

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2019 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

For the: **SLAM Academy of Nevada**

Date Submitted: **October 15th, 2019**

Current Charter Contract Start Date: **July 1, 2016**

Charter Contract Expiration Date: **June 30, 2022**

Key Contact: **Tony Schwartz**

Key Contact title: **Board Chair, SLAM Academy of Nevada Board of Directors**

Key Contact email and phone: [REDACTED]

Date of School Board approval of this application: **October 11, 2019**

This Request For Amendment (RFA) is submitted to request a contract amendment regarding (place an "X" to the right of the specific RFA type(s) you are applying for):

1. [Add Distance Education](#) ___
2. [Add Dual-Credit Program](#) ___
3. [Change Mission and/or Vision](#) ___
4. [Eliminate a Grade Level or Other Educational Services](#) ___
5. [EMOs: Entering, Amending, Renewing, Terminating Charter Contract with an EMO](#) ___
6. [Enrollment: Expand Enrollment in Existing Grade Level\(s\) and Facilities](#) ___
7. [Enrollment: Expand Enrollment in New Grade Levels](#) ___
8. [Facilities: Acquire or Construct a New or Additional Facility that will not affect approved enrollment](#) ___
9. [Facilities: Occupy New or Additional Facility](#) ___
10. [Facilities: Occupy a Temporary Facility](#) ___
11. [Facilities: Relocate or Consolidate Campuses](#) ___
12. [RFA: Transportation](#) ___
13. [Other changes](#) **X**

Table of Contents

Section I: Introduction.....	3
Section II: Eligibility Requirements	3
Section III: Amendment Types	4
Section IV: Processing Schedule.....	5
Section V: Deadlines.....	5
Section VI: Application Process	5
Section VII: Application Instructions.....	6
Section VIII: Attachments for Applications	8
Section IX: Elements of Successful RFAs.....	9
Section X: General Requirements Section.....	10
A) EXECUTIVE SUMMARY	10
B) MEETING THE NEED	Error! Bookmark not defined.
C) ACADEMIC PLAN	13
D) FINANCIAL PLAN	21
E) OPERATIONS PLAN.....	24
SPECIFIC RFA SECTIONS.....	38
RFA: Academic Amendments	38
1. RFA: Add Distance Education.....	38
2. RFA: Add Dual-Credit Program.....	40
3. RFA: Change Mission and/or Vision.....	40
4. RFA: Eliminate a grade level or other educational services	40
5. RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO	40
6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities.....	43
7. RFA: Enrollment: Expand Enrollment in New Grade Level(s).....	43
Facility RFAs	44
8. RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320).....	44
9. RFA: Occupy New or Additional Sites (NAC 388A.315).....	44
10. RFA: Occupy a Temporary Facility.....	45
11. RFA: Relocate or Consolidate Campuses	45

Facility RFA Attachments required	47
12. RFA: Transportation.....	48
13. RFA: Other Changes.....	48

Section I: Introduction

The mission of the State Public Charter School Authority (SPCSA) is to improve and influence public education in Nevada “by sponsoring public charter schools that prepare all students for college and career success and by modeling best practices in charter school sponsorship.” This mission includes assisting chartered public schools in making orderly enrollment, facility, financing and other changes to enable them to provide high-quality educational choices to students and their parents in Nevada.

As SPCSA public schools grow and progress they may wish to consider changes, additions or other improvements to their structure, facilities, legal relationships, school size or location(s). NRS 388A, NAC 388A and individual chartered public school contracts list various potential changes a school may consider making. These changes require that the school request and receive approval of the SPCSA Board to a Request For Amendment (RFA) before proceeding, except in the case of an emergency. The school must submit the RFA to the SPCSA describing the intended change and providing documentation to support approval of the requested change, to be confirmed by an amendment to the school’s charter contract signed by a representative of the board or the designee of the board.

These considered changes can be made through amendments to charter school contracts with the SPCSA, pursuant to NRS 388A.223 *et seq*, NAC 388A.305 *et seq*, and their respective Charter Contract. This Request For Amendment (RFA) application is provided by the SPCSA in fulfillment of its responsibility to develop a policy and procedure “for amending a written charter or charter contract and the criteria for determining whether a request for such an amendment will be approved....” NRS 388A.223. This RFA describes the “manner in which such procedures and criteria will differ if the sponsor determines that the amendment is material or strategically important.” NRS 388A.223.

This universal RFA application replaces all prior specific project RFA applications the SPCSA provided. It includes two sections. The first is a standard section which all RFA applicants must complete. It calls for general information about the school. The second section contains specific requests for supporting documentation to support the applicant’s request for specific contract amendments. Applicants need only submit one complete application for one or more amendments being recommended. That application should include supporting documentation for the general application section and specific supporting documentation for each specific amendment being requested.

Section II: Eligibility Requirements

To be eligible for consideration of approval of a contract amendment a school must submit a complete and accurate RFA, in accordance with the requirements and directions stated herein prior to the deadlines stated herein.

To be eligible to submit an amendment, the school must be in good standing in all three domains of the Authority’s academic, financial, and organizational performance frameworks and it must not be considered a low-performing school or otherwise ineligible according to any definition set forth in law or regulation. “All schools begin outside of the intervention ladder and are considered to be in Good Standing.” Charter School Performance Framework¹. Schools with questions about their eligibility should contact SPCSA staff.

Ineligible schools may include, but are not limited to, those schools which operate an elementary, middle, or high school rated below the three star level; schools which operate an elementary, middle, or high school program that is a priority or focus school; schools which operate high schools with graduation rates below 60 percent; schools with

¹ <http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Performance%20Framework.pdf>

compliance issues, including participation warnings or penalties on the Nevada School Performance Framework; and schools with financial framework deficiencies.

A school which does not have at least one independent financial audit and one year of academic performance data in the Nevada system of accountability is ineligible to apply for an expansion amendment unless the school was approved by the Authority as an EMO replication of a high performing charter school in another state or the operator applied as a CMO applicant and has replicated a high performing charter school model from another state. In such cases, the school will be required to submit updated academic, financial, and organizational performance data in all three domains from the replicated EMO school or CMO school network. In the event that the Authority mandates a system-wide assessment to supplement the statewide test and provide for additional data in the event of a testing irregularity or a change in state testing provider, schools should expect that data from that assessment will outweigh data provided from a school's internal assessment system.

All applications and the actions being requested for approval must be in compliance with NRS 388A, NAC 388A and all other relevant federal laws and regulations and SPCSA policy.

Schools with questions about eligibility should contact SPCSA staff for further clarification.

Section III: Amendment Types

NRS 388A, NAC 388A and individual chartered public school contracts list potential changes a school may consider making. The school must request and receive approval from the SPCSA Board of the Request For Amendment before the school may proceed with the intended change.

The following is a list of the RFA applications which are now being replaced by this universal RFA application. The approval for any material change considered for a school, including affecting facilities or operations, for which an express amendment was or was not earlier provided may now be handled through this single RFA application. Actions requiring an amendment to a charter school contract include those in the following list. Schools should contact the SPCSA if they are considering any change or addition to what was approved in their charter contract. For all RFAs, the General Section of this application must be completed according to the instructions herein. Specific RFA requirements for the below RFAs have specific requirements which must also be completed.

1. [Add Distance Education](#)
2. [Add Dual-Credit Program](#)
3. [Change Mission and/or Vision](#)
4. [Eliminate a grade level or other educational services](#)
5. [EMOs: Entering, amending, renewing, terminating Charter Contract with an EMO](#)
6. [Enrollment: Expand Enrollment in Existing Grade Level\(s\) and Facilities](#)
7. [Enrollment: Expand Enrollment in New Grade Levels](#)
8. [Facilities: Acquire or Construct a new or additional Facility that will not affect approved enrollment](#)
9. [Facilities: Occupy new or additional facility](#)
10. [Facilities: Occupy a Temporary Facility](#)
11. [Facilities: Relocate or Consolidate Campuses](#)
12. [RFA: Transportation](#)
13. [Other changes requiring or not requiring approved RFAs:](#)
 - a. As described in NAC 388A.335 regarding a request for **an amendment not otherwise described**
 - i. If the governing body of a charter school wishes to amend its written charter or charter contract, as applicable, in **a way that is not described** in NAC 388A.310 to 388A.335.
 - ii. **Material amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is material, the governing body must obtain approval from the sponsor before the amendment becomes effective.
 - iii. **Nonmaterial amendment** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is not material, the governing body is not required to obtain approval from the sponsor before the amendment becomes effective.

- b. Other **non-amendment changes**. Pursuant to NAC 388A.340 the governing body of a charter school (1) shall notify the sponsor of the charter school not later than 10 days after the charter school makes any change to the mailing address, telephone number, facsimile number, articles of incorporation or bylaws of the charter school.

Applicants seeking more than one amendment may now use this RFA template and provide supporting documentation as requested in the general and applicable specific sections below.

The General Requirements Sections of this application describe general supporting documentation required for RFAs.

The Special Sections describe specific supporting documentation required for specific RFAs requested to enable specific changes being pursued by the school board.

For applicants seeking to make changes for which amendments are not listed above, contact SPCSA staff regarding what, if any, documentation may be required.

Section IV: Processing Schedule

RFA applications are processed according to the following schedule. Boards/Schools must submit their completed amendment request into the Charter Amendment section of Epicenter by 5:00 pm PT within the deadline schedule provided below for the relevant Spring or Fall application cycle.

If a below date falls on a federal or state officially recognized holiday, the submittal will be due no later than 5 p.m. Pacific Time on the first working day following said holiday.

Section V: Deadlines

	Spring Cycle	Fall Cycle
Notice² of Intent to submit Request for Charter Amendment (RFA)	Due between March 1 - 15	Due between September 1 - 15
Request For Amendment (RFA)	Due between April 1 – 15	Due between October 1 – 15
Board Meeting for Possible Action	June board meeting	December board meeting

Charter school expansion (i.e., additional campuses and/or grade levels) requests **must be submitted** at least 9 months prior to the proposed implementation. For example, a school wishing to expand in the 2020-2021 school year must submit an amendment to Authority staff no later than the fall cycle of 2019.

Section VI: Application Process

1. The school board determines that an applicable change is or may be required. The board may direct a representative of the school to contact the SPCSA to explain the potential change and request guidance or may direct a representative to prepare and submit a Notice of Intent and RFA including supporting documentation according to the deadlines set forth above.
 - a. Pursuant to NAC 388A.305(1) the “governing body of a charter school shall hold a public meeting that complies with the provisions of chapter 241 of NRS before the governing body submits to the sponsor of the charter school a written request for an amendment to its written charter or charter contract, as

² Notice or Letter of Intent

applicable, pursuant to NRS 388A.276. The governing body of a charter school may not request such an amendment unless a majority of members of the governing body vote to approve making the request.”

2. Applicant submits a timely submitted notice.
3. SPCSA transmits a confirmation of receipt of the NOI and may contact the applicant with any questions or comments.
4. Applicant submits a timely submitted and Request for Amendment (RFA) including all applicable requested supporting documentation.
5. SPCSA transmits a confirmation of receipt of the RFA and may contact the applicant with any questions or comments.
6. SPCSA staff, and potentially external reviewers, begin the completeness check process. SPCSA Staff may contact the applicant for more information, for more clarity, or to let the applicant know their application is insufficiently complete and cannot be processed at this time without substantial improvements to completeness, clarification or other aspects.
7. Staff transmits to applicant confirmation of completeness or determination that the RFA application is substantially incomplete so that it will not be processed at this time.
8. Upon confirmation of completeness, SPCSA staff, and potentially external reviewers, begin the review process of the RFA. SPCSA Staff may contact the applicant for further clarification and with requests for additional information or to explain issues with the RFA.
9. Staff will discuss with applicant SPCSA staff’s likely recommendation based on staff’s review and analysis of the RFA submitted. Applicant may determine if it wishes to proceed.
10. Staff will schedule a Board meeting date during which to present applicant’s RFA along with staff’s recommendation.
11. If the Agency Board approves the RFA, then staff will
 - a. work with the applicant to make the amendment changes to the contract and to secure an updated, mutually executed contract, to enable the school to proceed to implement the terms of the amendment.
 - b. implement the process to monitor the fulfillment of any conditions of the amendment, pursuant to the amended contract.
12. In the alternative, pursuant to NAC 388A.305(2) and except “as otherwise provided in NAC 388A.310 to 388A.335, inclusive, if the governing body of a charter school requests an amendment to its written charter or charter contract, as applicable, pursuant to NRS 388A.276, the sponsor of the charter school may authorize its staff to approve the amendment as the sponsor deems appropriate.” In such a case, staff will
 - a. work with applicant to make the amendment changes to the contract and secure an updated, mutually executed contract,
 - b. implement the process to monitor the fulfillment of any conditions of the amendment.

Applicants may contact the following SPCSA staff with any questions regarding this RFA Application.

1. Mike Dang, 702.486.8879, mdang@spsca.nv.gov
2. Danny Peltier, 775-687-9178, dpeltier@spsca.nv.gov
3. Mark Modrcin, 702-486-8271, mmodrcin@spsca.nv.gov

Section VII: Application Instructions

Specifications

1. It is the responsibility of the applicant to ensure that the content is complete, detailed, and easily understood and followed by reviewers; external experts; and parents, families, and the general public.
2. Application responses made in this file should add no more than 50 pages to this approximately 40 page “core” application for a total of up to 90 pages—in addition to all required appendices/attachments.
3. RFA submittals must all be in an electronic format. The RFA “core” application must be in a searchable pdf format. (Do not print it to hard copy and scan it.) Site, architectural and similar plans which can only forward may be in the pdf format submitted to the applicant by their consultant or professional.

