agree that these remedies for default are fair and reasonable compensation for the damage to YESCO resulting from your breach, and are not a penalty. YESCO's acceptance of a late payment(s) or forbearance of any other event of default shall not operate as a waiver of YESCO's rights as to any subsequent late payment(s) or any other event of default.

12. Repossession: If you fail to make any payment when due or otherwise default in any of your obligations in this Agreement, YESCO may terminate this Agreement and may (but has no obligation to) repossess the goods or any component(s) thereof, without resort to judicial process, and without liability for trespass. YESCO's right of repossession includes the right to remove the goods, and also to disconnect or otherwise render the goods unusable. Repossession is not an acceptance of your surrender of the goods, and shall not require patching painting, touch up, etc. afterwards. YESCO's rights of termination and repossession shall be in addition to and not as an alternative to YESCO's right to its other remedies in this Agreement and any other remedy available at law or in equity.

13. Indemnification: Except to the extent of YESCO's negligence or willful misconduct, you agree to indemnify, defend, and hold harmless YESCO and its officers, directors, employees, agents, and subcontractors from any and all claims, costs, expenses (including reasonable attorney's fees), damages, and liabilities, at law or in equity arising out of or related to the Work. The provisions of this paragraph shall survive the completion of the Work and/or the termination of the Agreement.

14. Disputes: This Agreement is governed and construed by Utah law, without reference to its conflict of laws provisions. The parties irrevocably consent to the exclusive jurisdiction of the state or federal courts situated in Salt Lake County, Utah for all claims and disputes in any way relating to this Agreement, including noncontractual claims. THE PARTIES IRREVOCABLY WAIVE ALL RIGHTS TO A TRIAL BY JURY AND ANY CLAIM OF FORUM NON CONVENIENS. Each party waives and releases all claims against the other party for special, indirect, incidental or consequential damages, including lost profits.

15. LIMITATION OF LIABILITY FOR PATROL, INSPECTION, AND SURVEY SERVICES: YESCO'S PATROL, INSPECTION, AND SITE SURVEY SERVICES ARE NOT SAFETY INSPECTIONS. YOU AGREE THAT THE MAXIMUM LIABILITY OF YESCO FOR ANY NEGLIGENCE IN THE PERFORMANCE OF SUCH SERVICES IS LIMITED TO TWO TIMES THE SUM OF ALL FEES (IF ANY) RECEIVED BY YESCO THAT ARE DIRECTLY ATTRIBUTABLE TO SUCH SERVICES. YOU AGREE TO WAIVE, RELEASE, INDEMNIFY, DEFEND, AND HOLD YESCO HARMLESS FROM ANY CLAIM, LOSS, OR DAMAGES (INCLUDING ATTORNEY'S FEES) IN EXCESS OF SUCH LIMIT.

16. Possession, Transfers, and Assignment: Until fully paid for, you must keep any goods in your sole possession and control, and will not allow the goods to be modified, relocated, removed, or otherwise tampered with in any way without YESCO's prior written consent. If you determine to sell or otherwise transfer ownership (or other rights) to your business assets, the Work, or the real property on which any goods are located, you agree to deliver to YESCO written notice of such intention at least 30 days prior to closing. At the time of closing and with proceeds therefrom, you agree to pay to YESCO all amounts then outstanding and all unbilled remaining amounts owed to YESCO, unless YESCO has previously agreed in writing to your assignment of this Agreement. All the terms and conditions hereof shall be binding upon and inure to the benefit of the successors, assigns, and legal representatives of the respective parties, including, if applicable, successors to your interest in the Work, the real property upon which any goods are located, and any successor owners of interests in any of your business assets. You may transfer your interests, rights, and obligations in this Agreement only upon the prior written consent of YESCO. YESCO may assign its interests, rights, and obligations in this Agreement as may be expedient to perform the Work.

17. Your Special Duties: You agree to warrant and obtain and maintain all necessary access rights (including computer access, if necessary) for YESCO to safely perform the Work on the premises for which the Work is ordered, and to disconnect, render unusable, and/or remove the Work, or any component or part thereof, free and clear of lien, encumbrance, or claim of trespass. You agree to indemnify YESCO against and hold YESCO harmless from damage or expense resulting from a breach of this provision. The Work excludes primary-side electrical and communication wiring, service, controllers (e.g., timers and photo cells), circuit breakers, and fuses. At your own expense, you agree to furnish and maintain power lines, controllers, and data service as necessary for the performance of the goods and compliance with applicable law, and agree to install the same as designated by YESCO ready and in place for connection at the intended time of installation. For Work in Colorado, connection of the goods to electrical power is excluded from the Work unless specifically described in the Agreement as an inclusion. You agree to provide all necessary reinforcements to any previously existing building, pole, base, or any other object or surface on which the goods will be installed, or which will be utilized by YESCO in the installation or access thereof, if applicable. You agree to advise YESCO in writing of all cellular antennas, microwave, and other equipment or hazards that may be dangerous to workers. YESCO's performance is subject to you properly securing or otherwise rendering safe all such dangers whenever YESCO's employees will be in the area. You represent and warrant that you are solely responsible for the selection of any LED electronic displays, and will hold YESCO harmless from any claim relating to deficiencies in the performance, quality, longevity, or functionality of the same.

