

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: **Mater Academy of Northern Nevada**

Date Submitted: **October 15, 2020**

Current Charter Contract Start Date: **July 18th, 2017**

Charter Contract Expiration Date: **June 18th, 2023**

Key Contact: **Shari Dunn**

Key Contact title: **Board Chair**

Key Contact email and phone: shari.dunn@maternnv.org / 775 – 470 - 8950

Date of School Board approval of this application: **October 14, 2020**

Deadlines

	Spring Cycle	Fall Cycle
Notice ¹ of Intent to submit Request for Charter Amendment (RFA)	No Later Than: March 1	No Later Than: September 1
Request For Amendment (RFA)	Due between April 1 – 15	Due between October 1 – 15
Board Meeting for Possible Action (tentative and subject to change)	June board meeting	December board meeting

¹ Notice or Letter of Intent

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

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

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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

The school first opened in August of 2017 serving students in grades K-5. Today the school now serves 430 students in grades K-8. The school is currently led by Principal Gia Maraccini and is governed by a 7-member Board of Directors, with Member Shari Dunn as the current Board Chair. 60% of the student body identify as Hispanic/Latino, 12% Black/African-American, 7% Two or More, and 4% American Indian/Alaskan Native. Additionally, Approximately 94% of the student body qualify for Free/ Reduced Lunch services (FRL), 38% are identified as English Learners (EL), and 13% have an Individualized Education Plan (IEP).

MANN recently received a 3-Star School Rating for the Elementary School in both the 2018-2019 school year as well as the 2019-2020 school year. MANN Elementary School was the fastest improving school in the state, with the index score increasing 48 points in one year, and returned to good standing by the SPCSA Board of Directors. MANN Middle School debuted as a 5-Star school in the 2018-2019 school year, with an index score of 85.6, and was also recognized as a Shining Star school. During the 2019-2020 school year they received a 5-Star School Rating for the second year in a row.

2. Statement and overview of the mission and vision

Mission: The mission of Mater Academy of Northern Nevada is to provide an innovative, challenging, multicultural education, preparing students to be global citizens and have a competitive edge in the 21st century workforce.

Vision: The vision of Mater Academy of Northern Nevada is to develop successful scholars with 21st century skills of communication, collaboration, critical thinking, and creativity. Students will be college and career ready with cross- cultural competence.

Mater Academy of Northern Nevada aspires to have students obtain a thirst for knowledge and a belief in the students' self-efficacy. We strive to have the Mater Academy of Northern Nevada community actively involved in the learning of its students.

3. Specific statement of the request

(Example:) "The Board of the above named charter school, operating under a current contract with a start date of **July 18th, 2017** and a six-year expiration date of **June 18th, 2023** 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): Distance Education

(See full list above of RFA amendment types)

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

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

7. Facilities: Occupy Additional Sites

Mater Academy of Northern Nevada (MANN) is seeking approval from the Nevada State Public Charter School Authority to amend its current charter to expand to an additional K-8 campus. MANN's students and families desire an additional K-8 campus as part of the Mater Academy of Northern Nevada school system.

10. Other: Add Distance Education

MANN would like to add Distance Education options for students for credit retrieval and advancement of coursework not currently offered in the school.

5. Description of proposed target model and target communities

Mater Academy of Northern Nevada aspires to have students obtain a thirst for knowledge and a belief in the students' self-efficacy. We strive to have the Mater Academy of Northern Nevada community actively involved in the learning of its students.

Our core values drive all behavior and decision making at Mater Academy of Northern Nevada . We have developed and defined our values as a code of conduct for daily living in our learning community. Adults model these values so that our students may learn from our example. Modeling these values helps instill the importance of high personal standards and PRIDE leading towards an enriching life!

Core Values:

Perseverance

Respect

Integrity

Dedicated to Excellence

Empathy

Mater Academy of Northern Nevada is affiliated with and replicates the highly successful Mater Academy of Nevada (Las Vegas) as well as the Florida Mater Academy charter school network. Both of these systems have demonstrated success with diverse, at-risk student populations, including English Language Learners. The Mater Academy model emphasizes positive, student-centered cultures that value equity, collaboration, and personalized learning.

Target Community for Campus Expansion

As a charter school authorized by the Nevada State Public Charter School Authority (SPCSA), MANN is open to all students and families residing in the state of Nevada. However, MANN's proposed target community will be those students and families residing in the greater Reno-Spark Metropolitan area, south of MANN's current campus. Specifically, MANN anticipates providing an equitable and quality educational choice to students within a three-mile radius of the school's proposed site: The Boys & Girls Club of Truckee Meadows Donald L. Carano Youth & Teen Facility, located at **1090 Bresson Avenue, Reno, NV 89502**.

Target Community for Distance Education

MANN's proposed target population is children who are already enrolled in grades 6-8, who are in need of credit recovery or remediation, academic challenge such as Advanced Placement, or wish to take an elective course that they may not otherwise have the opportunity to attend through the proposed new Distance Education program. MANN currently operates 1 campus in the Reno-Sparks neighborhood. MANN would like to create a new program

of Distance Education for its currently enrolled middle school grade students to better serve each student's unique educational needs.

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

Outcomes for Campus Expansion

If approved, the School, MANN's Board, faculty, staff, and parents will work together to achieve the following academic, organizational, and financial outcomes at the new campus:

- Students will be assessed using the 2022-2023 SBAC assessments and a baseline will be established. Once baseline data is established, the MANN Board will set progressive goals for the following school years:
 1. Increase incoming students' math grade level equivalence by more than one year of growth as determined by iReady.
 2. Increase incoming students' reading grade level equivalence by more than one year of growth as determined by iReady.
 3. If an achievement gap exists between students in targeted at-risk student subgroups (economically disadvantaged, English Language Learners, students with disabilities and other at-risk groups) and the general student population, the school will work to decrease the achievement gap between each subgroup and the general student population by at least 30 percent (without reducing the rigor and performance of the general student population).
- The school will obtain and maintain a minimum cash reserve of 55 days by the end of year three.
- The school will generate a minimum of five percent fund surplus each school year.
- Each Governing Board member will participate in a minimum of four hours of professional development every year. Board Officers will attend a minimum of two hours of professional development specific to their office within the four hours required annually.
- The school will demonstrate at least a 90 percent satisfaction rating in an annual survey administered to parents or designated legal guardians of students attending the school each academic year.
- The licensed teacher retention rate will be at least 90 percent each year, not including separations for reasons of non-renewal of teacher contract, health and family.

Outcomes for Distance Education

MANN hopes to provide its students credit retrieval and advanced level courses through distance education. Additionally, MANN has established the following goals for the proposed Distance Education program:

1. Expand student learning opportunities and enhance success for middle school students currently enrolled in MANN;
2. Create and strengthen community and educational partnerships;
3. Create a culture of innovation and collaboration that empowers teachers and students to achieve their goals to their maximum potential; and
4. Ninety percent (90%) of middle and high school students enrolled in blended Distance Education classes will successfully pass the course.

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

Key Components for Campus Expansion

The key components of MANN's current educational model as well as for the requested campus expansion, include the following:

- Honoring and building strength of community;
- Ensuring social justice for all students;
- Teaching with a sense of community by serving as "generalists first (teachers and scholars in education), specialists second (experts in a particular discipline)" and embodying multiple responsibilities (teacher-counselor-manager);

- Personalized teaching and learning;
- Collaborating with the principal to decide the course of study;
- Personalizing curriculum to introduce concepts otherwise abstract to the students;
- Coaching students to acquire skills to enhance their ability to learn; and
- Developing students' self-efficacy.

In the formation of a teacher as coach and student as worker model, the teacher and students will form vital relationships. These relationships will give the teacher invaluable insight into each student's life. These insights will provide opportunities for each teacher to draw relevant connections between the student's life and the curriculum, thereby yielding more meaningful curricula.

Key Components for Distance Education

MANN's proposed Distance Education program will include the following best practices: (1) two-way academic communication such as email, internet, chat, and videoconferencing; (2) opportunities for synchronous (real-time) communication and discussions such as voice over internet protocol (VOIP); (3) MANN's proposed Distance Education program will include the following best practices: (1) two-way academic communication such as email, internet, chat, and videoconferencing; (2) opportunities for synchronous (real-time) communication and discussions such as voice over internet protocol (VOIP); (3) multi-faceted social networking platforms that include community engagement; (4) access to internal and external technology support and consulting to teachers and students; (5) creative, flexible, and innovative teachers equipped to meet the unique needs of the distance learner; and (6) highly visible and accessible student support that meet or exceeds the level of support offered in MANN's traditional classrooms to MANN's diverse student population and unique needs. Additionally, MANN students who elect to participate in Distance Education courses will receive instruction from their virtual teacher in addition to having access to a digital learning lab or classroom with support from their face-to-face teacher. In this way, MANN's students will engage in Distance Education coursework in a hybrid model where students have multiple pathways to success.

8. Describe the charter school's plan to ensure that proper restorative justice principles are practiced. Describe plans, including record keeping, to monitor for potential disproportionate discipline practices.

MANN's Restorative Action Plan will include:

- The need to feel right to the person harmed
- The need to be "do-able" by the one who did the harm
- The need to include an action to prevent further offending:
 1. Something that strengthens and supports the offender.
 2. Something that addresses underlying issues associated to the offense.

For further information, please see [Attachment 24 – Restorative Justice Plan.](#)

9. Describe the charter school's plan to ensure enrollment diversity and equity, commensurate with the neighborhood and zip codes it serves. Include plans to close any proficiency gaps among diverse student groups (ex. race/ethnicity, FRL, EL, IEP) as well as family and community engagement strategies.

Mater Academy of Northern Nevada is affiliated with and replicates the highly successful Mater Academy of Nevada (Las Vegas) as well as the Florida Mater Academy charter school network. Both of these systems have demonstrated success with diverse, at-risk student populations, including English Language Learners. The Mater Academy model emphasizes positive, student-centered cultures that value equity, collaboration, and personalized learning.

MANN first opened its doors to an educationally disadvantaged student population in August 2017. Today the school currently serves approximately 430 students, with the following demographics² (See **Figure 1** below):

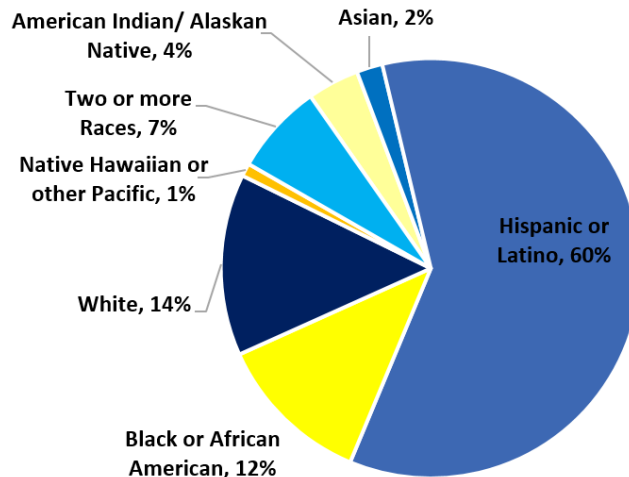


Figure 1: MANN Student Demographics

MANN’s new campus anticipates providing a similar student demographic with a quality education, equitable for all students. Based on data obtained from all public elementary and middle schools within a 3-mile radius of the proposed school site, MANN projects the demographics of their new student body to be similar to the following³:

	Surrounding Elementary Schools	Surrounding Middle Schools	Surrounding Total Average
American Indian/ Alaskan Native	.8%	1.4%	1.1%
Asian	3.9%	6.3%	5.1%
Black/African-American	4.5%	3.7%	4.1%
Hispanic/Latino	59.2%	54.6%	56.9%
Native Hawaiian/ Pacific Islander	2.5%	1.6%	2.0%
Multi-Racial	5.4%	4.4%	4.9%
White	24.0%	28.3%	26.2%
IEP	14.3%	12.2%	13.3%
EL	32.4%	18.3%	25.4%
FRL	87.8%	66.7%	77.2%

Table 1: Surrounding Public School Demographics

10. The values, approach, and leadership accomplishments of your school or network leader and leadership team Principal, Gia Maraccini, has more than 20 years of education experience as a special education teacher, an elementary and middle school teacher, and an instructional coach.

Principal Maraccini is passionate about providing equitable and quality educational options for all students and building relationships which allow others to feel safe and take risks, then stepping back and reflecting on those risks

² Data obtained from Nevada Report Card. *Data Interaction Portal*. URL: <http://nevadareportcard.nv.gov/>. Last accessed September 2020.

³ Ibid.

and experiences in order to grow and learn. She enjoys supporting teachers as they journey through the process of becoming more reflective about their instructional practices and she delights in the “a-ha” moments teachers make as they deepen their individual capacity as a teacher and adult learner.

Principal Maraccini holds a master's degree in education administration from Grand Canyon University and a bachelor's degree in elementary/special education from the University of Nevada, Reno. She has also done advanced degree work in literacy and early/special education.

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

MANN's affiliation with Mater Academy, Inc. is a crucial partnership, as MANN is replicating the successful Florida Mater Academy charter school network that has proven successful with diverse, economically-disadvantaged, and ELL student populations. Additionally, Mater Academy received corporate SACS-CASI/AdvancED accreditation and has been recognized in News Week and US News and World Reports.

Another key partnership for MANN is with the Boys & Girls Club of the Truckee Meadows. At its location on East 9th Street in Reno, the Boys & Girls Club serves approximately 500 youth per day. In locating within the Boys & Girls Club facility, MANN will be able to partner with the Boys & Girls Club to provide important before and after school programs to meet the needs of the student population in the surrounding area.

As a replicated model school, MANN will also benefit from the support of Mater Academy of Nevada in Las Vegas. Principal Renee Fairless is committed to assisting MANN to help ensure its success.

MANN has received letters of support from and anticipates building long lasting relationships with the following organizations:

- Mater Academy, Inc.
- Boys & Girls Club of the Truckee Meadows
- Latin American Chamber of Business
- Big Brothers Big Sisters
- Sierra Arts Foundation
- Sierra Nevada Ballet
- KNPB Public Broadcasting

Additionally, MANN's state-approved distance education providers: Accelerate Education, BYU, Edgenuity, and Fuel Education/K12; along with the support of Virtual Education that has established successful distance education services to MANN's affiliate schools in Las Vegas and Florida will contribute to the success of the distance education program. MANN will recruit and retain interested teachers in expanding their experience to include virtual learning to support distance education. Principal Maraccini along with her administrative leadership teams will collaborate with all key stakeholders to ensure success of their distance education program.

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. ***If your school is seeking an amendment outside of the Fall or Spring Amendment Cycle, please include at the front of the application:***

- a. *Letter from the Board chair requesting Good Cause Exemption;*
 - b. *Agenda for the Board Meeting where Board voted to request the Good Cause Exemption; and*
 - c. *The draft or approved minutes for the Board Meeting where the Board voted to request the Good Cause Exemption.*
5. **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.

Target Community for Campus Expansion

As a charter school authorized by the Nevada State Public Charter School Authority (SPCSA), MANN is open to all students and families residing in the state of Nevada. However, MANN's proposed target community will be those students and families residing in the greater Reno-Spark Metropolitan area, south of MANN's current campus. Specifically, MANN anticipates serving students within a three-mile radius of the school's proposed site: The Boys & Girls Club of Truckee Meadows Donald L. Carano Youth & Teen Facility, located at 1090 Bresson Avenue, Reno, NV 89502.

MANN's Board's interest in serving this specific community is to address the low-performing, double digit achievement gaps existing between the general and ELL student populations.

As previously described in the *Executive Summary* above, MANN anticipates serving a student population with the following demographics:

- American Indian/ Alaskan Native – 1%
- Asian – 5%
- Black/African-American – 4%
- Hispanic/Latino – 57%
- Native Hawaiian/ Pacific Islander – 2%
- Multi-Racial – 5%
- White – 26%
- IEP – 13%
- EL – 25%
- FRL – 78%

Target Community for Distance Education

MANN's proposed target population is children who are already enrolled in grades 6-8, who are in need of credit recovery or remediation, academic challenge such as Advanced Placement, or wish to take an elective course that they may not otherwise have the opportunity to attend through the proposed new Distance Education program. MANN currently operates 1 campus in the Reno-Sparks neighborhood. MANN would like to create a new program of Distance Education for its currently enrolled middle school grade students to better serve each student's unique educational needs.

- (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.

Campus Expansion

During the 2019 legislative session, AB 462 required the SPCSA to develop an Academic and Demographic Needs Assessment. Given the following explanation below, MANN's expansion campus will meet all three of the SPCSA's needs as defined in the Academic and Demographic Needs Assessment.

Need #1: Demographic

MANN's new campus will intentionally provide an equitable and quality education to student groups, which have been identified as "persistently underperforming" based on data provided by the Nevada Department of Education. These groups include: students qualifying for free or reduced lunch (FRL), English Learners (EL), and students

with an IEP. As demonstrated in *Table 1* above, MANN anticipates serving the following percentages of these student subgroups:

- FRL: 78%
- EL: 25%
- IEP: 13%

Additionally, MANN anticipates that more than half (57%) of their student body will be comprised of Hispanic/Latino students; an additional demographic which the state has identified as educationally disadvantaged and “persistently underperforming.” The Mater Academy model is tailored to help bridge the achievement gap for at-risk students and advance the entire student population forward. To ensure achievement gaps are closed and every student progresses, the curriculum at MANN will include research-based strategies that have proven effective for students at all levels, but especially for students that are at-risk and ELL. MANN’s model aligns with the mission of the SPCSA because MANN’s innovative, challenging, and multicultural education will prepare students to be global citizens and obtain a competitive edge in the 21st century workforce. By providing students with a multicultural education through MANN’s enrichment program, students will become cross-culturally competent global citizens who are college and career ready.

Need #2: Geographic

MANN’s new campus is located in an area where the main option for a majority of the residing students and families to attend a 1- or 2-Star School. As previously mentioned, MANN’s proposed facility is located at 1090 Bresson Avenue, Reno, NV 89502. As such, the school anticipates serving students and families from the surrounding areas, specifically, the following ZIP codes: 89431, 89502, 89503, 89509, and 89512.

Based on the SPCSA’s analysis of these ZIP codes in their *2020 Academic and Demographic Needs Assessment*, almost half (43%) of students and families from MANN’s target community attend a 1- or 2-Star School.

ZIP Code	Total Enrollment	Total # of Schools	# of 1-2 Star Schools
89431	5,642	11	8
89502	8,496	21	8
89503	2,163	6	2
89509	4,539	11	2
89512	5,555	11	6
TOTAL	26,395	60	26

Table 2: Targeted ZIP Code Analysis

MANN will provide a better option for these families. As previously stated, MANN has received the following ratings over the past couple of years:

	2018-2019	2019-2020
MANN Elementary	★★★	★★★
MANN Middle	★★★★★	★★★★★

Table 3: MANN Star Ratings

Need #3: At-Risk

MANN’s existing campus has demonstrated capacity in prevent at-risk students from dropping out of school. MANN’s curriculum includes research-based strategies that have proven effective for students at all levels, but especially for

students that are at-risk and ELL. This is evidenced in state reports such as Total Dropout Rate. During the 2018-2019⁴ School Year MANN had a 0% Dropout Rate, which stands in contrast to both Washoe County as well as the State. Please see **Figure 2**⁵ below:

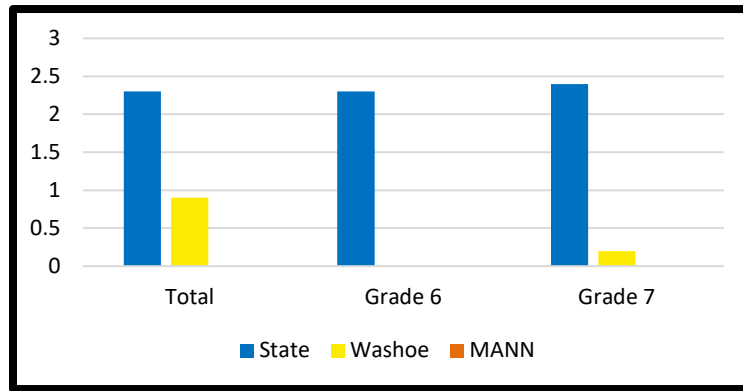


Figure 2: Dropout Rate Comparison

Additionally, MANN’s Average Daily Attendance is at 95%, which further demonstrates the school’s effectiveness at engaging students and supporting them on their journey toward academic success.

Lastly, community organizations and families alike have demonstrated sincere interest in the opening of another campus located in the Midtown region. Aside from demonstrated support from several community organizations, approximately 50 families in the Midtown neighborhood have expressed interest in having an additional site accessible to them. Please see *Attachment 2 – Community Support/Demand*.

Distance Education

By implementing a distance education program, MANN is fulfilling their mission to prepare students for college and career, by providing additional supports and resources for their students to succeed academically. As the mission of the SPCSA is to sponsor, support, and oversee “public charter schools that prepare all students for academic... success”, this request for amendment is aligned with the mission of the SPCSA and the needs of MANN’s student community.

MANN’s proposed Distance Education program will not replace any existing curriculum or educational programs, but rather serve to complement and improve traditional delivery methods already in place providing students with the following additional educational options: credit recovery, academic challenge, and/or academic enrichment. MANN’s proposed Distance Education program is fully aligned to the mission of the SPCSA as it will effectively improve the academic achievement of pupils through a unique blended learning model which exemplifies the best practices of both traditional face-to-face instruction with virtual courses aligned to the rigor of the new College and Career Readiness Standards.

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).

⁴ In accordance with the U.S. Department of Education ESEA waiver to suspend accountability requirements in response to the COVID-19 pandemic, Chronic Absenteeism and Dropout Rate reports for the 2019-2020 school year have been carried over from the 2018-2019 reporting year.

⁵ MANN did not expand to the 8th Grade until the 2020-2021 school year, thus it was not included in this figure.

MANN’s first campus opened in August 2017 in the Reno-Sparks community serving grades K-5. Today the campus has expanded to its originally approved grades K-8 and now serves over 430 students from this same community.

As detailed within this application, it has become the intent of our Governing Board of Directors to establish an additional K-8 campus to be located near the Midtown neighborhood of Reno, Nevada. The school is proposing to open in the 2021-2022 school year with the following growth plan:

Grade Level	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
K	50	50	50	50	50	50
1	50	50	50	50	50	50
2	25	50	50	50	50	50
3	-	25	50	52	52	52
4	-	25	25	52	52	52
5	-	25	25	52	52	52
6	-	31	62	62	62	62
7	-		31	62	62	62
8	-			31	62	62
Total	125	256	343	461	492	492

Table 4: Expansion Campus Enrollment Growth Plan

Approving an additional MANN K-8 campus would serve in the best interests of the SPCSA as MANN would provide a quality educational opportunity for students and families in MANN’s proposed community. Aside from this requested campus expansion, MANN does not have any additional plans to grow or expand over the next 6 years.

- 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.

Mater Academy of Northern Nevada’s Board is targeting a community that needs greater school choice as evidenced in question 2 under *Targeted Plan* above. MANN is looking to grow at the proposed pace with the understanding of the high demand for their model in the Midtown region of Reno. Furthermore, MANN is expecting to retain all of their students at their current campus.

The proposed enrollment growth plan as seen in *Table 4* above demonstrates a desire of the MANN Governing Board to open with a “slow-growth” model, which will assist the school in ensuring all incoming students acclimate to the MANN educational model and, most importantly, that they are able to perform at grade-level by the end of the school year. MANN’s current teaching staff and administration understand the obstacles of being a high-performing school in a historically underperforming region and will ensure that an equitable and quality education model is implemented slowly and surely at the new campus.

- (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;

The Boys & Girls Club built MANN's current campus and will further utilize this relationship for the proposed expansion site. MANN will also consider other financing solutions to give our school the best financial outcome possible.

Additionally, MANN's service provider, Academica Nevada, has continued seeking additional sites that could accommodate this campus as a contingency plan if the previous location suddenly became unattainable.

- b. Difficulty raising philanthropic funding;

MANN does not rely on philanthropic funding for the operation of our schools; therefore, difficulties in raising donor funds do not pose a risk to the request expansion. Additionally, MANN does engage in strategic fundraisers designed to provide additional resources to its students beyond what is allocated in its budgets.

- c. Insufficient talent pipeline/difficulty recruiting faculty;

MANN understands the importance of high quality professional development (PD) for its teachers and leaders, both in the start-up phase and in future years. Principal Maraccini and her leadership team are will provide training in Cultural Integration Instructional Methods, curriculum, blended learning, content mastery, standards, classroom management, and leadership development. MANN will further support the professional development needs of all staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering on-site trainings. Staff members will participate in school-initiated and other relevant and necessary workshops for professional development. A member of the administrative team (principal, AP, curriculum coach, ELL Coordinator) will oversee, coordinate, assist, and monitor the staff development process. Teachers will attend relevant local and national conferences and serve as trainer to the remainder of the staff upon return to MANN. All MANN faculty will receive one to two weeks (at minimum) of on-site professional development prior to the inaugural school year.

Additionally, MANN will continue to expand on the following activities:

- Recruit faculty at local, regional, and national teacher recruitment fairs. MANN attends local teacher fairs two times a year.
- Expand MANN's relationships with educational departments at local colleges and universities to ensure graduating students are aware of opportunities at MANN.
- Using teachers-teachers.com as a resource to recruit teaching staff online.
- Advertisements in local newspapers, on the school's website, presentations and fliers at local universities, school job fairs, and via word of mouth.

Teacher retention will be a focus and responsibility of both the Board and the School Administrators. Teachers will be paid salaries commensurate with their experience and comparable to the local school district. A competitive benefits program will also be offered to our teachers and staff to ensure their retention and employment satisfaction. Teacher's input will be valued. Accordingly, they will be provided opportunities for shared decision making with the school principal. All faculty and staff members employed by Mater Academy of Northern Nevada will possess the personal characteristics, knowledge base of and belief in the educational model and curriculum design of Mater Academy of Northern Nevada, as well as an ability and motivation to work as part of a team with parental involvement. The Mater Academy of Northern Nevada will look for personnel who bring with them a sense of enthusiasm and commitment, as well as a strong belief in, and understanding of, the charter school concept.

- d. Insufficient leadership pipeline/difficulty recruiting school leaders;

Using similar means to those described in the previous question above, MANN will recruit both within and outside their system to provide quality leaders for our new campus. Mater Academy of Northern Nevada appointed Ms. Gia Maracinni as Principal of their current campus and she will support school administration and operations for MANN's current location as well as the requested expansion campus. Principal Maracinni will work with other MANN administration personnel to make sure that the Assistant Principals, Lead Teachers, and teachers are being prepared to take leadership roles within the Mater Academy of Northern Nevada system. MANN will also utilize the Doral Leadership Institute⁶ as an additional resource in identifying quality school leaders.

- e. Misalignment between the founding school and leader and new campuses and leaders, and;

MANN's Board will guide all principals and school leaders to ensure that the new campus stays true to MANN's vision and mission. Furthermore, the Board will conduct annual performance reviews of both campuses. From these reviews, the Board will monitor the progress being made at each campus, and hold the school leaders and principals accountable for ensuring their respective campuses are meeting Mater Academy of Northern Nevada's mission and vision.

- f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.

If approved, MANN's requested campus expansion brings on the obvious challenge of serving additional students who need additional attention, which could in turn affect MANN's overall State Reported Star Rating. However, MANN has proven its ability to maintain high standards, high proficiency, and high growth as it has experienced increased enrollment in the past at its original campus. Having opened with only grades K-5 in 2017, the school now serves grades K-8 and has achieved a 3-Star rating for its elementary grades and a 5-Star rating for its middle school grades.⁷

Since the appointment of Principal Maraccini, Mater Academy of Northern Nevada has gone to great lengths to put the school on a path toward continuing operational, financial, and academic success. Furthermore, Mater Academy of Northern Nevada has implemented a curriculum that is designed to ensure academic growth for all students including those in general education, special education, and our educationally disadvantaged students. With these measures in place, Mater Academy of Northern Nevada is confident that its students will continue year-over-year academic growth; thus, precluding the need to curtail expansion due to inadequate student performance.

Lastly, in order to ensure that all academic needs of all its students are met, the leadership of Principal Maraccini and her great administration and teaching staff, will continue to provide professional development and coaching to the newly expanded campus,

- (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.

⁶ The Doral Leadership Institute is a comprehensive leadership program designed to prepare educators to become instructional leaders.

⁷ In accordance with the U.S. Department of Education ESEA waiver to suspend accountability requirements in response to the COVID-19 pandemic, NSPF school ratings and accountability indicators for the 2019-2020 school year have been carried over from the 2018-2019 reporting year.

During its first two years of operation, MANN experienced low student academic results that fell far below the Board's standards of quality and excellence that they wished to achieve. However, changes in administration/leadership were made and under the direction of Principal Maraccini, the school has turned around and received a 3-Star School Rating for the Elementary School and a 5-Star School Rating for its Middle School, both during the 2018-19 School Year.⁸

The MANN Elementary School was the fastest improving school in the state, with the index score increasing 48 points in one year, and returned to good standing by the SPCSA Board of Directors. The MANN Middle School debuted as a 5-Star school in the 2018-2019 school year, with an index score of 85.6, and has been recognized as a Shining Star school. At the elementary level, student proficiency rose 13.9% in ELA and 15.9% in Math from 2018 to 2019. Having successfully navigated through these obstacles with a strong demonstration of continued success, MANN is confident in its ability to replicate and ensure the successful expansion of this community-needed model.

Furthermore, internal i-Ready assessment data demonstrates that student proficiency increased 13.5% in ELA, and 19.8% in Math from the Spring 2019 Diagnostic to the Spring 2020 Diagnostic; thus demonstrating that despite the cancellation of the end of year state assessments during the 2019-2020 school year, due to the COVID-19 pandemic, MANN was continuing on an upward trajectory of student proficiency. For additional information, please see [Attachment 18 – Additional Student Data.](#)

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.

MANN's Board is a diverse, highly qualified group of individuals from Northern Nevada who are dedicated to improving their target community. The Board consists of professionals, including educators, community leaders, a financial advisor, an attorney, an aviation administrator, a parent and current elected official who are highly committed to increasing the educational options for students and improving the community.

Additionally, the Boys & Girls Club of the Truckee Meadows has been a critical and active partner from the beginning and provides enriching education opportunities for MANN's students.

Additional beneficial school partnerships include: Big Brothers, Big Sisters and the Sierra Arts Foundation to ensure that the school maintains a strong support system in the region.

- (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?

A large majority of MANN's target population (e.g. single-parent families, low socio-economic households, second language families, etc.) can be considered a "harder to reach" community and thus requires a more robust engagement process than may be required of other charter schools.

In order to reach their families, MANN markets via multiple modes so that all families are informed of their educational options. MANN understands their target community and knows that it can require grassroots recruitment campaigns to ensure they are aware of the choice program and their eligibility to apply for enrollment.

⁸ In accordance with the U.S. Department of Education ESEA waiver to suspend accountability requirements in response to the COVID-19 pandemic, NSPF school ratings and accountability indicators for the 2019-2020 school year have been carried over from the 2018-2019 reporting year.

Their marketing campaign includes: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying English and Spanish media, building relationships with community groups, and door-to-door approaches.

MANN also posts flyers in local public facilities such as the post office, community centers, and other locations of public access. The goal is to reach parents and legal guardians by using various means of information delivery. Promotional flyers and/or postcards are distributed via direct mail and/or through community groups and churches to ensure that families are aware of the school and their eligibility to apply for enrollment.

In addition, MANN's Board has been building relationships with community groups and organizations since before the school was formally approved. In partnership with these organizations, informational events at open forums, such as in community centers, parks, and libraries, are held to inform the public about MANN and its offerings. All of these methods are key to a successful recruitment of a broad range of students.

- (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.

Parental involvement is a fundamental aspect of MANN's mission and vision. MANN encourages parents to be active participants in their children's education through volunteer opportunities at the school. MANN will develop a multi-tiered communication plan that will best fit the needs of their school's community. This plan will include regularly scheduled communications through the following:

- E-mail newsletter: At least twice per quarter, parents will receive a newsletter updating them on school events and highlights. For families that do not have access to e-mail, a paper copy of the e-mail may be sent home with the student.
- MANN's website: The school's website will be a resource with a wealth of information for families. The website will be designed to meet the needs of the MANN community. The website will include information on:
 - MANN's mission, vision and history
 - MANN's school schedule and calendars
 - MANN's curriculum
 - Frequently Asked Questions
 - MANN's Governing Board Meetings: public notices, agendas, and minutes
 - MANN's Governing Board Meetings will be open public meetings held, on average, every other month.
 - Directory of administration and staff
 - Uniform policy information and links for purchasing
 - News and announcements
 - Any other pertinent information that parents may need to know.
 - For a sample of what the MANN website may look like, please see <http://www.materacademynv.org/>
 - MANN Facebook Page

The school also uses workshops, parent meetings, open houses and other events to inform parents of involvement opportunities throughout the school year. Parents are notified of the e-mail newsletter, website, etc., as noted above. Other events and activities include:

- *Quarterly Parent/Teacher Conferences*: Hosted in the evenings at the school where parents can discuss topics that affect their children's educational progress.
- *Open houses, career fairs, family day*: Events held yearly to recruit new students and maintain communication and involvement between MANN and the surrounding community.

