

# STATE PUBLIC CHARTER SCHOOL AUTHORITY



## 2020 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

*For Additional Instructions, please see the **Amendment Application Guidance Document***

For the: **Nevada State High School**

Date Submitted: 4/15/2020

Current Charter Contract Start Date: July 1, 2016

Charter Contract Expiration Date: June 30, 2022

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Date of School Board approval of this application: Th: 1/17/2019 & T: 4/16/2020 (forthcoming)

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](#) X
9. [Facilities: Occupy New or Additional Facility](#) X
10. [Facilities: Occupy a Temporary Facility](#) \_\_\_\_
11. [Facilities: Relocate or Consolidate Campuses](#) \_\_\_\_
12. [RFA: Transportation](#) \_\_\_\_
13. [Other changes](#) X (consolidate replication charter to existing charter as an expansion school)

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## Section I: Standard RFA Requirements

### 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

Nevada State High School has six expansion locations under its current charter contract including: 1) Henderson *Flagship*, 2) Las Vegas: Summerlin, 3) Las Vegas: Downtown, 4) Las Vegas: Southwest, 5) Las Vegas: Northwest (opening fall 2020), and 6) Henderson: Downtown and the school serves 750 students. Additionally, the school serves 144 students under two separate charter contracts under replication at the following: a) Meadowwood (Reno) and Sunrise (Las Vegas). In 2004, the school started with 40 students working out of one single office at Nevada State College in Henderson. Both organizations were in start-up mode and as the needs of NSHS became more diverse and started serving more students it was necessary to partner with other institutions in the Nevada System of Higher Education (NSHE) expand offerings and support. It wasn't until 2014 that the school expanded operations to Summerlin and started seeing more student growth to over 300 students. Expansion to other parts of the county came from the school's Governing Body recognizing that 60% of the students served at active locations are within one zip code of the school and Governing Body using this as a strategy for succession by grooming a pipeline of next generation leaders in smaller locations. The nine current members on the Governing Body represent three business leaders, two from accounting and law respectfully, two teachers, one parent, and one college professor. The four members on the school's leadership team serving all schools are two of the founding members Wendi Hawk (Chief Executive Officer) and John Hawk (Chief Operations Officer) along with Candyce Farthing (Executive Director) and Matthew Iles (Marketing and Engagement Director). The school is currently hiring for vacancies with the functions of the Academics and Accountability and Finance and Operations.

2. Statement and overview of the mission and vision

The school will focus on replicating the school's strategic framework, a curriculum suite of transition to college classes, a cloud-based college readiness student scorecard, a system of monitoring and interventions, school snapshot to evaluate the health of each site across internal and external frameworks, and a method for implementing staff performance incentives to measure progress and quality of work. The core values of "Own it," "Be committed," and "Continuous Improvement" are embedded in the strategic framework and will run the gamut at each replication school preserving the core and stimulating progress. Through the school's proven process of college readiness, operating system (EOS®), direct reports, collaborative meetings, data warehouse, and staff incentives, the implementation of the school's strategic framework and expectations are measured and monitored constantly to support students personally, academically, and socially to a successful transition to college.

3. Specific statement of the request

The Board of Nevada State High School public 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): (consolidate replication charter to existing charter as an expansion school).  
(See full list above of RFA amendment types)

Attach a copy of the document(s), including minutes, confirming approval of the RFA **Attachment 01**.

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.

NSHS is seeking this change for multiple reasons including: a) opening a new site to provide better access to and serve a more diverse student population to better align County and State, b) consolidating the NSHS at Sunrise charter as an expansion charter under the main flagship charter contract to maximize economies of scale to save time and resources, c) increasing NSHS at Sunrise from 1000 SF to 1500 SF of space to provide students a study area when they are not in class or waiting for transportation.

5. Description of proposed target model and target communities

NSHS is targeting to open its 9th location in or around zip codes (89030, 89032, 89107, 89110, 89121, 89122, 89169, 89103, 89104) and traditional school attendance boundaries of struggling public schools (NDE Ranking of one or two stars) and areas that will help diversify the NSHS student population (see **Attachment 02**). NSHS is proposing to use its proven process of getting students ready for college (see **Attachment 03**). This process of mission, measurement, and monitoring is built into the best practice of an early college model as identified by the Education Commission of the States in 2016.

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

The goal is to provide the local Las Vegas community in the targeted areas access to Nevada State High School's quality dual enrollment school and the access to the supports they need to be successful. The network of NSHS schools will continue to use its student scorecard tracking data system for targeting interventions and RTI to quickly assess and address students' needs on a continual basis. Instruction for college and career readiness and preparedness will be constantly reevaluated and updated to fit the needs of the changing student and parent populations. Monitoring systems will continue to ensure the integrity of data driven high quality NSHS standards and mission. Implementation across all campuses will include but not be limited to the following: scorecard and student data tracking, student interventions, classroom observation logs ensuring standardized implementation of curriculum, performance incentives, and accountability for students, parents and staff.

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

NSHS will follow the same educational model of serving students in a one-room school house that support students personally, academically, and socially in a successful transition to college by taking dual credit college courses in a real college experience. The model will rely on providing students a home base at the one-room school house to receive supports and interventions that track student progress and support their successful transition to college. This is the same model that the school's flagship school and eight other schools in the school's network follow.

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

NSHS's leadership team has been committed to instilling in its students and staff the core values of the institution which are "Own it," "Be Committed," and "Continuous Improvement." These are as fundamental to the school as the school's mission. By leadership keeping faithful to the mission and core values of the school for nearly 16 years, NSHS has been defined as one of the top performing schools' in the state by the Nevada Department of Education and the SPCSA, and the school has received recognition from the Nevada Policy Institute and the Nevada Taxpayers Association. Nationally, NSHS has also been recognized repeatedly by US News and World Reports even though the school does not meet their general standard of giving AP tests. ACT has conducted a National Study on NSHS and spotlighted the school's accomplishments at its national workforce conference. The National Student Clearinghouse also highlighted Nevada State High Schools excellence. Furthermore, NSHS graduates have also attended colleges all over the country at a 90% tracked rate and are serving the country in profound ways including; education, the military, religious affiliations, and volunteerism. These accomplishments were not because of a leader or a leadership team, these were because the staff stayed focused on the mission, vision, and values of NSHS, and students and families believed in it

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

NSHS will continue collaboration with stakeholders and develop stronger partnerships with others to ensure the successful transition of the underserved population. The school will continue to effectively communicate the dual-enrollment processes for each college by using outcomes and measures of meeting with different support organizations serving the Las Vegas. Additionally, NSHS will collaborate with stakeholders on program development and planning and meet with parents to strengthen the collaborative efforts between the school and

parents to meet student needs in order to successfully transition students to college. NSHS serves on the Executive Board for the Henderson Chamber of Commerce and touts having two graduates from the Leadership Henderson program which has been running for 20 years. Nevada State High School has demonstrated it builds independent resourceful learners so they can be self-sufficient in college, yet even traditional 19 and 20-year-old college students need supports such as parents checking in on them. There is a role for parents in the traditional college setting and many think it is “hands off.” Yet, in most cases, post-high school tuition is on the parents’ dime, so it may behoove the parent to know if the investment is well spent. NSHS works with families to learn how to track college progress and maintain an appropriate level of college involvement. NSHS will also continue to partner with the local colleges like College of Southern Nevada and Nevada State College on its registration and payment processes for dual-enroll students (see [\*\*Attachment 04\*\*](#) for letters of support).

## *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.**
4. **To expand a section and complete, please click the triangle next to the header.**

## **B) MEETING THE NEED**

### **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.

NSHS averages just over 89% of students coming from zip codes 89030, 89032, 89107, 89110, 89121, 89122, 89169, 89103, 89104 report being unprepared for college needing to take some sort of remedial college course in either English or math. There still remains a gap in the culture of success or college path being shown to the students and families at these traditional public schools in these areas. The Nevada System of Higher Education (NSHE) reports “the number of unprepared students who enter Nevada colleges and universities is high – more than 50 percent on average across all seven schools in NSHE are placed in remedial math, English, or both once they arrive” (The Nevada Independent, 12/2/2018) costing the system, parents, and students more time and money. NSHS knows this school community culture cannot be changed overnight, but it can be changed one student at a time through access to a quality college support program with the systems in place to help some of the students, even most challenged ones, succeed before high school graduation.

- (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.

NSHS only serves 11th and 12th grade students per its charter. This is a community at need and fulfills one of the SPCSA’s commitments to serve at risk students unprepared for college. The families need educational options in their neighborhoods that take their children out of schools that are overcrowded and behind at preparing a system that successfully transitions students to college and beyond by placing them into schools with missions that align to the educational needs of their children. It is great to see other charter schools and schools of choice move into these targeted zip codes and attendance boundaries of low performing public schools that have their own unique missions. Each of these schools provide parents and families great educational options. NSHS is just one school providing a specific mission and purpose for students with the motivation to successfully transition to college with a real college experience. Ideally, when great schools of choice have forced the traditional schools to change the way they operate by servicing the needs of all students, then all students will become better educated, better college students, better employees, and force a better community as a whole. NSHS is committed to raising this standard now and for years to come.

### **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).

NSHS is currently in its 4<sup>th</sup> and 1<sup>st</sup> years of “expansion” of a 3<sup>rd</sup> and 4<sup>th</sup> location and ramping up for opening its 5<sup>th</sup> and 6<sup>th</sup> location next year under the school’s current charter contract. The school has shown success with its

first two “replication” sites that were opened this past year. The NSHS Governing Body feels that the time is right to explore expansion through a thoughtful plan for scaling the school’s early college model to serve more 11th and 12th grade students. The stakeholders of the school are looking to open one new school for the 2021 – 2022 school year. The school is looking for a desired impact that brings to scale its early college model and strategic framework to operate a total of eight expansion schools and two replication schools reporting a minimum of 550 college ready graduates in the year 2022. The other proposed growth would be to continue focusing on a lean system of facilities continuing to use the one-room schoolhouse model of 1000-1500 SF.

- 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.

NSHS worked collaboratively with the State Public Charter School Authority staff to analyze data from schools in the targeted zip codes and their surrounding attendance boundaries that were underperforming (1 or 2-star public high schools). In addition, NSHS also mapped out its current campus locations maintaining enough space to avoid interference. NSHS is well-positioned to grow in these areas as it maintains resource capacity from other operating sites and a lean model of slow growth only needing just over 70 students to breakeven and that number may be less under the student-centered funding model.

- (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.

NSHS has two Directors of Site Administration (DSA) to run two current locations in the network and shared directors for the other six locations. The school will be hiring individuals at the current locations to groom for opening of the new site. It is anticipated that the new location will run with one shared director overseeing another NSHS location. These DSA’s are the Executive Director’s (ED’s) direct reports and are responsible for site updates during weekly “level 10 meetings.” The ED will strategically engage in performance incentives with each DSA to clearly define expectations to measure progress and quality of work. The school has hired Human Resource Manager (HRM) and moved to a focused “slow to hire” process that discovers an individual’s behavior rather than the individual’s personality through a cultural fit project. This process along with onboarding individuals with simple core processes that document 20% of the process to get 80% of the result is reducing many Type I errors in hiring

- (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.