4. Leave the text of the questions in the document and add your responses following each question. This will facilitate reviews, document access (hyperlinked table of contents) and enable better public transparency.
5. Begin each major section (Executive Summary, Meeting the Need, Academic Plan, etc.) on a separate page.
6. All pages in the core application must remain consecutively numbered, as they are, in the footer and include the total number of pages, such as “Page 25 of 80.”
7. A RFA may not require all attachments described in this document. Place an “N/A” where appropriate—next to the respective “Attachment ___.” Do not leave them blank.
8. The name of each attachment, e.g. “Attachment 1,” etc. must be placed in the header of the first page and header/footer of remaining pages to facilitate review and navigation. Bookmarking individual sections and attachments in Acrobat is strongly encouraged to enhance readability and facilitate a thorough review.
9. Attachments may have independent page numbering.
10. The table of contents must identify the page number of each major section of the narrative and each required attachment—or simply respond within the MS Word version of this Application with its Table of Contents.
11. You do not need to try to fix the Microsoft Word formatting in this application if the formatting doesn’t automatically generate the correct or best font or outline number/letter when you enter text. As long as you include your response in the proper section we will ignore a misplaced outline number/letter.
12. References and citations should be placed in the footer.
13. If a particular question does not apply to your team or application, simply respond with a statement explaining why the question is not applicable AND including the term “not applicable” or “N/A” within the sentence.
14. All questions, including those identified as “Not Applicable” and tables not utilized must be left in the document. Tables which are accompanied with directions permitting the school to modify the number of rows and to customize the designated content may be changed as indicated.
15. Any budget or numerically oriented sheets must be submitted in a working Microsoft Office Excel file in addition to a pdf attachment.
16. When submitting resumes and biographies of proposed new board members and staff, label each document with the individual’s affiliation with the proposed school (board member, principal, teacher, etc.) and combine the files into a single converted PDF document.
17. Review all elements of your request for completeness before submitting. Incomplete requests will not be accepted, and schools are not able to amend, revise, or supplement their request after it has been submitted unless the SPCSA, at its sole discretion, requests additional information or the SPCSA board votes to reject the request and the applicant chooses to resubmit a revised request at a later date.
18. Schools are strongly encouraged to maintain final Microsoft Word versions of all written materials. In the event that a school elects to resubmit a request with additional content and documentation, the school will be expected to use the Track Changes function to identify any additions or deletions to the application. Specific format requirements for such resubmissions will be furnished to applicants upon request.
19. Applicants are reminded that all requests for facilities or enrollment expansion amendments are public records and are posted on the SPCSA web site. Once a request is approved, it is expected that the complete charter application and the approved amendments will be posted on the school’s web site or will otherwise be made available via electronic means upon request from any member of the public. To ensure the broadest range of accessibility for public documents, the SPCSA strongly encourages applicants to consult the Accessibility Guidance offered by our peer authorizer, the Massachusetts Department of Elementary and Secondary Education: <http://www.doe.mass.edu/nmg/MakingAccessibleDocuments.pdf> and <http://www.doe.mass.edu/nmg/accessibility.html>.

Applicants MUST submit amendment requests electronically in Epicenter, the statewide document management center for school submissions to the State Public Charter School Authority. All documents, other than budget documents and data submissions better suited to Excel, must be submitted as PDF documents. All PDF documents, other than those individual pages containing signatures or facilities documentation, must be submitted as converted (not scanned) documents.

Section VIII: Attachments for Applications

- 1) A letter (1-3 pages) approved and submitted by the governing body of the charter school clearly summarizing and explaining the RFA and the contract changes being requested, submitted with documentation (meeting minutes) showing the request was approved and submitted by the governing board of the charter school following a public meeting held pursuant to chapter 241 of NRS.
- 2) Letters of Community Support/Partnership
 - a) May be scanned to PDF.
- 3) School and network leadership team job descriptions
- 4) Resumes for proposed school leader
 - a) For RFAs where a new school leader would be installed
- 5) Student achievement data with NSPF rankings
 - a) For the greater of the prior three, two, or one year(s), if available.
- 6) Competencies used for school leader selection
 - a) For RFAs where a new school leader would be installed
- 7) Regional Director resume or job description
 - a) Where applicable
- 8) CMO/Local Network organizational charts
 - a) Where CMOs/EMOs are or will be involved
- 9) New Board Member Information Sheets
 - a) For any current board members new since the opening or the last prior RFA
- 10) Incubation Year Planning Table
 - a) For expansions into new facilities
- 11) EMO agreement documentation
 - a) If school will contract with a non-profit or for-profit EMO for additional services or
 - b) This expansion will result in additional payments to an existing EMO
 - c) OR an assurance that the school is not contracting with an EMO
- 12) Operational execution plan
- 13) Budget narrative
 - a) Include a description of planned/projected changes to enrollments with resulting budget impacts to revenues and expenses.
- 14) Financial Plan
 - a) Submit working Excel model showing budgeted new/marginal/additional revenue and expense changes contemplated from proposed changes as well as impacts on surplus/deficits and statement of position
 - b) Include copy of most recent annual budget submitted
- 15) Local Network Budget
 - a) Where applicable
- 16) For schools which replicate an EMO or CMO model from another state which do not yet have Nevada performance data:
 - a) School performance data sheet and data from network's internal assessments demonstrating that the Nevada school is performing at a level similar to schools in other geographies.
 - b) Historical financial documents for the entity including
 - i) audited financial records for the entity and,
 - ii) if any of the schools operated by the management organization are technically separate entities,
 - (1) audited financials for each such school as well as any other campus by campus financial evaluations conducted by charter school authorizers.

- c) At least three years of school financial audits are required for any school operating for three years or longer.
This may be provided in the format of your choosing.

17) School Data Worksheet

Section IX: Elements of Successful RFAs

Successful amendment requests demonstrate the following characteristics:

Domain	Criteria
Organizational and Governance Accountability	Strong Governing Team that Significantly Exceeds Statutory Minimum Criteria with Proven Track Record of Transparently and Accountably Governing a Multi-Million Dollar Public Entity
Leadership	School and Network Leaders with Exemplary Track Record of Academic and Operating Results with Similar Model/Population Strong Operating Team with Proven Track Record of Transparently and Accountably Operating a Multi-Million Dollar Public Entity
Academic Accountability	Proven School Model With Proven Track Record of Producing 4/5 Star Results with Target Population
Fiscal Accountability	Strong School and Network Financial Model With Proven Track Record of Increasing Annual Fund Balances ³ Track Record of Clean Audits
Business Relationships	Transparent and Appropriate Client/Vendor Relationship with Any Identified Service Providers

³ Such fund balance increases are intended to track free cash on hand, and should be exclusive of any capital refresh, expansion, or bond-mandated reserves budgeted for and maintained by the school.

Section X: General Requirements Section

A) EXECUTIVE SUMMARY

4 Pages or less per RFA

Provide a brief overview of your school, including:

1. Identification of the school, its location(s), enrollment(s)(most recent ADE quarter), brief history, brief description of its board members and key leadership team members

Sports Leadership and Management Academy (SLAM) of Nevada is a public charter school, currently serving grades 6-12. The school is located at: 1095 Fielders Street, Henderson, NV 89011.

The school first opened its doors in August 2016 to a diverse community of students in the urban corridor of Henderson, Nevada and has grown to a current enrollment of 1,038 students.

The school is currently led by Principal Dan Triana and is governed by a 6-member Board of Directors.

2. Statement and overview of the mission and vision

Mission: The mission of Sports Leadership and Management Academy of Nevada (SLAM) is to prepare students for postsecondary studies and careers through an engaging educational program emphasizing sports leadership and management career preparation.

Vision: The vision of SLAM is to provide viable innovative educational choices for students ultimately yielding college-bound and career-oriented graduates. SLAM students will develop advanced skills through unique, hands-on experience, utilizing community partnerships, innovative ideas, and state-of-the-art technologies essential for students to become successful scholars, professionals, and future leaders. SLAM students will thrive as contributing members of our local and global community.

3. Specific statement of the request

(Example:) "The Board of the above named charter school, operating under a current contract with a start date of July 1, 2016 and a six-year expiration date of June 30 2022 requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following (check all that apply):

- 1. Dual-Credit Programs
- 2. EMOs: Amend charter contract with an EMO
- 3. Enrollment: Expand enrollment in existing grades and facilities
- 4. Enrollment: Expand enrollment in new grade levels
- 5. Enrollment: Eliminate a grade level or other educational services
- 6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment
- 7. Facilities: Occupy additional sites
- 8. Facilities: Relocate or consolidate campuses
- 9. Facilities: Occupy a temporary facility

10. Other (specify): **Enrollment cap modification request (From 1,600 students to 1,096).**

(See full list above of RFA amendment types)

Attach a copy of the document(s), including minutes, confirming approval of the RFA.

4. A summary explanation of the reasons that the charter school is seeking to the charter school is seeking to make this specific requested change.

10. Other: Enrollment cap modification request

SLAM Academy of Nevada (SLAM) is seeking approval from the Nevada State Public Charter School Authority to amend its current charter to allow the modification of its approved enrollment cap of 1,600 students to 1,096 student during the 2019-20 school year, which is an increase of over 10% from the previous year.

5. Description of proposed target model and target communities

SLAM’s target model provides a unique and viable educational choice, which will ultimately yield college bound and career-oriented graduates.

Currently, the school serves a diverse student population where approximately 55% of the student population identify as Hispanic/Latino, 22% as White, 13% as Black/African-American, and 5% as Two or More in middle and high school grade levels.

With the proposed expansion into elementary grades (Kindergarten through 5th Grade) SLAM will market to elementary grade students and families from its target population in the southeastern region of the Las Vegas Valley.

6. Statement of outcomes you expect to achieve across the network of campuses

Although SLAM’s current enrollment is well below the originally approved enrollment cap of 1,600, SLAM hopes to be approved for the modification of its existing enrollment cap to 1,096 students for the 2019-20 school year, which is an increase of over 10% from the previous year.

7. Key components of your educational model for the expanded school

SLAM’s educational model is derived from research-based strategies proven successful in raising student achievement nationwide. The program is based on the “career academy” concept and grounded on the philosophy of the three R’s: Rigor, Relevance, and Relationships. The three R’s represent the essential components that must be in place to effectively prepare students for the demands of the 21st Century. Attributed to the work of Dr. Bill Daggett⁴, the three R’s model has been linked by research to higher attendance and graduation rates, stronger test scores, and safer schools. A study conducted in 2008 by the University of California's Linguistic Minority Research Institute states, “poor academic achievement, as early as elementary school, is one of the strongest predictors of dropping out.” Students in grades K-5 will develop a foundation to think critically and apply knowledge across disciplines. Sports will be used as the hook to engage students and develop their love for learning. There will be an emphasis on sports science in the STEM fields through STEM project-based learning courses as well as a computer science course. Through this unique curriculum, students will have opportunities to engage in both predictable and unpredictable real world situations, which ensures relevance. Students will be empowered to create positive relationships with peers, parents, teachers, and community mentors. This provides a framework for a seamless transition to middle school, high school and beyond, ultimately producing career-oriented graduates.

8. The values, approach, and leadership accomplishments of your school or network leader and leadership team.

SLAM’s Principal, Dan Triana is uniquely qualified to lead the school’s addition of elementary grade levels. His past experience at several Clark County School District Alternative Education programs and multiple at-risk high schools in the Las Vegas Valley matched with his passion for helping students realize their potential provide the exact type of leadership necessary to connect with the students SLAM hopes to attract. Moreover, SLAM’s Governing Board consists of highly respected community members. Members include two prominent attorneys, experienced educators, including former and current school leaders, instructors with TESL certification, and educators with a vast background in physical education and athletic coaching experience. SLAM’s ability to effectively serve its students will be further bolstered by its partnership with the original SLAM school in Miami-Dade County, Florida. SLAM NV is replicating SLAM Miami's model that has already produced highly effective results with low-income, diverse populations.

9. Key supporters, partners, or resources that will contribute to your expanded school’s success.

At the local level, SLAM has established the following partnerships:

- University of Nevada, Las Vegas (UNLV)
- College of Southern Nevada (CSN)
- Vegas Golden Knights
- PIMA Medical Institute
- Centennial Hills Physical Therapy

⁴ <http://www.leaderead.com/our-philosophy/rigor-relevance-framework.php>

- Desert Springs Physical Therapy
- Boys and Girls Club
- Young Men’s Christian Association (YMCA)
- Desert Orthopedic Center
- PGA
- Boxing and Ultimate Fighting Championship (UFC)
- Desert Radiology

On a wider scale, SLAM has also created or is seeking to create, the following national partnerships through their affiliation with SLAM, Inc. in Florida:

- National SLAM Foundation – Providing professional development for teacher and staff, access to mentors and SLAMified lessons. The SLAM Foundation will provide access for SLAM NV to the following SLAM partners through MOUs in place with the SLAM Foundation:
 - XM Sirius Radio – The SLAM Foundation has its own XM radio station run by broadcasting students at SLAM Miami headquarters. The station allows for all SLAM schools to participate in the day-to-day operations and broadcasting. This is a key component for the Sports Broadcasting Academy and it unites all SLAM Broadcasting Academies across the nation. (At SLAMNV, this falls under the Sports Marketing and Entertainment Media Academy). Currently, the station serves as a major internship component for broadcasting students at SLAM.
- NASCAR / Hendricks Motorsports: Assists with STEM initiatives using the sport of racing as the foundation for activities.
- NBA Cares Foundation - Brings athletes and mentors to speak at SLAM Schools and participate in extracurricular activities with students.
- GOOGLE - SLAM has an afterschool Science club which teaches 6th graders to code while creating their favorite fashion, music and sports video games; working with GOOGLE engineers to implement afterschool programs for SLAMNV.
- GALLUP - Uses Gallup’s Principal and Teacher Insight assessments as part of the hiring and recruitment process.

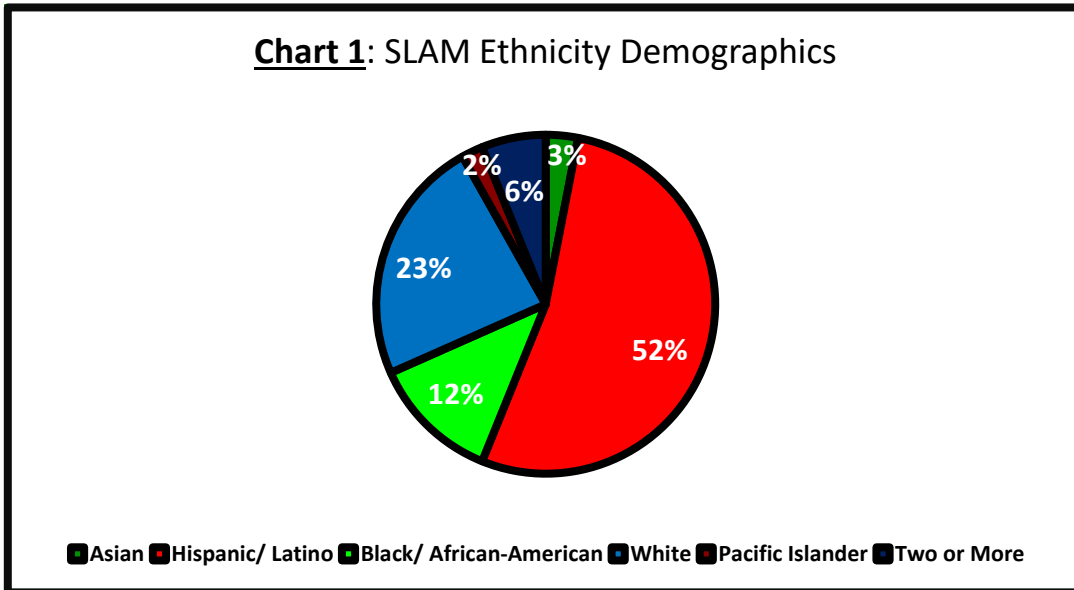
NOTE

1. **For all remaining General Requirements Sections:** Complete and submit all RFAs by answering remaining General Requirements Section questions.
2. **Indicate “No change” for any below requested response that has not changed from your charter school contract.**
3. **Indicate “N/A” for any below requested response in this General Requirements Section that is not applicable to your request. Applicants do not need to respond “N/A” to any Specific Requirements RFA section for which they are not applying.**

TARGETED PLAN

- (1) Identify the community you wish to serve as a result of the expansion or RFA and describe your interest in serving this specific community.