- *Parent Teacher Student Organization (PTSO)*: PTSO coordinates extra-curricular events involving the community. Through the PTSO and other such committees, parent and community members will also be able to partake in the school's decision-making process. The school plans to provide parent workshops on education-related topics, such as decision-making regarding school performance and student assessment needs.
- *Volunteering for school events*: Chaperoning field trips, assisting with class projects, helping in the library or office, speaking during career week, participating in family day, conducting lunch and recess monitoring, helping with holiday events, etc.

Parent satisfaction is critical to the success of the school. As stated in the Bylaws, there will be a parent representative on MANN's Board, as well as on MANN's Academic Committee. MANN's Academic Committee will be tasked with reviewing school data, ensuring academic expectations and goals are met, and providing insight to instructional activities that meet specific needs of the students. In addition, the public (specifically parents) is notified of board meetings and may be active participants by providing public comment and bringing relevant matters to the board's attention. Parents are encouraged to visit teachers, administration, and the board to discuss concerns regarding their child's education. MANN and parents work collectively to provide the best educational plan possible for each student's learning needs. MANN encourages parental involvement in all aspects of their children's education. MANN also follows a policy that encourages parents to volunteer a minimum of 30 hours per school year.

- (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 2**, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Community involvement is a crucial key to success in implementing the mission and vision of MANN. Community partnerships are extremely important, as they help provide students with a vast educational experience both in and out of the classroom. MANN will seek partnerships with community organizations that enrich the before and after school programs, field trips, guest speakers, etc. MANN has partnerships with the following organizations:

- Mater Academy, Inc.
- Boys & Girls Club of the Truckee Meadows
- Latin American Chamber of Business
- Big Brothers Big Sisters
- Sierra Arts Foundation
- Sierra Nevada Ballet
- KNPB Public Broadcasting
- Building Hope

- (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?

MANN's Board is a diverse, highly qualified group of individuals from Northern Nevada who are dedicated to improving their target community. The Board consists of professionals, including educators, community leaders, a financial advisor, an attorney, an aviation administrator, a parent and current elected official who are highly committed to increasing the educational options for students and improving the community.

- (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.

The Board has partnered with Mater Academy, Inc. (the replicated school model and partner) and Academica Nevada (the Educational Management Organization) for the planning and establishment of MANN.

C) ACADEMIC PLAN

MISSION & VISION

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

Mission: The mission of Mater Academy of Northern Nevada is to provide an innovative, challenging, multicultural education, preparing students to be global citizens and have a competitive edge in the 21st century workforce.

Vision: The vision of Mater Academy of Northern Nevada is to develop successful scholars with 21st century skills of communication, collaboration, critical thinking, and creativity. Students will be college and career ready with cross-cultural competence.

Mater Academy of Northern Nevada aspires to have students obtain a thirst for knowledge and a belief in the students' self-efficacy. We strive to have the Mater Academy of Northern Nevada community actively involved in the learning of its students.

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

The mission and vision of Mater Academy of Northern Nevada's expansion campus will not differ from the existing MANN campus, nor its charter holder. All Mater campuses are unified in purpose, mission, and vision and ensure consistency and coherence by modeling on their previously established and effective school model.

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

Not applicable. The mission and vision of Mater Academy of Northern Nevada's requested campus expansion will not differ from the existing MANN campus, nor its charter holder.

CURRICULUM & INSTRUCTIONAL DESIGN

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

(a) Historical Performance

- (i) **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.
- (ii) A school is welcome to provide any additional historical academic performance metrics that fall outside of the operator's contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning's STAR, etc.). If provided, describe student performance on these metrics.

(iii) Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.

- (b) **Interventions:** Please explain any past performance that has not met the organization’s expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

During its first two years of operation, MANN experienced low student academic results that fell far below the Board’s standards of quality and excellence that they wished to achieve. However, changes in administration/leadership were made and under the direction of Principal Maraccini, the school has turned around and received a 3-Star School Rating for the Elementary School and a 5-Star School Rating for its Middle School, both during the 2018-19 School Year.⁹

The MANN Elementary School was the fastest improving school in the state, with the index score increasing 48 points in one year, and returned to good standing by the SPCSA Board of Directors. The MANN Middle School debuted as a 5-Star school in the 2018-2019 school year, with an index score of 85.6, and has been recognized as a Shining Star school. Having successfully navigated through these obstacles with an strong demonstration of continued success, MANN is confident in its ability to replicate and ensure the successful expansion of this community-needed model.

Furthermore, internal i-Ready assessment data demonstrates that student proficiency increased 13.5% in ELA, and 19.8% in Math from the Spring 2019 Diagnostic to the Spring 2020 Diagnostic; thus demonstrating that despite the cancellation of the end of year state assessments during the 2019-2020 school year, due to the COVID-19 pandemic, MANN was continuing on an upward trajectory of student proficiency. For additional information, please see [Attachment 18 – Additional Student Data](#).

(2) Academic Vision and Theory of Change

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

Items such as school design, policies, and practices will not vary with the addition of this new Mater Academy of Northern Nevada campus. In terms of implementation of the school’s educational plan, Mater Academy of Northern Nevada will follow the elements of the system’s organizational model in ensuring that achievement gaps are closed and that every student progresses using research-based strategies that have proven effective for students at all levels, but especially for ELL and at-risk students. Through an innovative, challenging, and multicultural education, MANN will prepare students to be global citizens and obtain a competitive edge in the 21st century workforce. MANN aspires to instill a thirst for knowledge and a belief in self-efficacy. By providing students a multicultural education through MANN’s enrichment program, students will become cross-culturally competent global citizens prepared for college and a career. The educational philosophy at MANN is anchored by the key areas of collaboration, communication, creativity and critical thinking. These four skills have been identified by Partnership for 21st Century Skills as “super skills” necessary to thrive in the future.

(3) Performance Management

⁹ In accordance with the U.S. Department of Education ESEA waiver to suspend accountability requirements in response to the COVID-19 pandemic, NSPF school ratings and accountability indicators for the 2019-2020 school year have been carried over from the 2018-2019 reporting year.

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

Like the other Mater campuses in northern and southern Nevada, MANN’s expanded campus will utilize the iReady and MAPs assessment tools as a method for monitoring individual student progress. The iReady assessment allows staff to monitor student progress throughout the year and helps prepare students for the end of year NV-CRT (SBAC) assessments (including the NV-CRT Science exam for 8th Graders) and WIDA for English Language Learners. Students are provided a pre-, mid- and end-of-year assessment on iReady and MAP to measure and evaluate student progress in meeting annual campus specific goals. System-wide progress will be assessed by the end of year NV-CRT (SBAC) and WIDA assessments.

- b. Explain how the school addresses underperformance and describe the corrective action plan procedures.

Administrators and a team (comprised of a staff member from every general education grade level and a special educator or designee selected by the teacher) will use data analysis to collaboratively develop instructionally focused calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Instructors will adjust their instruction, monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction.

This same team will identify students who are “at risk” via the universal screening process and who are not already identified with an IEP. The team will then notify the parent(s) that his/her/their child has been identified as underperforming and will be provided interventions in all areas of the student’s deficiencies.

Once the student is identified, the team writes goals for the student in the area of deficiency, provides intensive interventions, and monitors weekly progress. The interventions and progress-monitoring tool provided would be interventions and tools that have been validated through research and determined effective by the team. The team reviews the student’s progress according to the progress-monitoring data every four weeks and adjusts instruction when a student is not showing progress through trend analysis. If the student is not showing progress after every four weeks of data analysis, the teacher attempts a variety of intensive interventions and strategies designed to facilitate the child’s learning within that classroom. Interventions may be intensified by providing more daily or weekly time on the intervention, providing interventions in a smaller group setting or individualized, or by compiling a combination of intervention that may work.

- b) **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.

Mater Academy of Northern Nevada operates under a set of academic, operational, and financial goals, as set forth in the Academy’s original charter. If Mater Academy of Northern Nevada fails to meet any of these goals, a corrective action plan will be implemented, which utilizes internal data analysis and detailed breakdowns of student performance by analyzing data to identify key trends in achievement shortfalls. The analyses and corrective actions would be aligned to the Board by implementing Mater Academy of Northern Nevada’s goals and procedures, developing strategic professional development plan to adequately address academic shortfalls, and diligently monitoring ongoing student and school performance towards these goals. By implementing these corrective actions, Mater Academy of Northern Nevada hopes to proactively address any chronic underperformance that warrants closure under Nevada State Law. If underperformance continues and necessary closure as prescribed under State Law is initiated, Mater Academy of Northern Nevada will work with the SPCSA to implement the proper steps in closing low performing campus(es).

- e) ~~**College Readiness (HS Only):** Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.~~

Not applicable. MANN nor it's requested campus expansion is serving high school grades at this time.

- d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?

Mater Academy of Northern Nevada uses the Nevada Performance Framework and its internal assessment data system used at Mater Academy of Nevada in southern Nevada to determine its academic readiness to replicate. MANN conducts annual financial audits and reviews the finding of the year-audit to determine if the school is in a financial position to add new campuses. In addition, MANN works with the nation-wide Mater network for feedback and guidance in making those decisions.

Metrics used to identify the school's financial ability to replicate includes days-cash-on-hand, annual surplus and debt service ratio. MANN will assess the operational ability to replicate by reviewing the parent-teacher surveys, teacher-administrator surveys, and educational management annual review. The Board will additionally seek professional training opportunities regarding Board Governance.

- e) **Compliance:** Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at <http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/AlignmentTemplate.xlsx>) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.

The new Mater Academy of Northern Nevada campus will follow programming used at Mater Academy in northern Nevada as well as southern Nevada. The chart below shows curriculum choices for all core subjects in K-8.

Subject	Grade	Research Based Instructional Materials	Supplemental & Technology	Rationale
ELA	K-5	<i>Reading Wonders, McGraw Hill</i>	<i>ConnectED (K-5)</i> <i>i-Ready, i-Ready Toolbox (K-8)</i>	Designed to meet the individual needs of all learners and utilizes small group instruction and leveled text for differentiated instruction.
	6-8	<i>Springboard, College Board</i>	<i>USA Test Prep</i> <i>Accelerated Reader</i>	
Math	K-5	<i>Go Math, Houghton Mifflin Harcourt</i>	<i>Think Central (K-5)</i> <i>i-Ready, i-Ready Toolbox (K-8)</i>	GoMath provides multiple resources for all learners: Grab and Go Centers, access to Think Central, interventions and

	6-8	<i>Springboard, College Board</i>	<i>USA Test Prep</i> <i>ST Math</i>	enrichment materials, and hands-on activities Springboard curriculum promotes critical thinking and segues into AP coursework for students as they enter high school.
Science	K-8	<i>Amplify Science</i> <i>Project Lead the Way</i>	<i>mCLASS</i>	Amplify Science is a highly engaging, phenomena-based program for grades K–8 that integrates the latest practices in science teaching and learning, as well as interactive digital tools and hands-on activities, to teach students how to think, read, write, and argue like real scientists and engineers. Furthermore, Amplify Science is rooted in the Lawrence Hall of Science’s Do, Talk, Read, Write, Visualize model of learning. This research-based approach presents students with multiple modalities through which to explore the curriculum.
Social Studies	K-8	<i>Into Social Studies, Houghton Mifflin Harcourt</i>		Into Social Studies inspires global thinkers while strengthening critical reading and writing skills and fosters growth while inviting discourse and community engagement.

Table 5: MANN Curriculum

- f) **Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.

The instructional strategies which complement the educational philosophy include but are not limited to:

- Teacher modeling - Direct, explicit instruction with elaboration and demonstration of skills.
- Scaffolding - Build from what students know, start instruction from prior knowledge and build up to the new skill.
- Group practice - After explicit instruction, small groups practice skills and knowledge.
- Peer teaching - Students become the teacher and talk to classmates about skills learned.

- Integration - Applying skills learned to other core subjects.
- Practice and review - Practice and spiral reviews for understanding and retention.

Additional strategies used in the writing curriculum will include:

- Oral language development - Brainstorming ideas through “Think, Pair, Share,” “Knee to Knee, Eye to Eye,” and whole class discussion.
- Reading strategies - The Paraphrasing Strategy, the Word Identification Strategy, and the Frame from the University of Kansas’ Strategic Instruction Model, as well as CORE Reading’s explicit phonics.
- Modeled Writing - Teacher “think aloud” and using the pen to demonstrate writing strategies.
- Independent Writing - Students use the strategies taught to create their own writing piece.
- Mathematics Strategies- CORE Mathematics, Math Strategies from the University of Kansas’ Strategic Instruction Model.

The school’s educational program will also include learning methods and strategies which have proven successful in accelerating low-performing students in reading and mathematics. These may include but are not limited to:

- Appropriate assessments for learning (screening, progress monitoring and diagnostic). A sampling of these is provided in (Academic Plan – Driving for Results)
- Data-driven differentiated instruction
- Supplemental programs for pupil advancement
- Pupil intervention plans
- Monthly structured teacher planning time
- Grade level staff meetings and ongoing professional development

All strategies provide initial teacher support with a gradual release to independence. The existing Mater campuses have developed a scope and sequence or pacing guide for each course. The new school will receive support in professional development for setting this process up through the Mater Academy, Inc. affiliation. This tool serves as the basis for lesson plan development to ensure that all benchmarks are addressed in a timely manner. The scope and sequence or pacing guide is largely aligned to the basal text and other auxiliary resources as necessary to adequately meet the standards and the needs of at-risk learners. Teachers will provide additional resources such as novels of varying genres, as may be necessary, to teach benchmarks not adequately addressed in the basal text. The faculty of the school will also enhance a reading and mathematics instructional focus calendar to meet the needs of the students at this campus to provide a framework which enables all faculty and support staff to simultaneously address the same standards. Both the scope and sequence and instructional focus calendars are based on the Common Core State Standards and Nevada Academic Content Standards.

Grade level teachers will plan as a team to create:

- The overall goal of the lesson/unit;
- What students will understand as a result; and
- Measurable objectives that align with the Content Standards.

The Nevada School Performance Framework data in the Executive Summary shows that the school’s target population will demonstrate a broad spectrum of academic proficiency. The affiliation with Mater Academy (Florida and Nevada) will provide a wealth of resources and experience educating at-risk and ELL students with successful results that have narrowed or all together eliminated the achievement gap for the targeted subgroup.

As evidenced in the mission, vision, and educational philosophy, the school is committed to providing an innovative and rigorous curriculum to prepare students to be college and career ready. The school is replicating the successful Florida Mater Academy charter school network that has proven success with diverse, economically disadvantaged, and limited English proficient learners. The Mater Academy schools have reduced the achievement gap among its

students, received corporate SACS-CASI/AdvancED accreditation and been recognized in News Week and US News and World Reports.

MANN subscribes to Theodore Sizer's principles as outlined in the educational philosophy, especially personalization/differentiated instruction. This is the primary reason Sizer's principles are incorporated in the educational philosophy of MANN. Mater Academy (Florida) uses the behavioral philosophy of PBS to further personalize learning, teach appropriate behaviors, and build self-efficacy in their students. The school will be replicating this philosophy and practice to meet the social, emotional, and academic needs of the whole child.

MANN will receive professional development from Mater Academy of Florida and other sources. Professional development that includes a board spectrum of services will be provided to ensure high levels of implementation. By way of example, professional development services will include but are not limited to:

- Springboard curriculum;
- Classroom management;
- Assessment use
- Sizer's principles
- IEP training;
- English Language Learning; and
- Response to Intervention (RTI).

Notwithstanding the Springboard curriculum, each Mater Academy campus (Florida) follows a standards-based curriculum that is molded to the community it serves. MANN will mold the curriculum and professional development to meet the specific student needs of its student population.

Mater Academy schools maximize student learning by employing research-based instructional strategies in a technology-rich environment. The school intends to have a technology-rich school and provide those instructional best practices to eliminate the achievement gap.

In order to support the educational plan, the school will encourage parental involvement. Although Nevada law limits MANN to enforce this, ample opportunities for parental involvement will be provided.

- g) **Remediating Academic Underperformance:** Describe the school's approach to help remediate students' academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1 of the expansion, year 3, year 5, and beyond? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?

MANN will provide the necessary individual, classroom and/or school wide intervention programs. Parents will be notified in a timely manner: MANN teachers and staff who see students struggling academically will proactively notify parents to discuss their progress via phone call, in person meeting, etc., and distribute mid-quarter progress, quarterly, and semester progress to parents:

- The teacher will develop a remediation plan and work with the families to schedule targeted interventions that take place outside the school day;
- Requiring students to attend specific targeted tutoring, Early-Bird, during school, or afterschool;
- Proving for supplemental intervention programs and support within the respective reading, math, science classrooms through academic coaching, lesson modeling, computerized intervention programs and pull out services (as needed).
- For middle school students, students struggling academically will receive an extra 50-minute block for mathematics. For ELA, all students will receive an extra 50-minute block for students that are struggling

academically this time will be used for remediation. For students that are excelling, this time will be used to increase academic rigor.

- Additionally, the data team will identify students that may need to be part of the Response to Intervention (RTI) process.
- h) **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model.

The school will fulfill NV's required Response to Intervention (RTI) model. MANN will universally screen all students in the beginning of the school year. Analysis of the universal screener will be completed by MANN's RTI team; those students who are identified as academically at-risk (below the tenth percentile) and who are not already identified with an IEP, will be referred to MANN's RTI team. MANN's RTI team will be comprised of a staff member from every general education grade level and the Special Education Teacher or designee selected by the Teacher. The RTI team notifies the parent that their child will be entering the RTI program which will provide interventions in an area of deficit.

Once a student is identified, the RTI team, which includes the student's parent or guardian, writes a goal for the student in the area of deficit, provides intensive interventions, and progress monitors growth weekly. The interventions and progress monitoring tool provided will be interventions and tools that have been validated through research⁵ (see intensiveintervention.org) and determined by the RTI team. The RTI team reviews the student's progress according to the progress monitoring data every four weeks and adjusts instruction when a student is not showing progress on the graphing. If the student is not showing progress after every four weeks of data analysis, the teacher attempts a variety of intensive interventions and strategies designed to facilitate the child's learning within that classroom.

Interventions can be intensified by providing more daily or weekly time on the intervention, providing interventions in a smaller group setting or individualized, or by compiling a combination of intervention that may work. The school's RTI process will include three tiers. Tiers include increasing levels of intensity of interventions.

Tier 1

Tier 1 will include research-based instruction in the general education classroom with core instructional interventions. Tier 1 includes differentiated curriculum and instruction for all students. Primary instruction includes at-risk children who have been identified through the universal screening process receive research-based instruction, sometimes in small groups, sometimes as part of a class-wide intervention. A certain amount of time (generally not more than six or eight weeks) is allotted to see if the child responds to the intervention—hence, the name RTI. Each student's progress is monitored closely. If the child does, indeed, respond to the research-based intervention, then this indicates that perhaps his or her difficulties have resulted from less appropriate or insufficiently targeted instruction. The school's Tier 1 process includes the following components:

- Expectations = 80% or more of students successful with general education curriculum and instruction
- Assessments = Universal screenings for academics and social/emotional growth (behaviors)
- Interventions = Through differentiated instructional practices
- Roles and responsibilities = primarily the general education teacher

Tier 2

Tier 2 will include small group intervention with intensive assistance for students who are performing below monitored progress expectations at Tier 1. Tier 2 includes targeted interventions for students at-risk. Tier 2 standard treatment protocol interventions include interventions that are:

- From scientific-based education research

- Evidence-based Interventions
- From education research
- Experiential-based Interventions
- From best practice with like students

The length of time in Tier 2 is generally a bit longer than in Tier 1, and the level of intensity of the interventions is greater. They may also be more closely targeted to the areas in which the child is having difficulty. Again, child's progress is closely monitored. The time allotted to see if the child responds to interventions in this more intensive level may be longer than in the first level—a marking period, for instance, rather than six weeks—but the overall process is much the same. The school's Tier 2 process include the following components:

- Expectation = 70% of students should be making progress in the intervention
- Assessment = progress monitoring of student response to specific intervention
- Intervention = standard protocol treatment intervention as available from the research; evidence-based intervention as available in the literature
- Roles and responsibilities = variety of personnel as determined at the local site

Tier 3

Tier 3 becomes an option for continued and yet more intensive intervention. If, however, the child does not respond to the first level of group-oriented interventions, he or she typically moves to the next RTI level. Tier 3 involves the use of a combination of different types of curriculum material including but not limited to: standard protocol treatment intervention as available from the research, evidence-based intervention as available in the literature, and unique intervention based on teacher expertise. Tier 3 is more individualized as well as more intensive. Weekly progress monitoring specific to the intervention will continue and analysis of every four data points will determine whether or not the student is showing progress. If progress monitoring graph line is flat lining (student showing no progress) then intensity of instruction will be increased. Intensity can be increased by providing intensive intervention to the student in a smaller group or individually by increasing the minutes per session, increasing the number of sessions per day or week, and/or by changing the method of instruction. If the child does not respond to instruction at this level, then he or she needs to be referred for a full and individual evaluation under IDEA.

The success of remediation will be measured through the progress monitoring of each student's individual goals. The time set aside in the daily for intervention for struggling students will also be used to provide enrichment activities for those student who are at grade level or above.

- Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

The school will serve the needs of gifted and talented students in accordance with NRS 388.5253 Special Instructional Programs for Students Who Are Gifted and talented pupil” means a person under the age of 18 years who demonstrates such outstanding academic skills or aptitudes that he cannot progress effectively in a regular school program and therefore needs special instruction or special services. Gifted and talented means a person who possesses or demonstrates outstanding ability in or more of the following: 1) general intelligence; 2) academic aptitude in a specific area; 3) creative thinking; 4) productive thinking; 5) leadership; 6) the visual arts; or 7) the performing arts.

Identification: The school will identify the needs of gifted and talented students in accordance NAC

388.435 (eligibility of pupil who is gifted and talented). A pupil who is gifted and talented is eligible for special services and programs of instruction if a team, comprised of persons selected by the public agency, concludes that the pupil has:

1. General intellectual ability or academic aptitude in a specific area that is demonstrated by a score at or above the 98th percentile:
 - a) On a test of cognitive ability that is individually administered;
 - b) In a major content area on a nationally standardized achievement test that is individually administered in kindergarten through eighth grade; or
 - c) In a major content area on a nationally standardized achievement test, the Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT) or the American College Test (ACT) that is administered to a group of students for grades 9 through 12, inclusive; or
2. An area of talent, including, but not limited to, creative thinking, productive thinking, leadership, ability in the visual arts or ability in the performing arts, as determined by the local public agency of the pupil.

In determining the eligibility of a pupil for the gifted and talented program (GATE) of instruction, the team may use alternative assessment procedures for a pupil from another culture, a pupil who is environmentally or economically deprived, or a pupil who has a disability. The conclusions of the team concerning the eligibility of the pupil for the gifted and talented program of instruction will be based upon an assessment of the talent, cognitive abilities, or academic achievement of the pupil. Unless the pupil's individualized educational program otherwise provides, a pupil who is gifted and talented must participate in not less than 150 minutes of differentiated educational activities each week during the school year.

A range of service delivery options will be available to meet each gifted and talented student's special needs based on the student's Gifted and Talented Educational Plan (GTEP) and will be provided with administrative support to assure adequate funds for materials and professional development.

Gifted and Talented Educational Plan Development: Once a student has been referred to the gifted and talented program leader, the gifted and talented program leader will notify the student's parent, teachers, and school psychologist. The school psychologist at the school will fill out the appropriate forms and send home a Prior Written Notice to notify the parents for the initial assessment for the gifted and talented program. Parents will sign consent to evaluate. The school psychologist will administer appropriate cognitive assessments. A multi-disciplinary team (MDT) comprised of a parent, regular teacher, Gifted and Talented Program Leader, Local Education Agency (LEA) representative, and school psychologist will meet to review the evaluation results. If the student is ELL, a teacher of ELL will attend and an interpreter if needed will also attend. The MDT members will determine the best suitable services required to meet the student's educational needs. The Gifted and Talented Eligibility Statement form will be used to determine eligibility in the gifted and talented program.

- j) **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.

MANN will offer various services to meet the needs of the gifted and talented student based on the Gifted and Talented Educational Plan. These services may include but are not limited to:

Elementary School Programming Gifted Program (K-5)

- Acceleration: (e.g. enrichment, world immersion activities (i.e. as science and social studies fairs, music and art exhibits, academic competitions, mentoring, career exploration and goal setting integrated into the curriculum);
- Differentiation: (e.g. curriculum compacting, modifications of content through differentiated curriculum); and

- Ability grouping: (e.g. specialized gifted and talented courses, real social skills development and/or counseling).

Middle School Gifted Program (6-8): MANN will offer accelerated (gifted) content area courses (mathematics, science, social studies, and/or English language arts) and/or State-approved middle school gifted elective courses. All of the students in the gifted and talented course are eligible for gifted and talented services and the teacher is endorsed to teach gifted and talented students or on an approved waiver to complete the gifted and talented endorsement.

Extended Learning Opportunities (K-8): MANN will develop extended learning opportunities to take place afterschool for gifted students.

Curriculum will be vertically and horizontally enriching, providing those students who have mastered the grade-level NACS and MANN-offered opportunities for acceleration. Curriculum for gifted and talented students should include a wealth of opportunities for extended learning beyond the classroom.

Similar to the GTEP, there will be a variety of enrichment opportunities that will be available to students performing at or above grade level as part of MANN’s comprehensive strategy to ensure that all students are making accelerated academic progress. These include but are not limited to:

- Acceleration: (enrichment, world immersion activities (i.e. as science and social studies fairs, music and art exhibits), academic competitions, mentoring, career exploration and goal setting integrated into the curriculum);
- Differentiation: (curriculum compacting, modifications of content through differentiated curriculum); and
- Ability grouping: (specialized gifted and talented courses, real social skills development and/or counseling); and
- Extended Learning Opportunities- Afterschool enrichment programs and clubs.

All students will be included in the data driven instruction model (Data Methods and Systems) to ensure that all students are making academic progress even those who are performing at or above grade level.

- k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

MANN is committed to ensuring fair/equitable promotion and retention of students. Using real-time data from frequent assessment results, the school will provide the necessary intervention program for each student. Teacher referrals will determine if students need additional targeted interventions which may include tutoring (before, during, and after school). The school will provide supplemental intervention programs to support reading, math, science through academic coaching, lesson modeling, computerized intervention programs and pull out services (as needed). Parents/guardians of students who are in need of intervention will be notified at the beginning and throughout the process. Teachers will work with students and families to accommodate schedules to enable parental involvement in the process. Additionally, the data team will identify students that may need to be part of the RTI process. If the data team and classroom teacher identifies a struggling student that is in need of retention, they will be referred to Pupil Promotion/Retention Team by the end of the first semester.

The Pupil Promotion/Retention Team will be comprised of a member of the administrative team, current teacher, next year’s teacher, and special education teacher (if applicable). The board with input from the Pupil Promotion/Retention Team will adopt benchmarks and procedures for promotion at each grade level. Students who meet or exceed the benchmarks determined by the school will be promoted to the next grade level. Benchmark data may include attendance, state assessments, school and curriculum-based assessments, classroom observations, classroom grades, and work samples.

The Pupil Promotion/Retention Team will review the data and make a recommendation for promotion to the next grade level or retention. The Team will then meet with the parent/guardian to discuss the data, recommendation, and social emotional concerns, and the options for their student. The team along with the parent will make a decision to promote or retain the student. MANN will comply with State and Federal laws regarding the students with disabilities and IDEA. Additionally, MANN will comply with Nevada's recently passed read by three initiative as set forth in NRS 392.760.

A pupil enrolled in seventh grade must complete one semester with a passing grade for the following subject areas: mathematics, English or reading, science, and social studies. Eighth Grade to High School (NAC 389.445 and NRS 392.033) A pupil must earn at least the following units of credit during the seventh and eighth grades for promotion to high school:

- One and one-half units of credit in English with a passing grade;
- One and one-half units of credit in mathematics with a passing grade;
- One unit of credit in science with a passing grade; and
- One unit of credit in social studies with a passing grade.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

- a) Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.

Pursuant to NAC 387.120, the school will allow for 180 instructional days. MANN will work to coordinate its school schedule to coincide with the Washoe County School District calendar.

It is expected that MANN will allow for same holiday accommodations as the Washoe County School District, including three (3) days for Thanksgiving break and three (3) weeks for winter break, as well as the other typical holidays recognized within the school district. It is anticipated that the last day of school will be on June 8, 2018 (this date may be revised to alignment with the last day of school for the Washoe County School District).

MANN plans to offer professional development days to ensure that teachers are meeting the needs of the community and will offer teachers additional training on cultural integration into their daily course teachings. It is anticipated that there will be five (5) professional development days through the school year. Professional development days will be conducted in conjunction with a representative of Mater Academy of Nevada and Mater Academy, Inc., through the affiliation agreement with MANN. Professional development days will be used to educate and guide teachers on ways to reach students that might be struggling and require additional help, as well as servicing those students that might be advanced and are in need of more challenging assignments.

Please see [Attachment 19 – School Calendar & Daily Schedule](#) for a full 12-month calendar covering the 2021-2022 school year for MANN's expanded campus.

- b) Describe the structure of the school day and week for both the proposed new grades and for existing grades. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

Please see [Attachment 19 – School Calendar & Daily Schedule](#) for a daily schedule for each grade level.

For all grades, the teachers will be encouraged and expected to ensure that students requiring additional intervention be identified and provided with the necessary opportunities for additional help in the struggling area. The school will have intervention services available for these identified students. This intervention will be accomplished through pullout times where these students will be given more one-on-one time. For the middle school grades, if a student is struggling significantly, it may become necessary to replace an elective block for an intervention or remedial class to help the student become proficient in the struggling area.

- c) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

The school will strive to reach at least 95% attendance rates throughout the year. Mater Academy of Nevada reached an average attendance rate of 95.1% attendance.

MANN's Registrar (Office Manager if the Registrar position has not been filled) will be responsible for monitoring student attendance and communicating with the administration when issues of truancy arise.

MANN's administration will work with the students and parents to ensure that students are attending school and helping them to understand the importance of regular attendance and the correlation with students regularly attending school to get the instruction needed for academic growth. The administration will follow proper protocol for the reporting of truancy, if this becomes necessary.

DISTANCE EDUCATION

(Distance Education Expansion Amendments)

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

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

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

Please see RFA: [Distance Education](#).

PRE-KINDERGARTEN PROGRAMS

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

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

- ~~(1) Identify whether the school plans to offer pre-kindergarten in the first year of operation at the new campus or in any subsequent year of the charter term.~~
- ~~(2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.~~
- ~~(3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.~~
- ~~(4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.~~

MANN is not requesting to implement a Pre-Kindergarten program, therefore, this question is not applicable.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS

(New High School Amendments Only)

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

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

MANN is not requesting to implement a high school program, therefore, this question is not applicable.

SPECIAL POPULATIONS

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

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

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

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

Special Education

- (1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.

[Gia Maraccini \(Principal of Mater Academy of Northern Nevada\)](#) – Principal Maraccini has more than 20 years of education experience as a special education teacher, an elementary and middle school teacher, an instructional coach, and currently as dean of students at an at-risk elementary school in Reno, Nevada. Principal Maraccini is passionate about building relationships that allow others to feel safe and take risks, then stepping back and reflecting on those risks and experiences in order to grow and learn. She enjoys supporting teachers as they journey through the process of becoming more reflective about their instructional practices and she delights in the “a-ha” moments teachers make as they deepen their individual capacity as a teacher and adult learner. Principal Maraccini holds a master's degree in education administration from Grand Canyon University and a bachelor's degree in elementary and special education from the University of Nevada, Reno. She has also done advanced degree work in literacy and early/special education.

- (2) Identification: Describe in detail the school’s Child Find process. How will the school identify students in need of additional supports or services?
 - a) (*Elementary Schools Only*) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?

Not applicable. MANN’s process for identifying and serving students who require special education services will not alter with the addition of the new campus.

However, to provide some context of this process, a summarized explanation is provided here: Child Find is the entry point for SPED services for children and their families in the school. MANN will use Child Find Services to assure that all children who need special education and related services, receive a free appropriate education by locating, identifying, and obtaining services for children who have disabilities or special needs. MANN’s “Child Find” program is responsible for locating, identifying and evaluating all individuals suspected of having a disability from the ages of birth through 21 who are not receiving early intervention or special education services.

When a child is having difficulty learning in a regular education classroom, it is often assumed that the child should be referred for a special education evaluation to determine any learning problems. But before a referral is made, the teacher will attempt a variety of strategies designed to facilitate the child's learning within that classroom. Response to Intervention (RtI) is the mechanism teachers will utilize to provide a variety of scientific, research-based interventions in general education environments to address academic and behavioral concerns. The Nevada Administrative Code (NAC) §388.325 defines the use of scientific, research-based intervention for students who are not yet suspected of having a disability. The following procedures will be used by MANN whenever targeted scientific, research-based interventions are provided to a particular student who is experiencing academic or behavioral difficulty:

1. Develop an intervention plan for the student, to include:
 - a. A description of the academic or behavior concerns, and the degree to which the student's academic or behavior performance fails to meet the demands of the educational setting;
 - b. The interventions to be provided, which are targeted toward improving performance and increasing the rate of learning;
 - c. The data to be collected to measure the student's level of performance and rate of learning;
 - d. The frequency of data collection; a description of how the data will be summarized; a description of how intervention effectiveness will be evaluated; a schedule for evaluating intervention effectiveness.
2. Provide a copy of the intervention plan to the student’s parents.