NSHS attempted to open a site in Reno under its current written charter utilizing the permissive language of the law. After meeting with other Northern Nevada charter schools and the Nevada Department of Education Staff, it was determined just days prior to signing the location lease that it was not permissible to operate under one charter in another county. This put a stop to that intention. Since then, NSHS has saved up funds over several



years to be able to open six expansion schools and two replication school. The school has learned several things about moving sites and expanding, but none more important than having to the “right people” in the “right seats” on the bus. We have specifically implemented a quick tool for all employees called the people analyzer that discusses why employee’s adherence to the core values and their ability to “get it,” “want it,” and “have he capacity for it.” This tool has proved to be indispensable on getting everyone pointed in the same direction. Another very important lesson that the school has learned is searching for real estate and knowing that three things could potentially be a big downfall including: zoning, bathrooms, and parking. The school has mitigated some of these issues by downsizing its footprint and only requiring only 1000 – 1500 square feet of space. By reducing the space, the school is lowering the demand on parking and toilets. Nevada State High School has a scalable financial plan that can operate with just a few students to allow a site location to grow, but the start-up monies that hinders most charter schools is also one that blocks Nevada’s students from a quality education and by having monies in reserves allow for less stress when starting up a new expansion location.

## **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.

NSHS is seeking support from its former graduates, current families, and its connections with the Chambers of Commerce and City leaders. During its first year of incubation, the school will target parental and student leaders currently enrolled in the school and community to help spread the word to develop its college going culture. NSHS currently has nearly 100 11th and 12th graders who attend NSHS from the targeted area zip codes who would likely transfer to the new locations. The school also employs former NSHS graduates and current student workers who live in the targeted area who are ready to work at the new location bringing with them experience with the school, registration processes and knowledge of the community. Once approved, NSHS will begin to rally the support of just over 500 current and former students and parents from the target area and utilize the connections built to successfully enroll students.

- (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?

NSHS is utilizing the skills and community connection of current employees that live in the target areas. These individuals have been working on establishing visibility at local events, creating student contact lists, and planning informational meetings to inform students from the target area. NSHS has had students from this target area since opening in 2004, but the lack of proximity to a Nevada State High School site location has limited substantial student population growth from these areas. To obtain buy-in and obtain parent priorities, NSHS will hold informational meetings where parents will have an opportunity to learn about Nevada State High School and ask questions and provide feedback?

- (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.

The Governing Body of NSHS has made it a priority to gain representation from parents, community members and stakeholders from the target areas. The board has expanded the number of seats on the board from five to nine and will appropriately seek representation with members term from the governing body. As for commitments from the parents, each signs a disclaimer when a student registers that outlines key provisions of Nevada State High School including supporting the NSHS mission and committing to attend a parent meeting in September. Parents also have access to review the school’s curriculum and lessons, attend parent workshops including college financial aid and new parent orientation, and complete the Parent Performance Reviews where students provide mid-semester grades and college readiness topics to their parents and report back to the school on progress. The school also has many parents that volunteer to serve as interviewers at the school’s annual student interviews in April and help out at the school’s social events.

- (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.

NSHS works collaboratively with several organizations and has membership with the following: Henderson Chamber of Commerce, the Henderson High School Leadership Program, Leaders in Training, the Charter School Association of Nevada, Latin Chamber of Commerce, City of Henderson, and the local colleges College of Southern Nevada and Nevada State College (see **Attachment 04**).

- (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?

NSHS has had students from this target area since opening in 2004. For the past 16 years, NSHS has been tracking the which school these students were originally enrolled. This has allowed NSHS to develop better ties with members from this community and be able to facilitate a much easier transition to Nevada State High School. The school's Chief Executive Officer, Dr. Wendi Hawk is a member of the Clark County WorkReady® Community initiative that has given NSHS a runway to help bring together experts from around the community from workforce, colleges, and organizations serving these targeted zip codes. The school will extend direct mailers and social media geo fencing to target students. The school intends to outreach through a grassroots campaign to canvas the area and distribute flyers at local organizations and supermarkets with posters.

- (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.

NSHS is working to recruit employees to work at current NSHS locations to learn the system and proven process. These individuals will be working on establishing visibility at local events, creating student contact lists, engaging community partner, and contacting counselors from the feeder schools. In June, the school will add experienced student workers and part-time college students (former students) to assist the planning team to help with registration at the potential expansion sites that will begin recruitment on or around January 2021. Utilization of these staff members save time and money as many are familiar with the challenges that the incoming students are facing, they are paid competitive wages, and they have empirical knowledge of the school and experience navigating the college registration processes. The school will also continue to leverage their partnerships with local chambers, community organizations, contacts at local traditional high schools.

## **C) ACADEMIC PLAN "No change" to this section**

### **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.

NSHS uses accrual method of accounting and a fund accounting software system that as especially designed for schools called AptaFund by Harris Computers. The software has a full suite of modules and is set-up for requisitions and purchase orders. The purchase order process helps with internal controls, tracking, and to create encumbrances for the school to better handle annual projections, budgeting, and monitor cash flow. Six years ago, the school began processing payroll internally using AptaFund which gave even more control over projections and allowed for more timely responses to the school's accountant, auditor, sponsor, and reports to

the Nevada Department of Education, Internal Revenue Service, and Nevada Department of Employment and Rehabilitation.

The school expects to use the school's network to contract for specific services in the areas that include, but are not limited to the following: curriculum, technology, accounting, legal, technology, counseling, nursing, psychologist, guest presenters, and auditing. For the selection of contractors, the school has relied heavily upon recommendations from other charter schools, the Charter School Association of Nevada, Nevada Association of School Administrators, Chamber of Commerce's, and individuals recommended by the local school district to call for proposals. If the school is not able to secure a contractor that has experience and effectiveness working with schools through one of the means identified above, then the school will look on the internet or in the local telephone book to take bids and quotes. The CAO and COO works on behalf of the board to draft a professional service contract narrative that identifies the following minimum parts for discussion including: selection of the contractor, plan of action, and expected results and deliverables. The board will use the CAO and COO to monitor and evaluate the level of service and deliverables against the expected results of the contract prior to approving any payment for service.

- (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.). 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 05**. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment

Reviewers will find this information on the "Rev & Enroll" tab of the excel workbook. NSHS is using slightly less than the current DSA enrollment amount for revenue projections and this site will be securing a zero percent interest \$120,000 loan from the school's network that is seen as a beginning fund balance during the startup phase of school year 2020-2021.

- (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

NSHS uses the experiences gained during the scaling of the school's other eight other replication and expansion sites to generate the anticipated expenditures of the budget for the expansion in the targeted areas. Reviewers can find this information on the "Exp Details" tab of the workbook.

- (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

NSHS plans to use the schools current unreserved fund balance (approx. 200 days cash at the CSO location) to cover any shortfall for not receiving early funds in July 2020 based on proof of students enrolling into the school at that time.

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

NSHS plans to use the schools current unreserved fund balance (approx. 200 days cash) to cover any shortfall.

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

Not applicable, Nevada State High School does not plan on receiving any philanthropic revenue.

- (3) Submit a completed financial plan for the proposed school as an **Attachment 5** (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).

NSHS uses a financial model that plans for estimated revenues and expenditures. These items are analyzed for spending habits, demographics of the service area, and combined with detailed budget of the new site across the network in the multiyear projection tab (MYP) in each workbook (see **Attachment 5**).

- (4) Submit, as an **Attachment 5**, 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).

NSHS submits the combination of the school's financial plan and the details of the new site's budget as evidence. Reviewers wishing to see this information should visit the individual workbooks in **Attachment 5**.

- (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.

**"Not Applicable"** on record with SPCSA.

- (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** \_\_\_\_.

**"Not Applicable"** on record with SPCSA

- (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.

**“Not Applicable”** no fundraising at NSHS.

- (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.

The office of the Finance and Operations Director will be the primary custodian for safekeeping, managing, budgeting, and overseeing the finances of the proposed campus. The proposed campus through the site administration or designee will be responsible to the Executive Director. The Chief Executive Officer will integrate between the Executive Director and the Finance Director for responsibilities of carrying out the role of a traditional school banker and office manager by processing requisitions (as needed to the Business Manager), reconciling student reimbursements for textbooks, transportation, and testing (monthly to Business Manager), validating staff time worked and days off (monthly to Human Resource Manager), distributing student reimbursement checks (monthly from Business Manager), reconciling student sales (monthly to Operations Manager), depositing student sales (monthly to Operations), ordering supplies (monthly to Executive Director for orders over \$750), scanning invoices sent to the campus (daily to Business Manager), confirming receipt of orders (daily to Business Manager), evaluating performance incentives for payment (as needed to Operations Manager).

The office of the Chief Operations Officer along with staff from the office of the Finance and Operations Director including the Business and Operations Manager will service the school in different roles and duties to accomplish those things that include, but are not limited to areas including: accounting, budgeting, bank reconciliations, reporting, human resources, accounts payable, vendor management, payroll, purchase orders, inventory, and benefits. This office is held accountable for producing to reports to the Governing Body, Nevada Department of Education, State Public Charter School Authority, Internal Revenue Service, and Department of Employment and Rehabilitation

Key Financial Information Reported	Agency Receiving Report (Frequency)			
	Governing Body	State Public Charter Authority	Nevada Dept. Of Education	Federal or State Agencies
<b>Financial Statements</b>	Quarterly	Quarterly	NA	NA
<b>Bank Reconciliations</b>	Monthly	NA	NA	NA
<b>Licensed Employee</b>	NA	Annually	Annually	NA
<b>Employee Qualification</b>	NA	Annually	Annually	NA
<b>Budget to Financials</b>	Annually	Annually	Annually	NA
<b>Independent Audit</b>	Annually	Annually	Annually	Annually
<b>Employer’s Federal Tax Return (941)</b>	NA	NA	NA	Quarterly
<b>ER’s Wage and Contribution</b>	NA	NA	NA	Quarterly
<b>Federal 1099 and 1096</b>	NA	NA	NA	Annually
<b>Public Retirement Contributions</b>	NA	NA	NA	Monthly
<b>School Inventory</b>	NA	Annually	NA	NA
<b>School Budget</b>	Annually	Annually	Annually	Annually
<b>Performance Incentives</b>	Quarterly	NA	NA	NA

The office of the Finance and Operations Director works collaboratively with the accountant for the network to produce and verify many of these reports. Using an outside entity provides an extra layer of internal controls especially in dealing with a small staff.

## **E) OPERATIONS PLAN**

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

- (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?
- (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?

2. **“No Change”** 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
- (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.
- (c) Identify any Board development requirements relative to the organization’s governance needs at each stage of growth.
- (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.