Sports Leadership and Management Academy of Nevada (SLAM) first opened its doors in August 2016 to a diverse community of students in the urban corridor of Henderson, Nevada. During its first year of operation, the school welcomed approximately 500 students in grades 6th-9th. Now, in its fourth year of operation, the school currently serves approximately 1,038 students in 6th-12th grade. Currently, the school’s population is approximately 52% Hispanic/Latino, 23% White, 12% Black/African-American, and 6% Two or More. Additionally, 12% are English Language Learners (ELL), 12% are students with an Individualized Education Plan (IEP) and 65% are students who qualify for Free/Reduced Lunch (FRL) services.



- (2) Explain how your expansion model or RFA, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

The requested modification of enrollment in existing grade levels will not alter SLAM’s educational model or commitment to serve its target population demographics.

GROWTH RATE AND RATIONALE

- (1) Describe the school’s six-year growth plan for developing new schools in Nevada and other states. Please describe the proposed scope of growth over the next 6 years, including both the schools that the campuses the school has already been approved to open, those it is currently applying to open and any additional campuses that it anticipates applying to open in the next six years (number of campuses, locations, proposed six-year enrollment projections, and grade configuration/type of schools).

Sports Leadership and Management Academy of Nevada (SLAM) first opened its doors in August 2016 to a diverse community of students in the urban corridor of Henderson, Nevada. During its first year of operation, the school

welcomed approximately 500 students in grades 6th-9th. Now, the school is requesting to modify enrollment from 911 students in the 2018-19 school year to 1,096 student in the 2019-20 school year.

- a. Provide a rationale for the proposed six-year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well-positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion.

At this time, SLAM is requesting an amendment to modify its enrollment in existing grades as projected student interest and growth will rise more than 10% of what the charter was originally approved for.

- (2) Specifically identify the key risks associated with this growth plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them.

Examples may include:

- a. Inability to secure facilities/facilities financing;
- b. Difficulty raising philanthropic funding;
- c. Insufficient talent pipeline/difficulty recruiting faculty;
- d. Insufficient leadership pipeline/difficulty recruiting school leaders;
- e. Misalignment between the founding school and leader and new campuses and leaders, and;
- f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.

If approved, SLAM's modified enrollment brings on the obvious challenge of serving additional students who need additional attention, which could in turn affect SLAM's overall State Reported Star Rating. SLAM has proven its ability to maintain high standards, high proficiency, and high growth as it has experienced increased enrollment in the past.

In order to ensure that all academic needs of all its students are met, SLAM has already recruited and hired effective and quality teachers to lead students toward academic success. Additionally, through the leadership of Principal Triana and Assistant Principal Evers, SLAM will continue to provide professional development, coaching and to work collaboratively with their teachers in order to ensure the success continues.

- (3) Discuss lessons learned during the school's past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

During its second year of operation, SLAM Academy experienced a decline in student performance. The NSPF awarded the school a 2 Star rating as opposed to a 3 Star it earned the previous year. The leadership team took a closer look at the data and determined that the students, especially those within the various subgroups, did not experience much growth in their ELA (1% growth) and math (5% growth) courses. The iReady assessments were being used, however, without much fidelity.

Leading into the school's third year, the leadership team created a plan to address the deficiencies discovered through a careful review of the academic supports needed to help raise student growth. Students participated in benchmark assessments to determine their strengths and weaknesses. The leadership team built into the school schedule 45 minutes extra of instruction and after school supports. With those extra minutes, intensive math and reading courses were built into students' schedules, USA Test Prep bell ringer questions/problems were added at the beginning of each class for students to answer and complete and Achieve 3000 was made available for students needing extra language supports. Data folders were created and used throughout the quarters and maintained by students, which contained WiDA, iReady, and SBAC scores which were analyzed more closely with interventions created and monthly check-

ups to help move students along more readily. The leadership team also recognized students needed more time in the core classes. As a result, elective courses were replaced by intensive math and ELA classes with targeted interventions used based upon iReady data collected week to week as teachers progressed monitored students' understanding of specific skills. In order to carry this out, 14 teachers sold their preparation periods in order to offer these remedial and intensive courses. Additionally, an administrator was hired to oversee the EL and Zoom programs. To help motivate students to achieve at a greater rate, incentives such as field trips were sponsored and carried out throughout the school year. When students were caught up and refocused on achievement, they were permitted to return to their original elective courses.

Currently, the school has dedicated math and reading intervention teachers who are licensed in those specific content areas and has two instructional coaches to help support teachers as they collaborate on lesson plans, evaluate assessment data, and create additional supports to target specific interventions.

SLAM Academy earned a 3 Star rating from the State for the 2018-19 school year. Although this is a fair score, we are not satisfied with the results of our efforts. We still need to fine tune our approach in order for our students to experience greater growth in their ELA and math courses. The priorities established to drive achievement will be to utilize the iReady assessment as it was designed to be implemented. It will be scheduled as part of our day-to-day operations with built-in time to carefully analyze the results. Instruction will be designed with these results in mind and additional supports will be created more plentifully. PLCs will be instituted in order to have productive dialogue among the instructional staff with specific conversations centered around student growth in ELA and mathematics.

PARENT AND COMMUNITY INVOLVEMENT

- (1) Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed expansion of the school.
- (2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the new campus(es) or grade levels. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?
- (3) Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.
- (4) Discuss the community resources that will be available to students and parents at the expanded school. Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as an **Attachment** __, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.
- (5) Describe the school's ties to and/or knowledge of the target community. How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?
- (6) Identify any organizations, agencies, or consultants that are partners in planning and expanding the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

SLAM understands the vital importance of community input, engagement, and support. Parents have expressed their interest and demand to modify the enrollment of the school in discussions through Parent Teacher Organizations, various school committees and primarily through public board meetings. The requested modification in enrollment from the 2018-19 to the 2019-20 school year does not affect the school's current systems and processes regarding parental and community involvement. Therefore, these questions are not applicable.

C) ACADEMIC PLAN

The requested modification of enrollment in existing grade levels and facility will not affect DANN's current Academic Plan, and therefore Section C) Academic Plan is not applicable.

MISSION & VISION

The mission of your school should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your school should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Nevada charter school law and the mission of the State Public Charter School Authority and serves as the foundation for the entire proposal.

Explain whether the proposed mission and vision for the school/network is different from the existing school's mission and vision and how they differ. Describe the reasoning behind any modifications.

Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision?

CURRICULUM & INSTRUCTIONAL DESIGN

The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.

(1) Historical Performance

- (a) **Performance Data:** schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.
 - (i) A school is welcome to provide any additional historical academic performance metrics that fall outside of the operator's contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning's STAR, etc.). If provided, describe student performance on these metrics.
 - (ii) *Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.*
- (b) **Interventions:** Please explain any past performance that has not met the organization's expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

(2) Academic Vision and Theory of Change

- (a) **Model Non-Negotiables:** What are the key non-negotiables (i.e. the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Please include details about the critical elements that are constant across the organization's schools and those that may vary. Discuss any campus-level autonomies in implementing the educational plan.

(3) Performance Management

- a) **Measuring Progress:** Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole.
 - a. What performance management systems, processes, and benchmarks will the school use to formally assess this progress?

- b. Explain how the school addresses underperformance and describe the corrective action plan procedures.
- b) **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.
- c) **College Readiness (HS Only):** Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.
- d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?
- e) **Compliance:** Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment_Template.xlsx) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.
- f) **Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.
- g) **Remediating Academic Underperformance:** Describe the school’s approach to help remediate students’ academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1 of the expansion, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?
- h) **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students’ access to the general education curriculum in the least restrictive environment, and fulfill NV’s required Response to Intervention model.
- i) **Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?
- j) **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school’s comprehensive strategy to ensure that all pupils are making accelerated academic progress.
- k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

- a) Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.
- b) Describe the structure of the school day and week for both the proposed new grades and for existing grades. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.
- c) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

DISTANCE EDUCATION

(Distance Education Expansion Amendments)

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its amendment request to the SPCSA.

For applicants who do not propose to offer a program of distance education or who already have approval to operate such a program, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- (3) Describe how the school will ensure students participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

PRE-KINDERGARTEN PROGRAMS

(All Operators Currently Operating or Proposing to Operate Pre-K)

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a sub-recipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants are encouraged to review resources available at http://www.doe.nv.gov/Early_Learning_Development/. For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Identify whether the school plans to offer pre-kindergarten in the first year of operation at the new campus or in any subsequent year of the charter term.
- (2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.

- (3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.
- (4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS

(New High School Amendments Only)

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For operators who do not propose to operate a high school program during the initial charter term or who already have approval to operate a high school, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.
- (2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).
- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2017-18 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All operators submitting amendment requests to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

The SPCSA operates under the following principles with regards to special populations of students:

SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.

1. SPCSA schools are to ensure streamlined access for all students requiring special programs.
2. SPCSA schools develop programs to support the needs of their students.
3. SPCSA schools do not counsel or kick any students out.
4. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.
5. If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.
6. SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.

Special Education

- (1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.
- (2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?
 - a) (*Elementary Schools Only*) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?
 - b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?
- (3) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?
 - a) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.
- (4) Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?
- (5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.

- (1) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?
- (2) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.
- (3) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?
- (4) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?
- (5) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

D) FINANCIAL PLAN

This section must be completed for all applications.

- (1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.

The SLAM Academy of Nevada (SLAM) governing board of directors oversees all aspects of the fiscal management of the school. The auditors, accountants, and educational management company retained by the board, work as a team to develop financial statements and accounting reporting templates to ensure compliance with the state and federal reporting guidelines. Under the supervision of the Board Treasurer and in conjunction with the school's audit firm, Academica Nevada is responsible for the school's bookkeeping, financial reporting, and financial liability. The school principal will supervise the day-to-day cash collections at the school.

The person designated to draw all orders in pursuant to NRS386.573 for the payment of monies belonging to the charter school is the principal, and the principal will work closely with the EMO. All claims for payment from charter school funds are processed by Academica Nevada in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body.

The campus principal is responsible for assuring budget allocations are observed and the total expenditures do not exceed the amount allocated in the budget. The Board outsources payroll processes to a 3rd party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental, and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law.

SLAM intends to adopt and comply with the Model Financial Procedures for Charter Schools, developed by the NDE in 2008 and as may be revised by the SPCSA. The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The governing body will appoint the purchasing agent. He/She will be responsible for developing and administering the charter school's purchasing program. Any officer or employee of the governing body may incur no obligation unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases, calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used. Unless authorized by the administrator, no purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

- (2) **Attachment 13**. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
 - (a) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of **Attachment** _____. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.

The budget created for SLAM includes the per-pupil revenue assumption of \$7,402 for the 2019-2020 school year, with an estimated 1.50% increase each subsequent year thereafter. Assumption of \$7,402 was based on the per-pupil revenue anticipated to be funded during the 19-20 school year. Included with the state funding, the budget created for SLAM also includes the per-pupil local revenue assumption of \$1,368. Based on the first quarter of FY20 for Reno, it is currently \$1,451. Therefore, our estimated local portion and assumed 1.5% increase each year are conservatively

based.

- (b) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.

Utilizing Academica Nevada's standing relationship with the lending institution Vectra Bank allows SLAM to lease all their furniture, fixtures, and equipment in the first year of the school over a 48-month period. The lease will include a 5% residual purchase option at the end of 48 months or an early purchase option in the 45th month for a 6% residual. SLAM budgets \$1,000 per student to outfit the entire school in its first year at a 5% interest rate over 4 years. Refer to Attachment 13 (Budget Narrative) for a more detailed overview of all anticipated funding source.

- (c) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.

Refer to *Attachment 13 (Budget Narrative)* for a more detailed overview of all anticipated expenditures.

- (d) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

SLAM has presented a fiscally conservative budget for their first 6 years of operation. However, if student enrollment is lower than expected, many budgeted expenses will decrease as a result; this includes EMO/CMO Fees, student supplies, IT fees, etc. Refer to Attachment 13 (Budget Narrative) for a more detailed overview of all anticipated budgeted expenses.

- (e) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

Based on the first quarter of FY20 for Las Vegas, the local revenue portion per-pupil is currently \$1,451. Therefore, our estimated local portion of \$1,368 provides a conservative cushion in the event revenue portions come in lower than what we are seeing currently. SLAM currently has an unaudited Days Cash on Hand calculation of approximately 80 days as of 06/30/19, which provides adequate back-up if some revenue portions are not met.

- (3) Submit a completed financial plan for the proposed school as an **Attachment** ___ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
- (4) Submit, as an **Attachment** ___, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
- (5) Provide, as an **Attachment** ___, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
- (6) Complete the audit data worksheet in **Attachment** ___. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment** ___.
- (7) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere

in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

- (8) Describe the campus, school, and any management organization distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.

E) OPERATIONS PLAN

◆ **Indicate “No Change” to the sections or subsections below, where applicable. Otherwise, all applications require completion of this section.**

1. Historical performance

- (a) Performance Data: schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority’s eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state. Please provide a narrative demonstrating that the school meets the organizational criteria for approval.

SLAM Academy reviewed the findings from its annual financial audit and other metrics such as days-cash-on-hand, annual surplus and debt service ratio and determined the school is in a financial position to meet this alteration in enrollment. SLAM Academy assessed the parent-teacher surveys, teacher-administrator surveys, educational management annual review, and SPCSA organizational performance framework findings and determined the school is also in an organizational position to meet the requested enrollment modification.

- (b) Interventions: Please explain any past organizational/compliance performance that has not met expectations. How did the governing body diagnose the under-performance, how were appropriate intervention(s) determined by the governing body, how are they being implemented by staff, and how is the governing body monitoring implementation of the interventions on a monthly basis?

During its second year of operation, SLAM Academy experienced a decline in student performance. The NSPF awarded the school a 2 Star rating as opposed to a 3 Star it earned the previous year. The leadership team took a closer look at the data and determined that the students, especially those within the various subgroups, did not experience much growth in their ELA (1% growth) and math (5% growth) courses. The iReady assessments were being used, however, without much fidelity.