3. If the eligibility team intends to determine eligibility for specific learning disabilities based upon the child's RtI, provide the "Nevada Department of Education Policy Statement – Response to Scientific, Research-Based Intervention" document to the student's parents.
4. Determine whether the student is suspected of having a disability and should be evaluated for special education eligibility.
5. If the parent requests an initial evaluation for special education eligibility while interventions are being attempted, the school must:
 - a. Conduct the initial evaluation if the school agrees that the student is suspected of having a disability; or
 - b. Provide Prior Written Notice to parents of its refusal to conduct the initial evaluation

If MANN determines that the educational difficulty or behavior of the pupil is resistant to general education intervention, or if MANN determines that the intervention requires continued and substantial effort and may require the provision of special education and related services to be effective, the school may refer the student for an initial evaluation. If the school proposes to conduct an initial evaluation of a student, parents must be provided with prior written notice of the proposed evaluation and a copy of the Parent Rights document. Next, consent for the evaluation must be obtained before the evaluation may begin.

When providing services and programs to pupils with disabilities, the School will remain in compliance with the policies and procedures of the federal government and the State of Nevada. (See attached Special Education Policies & Procedures Manual.) Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; NRS 388.440 to 388.520 inclusive, and all other State of Nevada statutes.

- b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?

Not applicable. MANN's process for identifying and serving students who require special education services will not alter with the addition of the new campus.

However, to provide some context of this process, a summarized explanation is provided below:

When providing services and programs to pupils with disabilities, MANN will remain in compliance with the policies and procedures of the federal government and the State of Nevada. Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; NRS 388.440 to 388.520 inclusive, and all other State of Nevada statutes.

Parents of students with disabilities will receive procedural guidelines and guidance in their native language. These will include the areas of notice and consent, independent educational evaluations, confidentiality of student records, due process hearings, and surrogate parents. As early as possible in the planning/development stages, MANN's staff will work closely with the Sponsor's staff to discuss the needed services (including all related services and programs) of the enrolled students with disabilities.

Services will be regularly and routinely monitored through the school principal or Special Education Designee to ensure that individual learning plans are being met. Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. Mater will employ such personnel as necessary dependent on student need determined from actual enrollment. If necessary personnel are not employed at the school, Mater will then contract with Clark County Public Schools or a similar, approved Public Agency to provide these services.

The school principal or SPED Facilitator will serve as the point of contact for most special education service concerns. Similarly, the school principal or special education designee will ensure all students with disabilities are provided with the appropriate programs and services. Special education teachers who provide these services will be employed in compliance with the required policies of the State of Nevada for highly qualified teachers. Special education staffing will be aligned pursuant to the requirements of the law. Mater will complete federal, state and any other reports deemed necessary in accordance with the time-lines and specifications of the Nevada Department of Education.

- (3) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

Not applicable. MANN's process for over-identifying students will not alter with the addition of the new campus. However, to provide a brief context of this process the following summary is provided below:

Currently, all students will be regularly assessed to ensure that at-risk students are identified, making appropriate academic and/or behavioral progress, and that the appropriate services are being provided in a timely manner. During these regular assessments, MAN's SPED Team will analyze data and assess if students have been misidentified as having a current disability or a disability in the past.

- a) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.

Not applicable. MANN's Continuum of Services will not alter with the addition of the new campus. However, to provide some context, a summary of this process is stated below.

The continuum of services offered by Mater Academy of Northern Nevada begins in regular education classes. All students are given a universal progress monitoring assessment 5 times a year. Then the school analyzes the data. Each quarter the school meets as a team during "Data Day" which allows the school to discuss children scoring in the bottom 15% or another cut score as determined by the school. Students who score in the bottom 15% and students who are failing are discussed and an intervention plan is developed. The staff then brainstorms different interventions that may help the student gain academically or behaviorally. In general education, Power Hour and intervention periods are scheduled in daily to provide instructional level academics to all students. In addition, before and after school tutoring clubs and blended online learning programs provide instructional level interventions.

Once the student is in special education, the student will receive support in regular education with supplementary aides and services. Progress monitoring continues. If a student shows no academic growth, the resource room is added and can be added up to 50% of the day to provide the necessary interventions to show academic growth.

Students with severe intellectual disabilities also can benefit from combining inclusion with resource room. In the regular education classroom, using peer assisted learning and online programs, Mater can help the student remain with typical peers and receive intensive level-appropriate instruction.

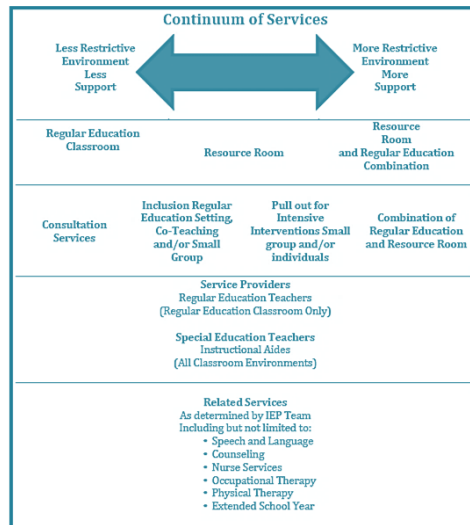


Figure 3: Continuum of Services

(4) Enrollment: Describe the school’s strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?

Not applicable. Mater Academy of Northern Nevada’s strategy for recruiting, enrolling, and retaining students with disabilities will not alter or change with the addition of another K-8 campus. However, to provide some context, a summary of this process is stated below.

Mater Academy of Northern Nevada’s educational model is especially effective at meeting the educational needs of special education students. MANN looks to its grassroots community recruitment efforts to ensure that the parents of special education students are aware that Mater Academy of Northern Nevada has curriculum tailored to ensure their children’s academic success. Furthermore, Mater Academy of Northern Nevada will continue to recruit highly skilled special education teachers, and Mater Academy of Northern Nevada will highlight this fact at its community presentations. Also, Mater Academy of Northern Nevada will include non-discrimination language in all of its recruitment material so that disabled children will know they are welcomed on both Mater Academy of Northern Nevada campuses.

(5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

Not applicable. Mater Academy of Northern Nevada’s strategy for general education collaboration/access will not alter or change with the addition of another K-8 campus. However, to provide some context, a summary of this process is stated below:

Collaboration between general education teachers, special education teachers, and related service personnel is necessary for student growth. General education teachers share their lesson plans with Special Education teachers on a weekly basis. Then, during weekly meetings, the Special Education teachers review the students’ IEP goals and the general education teacher’s lesson plans to interconnect the lessons. The teachers form a collaborative plan

and the daily special education lessons are then written and provided to the general education teachers and all instructional assistants that interconnect IEP goals and core instruction.

Staffing

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

Not applicable. Mater Academy of Northern Nevada's strategy for providing qualified staff to meet the needs of special education students will not alter or change with the addition of another K-8 campus. However, to provide some context, a summary of these various staffing processes and strategies are detailed below each question prompt.

Mater Academy of Nevada's administration team will recruit highly qualified special education teachers through multiple means. The administration will use job-recruiting websites such as Teachers to Teachers. Mater Academy of Nevada's administration will attend and recruit teachers at local teacher fairs, as well as teacher fairs in several states. Teachers who are not licensed in Nevada will apply for teacher licensure here. If a teacher does not have a Nevada state license and the teacher is certified in another area, the teacher will apply for an Option License. The Department of Education will analyze that teacher's transcript, and the teacher will have three years to complete his or her coursework in special education to obtain licensure.

All related service personnel, including speech and language therapists and school psychologists, are licensed in the State of Nevada or they have to apply for a license before they are hired.

- (1) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?

All schools have scheduled Professional Development days. During those days, professional development is offered in the areas of intensive interventions and research validated methods addressing the unique needs of students with disabilities. Also, on at the new campus, the Special Education Facilitator, the Special Education Teachers (the SPED/IEP Team), and the related service personnel (e.g. SLP and OT) communicate with teachers providing instructional information on how to modify the curriculum and how to address the unique needs of students with disabilities.

- (2) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.

Following the IDEA flow chart below protects students with disability rights. If a disabled student has a discipline problem, the administration contacts the parent for a parent meeting. If the student is suspended, the student's parent or guardian will pick up all of the student's schoolwork, on a daily basis, and return the finished work so that student's grades are not affected by his or her absence from school. If necessary, a teacher would provide service in the home setting or the student will have alternative instruction in an after-school program. The SPED/IEP team will also meet after 9 days of suspension to complete a manifestation determination IEP meeting. The team will brainstorm other services and community resources that may benefit the student to prevent further behavior disruptions. A behavior analysis will be completed and the team will reconvene to write a Behavior Intervention Plan (BIP). The team may also request a behavior therapist to help in the process. If the student has reoccurring events that result in further suspension, the team will meet after 9 suspensions and complete a change of placement.

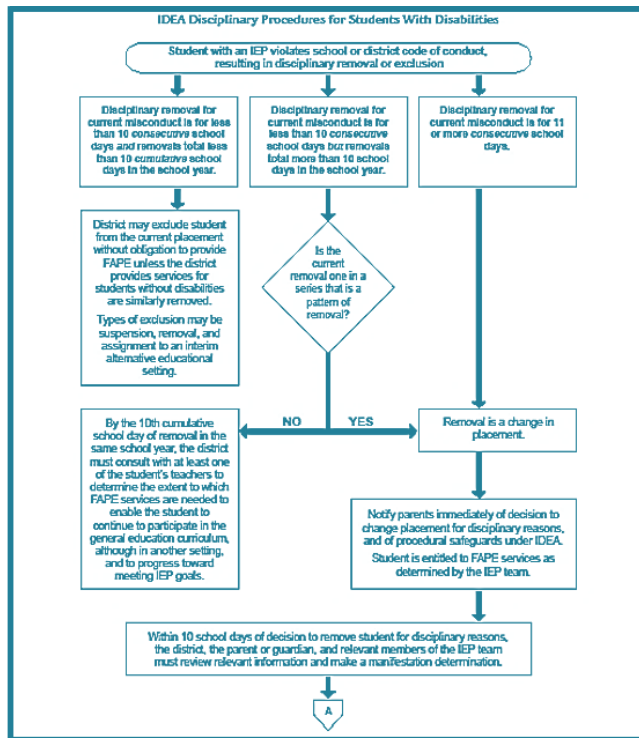


Figure 4: IDEA Disciplinary Procedures

- (3) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

Mater Academy of Northern Nevada’s special education programs comply with all federal and state laws. The role of the special education facilitator is to complete compliance reviews on all IEPs before and after the IEP meetings. In addition, the school conducts monthly reviews of every confidential folder. The Special Education Facilitator will ensure all meetings are held on time.

Special Education teachers monitor their students’ weekly progress to evaluate for growth and success. If a student shows no academic growth, the resource room is added to their IEP. Resource Room can be added up to 50% of the day to provide the necessary interventions to achieve academic growth. If a student shows academic growth, then the student is provided a less restrictive placement with support. As a student successfully progresses towards full-time in the general education curriculum, the special education teachers may direct services in the regular education classroom with supplementary aides and services until the student receives consultation services. Quarterly progress reports are sent home. Progress reports are also sent home more frequently as determined by an IEP team. Student grades are also monitored weekly to see academic growth. If students are not receiving enough support determined by weekly progress monitoring and grade checks then the IEP is revised.

All middle and high school students use a daily monitoring sheet that general education teachers use to complete a check out daily. The sheet includes looking at direct instruction participation, class work participation, homework turned in, and citizenship. Each teacher signs the student out of class. Special Education teachers check students out at the end of the day. Copies of the form go home with student for his or her parent’s signature. Special Education teachers keep a copy. Students return the signed copy the next day when they pick up his or her new folder.

The Special Education Facilitator helps monitor the academic and behavioral growth of disabled students to ensure that the students' needs are being met. Adjustments to instructional programs are made accordingly through the collaboration and progress monitoring of the general education teacher(s) and special education teachers.

- (4) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?

Staff follows all IDEA procedures when implementing appropriate programs related to the evaluation, reevaluation, and any type of IEP by phoning parents to set up meetings and then following with two prior written notices.

Check-In/Check-Out systems and progress-monitoring reports are sent home on a predetermined frequency: daily or weekly. Quarterly progress reports and report cards are mandatory universal grade reports. Special education teachers and related staff are expected to have frequent communication with parents of students with emotional and/or behavioral needs.

In this digital age, teachers communicate with parents via email and text messages throughout the day if necessary to give them updates, if a parent requests. In addition, the school uses Infinite Campus and website where they post all school events and homework assignments.

- (5) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

Please see RFA: [Distance Education](#).

D) FINANCIAL PLAN

This section must be completed for all applications.

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

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

The person designated to draw all orders in pursuant to NRS386.573 for the payment of monies belonging to the charter school is the Principal. Each campus employs an office manager to work with Academica Nevada. All claims for payment from charter school funds are processed by Academica Nevada in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body.

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

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

- (2) **Attachment 13**. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

The budget created for Mater Academy of Northern Nevada includes the per-pupil revenue assumption of \$7,374 for the 20-21 fiscal year of operation, with an estimated 2.00% increase the following year and a 1.50% increase

each subsequent year thereafter. Assumption of \$7,374 is based on the current per-pupil state and local revenue coming in at Mater Academy of Northern Nevada; with a conservative outlook on the local revenue portion.

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

Refer to [Attachment 13 \(Budget Narrative\)](#) for a more detailed overview of all anticipated funding sources.

- (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.

Refer to [Attachment 13 \(Budget Narrative\)](#) for a more detailed overview of all anticipated expenditures.

- (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.

Mater Academy of Northern Nevada has presented a fiscally conservative budget for their first 5-years of operation. However, if student enrollment is lower than expected, many budgeted expenses will decrease as a result; this includes EMO/CMO Fees, student supplies, IT fees, etc. Refer to Attachment 13 (Budget Narrative) for a more detailed overview of all anticipated budgeted expenses.

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

Mater Academy of Northern Nevada collaborates closely with Academica Nevada in searching and applying to receive grants deemed beneficial to the school in order to further support the planning and implementation of the charter.

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

Mater Academy of Northern Nevada did not rely on philanthropic revenue for their operations in their budget. Refer to Attachment 14 (School Budget) for a detailed overview of all the budgeted revenue and expenses.

- (3) Submit a completed financial plan for the proposed school as an **Attachment 14** (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).

Refer to [Attachment 14](#).

- (4) Submit, as an **Attachment 15**, 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)

Refer to [Attachment 15](#).

- (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.

Available upon request.

- (6) Complete the audit data worksheet in **Attachment 16** ____. 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** ____.

Refer to [Attachment 16](#)

- (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.

Mater Academy of Northern Nevada does not rely on fundraising programming to support the day-to-day operation of their school and as such this question is not applicable to Mater Academy of Northern Nevada.

- (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 financial policies and procedures adopted by the Board are reflected at each of the campuses. The Board, Lead Principal, and Academica Nevada will work with and train the school principal and office manager in all financial policies and procedures. The Mater Academy of Northern Nevada Board oversees all aspects of the fiscal management of the school. The Board will review financial statements at minimum once per quarter and Academica Nevada will prepare the financial statements for the designated board meetings. Academica will meet with school principals during the development of annual budgets to collaborate in creating a complete budget. Academica Nevada will then present annual budgets to the Board for their consideration. Under the supervision of the Board's Treasurer and in conjunction with the School's audit firm, Academica Nevada is responsible for the school's bookkeeping, financial reporting, and financial liability. The principal of the school will supervise the budget and day-to-day cash collections at the school. Academica Nevada will meet regularly with the school principals to review their budgets.

E) OPERATIONS PLAN

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

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

Given MANN’s 3-Star ranking for its elementary school during both the 2018-2019 and 2019-2020 as well as its middle school’s 5-Star ranking for the same years, MANN’s governing board strongly believes in its eligibility to submit this request for an additional K-8 campus to be located in the Reno-Midtown area. Both grade levels are in good standing in the domains of the Authority’s academic, financial, and organizational performance frameworks.

As discussed previously, during its first two years of operation, MANN experienced low student academic results that fell far below the Board’s standards of quality and excellence that they wished to achieve. However, changes in administration/leadership were made and under the direction of Principal Maraccini, the school has turned around and received a 3-Star School Rating for the Elementary School and a 5-Star School Rating for its Middle School, both during the 2018-19 School Year.¹⁰

The MANN Elementary School was the fastest improving school in the state, with the index score increasing 48 points in one year, and returned to good standing by the SPCSA Board of Directors. The MANN Middle School debuted as a 5-Star school in the 2018-2019 school year, with an index score of 85.6, and has been recognized as a Shining Star school. Having successfully navigated through these obstacles with an strong demonstration of continued success, MANN is confident in its ability to replicate and ensure the successful expansion of this community-needed model.

Additionally, MANN has also improved the school’s financial standing. Previously, the school did not meet standards on the State’s Charter School Annual Financial Performance. However, based on the most recent review report, MANN is expected to pass all areas except the debt coverage ratio. However, the school recently received a PPP loan for approximately \$350,000. This loan is included in the repayment calculation and the school is expected to receive 100% forgiveness on the loan. With this loan forgiveness, the school’s debt coverage ratio will change to 1.43, which is passing. Please see [Attachment 20 – Financial Performance Framework Review Report.](#)

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

¹⁰ In accordance with the U.S. Department of Education ESEA waiver to suspend accountability requirements in response to the COVID-19 pandemic, NSPF school ratings and accountability indicators for the 2019-2020 school year have been carried over from the 2018-2019 reporting year.

The organizational structure of Mater Academy of Northern Nevada's Governing Board will not alter or change with the addition of this requested K-8 campus. MANN's governing board will continue to exercise reasonable care, good faith and due diligence in governing and managing the affairs of MANN. The board will continue to conduct annual assessments of the school's progress in both the culture and academics of the organization. These assessments include student, parent, and teacher feedback. Based on these assessments, the Board makes the necessary adjustments to ensure that MANN is on course to meet its Mission and Vision statements.

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

The organizational structure of Mater Academy of Northern Nevada's Governing Board will not alter or change with the addition of this requested K-8 campus. The Board currently consists of a diverse, highly qualified and passionate group of educators, parents and professionals. There is no change from the most recent submission to SPCSA regarding board makeup. The Board encompasses a variety of skillsets and fields of expertise, including: educators, accounting/finance, legal experience, social work, parents, grant acquisition/ fundraising experience, and Boys & Girls Club volunteers, among others. If a vacancy occurs, the board will seek out an individual with the expertise needed to remain in compliance with NRS 388A.320.

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

Each board member will continue to receive four hours of professional development annually, which will include, but not be limited to, attendance at the National Charter School Conferences to learn about best practices, involvement in the Charter School Association of Nevada, and other trainings of fiscal management for nonprofit organizations. As MANN expands, the Board will receive training to understand the performance dashboards provided to enable the board to maintain appropriate oversight over the financial, operational, and academic performance of every campus. Furthermore, if necessary, the MANN Board will receive additional professional development necessary to help guide them through the necessary elements of any corrective action plan it develops to address underperformance.

- (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.

Article 3 of the Board's Conflict of Interest policy states the following for identifying and addressing a conflict of interest.

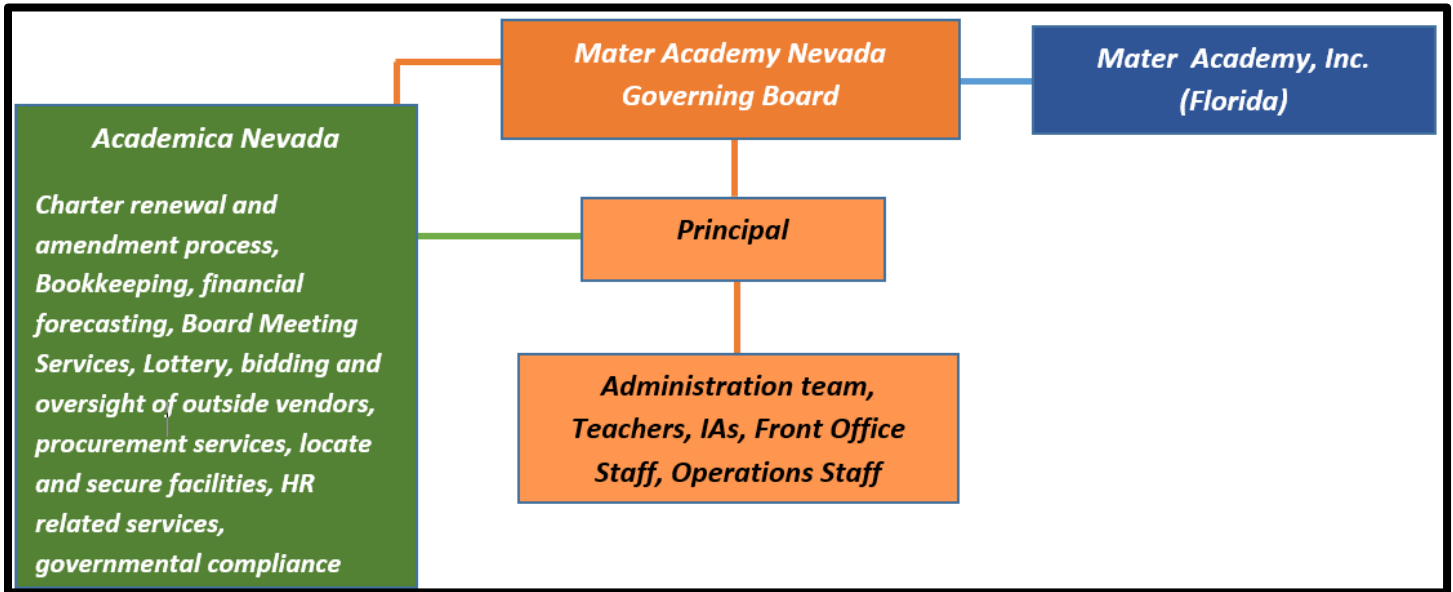
1. Duty to Disclose – In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.
2. Recusal of Self – Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.
3. Determining Whether a Conflict of Interest Exists – After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.
4. Procedures for Addressing the Conflict of Interest:
 - a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

- c. After exercising due diligence, the Board or Executive Committee shall determine whether MANN can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in MANN’s best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

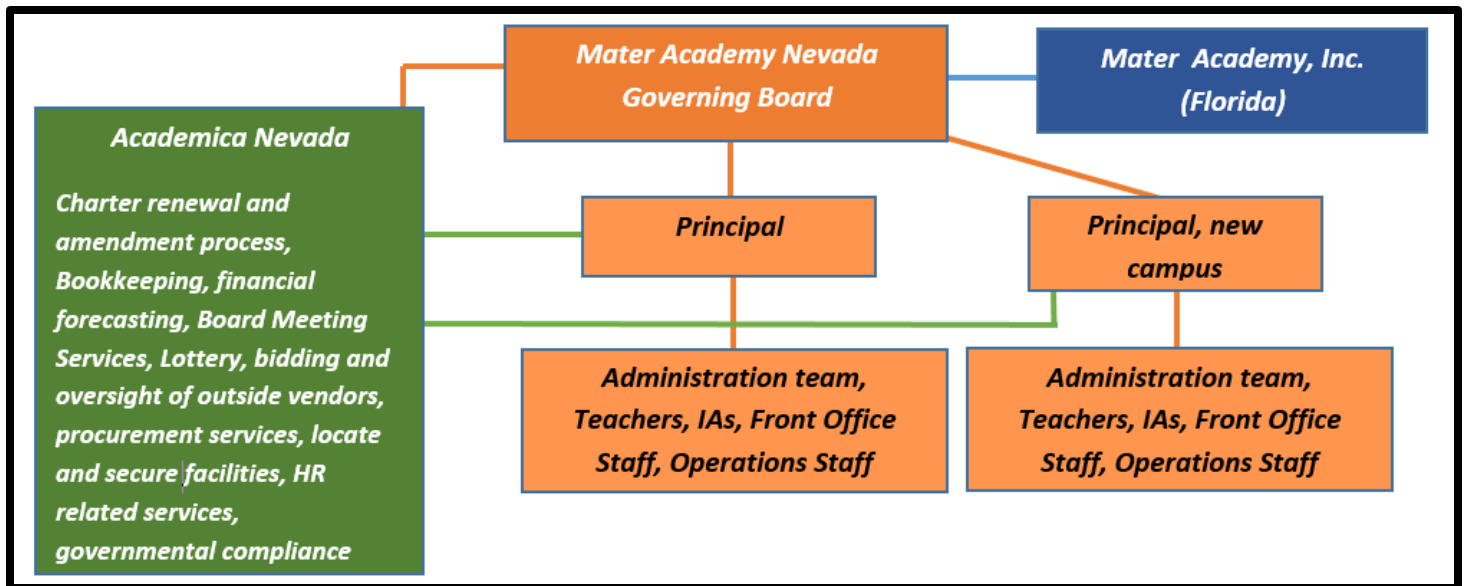
3. Organization charts and decision-making authority:

(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 organizational chart in six years will look the same as the chart for three 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.*

4. Describe the proposed organizational model; include the following information:
 - a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an **Attachment_3_**)
 - b) Resumes of all current leadership (provide as an **Attachment_4**)
 - c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment_**)

The Governing Board will hire and oversee the school principal. The Principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board's operating policy and in compliance with district, state, and federal guidelines for the school's operation. The Principal will hire, oversee, and evaluate faculty and staff. The principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities and internal financial controls, etc.

The Governing Board of MANN receives support through its affiliation with Mater Academy, Inc. for things such as curriculum, professional development for the principal and teachers, model oversight, educational software, technology systems, and data platform. The board contracts with Academica Nevada, who is responsible for support

services such as bookkeeping, board meeting support, record keeping, financial projections, governmental compliance, charter renewal process, and other supports.

The new school site will not have a regional or executive director. The Principal of the new school will report directly to the Governing Board.

The instructional leader for the new campus has not been identified at this time. Therefore, *sub question c* is not applicable.

5. Describe the leadership team’s individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:
 - (a) School leadership;
 - (b) School business operations and finance;
 - (c) Governance management and support to the Board;
 - (d) Curriculum, instruction, and assessment;
 - (e) At-risk students and students with special needs;
 - (f) Performance management; and
 - (g) Parent and community engagement.

The new school’s leadership team has not been identified at this time. [Attachment 3](#) provides the qualifications and experience the governing board will be looking for in the new principal.

Regarding governance management and support, the board contracts with Academica Nevada. Academica Nevada primarily provides shared centralized support services including but not limited to the following:

- Assist the Board in creating budgets and financial forecasts;
- Assist the Board in preparing applications for grant funds;
- Monitor and assure compliance with all state reports;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist with systems development;
- At the Board’s direction, prepare agendas and post notices of all board meetings;
- Assist the Board in identifying and retaining an employee leasing company;
- Provide human resources related services such as dispute resolution; and
- Assist the Board in renewing the school’s charter.

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

Through the Mater Academy, Inc. affiliation, the school leader will receive coaching and training regarding the Mater Academy, Inc. instructional model. The principal will also receive training from Mater Academy of Nevada (Las Vegas). The main focus of the training will be on how to implement the Mater Academy educational philosophy. The principal will receive a multi-day training in Florida from Mater Academy, Inc. administrators, as well as weekly communication regarding the implementation of the Mater educational model. During the start-up period, the principal will work in correlation with the current MANN campus to receive training.

The board's minimum qualifications for a principal requires a Master's Degree or higher from an accredited college or university and a minimum of five years of school experience, including a minimum of three years of experience as a principal or assistant principal. Given Mater's unique educational model, the board also prefers that principal

candidates have prior experience working with diverse student populations, including English Language Learners and at-risk students. Please see [Attachment 3](#) for the job description.

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

Once MANN's new campus leader is selected, he/she will be responsible of building a team of qualified personnel to execute MANN's Mission and Vision. The leader will have direction from the Board and will have administrative support from Academica Nevada to help coordinate travel to recruitment fairs and list job postings. Once the school leader has identified qualified personnel, he/she will ensure appropriate professional development is provided through a pre-service week prior to the school opening to make sure all personnel are prepared to educate students in the targeted community. The school leader will be responsible for fostering a culture of equity, collaboration, and communication that allows both teachers and students to thrive. Additionally, the school leader and board will work together to provide competitive compensation and benefits packages to assist in the retention of high quality educators.

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

Through the Mater Academy, Inc. affiliation, the MANN administration at the new campus will receive instructional and school culture guidance. The administration will then proceed to provide PD in these areas to the educational staff.

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

The new campus's administrative leadership team will be created strategically to ensure that there is a wide array of expertise. In addition, MANN will empower teachers to provide professional development to their colleagues once they become trained in specific educational strategies.

LEADERSHIP FOR EXPANSION

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

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 2021-22 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 2022-2023 school year and to add additional criteria to the pre-opening requirements for such campuses.

The Leadership for Expansion section is not applicable because Mater Academy of Northern Nevada will not be hiring a network leader. Each campus principal will report directly to MANN's governing board.

STAFFING

- a) **Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file.** indicating projected staffing needs for the proposed campuses over the next six years. Schools should also complete the

second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans.

Sample Excerpt—Complete using Excel file

Year	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Management Organization Positions						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						

Please see [Attachment 21 – Staffing Tables](#).

HUMAN CAPITAL STRATEGY

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

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

MANN understands the importance of ensuring a high quality, committed, and consistent staff of teachers and leaders. As such, the school has specific personnel policies to support its goals and to ensure fairness and compliance with state and federal law. MANN’s principal will be responsible for staffing selections. The principal will use multiple means by which to identify qualified staff including attending recruitment fairs, posting on job sites, etc.

The principal’s specific personnel service goals are as follows:

1. Recruit, select, employ, train, and retain the most qualified personnel available to staff the school. MANN will seek to recruit staff that have training, education or actual experience in working with at-risk student populations.
2. Provide equal employment opportunities for all candidates for positions in accordance with MANN’s Non-Discrimination Policy.
3. Develop high quality human relationships conducive to high levels of staff performance and satisfaction.
4. Interview committees may consist of members of the personnel committee, principal, other staff members, and others appointed by the principal.
5. Develop and manage staff compensation, leave, and benefit programs in ways that attract and retain qualified employees.
6. Manage the development and updating of job descriptions by appropriate administrators.
7. Oversee an employee evaluation program that contributes to the improvement of staff performance and professional development.
8. Administer contracts and personnel policies with the aim of safeguarding good relations between the board and its staff.

MANN's governing board will utilize administrative support from Academica Nevada to help coordinate the recruitment for a new campus principal. Once hired, the new MANN campus principal will be responsible for recruiting, hiring and developing teachers. The principal will use multiple means by which to identify qualified staff including attending recruitment fairs, posting on job sites, etc.

MANN supports the development of high quality teachers with strategic recruitment, frequent feedback through observations and evaluations, and supportive mentoring. MANN is committed to the implementation of instructional strategies and methods focused on the key areas of collaboration, communication, creativity and critical thinking. To achieve this goal, the school must attract and retain highly qualified teachers who are committed to the ideas behind these strategies and willing to do the work necessary to create an engaging learning environment. MANN will develop a recruiting plan that identifies and hires effective teachers who have experience working with or a desire to work with at-risk students. MANN will then provide the professional development and compensation plans necessary to ensure a high retention rate.

- 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.

MANN supports staff to develop into leaders and does so through providing professional development and supporting certification in educational leadership. A member of the administrative team will oversee, coordinate, assist and monitor the staff development process. The Educational Leadership Reimbursement Program cultivates and develops future school leadership. Under this program, full-time certified teachers who have been teaching for at least three (3) years, have been teaching at MANN for at least one (1) year, and have consistently exceeded their performance standards on their employee evaluations may receive reimbursement of graduate level courses required to obtain state certification in educational leadership. Preliminary approval for educational leadership tuition reimbursements will be granted at the sole discretion of the principal.

Because MANN believes in promoting from within, consistently effective staff members are encouraged to apply to the Doral Leadership Institute. This institute is designed to create a leadership pipeline into charter schools. Modules are covered in the institute which focus specifically on leadership within a charter school network and include:

- Effective Leadership
- Human Resources
- Positive School Culture
- Budgets and Fiscal Responsibility
- Effective School Operations
- Special Programs
- School Safety
- Community Partnerships and Public Relations

- 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.

MANN understands the importance of high quality professional development for its teachers and leaders, both in the start-up phase of the new campus and in future years. MANN is committed to providing training in Cultural Integration Instructional Methods, curriculum, blended learning, content mastery, standards, classroom management, and leadership development. A member of the administrative team at the new school campus will oversee, coordinate, assist and monitor the staff development process. This person will work with Mater Academy, Inc. to develop an onsite professional development plan based on identified needs, especially research-based instructional strategies, personalized learning differentiated instruction, PBS, working with students of poverty, etc. MANN will support the professional development needs of all staff by offering on-site trainings, subsidizing college classes, and facilitating the attainment of continuing education credits. The professional development offered to teachers will align with student achievement data, curriculum, instructional personnel needs, School Improvement Plans, and annual school reports. Professional development opportunities will be combined with the original MANN campus when it makes sense to do so.

Additionally, all MANN faculty will receive one to two weeks (at minimum) of on-site professional development prior to the inaugural school year of the new campus.