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)
  - (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)

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.*

This response is germane to the separate charter of Nevada State High School at Sunrise wanting to consolidate its separate structure under the current charter of Nevada State High School. Both charters operate with exactly the same board members; however, the NSHS at Sunrise location was originally set up as a “replication” school rather than an “expansion” school. The school will continue to operate as normal and there will be no impact on students and or families. This request will allow the school reduce reporting requirements to the state and federal government from academic, operational, and financials. Immediately, this change will save the NSHS at Sunrise over \$10,000 per year not having to purchase a separate instance of its accounting software and other SaaS portals. The school is requesting this change take place for the school year 2021 – 2022. This will allow enough time to consult with vendors, work with our sponsor, and inform other agencies that may be impacted (NDE/PERS). Reviewers will be able the visit **Attachment 7** to visually see the organizational change.

4. **“No Change”** 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**\_\_\_)
  - b) Resumes of all current leadership (provide as an **Attachment**\_\_\_).
  - c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment**\_\_\_)
5. **“No Change”** 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.
  6. **“No Change”** 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**\_\_\_).
  7. **“No Change”** Explain your school leader’s role in the successful recruitment, hiring, development and retention of a highly effective staff.
  8. **“No Change”** 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?
  9. **“No Change”** What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

#### **LEADERSHIP FOR EXPANSION “No Change”**

- 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.
- 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.
- 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.

#### **STAFFING**

- a) **Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file** (see **Attachment 6**). 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.

## HUMAN CAPITAL STRATEGY “No Change”

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.

## SCALE STRATEGY “No Change”

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



- 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.

Function (Decision Making)	Management	Network	Board	Campus
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 Management				
Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

## 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.

NSHS does not plan on giving admission preferences. The student enrollment and registration does plan to exceed the minimum requirements set forth in SB 208 by conducting a grassroots campaign 45 days before school in neighborhoods within 2 miles of the address chosen for the school and provide collateral in a language primarily spoken by the household to the extent practicable

- 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.

Similar NSHS schools (Las Vegas Downtown and Las Vegas Sunrise) to the targeted area have boasted a 86% retention rate of students over the past two years of operation. NSHS has recognized that the more local NSHS locations are located near traditional neighborhood school that the more reflective the demographics compare. NSHS has needed to develop specific credit recovery options for students using external credit and generating multiple class options per each semester with the school’s partnership colleges. These options along with summer

enrichment programs have helped mitigate and realize the high retention rate of students and give way to an exceptional graduation rate of 98% for these two NSHS campuses for the past two years. Below is a breakdown from schools in the NSHS network and traditional neighborhood schools.

#### Ethnic Breakdown

Year 2019-2020	Asian	Hispanic	Black	White	Alsk/Pac	>=2
<b>Average of all feeder schools*</b>	2.9%	71.1%	14.7%	7.0%	<1%	3.0%
<b>NSHS (Downtown, LV and Sunrise)</b>	3.7%	52.3%	26.9%	11.1%	1.5%	4.5%

\*Valley HS, Desert Pines HS, Eldorado HS, Sunrise Mountain HS, Mojave HS, and Rancho HS (2018-19 nevadareportcard.com)

#### Special Populations

Year 2019-2020	IEP	ELL	FRL Eligible
<b>Average of all feeder schools*</b>	12.1%	27.1%	72.6%
<b>NSHS (Downtown, LV and Sunrise)</b>	3.9%**	39.5%***	62.6%

\*Valley HS, Desert Pines HS, Eldorado HS, Sunrise Mountain HS, Mojave HS, and Rancho HS (2018-19 nevadareportcard.com)

\*\*Includes all IEP students that have received services, some have exited and NSHS currently serves 1.5%

\*\*\*Includes all ELL students that have received services, the majority have exited and NSHS currently serves 6.7%

- 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 lottery<sup>1</sup> 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.

NSHS will begin its recruitment campaign with sending a mailer to all addresses of current 10th and 11th grade students in the traditional public-school system inviting families to learn more about the school by visiting the school’s website, calling the school to speak to representatives, or attending an upcoming open house. The grassroots portion of the campaign will result in increased neighborhood visibility, presentations at churches, child care centers/boys and girls club, handing out flyers at supermarkets, canvassing neighborhoods with a 2-mile proximity of the chosen facility address, and targeting social media in the zip codes.

- 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.

NSHS will have two registration periods for this opening and all subsequent openings to successfully enroll students into college classes. The first period for fall semester enrollment will be from February 1st to August 30th and the second period for spring semester will be from September 1st to January 31st.

- 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.

<sup>1</sup> 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.

- 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?

NSHS will use the school's SchoolMint program to monitor the outcomes, measures, and targets for the school including: increasing by 20% applications coming from schools that are one or two-star schools. The school is targeting reenrollment and a high of 90% of the current students from these zip codes. By increasing the capacity at the school with student success advocates, managers, coordinators, and directors, the school has seen an upward reenrollment trend over the previous three years that approaches 87% for fall 2019.

- 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?

NSHS front office staff direct registration questions to the school's Director of Site Administration to maintain a clear and consistent message regarding the school's registration process for all students. In the event that the DSA is not available, the front office staff is trained to answer general registration questions and collect information from individuals so that a more appropriate staff can contact them or have the family log a help ticket. During registration periods, the Human Resource Manager (HRM) and subject matter experts at the school hold meetings every-other-week for training and development and addressing questions pertaining to students of special populations and/or circumstances. If questions or student circumstances go beyond the scope of understanding, then the HRM is trained to schedule a meeting with a more appropriate staff member (counselor, school facilitator, Executive Director, Academics and Accountability Director, etc.)?

- h) Complete the following tables for the proposed school to open in 2020-21. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2019 and fall 2020.

- 1) **Minimum Enrollment** (Corresponds to Break Even Budget Scenario Assumptions)
- 2) **Planned Enrollment** (Must Correspond to Budget Worksheet Assumptions)
- 3) **Maximum Enrollment** (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)

NSHS submits the information required for this section as **Attachment 6**

- 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.

NSHS is planning to serve 100 students at its proposed new location in year one of operation. Planning to enroll 100 students will allow the school to open with a shared Director of Site Administration at (0.25 FTE) along with two full-time personnel (Office Manager (OM) and Educational Advising Coordinator (EAC)). This will give students the opportunity to have a team of support, guidance, and assistance beyond the classroom and increase the overall capacity of the school. Increasing the capacity to serve students with a team of support that can assist students and families will promote a more successful college ready 12th grader for graduation and engage 11th graders who might otherwise withdraw without having the engagement from a full team of support. Rather, the alternative is opening with a minimum number of 70 students to operate which may result in having to share a part-time instructor with another location to cover the classroom experience. The limitation with this situation is the regular availability of this individual to provide assistance, guidance, and support to students. The school has previously tried this approach during the first four years of operation and although it is feasible to operate the school with part-time instructors it is not ideal. What's more, the school has increased its support capacity by having multiple sites which mitigate the overall impact on having part-time instructors. Financially, the school needs 70 students to operate its first year.

- b. **“Not Applicable”** 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.

- c. **“Not Applicable”** 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.

## **BOARD GOVERNANCE “No Change”**

**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.
- 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.
- 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.
- 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.
- 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?
- 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.
- 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?
- 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.
- 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.

- 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.
- 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.
- 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?

Goal	Purpose	Outcome Measure

**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 8**

NSHS uses a Gantt chart to display its successful start-up plan for fall 2021 in the areas of student enrollment and registration, human resources, program development, finances, procurement of supplies, securing facilities, and governance. The school establishes the following milestones including: receiving approval to expand from authorizer, finalizing negotiations on facility, receiving approval on any necessary city use permits, receiving certificate of occupancy, configuring technology for online access, open online registration, commencing the process to send payment vouchers to colleges, starting the first day of the school’s two-week course.

- 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.

NSHS has a planning team consisting of the Chief Executive Officer (CAO), Chief Operations Officer (COO), Executive Director (ED), and Marketing and Engagement Director (MED). These four individuals were either founding members of the school or have alumni on their respective teams that have been operating together at the school in one capacity or another since 2010. These members also facilitated the successful expansion/replication of the Summerlin, Downtown, Sunrise, Meadowwood, Southwest, Northwest, and Downtown Henderson locations and are successfully implementing the school’s organizational EOS® system. The school is looking to fill the vacancy of an Academics and Accountability Director (AAD) and Finance and Operations Director (FOD) to assist with this new expansion to complete the leadership team and provide more capacity to the organization.

- 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.

The Executive Director (ED) at the network level will support the school in its expansion and has brought several experiences to recruit staff and students in the area including: contacts from the feeder schools, administrative experience from other charter schools, and a passion to succeed at this new opportunity. The CEO and COO are able to maximize their time by delegating and elevating several items related to the school opening to the this individual and the school’s leadership team at each of the other sites through the networks “cost allocation policy.” During the months of January to August, it is anticipated that the CEO and the COO will devote 5 – 10 hours per week on new site operation. The ED will devote 8 – 12 hours per week to opening the new site while the remaining hours will be dedicated to the learning experience at

the current flagship school. This will allow a home base for students looking to register with the school and equally provide for parents an opportunity to see the campus in action.

### **SCHOOL MANAGEMENT CONTRACTS “Not Applicable”**

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).

- d. How and why was the EMO selected?
- e. 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).
- f. 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.
- g. 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.
- h. 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 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.
  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.

## **SERVICES “No change”**

9. Provide **Attachment** \_\_\_ describing how the school leadership team will support operational execution.
10. 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.
11. 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
12. 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.
13. 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.
14. 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.

15. 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.

## **ONGOING OPERATIONS “No Change”**

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?
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.

## **Section II: SPECIFIC RFA SECTIONS**

### **RFA: Academic Amendments “No change” to this section**

#### **Facility RFAs**

##### **1. 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.  
NSHS is seeking this change to open increase NSHS at Sunrise from 1000 SF to 1500 SF of space to provide students a study area when they are not in class or waiting for transportation (see **Attachment 9**).

##### **2. RFA: Occupy New or Additional Sites (NAC 388A.315) “Not Applicable”**

- 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.  
NSHS is seeking this change to open a new site that will provide better access to and serve a more diverse student population to better align County and State.

##### **3. RFA: Occupy a Temporary Facility “Not Applicable”**

- 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.

#### **4. RFA: Relocate or Consolidate Campuses “Not Applicable”**

- 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.

NSHS will look to occupy a facility that is 1200 – 1800 sq. ft. in area to maximize enrollment. At this point, no final location has been identified for the location are waiting for approval from the State Public Charter School Authority on the expansion amendment to look deeper into leads. This will be the ninth facility that the COO has managed for school opening and because of the small footprint in square footage this minimizes some of the inherent construction delays. The COO has experience that this helps the project move quickly through construction by following a few simple rules including: planning carefully, limiting any change in plans, requesting items that are easily accessible in town, documenting site visits with the contract on meeting the deadlines, and allowing ample time for inspections. The school will plan a soft (spring 2021) and a hard open (August 1, 2021) with the contractors and landlord and make sure that any improvements agreed upon are in the lease along with penalties for any delays to the project. It is always a good practice to have contractors, subcontractors, architects that have worked with schools in the past to bid on the project so they understand the motivating factors in meeting deadlines.