Leading into the school’s third year, the leadership team created a plan to address the deficiencies discovered through a careful review of the academic supports needed to help raise student growth. Students participated in benchmark assessments to determine their strengths and weaknesses. The leadership team built into the school schedule 45 minutes extra of instruction and after school supports. With those extra minutes, intensive math and reading courses were built into students’ schedules, USA Test Prep bell ringer questions/problems were added at the beginning of each class for students to answer and complete and Achieve 3000 was made available for students needing extra language supports. Data folders were created and used throughout the quarters and maintained by students, which contained WiDA, iReady, and SBAC scores which were analyzed more closely with interventions created and monthly check-ups to help move students along more readily. The leadership team also recognized students needed more time in the core classes. As a result, elective courses were replaced by intensive math and ELA classes with targeted interventions used based upon iReady data collected week to week as teachers progressed monitored students’ understanding of specific skills. In order to carry this out, 14 teachers sold their preparation periods in order to offer these remedial and intensive courses. Additionally, an administrator was hired to oversee the EL and Zoom programs. To help motivate students to achieve at a greater rate, incentives such as field trips were sponsored and carried out throughout the school year. When students were caught up and refocused on achievement, they were permitted to return to their original elective courses.

Currently, the school has dedicated math and reading intervention teachers who are licensed in those specific content areas and has two instructional coaches to help support teachers as they collaborate on lesson plans, evaluate assessment data, and create additional supports to target specific interventions.

SLAM Academy earned a 3 Star rating from the State for the 2018-19 school year. Although this is a fair score, we are not satisfied with the results of our efforts. We still need to fine tune our approach in order for our students to experience greater growth in their ELA and math courses. The priorities established to drive achievement will be to utilize the iReady assessment as it was designed to be implemented. It will be scheduled as part of our day-to-day operations with built-in time to carefully analyze the results. Instruction will be designed with these results in mind and additional supports will be created more plentifully. PLCs will be instituted in order to have productive dialogue among the instructional staff with specific conversations centered around student growth in ELA and mathematics.

- (c) What are the key areas in which the existing school or schools/campuses need to improve, as determined by the governing body, and what are the priorities to drive further success?

The key priority in which the existing school has focused on improvement is in academic achievement and growth. During the second year of operation, SLAM Academy experienced a decline in student performance. The NSPF awarded the school a 2 Star rating as opposed to a 3 Star it earned the previous year. A plan was put into place to address the deficiencies going into the third year of operation, and in the most recent ratings, SLAM Academy received a 3-star rating. While the governing board is proud of the improvement, the Principal has continued to focus on the data and fine tune data analysis and student supports to continue the academic growth of the school's students, which is explained in more detail in the Academic Plan.

2. Organization governance structure & board development:

- (a) Describe how the organization's governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board's roles and responsibilities, and the Board's development priorities and (2) the Board's relationship to individual campuses

The requested modification of enrollment in existing grade levels and facility will not affect SLAM's Board composition, their roles and responsibilities, or the Board's development priorities. Therefore, this question is not applicable.

- (b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.

The Board Members of SLAM Academy of Nevada (SLAM) are highly qualified in their professional fields, and bring substantial administrative, business operations, finance, legal and educational qualifications to the SLAM Board. The requested modification of enrollment in existing grade levels and facility will not affect SLAM's Board composition, their roles and responsibilities, or the Board's development priorities. Therefore, this question is not applicable.

- (c) Identify any Board development requirements relative to the organization's governance needs at each stage of growth.

No change. The requested modification of enrollment in existing grade levels and facility will not affect the Governing Boards' governance needs. Therefore, this question is not applicable.

- (d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.

No change. The requested modification of enrollment in existing grade levels and facility will not affect the Governing Boards' governance needs. Therefore, this question is not applicable.

3. Organization charts and decision-making authority:

- (a) Provide the following organizational charts:

(i) Current

(ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)

No change. The requested modification of enrollment in existing grade levels and facility will not affect SLAM's organizational chart or decision-making authority. Therefore, this question is not applicable.

- (iii) Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

No change. The requested modification of enrollment in existing grade levels and facility will not affect SLAM's organizational chart or decision-making authority in 6 years. Therefore, this question is not applicable.

The organization charts should represent all national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable.*

4. Describe the proposed organizational model; include the following information:

- a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an **Attachment** ___)

No change. The requested modification of enrollment in existing grade levels and facility will not change SLAM's job descriptions or shared/central office roles. Therefore, this question is not applicable.

- b) Resumes of all current leadership (provide as an **Attachment** ___).

No change. This question is not applicable.

- c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment** ___)

No change. This question is not applicable.

5. Describe the leadership team's individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:

- (a) School leadership;
- (b) School business operations and finance;
- (c) Governance management and support to the Board;
- (d) Curriculum, instruction, and assessment;
- (e) At-risk students and students with special needs;
- (f) Performance management; and
- (g) Parent and community engagement.

No change. This question is not applicable.

6. Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as an **Attachment** ___).

No change. This question is not applicable.

7. Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.

No change. This question is not applicable.

8. Explain your campus instructional leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader's guidance?

No change. This question is not applicable.

9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

No change. This question is not applicable.

2. LEADERSHIP FOR EXPANSION

- a) Describe the operator’s current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

No change. This question is not applicable.

- b) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as an **Attachment** ____). Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.

There is no regional director nor plans to acquire a regional director at this time. This question is not applicable.

- c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment** ____) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2018-19 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2018-19 school year and to add additional criteria to the pre-opening requirements for such campuses.

There is no regional director nor plans to acquire a regional director at this time. This question is not applicable.

3. STAFFING

- a) **Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file.** indicating projected staffing needs for the proposed campuses over the next six years. Schools should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans.

Sample Excerpt—*Complete using Excel file*

Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Management Organization Positions						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						

4. HUMAN CAPITAL STRATEGY

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multi-site charter school. Explain key selection criteria and any special considerations relevant to your school design. *Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.*

- a) **Recruitment:** Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.

- b) Leadership Pipeline: **Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:**
- 1) How the school plans to identify leadership internally and externally;
 - 2) Who will be responsible for hiring leaders;
 - 3) Formal and informal systems that will prepare leaders for their responsibilities;
 - 4) The school's philosophy regarding internal promotions;
 - 5) The timing for identifying leaders in relation to the launch of a new campus; and,
 - 6) Internal or external leadership training programs.
- c) **Professional Development:** Identify the school's plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.
- d) **Performance Evaluations and Retention:** Identify the school's approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?
- e) **Compensation:** Explain the board's compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.

This question is not applicable. The requested modification of enrollment in existing grade levels and facility will not affect these components.

SCALE STRATEGY

- a) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.

This question is not applicable. Scale strategy is not related to the requested modification of enrollment in existing grade levels and facility.

- b) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.

This question is not applicable. Scale strategy is not related to the requested modification of enrollment in existing grade levels and facility.

- c) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.

This question is not applicable. Scale strategy is not related to the requested modification of enrollment in existing grade levels and facility.

- d) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.

This question is not applicable. Scale strategy is not related to the requested modification of enrollment in existing grade levels and facility.

- e) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in **Attachment** _____. Note that Nevada law allows charter schools to contract for the

management or operation of the school with either a for-profit or non-profit education management organization.

This question is not applicable. Scale strategy is not related to the requested modification of enrollment in existing grade levels and facility.

- f) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

This question is not applicable. Scale strategy is not related to the requested modification of enrollment in existing grade levels and facility.

Function	Mgmt Org Decision-Making	Network Leader Decision-Making	Board Decision-Making	Campus Leader Decision-Making
Performance Goals				
Curriculum				
Professional Development				
Data Mgmt & Interim Assessments				
Promotion Criteria				
Culture				
Budgeting, Finance, and Accounting				
Student Recruitment				
School Staff Recruitment & Hiring				
HR Services (payroll, benefits, etc.)				
Development/ Fundraising				
Community Relations				
IT				
Facilities Mgmt				
Vendor Management / Procurement				
Student Support Services				

Other operational services, if applicable					
---	--	--	--	--	--

5. STUDENT RECRUITMENT AND ENROLLMENT

Like all public schools, public charter schools must be open to any such child, regardless of that child’s race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

- a. Explain the plan for student recruitment and marketing for the new campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

This question is not applicable. There is no new campus.

- b. Provide a detailed discussion of the school’s track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school’s past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison, to the school’s current zoned schools.

This question is not applicable.

- c. Detail how the school’s programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery⁵ which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.

This question is not applicable. The requested modification for enrollment will not change the school’s recruitment strategies.

⁵ See <http://www.publiccharters.org/wp-content/uploads/2015/09/CCSP-Weighted-Lottery-Policy-factsheet-updated-GS-8-27-2015-2.pdf> for one possible approach in this evolving area of charter school policy.

- d. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

This question is not applicable. The requested modification for enrollment will not change the school’s enrollment calendars.

- e. What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

SLAM Academy of Nevada (SLAM) is seeking approval from the Nevada State Public Charter School Authority to amend its current charter to allow the modification of its enrollment in existing grade levels from 911 (during the 2018-19 school year) to 1,096 students during the 2019-20 school year.

The Governing Board of SLAM will be responsible for monitoring progress towards this requested enrollment target.

- f. What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?

This question is not applicable. The requested modification for enrollment will not affect the school’s training about legal requirements.

- g. Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

This question is not applicable. The requested modification for enrollment will not affect the school’s existing student recruitment plan.

- h. Complete the following tables for the proposed school to open in 2019-20. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2019 and fall 2020.

This item is not applicable to the requested amendment here. The school is requesting an modification in enrollment in existing grade levels and is not opening a new school.

1) **Minimum Enrollment** (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

Sample Excerpt

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25
6						
7						
8						
9						
10						
11						
12						
Total						

2) **Planned Enrollment** (Must Correspond to Budget Worksheet Assumptions) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

Sample Excerpt

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25
6						
7						
8						
9						
10						
11						
12						
Total						

3) **Maximum Enrollment** (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

Sample Excerpt

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25
Pre-K						
K						
12						
Total						

- a. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.

[This item is not applicable to the requested amendment here. The school is requesting a modification in enrollment in existing grade levels and is not opening a new school.](#)

- b. Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

[This item is not applicable to the requested amendment here. The school is requesting a modification in enrollment in existing grade levels and is not opening a new school.](#)

- c. Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

[This item is not applicable to the requested amendment here. The school is requesting a modification in enrollment in existing grade levels and is not opening a new school.](#)

6. BOARD GOVERNANCE

Complete this section only to the extent it is different from what is shown in the application for the school. Otherwise, indicate “No change from original application or most recent amendment. See attached.”

- a. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.

No change from original application or most recent amendment. The requested modification for enrollment will not affect or change the school’s board governance philosophy.

- b. Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

No change from original application or most recent amendment. The requested modification for enrollment will not affect or change the school’s board governance philosophy.

- c. Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment** ____). Please note that at least 75% of new board members for SY 2018-2019 must be identified at the time of the submission of the expansion request.

No change from original application or most recent amendment. The requested modification for enrollment will not affect or change the school’s governing board members.

- d. Provide, as part of **Attachment** ____, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member’s resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.

No change from original application or most recent amendment. The requested modification for enrollment will not affect or change the school’s governing board members.

- e. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?

No change from original application or most recent amendment. The requested modification for enrollment will not affect or change the school’s practice of ethical standards or conflicts of interest policy.

- f. Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.

No change from original application or most recent amendment. The requested modification for enrollment will not affect or change the school’s governing board relationships.

- g. Describe the board’s history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?

No change from original application or most recent amendment. The requested modification for enrollment is not related the history of the board.

- h. Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

No change from original application or most recent amendment. The requested modification for enrollment does not affect or change board member training.

- i. Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.

No change from original application or most recent amendment. The requested modification for enrollment does not affect or change board’s relationship with the staff.

- j. Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school’s governing body and leadership.

No change from original application or most recent amendment. The requested modification for enrollment does not affect or change board member advisory bodies or councils.

- k. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

No change from original application or most recent amendment. The requested modification for enrollment does not affect or change board member policies and procedures.

- l. What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

No change from original application or most recent amendment. The requested modification for enrollment does not affect or change board member accountability.

Goal	Purpose	Outcome Measure

7. INCUBATION YEAR DEVELOPMENT

- a. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2017-2018) to ensure that the school is ready for a successful launch in fall 2018. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment ___**.
- b. Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.
- c. Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

These questions are not applicable. Incubation Year Development is not related to the requested modification for enrollment in existing grades and facility.

8. SCHOOL MANAGEMENT CONTRACTS

Indicate “Not Applicable” if the school does not intend to amend an existing management contract or enter into a new management contract with a for-profit or non-profit education management organization (EMO).

- a. How and why was the EMO selected?
- b. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- c. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- d. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- e. Please provide the following in **Attachment ___**:

1. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
2. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;
3. As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
4. Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
5. Provide a brief overview of the EMO/CMO's history.
6. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shortened or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
7. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
8. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

These questions are not applicable. The requested modification for enrollment in existing grades and facility does not impact the school's current EMO contract.

9. SERVICES

1. Provide **Attachment**___ describing how the school leadership team will support operational execution.

2. Provide narrative or evidence illustrating the staffing model, performance metrics, and the school’s plan for supporting all operational needs of the school, including but not limited to those listed below.
3. In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.
 - i. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - ii. Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - iii. Facilities maintenance (including janitorial and landscape maintenance)
 - iv. Safety and security (include any plans for onsite security personnel)
 - v. Other services

Not applicable. There is no change to SLAM’s Operational Execution Plan.

4. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

The requested amendment for modification in enrollment for existing grades and facility does not affect or change SLAM’s technology infrastructure and support mechanisms.

The following list is an outline of SLAM’s technology infrastructure and support mechanisms:

- Internet is provided by a reliable Internet Service Provider protected by an enterprise router.
- Local area networking is provided by managed switches and wireless access points.
- Hardware: Each classroom has one teacher computer and two student computers.
- Each office staff member will have a computer to utilize. There will be two computer labs and at least one laptop cart.
- SLAM’s contracts with a service provider for support in device management and user support.

SLAM follows their Acceptable Use Policy

5. Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

These questions are not applicable. The requested modification for enrollment in existing grades and facility does not impact the school’s Student Information System.

6. Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

These questions are not applicable. The requested modification for enrollment in existing grades and facility does not impact the school’s Data Security.

7. Provide, as an Attachment ____, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

Not applicable. There is no change to SLAM's Operational Execution Plan.

10. ONGOING OPERATIONS

1. SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?

These questions are not applicable. The requested modification for enrollment in existing grades and facility does not impact the school's Emergency Management Plan.

2. Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.

These questions are not applicable. The requested modification for enrollment in existing grades and facility does not impact the school's insurance coverage plan.

SPECIFIC RFA SECTIONS

RFA: Academic Amendments

1. RFA: Add Distance Education

- a. Executive Summary
 - i. An overview of the mission and vision for the expanded school or network, noting any revisions to the approved mission and vision for the school relating to the addition of a distance education program.
 - ii. A list of the current school campuses
 - iii. Proposed model and target communities by zip code
 - iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.