Each school year, the Principal, or designee, will assess the faculty's professional development needs by surveying faculty and reviewing data for trends that could be addressed through appropriate professional development. This survey will be used to prioritize on-going professional development. Teachers and staff will have formal and informal opportunities to provide feedback on the effectiveness of their professional development activities. The instruments utilized in this process will seek to determine if the needs of the participants were fulfilled and yielded meaningful growth and development. Activities which are consistently identified by faculty to strengthen the school's mission and educational philosophy will be refined and repeated.

- 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?

The addition of an expanded K-8 campus will not affect or alter MANN's current staff performance evaluations or retention strategies. Therefore, this question is not applicable.

- 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.

The addition of an expanded K-8 campus will not affect or alter MANN's current compensation strategy or salary ranges. Therefore, this question is not applicable. For more information regarding proposed salaries, please refer to [Attachment 13](#) and [Attachment 14](#).

SCALE STRATEGY

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

Mater Academy of Northern Nevada will implement the same model that Mater Academy of Nevada (Las Vegas) has used in the development of their additional sites. This model includes utilizing resources including existing Principals, Mater Academy, Inc. Academica Nevada, and local community partners. Mater Academy, Inc. can be used by the board as a resource to help identify a new school administrator, provide professional development for

new staff, assist in how to conduct teacher/administrative evaluations, etc. Mater Academy, Inc. has opened multiple sites in Florida and also assisted with the establishment and expansion of Mater Academy of Nevada (Las Vegas).

Once the new principal is identified, he/she will work with the current MANN principal and Mater Academy, Inc. to make sure that they are familiar with expectations of recruitment, professional development, and procurement of curriculum. Academica staff will also work with the new principal to procure all furniture, fixtures, equipment, technology, etc. Academica Nevada has worked with organizations such as Somerset Academy, Pinecrest Academy, SLAM Academy, and Doral Academy to open new sites in both the Las Vegas and Reno area.

- 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.

MANN does use an EMO, Academica Nevada, however this question is not applicable to Academica Nevada, because although Academica nationally supports charter schools across several states, Academica Nevada has operated in Nevada since 2011 and already supports five performing, organizationally sound, and financially prudent charter schools across 24 campuses in Nevada. MANN anticipates that the efforts made by Academica Nevada to scale operations for other schools will be similar. Academica Nevada has already been able to assist Mater Academy of Northern Nevada in identifying sites, procuring facilities and equipment financing, recruiting staff, enrolling students, creating marketing materials, and providing training on school policies and procedures.

- 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.

The new campus will maintain the same underlying purpose of the other Mater Academy of Northern Nevada campus by continuing its affiliation with Mater Academy, Inc. Through the Mater Academy, Inc. affiliation, the school leader will receive coaching and training regarding the Mater Academy, Inc. instructional model. The principal will also receive training from the current campus. The focus of the training will be on how to implement the Mater Academy educational philosophy. The principal will receive a multi-day training in Florida from Mater Academy, Inc. administrators, as well as weekly communication regarding the implementation of the Mater educational model.

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

Academica Nevada primarily provides shared centralized support services including but not limited to the following:

- Assist the Board in creating budgets and financial forecasts;
- Monitor and assure compliance with all state reports;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist with systems development;
- At the Board's direction, prepare agendas and post notices of all board meetings;
- Assist the Board in identifying and retaining an employee leasing company; and
- Provide human resources related services such as dispute resolution; and
- Contract preparation and review.

Mater Academy, Inc. will primarily provide:

- On site principal training and professional development;
- On site teacher training and professional development;
- Classroom critique and assessment;

- Technology training; and
- Help attaining accreditation

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.

The addition of an expanded K-8 campus will not affect or alter MANN’s current contract with Academica Nevada in terms of costs or services to be provided. Therefore, this question is not applicable.

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	Mgmt Org Decision-Making	Network Leader Decision-Making	Board Decision-Making	Campus Leader Decision-Making
Performance Goals	Academica Nevada does not set school-based Performance Goals.	N/A	The Board and principals set annual goals to address student performance and organizational management.	MANN Administrators set quarterly student performance goals. The Administration is responsible for monitoring student assessment throughout the school year to assess student and teacher performance.
Curriculum	Academica works with the School’s administration to procure curriculum.	N/A	The Board delegates the identification of curriculum to principals. The Board will verify that all curriculum purchased by the school are aligned with state/federal requirements.	Based upon teacher and student feedback and student performance data the Administration is in charge of aligning curriculum to ensure success.
Professional Development	Academica will identify opportunities for board member, teacher, and administrator professional development.	N/A	The Board participates in professional development annually.	A member of the Administrative team will oversee, coordinate, assist and monitor the staff development process. The administrative team

				will be responsible for collaborating with Mater Academy Inc. for joint professional development and training.
Data Mgmt & Interim Assessments	Academica works to identify and procure data management systems for the school.	N/A	The Board oversees that data management is being compiled in a compliant and effective way. The Board provides resources to the Administration to procure highly effective assessment tools for the school.	The administration will determine the best possible interim assessment systems to use for the progression of their students. The school administration and teachers will be responsible for interpreting the data and setting individual campus goals.
Promotion Criteria	Academica assists, if requested, in making suggestions to the Board in creating promotion criteria that is used in successful charter school systems throughout the country.	N/A	The Board has adopted a Pay for Performance model that includes input from the administration and teachers.	The administrative team will be responsible for communicating promotion criteria to staff and making evaluations of staff.
Culture	At the direction of the Board, Academica will assist to create a school culture survey and disaggregate the data to be presented to the Board annually.	N/A	The Board and adopts policies and procedures to help create a culture that fosters the Mission and Vision of Mater Academy of Nevada.	School leadership teams will lead in a way to promote a healthy and enjoyable school environment for their teachers, students, and parents.
Budgeting, Finance, and Accounting	Academica is responsible for developing the school's annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the school maintain financial viability. Academica is responsible for bookkeeping and monitoring the school accounts to keep the	N/A	The Board oversee all aspects of the fiscal management of the school. The Board's Treasurer specifically is responsible for reviewing and approving school financials. The Board has adopted a financial policies and procedures manual that is in line with financial best practices of charter schools across the country.	The school principal will oversee portions of the budget such as expenses related to curriculum, office supplies, printing, copiers, travel, etc. The principal will review their budget with Academica on a monthly basis.

	school within their budget. Academica helps conduct and assist the Board's chosen accounting firm in their annual audit.			
Student Recruitment	Academica assists the Board and the administration to develop and implement recruitment plans, including but not limited to: websites, social media, flyers, mailers, advertisements, open houses, etc.	N/A	The Board will develop a campus budget in their start-up year for marketing and student recruitment. If the school is unable to attain the full enrollment, funds will be allocated for student recruitment.	The principal and administration are responsible for attending events to help recruit students. The principal is instrumental and a focal point in recruiting students during start-up and operational years of the school.
School Staff Recruitment & Hiring	Academica assists the Board if requested to help identify candidates for principal positions. Academica, if asked, will assist with principal searches by conducting a national recruiting campaign.	N/A	The Board develops and reviews specific personnel policies to support its goals and to ensure fairness and compliance with state and federal law. The Board will interview and hire the new campus's principal.	The school principal and school administration will interview and hire all teachers and support staff. The school principal and school administration will attend teacher recruitment fairs if needed.
HR Services (payroll, benefits, etc.)	Academica, at the Board's request, will identify and recommend a 3rd party pay roll company. Academica is a school resource for questions or issues related to payroll and benefits. Academica will help the Board and school administration with HR Services to make sure that all proper steps and procedures are taken when dealing with staff, students, and parents.	N/A	The Board chose a 3rd party payroll company to contract with for the processing of Mater Academy payroll.	The office staff, school principal and administration will serve as a HR resource to their teachers and staff. The school administration will work with Academica to make sure that HR policies and procedures are followed correctly.
Development/ Fundraising	Under the Direction of the Board, Academica will use their resources to find development/financial	N/A	With the assistance of the Administration and Academica, the Board will fundraise through its	The school administration will assist the Board in its development and fundraising efforts.

	groups to work with the school. Academica will be a resource to the Board in the development phase as they have opened more than 100 schools across the country.		relationships in the community. The Board will decide which development groups they will deal with for the building of a facility.	
Community Relations	Academica assists the Board and school administration with public relations and planning events within the community.	N/A	The Board builds relationships with groups and organizations in the community that support Mater Academy of Nevada's vision and mission.	The school administration will network and engage community businesses and organizations for the purposes of after-school programs, fundraising, field trips, educational programs, guest speakers, etc.
IT	Academica, at the Board's request, helps the Board identify a 3 rd party IT service provider.	N/A	The Board chose a 3 rd Party IT company to contract with for IT services.	The principal is responsible for reviewing the service provided by the IT company.
Facilities Mgmt	With input and approval from the school principals and Board, Academica manages 3 rd party contractors for the maintenance and repair of MAN's facility.	N/A	In compliance with all public-bidding laws, the Board selects vendors.	The school principal will have staff notify them of any facility concerns. The school principal will contact Academica with any issues regarding the facility for repair.
Vendor Management / Procurement	Under the direction of the Board, Academica issues requests for proposals from vendors, reviews contracts, and offers recommendations. Academica is responsible for procurement of the School's furniture, fixtures and equipment.	N/A	In compliance with all public-bidding laws, the Board selects vendors.	The school principal gives feedback to the Board and Academica regarding the quality of service provided by vendors, and will contact Academica for any changes or corrective action that needs to take place with vendors.
Student Support Services	Academic Nevada will help identify a 3 rd party Student Support Organization.	N/A	The Board allocates resources to the school budget for student support services.	The principal will develop programs to assist students in overcoming personal concerns and academic deficiencies

				that could impair their ability to succeed as students.
Other operational services, if applicable	N/A	N/A	N/A	N/A

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.

MANN will market via multiple modes to ensure that all families are informed of their educational options. To reach the school’s target student population, MANN’s primary marketing will be focused on the areas surrounding the Boys & Girls Club of the Truckee Meadows. MANN will use multiple marketing strategies to provide equal access to interested students and families.

MANN will engage in a grassroots recruitment campaign to ensure parents and students are aware of the new choice program and their eligibility to apply. A grassroots marketing campaign will include: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying English and Spanish media, building relationships with community groups, and a door-to-door approach. Given the high percentage of ELL students in the target community, MANN will print marketing materials in both English and Spanish. Marketing materials will also include inclusive language for students with disabilities. MANN will post flyers in local public facilities, such as community centers and other locations of public access. Promotional flyers and/or postcards will be distributed via direct mail and/or directly to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment. Unless a prior waiver is provided by SPSCA, mailers will be distributed to the target community notifying them of the enrollment period in compliance with SB208 and/or NRS.

MANN anticipates partnering with the Boys & Girls Club by occupying its Donald L. Carano Youth & Teen Facility and working with them to provide before and after school programs. MANN will work with the Boys & Girls Club to distribute marketing materials to its members.

- 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.

MANN is committed to serving students that are reflective of the community in which the school is located. The two tables below show the demographics of the current MANN campus since inception and of the current zoned

schools. The data shows that MANN has been substantially successful in enrolling students that are reflective of the attendance zone, with the exception of the IEP percentage, which is a bit lower at MANN.

Mater Academy of Northern Nevada Student Demographic, Year by Year			
	2017-18	2018-19	2019-20
Am In/AK Native	-	1%	2%
Asian	-	1%	1%
Hispanic/Latino	65%	66%	68%
Black/African-American	9%	10%	9%
White	19%	16%	15%
Native Hawaiian/Pacific Islander	-	3%	1%
Multi-Racial	-	3%	4%
IEP	8%	10%	11%
ELL	34%	19%	38%
FRL	76%	81%	100%

Average of Zoned Schools Student Demographic, Year by Year*			
	2017-18	2018-19	2019-20
Am In/AK Native	-	1%	1%
Asian	5%	4%	5%
Hispanic/Latino	74%	73%	68%
Black/African-American	4%	4%	5%
White	10%	10%	12%
Native Hawaiian/Pacific Islander	4%	3%	3%
Multi-Racial	5%	5%	6%
IEP	16%	17%	20%
ELL	42%	40%	35%
FRL	100%	100%	100%

The proposed location of the new campus is at the Boys & Girls Club of Truckee Meadows Donald L. Carano Youth & Teen Facility (1090 Bresson Ave, Reno, NV 89502), which is zoned for Veterans Memorial Elementary school and Vaughn Middle school. The average demographics for those two schools are very similar to the current MANN campus including 3% Am In/AK Native, 4% Asian, 72% Hispanic, 3% Black, 15% White, 1% Pacific Islander, 3% Multi-Racial, 15% IEP, 33% ELL, and 100% FRL. MANN will utilize similar marketing and recruiting tactics that were successful in reaching a reflective student demographic, but will be emphasizing that all students should apply no matter if they have an IEP or 504.

- 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 lottery¹¹ 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.

As mentioned above in Question a of this section, MANN's primary marketing will be focused on the areas surrounding the Boys & Girls Club of the Truckee Meadows. Similar tactics will be used that were successful in enrolling students that were reflective of the community in which the first campus is located. Some of these tactics to include the strategies listed above such as utilizing a door-to-door approach and publishing marketing materials in multiple languages. During informational meetings and through marketing materials, MANN will emphasize that the school seeks to serve a broad continuum of students with disabilities and that all students should apply.

- 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.

MANN plans to begin operations in the 2022-2023 school year. Open enrollment is anticipated to commence January 3, 2021 beginning at 12:01 a.m. and continue through the end of February 2021 until 11:59 p.m, and will occur during a similar time frame in subsequent years. A lottery will be held after the Open Enrollment period. Families will be notified via email or phone of their child's acceptance into the Academy through the computerized lottery program.

- 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.

The Board and new school principal will strive to attain the targets as set forth in the table shown below in the response to Question (h) in this section.

- 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?

The addition of an expanded K-8 campus will not affect or alter MANN's current systems/processes for ensuring staff members are knowledgeable about legal enrollment. Therefore, this question is not applicable.

- 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?

The addition of an expanded K-8 campus will not affect or alter MANN's current student recruitment plan. Therefore, this question is not applicable.

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

¹¹ 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.

For minimum, planned, and maximum enrollment tables, please see [Attachment 23 – Enrollment Tables](#).

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

Sample Excerpt

Grade Level	Number of Students					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K						
K						
1						
2...						
10						
11						
12						
Total						

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

Sample Excerpt

Grade Level	Number of Students					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K						
K...						
12						
Total						

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

Sample Excerpt

Grade Level	Number of Students					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K						
K						
12						
Total						

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

The proposed enrollment growth plan as demonstrates the desire of the MANN Governing Board and Principal Maraccini to open with a “slow-growth” model, which will assist the school in ensuring all incoming students acclimate to the MANN educational model and, most importantly, that they are able to perform at grade-level by the end of the school year. The Board and Principal Maraccini feel this growth model will ensure adequate resources provide a robust system of student support for at-risk subgroups, including, but not limited to ELL students, students in need of Special Education Services, and Gifted and Talented students. In this manner, MANN hopes to

proactively address many of the organizational and academic challenges that typically come with serving the anticipated student demographics.

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

This question is not applicable, as MANN is requesting to open with grades K-2 and approximately 125 students.

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

This question is not applicable, as MANN is not proposing to open a new middle school with more than 200 newly enrolled students in the sixth grade or above.

BOARD GOVERNANCE

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

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

The addition of an expanded K-8 campus will not affect or alter MANN’s current governance philosophy. Therefore, this question is not applicable.

- j. 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.

The addition of an expanded K-8 campus will not affect or alter MANN’s current governance structure. Therefore, this question is not applicable.

- k. 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 2020-2021 must be identified at the time of the submission of the expansion request.

The addition of an expanded K-8 campus will not affect or alter MANN’s current governing body. Therefore, this question is not applicable.

- l. 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.

The addition of an expanded K-8 campus will not affect or alter MANN's current governing body. Therefore, this question is not applicable.

- m. 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?

The addition of an expanded K-8 campus will not affect or alter MANN's current ethical standards and procedures for identifying and addressing conflicts of interest. Therefore, this question is not applicable.

- n. 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.

There are no identified existing relationships that could pose actual or perceived conflicts known by MANN at this time, but to the extent these arise, MANN will adhere to its conflict of interest and code of ethics policies to prevent and mitigate any perceived conflicts.

- o. 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?

The Board has had a consistently diligent and committed team of highly qualified volunteers since its inception from a variety of relevant fields. MANN's continuous cultivation of community resources ensures a wide pool of candidates in the case of succession. The board's turnover to this point has been mostly a result of natural transitions in Board member families. When vacancies arise, the board creates a description of the board member role with specific qualities the board is looking to add, ensuring compliance with statutory requirements and ensuring a diverse set of skills necessary to successfully oversee the school. The board advertises vacancies on the school's website and through direct communication (email, letters, etc.) to parents of enrolled students.

In order to increase capacity of the governing board, all board members are required to attend a yearly board retreat where the goals of the board are evaluated and further defined. A board self-evaluation is conducted at that time where the performance of the board is critiqued. The board's goals include 4 hours of professional development, two of which must be related to their office on the board, if applicable. Lastly, the board conducts a board visit day at least once every academic year. During this time, board members visit classrooms; talk with the faculty, staff, and students; and become familiar with current school concerns.

- p. 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.

The addition of an expanded K-8 campus will not affect or alter MANN's current orientation or training for new board members. Therefore, this question is not applicable.

- q. 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.

The addition of an expanded K-8 campus will not affect or alter MANN’s current working relationships prescribed. Therefore, this question is not applicable.

- r. 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.

The addition of an expanded K-8 campus will not affect or alter MANN’s current advisory bodies. Therefore, this question is not applicable.

- s. 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.

The addition of an expanded K-8 campus will not affect or alter MANN’s current grievance policy. Therefore, this question is not applicable.

- t. 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?

The addition of an expanded K-8 campus will not affect or alter MANN’s current goals for establishing board accountability. Therefore, this question is not applicable.

Goal	Purpose	Outcome Measure

INCUBATION YEAR DEVELOPMENT

- u. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2020-2021) to ensure that the school is ready for a successful launch in fall 2021. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment 10**.

Please see [Attachment 10 – Incubation Year Planning Table](#).

- v. 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.

In the initial search for a principal, MANN will be looking to identify an individual that has experience working with at-risk students, and especially ELL students. Once hired by the board, the principal will immediately receive training from Mater Academy, Inc. and the current campus. The central focus of the training will be on how to implement the Mater Academy educational philosophy. The principal will receive a multi-day training in Florida from Mater Academy, Inc. administrators, as well as weekly communication regarding the implementation of the Mater educational model and other issues involved in opening up a new campus, including but not limited to student recruitment and enrollment, teacher recruitment, and other logistical aspects of school operation. Training will intensify and be extended to all teachers during July and August 2021 immediately before school starts.

- w. 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 school principal identified by the Board will be working on a part-time basis to help with the development of the proposed campus. The school principal will be responsible for recruiting staff, recruiting students, and identifying curriculum/furniture/fixtures/equipment. Depending on whether the school principal is being promoted from within the Mater system or is coming from outside the system, the Board will work out compensation for that person on an individual basis. Academica Nevada representatives will be responsible for supporting the school principal in the startup period of the school.

SCHOOL MANAGEMENT CONTRACTS

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

- x. How and why was the EMO selected?
- y. 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).
- z. 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.
- aa. 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.
- bb. 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, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

This section is “Not Applicable” because Mater Academy of Northern Nevada does not intend to amend an existing management contract or enter into a new one with a for-profit or non-profit agency.

SERVICES

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.

The Business Manager will be the primary on-site person in charge of overseeing the operational needs of the school. He/She will work closely with Academica Nevada staff who are experts in the areas listed below and will be able to provide guidance and training on best practices in managing school operations.

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 not serve as a barrier to enrollment or ongoing attendance.

During the first year of operation, transportation will be provided for students who are registered at MANN's Midtown Expansion campus. These students will be transported from the Donald L. Carano site (Bresson Avenue) to the Donald W. Reynolds (9th Street) site during Year 1, while the permanent facility is constructed.

- 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 not serve as a barrier to enrollment or ongoing attendance.

MANN is its own School Food Authority and participates in the National School Lunch Program (NSLP). The new campus will also participate.

- iii. Facilities maintenance (including janitorial and landscape maintenance)

The addition of an expanded K-8 campus will not affect or alter MANN's current facilities maintenance process. Therefore, this question is not applicable.

- iv. Safety and security (include any plans for onsite security personnel)

The addition of an expanded K-8 campus will not affect or alter MANN's current facilities maintenance process. Therefore, this question is not applicable.

- v. Other services

The addition of an expanded K-8 campus will not affect or alter MANN's current process for other services. Therefore, this question is not applicable.

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.

The addition of an expanded K-8 campus will not affect or alter MANN's current technology infrastructure. Therefore, this question is not applicable.

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.

The addition of an expanded K-8 campus will not affect or alter MANN's current Student Information Management system. Therefore, this question is not applicable.

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.

The addition of an expanded K-8 campus will not affect or alter MANN's current process data security. Therefore, this question is not applicable.

15. Provide, as an Attachment 12, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

Please see [Attachment 12 – Operational Execution Plan](#).

ONGOING OPERATIONS

16. 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?

Mater Academy of Northern Nevada treats the safety and security of its students, staff, and visitors with the highest priority. To ensure best-case outcomes for regular practices and emergencies, the school principal of the new campus will create, and Mater Academy of Northern Nevada's Board will approve, an Emergency Management Plan developed in conjunction with local, state, and federal policies, regulations, and laws. Safety and security is the job of every member of the Mater Academy of Nevada community, but the school principal and school administrators will have primary responsibility over proper implementation of the Emergency Management Plan. To that end, staff and students will receive regularly scheduled trainings and drills regarding a variety of emergency/crisis situations, including, but not limited to chemical spills, active shooter, and fire drills.

Mater Academy of Northern Nevada's Emergency Management Plan will also address issues relating to emergency communications such as two-way radios, intercom systems, or other technologies for communicating in crises.

All students will be taught drill procedures for evacuations (in the event of a fire emergency), lockdowns and shelter-in place procedures (for chemical, environmental, or community threat emergencies), active shooter, and AED emergency procedures. These procedures will be practiced at least quarterly and more where required by state or federal regulation. In all drills, students will be expected to complete the correct procedures seriously and respectfully to ensure preparedness for a real emergency. Training for staff on emergency drill procedures will take place during the summer staff training and training for students will take place during student orientation and throughout the school year.

17. 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.

Mater Academy of Northern Nevada's insurance coverage will include coverage for general liability, abuse, employee benefits, professional educators' legal liability, auto, property, equipment breakdown, crime, excess liability, Directors & Officers/Employment Practices, student accident, and Worker's Compensation. Mater Academy of Northern Nevada is currently part of a consortium plan made available through Academica Nevada to provide increased levels of insurance for multi-site charters. All required insurance coverages are in place at levels above Nevada-mandated baseline requirements, and will be adjusted as student population increases each year. Please see the table below for the policy limits for each category of this coverage:

Coverages	2020-2021	Notes
General Liability Aggregate	\$17,000,000	Includes Umbrella/Excess Limits of \$15 M
General Liability Per Occurrence	\$16,000,000	
Products/Completed Operations Aggregate	\$17,000,000	
Personal and Advertising Injury	\$16,000,000	
Abuse or Molestation Per Occurrence	\$16,000,000	Includes Umbrella/Excess Limits of \$15 M
Abuse or Molestation Aggregate	\$17,000,000	
Student Accident – per accident	\$25,000	
Employee Benefits Liability Per Occurrence	\$16,000,000	Includes Umbrella/Excess Limits of \$15 M
Employee Benefits Liability Aggregate	\$17,000,000	
Commercial Auto Liability	\$16,000,000	Includes Umbrella/Excess Limits of \$15 M
Building Limit	100% Liability	
Employee Dishonesty/Crime	\$100,000	
Educators Legal Liability Per Occurrence	\$10,000,000	Shared Limits with D&O/EPLI
Educators Legal Liability Aggregate	\$10,000,000	
Directors & Officers Liability Per Occurrence	\$10,000,000	Shared Limits with Educators/EPLI
Directors & Officers Liability Aggregate	\$10,000,000	
Employment Practices Liability Per Occurrence	\$10,000,000	Shared Limits with D&O/Educators
Employment Practices Liability Aggregate	\$10,000,000	
Excess/Umbrella Liability	\$15,000,000	
Workers Compensation	\$1,000,000	
Excess/Umbrella Liability	\$3,000,000	

Section II: SPECIFIC RFA SECTIONS

RFA: Academic Amendments

1. RFA: Add Distance Education

a. Executive Summary

- i. An overview of the mission and vision for the expanded school or network, noting any revisions to the approved mission and vision for the school relating to the addition of a distance education program.

Mater Academy of Northern Nevada (MANN) is seeking to expand its high-performing school network by increasing MANN's capacity to serve students already enrolled in grades 6-8. Through offering distance education, MANN will supplement and enhance its traditional courses with access to virtual learning opportunities for students in need of credit recovery, academic challenge such as advanced math courses, or a more diverse selection of electives such as foreign language that MANN may not otherwise be able to offer. This amendment request is also grounded in MANN's intentional efforts to serve its diverse group of students with unique needs.

This requested amendment will not revise or alter the current mission and/or vision of MANN.

- ii. A list of the current school campuses

MANN's current campus is located at: [2680 E 9th St, Reno, Nevada 89512](#). MANN's proposed campus expansion is: [1090 Bresson Ave, Reno, Nevada 89502](#). MANN is requesting to implement a distance education program for both of these campuses, if approved.

- iii. Proposed model and target communities by zip code

MANN proposes to supplement and enhance its current innovative coursework with a part-time, blended learning model. This model combines face-to-face and online distance education instruction, which allow MANN to pool and leverage its teaching resources to offer students enrolled in grades 6-8 the opportunity to take credit bearing courses. Students can take these courses if they are in need of credit recovery, want an academic challenge, or participate in electives that MANN may not otherwise be able to offer. The proposed distance education program will be student- driven and student-centered with the goal to improve student achievement, provide students with

more academic choices and options, and personalize learning in a blended format. Students will participate in distance education courses in a designated virtual classroom with the opportunity to engage with a virtual instructor and coursework in a blended face-to-face academic and technical support format.

MANN's proposed target population is its middle students who are already enrolled or will eventually enroll in grades 6-8, who are in need of credit recovery or remediation, academic challenge such as Advanced Placement, or wish to take an elective course that they may not otherwise have the opportunity to attend. Students currently enrolled at MANN come from a variety of ZIP codes. These include, but are not limited to, the following: 88989, 89408, 89431, 89433, 89434, 89435, 89436, 89501, 89502, 89503, 89506, 89508, 89509, 89510, 89512, 89521, 89523, 89524, and 89533.

- iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.

Mater Academy of Northern Nevada's purpose is to provide a safe and nurturing educational environment that maximizes student achievement and fosters respect for all. Mater Academy will utilize ongoing assessments, engaging activities, the creation of a strong community environment, and regular parent involvement to achieve student success. In this manner, MANN is purposefully focused on the outcomes that all students become equally successful as lifelong learners and responsible citizens.

For students enrolled in distance education courses, it is expected that:

1. Ninety (90%) percent of students enrolled in blended distance education classes will successfully pass the course;
2. One Hundred (100%) percent of students enrolled in distance education courses will participate in two-way academic communication with their virtual instructor with support of their face-to-face instructor on a weekly basis.
3. Eighty-five (85%) percent of students enrolled at the school for a three consecutive year period who enroll in blended distance education classes will achieve proficient or advanced status on the state's annual assessment.
4. Seventy (70%) percent of students who enroll in blended distance education courses will show at least a one-year growth in reading and mathematics skills annually.

- i. The key components of your educational model and how the distance education program aligns with the educational model.

Preparing students to be successful in rigorous college and career readiness standards requires students to master the skills and knowledge directed by these standards; therefore, MANN is committed to offer students and families options for differentiated learning opportunities such as Distance Education. MANN proposes to provide a unique Distance Education program that balances instructional support and student autonomy while ensuring students are supported every step along the way. Distance Education will serve to supplement and enhance traditional delivery methods already in place providing students with the following additional educational options: credit recovery, Advanced Placement, and/or academic enrichment. Students will be selected to participate in Distance Education courses based on their individual academic needs. Students in need of a credit recovery course, acceleration courses or a course not regularly offered at the school will be able to enroll in a course through the distance learning program on a part time basis. The students will remain fulltime students at their home school. MANN's proposed Distance Education program will be implemented Fall of 2021.

For a list of proposed distance education courses that will be offered through the program see [Attachment 22 – Proposed Distance Education Courses](#).

- ii. Key supporters, partners, or resources that will contribute to the distance education program

MANN's state-approved distance education providers: Accelerate Education, BYU, Edgenuity, and Fuel Education/K12; along with the support of Virtual Education that has established successful distance education services to MANN's affiliate schools in Las Vegas and Florida will contribute to the success of the distance education program. MANN will recruit and retain interested teachers in expanding their experience to include virtual learning to support distance education. Principal Maraccini along with her administrative leadership teams will collaborate with all key stakeholders to ensure success of their distance education program.

b. Targeted Plan

- i. Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.

MANN's Distance Education coursework is not intended to replace existing curriculum, but rather enhance and supplement current academic programming effectively reducing barriers to students attending advanced level classes or having access to a variety of foreign language options.

MANN will serve students and families by addressing the current education needs: providing opportunities for students to recover credit, providing courses not otherwise available at the school and allow campuses to pool teaching resources to offer coursework that may not have enough students to form a full class at one location such as foreign language.

- ii. Explain how your distance education model, and the commitment to serve the population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

Preparing students to be successful in rigorous college and career readiness standards requires students to master the skills and knowledge directed by these standards; therefore, MANN is committed to offer students and families options for differentiated learning opportunities such as Distance Education. MANN proposes to provide a unique Distance Education program that balances instructional support and student autonomy while ensuring students are supported every step along the way. Distance Education will serve to supplement and enhance traditional delivery methods already in place providing students with credit recovery and/or academic enrichment.

Students will be selected to participate in Distance Education courses based on their individual academic needs. Students in need of a credit recovery course, acceleration courses or a course not regularly offered at the school will be able to enroll in a course through the distance learning program on a part time basis. The students will remain fulltime students at their home school.

As MANN continues to build its middle school programs, there is a need for the school to provide educational resources to provide opportunities for students to take courses that MANN otherwise may not be able to offer. In order to remain competitive in course offering to attract and retain students, MANN must be prepared to offer students fully comprehensive course options such as a variety of foreign languages. Additionally, when students are newly enrolled with the need for credit recovery, MANN will be equipped to offer families the option to enroll in credit bearing Distance Education core courses to avoid falling even further behind.

MANN will utilize their existing facility space and technology resources to establish an online blended learning classroom at the campus with a licensed teacher to support students and assist with troubleshooting. Students will independently engage in digital adaptive curriculum with an online teacher with the opportunity to work one-on-one with a traditional teacher as needed. MANN is committed to the goal to ensure each student is ready academically to enter college or move into a career through providing students in grades 6-8 a combined face-to-face and supplemental online learning opportunity in service to students in need of credit recovery or academic challenge.

The proposed distance education model is fully aligned with the mission of the SPCSA as outlined below:

- 1) Improving the academic achievement of pupils; Supplemental online learning will improve academic achievement by allowing students to benefit from differentiated learning options where the student becomes the driver in the model with the flexibility of varying levels of teacher support with the opportunity to gradually become more independent as measured on diagnostic and end-of-course assessments.
 - Encouraging the use of effective instructional methods of teaching; Teachers will be encouraged to look beyond traditional methods of teaching and utilize ways that engage today's learner in an online learning environment while also providing the support of face-to-face opportunities as needed. Engaging digital curriculum will meet the need and desires of today's digital native. Utilizing a variety of digital tools will help students reach higher levels of critical and creative thinking.
- 2) Providing an accurate measurement of the educational achievement of pupils; The digital curriculum and ongoing teacher assessments (formative and summative) will be used to measure academic success. End of course assessments are an integral part of the digital curriculum. Diagnostic and ongoing formative assessments throughout the teaching and learning cycle are utilized to inform the instructional staff of student academic progress in real time, which in turn will impact the student's fluid movement through the online curriculum. Teachers will use a data dashboard and instructional reports to as a guide in order to provide interventions and document student academic progress.
- 3) Establishing accountability and transparency of public schools; Students and parent/guardians will be required to sign a learning compact that outlines the academic, community and school involvement requirements to be an active member of Distance Education opportunities. Students and parents/guardians will be provided regular weekly updates on their academic progress. The principal will use the principles of site-based management for parent/guardian involvement and decision-making.
- 4) Providing a method for public schools to measure achievement based upon the performance of the schools; and Teachers will measure academic success based on meeting the requirements of the School Performance Framework as well as comparative analysis of other similar Nevada schools.
- 5) Creating new professional opportunities for teachers; Teachers will have the opportunity to work in virtual collaborative teams to determine where their students are academically and how they are progressing through Distance Education courses. This collaborative environment will allow teachers to share successful strategies and interventions. The continuous cycle of learning will be embraced through these methods as well as teacher teaching teachers what success looks like. Training on digital programs will be comprehensive and strategically monitored by their peers and administration. Innovative ways to demonstrate pedagogical knowledge will be utilized to develop leadership capacity (such as peer observation, lesson study, etc.).

c. Distance Education Requirements

- i. Describe the system of course credits that the school will use.