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.

NSHS plans to identify a real estate agent to represent the school in identifying a facility in the target area. The rest of the questions in this section are not applicable.

3. “Not Applicable” (no facility identified yet) 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** \_\_\_\_.

NSHS worked collaboratively with the State Public Charter School Authority staff to analyze data from schools in the targeted zip codes of a proposed new location and their surrounding attendance boundaries of public schools that were underperforming (1 or 2-star public high schools). In addition, NSHS also mapped out its current campus locations maintaining enough space to avoid interference (see **Attachment 2**).

- 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** \_\_\_\_.

The NSHS rationale includes the following:

NSHS at Sunrise will be seeking to annex the 500 SF by either having the landlord absorb the cost into an amended lease or using the school’s ending fund balance of nearly \$150,000 to help offset. From experience NSHS anticipates the improvement cost to range from \$30-\$50 per square foot.

NSHS will also be searching to complete tenant improvements on its new proposed 1200 – 1500 SF location. Using the range of \$30 - \$50 per square foot for improvements will result in \$45,000 to \$75,000 in tenant improvements for a 1500 square foot building. The school will attempt negotiating with the owner to provide for a tenant improvement allowance to reduce the cost and absorbing those costs in the lease of the building over a certain time. The school may use money from the network’s loan of \$120,000 to the new location.

- 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** \_\_\_\_.

NSHS will look to occupy a facility that is 1200—1500 sq. ft. in area to maintain enrollment and accommodate projected growth rate. NSHS is proposing a facility in the target area of targeted zip codes and surrounding attendance boundaries of one or two-star public high schools in Clark County. NSHS will be seeking existing office spaces that will minimize expenses and can serve six main conditions: two toilets to serve as gender neutral bathrooms, an entrance lobby approximately 200 sq. ft. in area, one to two offices approximately 100 sq. ft. in area each, open area to accommodate classroom space, a storage room, and 10 – 20 parking spots. NSHS will be seeking existing office spaces that is built out to Nevada State High School specifications prior to occupancy at no cost to the school.

- 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**\_\_\_\_\_.

NSHS will be seeking existing office spaces that will minimize expenses and can serve three main conditions: one toilet each for boys and girls, open area to accommodate a minimum classroom space of approximately 20 ft X 20 ft., and 10 – 15 parking spots. These main conditions will assist in the application of any Conditional Use Permits with the County/City and expedite necessary tenant improvements and subsequent inspections.

- 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**\_\_\_\_\_.

NSHS is targeting an area for a new location that is in the targeted zip codes and surrounding attendance boundaries of public schools that were underperforming (1 or 2-star public high schools). During the recent expansions, NSHS applied for Special Use Permits and received City/County approvals in two to three months. NSHS assumes a similar timeline and receive approval. Reviewers may wish to view the schools Gantt chart providing the tenant improvement project plan in **Attachment 10**.

- 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**\_\_\_\_\_.

NSHS assumes a similar timeline and receive approval. Reviewers may wish to view the school Gantt chart providing the tenant improvement project plan in **Attachment 10**.

- 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**\_\_\_\_\_.

NSHS will schedule an on-site consultation survey by appointment with OSHA. OSHA will not schedule an appointment until such time that the school occupying the space.

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.

At this time, NSHS does not plan to open any addition facilities in next six years.

- 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**\_\_\_\_\_.

NSHS will research this information pending a final determination on the address of the initial target location to open for school year 2021 – 2022 and approval to open operate in the annexed space of Nevada State High School at Sunrise during the during the school year of 2020 – 2021 or when complete. It is important to note that any facility chosen will follow the timeline and protocols set forth and stated within this amendment application process. Specifically, the Governing Body of Nevada is requesting to add one additional facility and that this amendment approval allow for the school to annex approximately 500 SF of additional space (this will NOT increase enrollment) at its current location at the corner of Lamb and Carey in Las Vegas. Essentially, the general requirements for all municipalities in the plan for future sites are similar with slight requirements that may add or expedite the process by no more than two or three weeks and the school will coordinate these requirements.

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.

NSHS will not be financing these improvements.

- b) Total project cost for each facility

NSHS will continue to operate a scalable organization that searches for facilities that are 1200 to 1500 SF that need minimal improvements. Ideally, these facilities may have been previously occupied by another school or located in commercial inline space or a standalone building. The school anticipates that construction costs will range between \$30 - \$50 per SF and search for the landlord to willing to negotiate the improvements into the lease.

- c) Financing and financing assumptions

NSHS will operate on the basis that financing for any new facility will come from the school’s ending fund balance. NSHS makes some budget assumptions that are located on the “multi-year projection (MYP)” tab of each spreadsheet and in particular there is a main assumption that the Governing Body of Nevada State High School will be financing a zero percent loan of \$120,000 to assist with the initial planning and implementation phase of the school between November 2020 to the start of school and through it’s the four initial years of the school. This loan will be paid back on a schedule including: Y1 = \$12,000, Y2 = \$24,000, Y3 = \$36,000, and Y4 = \$48,000. Finally, it is assumed that this new location will practice ways to be nimble and lean organizationally that will lead to building an unreserved fund balance over the course of the next five years.

- 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.

NSHS plans to have no debt service and will operate each campus on an independent financial model contributing to the central services for support. NSHS determines financial solvency based on the school's breakeven analysis (see **Attachment 11**) of 70 students with a respective facility cost of 1250 sqft X \$1.85/sqft (rent and CAM's) = \$27,750 annually. Given the local discretion at each campus to assume multiple roles, site administration may decide assume janitorial maintenance and partial classroom duties while hiring part-time instructors to allow for an increase in the use of facility costs to top out at no more than \$45,000 per year.

### **Facility RFA Attachments required**

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. (see **Attachment 01**)
2. Agenda for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility (see **Attachment 01**)
3. 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 (see **Attachment 01**)
4. 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 **(Not identified)**
5. 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 **(Not identified)**
6. 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 **(Not identified)**
7. 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 **(Not identified)**
8. 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 **(Not identified)**
9. 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. **(Not identified)**

10. 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 **(Not identified)**

NSHS will submit the items marked as “Not identified” after securing the locations.

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## **5. RFA: Transportation “Not Applicable”**

1. See (NAC 388A.330(4))
2. Describe the school’s plan for transportation. Be sure to include:
  - The number of students to receive transportation, including their grades
  - The hours transportation is to be provided
  - The physical location(s) proposed as pick-up and drop-off locations
  - 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:
  - The proposed schedule for practicing student evacuation
  - 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.

## **6. RFA: Other Changes “Not Applicable”**

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.



*Matthew Fox, Esq.*  
*Chair*

*Wendi Hawk, EdD*  
*Chief Executive Officer*

April 15, 2020

Mark Modrcin, Director of Authorizing  
State Public Charter School Authority  
2080 E Flamingo Road  
Las Vegas, NV 89119

Dear Mr. Modrcin:

On Thursday, April 16, 2020, the Governing Body of Nevada State High School voted in favor to approve the completion of the required paperwork for the following:

1. Expand one additional location in Henderson, Las Vegas, and/or North Las Vegas. This was part of the amendment the board approved last year to expand into East, West, and Central Henderson that SPCSA delayed West Henderson.  
(area to be determined in collaboration with the SPCSA of zip codes and surrounding areas of one or two-star public school)
2. Consolidate the Sunrise campus into the flagship charter
3. Annex an additional 500 SF of space at the Sunrise campus (a time during SY 2020-21)

The new proposed expansion location and consolidation of NSHS at Sunrise will take effect for the school year 2021-2022. Please consider this the official letter of transmittal requesting an amendment to the Nevada State High School's Charter to expand facilities to serve more students to include the following elements: Executive Summary, Meeting the Need, Academic Plan, Operations Plan, Financial Plan, and any other necessary documents.

Sincerely,

Matthew Fox, Esq.  
Nevada State High School Community Member, Chair

Enclosed/attached: SPCSA Application for Expansion. A COPY of the signed version of this letter will follow the school's April 15, 2020 application and sent directly to the SPCSA staff after this information is reviewed by the NSHS Governing Body on April 16, 2020.

**N**  
**NEVADA**  
**State High School**

March 22, 2018

Mark Modrcin , Director of Authorizing  
State Public Charter School Authority  
1749 North Stewart Street Suite 40  
Carson City, Nevada 89706-2543

Dear Mr. Modrcin:

On Thursday, January 17, 2019, the Governing Body of Nevada State High School voted in favor to approve the completion of the required paperwork to expand Nevada State High School and open new locations in Henderson. These locations to begin operation serving students fall 2020. Please consider this the official letter of transmittal requesting an amendment to the Nevada State High School's Charter to expand facilities to serve more students to include the following elements: Executive Summery, Meeting the Need, Academic Plan, Operations Plan, Financial Plan, and any other necessary documents.

Sincerely,



Matthew Fox, Esq.  
Nevada State High School Community Member, Chair

Enclosed/attached: SPCSA Application for Expansion



## NEVADA STATE HIGH SCHOOL GOVERNING BODY PUBLIC NOTICE

Note: This public notice has been posted on the school's website at <http://earlycollegenv.com> and at three physical locations to satisfy public notice according to NRS 241.020(3). These three locations including the following: Nevada State High School campuses including: Henderson, Summerlin, and Downtown.

### **TELECONFERENCE MEETING // Toll Free: 1-866-953-2610 PIN #: 2600**

**Date:** Thursday, 1/17/2019 // **Time:** 6:30 pm // **Location:**  
Nevada State High School; 7885 W. Sunset Road Suite 170, Las Vegas, NV 89113

### **AGENDA FLAGSHIP**

The public is hereby noticed that NSHS reserves the right to take agenda items out of posted order. A time limit may be placed on public testimony by the Governing Body President in order to afford all members of the public who wish to comment an opportunity to do so within the timeframe available to the Body. If you are requesting to be a part of the teleconference, then contact the NSHS not later than 2 days before the meeting to get the conference telephone number and meeting pin. The public is hereby noticed that the Nevada State High School Governing Body reserves the right to take agenda items out of posted order, with the exception of public hearings, and items may be pulled or removed from the agenda at any time and items may be combined for consideration. A time for public comment is provided at the beginning and at the conclusion of the meeting. The Chair reserves the right to call on individuals from the audience or to allow for public comment at any time. Individuals providing testimony should be prepared to state their name, affiliation, and contact information during testimony. Time limit: A time limit (three minutes) will be imposed by the Governing Body Chair on public testimony in order to afford all members of the public who wish to comment an opportunity to do so within the timeframe available to the Governing Body.