- v. The key components of your educational model and how the distance education program aligns with the educational model.
- vi. Key supporters, partners, or resources that will contribute to the distance education program
- b. Targeted Plan
 - i. Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.
 - ii. Explain how your distance education model, and the commitment to serve the population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.
- c. Distance Education Requirements
 - i. Describe the system of course credits that the school will use.
 - ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.
 - iii. Describe how the school will ensure students participate in assessments and submit coursework.
 - iv. Describe how the school will conduct parent-teacher conferences.
 - v. Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.
- d. Special Education
 - i. For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum.
 - ii. What systems will you put in place to ensure that staff members are knowledgeable about all legal distance education requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?
- e. Scale Strategy
 - i. Describe the steps that you will take to scale your model to new sections, including the people involved and the resources contributed both by the founding campus and the new distance education program.
 - ii. If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.
- f. Student Recruitment and Enrollment
 - i. Explain the plan for student recruitment and marketing for the new distance education program that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.
 - ii. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting distance education applications and how long the window will last prior to conducting a lottery.
 - iii. What distance education enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination?
- g. Services
 - i. Provide a description of how the school leadership team will support the distance education operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.
 - ii. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area

networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

h. Financial

Describe the costs associated with the inclusion of the Distance Education program including technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

2. RFA: Add Dual-Credit Program

Charter schools which would like to provide a program where a student may earn college credit for courses taken in high school must request this amendment by responding to the general sections of this RFA and the following specific program questions.

- a. Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.
- b. Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.
- c. Discuss the scope of the services and resources that will be provided by the college or university.
- d. Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.
- e. Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.
- f. Identify any employees of the college or university who will serve on the governing body of the charter school.

Provide as an **Attachment** ____, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

3. RFA: Change Mission and/or Vision

For an RFA to accomplish this objective:

- a. Complete and submit your RFA with the General application sections above completed.
- b. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- c. Indicate “N/A” for any below requested response that is not applicable to your request.

4. RFA: Eliminate a grade level or other educational services

For an RFA to accomplish this objective, pursuant to NAC 388A.325:

- a) Complete and submit your RFA with the General Requirements sections above completed.
- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

5. RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO

a) School Management Contracts

1. RFAs for “entering into, amending, renewing or terminating a contract with an educational management organization” are processed pursuant to NAC 388A.575
2. Contracts with EMOs are regulated in part pursuant to NAC 388A.580.

3. Limitations on the provision of teachers and other personnel by EMOs is regulated pursuant to NAC 388A.585.
4. Please provide the EMO's Tax Identification Number (EIN), Organizational Location Address, and Organizational Mailing Address.
5. How and why was the EMO selected?
6. If this amendment would result in the approval of an EMO other than that approved in the initial charter application, please explain in detail the rationale for the change.
7. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
8. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls (including any compensatory controls) that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
9. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any other current or prospective vendor or contractor (including the landlord), prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
10. Provide a brief overview of the organization's history.
11. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
12. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
13. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due

diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

b) Financial Plan

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
2. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.).
3. Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.
4. Describe the campus', school's, and any management organization's distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.
5. Submit a completed financial plan for the proposed school as an **Attachment**___ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
6. Submit, as an **Attachment**___, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
7. Provide, as an **Attachment**___, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
8. Complete the audit data worksheet in **Attachment**___. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment**___.

Attachments Necessary for EMO Amendment

- 1) A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
- 2) Agenda for Board Meeting Where Board Voted to Request an Amendment to Contract with an Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.

- 3) Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Contract Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 4) Final Term Sheet
- 5) Final, negotiated and executed contract between charter school and educational management organization which complies with NRS 388A, NAC 388A and all other applicable laws and regulations.
- 6) A term sheet signed by the Chief Executive Officer of the Service Provider setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- 7) Crosswalk of academic, organizational, and financial framework deliverables under the charter contract which will be delegated to or supported in whole or in part by the Educational Management Organization.
- 8) Documentation of Service Provider's non-profit or for-profit status
- 9) Documentation of Service Provider's authorization to do business in Nevada (e.g. current business license)
- 10) Letter from Board chair requesting Good Cause Exemption.
- 11) Agenda for Board Meeting Where Board Voted to Request Good Cause Exemption.
- 12) Draft or Approved Minutes for Board Meeting Where Board Voted to Request Good Cause Exemption.
- 13) Budget Narrative
- 14) School Budget
- 15) Network Budget
- 16) Historical Audits
- 17) Audit Data Worksheet
 - (a) Academic Performance Worksheet
 - (b) Good Cause Exemption Letter
 - (c) A final crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.

6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

What is your current enrollment for the prior years in your current contract?

2018-19	6	7	8	9	10	11	12	TOTAL
Enrollment	189	190	192	152	115	73	N/A	911

What is your projected enrollment for the years for which you are requesting an expansion?

2019-20	6	7	8	9	10	11	12	TOTAL
----------------	---	---	---	---	----	----	----	--------------

Enrollment	192	192	192	192	146	112	70	1096
-------------------	-----	-----	-----	-----	-----	-----	----	-------------

7. RFA: Enrollment: Expand Enrollment in New Grade Level(s)

For an RFA to accomplish this objective:

- a) Complete and submit your RFA with the General application sections above completed.
- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

The expansion request is evaluated based on the strength of the plan in each of those domains, while applicants are evaluated based on their capacity to execute the program they’ve proposed both based on the coherence, thoroughness, and thoughtfulness of each element of the application and on the data gathered during both the (discretionary) capacity interview process and background research and due diligence on both proposed members of the expanded governing board and proposed staff members. Successful requests will share many of the same characteristics.

This amendment request form pre-supposes that the school plans to utilize the existing facility.

If the current facility requires no construction or renovation to accommodate the addition of these new grades, then provide a brief narrative at each attachment attesting to that fact. Each attestation must be signed by the chair of the governing body and the school leader, must be notarized, and must be remediated to be accessible pursuant to Section 508 of the Rehabilitation Act.

If the existing campus or campus(es) requires any construction or renovation after the date of submission of this request and prior to the commencement of instruction, then answer the applicable specific facility related section questions.

Facility RFAs

8. RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320)

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state “No change to section” in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- d. Provide a narrative explaining the proposed use of any savings generated through lower facilities occupancy costs.

9. RFA: Occupy New or Additional Sites (NAC 388A.315)

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state “No change to section” in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

10. RFA: Occupy a Temporary Facility

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

11. RFA: Relocate or Consolidate Campuses

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

General Facility RFA requirements

1. Describe the school's capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.
2. Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.
3. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, please provide:
 - a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility.
 - b) A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.
 - c) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.
 - d) A copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance the school will submit final documentation in compliance with NAC 386.3265.
 - e) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** ____.
 - f) A copy of the Certificate of Occupancy at **Attachment** ____.
 - g) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as an **Attachment** ____.
 - h) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as an **Attachment** ____.
4. If a proposed facility has **not** been identified or the proposed facility **requires any construction or renovation** prior to the commencement of instruction, please provide:
 - a) Either a discussion of the desired community of location and the rationale for selecting that community **AND** an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment** ____ OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as an **Attachment** ____.

- b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment**___ OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as an **Attachment**___.
 - c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment**___ OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance that the school will submit final documentation in compliance with NAC 386.3265 as an **Attachment**___.
 - d) Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment**___ OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment**___.
 - e) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as an **Attachment**___.
 - f) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as an **Attachment**___.
 - g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as an **Attachment**___.
5. For schools which are seeking to occupy multiple facilities over several years, please list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.
- a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.
 - b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of an **Attachment**___.
- Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such

agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of

Attachment ____.

6. Please include the organization's plans to finance these facilities, including:
 - a) Indicate whether the school intends to finance these facilities through the Department of Business and Industry (B&I) or another bond conduit. If the school is not using the B&I conduit, please identify the proposed issuer of the bonds. Please provide a rationale for the selection of this issuer, and a comparative analysis with any other issuers considered by the school.
 - b) Total project cost for each facility
 - c) Financing and financing assumptions
 - d) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc. for each facility and for the network as a whole.

Facility RFA Attachments required

7. A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
8. Agenda for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
9. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
10. If a facility has been identified, the physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility OR, if a facility has not been identified, a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
11. If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement OR a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
12. If a facility has been identified, a copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet OR, if a facility has not been identified, a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
13. If a facility has been identified, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school OR a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
14. Full Certificate of Occupancy OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265

15. Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265.
 16. Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265
-

12. RFA: Transportation

1. See (NAC 388A.330(4))
2. Describe the school's plan for transportation. Be sure to include:
 - o The number of students to receive transportation, including their grades
 - o The hours transportation is to be provided
 - o The physical location(s) proposed as pick-up and drop-off locations
 - o The entity/vendor providing transportation
3. Provide a statement of assurance confirming that Somerset has met all vehicle regulations for the state.
4. Describe how the school and/or transportation vendor will comply with NRS 386.815 regarding operating a school bus for extended periods of time (as necessary).
5. Describe how the school and/or transportation vendor will comply with NRS 386.820, specifically:
 - o The proposed schedule for practicing student evacuation
 - o A description of the bus safety program
6. Confirm that the driver(s) of the school bus will meet the minimum qualifications as described in NRS 386.825. Furthermore, please describe how the school will maintain all required employer documentation per NDE regulatory guidance for school bus operations.
7. Confirm that the school meets the safety standards and requirements as outlined in NRS 386.830 – NRS 386.840 as well as any additional local and federal requirements.

13.RFA: Other Changes

1. **For certain other RFA requests**
 - a. See NAC 388A.330
 - b. The governing body must submit a written request to the sponsor of the charter school for a determination of whether a proposed amendment is material or nonmaterial if the charter school wishes to amend its written charter or charter contract in a way that is not described in NAC 388A.310 to 388A.335, inclusive.
2. **For all other RFA requests not otherwise described**
 - a. See NAC 388A.335
 - b. Complete all applicable sections above, general and specific
 - c. **For material amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is material, the governing body must obtain approval from the sponsor before the amendment becomes effective.
 - d. The notice of intent and the RFA must include an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.
3. **Nonmaterial amendments**
 - a. NAC 388A.335(2)
 - b. For all other RFA requests not otherwise described in NAC 388A.335

- c. If the sponsor determines that the proposed amendment is not material, the governing body is not required to obtain approval from the sponsor before the amendment becomes effective.

Attachment 1 - Good Cause Exemption



October 14, 2019

State Public Charter School Authority
1749 North Steward Street, Suite 4D
Carson City, Nevada 89706

Re: Request for Good Cause Exemption from Amendment Deadline

Executive Director Feiden:

Sports Leadership and Management Academy (SLAM) requests a good faith exemption from the current amendment schedule to amend their charter contract with the SPCSA to expand enrollment in existing grades and facilities.

In the 2018/2019 school year, SLAM's 3rd year of operation, enrollment reached a maximum number of 911 students in grades 6 through 11. With each grade moving up to the next and after filling our 6th grade class with the same number of students as the previous year, SLAM's 2019/2020 enrollment rose to 1045, an increase of 134, which exceeded 10% yearly growth allowed under the charter contract. However, this is well below the projected 4th year maximum enrollment of 1680 students that was approved with the original charter application.

Upon discovery of this error, the SLAM Board of Directors approved submittal of a Letter of Intent to apply for an amendment to the charter contract in the normal course. However, in a conversation with the SPCSA staff we were encouraged to seek this good faith exemption to the application cycle.

As the SLAM school year is well under way, we are asking that an exemption be granted and that the application to expand enrollment in existing grades and facilities be heard as soon as possible.

Sincerely,

/s/ Tony Schwartz

SLAM Academy of Nevada, Board Chair

NOTICE OF PUBLIC MEETING
of the
Board of Directors of
SLAM Academy of Nevada

Notice is hereby given that the Board of Directors of SLAM Academy of Nevada, a public charter school, will conduct a telephonic public meeting on October 11, 2019; beginning at 12:00 p.m. The call-in information is as follows:

Call-in Number: 1-866-244-8528

Access Code: 251188#

The public is invited to attend. Anyone who wishes to make public comment is welcome to attend the meeting at 6630 Surrey Street, Las Vegas, Nevada 89119.

Attached hereto is an agenda of all items scheduled to be considered. Unless otherwise stated, the Board Chairperson may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance may contact Annette Christensen at (702) 431-6260 or annette.christensen@academicanv.com two business days in advance so that arrangements may be conveniently made.

If you would like copies of the meeting agenda, support materials or minutes, please visit the schools website at <https://www.slamnv.org/>. For copies of meeting audio, please email annette.christensen@academicanv.com.

Public comment may be limited to three minutes per person at the discretion of the Chairperson.

AGENDA

October 11, 2019 Telephonic Meeting of the Board of Directors of SLAM Academy of Nevada

(Action may be taken on those items denoted “For Possible Action”)

1. Call to order and roll call (For Possible Action)
2. Public Comment and Discussion (*No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.*)
3. Approval to Submit an Application to Request an Amendment to the Charter to Purchase SLAM Academy of Nevada Through Bonds (For Possible Action)
4. Approval to Submit an Application to Request an Amendment to the Charter to Expand Enrollment for the 2019/2020 School Year at SLAM Academy of Nevada (For Possible Action)
5. Approval to Submit an Application to Request an Amendment to the Charter for the Addition of Elementary Grades at SLAM Academy of Nevada (For Possible Action)
6. Public Comments and Discussion (*No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.*)
7. Adjournment (For Possible Action)

This notice and agenda has been posted on or before 9 a.m. on the third working day before the meeting at the following locations:

- (1) SLAM Academy - 1095 Fielders St., Henderson, Nevada 89011
- (2) Henderson City Hall – 240 South Water Street, Henderson, Nevada
- (3) Las Vegas City Hall – 495 S. Main St., Las Vegas, Nevada
- (4) North Las Vegas City Hall – 2250 Las Vegas Boulevard North, North Las Vegas, Nevada
- (5) Notices.nv.gov

Attachment 3: Draft Board Minutes

MINUTES of the telephonic meeting of the BOARD OF DIRECTORS of SLAM ACADEMY OF NEVADA October 11, 2019

The Board of Directors of SLAM Academy of Nevada held a public telephonic meeting on October 11, 2019 at 12:00 p.m.

1. Call to Order and Roll Call

Board Chair Tony Schwartz called the meeting to order at 12:01 p.m. with a quorum present. In attendance were Board members Tony Schwartz, Tiffany Bailey, Matthew Durham, and Ernie Jauregui.

Board members Phil Bateman and Rodger Fairless were not present.

Also present were Principal Dan Triana and Academica representative Colin Bringhurst.

2. Public Comments and Discussion

There was no request for public comment.

3. Approval to Submit an Application to Request an Amendment to the Charter to Purchase SLAM Academy of Nevada through Bonds

Mr. Colin Bringhurst addressed the Board and stated that the amendment would allow SLAM Academy of Nevada to go through the bond market, when it was the most advantageous for the school, to purchase the building and the property the school was on. Mr. Bringhurst also stated that the lease would allow the purchase to take place in the upcoming year.

Member Durham moved to approve the submission of an application to request an amendment to the charter to purchase SLAM Academy of Nevada through bonds. Member Jauregui seconded the motion, and the Board voted unanimously to approve.