Student's final grade will be determined as follows: 25% value for each of four nine-week grading periods. A teacher may administer an assessment at the end of each nine-week grading period. In order to pass an annual course in grades 6-8, a student must earn a minimum of 10 grade points, of which a minimum of five must be earned in the second semester.

Teacher override (either up or down) can be used. In addition, all students must pass the final exam in their course with at least a 70%. A forgiveness policy for middle school students who take any high school course can be applied to courses with a final grade of C, D, or F, wherein a student attempts forgiveness for a grade and only the new grade will be used to compute the student's GPA. In both authorized semester courses and authorized annual courses, the criteria for grading certain students with disabilities may be modified by the Individual Educational Plan (IEP) team.

Any course not replaced according to this policy will be included in the calculation of the cumulative grade point average required for graduation. The only exception to the forgiveness policy stated above applies to middle school students who take any high school course. In this case, forgiveness can be applied to courses with a final grade of C, D, or F. In both authorized semester courses and authorized annual courses, the criteria for grading certain students with disabilities may be modified by the Individual Educational Plan (IEP) team.

The following are the academic grades used:

Enrollment in local colleges, 2005

Grade	Numerical Value %	Verbal Interpretation	Grade Point Value
A	90-100	Outstanding Progress	4
B	80-89	Good Progress	3
C	70-79	Average Progress	2
D	60-69	Lowest Acceptable Progress	1
F	0-59	Failure	0
I	0	Incomplete	0

Table 6: Distance Education Academic Grades

- ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.

Students enrolled in distance learning courses are required to interact with their virtual teacher one time per week. All weekly communications between teachers and students are logged into the student information system (Bocavox/MAESTRO) and stored for seven years. Evidence that communication was academic is required. The data will be available 24 hours a day and 365 per year. The attendance reports reflect real-time data and are generated by designated school staff every Monday, or more frequently, to comply with the weekly communication requirement for attendance. Since students will be taking distance education courses on a part time basis, they will be regularly attending a brick and mortar school, so attendance will also be taken in each students’ homeroom class. Student attendance and participation in courses is also tracked in the learning management system (Agilix/ Buzz) each time a student logs into their course. Time is tracked by minutes and seconds. The virtual teacher will monitor and verify student participation in courses through the gradebook within the LMS and SIS. In addition, participation hours will be verified by the homeroom teachers via documented attendance reporting. The academic advisor will monitor course completion through the transcript report available in the SIS. Both the attendance log and the communication log are available 24 hours per day and 365 days per year. (for all students) along with progress reports, which include updated academic information on student progress. Reports can be accessed at any time by fully trained designated school personnel. The attendance record for the distance learning course is in addition to the record of attendance maintained by the school in which the student attends classes full time. Students enrolled in Distance Education courses will complete coursework in a designated virtual learning classroom with a face-to-face teacher. The learning classroom will be available during the regular school day and also before and after school.

Progress monitoring tools - the virtual environment allows students to track their own daily progress with real-time scoring reports that can be depicted in a variety of ways, including graphs and charts. Using the data-collection capabilities of the program, along with baseline data, teachers can receive reports and identify students not meeting expected levels of achievement to provide appropriate interventions: ongoing assessments to inform pacing and differentiate instruction, remediation through supplementary technology, increasing teacher/student/parent communication, ongoing progress monitoring and academic counseling. After each assessment (either weekly, monthly, interim or quarterly) the system generates a report. Teacher can then disaggregate test data and identify benchmarks with unsatisfactory and satisfactory performance. Teachers will identify students’ performance within those categories and address the different needs through remediation and enrichment activities.

In addition, reports will be generated weekly in order to identify any students having difficulties with the distance education course. Any students who are not progressing adequately or who fall behind pace will be identified and contacted by the academic coach in order to determine what can be done to assist and if the implementation of an academic improvement plan is needed. Criteria used to trigger identification of pupils who are having difficulty with course assignments or otherwise having difficulty of being successful in the course is as follows:

- Behind pace
- Failing
- Not logging into course
- Teacher unable to make contact

An academic coach is assigned to each student to track progress in their courses in addition to the virtual instructor. Progress is tracked on a weekly basis. Students who are struggling are assigned to one-on-one tutorial sessions with a tutor that specialized in the subject area. The tutor works closely with the student and teacher and provides feedback on progress during the tutorial sessions.

Struggling Student Reports are generated to ascertain which students may be in critical need of academic intervention. They are color coded and the students reflected in red are contacted first.

The program staff monitors student attendance, participation, and performance to ensure that students meet compulsory attendance requirements and are making progress toward successful completion of the course or program as specified in the program's attendance policies. Progress reports are generated and sent via email to students and parents by the 15th of every month. If the 15th of the month falls on a weekend, reports will be sent on the previous Friday.

- iii. Describe how the school will ensure students participate in assessments and submit coursework.

In accordance with NRS 388.866: The board of trustees of a school district or the governing body of a charter school that provides a program of distance education shall ensure that for each course offered through the program, a teacher meets or otherwise communicates with the pupil at least once each week during the course to discuss the pupil's progress.

Students enrolled in distance learning courses are required to interact with their virtual teacher one time per week. All weekly communications between teachers and students are logged into the student information system (Bocavox/MAESTRO) and stored for seven years. Evidence that communication was academic in nature and discussions regarding coursework progression and submission is required. The data will be available 24 hours a day and 365 per year. The attendance reports reflect real-time data and are generated by designated school staff every Monday, or more frequently, to comply with the weekly communication requirement for attendance. Since students will be taking distance education courses on a part time basis, they will be regularly attending a brick and mortar school, so attendance will also be taken in each students' homeroom class. Student attendance and participation in courses is also tracked in the learning management system (Agilix/ Buzz) each time a student logs into their course. Time is tracked by minutes and seconds.

The teacher and the student will have a two-way conversation one time per week. All correspondence will be logged into the student information system, in order to track the required interaction. In addition to the documenting of weekly two-way interactions between teachers and students, staff can generate a time logging report in order to ensure that the students are logging into their virtual courses and submitting coursework in accordance to deadlines in the course pacing guide. The attendance record will be printed out on a monthly basis and will be signed by the teacher of record.

The Virtual program uses varied formative assessments to provide to teachers and students, modify curriculum and monitor student progress. Assessments are varied and valid. They can be in the form of self-checks, practice lessons, auto-graded (including multiple choice and short answer), writing assignments (from the paragraph to creative writing to the research paper), peer review, project or problem based, oral assessments with the instructor, and synchronous and asynchronous collaboration amongst students. Sixty percent (60%) of program assessments reach higher level blooms questioning. These include, but are not limited to, the following:

- *Affiliation and Collaboration*: Courses are designed to engage students with one another, with their instructors, with their families and with their community. These assessments may be completed in a variety of ways including the use of a discussion area, over the phone, or in live web conferencing sessions. The following are standard in the courses:
 - One graded collaboration assessment per segment/ semester
 - Discussion Based Assessments with the instructor (oral assessments) that fall roughly every four weeks
 - One student-to-student, student-to-parent, or student-to-community activity per segment/ semester
 - One non-computer related activity per segment/ semester - These are designed to get students away from their computers, and engaged in their learning in a different fashion. They address real world learning and provide students opportunities for success within their individual strengths.
- *Discussion Based Assessments*: All courses include an oral assessment with the instructor, which fall about every four weeks. We include these for two main reasons: (1) as a measure of academic integrity; and (2) they provide yet another opportunity for teachers to speak verbally with students to ascertain understanding of the content as well as build rapport. Oral assessments are particularly valuable for students whose strengths lie in verbal, rather than written, communication.
- *Test Banks*: Auto-graded assessments pull questions from test banks so that no two students receive identical questions on assessments. This is yet another academic integrity measure that has been proven successful. This feature also allows teachers to give students additional chances on assessments without worrying students will get exactly the same test.
- *Rubrics*: Rubrics are provided for both teachers and students in the course – it is important that students know exactly what is expected of them. The Learning Management System (LMS) collects student data and sends it to the SIS in protocol that is updated daily. The two systems work together to track the progress and pace of each student. If a student is falling behind, the system will trigger auto-generated alerts to the teacher. Thus, teachers have the performance data needed to know when appropriate interventions and assistance are necessary. Administrators also receive auto-generated summary reports and parents may access daily progress reports.
- Pre/post module tests, quizzes, essays, and diagnostic and discussion-based assessments are used to gauge understanding. Diagnostic assessments in mathematics and reading provide baseline data and feedback for students of particular skills and/or level. Additional assessments are also used as screening and progress tools to differentiate instruction. Real-time reports are provided on all assessments to help teachers modify pacing and delivery of instruction and interventions to ensure student mastery.

In addition, teachers will contact students one time per week as mandated by NDE program requirements to support students, gauge academic progress and ensure successful course completion. Required course assessments will be set to provide a specific testing window as well as an allotted amount of time within which the students can take the assessments. In addition, in order to ensure academic integrity, the students are to submit all short, long responses and essays through PlagScan (plagiarism scan software). Students will take any required course and State assessments at their home school site. Proctor qualifications will be as set forth by the Nevada Department of Education.

- iv. Describe how the school will conduct parent-teacher conferences.

Communication of student progress is key to the success of every student. Weekly progress reports to convey student progress will be provided to each parent. Parent-teacher conferences will be done as needed based on the student's individual progress. These conferences may be conducted over the phone or in person. As a requirement of the enrollment process in Distance Education courses, the students' parent or legal guardian will enter into a written agreement with the pupil outlining the objectives of the course, the timeline for completion, and the method by which the progress of the student will be assessed. The consent form needs to be signed and received from the parent or legal guardian before the student is able to enroll.

- v. Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

MANN will administer all required state assessments in a safe, secure and environment free of distractions and within the timeframe required. Academy, according to state and federal law, will use licensed staff as assessment proctors. All proctors will be trained and certified to be a qualified proctor based on state requirements.

d. Special Education

- i. For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum.

Progress monitoring by special education staff will be done on a weekly basis to determine the effectiveness of the Distance Education instructional program. Adjustments to instructional program will be made as student progress or lack of progress is determined based on progress monitoring. Revisions to IEPs will occur as adjustments are needed to student's academic program towards a more or less restrictive environment based on progress. Assessment and standardized testing procedures shall be implemented, including guidelines.

All personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, Safe School Professional or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. The school may employ such personnel as necessary depending on student need determined from actual enrollment. If necessary, the school will contract service provider agencies that employ licensed personnel and/or MANN will to contract services from Academica Student Support Services as determined by agreement between Academica and Academica Student Support Services. If services are outsourced to Academica or through service providers, MANN's principal and special education teacher will oversee, manage, and determine that all students with special needs IEPs are being implemented appropriately.

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

Academy's proposed program of distance education will be delivered using a blended face-to-face model and will comply with all legal distance education requirements pertaining to special population. To that end, MANN will provide planned staff development activities and participate in available appropriate professional development trainings to support access by students with disabilities to the distance education classroom, distance education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers. All MANN personnel who are necessary to provide a student with a disability a FAPE are required to attend any staff development activities or sponsor trainings.

MANN will adhere to the provisions of IDEA and ADA, specifically in distance education, to assure that all students with disabilities are provided services pursuant to FAPE. For special education this includes related services. Related services include speech and language services, counseling, occupational therapy, and/or any other related service as determined by the IEP team.

MANN will also ensure that no student otherwise eligible to enroll in distance education courses will be denied enrollment on the basis of their special education status. A records search of all enrolled students will be conducted to locate all students enrolled who have current IEPs. If a student enrolls in distance education with more services than MANN can provide, the school administrator and special education staff will meet with the parents and the student. At the meeting, Academy's special education distance education service delivery model will be discussed so the parent can make an informed decision. If needed, the IEP will be revised once the student attends distance education courses.

MANN is committed to all of its students who may elect to participate in distance education, including its gifted and talented pupils, students with disabilities, English Language Learners (ELLs), and those with Individual Education Plans (IEPs) or 504 plans. Working closely with Academics Student Support Services, MANN plans on closely partnering with district staff on several fronts to ensure special education programs specifically as it pertains to distance education and services reach students appropriately.

In order to provide a Free and Appropriate Public Education (FAPE), MANN will follow all federal and state laws under the Individuals with Disabilities Education Act (IDEA) (20 USC §1400 et seq). Additionally, MANN will comply with the applicable requirements of Section 504, the Americans with Disabilities Act (ADA) and all U.S. Department of Education Office of Civil Rights ("OCR") mandates for students enrolled in MANN distance education courses. By adhering to the provisions of the IDEA and applicable State of Nevada Special Education Laws and Regulations, MANN will assure that all students with disabilities are accorded FAPE, including special education-related services, and accommodations. MANN will also ensure that no student otherwise eligible to enroll in distance education will be denied enrollment on the basis of their special education or disability status.

Parents of students attending distance education courses will begin the year with understanding the services provided for students with disabilities at Academy. In addition, they will be informed of and sign the learning compact designed to meet all established IEP's or other programs notated, such as distance education, within this section. Parents of students with disabilities will be invited and encouraged, in the same manner as all students at Academy, to attend the school-wide events provided throughout each academic year.

Additionally, parents of students identified with disabilities will receive weekly progress reports regarding the progress their child is demonstrating in distance education courses. The special education teacher will notify parents via phone, letter or email when a formal meeting should be held to discuss their child's ELL progress. Parents of students with disabilities will receive monthly calls from each distance education teacher their student is being serviced by to discuss the progress of their child and to celebrate academic accomplishments. These one-on-one conversations allow for parents to get to know their child's teacher and to ask questions or share their perspective on various matters.

e. Scale Strategy

- i. Describe the steps that you will take to scale your model to new sections, including the people involved and the resources contributed both by the founding campus and the new distance education program.

Principal Gia Maraccini will work with other members of the administration to ensure that they are familiar with expectations of recruitment, professional development and procurement of curriculum as it pertains to distance education. In particular, it will be made clear the students eligible to enroll in distance education courses are those students in need of credit recovery, students who are in need of academic challenge through Advanced Placement or extension courses not already available at their campus, and/or students who wish to take an elective course that would not otherwise be available due to not enough students enrolled to form a full class.

Finally, Principal Maraccini will clearly articulate the process for enrolling the students in the program (whether the students are taking courses for acceleration, credit recovery or because the desired course is not offered at their school site) is as follows:

- Students in need of an acceleration course, a credit recovery course or a course not available at their home school will be advised of the availability of the course through the distance education program at the school.
 - Students will be directed to the counselor who will evaluate the student’s academic record and make course recommendations to student and parents and will verify that the course is appropriate before proceeding.
 - No home-schooled students will be accepted into the program.
 - Enter into a written agreement with the pupil and the pupil’s parent or legal guardian outlining the objectives of the course, the timeline for completion of the course and the method by which the progress of the pupil will be assessed.
 - The consent form needs to be signed and received at the home school. The student will create an account in the Student Information System and request the desired course.
 - The school counselor will review the student’s academic information, verify that the student selected the appropriate course and then electronically approve (confirm) the student for enrollment.
 - The distance education program staff will then enroll the student in the virtual course.
 - Upon enrollment, the student will be directed to the Student Orientation course if it is the first time the student takes a virtual course with the program. The Orientation is available to all students upon logging into the software program.
 - Upon completion of the course, the school will generate a transcript reflecting the student name, course taken and final grade.
 - The distance education course grade will be entered for each student on Infinite Campus and the school registrar will designate the courses as a distance education course on the transcript by adding a unique code (the course may be DE or 01 at the end of the course code or name).
- ii. If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.

This question is not applicable as MANN is not affiliated with a CMO or EMO that operates distance education in other states.

f. Student Recruitment and Enrollment

- i. Explain the plan for student recruitment and marketing for the new distance education program that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

MANN will utilize a wide range of communication modalities to share its mission openly, and without bias, for the purpose of recruiting current students already enrolled in grades 6–8 who would benefit from distance education courses for students in need of credit recovery, academic enrichment, or electives that would otherwise not be available.

Utilizing both traditional and digital media, MANN will be capable of more open communication to, and greater access for, interested students already enrolled and families, as messages can be targeted for specific needs, such as disability, academic struggle, family poverty, or other extenuating circumstances. Specifically, MANN will communicate its mission and distance education opportunities for students already enrolled in grades 6–8 through the following mediums:

- Social Media: Messages will be posted on social media platforms such as Facebook, Twitter, and Instagram.

- Direct Mail: Direct mail will be used to target those students already enrolled in grades 6–8 in near-campus area. Mailers will be done in English and Spanish to reflect the needs of the community.
- Mobile Campaigns: MANN will utilize the latest technologies to message mobile devices either through search, social media, or geo-targeted messages.
- Open Houses: MANN will hold regular open houses to welcome students, parents, and guardians interested in touring the school and learning more about its highly engaging education.
- Community Outreach: MANN will participate in community events and meetings to share its message and to make the MANN staff available for questions and comments. MANN is a part of the communities, and MANN seeks to help those in the community who are in need, by providing quality education options and by participating in community outreach.

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

Already enrolled students in grades 6-8 will be selected based on their academic needs. Students in need of a credit recovery course, acceleration courses or a course not regularly offered at the school will be able to take the course through the distance learning program on a part time basis. The students will remain fulltime students at their home school. Because students are only eligible to participate in the proposed distance education courses are those who are already enrolled, there will not be a separate calendar or lottery for the distance education program. Furthermore, there is not an application process for the distance education program because students who are eligible must already be currently enrolled in grades 6-8; therefore, this question is not applicable.

Moreover, as Federal CSP grant restrictions have concluded, the Board plans to seek approval for implementing a weighted lottery system to ensure the school population is reflective of not just the immediate area around the school, but also the greater community.

- iii. What distance education enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination?

Because students are only eligible to participate in the proposed distance education courses are those who are already enrolled and will be selected to participate in distance education based on their individual academic needs, there are no enrollment targets or re-enrollment targets for the distance education program. Students will be selected to participate on a case-by-case individualized process; therefor this question is not applicable.

g. Services

- i. Provide a description of how the school leadership team will support the distance education operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school’s plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

The leadership team will use iReady and SBAC assessment data systems to determine a student's eligibility to participate in virtual coursework. MANN’s Governing Board submits to a yearly financial audit by an independent third party auditor and MANN will use the audit data to determine the school's ability to provide Distance Education courses. MANN 's Board will seek training at least twice per year for four hours total regarding virtual learning.

- ii. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area

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

MANN will utilize its existing technology infrastructure and support mechanisms across the school, staff, and teacher and no new investments are necessary to support distance education.

MANN will utilize the following existing infrastructure and support mechanisms:

- Internet will be provided by a reliable Internet Service Provider protected by an enterprise router.
- Local area networking is provided by managed switches and wireless access points.
- Hardware: Each teacher will have one teacher computer and a 1:1 student to computer ratio in the classroom. Each office staff member will have a computer to utilize. There will be one computer lab and at least one laptop cart.
- MANN will contract with its service provider, Intellatek for support in device management and user support.

The approved distance education providers: Accelerate Education, BYU, Edgenuity, and Fuel Education/K12 all provide the servers that currently contain the production systems (curriculum) and data that are in a highly-secured off-site collocation center (IOData). Physical access to the systems are restricted to essential personnel only.

The IOData facilities have guarded site access:

- Only pre-authorized personnel may enter the parking area (access-card and human guard to compare face to card photo)
- The facility exterior door requires card-scan plus key-code
- Interior “man-trap” door requires keycard and retina eye-scan to permit entry to server floor
- Additional card scans required to reach rack cages
- Racks are locked with combination door locks

Electronic access to server systems by developer and operations employees require approved secured and encrypted VPN access, followed by ID and password access to individual server systems

Data on database systems are encrypted and secured and can only be access via secure credentials.

Because MANN teachers will be utilizing distance education courses to enhance and supplement existing MANN educational model and programs, they will align with the mission and vision of Pinecrest Academy of Northern Nevada. Distance Education is not a means to replace any existing programs or curriculum.

It is expected that the distance education program will be available for currently enrolled students in grades 6-8 in the fall of 2018.

h. Financial

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

With the utilization of existing school technology equipment, the costs associated with the inclusion of a distance education program will include a range of pricing from \$30 to a maximum of \$175 per pupil per semester per course amount and a \$75 per teacher per student per course amount. Therefore, for each distance education course, the total amount per pupil would be \$250. These distance education courses will be provided by the following approved distance education providers: Accelerate Education, BYU, Edgenuity, and Fuel Education/K12.

5. RFA: Add Dual-Credit Program

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

- a. Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.
- b. Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.
- c. Discuss the scope of the services and resources that will be provided by the college or university.
- d. Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.
- e. Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.
- f. Identify any employees of the college or university who will serve on the governing body of the charter school. Provide as an **Attachment** ____, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

6. RFA: Change Mission and/or Vision

For an RFA to accomplish this objective:

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

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

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

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

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

a) School Management Contracts

1. RFAs for “entering into, amending, renewing or terminating a contract with an educational management organization” are processed pursuant to NAC 388A.575
2. Contracts with EMOs are regulated in part pursuant to NAC 388A.580.
3. Limitations on the provision of teachers and other personnel by EMOs is regulated pursuant to NAC 388A.585.
4. Please provide the EMO’s Tax Identification Number (EIN), Organizational Location Address, and Organizational Mailing Address.
5. How and why was the EMO selected?
6. If this amendment would result in the approval of an EMO other than that approved in the initial charter application, please explain in detail the rationale for the change.

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

b) Financial Plan

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

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

Attachments Necessary for EMO Amendment

- 1) A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
- 2) Agenda for Board Meeting Where Board Voted to Request an Amendment to Contract with an Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 3) Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Contract Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 4) Final Term Sheet
- 5) Final, negotiated and executed contract between charter school and educational management organization which complies with NRS 388A, NAC 388A and all other applicable laws and regulations.
- 6) A term sheet signed by the Chief Executive Officer of the Service Provider setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services

and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;

- 7) Crosswalk of academic, organizational, and financial framework deliverables under the charter contract which will be delegated to or supported in whole or in part by the Educational Management Organization.
- 8) Documentation of Service Provider’s non-profit or for-profit status
- 9) Documentation of Service Provider’s authorization to do business in Nevada (e.g. current business license)
- 10) Budget Narrative
- 11) School Budget
- 12) Network Budget
- 13) Historical Audits
- 14) Audit Data Worksheet
 - (a) Academic Performance Worksheet
 - (b) Good Cause Exemption Letter
 - (c) A final crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school’s mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board’s primary evaluative tool for the education management organization.

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

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

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).
- b. Please provide academic performance data broken down by subgroups. What is the school’s assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
- c. Please provide an overview of discipline data, broken down by subgroup. What is the school’s assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

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

Year						
Enrollment						

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

Year						
Enrollment						

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

For an RFA to accomplish this objective:

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

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

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

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

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

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

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).
- b. Please provide academic performance data broken down by subgroups. What is the school's assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
- c. Please provide an overview of discipline data, broken down by subgroup. What is the school's assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

Facility RFAs

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.

MANN opened August of 2017 in the Boys & Girls Club of Truckee Meadow's (B&GC) Donald Reynolds Facility. During the first two and a half years MANN leased classroom space from B&GC inside the existing Donald Reynolds Facility. The existing facility included classrooms, offices, cafeteria, multiple gyms and outdoor playground area.

By the end of its second year of operation, and with 269 students, MANN was beginning to grow out of the existing Donald Reynolds Facility. To accommodate this growth, the B&GC and MANN entered into a lease wherein B&GC built an addition to the Donald Reynolds site exclusively for MANN's use. Acting as the landlord, the B&GC engaged Ethos 3 Architecture for design and Dianda Construction as general contractor. The facility was delivered on time and opened in January of 2020. Since that time, MANN has been operating out of the new space.

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.

The B&GC has expressed interest in providing temporary and long-term facility space for MANN's new campus. In year one, it is the intent of MANN to open in B&GC's Donald Reynold's facility. The existing west wing of the

Donald Reynold's facility contains 7 classrooms, offices and bathrooms. The school will also have access to a cafeteria, kitchen, multiple gym spaces and an outdoor playground. At this location, the school will enter into a lease with B&GC wherein the landlord (B&GC), will be responsible for maintenance and paying for the utilities on site. The school would look to move to its requested mid-town location for the start of year two or year three.

B&GC has expressed interest in building the requested expansion campus for MANN. B&GC's would construct an addition to its Donald Carano facility specifically for MANN's mid-town campus. The future mid-town campus is approximately 1.7 miles away from the Donald Reynolds facility. The B&GC would finance the construction of the new school facility and enter into a long-term lease with MANN for its use of the building. The lease would be triple net, similar to the existing lease between MANN and B&GC.

3. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, please provide:
 - a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility.

For Year 1 of operation, the school's proposed location at the B&GC's Donald Reynolds facility would require no construction. The parcel number is 008-15-20. Please see [Facility Attachment 4 – Facility Location & Parcel Map](#).

- 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.

Attached is the lease arrangement previously entered into by MANN and B&GC for the lease of space inside B&GC's Donald Reynold's facility. The lease arrangement between MANN and B&GC for lease of this space will be similar to the attached lease. Please see [Facility Attachment 5 – Copy of Lease Agreement](#).

- c) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.

MANN has not entered into a lease agreement with B&GC at this time. The lease arrangement between MANN and B&GC for lease of this space will be similar to the previous lease agreement entered into by MANN and B&GC for this location. Please see [Facility Attachment 5 – Copy of Lease 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.

Please see [Facility Attachment 6 – Copy of Floor Plan](#).

- 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** ____.

The owner of the facility is the Boys & Girls Club of Truckee Meadows. The address for the Boys & Girls Club is 2680 East 9th Street, Reno, Nevada. The contact information for the Executive Director, Mike Wurm, is 775-331-5437.

There is no know relationship between the current owner or landlord and the school's management organization. MANN Governing Board members, Luke Welmerink and Cris Novich, are affiliated with the Boys & Girls Club of Truckee Meadows; wherein Mr. Welmerink previously served on the Young Leaders Committee of the Boys & Girls Club and Mr. Novich is currently a member of the Junior Executive Board of Directors. However, as evidenced

in their involvement in MANN's current campus, there are no existing conflicts of interest or financial interests for either Mr. Welmerink and Mr. Novich as it pertains to this requested campus expansion.

- f) A copy of the Certificate of Occupancy at **Attachment** ____.

Please see [Facility Attachment 8 – Certificate of Occupancy](#).

- 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** ____.

Please see [Facility Attachment 8 – Certificate of Occupancy](#).

- 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** ____.

The School will communicate with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Healthy Act in compliance with NAC 386.3265.

- 4. If a proposed facility has **not** been identified or the proposed facility **requires any construction or renovation** prior to the commencement of instruction, please provide:
 - a) Either a discussion of the desired community of location and the rationale for selecting that community **AND** an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment** ____ OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as an **Attachment** ____.
 - b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility **AND** an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment** ____ OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as an **Attachment** ____.
 - c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage **AND** an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment** ____ OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet **AND** an assurance that the school will submit final documentation in compliance with NAC 386.3265 as an **Attachment** ____.
 - d) Either a description of the process and resources the school will use to identify a facility **AND** an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment** ____ OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** ____.
 - e) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school **AND** documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to

- confirm compliance with NAC 386.3265 as an **Attachment** ____.
- f) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as an **Attachment** ____.
 - g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as an **Attachment** ____.

MANN's expansion campus to the Midtown neighborhood of Reno, will open during its first year of operation in the Boys & Girls Club, Donald W. Reynolds site (9th Street) as described in question 3 above. In Year 2 or 3 of operation, students will then attend the newly constructed site at the Boys & Girls Club Donald L. Carano site (Bresson Avenue). Therefore, this question is not applicable. Construction documents related to the permanent facility at Bresson Avenue will be available upon completion as the school nears Year 2 or 3 of operation.

- 5. For schools which are seeking to occupy multiple facilities over several years, please list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.
 - a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.
 - b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of an **Attachment** ____ . Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of **Attachment** ____.

MANN's expansion campus to the Midtown neighborhood of Reno, will open during its first year of operation in the Boys & Girls Club, Donald W. Reynolds site (9th Street) as described in question 3 above. In Year 2 or 3 of operation, students will then attend the newly constructed site at the Boys & Girls Club Donald L. Carano site (Bresson Avenue). Therefore, this question is not applicable. Construction documents related to the permanent facility at Bresson Avenue will be available upon completion as the school nears Year 2 or 3 of operation.

- 6. Please include the organization's plans to finance these facilities, including:
 - a) Indicate whether the school intends to finance these facilities through the Department of Business and Industry (B&I) or another bond conduit. If the school is not using the B&I conduit, please identify the proposed issuer of the bonds. Please provide a rationale for the selection of this issuer, and a comparative analysis with any other issuers considered by the school.
 - b) Total project cost for each facility

- c) Financing and financing assumptions
- d) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc. for each facility and for the network as a whole.

MANN’s expansion campus to the Midtown neighborhood of Reno, will open during its first year of operation in the Boys & Girls Club, Donald W. Reynolds site (9th Street) as described in question 3 above. In Year 2 or 3 of operation, students will then attend the newly constructed site at the Boys & Girls Club Donald L. Carano site (Bresson Avenue). Therefore, this question is not applicable. Information regarding the financing of this facility will be available upon completion as the school nears Year 2 or 3 of operation.

Facility RFA Attachments required



October 13, 2020

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

Re: Amendment Request for Mater Academy of Northern Nevada to Occupy Additional Site

Dear Ms. Feiden:

Below is the Summary for Mater Academy of Northern Nevada to amend their charter contract with the SPCSA to occupy an additional site:

Mater Academy of Northern Nevada proposes to amend their charter contract with the SPCSA to expand to one new site located in the Reno Midtown neighborhood. Students and families in this targeted region would greatly benefit from Mater Academy of Northern Nevada's educational model as almost half of them currently attend a 1- or 2-Star School. Mater Academy of Northern Nevada, which is a 3- and 5-Star School (at the elementary and middle school level respectively), would provide these students and families with a quality educational model. Mater Academy of Northern Nevada additional learning opportunities for students, and personalize learning in a blended format.

Mater Academy of Northern Nevada respectfully requests that the Authority approve this Amendment Application included herein.

Sincerely,

Shari Dunn

Shari Dunn (Oct 13, 2020 10:42 PDT)

Shari Dunn
Mater Academy of Northern Nevada, Board Chair

NOTICE OF PUBLIC MEETING
of the
Board of Directors of
Mater Academy of Northern Nevada

Notice is hereby given that the Board of Directors of Mater Academy of Northern Nevada, a public charter school, will conduct a public meeting on Wednesday October 14, 2020, beginning at 5:30 p.m. at 2680 E. 9th St. Reno, Nevada 89512. Virtual streaming of the meeting is also available. Join Zoom Meeting: <https://us02web.zoom.us/j/85731228355> Meeting ID: 857 3122 8355 or join via audio: +1 669 900 9128 US or +1 253 215 8782 US. The public is invited to attend.

Attached hereto is an agenda of all items scheduled to be considered.

Please Note: The Board of Directors of Mater Academy of Northern Nevada may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item at any time.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance may call Amanda Safford at (775) 622-2402 at least two business days in advance so that arrangements may be made.

If you would like copies of the meeting agenda, support materials, or minutes, please email lorena.godina@academicnv.com, or visit the school's website at <https://www.maternorthernnevada.org/>. For copies of meeting audio, please email lorena.godina@academicnv.com.

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

AGENDA

October 14, 2020 Meeting of the Board of Directors of Mater Academy of Northern Nevada

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

1. Call to order and roll call (For Possible Action)
2. Public Comment and Discussion *(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)*
3. Consent Agenda (For Possible Action) *(All items listed under the Consent Agenda are considered routine and will be enacted by one motion. There will be no separate discussion of these items unless a Board Member or member of the public so requests, in which case the item(s) will be removed from the consent agenda and considered along with the regular order of business.)*
 - a. Approval of Minutes from the August 12, 2020 Board Meeting
 - b. Approval of Minutes from the August 26, 2020 Board Meeting
4. Update on Academic and School Initiatives by Principal Gia Maraccini (For Discussion)
5. Review of School Financial Performance (For Discussion)
6. Discussion and Possible Action to Approve an Amendment Application for Expansion of an Additional Campus (For Possible Action)
7. Review and Approval of an Amendment Application to Provide Distance Education Program (For Possible Action)
8. Review and Possible Approval of the EMO Evaluation for Academica Nevada (For Possible Action)
9. Review and Possible Action to Approve Mater Academy of Northern Nevada’s Policy under Senate Bill 147, NRS 388A.489, NRS 389.320, NRS 389.330, Regarding Support for Students Who Are Homeless, Unaccompanied, or Who Live in Foster Care (For Possible Action)

10. Annual Evaluation of Principal Gia Maraccini (For Possible Action) *(As this agenda item pertains to personnel matters, the Board Officers may call for all or a*

Attachment 1 - Transmittal Letter & Meeting Agenda/Minutes

portion of the discussion of this agenda item to be completed in closed session among Board members and requested parties.)