### **REGULAR MEETING GOVERNING BODY // NEVADA STATE HIGH SCHOOL 6:30 PM TO 7:00 PM**

Call to Order; Roll Call; Pledge of Allegiance (Laurie Nanni, Clerk (acting chair) of Governing Body)

#### Approval of a flexible agenda (*Action*)

- 1) Public comments on any action item on the agenda  
Governing Body Chair may impose a three-minute time limit for each speaker.
- 2) ANNUAL MEETING: (Chair) (*Information/Discussion/Action*)  
This will cover training and possible action on certain items identified below:
  - a) Approve the appointments of Kelly Moxley (1/19 – 1/21 first term), Luis Maceira (1/19 – 1/21 second term), and Diana Burns former member of NSHS board – current parent (4/19 – 4/20 first term) member PLCY\_03.001
  - b) Review of board terms, openings, and plan for filling these positions
  - c) Training on the school's Code of Ethics and Conflict of Interest Policy (ref. PLCY\_03.002 & PLCY\_03.004)
  - d) Training on information from the Nevada Commission on Ethics including, but not limited to ethics manual, acknowledgement form, statues NRS 281A, and Nevada disclosure and abstention guide all downloaded from the commission's website here: <http://ethics.nv.gov/>
  - e) Training on statutory oversight responsibilities of the Governing Body
  - f) Nominate and elect positions from the Board of Directors including: Chair, Vice-chair, and Clerk (ref. PLCY\_03.001 Section 3.04)
- 3) Executive update (*Information/Discussion/Action*)
  - a) A progress update on performance incentives (John Hawk, COO)
  - b) A progress update on desired result using student scorecards (Wendi Hawk, CAO)
  - c) A progress update on SPCSA Framework and NSHS financials (John Hawk, COO & Erika Capulo Fin/Op Dir.)
- 4) Approval of Consent Agenda (Chair) (*Information/Discussion/Action*)  
Information concerning the following consent agenda items has been forwarded to Governing Body members for study prior to the meeting. Unless a Governing Body Member or a member of the public has a question concerning a particular item and asks that it be withdrawn from the consent list, items are approved at one time by the Nevada State High School Governing Body.
  - a) Approval of the minutes from 10/18/2018 NSHS Governing Body meeting
  - b) Approval and ratification of purchase orders in compliance with school policy PLCY\_03.003 Article I Sec. 1.03
  - c) Approval of amendment to extend the lease for the Summerlin location an additional five years to 6/30/2024
  - d) Approval of the school's Parent Involvement Plan FY1819
  - e) Ratify new employee contracts Maria Benedetto and any other recent hires that will announce at the meeting
- 5) Approval of Nevada State High School to file an amendment with the State Public Charter School Authority to expand to multiple locations (determined in collaboration with the SPCSA) in Henderson and Las Vegas during the spring cycle for amendments (opening fall 2020) (John Hawk, COO) (*Information/Discussion/Action*)
- 6) Upcoming activities and invitation for the board members to participate (*Information/Discussion/Action*)
  - a) National Charter Schools Conference <https://conference.publiccharters.org/2019/> (6/30 to 7/3/2019)
  - b) Hiring committee for Executive Director 1) all board needs to interview with Mr. Hager (schedule a time) 2) need one or two volunteers hiring committee W: 4/17/19 1pm – 6pm, (all day on T: 4/23/19 | T: 4/30/19 & W: 5/1/19)
- 7) Board Member Comments
- 8) Public Comments  
Governing Body Chair may impose a three-minute time limit for each speaker.
- 9) Adjournment

Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify Dr. John Hawk, First Secretary to the Governing Body of the Nevada State High School, in writing at 233 N. Stephanie, Henderson, NV 89074 or by calling (702) 953-2600, at least one day prior to the meeting. If you are requesting to be a part of the teleconference, then contact the Nevada State High School not later than 2 days before the meeting to get the conference telephone number and meeting pin. To find referenced policies visit here: <https://earlycollegenv.com/governance/>

**Sending NEVADA STATE HIGH SCHOOL  
Governing Body Budget Meeting  
Thursday, January 17, 2019, 6:30 p.m.  
Nevada State High School  
7885 W. Sunset Road Suite 170  
Las Vegas, NV 89113**

**MINUTES OF MEETING  
DRAFT**

**Members**

**Present:** Matthew Fox  
Laurie Nanni (Clerk, acting chair)  
Nohemi Garcia  
Rocio Mejia  
Michael Pelham  
Saul Wesley  
Barbara Graham  
Kelly Moxley

**Members**

**Absent:** Luis Maceira

**Others**

**Present:** Dr. John Hawk (Chief Operations Officer)

**Call to Order/Roll Call/Pledge of Allegiance/Approval of a Flexible Agenda**

Dr. John Hawk called the meeting to order at 6:33 pm, with a quorum of eight members present.

At this time, agenda item 1 was opened.

**1) Approval of a flexible agenda (*Action*)**

No public comments.

**Matthew Fox moved to approve agenda item 1. Michael Pelham seconded the motion. Motion carried unanimously. 8-0-0.**

**2) ANNUAL MEETING: Chair (*Information/Discussion/Action*)**

This will cover training and possible action on certain items identified below:

- a) Approve the appointments of Kelly Moxley (1/19-1/21 first term), Luis Maceira (1/19-1/21 second term), and Diana Burns former member of NSHS board – current parent (4/19-4/20, first term) member PLCY\_03.001
- b) Review of board terms, openings, and plan for filling these positions
- c) Training on the school's Code of Ethics and Conflict of Interest Policy (ref. PLCY\_03.002 & PLCY\_03.004)

- d) Training on information from the Nevada Commission on Ethics including, but not limited to ethics manual, acknowledgement form, statutes NRS 281 A, and Nevada disclosure and abstention guide all downloaded from the commission's website here: <http://ethics.nv.gov/>
- e) Training on statutory oversight responsibilities of the Governing Body
- f) Nominate and elect position from the Board of Directors including: Chair, Vice-chair, and Clerk (ref. PLCY\_03.001 Section 3.04)

Dr. John Hawk mentions member Nanni will be leaving in the April meeting. Member Nanni recommends \_\_ who has served on a variety of boards. Member Fox mentioned Senator of District 11 and is interested in the executive director position as well. John Hawk asks the board to consider the terms and the commitment to continue their service in NSHS.

e) John Hawk explains what the responsibility of serving on the board entails. He explains where the school fills those responsibilities. He reviews with the board how will vs how well.

John Hawk asks if there are any questions about training. He indicates there can be more in-depth training.

No comments were made.

f) John Hawk mentions there is a need for the board president he mentions it being a partnership in management and that the president will need to be able to make the final decision and then the Vice-president.

Matthew Pelham nominates Matthew Fox as Chair; seconded by Saul Wesley; 8-0-0

Matthew Fox nominates Michael Pelham as Vice-chair, seconded by Noemi Garcia; 8-0-0

Laurie Nanni nominates Noemi Garcia as Clerk; seconded by Matthew Fox; 8-0-0

John Hawk asks if there is any discussion. Member Pelham indicates he will be happy for others to do it as well.

**Motions regarding nominations carried unanimously. 8-0-0.**

**3) Executive update (*Information/Discussion/Action*)**

- a) A progress update on performance incentives (John Hawk, COO)
- b) A progress update on desired result using student scorecards (Wendi Hawk, CAO)
- c) A progress update on SPCSA Framework and NSHS financials (John Hawk, COO & Erika Capulo, Fin/Op. Dir)

a) John Hawk goes over performance incentives. There are 40 incomplete due to staff turnover. Dr. Hawk gives credit to Dr. Wendi Hawk for pressing staff to do it during the summertime, before classes started. He goes over the open incentives currently.

b) Wendi Hawk mentions that on the new scorecard there is a higher than average scorecard. In the new scorecard there are more improvements to be made- internal staffing issues. Wendi Hawk mentions that returns need to be shut down at the school which is good as it is better than anticipated socioeconomic challenges. John Hawk reviews the designation for the scorecard. Taking into account their placement when they first came into the school. The designations are green, yellow and red. She reviews that there are number of other things that can trigger them.

There is 98% parental engagement. Wendi Hawk mentions that there is room for improvement and that the goal is to see 90% of students with green designation. Wendi Hawk mentions that the February scorecard will be better. John Hawk asks for clarification on the 729 students enrolled, dropped during the semester. John Hawk indicates that overall the student enrollments should increase in the April document. School is working on it. Wendi Hawk mentions that there is a different demographic and reviews the different data from the other sites. Summerlin is at 92 green; Downtown and Sunrise have not been updated. Ms. Nelson and Wendi Hawk have been updating the data. Member Wesley asked why Summerlin scored so low compared the prior year. Wendi Hawk mentioned that it was because of the staffing problem and that Ms. Capulo, Ms. Hageman and Ms. Nelson pitched in. John Hawk mentions that there are also students who are far behind in math and unable to graduate. Every student should be college ready, practice ACT. Matthew Fox asks about the staffing issue to be resolved by next meeting. Wendi Hawk indicates it is hard to hire for education.

**4) Approval of Consent Agenda (Chair) (Information/Discussion/Action)**

Information concerning the following consent agenda items has been forwarded to Governing Body members for study prior to the meeting. Unless a Governing Body Member or a member of the public has a question concerning a particular item and asks that it be withdrawn from the consent list, items are approved at one time by the Nevada State High School Governing Body.

- a) Approval of the minute from 10/18/2018 NSHS Governing Body meeting
- b) Approval and ratification of purchase orders in compliance with school policy PLCY\_03.003 Article I Sec. 1.03
- c) Approval of amendment to extend the lease for Summerlin location an additional five years to 6/30/2024
- d) Approval of the school's Parent Involvement Plan FY1819
- e) Ratify new employee contracts Maria Benedetto and any other recent hires that will announce at the meeting

**Matthew Fox moved to approve agenda item 4. Michael Pelham seconded the motion. Motion carried unanimously. 8-0-0.**

**5) Approval of Nevada State High School to file an amendment with the State Public Charter School Authority to expand to multiple locations (determined in collaboration with the SPCSA) in Henderson and Las Vegas during the spring cycle for amendments (opening fall 2020) (John Hawk, COO) (Information/Discussion/Action)**

John Hawk mentions there is a process to move out of a new building. There is a possibility for Henderson to split to the new schools.

**Matthew Fox moved to approve agenda item 5. Michael Pelham seconded the motion. Motion carried unanimously. 8-0-0.**

**6) Upcoming activities and invitation to the board members to participate (Information/Discussion/Action)**

- a) National Charter Schools Conference [https://conference .publiccharters.org/2019/](https://conference.publiccharters.org/2019/) (6/30 to 7/3/2019)
- b) Hiring committee for Executive Director 1) all board needs to interview with Mr. Hager (schedule a time) 2) need one or two volunteers hiring committee W: 4/17/19 1pm-6pm, (all day on T: 4/23/19 | T: 4/30/19 & W: 5/1/19)

John Hawk invites the members to attend the National Conference will be in Las Vegas this year. Asks if members are interested and asks the members to volunteer themselves on the hiring committee. Member Nanni indicates it will be a good experience to go.