4. Approval to Submit an Application to Request an Amendment to the Charter to Expand Enrollment for the 2019/2020 School Year at SLAM Academy of Nevada

Mr. Bringhurst stated that the contract that SLAM Academy of Nevada had with the State Public Charter School Authority (SPCSA) stated that if enrollment grew by more than 10% from any one year to the next that an amendment would need to be submitted for approval. He also explained that in the original charter application, which had been approved by the SPCSA, enrollment projections for the fourth year

Attachment 3: Draft Board Minutes

were provided; adding that the enrollment had been estimated to be around 1,600. However, due to the 10% increase in enrollment from last year, the submission of an amendment was now required.

Member Bailey moved to approve the submission of an application to request an amendment to the Charter to expand enrollment for the 2019/2020 school year at SLAM Academy of Nevada. Member Jauregui seconded the motion, and the Board voted unanimously to approve.

5. Approval to Submit an Application to Request an Amendment to the Charter for the Addition of Elementary Grades at SLAM Academy of Nevada

Mr. Bringhurst stated that the amendment would be used to expand SLAM Academy of Nevada from 6th through 12th grade to Kinder through 12th grade; adding that it would also include an amendment to increase enrollment from this year to next year, allowing for the enrollment of elementary grades. Mr. Bringhurst stated further that bill AB462 had been passed at the last legislature meeting requiring the SPCSA to report to the State and school district of any growth. The bill also required charter schools to show that they were meeting the needs of children that were disadvantaged. Mr. Bringhurst explained that part of the application covered how SLAM Academy of Nevada would meet the needs of disadvantaged students. He also stated that the application included the fact that SLAM Academy of Nevada was a Title I school with 65% of its students receiving free or reduced lunch while meeting the educational needs by providing a close to a 4-Star education to the students.

Principal Dan Triana addressed the Board and stated that the elementary grades would actually be Pre-K through 5th grade; to which Mr. Bringhurst replied that Pre-K was funded on a different format and not through the state; adding that the application was for Kinder through 5th grade. Principal Triana stated that his understanding was that as a Title I school, SLAM Academy of Nevada would qualify for a Pre-K, to which Mr. Bringhurst replied that the school would qualify, but was not part of the regular disbursement for students. Principal Triana thanked Mr. Bringhurst for clarifying the matter, and Mr. Bringhurst stated that the SPCSA would encourage the school to have the Pre-K as well.

Member Jauregui moved to approve the submission of an application to request an amendment to the Charter for the addition of elementary grades at SLAM Academy of Nevada. Member Durham seconded the motion, and the Board voted unanimously to approve.

6. Public Comment and Discussion

No request for public comment.

Attachment 3: Draft Board Minutes

7. **Adjournment**

The meeting was adjourned at 12:13 p.m.

Approved on: _____

Secretary of the Board of Directors
SLAM Academy of Nevada.

DRAFT

SLAM Academy of Nevada Budget Narrative

The following narrative provides an overview of SLAM’s projected revenue and expenses.

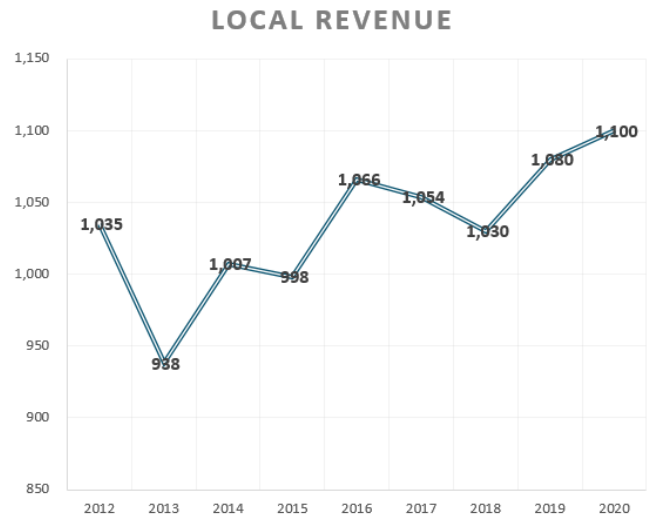
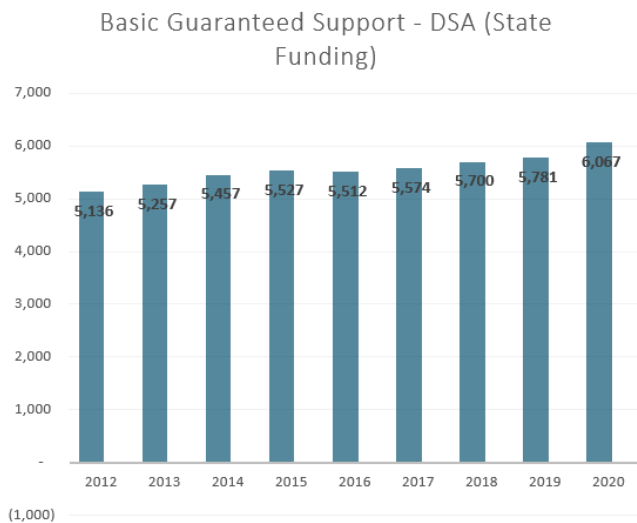
Revenue

Per-Pupil Revenue:

The budget created for SLAM includes the per-pupil revenue assumption of \$7,167 for the current fiscal year of operation (2019-2020), with an estimated 1.30% increase each subsequent year thereafter. Assumption of \$7,167 was based on the per-pupil revenue anticipated to be funded during the 19-20 school year.

15 **Sec. 3.** The basic support guarantee for school districts, charter
 16 schools and university schools for profoundly gifted pupils for
 17 operating purposes for Fiscal Year 2019-2020 is an estimated
 18 weighted average of \$6,218 per pupil. For each respective school
 19 district, the basic support guarantee per pupil for Fiscal Year 2019-
 20 2020 is:

21		
22	Carson City	\$7,184
23	Churchill	\$7,006
24	Clark	\$6,067
25	Douglas	\$6,086
26	Elko	\$7,891
27	Esmeralda	\$20,750
28	Eureka	\$11,032
29	Humboldt	\$7,431
30	Lander	\$3,517
31	Lincoln	\$12,131
32	Lyon	\$7,724
33	Mineral	\$10,152
34	Nye	\$7,967
35	Pershing	\$9,691
36	Storey	\$6,136
37	Washoe	\$6,034
38	White Pine	\$8,512



Attachment 13: Budget Narrative

National School Lunch Program (NSLP):

The budget created SLAM Academy of Nevada includes an assumptive NSLP revenue of \$35,000 per year. The National School Lunch Program is a federally assisted meal program that provides nutritionally balanced, low-cost or free lunches to children each day.

Special Education Funding (Part B):

Anticipated \$950 per SPED student – Revenue is budgeted based upon prior year SPED counts which take place in October of each year.

SPED Discretionary Unit:

Anticipated \$3,300 per SPED student – Revenue is budgeted based upon prior year SPED counts.

Expenses

Expense Categories:

1. Personnel	pg. 2
2. Benefits	pg. 4
3. Contractual	pg. 5
4. Contracted Services	pg. 5
5. Equipment	pg. 6
6. Supplies	pg. 6
7. Facility	pg. 7
8. Travel	pg. 8
9. Accounting, Audit, Legal Fees	pg. 8
10. Technology	pg. 8
11. Other	pg. 9

Personnel:

Approx. 41.40% of the budget (Year 1 – Year 5)

In the 19-20 school year, SLAM Academy of Nevada will have a combined total staff of 67, including 47 total teachers and 20 total administrative and support staff; with a total enrollment of 1,096 students. By the 23-24 school year, SLAM Academy of Nevada is estimated to expand to a total staff of 124 and a total student enrollment of 1,835; adding, throughout the years, the necessary staff in order to effectively manage the actual/projected student enrollment increases. Below are the actual and anticipated staffing positions, including the starting salary of each position:

Principal - \$124,902/year – *Develop/Implement policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.*

Assistant Principal - \$79,800/year – *Develop/implement the total school program by assisting the principal in the overall running of the school.*

Attachment 13: Budget Narrative

Counselor - \$50,000/year – *Act as advocates for students' well-being, and as valuable resources for their educational advancement.*

Curriculum Coach - \$60,000/year – *Serves as a content specialist to assist in the development and implementation of campus instructional plans.*

Classroom Teachers (Core) - \$45,050/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*

Classroom Teachers (Special) - \$45,050/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*

Special Ed. Teachers - \$45,050/year – *Prepare and educate students with a wide range of learning disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are met.*

Special Ed. Facilitator - \$55,000/year – *Prepare and educate students with a wide range of learning disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are met.*

Office Manager - \$45,000/year – *Ensures the smooth running of day-to-day office operations by organizing and coordinating administrative duties and procedures.*

Registrar - \$40,000/year – *Responsible for maintaining student records; includes processing student enrollment, transfers, and withdrawals.*

Teacher Assistants - \$13.00/hour – *Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.*

Clinic Aide - \$13.50/hour – *Renders basic first aid to students and performs health-related records/data file management duties.*

Receptionist - \$13.50/hour – *Greet visitors, parents and students; while facilitating communication within the school and assuring records and schedules are kept up to date.*

Campus Monitor/Custodian - \$12.75/hour – *Supervise/Monitor students on school grounds while enforcing appropriate student behavior and ensuring school safety.*

Cafeteria Manager - \$12.75/hour – *Responsible for planning, managing, and supervising a small food service facility (cafeteria).*

Below are the anticipated staffing needs each year; including the anticipated student enrollment and the anticipated total staffing cost each year:

Attachment 13: Budget Narrative

	19-20	20-21	21-22	22-23	23-24
Anticipated Enrollment:	1,096	1,619	1,710	1,805	1,835
Position	19-20	20-21	21-22	22-23	23-24
Principal	1	1	1	1	1
Assistant Principal	2	4	4	4	4
Classroom Teachers (Core)	35	55	60	64	65
Classroom Teachers (Special)	6	12	13	14	15
Special Education Teachers	6	6.0	7.0	7	7
SPED Facilitator	1	1	1	1	1
Counselor/ Student Support Advocate	2	2	3	3	3
Curriculum Coach	0	2	2	2	2
Office Manager	1	2	2	2	2
Registrar	1	1	1	1	1
Clinic Aide / FASA	1	2	2	2	2
Receptionist	1	2	2	2	2
Teacher Assistants (Including SPED)	5	8	10	11	12
Campus Monitor/Custodian	3	4	5	5	5
Cafeteria Manager	2	2	2	2	2
Total Staff:	67	104	115	121	124
Total Staff Costs:	\$ 2,922,619	\$ 4,597,774	\$ 5,113,365	\$ 5,447,156	\$ 5,621,402

*All salaries are anticipated to increase by 1.50% each year
Additional staff positions will be added in the following years based upon the growth of these charter schools.*

Benefits:

Approx. 19.65% of the budget (Year 1 – Year 5)

Employee benefits will cover all employees except for substitute teachers and other contracted services; as they are not employed by the school. Employee benefits include, but are not limited to, the following:

- PERS (Retirement)
- Medicare
- Workers Comp
- Medical/Dental/Vision/Life/Disability

These expenses are figured at approximately 46.50% of salaries in the 19-20 school year, increasing incrementally each subsequent year thereafter. Using the total cost of salaries each year from the personnel chart above, the anticipated cost of employee benefits each year is as followed:

	19-20	20-21	21-22	22-23	23-24
Total Salaries and Wages:	\$ 2,922,619	\$ 4,597,774	\$ 5,113,365	\$ 5,447,156	\$ 5,621,402
Benefits % of Salaries:	46.50%	46.65%	46.95%	47.25%	47.55%
Total Cost of Benefits:	\$ 1,359,018	\$ 2,144,861	\$ 2,400,725	\$ 2,573,781	\$ 2,672,977

Incentives/Bonuses – SLAM Academy of Nevada’s teacher retention bonus calculation for the 19-20 school year is approximately \$65,000, calculations for each year thereafter are done after the conclusion of each year to better gauge the financial situation of each school.

Attachment 13: Budget Narrative

Contractual:

Approx. 7.36% of the budget (Year 1 – Year 5)

Academica Nevada Management Fee – \$450 per student – Academica Nevada is an Educational Management Service Provider whose services to SLAM include, and are not limited to, the following:

- Identification, design, and procurement of facilities and equipment
- Staffing recommendations and human resource coordination
- Regulatory compliance and state reporting
- Legal and corporate upkeep
- Public relations and marketing
- The maintenance of the books and records of the charter school
- Bookkeeping, budgeting and financial forecasting

SLAM Academy, Inc. Affiliation Fee – 1.00% of DSA revenue – Trademark License Agreement between SLAM Academy, Inc. (“Licensor”), and the school, SLAM Academy of Nevada (“Licensee”). SLAM Academy, Inc. grants SLAM Academy of Nevada a non-exclusive, non-transferable, royalty-free license to use the trademark in connection with the development and establishment of the school of SLAM Academy of Nevada in the State of Nevada.

- 0.50% of the 1.00% SLAM Academy, Inc. Affiliation Fee goes back to the school for Professional Development.

Contracted Services:

Approx. 3.35% of the budget (Year 1 – Year 5)

Special Education Contracted Services – Anticipated expense of \$943,203 during the 19-20 school year, increasing incrementally as SPED student enrollment increases and as the newer campuses begin to grow. Special Education Contracted Services include speech therapy, occupational therapy, physical therapy, nursing, and psychological services. The budgeted expenses are based off the charter schools Academica Nevada works closely with.

Data Analyst Contracted Services – \$2,102 annual expense for the 19-20 school year, incrementally increasing each year thereafter. The SLAM Data Analyst maintains accurate data files of student achievement and works with site based staff to interpret the data and plan for improved instructions. Essential duties include:

- Analyze and prepare reports from local, state, and national assessment data as it relates to individual’s student performance and school improvement.
- Develop and maintain historical student and school data files to monitor track performance.
- Interpret and review assessment data with administrators and teachers; support the planning of action steps.
- Compile data from multiple assessments to develop student, subject, grade-level, or school achievement profiles.
- Work with staff in schools in one-on-one and group settings to conduct training in the use of data to improve student results.

Attachment 13: Budget Narrative

Substitute Teachers - \$165/day – *Manage the learning environment while providing instruction in the absence of a classroom teacher.* (10 days per teacher) SLAM will contract with a staffing agency for substitute teachers. Pricing is based on the rates given by Kelly Educational Staffing, an experienced provider of substitute teachers nationwide, who has and is currently serving charter schools similar in size of the proposed charter. The substitute teacher services provided, which include educational staffing and placement needs; are conservatively priced at \$165 per day, for 10 days per teacher.