11. Academica Announcements and Notifications (For Discussion)

12. Member Comment (For Discussion)

13. Public Comments and Discussion *(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)*

14. Adjournment

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

- (1) Reno City Hall: 1 East 1st Street, Reno, Nevada.
- (2) Mater Academy of Northern Nevada: 2680 E. 9th St, Reno, NV 89512.
- (3) Doral Academy of Northern Nevada: 3725 Butch Cassidy Dr, Reno, NV 89511
- (4) maternorthernnevada.org
- (5) Notice.nv.gov

MINUTES
of the meeting of the
BOARD OF DIRECTORS of MATER ACADEMY OF NORTHERN NEVADA
October 14, 2020

The Board of Directors of Mater Academy of Northern Nevada held a public telephonic/video meeting on October 14, 2020, at 5:30 p.m.

1. Call to Order and Roll Call

Board Chair Shari Dunn called the meeting to order at 5:36 p.m. with a quorum present. In attendance were Board members Kayla Moynahan, Luke Welmerink, Wendy Jauregui-Jackins, Cris Novic, Shari Dunn and Teresa Benitez-Thompson (joined at 5:38 p.m.).

Also present was Principal Gia Maraccini, as well as Academica representatives Amanda Safford, Colin Bringham, Trevor Goodsell, Bob Ranney, and Keri Brewster.

2. Public Comment and Discussion

There was no public comment.

3. Consent Agenda

4. Update on Academic and School Initiatives by Principal Gia Maraccini

5. Review of School Financial Performance

6. Discussion and Possible Action to Approve an Amendment Application for Expansion of an Additional Campus

Ms. Amanda Safford addressed the Board and explained that the item was the amendment application for the expansion of an additional campus. She added that the first year was prospected to have 125 students in grades kindergarten through 2nd grade for the first year of incubation. She added that the grant provided funding for the principal, an office manager, furniture, and additional funding to start the school off and to expand in the future with Principal Maraccini as a mentor.

Principal Maraccini spoke in favor of the expansion of the additional campus with the start of a small group of students and to expand because it would help with the retention of students and families and help with instilling procedures and expectations from the beginning.

The Board held a discussion in favor of the expansion and were glad to hear that the community of the expansion were of similar demographics of Mater Northern Nevada. The board members asked the expansion would impact them as board members. Ms. Safford explained that the expansion was an expressed desire of the board and that the next step would be for them to have conversations with teachers and the recruitment of families and students. She added that there were great opportunities to continue recruitment and that she would be working with the board on outreach initiatives.

Member Welmerink asked what plans there were for transportation during the incubation period. Ms. Safford explained that after some conversations with the Boys and Girls Club they expressed that they would be able to provide transportation, adding that there was money in the grant for two buses and that they were looking at different scenarios.

Member Dunn moved to approve the submission of an amendment application for expansion of an additional campus. Member Moynahan seconded the motion, and the Board voted unanimously to approve.

7. Review and Approval of an Amendment Application to Provide Distance Education Program

Ms. Amanda Safford addressed the Board and explained that the Board had approved a letter of intent for the amendment application in their August board meeting and added that the amendment was to the Charter to provide distance education. She added that the amendment has nothing to do with the current pandemic and that it was more for credit recovery for students who needed additional credits or for students who would benefit from courses that were not provided by the school such as accelerated courses. She added that it would go to the charter authority to be considered at their December meeting and then would go to the Department of Education for final approval.

Member Novich moved to approve an amendment application to provide distance education program. Member Welmerink seconded the motion, and the Board voted unanimously to approve.

8. Review and Possible Approval of the EMO Evaluation for Academica Nevada

9. Review and Possible Action to Approve Mater Academy of Northern Nevada's Policy under Senate Bill 147, NRS 388A.489, NRS 389.320, NRS 389.330, Regarding Support for Students Who Are Homeless, Unaccompanied, or Who Live in Foster Care

10. Annual Evaluation of Principal Gia Maraccini

11. Academics Announcements and Notifications

12. Member Comment

There was no member comment.

13. Public Comment

14. Adjournment

The meeting was adjourned at 6:54 p.m.

Approved on:

**Secretary of the Board of Directors
Mater Academy of Northern Nevada**

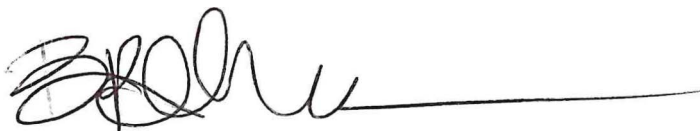
Dear Nevada State Public Charter School Authority,

I am writing to express my support for the approval of Mater Academy of Northern Nevada's campus expansion to the Reno-Midtown area. I believe that Mater Academy of Northern Nevada will be an incredible asset and of great benefit to the children, families, and community of the Reno-Sparks Metropolitan area.

Many families in this area would benefit from Mater's educational model, which provides an innovative, challenging, and multicultural education for all students. Mater Academy of Northern Nevada's mission and vision speaks to the fact that the school will focus on preparing all students to be global citizens and have a competitive edge in the 21st Century workforce.

In alignment with our mission, the ACE Foundation of Las Vegas will partner with Mater Academy of Northern Nevada to enhance educational opportunities for our students and families by providing financial and community-based resources to supplement programs and additional initiatives at the school.

I am happy to support an excellent school of choice, such as Mater Academy of Northern Nevada, and know it will be of tremendous benefit for our community.



Brooke Reeves
Executive Director
The ACE Foundation

October 5, 2020

To Whom It May Concern:

As a member of the Reno, Nevada community and the STEAM learning ecosystem, I am compelled to express the need for our city to have more unique and innovative school options to serve families in our growing city. The majority of middle schools in the Midtown area are underperforming and there is a desperate need to have alternative options that can deliver a high quality educational program for children in Kindergarten-8th Grade.

We have learned about Mater Academy of Northern Nevada's (MANN) educational model and believe in the positive impact the school will make to people and students all over our community. Our business stakeholders, our families, and our community deserve quality educational options, such as MANN. We are honored and happy to demonstrate our support for this school and respectfully request its approval. We believe MANN will provide a needed and unique educational environment where our students can thrive academically. Feel free to contact me if you have any questions

Sincerely,



Mat Sinclair
President/CEO
Terry Lee Wells Nevada Discovery Museum
490 S. Center Street, Reno NV 89501



October 5th, 2020

To Whom It May Concern:

As the Managing Partner of Intellatek, I am writing on behalf of our organization in support of the newly proposed Mater Academy of Northern Nevada's campus expansion. We are happy to support this new school and their commitment to improving quality educational options and raising the academic achievement of students in the Reno-Midtown area. We strongly support this school and their focus on providing an innovative, challenging, and multicultural education.

As an organization which has provided educational technology and support for over 20 years to Nevada charter schools, we recognized that we shared similar values with Mater Academy of Northern Nevada. Namely, our commitment to provide quality and proven solutions to the education sector. As a dedicated team of technicians, we represent extensive knowledge of past and present technologies that continue to be used throughout the education sector and currently service more than 25 charter schools in the Las Vegas Valley, Reno area, and additional sites outside of the state.

Through this letter, we acknowledge specific roles and responsibilities we will fulfill in this partnership. We would expect our role with Mater Academy of Northern Nevada to include:

- Forming a genuine partnership to increase student achievement in our community by providing quality education technology tools and resources. Representatives from our team would be designated to work on this effort throughout installation, consultation, and maintenance.

We look forward to working with both Mater Academy of Northern Nevada as well as the Nevada State Public Charter School Authority in bringing this school to Reno-Midtown and in continuing to improve academic achievement for students in our community.

Sincerely,

A handwritten signature in black ink, appearing to read 'JJ Christian'. The signature is fluid and cursive, with a long horizontal stroke extending to the left.

JJ Christian
Managing Partner
Intellatek

1378 Paseo Verde Parkway, Suite 200 Henderson, Nevada 89012



To Whom It May Concern:

I am writing to express my support for the approval of Mater Academy of Northern Nevada. As the Director of SPED, I work with and support many public charter schools in Southern Nevada as well as other public charter schools in Northern Nevada. I work with many families throughout the state and I understand the special needs and requests of many families here in our great state. I have seen first-hand the success that Mater Academy has had with academic results, both in Las Vegas as well as in Reno, and I love hearing of all the success stories that the families share on how the Mater family of schools have benefitted their children.

I whole-heartedly believe that Mater Academy of Northern Nevada will be a great asset to the community at large. I know this will bring a level of education to these children that they would not otherwise have access to. I know that they plan to market to ensure they have a diverse student population and help families that need it most.

I also know that Mater takes pride in their focus to ensure all children are prepared to be global citizens and have a competitive edge in the 21st century workforce. I know their approach, along with their academic standards, rigorous curriculum, plans for community and parent involvement and their standards for hiring, this would be an outstanding school to add to the Reno-Midtown community.

As previously stated, I believe that Mater Academy of Northern Nevada's additional campus will be an incredible asset and of great benefit to our children, families, and local community. I look forward to partnering and seeing the benefits the school brings to the local community.

Sincerely,

Nancy Fitzgerald

Nancy Fitzgerald
Director of SPED
Special Education Support Staff
6630 Surrey Street
Las Vegas, Nevada 89119
P: 702.982.7933



October 7, 2020

Dear Nevada State Public Charter School Authority,

I am writing in support of Mater Academy of Northern Nevada's request to expand to an additional K-8 campus.

Mater Academy of Northern Nevada has already demonstrated their tremendous benefit to the Reno-Sparks community, particularly in terms of providing equitable education to educationally disadvantaged students. The school's request to open in the Midtown neighborhood would bring this same equity to even more of our students and families here in Reno. Furthermore, opening a quality school in this location is aligned to the State Public Charter School Authority's current growth plan, as it will provide a proven 3- and 5-star model to areas where families typically are zoned for only a 1- or 2-star school.

Providing further access to such an exemplary and innovative school to Northern Nevada would greatly benefit our community's families.

Fondly,

A handwritten signature in black ink, appearing to read "Paul J. Klein".

Paul J. Klein
Partner
Tri**Strategies**, LTD.
Government Relations and Public Affairs

October 5th, 2020

To Whom It May Concern:

I am writing to express my support for the approval of Mater Academy of Northern Nevada's campus expansion. Mater's second campus will be a great K-8 option and addition to the Reno-Midtown area as their educational model provides a unique approach coupled with a proven educational program, particularly for educationally disadvantaged students.

Troop provides substitute teachers to charter schools in Las Vegas, Henderson, and Reno Nevada. We provide a database of over two hundred licensed and qualified substitutes serving over twenty-five charter schools in the Las Vegas Valley and Reno-Sparks Metropolitan areas. With any new school, Mater Academy of Northern Nevada will need a support system that provides a high fill-rate (our goal is 95%) for their teachers and students.

It is with great pleasure that I recommend and support the addition of Mater Academy of Northern Nevada's additional campus. Students, parents, and the community will receive a great addition to the area.

Sincerely,

A handwritten signature in black ink that reads "James J. Kenyon". The signature is written in a cursive style with a large, stylized "J" and "K".

James Kenyon, Ed. D.
Director
Troop

City	State	Zip Code	Grades	Current School	Hear About Us
Sun Valley	NV	89433	2	Mater	Social Media (Facebook, Search Engine, etc.)
Sparks	NV	89431	0	PK	Other: Gia! Also worked there a year ago and loved it!
Reno	NV	89523	0	Mater Academy	Other: Attend existing location
Reno	NV	89502	1	Mater academy	Word of Mouth (Family, Friend, Neighbors)
Reno	NV	89508	1	MANN	Other: Boys & Girls Club
Reno	NV	89512	2	Mater Academy	Print Media (posters, mailer, newspaper, etc.)
Sparks	NV	89431	2	Mater Academy	Other: Email from current Mater on 9th street
Reno	NV	89512	2	Mater Academy	Social Media (Facebook, Search Engine, etc.)
Reno	NV	89506	2	Matter academy	Other: My son is currently enroll at matter academy and I get e-mails
Sparks	NV	89434	2	Mater Academy of Northern Nevada	Print Media (posters, mailer, newspaper, etc.)
Reno	NV	89502	2	Mater Academy	Word of Mouth (Family, Friend, Neighbors)
Reno	NV	89523	0	Matter academy	Word of Mouth (Family, Friend, Neighbors)
SUN VALLEY	NV	89433	1	Tanya materademy	Word of Mouth (Family, Friend, Neighbors)
Reno	NV	89502	2	Mater academy	Word of Mouth (Family, Friend, Neighbors)
Sparks	NV	89431	2	Mater	Word of Mouth (Family, Friend, Neighbors)
Sparks	NV	89431	2	Northern Nevada Mater Academy	Open House
Sun valley	NV	89433	1	Mater Academy	Other:
RENO	NV	89506	1,2	Mater academy	Word of Mouth (Family, Friend, Neighbors)
Sparks	NV	89436	0,1,6	2020-2021	Social Media (Facebook, Search Engine, etc.)
RENO	NV	89512	0,7	Mater academy of Northern nevada	Open House
Reno	NV	89504	6	Coral Academy	Other: Boys and Girls Club
Reno	NV	89503	0	ELC 4	Other: ELC 4
Reno	NV	89503	4	Mariposa Academy	Other: I work for Early Learning Center 3
Reno	NV	89506	2,5	Lemmon Valley	Other: Mater applicant
Reno	NV	89513	5		
Reno	NV	89506	1	E.L Wiegand Early Learning Center	Other: Email from Boys and Girls Club
Reno	NV	89508	1	Early Learning Center	Other: Boys and girls club email

Reno	NV	89523	1,5,6,8	Mater	Word of Mouth (Family, Friend, Neighbors)
Attachment 2 - Community Support/Demand					
Reno	NV	89512	1	Hidden Valley	Other: Email from BGC
Reno	NV	89503	4	Grace warner	Other: Previous student
Sparks	NV	89431	0	Elc4	Other: Elc 4 email
Reno	NV	89503	0,1	ELC 4	Other: Email
Reno	NV	89503	0,1	ELC 4	Other: Email
Reno	NV	89509	0,1		Word of Mouth (Family, Friend, Neighbors)
Reno	NV	89523	1	EL Wiegand	Other: Email
RENO	NV	89509	3	Mater NNV	Other: Student attends 9th street location, but would prefer a closer one
Reno	NV	98533	7	Mater academy	Other: By the school

Attachment 2 - Community Support/Demand

Comments	Interested?
	Yes
My daughter will be 4 next year, waiting for a PK program but still interested for kindergarten	Yes
	Yes
	Yes
I have 2 kids going into 5th and 1st	Yes
	Yes
My child will be in the 5th grade 2021-2022 yr	Yes
	Yes
	Yes
I would like my child to attend whichever location Ms. Gia. Each morning I drop my son of for school her enthusiasm and smile are contagious and I feel like I'm leaving my son with family that truly cares about him	Yes
	Yes
	Yes
	Yes
If this one opens in midtown i would like my child moved to this one since we live closer to midtown	Yes
	Yes
	Yes
	Yes
I luv mater	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
My child is only 3 but always looking for options for when he get to kindergarten	Yes
	Yes

Attachment 2 - Community Support/Demand

Attachment 2 - Community Support/Demand

	Yes
	Yes
	Yes
Interested for 22/23 school year	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes

Mater Academy of Northern Nevada

Principal Job Description

Mater Academy of Northern Nevada is a public charter school serving students in grades K-8. Principal applicants will be expected to provide the leadership and management necessary to administer and implement all programs, activities, and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing and enriching environment. As a school that focuses on preparing scholars for success in the 21st century, it is beneficial that the applicant is familiar with best practices of teaching students to develop collaboration, critical thinking, and creativity.

QUALIFICATIONS

Education: An earned Master's Degree (or higher) from an Accredited College or University.

EXPERIENCE

A total of five years of school experience is required, including a minimum of three years of experience as a Principal/Assistant Principal. Applicant must hold a Nevada Department of Education Administrator Certificate with a School Principal Endorsement or Administrator Certificate with a Superintendent Endorsement.

REPORTS TO: Mater Academy of Northern Nevada Governing Board

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The School Principal Shall:

- Pursue the vision and execute the mission of the school.
- As Head of School, he/she will provide leadership and direction to all instructional and non-instructional staff.
- Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs.
- Hire, evaluate, and terminate staff that such action with respect to the Director of Finance and Operations positions shall be subject to review and/or approval by the Board of Trustees.
- Administer Mater Academy of Northern Nevada scheduling, enrollment, and curriculum.
- Serve as liaison to the Board of Trustees, including but not limited to providing formal and informal reports to the Board and charter entity.
- Prepare materials in conjunction with the Director of Finance and Operations for Board meeting, including student academic achievement data based on comparative and longitudinal measures.
- Implement and follow policies and procedures.
- Provide a safe environment for learning.
- Ensure proper budgeting, accounting, and auditing, and financial planning.

JOB DESCRIPTION

POSITION TITLE: Assistant Principal

CONTRACT YEAR: Twelve (12) Months

QUALIFICATIONS

EDUCATION: An earned Bachelor's Degree (or higher) from an Accredited College or University.

EXPERIENCE

REQUIRED: A minimum of five (5) years of combined school-based work experience.

REPORTS TO: Principal.

POSITION GOAL: To directly support the Principal in the day-to-day management of all aspects of the operating Mater Academy of Nevada.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

In collaboration with the Principal and with the Principal's guidance and direction, the assistant principal shall:

- Supervise the preparation of class schedules and individual student schedules
- Aid in the supervision and evaluation of certified and classified personnel
- Promote the positive image of the school within the district and the overall community
- Schedule extracurricular activities
- Organize activities for students and staff in collaboration with principal
- Assist in the preparation of all materials for all board meetings
- Assist in the preparation of teacher, parent and student handbooks
- Supervise conduct within the school and oversee all disciplinary and attendance procedures, maintaining records of any disciplinary action
- Assist in administering school rules and behavioral expectations
- Provide a safe environment for students and staff Athletic Director
- Perform other duties as assigned by the Principal

JOB DESCRIPTION

POSITION TITLE: Lead Teacher

CONTRACT YEAR: Ten (10) Months

QUALIFICATIONS

EDUCATION: An earned Bachelor's Degree (or higher) from an Accredited College or University. The Lead Teacher must be highly qualified in compliance with all applicable State and Federal laws.

EXPERIENCE

REQUIRED: A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years teaching experience. Prior experience, exposure, training in, and/or appreciation of the Mater Academy Curriculum Model is preferred.

REPORTS TO: Principal.

POSITION GOAL: To assist and support the Principal and teachers with the implementation and support of the Mater Academy of Nevada curriculum.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Teacher Leader shall:

- Attend all curriculum related meetings and in-service events.
- Assist grade levels in the development of units
- Develop storage and checkout systems for grade-level instructional materials, coordinate with grade level chairs to maintain grade-level instructional materials
- Maintain a list of materials needed to be ordered (new teacher materials, replacement of materials, additional instructional resources for future units of study to be developed "wish lists")
- Coordinate staff development speakers
- Deliver and coordinate with outside resources to develop in-house professional development
- Coordinate school visits by parents, central office administrators, and community members
- Provide assistance and training for new teachers to sustain implementation
- Perform other duties as assigned by the Principal

JOB DESCRIPTION

POSITION TITLE: Special Education Teacher

CONTRACT YEAR: Ten (10) Months

QUALIFICATIONS

EDUCATION: An earned Bachelor's Degree (or higher) from an Accredited College or University. Must hold a Nevada Special Education license.

EXPERIENCE

REQUIRED: A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years of teaching experience in Special Education.

REPORTS TO: Principal.

POSITION GOAL: To develop, implement, coordinate, and monitor Special Education curriculum for students assigned to the Special Education program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Special Education Teacher shall:

- Assist in the management of Individual Education Plans (IEP) and ensure the implementation of all IEP's and Section 504 plans;
- Coordinate and attend IEP meetings and communicate with parents;
- Provide curriculum support for students and teachers;
- Coordinate and facilitate Response to Intervention for struggling students;
- Develop and monitor Behavior Intervention Plans;
- Coordinate the identification, assessment and placement of students in the School's ESE Program;
- Coordinate the ordering of materials and equipment needed to implement ESE Program Services;
- Coordinates with school-site, district and contracted personnel in the provision of ESE services to students;
- Develop and assist to implement the school's ESE program in alignment with state and federal guidelines;
- Coordinate testing for Students with Disabilities and monitor student IEP's;
- Coordinate the internal and external evaluation to maintain and effective feedback monitoring system in coordination with Program Evaluation;
- Coordinate activities with early intervention programs to provide services for ESE students;
- Serve as a consultant on matters pertinent to the ESE program;

- Assist with interviews of potential ESE teachers;
- Participate successfully in the training programs offered to increase the skill and proficiency related to the assignment;
- Review current developments, literature and technical sources of information related to job responsibility;
- Models successful teaching practices at the classroom level, including differentiation accommodations
- Assist teachers to align, interpret, implement and assess the Pre-K-8 arts, Reading, ELA, Math, Science, Physical Education and Social Studies;
- Has knowledge of research-based best practices in art, Reading, ELA, Math, Science, Physical Education and Social Studies, identifies learning problems in those areas and provides coaching on best practices as well as provides modeling to assist teachers and students;
- Plans, coordinates and presents staff development programs Reading, ELA, Math, Science, Physical Education and Social Studies content and methodology including facilitation of Professional Learning Communities and Lesson Study;
- Coordinates the development of instructional materials that are consistent with the total education philosophy of the school; and
- Perform other duties as assigned by the Principal.

JOB DESCRIPTION

POSITION TITLE: Counselor

CONTRACT YEAR: Ten (10) Months

QUALIFICATIONS

EDUCATION: An earned Master's Degree (or higher) from an Accredited College or University. Must hold a Nevada Special Services License, School Counselor License is preferred.

EXPERIENCE

REQUIRED: A minimum of two (2) years working in a school environment.

REPORTS TO: Principal.

POSITION GOAL: To promote and enhance the overall academic mission by providing services that strengthen home, school, and community partnerships and alleviate barriers to learning.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Counselor shall:

- Effectively and appropriately assess and address the needs, characteristics, and interactions of students, families, and community.
- Use knowledge and understanding of the reciprocal influences of home, school, and community to intervene for student success via such practices as assessment, crisis intervention, home visits, conflict resolution, individual and group counseling, consultation, program development, dropout prevention, and coordination of school and community services.
- Advocate for appropriate services for students and their families. 'Provide social and emotional counseling for all students.
- Consult and collaborate with stakeholders on behalf of students and their families.
- Effectively plan, implement, and evaluate programs that promote student and family success
- Use assessment and evaluation results to develop appropriate interventions for students, families, schools and communities.
- Develop long-term and short-term intervention plans consistent with curriculum, with students' needs, strengths, diversity and life experiences, and with other social and emotional factors.

Attachment 3 - Leadership Job Descriptions

- Provide services to students in ways that build upon individual strengths and offer students maximum opportunities to participate in the planning and direction of their own learning experience.
- Provide appropriate follow-up to ensure that students' needs are being met.
- Act as a point of contact for outside organizations working with students and their families.
- Perform other duties as assigned by the Principal.

GIA MARACCINI

5188 Orinda Drive Sparks, NV 89436 775-250-2920

Gia.Maraccini@maternnv.org

EDUCATIONAL VISION

Every child is filled with brilliance. Helping students explore how their individual brilliance impacts their personal learning, so each and every student is able to grow and learn to their best ability, is my ultimate job as an educator. As a leader, I believe in building relationships based on value and trust, which support learning for students, staff and families. As an instructional leader, I strongly believe in fostering an atmosphere where all stakeholders are encouraged to take risks with their learning, reflect on their personal growth, and become more confident and resilient global citizens.

EDUCATION

2014-2015	Grand Canyon University	Phoenix, AZ
	Master of Education in Education Administration	
2005	WCSD	Reno, NV
	Masters Equivalency in Literacy	
1990-1992	University of Nevada, Reno	Reno, NV
	Advanced degree work Early/Special Education	
1987-1990	University of Nevada, Reno	Reno, NV
	B.S. Elementary/Special Education	

PROFESSIONAL EXPERIENCE

2019-Present Mater Academy of Northern Nevada Reno, NV

Principal

- Managing the daily operations of the school
 - Created School Performance Plan and work to support attainment of the various aspects of the plan through teacher observation, feedback, professional development as well as district and state support.
 - Work closely with state contacts, as well as outside professional trainers, to deepen the learning for students and staff.
 - Manage the fiscal responsibilities of the school, through various budgets and grants.
 - Facilitate all Individual Educational Plan meetings and work with special education staff to ensure legal compliance for students with IEPs.
 - Collaborate with staff to develop master schedule as well as duty schedule. Oversee all aspects of the master and duty schedule and responsibilities associated with both schedules.
 - Testing Coordinator for MAP, ACCESS, Alt. ACCESS, and Smarter Balance.
 - Develop school safety plan, train staff on different safety and emergency procedures, run monthly drills and complete required drill paperwork.
 - Establish school wide expectations for students and staff, provide training and support on expectations and follow through with discipline for both students and staff as warranted.
 - Develop and sustain relationships with all of the varied stakeholders of Mater Academy of Northern Nevada through positive parent communication, student interactions, and staff meetings and discussions.
- Instructional coaching teachers and certified staff through the evaluation process
 - Met individually with teacher to set professional learning goals for the year.
 - Observe, through formal and informal observations, and provide on-going feedback to teachers around the evaluation rubric and their individual level.
 - Provide grade level and school wide professional development to support growth around observations,

Attachment 5 - Resume of Current Leader

feedback, teacher conferences and reflections.

- Educate aides and assistants on the expectations of their jobs, provide professional development as needed, as well as support from the district level when applicable.
- Instructionally leading staff and students
 - Supporting teachers and students with curriculum, through working with teachers to closely analyze student data and develop backwards planned lessons to support each learner.
 - Provide on-going professional development around Trauma Informed Practices to help staff better deal with students and their emotional/behavioral needs.
 - Mentoring new administrative team.
- Oversee and assist in management of behaviors
 - Strengthened existing PBIS system and worked with staff to develop school wide approach for PBIS
 - Created a Tiered Support System to help improve Daily Average Attendance.
 - Develop a data tracking system for minor and major behaviors. Input data into district program as well as share data monthly with staff.
 - Provided support to students and staff, using Restorative Justice and Trauma Informed Practices.

2018-2019 Mater Academy of Northern Nevada

Reno, NV

Instructional Coach/Dean

- Instructionally leading staff and students
 - Provide professional development and on-going support around I Ready Diagnostic Testing, Growth Monitoring, weekly data and lessons.
 - Developed I Ready lesson progression for each grade level and domain, created grade level file boxes with lessons aligned to the lesson progression, and developed instructional groupings for each domain for teachers.
 - Work closely with Mater staff from Miami and Las Vegas to institute changes based on the Mater model.
 - Present professional development and on-going support around student engagement, lesson planning, and questioning.
 - Assist teachers as they transitioned to Planbook, having them include standards, objectives, assessments, differentiated groupings, and activities into daily lesson planning.
 - Plan and help teach intervention groups in the 6th grade classroom.
- Manage a portion of the daily operations of the school
 - Develop and sustain relationships with all of the varied stakeholders of Mater Academy through positive parent communication, student interactions, staff meetings and discussions.
 - Testing Coordinator for I Ready, ACCESS and Smarter Balance. Collaborate with staff to develop testing schedules. Develop secure test check out procedures and provide state mandated testing trainings.
 - Assume administrative tasks when Principal is out of the building.
- Oversee and assist in management of behaviors
 - Created a tiered support system for attendance, teach after school attendance intervention program, and keep data on daily student participation.
 - Maintain a school wide check in/check out program for Tier Three Behavior students, providing morning and afternoon support to students who provide the most challenging behaviors.
 - Investigate behavior issues, provide consequences, communicate with parents and enter behavior data into the Infinite Campus program.

Attachment 5 - Resume of Current Leader

2017-2018 Washoe County School District
Principal-Natchez Elementary School

Wadsworth, NV

- Managing the daily operations of the school
 - Created School Performance Plan and work to support attainment of the various aspects of the plan through teacher observation, feedback, professional development as well as district and state support.
 - Work closely with state contacts, as well as outside professional trainers, to meet the requirements of the state Rising Star watch list.
 - Manage the fiscal responsibilities of the school, through various budgets and grants.
 - Respond to district requirements and complete required school management procedures.
 - Facilitate all Individual Educational Plan meetings and work with special education staff to ensure legal compliance for students with IEPs.
 - Collaborate with staff to develop master schedule as well as duty schedule. Oversee all aspects of the master and duty schedule and responsibilities associated with both schedules.
 - Testing Coordinator for MAP, ACCESS, Alt. ACCESS, and Smarter Balance.
 - Develop school safety plan, train staff on different safety and emergency procedures, run monthly drills and complete required drill paperwork.
 - Establish school wide expectations for students and staff, provide training and support on expectations and follow through with discipline for both students and staff as warranted.
 - Develop and sustain relationships with all of the varied stakeholders of Natchez Elementary School through positive parent communication, student interactions, and staff meetings and discussions.
- Instructional coaching teachers and certified staff through the evaluation process
 - Met individually with each teacher to set professional learning goals for the year.
 - Observe, through formal and informal observations, and provide on-going feedback to teachers around the evaluation rubric and their individual level.
 - Provide grade level and school wide professional development to support growth around observations, feedback, teacher conferences and reflections.
 - Educate aides and assistants on the expectations of their jobs, provide professional development as needed, as well as support from the district level when applicable.
- Instructionally leading staff and students
 - Supporting teachers and students with curriculum, through working with teachers to closely analyze student data and develop backwards planned lessons to support each learner.
 - Oversee all aspects of the Student Learning Objectives, through supporting teachers in the development, providing professional development and coaching support, reviewing and providing feedback as well as analyzing the data.
 - Provide District Instructional Coaches for areas of observed need, allowing teachers to deepen their understanding around core instructional ideas in both literacy and Math.
 - Provide on-going professional development around Trauma Informed Practices to help staff better deal with students and their emotional/behavioral needs.
 - Mentoring new Data Coach.
- Oversee and assist in management of behaviors
 - Strengthened existing PBIS system and worked with staff to develop school wide approach for PBIS
 - Created a Tiered Support System to help improve Daily Average Attendance.
 - Develop a data tracking system for minor and major behaviors. Input data into district program as well as share data monthly with staff.
 - Provided support to students and staff, using Restorative Justice and Trauma Informed Practices.

2016-2017 Washoe County School District
Assistant Principal-Sun Valley Elementary School

Reno, NV

Attachment 5 - Resume of Current Leader

- Instructional coached teachers and certified staff through the evaluation process
 - Met individually with each teacher on my evaluation list to discuss *Teach, Reflect, Learn* self-assessment and set professional learning goals for the year.
 - Observed, through formal and informal observations, and provided on-going feedback to teachers around the evaluation rubric and their individual reflective level (as determined through the *Teach, Reflect, Learn* self assessment).
 - Provided grade level and school wide professional development to support growth around observations, feedback, teacher conferences and reflections.
- Instructionally lead staff and students
 - Continued to develop programs and curriculum to ensure a safe and respectful learning environment, where all students feel safe to express concerns and learn together as a community.
 - Supported teachers and students with writing, through working with teachers to closely analyze student writing data and develop lessons to support each learner, as well as co-teaching and modeling lessons in classrooms.
 - Mentored new IS and LS.
- Assisted in the management of behaviors
 - Continued to support and strengthen systems developed while being Dean.
 - Created a Tiered Support System to help improve Daily Average Attendance.
 - Developed lessons to support skill attainment within the SEL framework.
 - Established a 1st-5th grade yoga program to help students with anxiety and anger management strategies.
- Managed a portion of the daily operations of the school
 - Continued to develop and sustain relationships with all of the varied stakeholders of Sun Valley Elementary School through positive parent communication, student interactions, and staff meetings and discussions.
 - Collaborated with staff to develop master schedule as well as duty schedule.
 - Continued as Testing Coordinator for MAP, ACCESS, Alt. ACCESS, and Smarter Balance.
 - Developed school safety plan, train staff on different safety and emergency procedures, run monthly drills and complete required drill paperwork.
 - Established lunchroom expectations for students and duty staff, as well as custodial staff and actively.

2015-2016 Washoe County School District
Dean-Sun Valley Elementary School

Reno, NV

- Assisted in management of behaviors
 - Strengthened PBIS system to align with the Progressive Discipline Plan for the school.
 - Expanded the MTSS Behavior process to include more systematic interventions and data collection.
 - Established procedures and investigative strategies to support the new Bullying law, which ensures safety for all students.
 - Developed positive relationships with students and parents around discipline issues and re-teaching expectations around the PBIS matrix.
 - Maintained records of behavior through IC behavior tab.
 - Lead the School Safety Team, which is responsible for developing routines around different safety drills, such as Code Red and Code Blue.
 - Worked with school counseling staff to develop school wide conflict resolution curriculum and instructional strategies to educate students with the new curriculum.
- Managed daily operations of certain aspects of the school
 - Developed and sustained relationships with all of the varied stakeholders of Sun Valley Elementary School through positive parent communication, student interactions, and staff meetings and

Attachment 5 - Resume of Current Leader

discussions.

- Created the school duty schedule, actively monitored the different duties, and made adjustments or provided feedback to staff as needed to ensure the safety of students.
- Testing Coordinator for the school, overseeing MAP, DRA, ACCESS, Alternate ACCESS, NAA, and Smarter Balance.
- Instructionally led staff and students
 - Developed programs and curriculum to ensure a safe and respectful learning environment, where all students felt safe to express concerns and learned together as a community.
 - Educated staff and students on the new conflict management curriculum, in order to address the increased bullying and conflict resolution issues.
 - Supported teachers and students with writing, through working with teachers to closely analyze student writing data and developed lessons to support each learner.
 - Mentored new IS and Instructional Coach on staff.