**7) Board Member Comments**

No comments

**8) Public Comments**

**Governing Body Chair may impose a three-minute time limit for each speaker.**

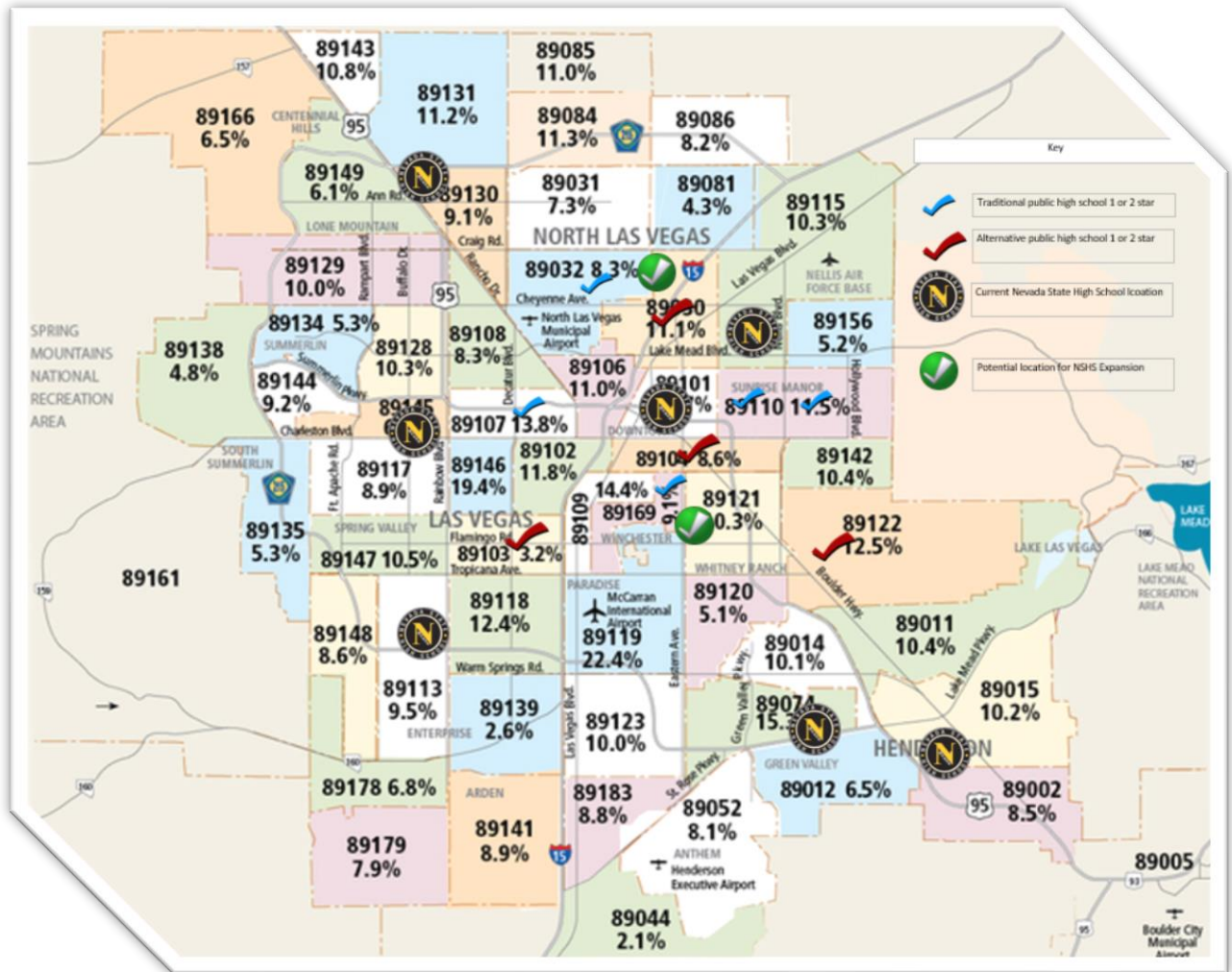
John Hawk would like to recognize Member Rocio Mejia, parent member - her daughter is doing well in university and is in the police department. That has a lot to do with NSHS.

**9) Adjournment**

Meeting ends at 7:34 pm

DRAFT

# Target Areas



# THE NSHS PROCESS

Providing 11th and 12th graders with a real college experience and individualized supports to ensure that every student is college-ready



## ONBOARDING

registration | orientation

A process for registering new NSHS students for college that culminates with a two-week Introduction to College course

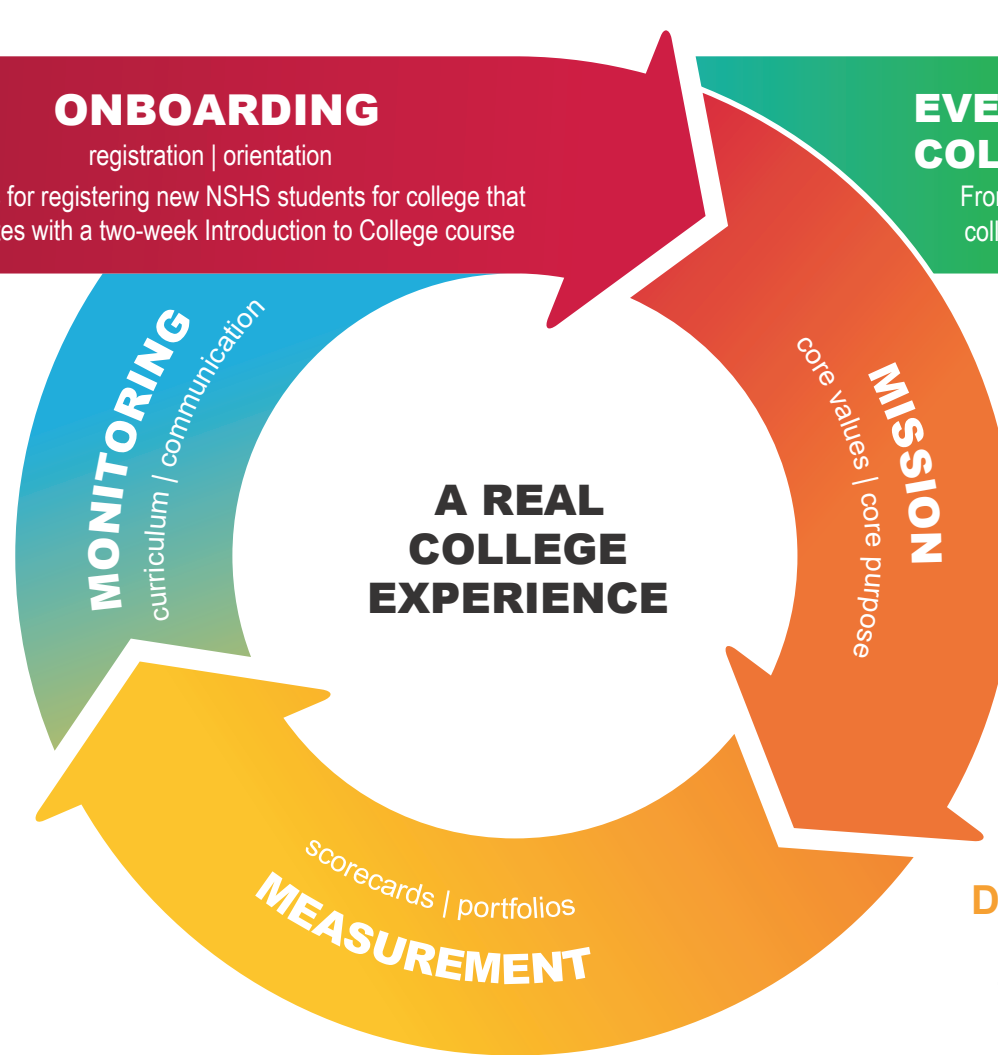
## EVERY STUDENT COLLEGE-READY

From graduation through college and into careers



## Supports & Interventions

A system of supports and a curriculum design that empowers students to create their own solutions and plan for the future



## A REAL COLLEGE EXPERIENCE

## MISSION

core values | core purpose

## Culture & Expectations

A framework that promotes college success and high expectations by focusing on personal, academic, and social skills

## Data & Achievement

Data-driven tools and assessments to capture current student levels and measure advancement toward college into career readiness



NEVADA STATE HIGH SCHOOL

[www.earlycollegenv.com](http://www.earlycollegenv.com)

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**CITY OF HENDERSON**  
240 Water Street  
P.O. Box 95050  
Henderson, NV 89009

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April 4, 2019

To Whom it May Concern:

**Statement of Support, Two New Nevada State High School Locations in Henderson**

It is with great pleasure that I provide this letter of support for Nevada State High School (NSHS) as they seek to expand from their current single location in the City of Henderson to three locations. Nevada State High School serves several hundred 11th and 12th grade students in our City and they have a proven track record of graduating college-ready students. The early college model that NSHS utilizes will benefit many more families across the City as their presence expands.

The success achieved by NSHS in preparing students for higher education, and the value realized by the students and their families, is noteworthy as the following statistics demonstrate:

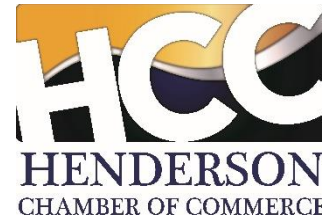
- 77% of NSHS students met their core for college degrees before HS graduation
- NSHS can save students \$5.5K- \$80k in in-state and out-of-state tuition transfers
- NSHS has a 98% high school graduation rate
- NSHS has a 93% college attendance rate after high school, with students going on missions, into the military, or unreported being included in the remaining 7%
- 30% of NSHS second year students earn an Associate Degree before high school graduation

Henderson enthusiastically supports Nevada State High School's expansion to three campuses across the City!

Sincerely,

Mayor





April 8, 2019

Mark Modrcin, Director of Authorizing  
State Public Charter School Authority  
1749 North Stewart Street Suite 40  
Carson City, Nevada 89706-2543

Dear Mr. Modrcin,

I strongly support and endorse Nevada State High School (NSHS) as they seek to expand from one location to three locations within the City of Henderson. Nevada State High School currently serves several hundred 11<sup>th</sup> and 12<sup>th</sup> grade students in their programs, and the demand is high for additional space. Most importantly, NSHS has a proven track record of graduating college prepared and ready students. The early college model that NSHS uses will continue to benefit families across Henderson as they continue to grow their schools and curriculum.

Some of the well-earned recognition and accolades NSHS has received include:

- Repeated 5-star rating performance (2007 and 2009 through 2018).
- 100% of NSHS graduates have completed college remedial courses.
- 77% of NSHS students met their core for college degrees before HS graduation.
- Student financial savings from \$5.5K- \$80k (in and out of state tuition transfers).
- NSHS boasts a 98% high school graduation rate.
- 30% of NSHS second year students earn an Associate degree before high school graduation.

Over the years, I have interacted with NSHS students in various capacities, and have found them to be inspired, focused, intelligent and ready for the next phase of life. Interacting with these students always leaves me with knowledge and confidence that the students appreciated their experience at NSHS and they are prepared for life's pathway; and admittedly, I personally find this very refreshing and encouraging as someone closely involved in workforce development in the community. Finally, having worked with the founders of NSHS, Drs. John and Wendi Hawk, over many years, they are the most dedicated educational operators we could ever hope to find in our community, guiding our students forward for the betterment of Henderson and Southern Nevada.