Equipment:

Approx. 3.20% of the budget (Year 1 – Year 5)

FFE Lease: Instructional Equipment / Computers / Furniture / Fixtures - Utilizing Academica Nevada's standing relationship with the lending institution Vectra Bank allows SLAM to lease all their furniture, fixtures, and equipment in the first year of the school over a 48-month period. The leases include a 5% residual purchase option at the end of 48 months or an early purchase option in the 45th month for a 6% residual. SLAM budgets \$1,000 per student to outfit the entire school in its first year at a 5% interest rate over 4 years.

Below is a yearly breakdown of the actual and anticipated FFE Lease cost over the next 5 years:

	SLAM
2019-2020	\$ 296,394.96
2020-2021	\$ 372,434.28
2021-2022	\$ 299,893.74
2022-2023	\$ 273,248.22
2023-2024	\$ 231,029.88

The amounts budgeted for FFE Lease payments include slight cushions to account for any potential overages any of the schools may have.

Copier/Printing – Anticipated copier lease at a rate of roughly \$55,000 annually. Includes a cushion to account for overages in printing, which will also incrementally increase as student enrollment increases.

Supplies:

Approx. 2.12% of the budget (Year 1 – Year 5)

Consumables – \$95 per student except for the first year of operation where most of the materials are incorporated into the FFE Lease. This includes items that can't be used more than once or by multiple students (i.e. workbooks).

Office Supplies – \$13 per student – utilized by administrative staff

Classroom Supplies – \$27 per student – utilized by teaching staff

Copier Supplies – \$4 per student

Nursing Supplies – \$2.50 per student

SPED Supplies – \$120 per SPED student– utilized by SPED teaching staff

Attachment 13: Budget Narrative

Facility:

Approx. 19.22% of the budget (Year 1 – Year 5)

Scheduled Lease Payment – Within SLAM’s current lease agreement contains an option agreement granting the tenant the option to purchase the premises in accordance with the terms and conditions of such option agreement. The first option date is 47 months after the lease commencement date.

Below is a breakdown of SLAM’s yearly lease payments and the anticipated lease payments:

Scheduled Lease Payment		
Year	SLAM	Notes
2019-2020	\$ 1,500,000	
2020-2021	\$ 1,931,328	07/01/20 - First Purchase Option Date
2021-2022	\$ 2,226,766	
2022-2023	\$ 2,374,422	
2023-2024	\$ 2,433,783	

Scheduled Bond Payment – As mentioned above, SLAM’s lease agreement contains an option agreement granting the tenant the option to purchase the premises 47 months after the lease commencement date. Issuing a Charter School Lease Revenue Bond allows SLAM to be able to finance the cost of acquiring, constructing and equipping their facility.

Below is the anticipated bond payment schedule for SLAM:

Scheduled Bond Payment		
Year	SLAM	Notes
2019-2020	\$ -	Bond Series 2020 - anticipated payments
2020-2021	\$ 1,655,000	
2021-2022	\$ 1,655,000	
2022-2023	\$ 1,655,000	
2023-2024	\$ 1,655,000	

Facility/School Insurance - \$28,688 annually - based upon the current yearly figures being paid as part of the SLAM Academy of Nevada insurance bundle. Increasing by 5% each subsequent year thereafter

Fire & Security Alarms - Approximately \$8,500 in the 19-20 school year, based upon actual expenses of prior years. Increasing by 3% each subsequent year thereafter.

Public Utilities (electricity, water, sewer, trash) – Utility expenses have a direct correlation to the size and student population of a school; as student enrollment increases, public utilities increase as well. Each campus, on average, is budgeted for roughly \$145,000 for the 19-20 school year increasing substantially to account for the increased enrollment anticipated in the 20-21 school year.

Contracted Janitorial – Approximately \$0.11 per sq. ft. per month (rate at which the charter schools working with Academica Nevada pay as of right now), including a cushion for any major/miscellaneous janitorial expenses.

Custodial Supplies - \$15 per student

Attachment 13: Budget Narrative

Facility Maintenance – Estimated \$34,000 per year, dependent on facility size and student population, amount will vary per campus.

Lawn Care - basic lawn care assumption of \$12,000 annually, increasing by 3% each subsequent year thereafter.

AC Maintenance & Repair – basic AC Maintenance & Repair assumption of \$16,000 annually, increasing as student enrollment increases and to account for general AC wear and tear.

Athletics:

Approx. 0.52% of the budget (Year 1 – Year 5)

Athletics – SLAM Academy of Nevada has budgeted \$40,000 for the 19-20 school year for their athletic program, incrementally increasing each year as student enrollment increases.

Travel:

Approx. 0.02% of the budget (Year 1 – Year 5)

Travel costs associated with recruitment and staff development are estimated to be \$2,000 per campus per year.

Accounting, Audit, and Legal Fees:

Approx. 0.26% of the budget (Year 1 – Year 5)

Audit/Accounting – anticipated \$22,000 per year – includes an annual audit expense and expenses associated with accounting. Based upon previous audits performed and the rates of other charter schools working closely with Academica Nevada.

Legal Fees - 5,000 per year – based upon actual expenses and the expenses of other charter schools working with Academica Nevada.

Technology:

Approx. 0.90% of the budget (Year 1 – Year 5)

Intellatek IT Monthly Services - IT services will include set-up and continual maintenance/monitoring of computers, server, network, firewall and other technology related hardware. For continual maintenance/monitoring of technology related hardware for the school, a fee of \$3.50 per month per student is necessary to insure quality work is being done and the needs of the school are being met taking into consideration enrollment growth (equates to \$42.00 per year per student).

Intellatek IT Set-up Fees - Intellatek's initial start-up fee is dependent on how much new equipment is acquired by a school and/or if a school is opening for the first time. The initial start-up fee can be as high as \$15,000 per year per campus and as low as \$5,000 per year per campus. The budget reflects this wide variance and takes into consideration how much new equipment each school is anticipated to need each year, and whether it's a school's first year of operation.

Infinite Campus - \$2,000 per campus per year. Infinite campus is an education software utilized by both the faculty of the school and parents/guardians of the students.

Website - \$3,000 per campus per year – Amount allocated for website upkeep and maintenance.

Attachment 13: Budget Narrative

Phone & Communications – annual average contract expense of \$20,000 per year per campus for the 19-20 school year, with an estimated 5.00% contract increase each subsequent year thereafter.

Other:

Approx. 1.76% of the budget (Year 1 – Year 5)

State Administrative Fee - 1.5% of DSA revenue – the state charges 1.5% of DSA revenue for the state sponsor fee.

Tuition Reimbursement – \$5,000 per year– Employee benefits in which the school pays all, or a portion, of an employee’s tuition for coursework and/or training.

Dues and Fees - Assumption of \$5,000 annually.

Lunch Program - Assumes SLAM will qualify for reimbursed student meals from the National School Lunch Program and School Breakfast Program. Assumes that meals will be paid for by students not eligible for these programs. The amount of \$1,000 per year has been budgeted for any potential overages or one-time costs associated with providing food services.

Loan Payments – Loan payments to Academica Nevada for start-up loan, will be paid back by the end of the 2019-2020 school year.

Postage - Estimate of \$1,000 per year, based upon prior year usage; incrementally increasing as student enrollment increases.

Background and Fingerprinting - \$75 per new employee

Miscellaneous Expenses (Other Purchases) – Estimate of \$1,000-\$1,500 per year per campus, for miscellaneous expenses that may arise throughout the year.

Attachment 14: School Budget

SLAM	19-20	20-21	21-22	22-23	23-24	24-25
WFE Gross Value	\$ 7,167	\$ 7,260	\$ 7,355	\$ 7,450	\$ 7,547	\$ 7,645
Total Students (FTEs)	1,096	1,619	1,710	1,805	1,835	1,835
Kinder	-	75	75	75	75	75
1st Grade	-	100	100	100	100	100
2nd Grade	-	100	100	100	100	100
3rd Grade	-	75	100	100	100	100
4th Grade	-	50	50	100	100	100
5th Grade	-	25	50	100	100	100
6th Grade	192	180	180	180	180	180
7th Grade	192	192	180	180	180	180
8th Grade	192	192	180	180	180	180
9th Grade	192	192	180	180	180	180
10th Grade	146	192	185	180	180	180
11th Grade	112	146	180	180	180	180
12th Grade	70	100	150	150	180	180
Total Students (FTEs)	1,096	1,619	1,710	1,805	1,835	1,835
Prior Year Numbers	19-20	20-21	21-22	22-23	23-24	24-25
SPED	88	130	137	145	147	147
ELL	-	-	-	-	-	-
Gate	-	-	-	-	-	-
FRL %	-	-	-	-	-	-
TEACHING STAFF	19-20	20-21	21-22	22-23	23-24	24-25
Classroom Teachers	35	55	60	64	65	65
SPED Teachers	6	6	7	7	7	7
Art Teacher	1	2	2	2	2	2
Music	1	2	2	2	2	2
PE Teacher	1	2	2	2	2	2
Dance	0	0	0	0	0	0
Technology (STEM)	1	2	2	2	2	2
Additional Core	0	0	0	0	0	0
Spanish / Language	1	2	2	2	2	2
Additional Elective Teachers	1	2	3	4	4.5	4.5
Total Teaching Staff	47.00	73.00	80.00	85.00	86.50	86.50
ADMIN & SUPPORT	19-20	20-21	21-22	22-23	23-24	24-25
Executive Director & Assistant	0	0	0	0	0	0
Principal	1	1	1	1	1	1
Assistant Principal	2	4	4	4	4	4
Lead Teacher(s)	0	0	0	0	0	0
Counselor/ Student Support Advocate	2	2	3	3	3	3
Curriculum Coach	0	2	2	2	2	2
Office Manager	1	2	2	2	2	2
Registrar	1	1	1	1	1	1
Clinic Aide/ FASA	1	2	2	2	2	2
Receptionist	1	2	2	2	2	2
Teacher Assistants (Including SPED)	5	8	10	11	12	12
Campus Monitor/Custodian	3	4	5	5	5	5
Cafeteria Manager	2	2	2	2	2	2
SPED Facilitator	1	1	1	1	1	1
Speech Pathologist	0	0	0	0	0	0
School Psychologist	0	0	0	0	0	0
School Nurse	0	0	0	0	0	0
Gate Teacher	0	0	0	0	0	0
Total Admin & Support	20.00	31.00	35.00	36.00	37.00	37.00
Total # Teachers	47.00	73.00	80.00	85.00	86.50	86.50
Total # Admin & Support	20.00	31.00	35.00	36.00	37.00	37.00
Total Staff	67.00	104.00	115.00	121.00	123.50	123.50
Total Salaries & Benefits as % of Expenses	56.64%	60.79%	62.43%	63.42%	64.04%	64.52%
Instruction Salaries as % of Total Salaries	72.45%	72.64%	72.67%	73.58%	73.63%	73.61%
Admin & Support Salaries as % of Total Salaries	27.55%	27.36%	27.33%	26.42%	26.37%	26.39%
Rent as % of Expenses	19.27%	14.70%	13.54%	12.89%	12.59%	12.47%
REVENUE (@ 100%)						
Budget Revenue	7,855,032	11,754,217	12,576,286	13,447,543	13,848,772	14,028,806
NSLP	35,000	35,000	35,000	35,000	35,000	35,000
Special Ed Funding (Part B)	83,600	123,493	130,434	137,681	139,969	139,969
SPED Discretionary Unit	290,400	428,976	453,088	478,259	486,208	486,208
Other:	-	-	-	-	-	-
Total Revenues	8,264,032	12,341,686	13,194,808	14,098,483	14,509,949	14,689,983

Attachment 14: School Budget

EXPENSES						
Personnel Costs	19-20	20-21	21-22	22-23	23-24	24-25
Principal	124,902	126,776	128,677	130,607	132,566	134,555
Assistant Principal(s)	168,685	321,215	326,033	330,924	335,888	340,926
Lead Teacher	-	-	-	-	-	-
Curriculum Coach	-	120,000	121,800	123,627	125,481	127,364
Counselor / Student Support Advocate/Dean	102,921	104,465	161,032	163,447	165,899	168,387
Teachers Salaries	1,847,050	3,065,250	3,390,850	3,677,700	3,804,075	3,859,725
SPED Teachers	270,300	274,500	325,150	330,050	334,950	339,850
Office Manager/ Registrar / Banker	90,782	137,143	139,200	141,288	143,408	145,559
Secretary & FASA	41,040	83,600	85,120	86,640	88,160	89,680
Teacher Assistants (including SPED)	93,600	152,640	194,400	217,800	241,920	246,240
Campus Monitors	73,440	99,840	127,200	129,600	132,000	134,400
Unrestricted Salaries	2,812,719	4,485,429	4,999,463	5,331,684	5,504,347	5,586,686
Restricted Salaries						
SPED Facilitator	55,000	55,825	56,662	57,512	58,375	59,251
Speech Pathologist	-	-	-	-	-	-
School Psychologist	-	-	-	-	-	-
School Nurse	-	-	-	-	-	-
Cafeteria Manager	34,200	34,920	35,640	36,360	37,080	37,800
NSLP Manager	-	-	-	-	-	-
On Campus Sub	20,700	21,600	21,600	21,600	21,600	21,600
Total Salaries and Wages	2,922,619	4,597,774	5,113,365	5,447,156	5,621,402	5,705,337
PERS - 29.25%	854,866	1,344,849	1,495,659	1,593,293	1,644,260	1,668,811
Insurances/Employment Taxes/Other Benefits	504,152	800,013	905,066	980,488	1,028,717	1,061,193
Incentives / Bonuses	65,000	-	-	-	-	-
Tuition Reimbursements	5,000	5,000	5,000	5,000	5,000	5,000
Subst. Teachers (10 days/Teacher)	56,850	98,850	110,400	118,650	121,125	121,125
Total Payroll / Benefits and Related	4,408,488	6,846,485	7,629,490	8,144,588	8,420,504	8,561,465
Operations	19-20	20-21	21-22	22-23	23-24	24-25
Consumables	104,120	153,805	162,450	171,475	174,325	174,325
Zion's FFE Lease - payments	300,000	375,000	300,000	275,000	235,000	175,000
Office Supplies	14,248	21,047	22,230	23,465	23,855	23,855
Classroom Supplies	29,592	43,713	46,170	48,735	49,545	49,545
Copier Supplies	4,384	6,476	6,840	7,220	7,340	7,340
Nursing Supplies	2,740	4,048	4,275	4,513	4,588	4,588
SPED Supplies	10,560	15,599	16,476	17,391	17,680	17,680
Athletics	40,000	55,000	60,000	65,000	70,000	75,000
Dues and Fees	5,000	10,000	10,000	10,000	10,000	10,000
Lunch Program	1,000	1,000	1,000	1,000	1,000	1,000
Travel Reimbursement	2,000	2,000	2,000	2,000	2,000	2,000
Special Education Contracted Services	109,600	242,850	342,000	361,000	367,000	367,000
Contracted Data Services	2,102	2,207	2,317	2,433	2,555	2,683
Management Fee	493,200	728,550	769,500	812,250	825,750	825,750
Payroll Services	18,080	26,960	29,600	31,040	31,640	31,640
Audit/Tax	22,000	23,100	24,255	25,468	26,741	28,078
Legal Fees	5,000	5,000	5,000	5,000	5,000	5,000
IT Services - Monthly	46,032	67,998	71,820	75,810	77,070	77,070
IT Set-up Fees	5,000	15,000	10,000	5,000	5,000	5,000
Website	3,000	3,000	3,000	3,000	3,000	3,500
Copier / Printing	55,000	82,500	86,625	90,956	95,504	100,279
Infinite Campus	2,000	2,000	2,000	2,000	2,000	2,000
State Administrative Fee (1.5%)	117,825	176,313	188,644	201,713	207,732	210,432
Affiliation Fee - Inc. (1/2 of 1%)	39,275	58,771	62,881	67,238	69,244	70,144
Affiliation Fee - Professional Development (1/2 of 1%)	39,275	58,771	62,881	67,238	69,244	70,144
Phone and Communications (with E-rate discount)	20,000	21,000	22,050	23,153	24,310	25,526
Postage	1,000	1,250	1,500	1,500	1,500	1,500
Background and Fingerprinting	1,000	1,250	1,250	1,250	1,250	1,250
Facility and School Insurances	28,688	30,122	31,629	33,210	34,870	36,614
Loan Payments	15,000	-	-	-	-	-
Other Purchases	1,000	1,000	1,000	1,500	1,500	1,500
Total	1,537,722	2,235,331	2,349,394	2,436,557	2,446,243	2,405,443
Facilities	19-20	20-21	21-22	22-23	23-24	24-25
Public Utilities	145,000	225,000	275,000	283,250	291,748	300,500
Fire and Security alarms	8,500	17,000	17,510	18,035	18,576	19,134
Contracted Janitorial	105,745	158,618	163,376	168,277	173,326	178,525
Custodial Supplies	16,440	24,285	25,650	27,075	27,525	27,525
Facility Maintenance / Repairs / Capital Outlay	34,000	68,000	71,400	74,970	78,719	82,654
Lawn Care	12,000	12,600	12,978	13,367	13,768	14,181
AC Maintenance & Repair	16,000	20,000	21,000	22,050	23,153	24,310
Total	337,685	525,503	586,914	607,025	626,814	646,830
Total Expenses	6,283,894	9,607,318	10,565,798	11,188,170	11,493,561	11,613,738
Scheduled Lease Payment	1,500,000	-	-	-	-	-
Anticipated Bond Payment Addition		1,655,000	1,655,000	1,655,000	1,655,000	1,655,000
Surplus (Revenues-Total Expenses-Lease-Bond)	480,138	1,079,367	974,010	1,255,313	1,361,388	1,421,245
	5.8%	8.7%	7.4%	8.9%	9.4%	9.7%
SLAM	19-20	20-21	21-22	22-23	23-24	24-25