2013-2015 Washoe County School District
Instructional Coach-Sun Valley Elementary School

Reno, NV

- Instructional Writing Coach for K-6 Teachers and Students.
 - Supported writing instruction, through a three-part writing structure, which I designed.
 - Assisted the teachers and students with writing, which allowed the school to achieve the School Performance Plan writing goal both years in this position.
 - Used student writing data to determine lessons and individual student needs around writing.
 - Developed the Read, Write, Discuss model that the school follows to help students deepen learning and access more rigorous curriculum.
 - Established and maintained relationships based on trust, allowing for productive coaching situations.
- Project Based Learning Coach for K-6 Teachers and Students
 - Facilitated the Project Based Learning 101 training for every grade level as well as coached and supported unit development on site.
- Co-Coordinator for Assessment
 - Assisted in testing students in MAP, DRAs, ACCESS, NAA, and Smarter Balance as the Co-Coordinator for Assessment.
- Leadership Team Member
 - Strategically planned curriculum and school initiatives to support the School Performance Plan.
 - Aligned the MTSS process to meet each individual learner's needs through differentiated goals and assessment measures, which accurately assessed current levels.

2009-2013 Washoe County School District
Teacher-Depoali Middle School

Reno, NV

- Taught 6th grade English/Language Arts/Social Studies/Music Mania
- Member of the Lead team that planned and opened the school 2008-2009
 - Designed the school wide PBIS structure and expectations for behavior, which allowed for a successful opening of a new middle school.
 - Developed teacher teaming situations and structures to support 6th grade in a middle school environment, which allowed students to be safe and instructionally challenged.
 - Researched and ordered curriculum for the 6th grade program that met the demands of the transition to Common Core State Standards.
 - Created an inventory and catalogue system to successfully manage all of the curriculum and supplies.
 - Planned and implemented curriculum and structure for the 6th grade elective program.
- 6th Grade ELA Lead 2009-2012
 - Led ELA/Social Studies department through the transition from Nevada State Standards to Common

Attachment 5 - Resume of Current Leader

Core State Standards to ensure rigorous curriculum and instruction that challenged students and encouraged the students and teachers to take risks.

- Planned Professional Development for the ELA/Social Studies Department to support Common Core State Standards.
- Facilitated the Professional Learning Community time with the ELA/Social Studies Department, developing the agenda and acquiring the necessary resources to support curriculum, instruction, and student data discussions.
- Collaborated with grade level members to develop celebrations and grade level activities.
- Book Club Advisor 2009-2013
- Running Club Advisor 2009-2011
- Cross Country Coach 2009-2011

2008-2009 Washoe County School District Sparks, NV
Teacher-Shaw Middle School
Taught 7th grade English/Language Arts

2006-2008 Washoe County School District Reno, NV
Teacher-Pine Middle School

- Taught 6th grade English/Language Arts
 - Assisted in moving 6th graders from an elementary school to a middle school setting. Consulted with other 6th grade middle school programs.
 - Collaborated with 6th grade team and administration to build schedule.
- Cross Country Coach 2006-2008

2003-2006 Washoe County School District Sparks, NV
Teacher-Bud Beasley Elementary School

- Taught 5th Grade
 - Worked with CLS and SIP teachers to create an inclusion classroom for 5th.
 - Facilitated grade level PLC meetings.

2001-2003 Washoe County School District Reno, NV
Teacher-Rita Cannan Elementary School

- Taught Kindergarten, Reading Recovery and First Grade
 - Trained and taught Reading Recovery and ½ day Kindergarten in the 2001-2002 school year.
 - Taught an integrated 1st grade in the 2002-2003 school year.

1997-2001 Kindergym/Kindergym Tumblebus Reno, NV
Owner/Director

- Owned/Operated a movement education program for children walking thru six.
- Managed 15 employees and a program enrollment of 700 students.

1990-1994 Washoe County School District Reno, NV
Teacher-Diedrichsen Elementary School

- Special Education Teacher for grades K-6
 - Taught children ages 6-12 with special needs in all academic and social areas.

SKILLS

- Reflective
- Build and Sustain Relationships
- Vision and Data Driven
- Value Every Individual
- Passionate
- Student Centered
- Active Listener

PROFESSIONAL ORGANIZATIONS AND HONORS

- Trauma Informed Practices Professional Development with
- Trauma Informed Practices Key Note Presenter for William Penn School District, Philadelphia (2018)
- Presenter at the 2016 Annual ASCD Conference on Creating a Community of Authentic Writers
- ASCD Staff Member with the Building Teacher Capacity Cadre
- Presenter at 2016 Nevada Reading Week Conference
- Instructional Coach in Training Companion Video for the book *Teach, Reflect, Learn* through ASCD
- ASCD Member since 2014
- Panel Member for WCSD Project Based Learning Showcase
- Member of a scoring team at a National Writing Project Scoring Conference
- WEA Distinguished Teacher Award

PROFESSIONAL DEVELOPMENT TAUGHT

- Student Engagement Activities (2019)
- Test Taking Strategies (2019)
- Trauma Informed Practices (2018, 2019)
- Reflective Practices for Teachers (2018)
- Lesson Planning with the End in Mind (2018)
- How to Write Standards Based Learning Targets (2018)
- Planning for Student Engagement, Part 2 (2018)
- Elements of a Backwards Planned Lesson (2017)
- Trauma Informed Practices (2017)
- Planning for Student Engagement, Part 1 (2017)
- PBIS and Behavior Matrix for Natchez (2017)
- Planning for Deeper Level Questioning (2016)
- Creating Authentic Writers (2016)
- Instructional Expectations (2016)
- Building Teacher Capacity Two Day Institute in Verona, NY (2016)
- PBIS and Behavior Matrix for Sun Valley (2015)
- Text Dependent Questioning to Align with Smarter Balance Tasks (2015)
- Conflict Resolution Strategies for Staff (2015)
- Instructional Practice Guides and Classroom Implications (2014)
- Smarter Balance Website Exploration (2014)
- Scoring Writing on the Smarter Balance Rubric (2014)
- Writing for Choice with Students (2013, 2014)
- Writing to Learn with Students (2013, 2014)
- Writing to NVAC Writing Standards (2013, 2014)
- Write Like This-Authentic Writing with Students (2013)
- Common Core State Standards and impacts on 6th Grade in the Middle School (2011)
- Using Author's Craft to Help Students Become Authentic Writers (2010)

PROFESSIONAL DEVELOPMENT ATTENDED

- Certified Trauma Informed Practitioner
- PBIS Level 1 Cohort
- Novice Principal Collegial
- McREL Purposeful Community
- Restorative Justice
- Administrative Management Series
- Novice Assistant Principal Collegial
- Washoe Academy of School Leaders
- Novice Dean Collegial
- PBL Coaching Certification through Buck Institute
- PBL 101 Trained
- Challenging Behaviors PBS
- CCSS: Argumentative Writing for Social Studies
- Smarter Balanced Assessment Training for Test Coordinators
- My PGS Training for Site Administration
- Write Like This Symposium
- Advancing Literacy Practice with the Common Core
- Nevada Ready Conference
- Northern Nevada Writing Project Teacher Consultant
- GLAD Trained
- SIOP Trained
- CELL/EXCELL Trained
- Reading Recovery Trained

Attachment 5 - Resume of Current Leader

REFERENCES

Diana Beug	Instructional Coach	Robert Mitchell Elementary School	(775) 997-3551
Ken Cervantes	Principal Coach	Natchez Elementary School	(775) 750-2504
Brian Prewett	Title 1 Director	Washoe County School District	(775) 527-3742
Alisa Simeral	ASCD Author/Consultant	ASCD	(775) 772-7683
Prim Walters	Former Principal	Mater Elementary School	(775) 530-6263

Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 20-21) to ensure that the school is ready for a successful launch in fall 2021. Feel free to add rows as needed. Note that the activity column should include detailed information regarding action items necessary to complete key tasks during the incubation year. For example, under operations you may have one work stream for ‘Staffing’. This likely includes multiple activities such as finalized job descriptions, multiple recruitment methods, finalized salary ranges, hiring and onboarding.

<i>2020-21 Planning Year Milestones (SMART Goals) by Work Stream</i>	<i>Activity</i>	<i>Responsible Personnel</i>	<i>Milestone Date(s)</i>
INSTRUCTION	Professional Development - Develop pre-service week schedule - Schedule any vendor PD by end of June	Principal, Academica	August 15, Opening Year
	Purchase instructional materials (curriculum, assessments, software, classroom supplies, library collection, etc.)	Principal	June/July prior to school opening
	Finalize master course schedule and schedule students into appropriate classes	Principal	May-June, planning year
TALENT	Principal Recruitment	Board, Academica	Principal Identified by March Planning Year
	Teacher Recruitment - Develop hiring checklist - Finalize onboarding documents	Principal, Academica	Major Teacher Recruitment Campaign during planning year months Feb-May. School fully Staffed by July 1st of 1st Year
OPERATIONS	Property/Facility under Contract	Board, Academica	12 Months Prior to School Opening

Attachment 10 - Incubation Year Planning Table

<i>2020-21 Planning Year Milestones (SMART Goals) by Work Stream</i>	<i>Activity</i>	<i>Responsible Personnel</i>	<i>Milestone Date(s)</i>
	Lease Finalized	Board	12 Months Prior to School Opening
	Construction and Permits Completed	Board, General Contractor	12 Months Prior to School Opening
	EMO Contract finalized	Board, lawyer, Academica	After charter contract approval
	Certificate of Occupancy	Board, Academica	July prior to school opening
	Develop handbooks, benefits plan, etc.	Academica, Board	6 months prior to opening
	Apply for 501c3 status	Board, Academica	12 months prior to opening
	Identify Legal counsel	Board	After charter approval
	Identify Payroll/insurance/janitor/etc	Board, Academica	3 months prior to opening
	Order office and non-instructional supplies	Principal	2 months prior to opening
	TECHNOLOGY	Technology Purchased	Principal
Technology Installed		IT Company, Academica	3 Weeks Prior to School Opening
FINANCE	Lending for FFE Secured	Academica, Board, Lender	6 Months Prior to School Opening
	Open Bank Account	Board	12 months prior to school opening
PARENT & COMMUNITY ENGAGEMENT	Flyers, Student Interest Forms, and other marketing materials created	Principal Board Academica	After approval
	School website	Principal Board Academica	After approval

Attachment 10 - Incubation Year Planning Table

<i>2020-21 Planning Year Milestones (SMART Goals) by Work Stream</i>	<i>Activity</i>	<i>Responsible Personnel</i>	<i>Milestone Date(s)</i>
	Open Houses for Student Recruitment	Principal, Board, Academica	Multiple Open Houses starting Dec-July of Planning Year
	Grass Roots Campaign: Door to Door	Principal, Staff, Academica	Dec-July of Planning Year
	Finalize Information for parents and students (handbook, supply lists, orientation plans, schedules, car loop plan, etc.)	Principal, staff	By end of July of planning year
SCHOOL SYSTEMS & CULTURE	Monthly training modules focusing on Mater best practices	Mater Academy, Inc.	January 2021-June 2022
	Board Training on Mater educational model	Mater Academy, Inc	February 2021
	Principal training instructional model, classroom-level scope and sequence instruction, individual lesson plan materials, basal curriculum, MTSS structures, PBIS, special education processes and requirements	Mater Academy, Inc. Current MANN Principal	July 2022
	Team building exercises, classroom assignments, HR policies and procedures, Infinite Campus, All Hazards Plan, Infectious Disease, Allergy, etc.	Principal, Teacher leaders,	August 2022
	Character-driven school norms, honor code, discipline	Principal, Teachers,	August 2022
	Staff departmentalized training and vendor-provided online modules, lesson planning, standards alignments, IPDP outlining, classroom preparation	Principal, Teaching staff	August 2022

Transportation

During the first year of operation, transportation will be provided for students who are registered at MANN's Midtown Expansion campus. These students will be transported from the Donald L. Carano site (Bresson Avenue) to the Donald W. Reynolds (9th Street) site during Year 1, while the permanent facility is constructed.

Food Service

MANN is its own School Food Authority and participates in the National School Lunch Program (NSLP). The new campus will also participate.

School Health & Nursing Services

The school provides health services to all students identified in need of such services. Upon determination of the number of students who are enrolled who require health services, school administration and staff will determine the extent of the services needed at the new campuses. The governing body will contract with the appropriate trained and qualified health professionals to deliver services to such students.

Professional development will be provided to the new faculty and staff on the administration of first aid and CPR. Select staff will be Crisis Prevention Institute (CPI) trained. A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. A training contract is not available at this time, but will be provided to the Authority upon its finality.

State required examinations will be conducted by the FASA as follows. Students will be screened for auditory and visual problems in sixth grade. Scoliosis screenings will be held in seventh grade. Height and weight evaluations will be conducted in seventh grade. The FASA will be responsible for notifying the parents/guardians of any student who has a problem in the visual, auditory, height and weight, or scoliosis screenings. Pursuant to NRS 392.420(9), the FASA will also report these findings to the State Health Officer, in the format prescribed by the State Health Officer.

Purchasing Processes

The purchasing agent is appointed by the governing body (Traditionally the School Principal). He/She will be responsible for developing and administering the charter school's purchasing program.

No obligation may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used.

Unless authorized by the administrator, no purchase [with the exception of a petty cash purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders.

The administrator or designee is authorized to enter into and approve payment on contracts obligating charter school funds not to exceed (\$10,000) for products, materials, supplies, capital outlay and services that are within current budget appropriations. The governing body shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by charter school employees, such as custodial, food service and transportation services.

The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the bills to the charter school. The administrator is

responsible for the accuracy of all bills and vouchers.

Bids or proposals shall be called for on all purchase, lease or sale of personal property, public improvements or services other than agreements for personal service, in accordance with applicable competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules. (See NRS Chapter 332, NRS 386.573)

**Mater Academy of Northern Nevada (MANN)
Budget Narrative**

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

Revenue

Per-Pupil Revenue:

The budget created for Mater Academy of Northern Nevada includes the per-pupil revenue assumption of \$7,374 for the 20-21 fiscal year of operation, with an estimated 2.00% increase the following year and a 1.50% increase each subsequent year thereafter. Assumption of \$7,374 is based on the current per-pupil state and local revenue coming in at Mater Academy of Northern Nevada; with a conservative outlook on the local revenue portion. Please see chart below for estimated funding calculations each year.

Washoe County - Per-Pupil Funding History					
	Year	State	Local	Total	% Change
Historical	2016	5,612	1,164	6,776	
	2017	5,677	1,225	6,902	1.86%
	2018	5,764	1,298	7,062	2.32%
	2019	6,034	1,405	7,439	5.34%
	2020	6,109	1,265	7,374	-0.87%
Projected	2021	6,231	1,290	7,521	2.00%
	2022	6,325	1,310	7,634	1.50%
	2023	6,420	1,329	7,749	1.50%
	2024	6,516	1,349	7,865	1.50%
	2025	6,614	1,369	7,983	1.50%
	2026	6,713	1,390	8,103	1.50%

National School Lunch Program (NSLP):

The budget for Mater Academy of Northern Nevada includes an assumptive NSLP reimbursement rate of \$3.20 per student for 180 school days. The National School Lunch Program is a federally assisted meal program that provides nutritionally balanced, low-cost or free lunches to children each day. Mater Academy of Northern Nevada has an FRL student population of approximately 94%, as outlined in [Section: Meeting the Need](#) of this application, the proposed campus projects an FRL% of 71%.

Special Education Funding (Part B):

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

SPED Discretionary Unit:

Anticipated \$2,899 per SPED student – Revenue is budgeted based upon prior year SPED counts. Limited funding during the first year of operation.

Expenses

Expense Categories:

1.	Personnel	pg. 2
2.	Benefits	pg. 4
3.	Payroll Services	pg. 4
4.	Contractual	pg. 4
5.	Contracted Services	pg. 5
6.	Equipment	pg. 6
7.	Supplies	pg. 6
8.	Facility	pg. 6
9.	National School Lunch Program (NSLP)	pg. 7
10.	Travel	pg. 7
11.	Accounting, Audit, Legal Fees	pg. 7
12.	Technology	pg. 7
13.	Other	pg. 8

Personnel:

Approx. 38.44% of the budget (Year 1 – Year 6)

In the 21-22 school year, the proposed Mater Academy of Northern Nevada campus will have a total staff of 10, including 6 total teachers and 4 total administrative and support staff; with a total enrollment of 125 students. By the 26-27 school year, the proposed Mater Academy of Northern Nevada campus is estimated to expand to a total staff of 36 and a total student enrollment of 492; adding, throughout the years, the necessary staff in order to effectively manage the actual/projected student enrollment increases. Below are the actual and anticipated staffing positions, including the average salary of each position:

Principal - \$95,000/year – *Develop/Implement policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.*

Assistant Principal - \$75,000/year – *Develop/implement the total school program by assisting the principal in the overall running of the school.*

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

ELL Coordinator - \$57,000/year – *Serves as a content specialist, providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL program protocols/procedures.*

Classroom Teachers (Core) - \$43,625/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*

Classroom Teachers (Special) - \$43,625/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*

Special Ed. Teachers - \$43,625/year – *Prepare and educate students with a wide range of learning disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are met.*

Office Manager - \$43,000/year – *Ensures the smooth running of day-to-day office operations by organizing and coordinating administrative duties and procedures.*

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

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

Clinic Aide - \$13.00/hour – *Renders basic first aid to students and performs health-related records/data file management duties.*

Receptionist - \$13.00/hour – *Greet visitors, parents and students; while facilitating communication within the school and assuring records and schedules are kept up to date.*

Campus Monitor/Custodian - \$15.00/hour – *Supervise/Monitor students on school grounds while enforcing appropriate student behavior and ensuring school safety.*

Cafeteria Manager - \$13.00/hour – *Responsible for planning, managing, and supervising a small food service facility (cafeteria).*

Below are Mater Academy of Northern Nevada’s anticipated staffing needs each year as a network; including the total anticipated staffing cost each year:

Position	21-22	22-23	23-24	24-25	25-26	26-27
Principal	2.00	2.00	2.00	2.00	2.00	2.00
Assistant Principal	1.00	1.00	2.00	3.00	4.00	4.00
ELL Coordinator	0.50	0.50	1.00	1.00	1.00	1.00
Counselor/ Student Support Advocate	1.00	1.00	1.50	2.00	2.00	2.00
Classroom Teachers (Core)	25.00	32.00	38.00	44.00	46.00	46.00
Classroom Teachers (Specials)	4.00	7.00	9.00	11.00	12.00	12.00
Special Education Teachers	4.00	4.50	5.00	6.00	6.00	6.00
Office Manager	1.00	2.00	2.00	2.00	2.00	2.00
Registrar	1.00	1.00	1.00	1.00	1.00	1.00
Receptionist	2.00	2.00	2.00	2.00	2.00	2.00
Teacher Assistants	3.00	3.00	4.00	4.00	4.00	4.00
Campus Monitor/Custodian	1.00	2.00	2.00	3.00	3.00	3.00
Cafeteria Manager	-	1.00	1.00	1.00	1.00	1.00
Total Staff:	45.50	59.00	70.50	82.00	86.00	86.00
Total Staff Cost:	\$ 2,022,495	\$ 2,598,053	\$ 3,171,884	\$ 3,755,825	\$ 4,028,371	\$ 4,089,496

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

a. Mater Academy of Northern Nevada - Proposed K-8 Campus – Personnel Breakdown

Position	21-22	22-23	23-24	24-25	25-26	26-27
Principal	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal	-	-	-	1.00	2.00	2.00
ELL Coordinator	0.50	0.50	1.00	1.00	1.00	1.00
Counselor/ Student Support Advocate	-	-	0.50	1.00	1.00	1.00
Classroom Teachers (Core)	5.00	10.00	13.00	17.00	18.00	18.00
Classroom Teachers (Specials)	-	2.00	3.00	4.00	4.00	4.00
Special Education Teachers	1.00	1.50	2.00	3.00	3.00	3.00
Office Manager	-	1.00	1.00	1.00	1.00	1.00
Registrar	-	-	-	-	-	-
Receptionist	1.00	1.00	1.00	1.00	1.00	1.00
Teacher Assistants	1.00	1.00	2.00	2.00	2.00	2.00
Campus Monitor/Custodian	-	1.00	1.00	1.00	1.00	1.00
Cafeteria Manager	-	1.00	1.00	1.00	1.00	1.00
Total Staff:	9.50	20.00	26.50	34.00	36.00	36.00
Total Staff Cost:	\$ 403,460	\$ 816,378	\$ 1,101,652	\$ 1,486,592	\$ 1,629,113	\$ 1,653,655

Benefits:

Approx. 19.43% of the budget (Year 1 – Year 6)

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

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

These expenses are figured at approximately 47.75% of salaries in the 21-22 school year, increasing incrementally each subsequent year thereafter. Using the total cost of salaries each year from the personnel chart above, the anticipated cost of employee benefits each year is as followed:

	21-22	22-23	23-24	24-25	25-26	26-27
Total Salaries and Wages:	\$ 2,022,495	\$ 2,598,053	\$ 3,171,884	\$ 3,755,825	\$ 4,028,371	\$ 4,089,496
Benefits % of Salaries:	47.75%	48.25%	48.75%	49.25%	49.75%	50.25%
Total Cost of Benefits:	\$ 965,741	\$ 1,253,561	\$ 1,546,294	\$ 1,849,744	\$ 2,004,115	\$ 2,054,972

Payroll Services:

Approx. 0.21% of the budget (Year 1 – Year 6)

The cost of payroll services is assumed based upon the figures provided by other charter schools working with Academica Nevada. It costs \$20 per employee per month to process payroll, bringing us to an annual total cost of \$240 per employee.

Contractual:

Approx. 6.12% of the budget (Year 1 – Year 5)

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

- Identification, design, and procurement of facilities and equipment
- Staffing recommendations and human resource coordination
- Regulatory compliance and state reporting

- Legal and corporate upkeep
- Public relations and marketing
- The maintenance of the books and records of the charter school
- Bookkeeping, budgeting and financial forecasting

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

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

Contracted Services:

Approx. 3.84% of the budget (Year 1 – Year 6)

Special Education Contracted Services – Anticipated expense of \$240 per student, increasing incrementally as SPED student enrollment increases and as the K-8 campus begins to grow. As outlined in [Section: Meeting the Need](#) of this application, Mater Academy of Northern Nevada projects roughly a 13% special education student population. Special Education Contracted Services include speech therapy, occupational therapy, physical therapy, nursing, and psychological services. The budgeted expenses are based on actual expenses the charter schools Academica Nevada works closely with.

Data Analyst Contracted Services – \$5,000 annual expense starting in the 22-23 school year for the proposed campus, incrementally increasing each year thereafter. The MANN Data Analyst maintains accurate data files of student achievement and works with site based staff to interpret the data and plan for improved instructions. Essential duties include:

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

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

Equipment:

Approx. 2.38% of the budget (Year 1 – Year 6)

FFE Lease: Instructional Equipment / Computers / Furniture / Fixtures - Utilizing Academica Nevada's standing relationship with the lending institution Vectra Bank allows Mater Academy of Northern Nevada to lease all their furniture, fixtures, and equipment in the first year of the school over a 48-month period. The leases include a 5% residual purchase option at the end of 48 months or an early purchase option in the 45th month for a 6% residual. Mater Academy of Northern Nevada budgets \$1,000 per student to outfit the entire school in its first year at a 5% interest rate over 4 years. The budget includes actual/projected FFE cost over the next few years up until the 26-27 school year, including the total equipment cost and lease payments each year (budget may include slight variances as we anticipated a 5% interest rate for future leases; whereas our current lease interest rates are around 1.50% - 3.00%)

Copier/Printing – Anticipated copier lease at a rate of roughly \$47,500 annually. Includes a cushion to account for overages in printing, which will also incrementally increase as student enrollment increases.

Supplies:

Approx. 2.22% of the budget (Year 1 – Year 6)

Consumables – \$130 per student – this includes items that can't be used more than once or by multiple students (i.e. workbooks).

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

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

Copier Supplies – \$4 per student

Nursing Supplies – \$3 per student

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

Facility:

Approx. 15.78% of the budget (Year 1 – Year 6)

Scheduled Lease Payment(rent) – Mater Academy of Northern Nevada is working closely with the Boy and Girls Club to secure a lease for their proposed K-8 campus location but have not finalized any facility agreements for the occupancy of their proposed site. MANN will submit such documentation for review and approval prior to the acquisition of any facility in compliance with NAC 388A.315. The facility will allow for necessary classrooms, computer labs, science labs, multi-purpose room, and office space needed. Academica manages over one-hundred schools nationwide, with a majority that have facilities with the model of adequate square feet per students that the anticipated facility will offer. Year 1 rent total of \$135,000 for the year, increasing each year as the school begins to grow. Discussions regarding a facility lease agreement have yet to be finalized; however, this projection provides a more than adequate depiction of the anticipated rental cost.

Facility/School Insurance - \$16,000 annually for the proposed K-8 - based upon the current yearly figures being paid as part of the Mater Academy of Northern Nevada insurance bundle. Increasing by 5% each subsequent year thereafter

Public Utilities (electricity, water, sewer, trash) – Utility expenses for MANN are included in their current campus' lease agreement with the Boys and Girls Club. Utility expenses for the proposed campus are also assumed be included as part of their anticipated lease agreement with the Boys and Girls Club.

Contracted Janitorial – Approximately \$0.11 per sq. ft. per month (rate at which the charter schools working with Academica Nevada pay as of right now), including a cushion for any major/miscellaneous janitorial expenses. Janitorial expenses for 2021-22 for the proposed campus are assumed to be included in the annual lease payment.

Custodial Supplies - \$30 per student.

Facility Maintenance – Facility repairs, maintenance, capital outlay assumption of \$5,000 annually, dependent on facility usage, increasing as student enrollment increases and to account for facility wear and tear.

AC Maintenance & Repair – basic AC Maintenance & Repair assumption of \$5,000 annually, increasing as student enrollment increases and to account for general AC wear and tear.

National School Lunch Program (NSLP):

Approx. 8.56% of the budget (Year 1 – Year 6)

As outlined in [Section: Meeting the Need](#) of this application, Mater Academy of Northern Nevada projects roughly 71% of the student population of the proposed campus will qualify for free and reduced lunch. Standard kitchen equipment is factored into the amount of the anticipated building space and may include up to an oven, warming cabinet, double door refrigerator, and single door freezer. These items are included in the schools anticipated FFE lease mentioned in more detail in the subsection above.

Additional start-up expenses may include food thermometers, a prep table, oven mitts, single use gloves, and other kitchen supplies. Administrative costs are minimal and may include a date-stamp, envelopes, and mailing stamps. The school will seek to contract with a Vendor to prepare specified meals under the National School Lunch Program (NSLP). The school will administer the application process for all free and reduced-price meals and will submit claims for reimbursement to the state. The budget assumes an expense rate of \$2.90 per student for 180 school days.

Travel:

Approx. 0.04% of the budget (Year 1 – Year 6)

Travel costs associated with recruitment and staff development are estimated to be \$1,500 per year.

Accounting, Audit, and Legal Fees:

Approx. 0.51% of the budget (Year 1 – Year 6)

Audit/Accounting – anticipated \$17,500 per year – includes an annual audit expense and expenses associated with accounting. Based upon previous audits performed and the rates of other charter schools working closely with Academica Nevada. Incrementally increasing by 5% each year.

Legal Fees - 2,500 per year – based upon actual expenses and the expenses of other charter schools working with Academica Nevada.

Technology:

Approx. 0.98% of the budget (Year 1 – Year 6)

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

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

Infinite Campus - \$2,500 per year. Infinite campus is an education software utilized by both the faculty of the school and parents/guardians of the students.

Website - \$4,000 per year – Amount allocated for website upkeep and maintenance.

Telephone & Internet – annual contract expense of roughly \$5,000 for the proposed campus in the 21-22 school year (includes anticipated e-rate discount), with an estimated 5.00% contract increase each subsequent year thereafter. Based on current contract in place at Mater Academy of Northern Nevada.

Other:

Approx. 1.50% of the budget (Year 1 – Year 6)

State Administrative Fee - 1.25% of DSA revenue – the state charges 1.5% of DSA revenue for the state sponsor fee.

Tuition Reimbursement – \$1,500 in 21-22 for the proposed campus – Employee benefits in which the school pays all, or a portion, of an employee's tuition for coursework and/or training.

Dues and Fees - Assumption of \$5,000 annually in 21-22, increasing incrementally each year.

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

Background and Fingerprinting - \$60 per new employee

Miscellaneous Expenses (Other Purchases) – Estimate of \$250 – \$1,500 per year, for miscellaneous expenses that may arise throughout the year.