Sincerely,

A handwritten signature in black ink, appearing to read 'S. Muelrath', with a stylized flourish at the end.

Scott Muelrath  
President & CEO  
Henderson Chamber of Commerce



April 9, 2019

To Whom It May Concern:

As the President of Nevada State College, I want to take this opportunity and express our support for Nevada State High School (NSHS) as they seek to expand to three locations.

Nevada State College is one of the fastest growing public baccalaureate institutions in the nation (see <https://www.chronicle.com/article/Fastest-Growing-Colleges/244022>). We serve a large percentage of first-generation students from diverse backgrounds. Similar to NSHS, the majority of our students are also female.

Nevada State High School serves several hundred 11<sup>th</sup> and 12<sup>th</sup> grade students, and they have a proven track record of graduating their students and having them prepared to begin classes as college ready. In fact, over 75% of the Nevada State High School students have met their core for college degrees before high school graduation.

With an impressive 30% of NSHS second-year students earning an Associate's Degree before high school graduation, we hope these students consider a 4-year institution like Nevada State College. The early college model that NSHS uses will continue to benefit families from West to East Henderson as their school aspires to expand.

Sincerely,

A handwritten signature in black ink, appearing to read 'Bart Patterson', with a long horizontal flourish extending to the right.

Bart Patterson, Esq.  
President  
Nevada State College



Office of the Vice President  
Office of the Provost  
Henderson Campus  
Sort Code HNDT200  
700 College Drive  
Henderson, NV 89002-8419

702.651.3598

April 8, 2019

To Whom It May Concern:

I am honored to write this letter of support for Nevada State High School as they seek to expand from one location in the City of Henderson to three locations. Nevada State High School serves several hundred 11<sup>th</sup> and 12<sup>th</sup> grade students and they have of a proven track record of graduating them college ready. The early college model that NSHS uses will continue to benefit families from West to East Henderson as their school looks to expand.

Thank you for the opportunity to offer my support to Nevada State High School.

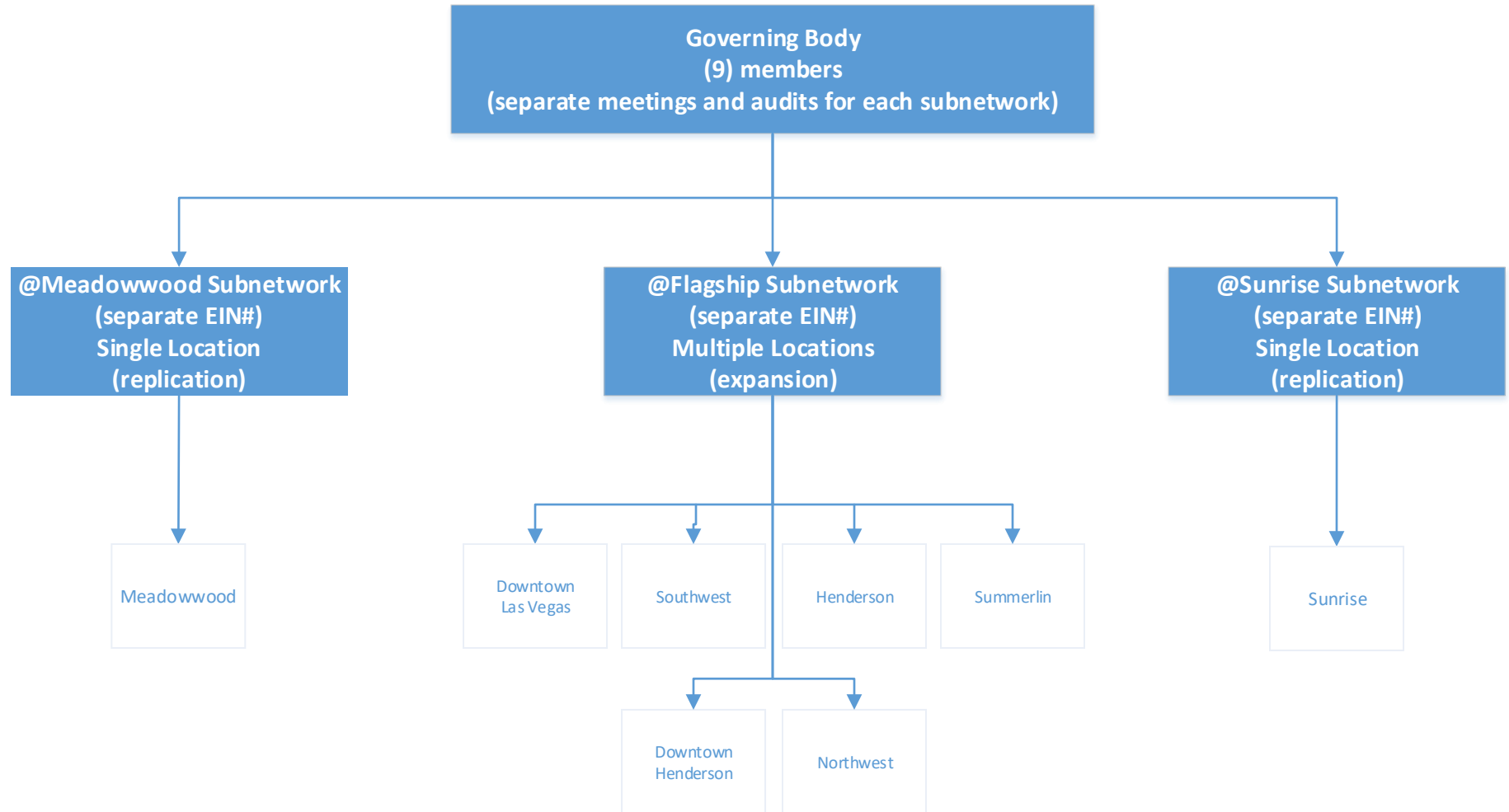
Sincerely,

A handwritten signature in blue ink that reads "Patricia Charlton". The signature is fluid and cursive, with a long horizontal stroke at the end.

Patricia Charlton  
Vice President/Provost  
College of Southern Nevada

# Organizational Structure

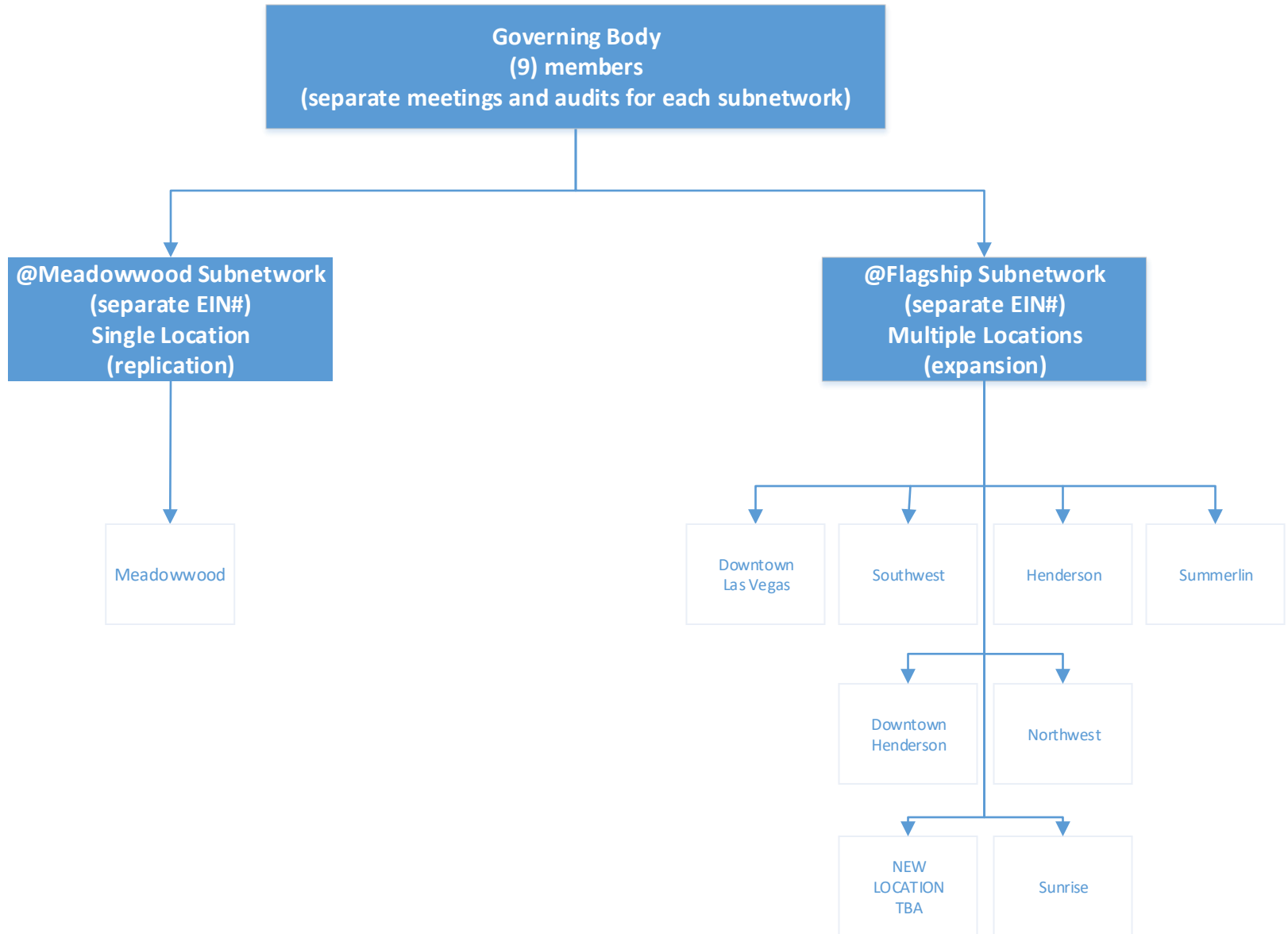
Nevada State High School Network of Schools