You agree to bear all permitting, entitlement, and other compliance costs and risks pertaining to federal, state, or local laws, regulations, and ordinances that relate to the placement, configuration, operation, and use of the goods and services, including, without limitation, land use, building, and lane closure permits required to perform the Work. You acknowledge that outdoor advertising laws generally prohibit advertisements that are not the principal business, products, services, or activities where the advertisement is located. You agree to be solely be responsible for the procurement of outdoor advertising permits (if desired) and compliance with outdoor advertising laws. You acknowledge and agree that your rights, whether arising under contract, permit from a land use authority, or otherwise, to install or operate the Work may be or become subject to revocation, limitation, suspension, condemnation, modification, restriction, or adverse interpretation by judicial, governmental agency, or other third party action. Upon the occurrence and during the pendency of any such event, you will not be released from your payment obligations under this Agreement.

18. Miscellaneous Provisions:

A. No statement made by YESCO's account executive(s) will be binding on YESCO unless incorporated in this Agreement in writing. Although the Agreement may be signed by YESCO's account executive(s), the Agreement shall not be binding upon YESCO for any purpose until an executive officer or another authorized agent of YESCO accepts this Agreement by providing a written signature evidencing such acceptance on the applicable Transaction Document.

B. Time is of the essence. All past due amounts shall bear an annual interest rate of the lesser of 18% percent or the maximum rate allowed by law.

C. Performance by YESCO shall be subject to delay due to strike, labor dispute, parts or materials unavailability, breakage, fire, unforeseen commercial delays, infectious disease, epidemic, pandemic, insurrection, war, acts of terror, acts of God, governmental regulation, or other causes beyond YESCO's reasonable control.

D. YESCO shall not be responsible for wireless interference or the replacement or repair of LED display components, neon, or lighting because of color change, dimming, or reduction of brilliance.

E. YESCO's listing of contractor's licenses available on the Internet at http://www.yesco.com/licenses.html is incorporated by reference herein.

F. If any part of this Agreement is found invalid or unenforceable, that part will be amended to achieve as nearly as possible the intent and economic effect of the original provision to the fullest extent permitted by law, and the remaining provisions shall continue in full force and effect.

G. Except for original works created by you or your agents, all designs, animations, or other advertising content (collectively, "Content") provided by YESCO is the sole property of YESCO. You warrant that you have the full legal right to use any original works created by you and delivered to YESCO by you for your use. You are granted a non-exclusive, non-transferable license to use the YESCO-owned Content for so long as you operate your business. You agree to not create derivative works of the YESCO-owned Content. YESCO may reject any request for Content that YESCO determines may reflect adversely on the character, integrity, or standing of any person or business.

This Agreement is a complete integration and final expression of the agreement between the parties, and may not be amended, supplemented, or otherwise modified except by written agreement executed by authorized representatives of each.

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YESCO

Invoice

Bill To
Craig Jex / Accounts Payable
Amplus Academy
8377 W Patrick Ln
Las Vegas NV 89113-1880
United States

Ship To
Amplus Academy
8377 W Patrick Ln
Las Vegas NV 89113-1880
United States

Remit To
YESCO - Las Vegas
5119 South Cameron Street
Las Vegas NV 89118
United States

Project Number / Invoice #	Terms	Account Executive
PRY-63870	DUE UPON ACCEPTANCE	040645 Richard M Purvis

Item	Amount
Down Payment Invoice for 50% (Prefunding)	$40,869.00
Total	$40,869.00

ACH Payment Authorization

By completing your ACH information below, you authorize YESCO to withdraw all payment(s) pursuant to the Agreement on the applicable due date (s) from Customer's depository account as described below. Written revocation of this authorization must be received by YESCO with at least 30 days prior notice.

Name on Bank Account		
Name of Bank	Checking	Savings
Bank Account Number		
Routing Number	Bank City and State	
E-mail Address for Receipt	Phone	
Authorized Signature	Date	

Coversheet

Long Range Calendar Document

Section: IX. Long Calendar (Discussion)
Item: A. Long Range Calendar Document
Purpose: Discuss
Submitted by:
Related Material: Long Range Calendar 3.25.26.docx.pdf

AMPLUS ACADEMY

March 25, 2026

Long Range Calendar

Upcoming Board Meetings (starting at 5:00 or 6:00 pm)

- April 22, 2026
- May 27, 2026
- June 24, 2026 (NCC)
- July 22, 2026
- August 26, 2026

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

May
- Organizational Performance Framework Self-Certification
- FY27 Final Budget

July
- Parent Student Handbook (Due August 1)
- Restorative Discipline Plan (Due August 1)
- Test Security Plan (Due August 15)

August Annual
- Board Policy and Procedures Manual
- Code of Conduct
- Bylaws
- Director Nominations and Elections
- New Board Candidate Election

August Regular
- EL Policy/Plan
- Annual Vendor List

Future Dates:

- Graduation May 22
- National Charter Conference June 24-26 New Orleans, LA.