Attachment 17: Audit Information

INDEPENDENT AUDIT DATA
 - Supply the requested data from each independent audit performed for the organization or a school in the past four years
 - Please check the calculated values below and make sure they correspond with internal records
 - Discrepancies between published data and reported data must be thoroughly explained on next tab

Entity Description Data						Independent Audit Data																		
State	Entity ID	School ID	School/Entity Name (as it appears on Independent Audit)	First Fiscal Year of Operation	Fiscal Year	Cash	Total Current Assets	Non Current Assets	Total Assets	Current Liabilities	Non Current Liabilities	Total Liabilities	Net Assets	Funding	Expenditures	Change in Net Assets	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Surplus Margin	Cash Flow	Net Position (Beginning of Year)	Net Position (End of Year)	
NV	46-5122331		Mater Academy of Nevada	2017-2018	2018	\$ 1,148,834	\$ 2,692,203	\$ 1,019,659	\$ 3,711,862	\$ 1,674,528	\$ 8,091,330	\$ 9,765,858	\$ 622,328	\$ 16,318,578	\$ 16,183,403	\$ 135,175	1.61	25.91	2.63	0.01	\$ 784,110	\$ 487,151	\$ 622,328	
NV	46-1907920		Doral Academy of Nevada	2017-2018	2018	\$ 7,357,580	\$ 12,609,531	\$ 25,153,736	\$ 37,763,267	\$ 5,104,883	\$ 49,645,937	\$ 54,750,820	\$ 133,138	\$ 40,161,058	\$ 40,296,127	\$ (135,069)	2.47	66.64	1.45	(0.00)	\$ 2,453,388	\$ 268,205	\$ 133,138	
NV	45-5065099		Pinecrest Academy of Nevada	2017-2018	2018	\$ 4,822,215	\$ 6,421,426	\$ 2,064,927	\$ 8,486,353	\$ 2,956,409	\$ 22,187,036	\$ 25,143,445	\$ (3,449,663)	\$ 33,862,243	\$ 34,410,981	\$ (748,738)	2.17	50.83	2.96	(0.02)	\$ 2,298,770	\$ (600,924)	\$ (1,349,662)	
NV	27-5393412		Somerset Academy of Las Vegas	2017-2018	2018	\$ 12,990,269	\$ 22,651,001	\$ 81,543,668	\$ 104,197,669	\$ 5,233,509	\$ 127,051,103	\$ 132,284,612	\$ (8,423,736)	\$ 52,196,541	\$ 52,197,610	\$ (1,069)	4.33	90.84	1.27	(0.00)	\$ 6,192,714	\$ (9,423,668)	\$ (9,424,737)	
NV	81-1668405		SLAM Academy of Nevada	2017-2018	2018	\$ 515,858	\$ 729,115	\$ 466,470	\$ 1,195,585	\$ 558,550	\$ 2,447,603	\$ 3,006,153	\$ 427,123	\$ 5,828,120	\$ 5,770,865	\$ 57,255	1.31	32.63	2.51	0.01	\$ 515,858	\$ 369,868	\$ 427,123	
NV	81-5173587		Doral Academy of Northern Nevada	2017-2018	2018	\$ 1,781,896	\$ 15,446,574	\$ 5,439,812	\$ 20,886,386	\$ 454,498	\$ 21,235,793	\$ 21,690,291	\$ (658,806)	\$ 1,397,866	\$ 2,056,672	\$ (658,806)	33.99	316.24	1.04	(0.47)	\$ 1,781,896	\$ -	\$ (658,806)	
NV	81-5174782		Mater Academy of Northern Nevada	2017-2018	2018	\$ 335,769	\$ 506,324	\$ 139,789	\$ 646,113	\$ 532,759	\$ 100,759	\$ 633,518	\$ 216,396	\$ 1,815,934	\$ 1,599,538	\$ 216,396	0.95	76.62	0.98	0.12	\$ 335,769	\$ -	\$ 216,396	
NV	46-5122331		Mater Academy of Nevada	2016-2017	2017	\$ 364,724	\$ 1,493,205	\$ 462,215	\$ 1,955,420	\$ 1,018,780	\$ 4,917,293	\$ 5,936,073	\$ 487,151	\$ 9,507,679	\$ 9,708,043	\$ (200,364)	1.47	13.71	3.04	(0.02)	\$ 356,208	\$ 687,515	\$ 487,151	
NV	46-1907920		Doral Academy of Nevada	2016-2017	2017	\$ 4,904,242	\$ 5,600,581	\$ 2,563,608	\$ 8,164,189	\$ 3,187,829	\$ 15,971,347	\$ 19,159,176	\$ 268,205	\$ 29,501,449	\$ 29,762,798	\$ (261,349)	1.76	60.14	2.35	(0.01)	\$ 2,727,428	\$ 529,554	\$ 268,205	
NV	45-5065099		Pinecrest Academy of Nevada	2016-2017	2017	\$ 2,521,445	\$ 5,288,828	\$ 2,289,463	\$ 7,578,291	\$ 2,917,222	\$ 14,957,746	\$ 17,874,968	\$ (600,924)	\$ 29,305,075	\$ 28,912,184	\$ 392,891	1.81	31.83	2.36	0.01	\$ 1,437,951	\$ (993,815)	\$ (600,924)	
NV	27-5393412		Somerset Academy of Las Vegas	2016-2017	2017	\$ 6,797,555	\$ 15,299,189	\$ 39,409,597	\$ 54,708,786	\$ 5,979,923	\$ 73,904,866	\$ 79,884,789	\$ (9,423,668)	\$ 47,015,649	\$ 48,334,574	\$ (1,318,925)	2.56	51.33	1.46	(0.03)	\$ 592,318	\$ (8,104,743)	\$ (9,423,668)	
NV	81-1668405		SLAM Academy of Nevada	2016-2017	2017	\$ -	\$ 448,520	\$ 431,549	\$ 880,069	\$ 458,505	\$ 312,026	\$ 770,531	\$ 369,868	\$ 3,677,755	\$ 3,307,887	\$ 369,868	0.98	0.00	0.88	0.10	\$ -	\$ -	\$ 369,868	
NV	46-5122331		Mater Academy of Nevada	2015-2016	2016	\$ 8,516	\$ 942,949	\$ 487,174	\$ 1,430,123	\$ 700,717	\$ 1,666,226	\$ 2,366,943	\$ 687,515	\$ 6,557,805	\$ 6,028,026	\$ 529,779	1.35	0.52	1.66	0.08	\$ (9,632)	\$ 157,736	\$ 687,515	
NV	46-1907920		Doral Academy of Nevada	2015-2016	2016	\$ 2,176,814	\$ 3,879,919	\$ 1,549,618	\$ 5,429,537	\$ 1,891,290	\$ 7,779,693	\$ 9,670,983	\$ 529,554	\$ 18,055,798	\$ 17,316,796	\$ 739,002	2.05	45.88	1.78	0.04	\$ 690,337	\$ (209,448)	\$ 529,554	
NV	45-5065099		Pinecrest Academy of Nevada	2015-2016	2016	\$ 1,083,494	\$ 3,212,540	\$ 1,521,307	\$ 4,733,847	\$ 1,785,354	\$ 5,994,004	\$ 6,879,358	\$ (993,815)	\$ 17,665,570	\$ 16,256,319	\$ 1,409,251	1.80	24.33	1.45	0.08	\$ (78,315)	\$ (2,403,866)	\$ (993,815)	
NV	27-5393412		Somerset Academy of Las Vegas	2015-2016	2016	\$ 6,205,237	\$ 18,817,850	\$ 34,828,815	\$ 53,646,665	\$ 4,552,047	\$ 62,872,574	\$ 67,474,621	\$ (8,104,743)	\$ 39,665,718	\$ 39,382,738	\$ 282,980	4.13	57.51	1.26	0.01	\$ 2,250,201	\$ (8,387,723)	\$ (8,104,743)	
NV	46-5122331		Mater Academy of Nevada	2014-2015	2015	\$ 18,148	\$ 234,180	\$ 248,284	\$ 482,464	\$ 299,143	\$ 1,788,898	\$ 478,041	\$ 157,736	\$ 2,165,379	\$ 2,007,643	\$ 157,736	0.78	3.30	0.99	0.07	\$ 18,148	\$ -	\$ 157,736	
NV	46-1907920		Doral Academy of Nevada	2014-2015	2015	\$ 1,486,477	\$ 2,551,892	\$ 1,058,788	\$ 3,610,680	\$ 1,185,892	\$ 2,905,238	\$ 4,091,120	\$ (209,448)	\$ 11,540,277	\$ 9,970,714	\$ 1,569,563	2.15	54.42	1.13	0.14	\$ 976,173	\$ (1,779,011)	\$ (209,448)	
NV	45-5065099		Pinecrest Academy of Nevada	2014-2015	2015	\$ 1,161,809	\$ 1,845,812	\$ 507,728	\$ 2,353,540	\$ 715,222	\$ 3,680,102	\$ 4,395,324	\$ (2,403,866)	\$ 6,700,349	\$ 6,647,802	\$ 52,547	2.58	63.79	1.87	0.01	\$ (460,432)	\$ (2,455,654)	\$ (2,403,866)	
NV	27-5393412		Somerset Academy of Las Vegas	2014-2015	2015	\$ 3,955,036	\$ 19,406,000	\$ 32,421,280	\$ 51,827,280	\$ 3,529,571	\$ 56,026,029	\$ 59,555,600	\$ (8,387,723)	\$ 31,560,824	\$ 30,105,962	\$ 1,454,862	5.50	47.95	1.15	0.05	\$ 2,251,253	\$ (9,842,585)	\$ (8,387,723)	
NV	46-1907920		Doral Academy of Nevada	2013-2014	2014	\$ 510,304	\$ 1,017,714	\$ 247,888	\$ 1,017,714	\$ 247,888	\$ 17,831	\$ 265,719	\$ 751,995	\$ 4,920,517	\$ 4,168,522	\$ 751,995	4.11	44.68	0.26	0.15	\$ 510,304	\$ -	\$ 751,995	
NV	45-5065099		Pinecrest Academy of Nevada	2013-2014	2014	\$ 1,622,241	\$ 1,776,283	\$ 21,274	\$ 1,797,557	\$ 338,444	\$ -	\$ 338,444	\$ 1,459,113	\$ 6,060,552	\$ 5,339,215	\$ 721,337	5.25	116.90	0.19	0.12	\$ 660,279	\$ 737,776	\$ 1,459,113	
NV	27-5393412		Somerset Academy of Las Vegas	2013-2014	2014	\$ 1,723,783	\$ 3,902,921	\$ 173,984	\$ 4,076,905	\$ 1,241,017	\$ 104,959	\$ 1,345,976	\$ 2,730,929	\$ 19,468,500	\$ 18,097,343	\$ 1,371,157	3.14	34.77	0.33	0.07	\$ 514,475	\$ 1,359,772	\$ 2,730,929	
NV	45-5065099		Pinecrest Academy of Nevada	2012-2013	2013	\$ 961,962	\$ 1,114,206	\$ 376,430	\$ 1,114,206	\$ 376,430	\$ -	\$ 376,430	\$ 737,776	\$ 4,758,906	\$ 4,021,130	\$ 737,776	2.96	87.32	0.34	0.16	#REF!	\$ -	\$ 737,776	
NV	27-5393412		Somerset Academy of Las Vegas	2012-2013	2013	\$ 1,209,308	\$ 2,238,199	\$ -	\$ 2,238,199	\$ 878,427	\$ -	\$ 878,427	\$ 1,359,772	\$ 11,486,000	\$ 10,585,090	\$ 900,910	2.55	41.70	0.39	0.08	\$ 154,430	\$ 458,862	\$ 1,359,772	
NV	27-5393412		Somerset Academy of Las Vegas	2011-2012	2012	\$ 1,054,878	\$ 1,092,540	\$ 4,099,196	\$ 5,191,736	\$ 623,352	\$ 4,317,489	\$ 4,940,841	\$ 250,895	\$ 6,324,089	\$ 6,073,194	\$ 250,895	1.75	63.40	0.95	0.04	\$ 1,054,878	\$ -	\$ 250,895	