Structure School Year 2020-2021

# Organizational Structure

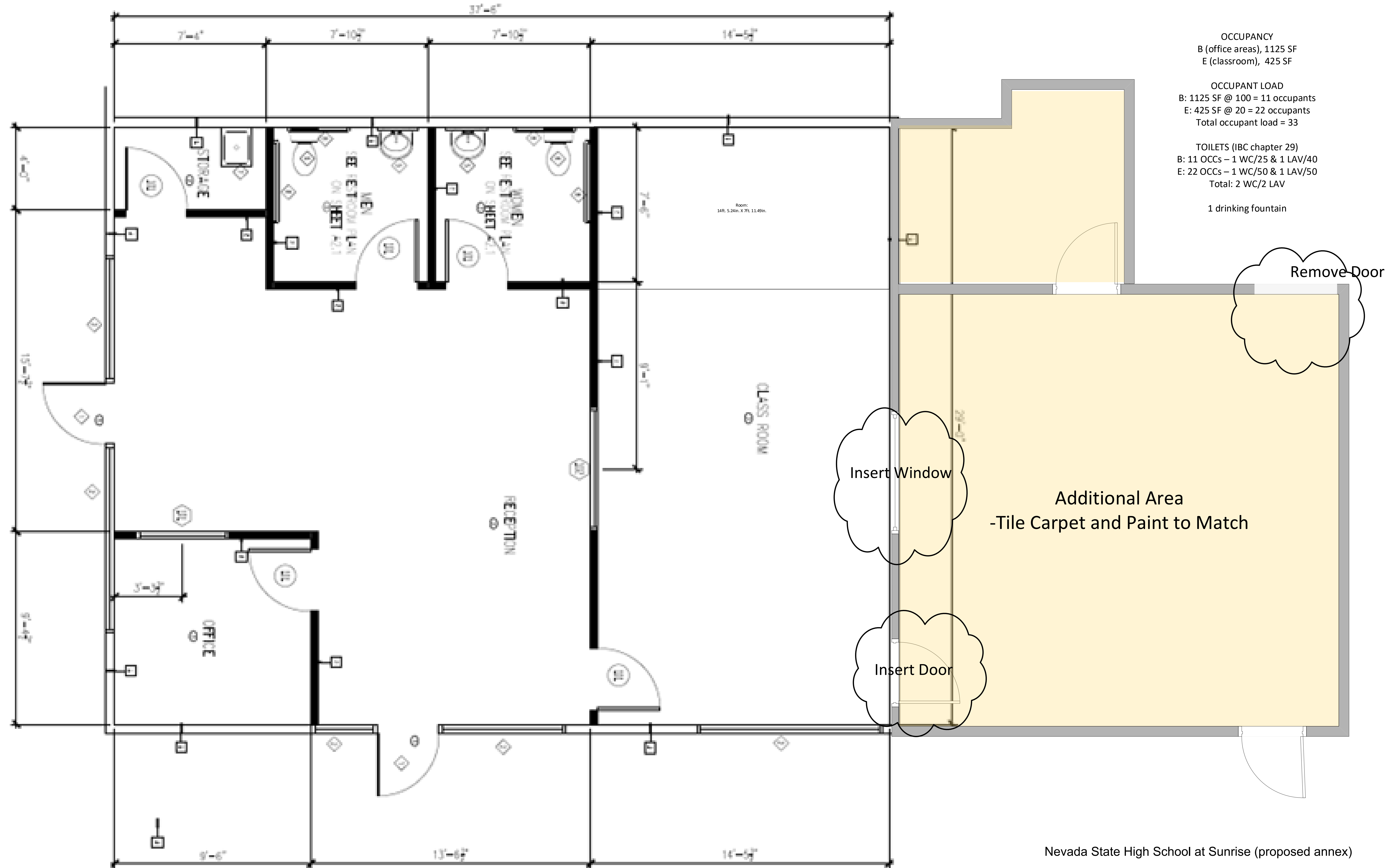
Nevada State High School Network of Schools



**Proposed Structure School Year 2021-2022**

# Nevada State High School Start-up Gantt Chart

	<u>Milestone</u>	<u>Lead</u>	<u>Support</u>	<u>1-Jul</u>	<u>1-Nov</u>	<u>1-Dec</u>	<u>1-Jan</u>	<u>1-Feb</u>	<u>1-Mar</u>	<u>1-Apr</u>	<u>1-May</u>	<u>1-Jun</u>	<u>1-Jul</u>	<u>1-Aug</u>	<u>1-Sep</u>	<u>1-Oct</u>
<b>Start-up Plan: Nevada State High School Expansion</b>																
<b>Student Enrollment &amp; Registration</b>																
Set enrollment deadlines and objectives		AAD	DSAs	x	x											
Refine, print, and mail collateral materials		MED			x			x		x						
Recruit students																
Present at churches, child care centers, etc.		DSAs	CAO, COO													
Hand out flyers at supermarket		DSAs	CAO, COO													
Canvass neighborhood		DSAs	CAO, COO													
Conduct open houses		DSAs	CAO, COO													
Identify other advertising		DSAs	CAO, COO													
Register students and track registration phases	x	Leadership														
Input all student info into Infinite Campus		DAC	DSAs													
<b>Human Resources</b>																
Hire Assistant, Coordinator, and Director																
Advertise openings		FOD	CAO													
Screen and interview candidates		FOD	CAO, DSA													
Check for technical ability if needed		FOD	CAO													
Conduct reference checks "cultural fit"		Candidate	Leadership													
Set compensation, offer, onboard		FOD	AAD													
<b>Program</b>																
Conduct summer training		AAD	CAO													
Two-week course and study skills preparation		AAD	DSA, EAC													
Start of two-week course	x	AAD	DSA, EAC													
<b>Finance</b>																
Develop 2020-2021 site budget assumptions		FOD	DSA, CAO													
Develop 2020-2021 budget		FOD	DSA, CAO		x											
Check registration trends at sites		MED	DSAs													
<b>Procurement</b>																
Order furniture and supplies		COO	DSA			x										
Establish contracts with vendors (IT/cleaning)		COO														
<b>Facilities</b>																
Finalize negotiations with landlord	x	COO			x											
Approval for any City permits	x	Developer	COO			x										
Receive certificate of occupancy	x	Developer	COO													
<b>Governance</b>																
Charter expansion amendment to SPCSA	x	CAO, COO	DSA													



OCCUPANCY  
B (office areas), 1125 SF  
E (classroom), 425 SF

OCCUPANT LOAD  
B: 1125 SF @ 100 = 11 occupants  
E: 425 SF @ 20 = 22 occupants  
Total occupant load = 33

TOILETS (IBC chapter 29)  
B: 11 OCCs - 1 WC/25 & 1 LAV/40  
E: 22 OCCs - 1 WC/50 & 1 LAV/50  
Total: 2 WC/2 LAV

1 drinking fountain

# Nevada State High School Tenant Improvement Gantt Chart

<b>Tenant Improvement Plan: Nv. St. HS Expansion</b>	<b>Lead</b>	<b>Support</b>	<b>1-Apr</b>	<b>1-May</b>	<b>1-Jun</b>	<b>1-Jul</b>
<b>Lease and Related Activities</b>						
Identify Property	COO	Agent	x			
Negotiate Lease	Agent	COO	x			
Sign Lease	COO	SPCSA		x		
<b>Design Development</b>						
Preliminary Design	Contractor	COO	x			
Changes to Design	Contractor	COO		x		
Approve Design	COO			x		
Submit Permit Drawings	Contractor	COO		x		
<b>Permits</b>						
Apply for Special Use Permit (if necessary)	Contractor	COO	----->			
Hearing by Planning Commission or City	Contractor	COO		x		
Approval by City Commission	Contractor	COO			x	
<b>Construction</b>						
Rough Framing/Carpentry						
Intall Studs	Contractor				--->	
Intall Door Opennings	Contractor				--->	
Install Drywall	Contractor				--->	
Rough Structural Inspection	Contractor	City				x
Electrical/Plumbing/CAT6						
Install Ceiling Power and CAT6	Contractor				--->	
Install Ceiling Lighting	Contractor				--->	
Rough Electrical Inspection	Contractor	City				x
Install Ceiling Plumbing (if necessary)	Contractor				--->	
Install Wall Plumbing (if necessary)	Contractor				--->	
Install Fire System Plumbing (if necessary)	Contractor				--->	
Rough Plumbing Inspection	Contractor	City				x
Drywal/Finishes Ceiling						
Finish Drywall and Paint	Contractor				-->	
Install Ceiling Grid/Tiles	Contractor					x
Install Floor Coverings	Contractor					x
Install Electrical Devices	Contractor					x
Install Plumbing Fixtures	Contractor					x
<b>Final Inspections and Punch List</b>						
Fire Inspection	Contractor	COO				x
Health Inspection	COO					x
OSHA Notification for Inspection	COO					x
Final Inspection	Contractor	COO				x
Certificate of Occupancy	Contractor					x
Punch List						
Owner and Tenant Walk through	Contractor	COO				x
<b>Receive SPCSA Approval NAC 386.3265</b>						
Sponsorship Approval to Occupy	COO	SPCSA			----->	



# BREAKEVEN ANALYSIS

## Nevada State High School

AMOUNTS SHOWN IN U.S. DOLLARS

### STUDENTS

AMOUNT PER UNIT (STUDENT)	\$7,200
REVENUE PER PERIOD (UNITS)	1
<b>TOTAL RECRUITMENT</b>	<b>\$7,200</b>

### VARIABLE COSTS

TUITION	\$2,000
TEXTBOOKS (Stipend)	\$50
MANAGEMENT (testing, portals, train., curr., supp)	\$2,200
SUPPLIES PER UNIT	\$100
OTHER COSTS (\$50) AND INSURANCE (\$60)	\$110
<b>VARIABLE COSTS PER UNIT</b>	<b>\$4,460</b>
<b>TOTAL VARIABLE COSTS</b>	<b>\$4,460</b>

<b>UNIT CONTRIBUTION MARGIN</b>	<b>\$2,740</b>
<b>GROSS MARGIN</b>	<b>\$2,740</b>

### FIXED COSTS PER PERIOD

<b>WAGE &amp; BENEFIT COSTS (EAC &amp; Office Manag</b>	<b>\$150,000</b>
POWER, CLEANING, ETC   PROF. SERV	\$10,000
INTERNET	\$0
RENT	\$28,000
OTHER FIXED COSTS	\$10,000
<b>TOTAL FIXED COSTS PER PERIOD</b>	<b>\$198,000</b>

<b>NET EXCESS (DEFICIENCY)</b>	<b>(\$195,260)</b>
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### RESULTS

<b>BREAKEVEN POINT (UNITS):</b>	<b>72.26</b>
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### STUDENT VOLUME ANALYSIS:

STUDENT VOLUME PER PERIOD (UNITS)	0	20	40	60	80	100	120	140	160	180	200
STUDENT PRICE PER UNIT	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200
FIXED COSTS PER PERIOD	\$198,000	\$198,000	\$198,000	\$198,000	\$198,000	\$198,000	\$198,000	\$198,000	\$198,000	\$198,000	\$198,000
VARIABLE COSTS	\$0	\$89,200	\$178,400	\$267,600	\$356,800	\$446,000	\$535,200	\$624,400	\$713,600	\$802,800	\$892,000
TOTAL EXPENDITURES	\$198,000	\$287,200	\$376,400	\$465,600	\$554,800	\$644,000	\$733,200	\$822,400	\$911,600	\$1,000,800	\$1,090,000
TOTAL REVENUE	\$0	\$144,000	\$288,000	\$432,000	\$576,000	\$720,000	\$864,000	\$1,008,000	\$1,152,000	\$1,296,000	\$1,440,000
NET EXCESS (DEFICIENCY)	(\$198,000)	(\$143,200)	(\$88,400)	(\$33,600)	\$21,200	\$76,000	\$130,800	\$185,600	\$240,400	\$295,200	\$350,000