Attachment 14 - School Budget

MANN Midtown	20-21	21-22	22-23	23-24	24-25	25-26	26-27
WFE Gross Value	\$ 7,374	7,521	7,634	7,749	7,865	7,983	8,103
Total Students (FTEs)	-	125	256	343	461	492	492
Kinder	-	50	50	50	50	50	50
1st Grade	-	50	50	50	50	50	50
2nd Grade	-	25	50	50	50	50	50
3rd Grade	-	-	25	50	52	52	52
4th Grade	-	-	25	25	52	52	52
5th Grade	-	-	25	25	52	52	52
6th Grade	-	-	31	62	62	62	62
7th Grade	-	-	-	31	62	62	62
8th Grade	-	-	-	-	31	62	62
9th Grade	-	-	-	-	-	-	-
10th Grade	-	-	-	-	-	-	-
11th Grade	-	-	-	-	-	-	-
12th Grade	-	-	-	-	-	-	-
Total Students (FTEs)	-	125	256	343	461	492	492
PRIOR YEAR NUMBERS							
SPED	-	16	33	44	59	63	63
ELL %	-	-	-	-	-	-	-
GATE	-	-	-	-	-	-	-
FRL %	0.00%	70.70%	70.70%	70.70%	70.70%	70.70%	70.70%
TEACHING STAFF							
Classroom Teachers	-	5.00	10.00	13.00	17.00	18.00	18.00
SPED Teachers	-	1.00	1.50	2.00	3.00	3.00	3.00
Art Teacher	-	-	1.00	1.00	1.00	1.00	1.00
Music	-	-	-	1.00	1.00	1.00	1.00
PE Teacher	-	-	1.00	1.00	1.00	1.00	1.00
Dance	-	-	-	-	-	-	-
Technology (STEM)	-	-	-	-	1.00	1.00	1.00
Theatre	-	-	-	-	-	-	-
Spanish / Language	-	-	-	-	-	-	-
Additional Elective Teachers	-	-	-	-	-	-	-
Total Teaching Staff	-	6.00	13.50	18.00	24.00	25.00	25.00
ADMIN & SUPPORT							
	20-21	21-22	22-23	23-24	24-25	25-26	26-27
Principal	-	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal	-	-	-	-	1.00	2.00	2.00
ELL Coordinator	-	0.50	0.50	1.00	1.00	1.00	1.00
Counselor/ Student Support Advocate / Dean	-	-	-	0.50	1.00	1.00	1.00
Curriculum Coach/RB3	-	-	-	-	-	-	-
Office Manager	-	-	1.00	1.00	1.00	1.00	1.00
Registrar	-	-	-	-	-	-	-
Clinic Aide/ FASA	-	-	-	-	-	-	-
Receptionist	-	1.00	1.00	1.00	1.00	1.00	1.00
Teacher Assistants	-	1.00	1.00	2.00	2.00	2.00	2.00
Campus Monitor/Custodian	-	-	1.00	1.00	1.00	1.00	1.00
Cafeteria Manager	-	-	1.00	1.00	1.00	1.00	1.00
SPED Facilitator	-	-	-	-	-	-	-
Speech Pathologist	-	-	-	-	-	-	-
School Psychologist	-	-	-	-	-	-	-
OT	-	-	-	-	-	-	-
School Nurse	-	-	-	-	-	-	-
Gate Teacher	-	-	-	-	-	-	-
Total Admin & Support	-	3.50	6.50	8.50	10.00	11.00	11.00
Total # Teachers	-	6.00	13.50	18.00	24.00	25.00	25.00
Total # Admin & Support	-	3.50	6.50	8.50	10.00	11.00	11.00
Total Staff	-	9.50	20.00	26.50	34.00	36.00	36.00
Total Salaries & Benefits as % of Expenses	#DIV/0!	58%	57%	58%	59%	60%	60%
Instruction Salaries as % of Total Salaries	#DIV/0!	67%	73%	74%	74%	71%	71%
Admin & Support Salaries as % of Total Salaries	#DIV/0!	33%	27%	26%	26%	29%	29%
Rent as % of Revenue	#DIV/0!	12%	11%	12%	12%	12%	12%

Attachment 14 - School Budget

REVENUE (@ 100%)		20-21	21-22	22-23	23-24	24-25	25-26	26-27
3110	Budget Revenue	-	940,185	1,954,381	2,657,844	3,625,788	3,927,648	3,986,563
4500	National School Lunch Program (NSLP)	-	80,174	164,196	219,997	295,681	315,564	315,564
4500	SPED Funding (Part B)	-	7,600	15,319	31,373	42,035	56,496	56,496
3115	SPED Discretionary Unit	-	-	46,753	95,749	128,289	172,424	172,424
3200	Mater Replication Grant	-	-	-	-	-	-	-
	OTHER: Lead Principal	-	-	-	-	-	-	-
1510	OTHER: Interest Income	-	-	-	-	-	-	-
	OTHER: Payroll Protection Program (PPP)	-	-	-	-	-	-	-
	OTHER: Academica Donation - (Management Fee)	-	56,250	51,200	-	-	-	-
	Total Revenues	-	1,084,209	2,231,849	3,004,963	4,091,793	4,472,132	4,531,046
3110	Actual Revenue	-	940,185	1,954,381	2,657,844	3,625,788	3,927,648	3,986,563
4500	National School Lunch Program (NSLP)	-	80,174	164,196	219,997	295,681	315,564	315,564
4500	SPED Funding (Part B)	-	7,600	15,319	31,373	42,035	56,496	56,496
3115	SPED Discretionary Unit	-	-	46,753	95,749	128,289	172,424	172,424
3200	Mater Replication Grant	-	-	-	-	-	-	-
	OTHER: Lead Principal	-	-	-	-	-	-	-
1510	OTHER: Interest Income	-	-	-	-	-	-	-
	OTHER: Payroll Protection Program (PPP)	-	-	-	-	-	-	-
	OTHER: Academica Donation - (Management Fee)	-	56,250	51,200	-	-	-	-
	Total Actual Revenues	-	1,084,209	2,231,849	3,004,963	4,091,793	4,472,132	4,531,046
EXPENSES		20-21	21-22	22-23	23-24	24-25	25-26	26-27
Personnel Costs - Unrestricted Salaries								
104	Principal	-	85,000	86,275	87,569	88,883	90,216	91,569
104	Assistant Principal(s)	-	-	-	-	75,000	151,125	153,392
105	Curriculum Coach	-	-	-	-	-	-	-
105	ELL Coordinator	-	28,500	28,928	58,710	59,565	60,420	61,326
105/106	Counselor / Student Support Advocate	-	-	-	29,000	58,870	59,740	60,636
101/103	Teachers Salaries	-	210,000	511,800	692,800	922,950	981,750	996,600
101	Prior Grant/Categorical Positions	-	-	-	-	-	-	-
101	SPED Teachers	-	42,000	63,975	86,600	131,850	133,875	135,900
107	Office Manager/ Registrar / Banker	-	43,000	43,000	43,645	44,300	44,964	45,639
107	Secretary & FASA	-	19,240	19,610	19,980	20,350	20,720	21,090
102	Teacher Assistants (including SPED)	-	18,720	19,080	38,880	39,600	40,320	41,040
107	Campus Monitors	-	-	29,280	29,760	30,240	30,720	31,200
107	Cafeteria Manager	-	-	-	-	-	-	-
	Total Unrestricted Salaries	-	403,460	801,948	1,086,944	1,471,607	1,613,850	1,638,392
Personnel Costs - Restricted Salaries								
	Lead Principal Staff	-	-	-	-	-	-	-
	SPED Facilitator	-	-	-	-	-	-	-
	Speech Pathologist	-	-	-	-	-	-	-
	School Psychologist	-	-	-	-	-	-	-
	OT	-	-	-	-	-	-	-
	School Nurse	-	-	-	-	-	-	-
	GATE	-	-	-	-	-	-	-
	NSLP Manager	-	-	-	-	-	-	-
107	Cafeteria Manager - NSLP	-	-	14,430	14,708	14,985	15,263	15,263
	On Campus Sub	-	-	-	-	-	-	-
	Total Restricted Salaries	-	14,430	14,430	14,708	14,985	15,263	15,263
	Total Salaries and Wages	-	403,460	816,378	1,101,652	1,486,592	1,629,113	1,653,655
230	PERS - 29.25%	-	118,012	238,790	322,233	434,828	476,515	483,694
	Insurances/Employment Taxes/Other Benefits	-	74,640	155,112	214,822	297,318	333,968	347,267
150	Incentives / Bonuses	-	1,188	-	-	-	-	-
150	Stipend	-	-	-	-	-	-	-
250	Tuition Reimbursements	-	1,500	-	-	-	-	-
	Subst. Teachers (10 days/Teacher) + COVID 10 days	-	9,900	22,275	29,700	39,600	41,250	41,250
	Total Benefits and Related	-	205,240	416,177	566,755	771,747	851,734	872,211
	Total Payroll / Benefits and Related	-	608,700	1,232,555	1,668,407	2,258,339	2,480,846	2,525,866
Supplies			21-22	22-23	23-24	24-25	25-26	26-27
	Consumables	-	4,063	33,280	44,590	59,930	63,960	63,960
561	Duel Enrollment - Student Fees/Textbooks	-	-	-	-	-	-	-
	Zion's FFE Lease - payments	-	26,000	65,000	90,000	120,000	125,000	90,000
	Cash instead of Zion Lease - Curriculum/Tech/Furniture	-	-	-	-	-	-	-
610	Office Supplies	-	1,625	3,328	4,459	5,993	6,396	6,396
610	Classroom Supplies	-	3,375	6,912	9,261	12,447	13,284	13,284
610	Copier Supplies	-	500	1,024	1,372	1,844	1,968	1,968
610	Nursing Supplies	-	375	768	1,029	1,383	1,476	1,476
610	SPED Supplies	-	1,935	3,963	5,310	7,136	7,616	7,616
	Athletics	-	-	-	-	-	-	-
	Total Supplies	-	37,873	114,275	156,021	208,733	219,700	184,700

Attachment 14 - School Budget

	20-21	21-22	22-23	23-24	24-25	25-26	26-27
Purchased Services							
320 Education Contracted Services - Data	-	-	5,000	5,250	5,513	5,788	6,078
300 Special Education Contracted Services	-	30,000	61,440	82,320	112,945	123,000	123,000
310 Contracted Services:							
310 Management Fee	-	56,250	115,200	154,350	207,450	221,400	221,400
310 Payroll Services	-	2,280	4,800	6,360	8,160	8,640	8,640
340 Audit/Tax	-	-	17,500	18,375	19,294	20,258	21,271
340 Legal Fees	-	2,500	2,500	2,500	2,500	2,500	2,500
352 IT Services - Monthly	-	5,250	10,752	14,406	19,362	20,664	20,664
350 IT Set-up Fees	-	7,500	7,500	7,500	7,500	7,500	5,000
591 State Administrative Fee (1.25%)	-	11,752	24,430	33,223	45,322	49,096	49,832
320 Affiliation Fee - Inc. (1/2 of 1%)	-	4,701	9,772	13,289	18,129	19,638	19,933
330 Affiliation Fee - Professional Development (1/2 of 1%)	-	4,701	9,772	13,289	18,129	19,638	19,933
330 Affiliation Fee -	-	-	-	-	-	-	-
Total Purchased Services	-	124,934	268,666	350,862	464,303	498,123	498,251
General Operations							
533 Phone and Communications (with E-rate discount)	-	2,500	2,575	2,652	2,732	2,814	2,898
535 Internet	-	2,500	2,575	2,652	2,732	2,814	2,898
534 Cell Phones	-	-	-	-	-	-	-
531 Postage	-	750	1,000	1,250	1,250	1,250	1,250
535 Website	-	4,200	4,400	4,600	4,800	5,000	5,200
443 Copier / Printing	-	17,500	18,025	18,566	19,123	19,696	20,287
651 Infinite Campus	-	4,000	2,500	2,750	3,000	3,250	3,500
Total General Operations	-	31,450	31,075	32,470	33,636	34,824	36,034
Insurances							
521 Property Insurance	-	800	832	865	900	936	973
522 Liability Insurance	-	6,000	6,240	6,490	6,749	7,019	7,300
523 Other Insurances	-	9,200	9,568	9,951	10,349	10,763	11,193
Total Insurances	-	16,000	16,640	17,306	17,998	18,718	19,466
Other	20-21	21-22	22-23	23-24	24-25	25-26	26-27
570 NSLP - Breakfast & Lunch	-	74,470	151,990	203,473	273,301	291,645	291,645
540 Advertising / Marketing	-	-	-	-	-	-	-
580 Travel Reimbursement	-	1,500	1,500	1,500	1,500	1,500	1,500
340 Background and Fingerprinting	-	570	630	390	450	300	300
810 Dues and Fees	-	5,000	5,300	5,600	5,900	6,200	6,500
Loan Payments / Interest Expense	-	-	-	-	-	-	-
Prior Year Surplus allocated by board	-	-	-	-	-	-	-
Graduation	-	-	-	-	-	-	-
900 Other Purchases	-	250	500	1,000	1,500	1,500	1,500
Total Other	-	81,790	159,920	211,963	282,651	301,145	301,445
Facilities							
622 Public Utilities	-	-	-	-	-	-	-
621 Natural Gas	-	-	-	-	-	-	-
411 Water / Sewer	-	-	-	-	-	-	-
421 Garbage / Disposal	-	-	-	-	-	-	-
490 Fire and Security alarms	-	-	-	-	-	-	-
422 Contracted Janitorial	-	-	48,000	49,440	50,923	52,451	54,024
610 Custodial Supplies	-	3,750	7,680	10,290	13,830	14,760	14,760
430/431 Facility Maintenance / Repairs / Capital Outlay	-	5,000	5,000	5,500	6,000	6,500	7,000
420 Lawn Care	-	-	-	-	-	-	-
420 Snow Removal	-	-	-	-	-	-	-
431 AC Maintenance & Repair	-	5,000	5,000	5,150	5,305	5,464	5,628
Total Facilities	-	13,750	65,680	70,380	76,058	79,175	81,412
Total Expenses Before Bldg	-	914,496	1,888,810	2,507,409	3,341,719	3,632,531	3,647,174
Scheduled Lease Payment	-	135,000	256,000	353,290	488,660	536,280	551,040
Scheduled Bond Payment	-	-	-	-	-	-	-
Scheduled Bond Payment	-	-	-	-	-	-	-
Assessments / HOA / SID	-	-	-	-	-	-	-
Surplus (Revenues-Total Expenses-Lease-Bond)	-	34,713	87,038	144,264	261,414	303,321	332,832
	#DIV/0!	3.2%	3.9%	4.8%	6.4%	6.8%	7.3%

MANN Midtown

20-21

21-22

22-23

23-24

24-25

25-26

26-27

Attachment 15 - Network Budget

Mater Academy of Northern Nevada	21-22	22-23	23-24	24-25	25-26	26-27
WFTE Gross Value	7,521	7,634	7,749	7,865	7,983	8,103
Total Students (FTEs)	643	826	991	1,161	1,218	1,218
Kinder	100	100	100	100	100	100
1st Grade	102	102	102	102	102	102
2nd Grade	77	102	102	102	102	102
3rd Grade	52	77	102	104	104	104
4th Grade	52	77	77	104	104	104
5th Grade	78	103	103	130	130	130
6th Grade	78	135	192	192	192	192
7th Grade	52	78	135	192	192	192
8th Grade	52	52	78	135	192	192
9th Grade	-	-	-	-	-	-
10th Grade	-	-	-	-	-	-
11th Grade	-	-	-	-	-	-
12th Grade	-	-	-	-	-	-
Total Students (FTEs)	643	826	991	1,161	1,218	1,218
PRIOR YEAR NUMBERS						
SPED	64	86	104	124	130	130
ELL %	-	-	-	-	-	-
GATE	-	-	-	-	-	-
FRL %	82.20%	82.20%	82.20%	82.20%	82.20%	82.20%
TEACHING STAFF						
Classroom Teachers	25.00	32.00	38.00	44.00	46.00	46.00
SPED Teachers	4.00	4.50	5.00	6.00	6.00	6.00
Art Teacher	1.00	2.00	2.00	2.00	2.00	2.00
Music	1.00	1.00	2.00	2.00	2.00	2.00
PE Teacher	1.00	2.00	2.00	2.00	2.00	2.00
Dance	-	-	-	-	-	-
Technology (STEM)	-	1.00	1.00	2.00	2.00	2.00
Theatre	-	-	-	-	-	-
Spanish / Language	-	-	1.00	1.00	1.00	1.00
Additional Elective Teachers	1.00	1.00	1.00	2.00	3.00	3.00
Total Teaching Staff	33.00	43.50	52.00	61.00	64.00	64.00
ADMIN & SUPPORT						
Principal	2.00	2.00	2.00	2.00	2.00	2.00
Assistant Principal	1.00	1.00	2.00	3.00	4.00	4.00
ELL Coordinator	0.50	0.50	1.00	1.00	1.00	1.00
Counselor/ Student Support Advocate / Dean	1.00	1.00	1.50	2.00	2.00	2.00
Curriculum Coach/RB3	-	-	-	-	-	-
Office Manager	1.00	2.00	2.00	2.00	2.00	2.00
Registrar	1.00	1.00	1.00	1.00	1.00	1.00
Clinic Aide/ FASA	-	-	-	-	-	-
Receptionist	2.00	2.00	2.00	2.00	2.00	2.00
Teacher Assistants	3.00	3.00	4.00	4.00	4.00	4.00
Campus Monitor/Custodian	1.00	2.00	2.00	3.00	3.00	3.00
Cafeteria Manager	-	1.00	1.00	1.00	1.00	1.00
SPED Facilitator	-	-	-	-	-	-
Speech Pathologist	-	-	-	-	-	-
School Psychologist	-	-	-	-	-	-
OT	-	-	-	-	-	-
School Nurse	-	-	-	-	-	-
Gate Teacher	-	-	-	-	-	-
Total Admin & Support	12.50	15.50	18.50	21.00	22.00	22.00
Total # Teachers	33.00	43.50	52.00	61.00	64.00	64.00
Total # Admin & Support	12.50	15.50	18.50	21.00	22.00	22.00
Total Staff	45.50	59.00	70.50	82.00	86.00	86.00
Total Salaries & Benefits as % of Expenses						
Instruction Salaries as % of Total Salaries	58%	58%	58%	59%	59%	60%
Admin & Support Salaries as % of Total Salaries	76%	77%	77%	77%	76%	76%
Admin & Support Salaries as % of Total Salaries	24%	23%	23%	23%	24%	24%
Rent as % of Revenue	12%	12%	12%	12%	13%	13%

Attachment 15 - Network Budget

REVENUE (@ 100%)		21-22	22-23	23-24	24-25	25-26	26-27
3110	Budget Revenue	4,836,312	6,305,934	7,679,077	9,131,322	9,723,324	9,869,174
4500	National School Lunch Program (NSLP)	520,498	648,722	770,827	890,713	932,698	932,698
4500	SPED Funding (Part B)	53,200	65,669	88,373	103,785	120,146	120,146
3115	SPED Discretionary Unit	139,171	200,420	269,713	316,750	366,683	366,683
3200	Mater Replication Grant	-	-	-	-	-	-
	OTHER: Lead Principal	-	-	-	-	-	-
1510	OTHER: Interest Income	-	-	-	-	-	-
	OTHER: Payroll Protection Program (PPP)	-	-	-	-	-	-
	OTHER: Academica Donation - (Management Fee)	56,250	51,200	-	-	-	-
	Total Revenues	5,605,430	7,271,945	8,807,990	10,442,570	11,142,850	11,288,700
3110	Actual Revenue	4,836,312	6,305,934	7,679,077	9,131,322	9,723,324	9,869,174
4500	National School Lunch Program (NSLP)	520,498	648,722	770,827	890,713	932,698	932,698
4500	SPED Funding (Part B)	53,200	65,669	88,373	103,785	120,146	120,146
3115	SPED Discretionary Unit	139,171	200,420	269,713	316,750	366,683	366,683
3200	Mater Replication Grant	-	-	-	-	-	-
	OTHER: Lead Principal	-	-	-	-	-	-
1510	OTHER: Interest Income	-	-	-	-	-	-
	OTHER: Payroll Protection Program (PPP)	-	-	-	-	-	-
	OTHER: Academica Donation - (Management Fee)	56,250	51,200	-	-	-	-
	Total Actual Revenues	5,605,430	7,271,945	8,807,990	10,442,570	11,142,850	11,288,700

EXPENSES		21-22	22-23	23-24	24-25	25-26	26-27
Personnel Costs - Unrestricted Salaries							
104	Principal	188,023	190,843	193,705	196,611	199,560	202,554
104	Assistant Principal(s)	77,267	78,426	154,602	231,921	310,400	315,056
105	Curriculum Coach	-	-	-	-	-	-
105	Read by Grade 3 / ELL Coordinator	28,500	28,928	58,710	59,565	60,420	61,326
105/106	Counselor / Student Support Advocate	44,300	44,964	74,639	105,193	106,758	108,359
101/103	Teachers Salaries	1,296,000	1,752,450	2,138,950	2,532,850	2,711,910	2,753,400
101	Prior Grant/Categorical Positions	-	-	-	-	-	-
101	SPED Teachers	177,750	201,825	226,550	273,900	278,055	282,300
107	Office Manager/ Registrar / Banker	72,116	116,197	117,940	119,710	121,505	123,328
107	Secretary & FASA	36,520	37,210	37,900	38,590	39,280	39,970
102	Teacher Assistants (including SPED)	54,720	55,800	76,320	77,760	79,200	80,640
107	Campus Monitors	24,800	54,480	55,360	82,240	83,520	84,800
107	Cafeteria Manager	-	-	-	-	-	-
	Total Unrestricted Salaries	1,999,995	2,561,123	3,134,677	3,718,340	3,990,609	4,051,733
Personnel Costs - Restricted Salaries							
	Lead Principal Staff	-	-	-	-	-	-
	SPED Facilitator	-	-	-	-	-	-
	Speech Pathologist	-	-	-	-	-	-
	School Psychologist	-	-	-	-	-	-
	OT	-	-	-	-	-	-
	School Nurse	-	-	-	-	-	-
	GATE	-	-	-	-	-	-
	NSLP Manager	-	-	-	-	-	-
107	Cafeteria Manager - NSLP	-	14,430	14,708	14,985	15,263	15,263
	On Campus Sub	22,500	22,500	22,500	22,500	22,500	22,500
	Total Restricted Salaries	22,500	36,930	37,208	37,485	37,763	37,763
	Total Salaries and Wages	2,022,495	2,598,053	3,171,884	3,755,825	4,028,371	4,089,496
230	PERS - 29.25%	591,580	759,930	927,776	1,098,579	1,178,299	1,196,178
	Insurances/Employment Taxes/Other Benefits	374,162	493,630	618,517	751,165	825,816	858,794
150	Incentives / Bonuses	41,037	43,014	48,754	52,323	54,433	54,433
150	Stipend	-	-	-	-	-	-
250	Tuition Reimbursements	6,900	5,400	5,400	5,400	5,400	5,400
	Subst. Teachers (10 days/Teacher) + COVID 10 days	31,950	49,275	63,300	78,150	83,100	83,100
	Total Benefits and Related	1,045,628	1,351,250	1,663,748	1,985,617	2,147,048	2,197,905
	Total Payroll / Benefits and Related	3,068,123	3,949,302	4,835,632	5,741,442	6,175,419	6,287,400
Supplies							
	Consumables	71,403	107,380	128,830	150,930	158,340	158,340
561	Duel Enrollment - Student Fees/Textbooks	-	-	-	-	-	-
	Zion's FFE Lease - payments	112,420	140,000	170,000	190,000	195,000	145,000
	Cash instead of Zion Lease - Curriculum/Tech/Furniture	-	-	-	-	-	-
610	Office Supplies	8,359	10,738	12,883	15,093	15,834	15,834
610	Classroom Supplies	17,361	22,302	26,757	31,347	32,886	32,886
610	Copier Supplies	2,572	3,304	3,964	4,644	4,872	4,872
610	Nursing Supplies	1,929	2,478	2,973	3,483	3,654	3,654
610	SPED Supplies	7,695	10,323	12,510	14,936	15,656	15,656
	Athletics	-	-	-	-	-	-
	Total Supplies	221,739	296,525	357,917	410,433	426,242	376,242

Attachment 15 - Network Budget

	Purchased Services					
320	Education Contracted Services - Data	5,775	11,064	11,617	12,198	12,808
300	Special Education Contracted Services	154,320	201,090	244,320	291,445	311,760
310	Contracted Services:					
310	Management Fee	237,550	371,700	445,950	522,450	548,100
310	Payroll Services	11,220	14,460	19,980	19,980	20,940
340	Audit/Tax	27,825	35,000	36,750	38,588	40,517
340	Legal Fees	5,000	5,000	5,000	5,000	5,000
352	IT Services - Monthly	27,006	34,692	41,622	48,762	51,156
350	IT Set-up Fees	12,500	12,500	12,500	12,500	12,500
591	State Administrative Fee (1.25%)	60,454	78,824	95,988	114,142	121,542
320	Affiliation Fee - Inc. (1/2 of 1%)	24,182	31,530	38,395	45,657	48,617
330	Affiliation Fee - Professional Development (1/2 of 1%)	24,182	31,530	38,395	45,657	48,617
330	Affiliation Fee -	-	-	-	-	-
	Total Purchased Services	590,013	827,389	987,758	1,156,377	1,221,555
	General Operations					
533	Phone and Communications (with E-rate discount)	5,065	5,217	5,373	5,534	5,700
535	Internet	5,065	5,217	5,373	5,534	5,700
534	Cell Phones	-	-	-	-	-
531	Postage	2,750	3,000	3,250	3,250	3,250
535	Website	8,400	8,800	9,200	9,600	10,000
443	Copier / Printing	35,525	36,591	37,688	38,819	39,984
651	Infinite Campus	6,500	5,250	5,750	6,250	6,750
	Total General Operations	63,304	64,074	66,635	68,988	71,384
	Insurances					
521	Property Insurance	1,580	1,643	1,709	1,777	1,848
522	Liability Insurance	12,240	12,730	13,239	13,768	14,319
523	Other Insurances	22,304	23,196	24,124	25,089	26,093
	Total Insurances	36,124	37,569	39,072	40,635	42,260
	Other	21-22	22-23	23-24	24-25	25-26
570	NSLP - Breakfast & Lunch	481,221	599,524	712,180	822,789	861,525
540	Advertising / Marketing	2,500	2,500	2,500	2,500	2,500
580	Travel Reimbursement	3,000	3,000	3,000	3,000	3,000
340	Background and Fingerprinting	870	930	690	750	600
810	Dues and Fees	11,300	11,900	12,500	13,100	13,700
	Loan Payments / Interest Expense	-	-	-	-	-
	Prior Year Surplus allocated by board	-	-	-	-	-
	Graduation	-	-	-	-	-
900	Other Purchases	1,750	2,000	2,500	3,000	3,000
	Total Other	500,641	619,854	733,370	845,139	884,925
	Facilities					
622	Public Utilities	-	-	-	-	-
621	Natural Gas	-	-	-	-	-
411	Water / Sewer	-	-	-	-	-
421	Garbage / Disposal	-	-	-	-	-
490	Fire and Security alarms	-	-	-	-	-
422	Contracted Janitorial	84,000	111,000	115,440	119,923	124,451
610	Custodial Supplies	19,290	24,780	29,730	34,830	36,540
430/431	Facility Maintenance / Repairs / Capital Outlay	13,500	14,000	15,000	16,000	17,000
420	Lawn Care	-	-	-	-	-
420	Snow Removal	-	-	-	-	-
431	AC Maintenance & Repair	10,150	10,305	10,614	10,932	11,260
	Total Facilities	126,940	160,085	170,784	181,685	189,251
	Total Expenses Before Bldg	4,606,884	5,954,798	7,191,167	8,444,699	9,010,436
	<i>Scheduled Lease Payment</i>	684,598	879,010	1,082,938	1,299,960	1,403,124
	<i>Scheduled Bond Payment</i>	-	-	-	-	-
	<i>Scheduled Bond Payment</i>	-	-	-	-	-
	<i>Assessments / HOA / SID</i>	-	-	-	-	-
	Surplus (Revenues-Total Expenses-Lease-Bond)	313,948	438,137	533,886	697,910	759,971
		5.6%	6.0%	6.1%	6.7%	6.5%

Mater Academy of Northern Nevada

21-22

22-23

23-24

24-25

25-26

26-27

Attachment 17 - School Data Worksheet

Charter School Name	Name of Campus (if more than one)	Year Began	Year EMD Began	City	State	School Contact Info				Authorizer Contact Information				
						Contact Name	Contact Title	Contact Email	Contact Phone	Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
Doral Academy of Nevada	Cactus	2014	2014	Las Vegas	NV	Bethany Farmer	Principal	cactus.info@doralacademynv.org	702-860-7500	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0826
Doral Academy of Nevada	Fire Mica	2015	2015	Las Vegas	NV	Kelly Furfassi	Principal	firemica.info@doralacademynv.org	702-961-4950	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0827
Doral Academy of Nevada	Pubble	2017	2017	Las Vegas	NV	Rodney Saunders	Principal	pubble.info@doralacademynv.org	702-514-8130	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0811
Doral Academy of Nevada	Red Rock (Elementary)	2016	2016	Las Vegas	NV	Kimberly Hammond	Principal	redrockes.info@doralacademynv.org	702-776-8530	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0829
Doral Academy of Nevada	Red Rock (Middle/High)	2016	2016	Las Vegas	NV	Danielle McDowell	Principal	redrockes.info@doralacademynv.org	702-776-8140	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0830
Doral Academy of Nevada	Saddle	2013	2013	Las Vegas	NV	Eileen Gilligan	Principal	saddle.info@doralacademynv.org	702-776-6491	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0828
Mater Academy of Nevada	Bonanza	2017	2017	Las Vegas	NV	Amy Grimes	Principal	bonanza.info@materacademynv.org	702-478-8318	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0832
Mater Academy of Nevada	East	2020	2020	Las Vegas	NV	Renae Farless	Principal	east.info@materacademynv.org	N/A	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0833
Mater Academy of Nevada	Mountain Vista	2014	2014	Las Vegas	NV	Olivia Carbajal	Principal	info@materacademynv.org	702-485-2000	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0834
Pinocrest Academy of Nevada	Caliente	2016	2016	Las Vegas	NV	Isaac Janeway	Principal	caliente.info@pinocrestnv.org	702-302-2337	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0835
Pinocrest Academy of Nevada	Horizon	2012	2012	Las Vegas	NV	Wendy Shirley	Principal	horizon.info@pinocrestnv.org	702-749-3500	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0836
Pinocrest Academy of Nevada	Ingrids	2015	2015	Las Vegas	NV	Michael O'Dowd	Principal	ingrids.info@pinocrestnv.org	702-473-5777	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0837
Pinocrest Academy of Nevada	Sand Rose	2015	2015	Las Vegas	NV	Jon Heald	Principal	sr.rose.info@pinocrestnv.org	702-550-9150	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0838
Pinocrest Academy of Nevada	Sierr Canyon	2018	2018	Las Vegas	NV	Lisa Story	Principal	sierracanyon.info@pinocrestnv.org	702-462-9700	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0839
PSM Academy of Nevada	SLAM	2016	2016	Las Vegas	NV	Sean Ylaska	Principal	info@psmnv.org	702-473-5735	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0840
Somerset Academy of Las Vegas	Atlanta	2018	2018	Las Vegas	NV	Elaine Kelley	Principal	atlanta.info@somersetnv.org	702-916-2337	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0841
Somerset Academy of Las Vegas	Lone Mountain	2015	2015	Las Vegas	NV	Carac Tu	Principal	lonemountain.info@somersetnv.org	702-480-9130	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0842
Somerset Academy of Las Vegas	Loose	2014	2014	Las Vegas	NV	Jessica Scobell	Principal	loose.info@somersetnv.org	702-485-9466	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0843
Somerset Academy of Las Vegas	North Las Vegas	2011	2011	Las Vegas	NV	Christina Threton	Principal	nhv.info@somersetnv.org	702-433-5816	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0844
Somerset Academy of Las Vegas	Sky Pointe	2013	2013	Las Vegas	NV	Lise Edder	Principal	skypointe.info@somersetnv.org	702-478-8888	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0845
Somerset Academy of Las Vegas	Sierr Canyon	2018	2018	Las Vegas	NV	Kate Lackey	Principal	skycanyon.info@somersetnv.org	702-489-2473	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0846
Somerset Academy of Las Vegas	Diophanie	2014	2014	Las Vegas	NV	Rudy Norland	Principal	diag@sumo.info@somersetnv.org	702-498-0040	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0847
Doral Academy of Northern Nevada	Doral (Reno)	2017	2017	Reno	NV	Angela Dry	Principal	info@doralnv.org	775-853-4239	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0848
Mater Academy of Northern Nevada	Mater (Reno)	2017	2017	Reno	NV	Gia Maracchi	Principal	info@maternv.org	775-470-8950	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0849
Pinocrest Academy of Northern Nevada	Pinocrest (Reno)	2020	2020	Reno	NV	Sami Curtis	Principal	info@pinocrestnv.org	N/A	Nevada State Public Charter School Authority	Rebecca Feiden	Executive Director	rebecca.feiden@psca.nv.gov	702-486-0850

Attachment 17 - School Data Worksheet

Entity ID	School ID	School	Level	Comparison Entity	Assessment Year	Test Name	School/Campus Statewide Accountability Rating	Grader Served	Grader Tested	Student Demographic Information					Math										Reading/Language Arts					Science						
										Total # Students Enrolled	Total # FRL	Total # ELL	Total # SPED	Total # Black Students	Total # Hispanic Students	Total # Native American Students	# students tested	# students Far Below Basic	# students Below Basic	# students Basic	# students Proficient	# students Advanced	# students no score	# students tested	# students Far Below Basic	# students Below Basic	# students Basic	# students Proficient	# students Advanced	# students no score	# students tested	# students Far Below Basic	# students Below Basic	# students Basic	# students Proficient	# students Advanced
55200	Doral Cactus	Elementary	Charter	2019		5	K-5	3.5	1002	83	43	77	46	171	1	322	34	52	99	235	131	6	260	21	58	160	882	288	6	114	6	21	42	47	62	15
55201	Doral Fire-Mesa	Elementary	Charter	2019		5	K-5	3.5	981	275	41	97	88	324	1	330	55	108	82	127	46	13	330	35	89	159	206	47	13	56	16	38	33	42	9	
55204	Doral Pebble	Elementary	Charter	2019		5	K-5	3.5	920	209	67	57	65	209	1	379	85	77	73	118	44	7	279	29	82	117	168	51	7	43	12	14	13	17	4	
55202	Doral Red Rock	Elementary	Charter	2019		5	K-5	3.5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	402	28	49	144	205	162	7	402	39	52	122	311	189	7	139	14	42	59	83	24	
55203	Doral Saddle	Elementary	Charter	2019		5	K-5	3.5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	536	121	174	131	241	199	15	537	61	129	240	347	109	14	175	26	68	60	81	21	
59433	Mater Bonanza	Elementary	Charter	2019		3	K-5	3.5	995	164	29	76	85	206	2	324	28	41	109	206	97	3	324	50	52	102	223	121	4	112	10	39	47	61	16	
49432	Mater Mountain Vista	Elementary	Charter	2019		4	K-5	3.5	906	779	392	81	84	712	3	333	90	121	81	142	60	6	333	37	85	148	231	73	6	107	39	32	42	61	19	
58432	Pinecrest Cadence	Elementary	Charter	2019		5	K-5	3.5	1056	1056	486	89	82	830	2	307	68	79	78	160	82	14	307	87	76	76	142	66	14	107	39	31	28	37	9	
58425	Pinecrest Horizon	Elementary	Charter	2019		4	K-5	3.5	703	195	13	72	36	210	2	353	110	125	78	118	40	18	352	67	311	144	191	47	19	118	22	50	39	46	7	
58425	Pinecrest Inspira	Elementary	Charter	2019		5	K-5	3.5	1628	502	58	199	118	438	6	368	37	96	120	241	121	32	370	52	72	107	246	139	30	125	17	46	43	62	154	
58427	Pinecrest St. Rose	Elementary	Charter	2019		5	K-5	3.5	1999	121	-	93	50	211	4	549	99	160	140	290	150	55	549	60	116	239	373	134	55	152	25	52	53	75	22	
59121	SLAM	Elementary	Charter	2019		3	K-5	3.5	921	479	95	88	112	481	3	278	11	61	117	301	185	10	278	21	30	109	322	213	11	121	12	41	53	68	15	
59124	Somerset Aliante	Elementary	Charter	2019		5	K-5	3.5	821	149	16	72	61	297	5	278	12	46	89	220	152	17	278	4	23	131	249	118	17	37	7	12	22	41	19	
59124	Somerset Lone Mountain	Elementary	Charter	2019		5	K-5	3.5	992	194	19	85	50	237	2	325	18	23	85	254	169	9	325	31	42	87	252	165	9	122	39	37	39	35	16	
59124	Somerset Losee	Elementary	Charter	2019		5	K-5	3.5	921	479	95	88	112	481	3	329	35	58	94	237	143	21	329	18	46	145	266	120	21	102	6	16	55	80	25	
59124	Somerset NLV	Elementary	Charter	2019		5	K-5	3.5	958	234	29	90	61	294	5	530	179	187	96	164	68	44	530	120	107	185	243	58	41	188	52	85	39	43	4	
59122	Somerset Sky Point	Elementary	Charter	2019		2	K-5	3.5	1161	500	118	125	264	503	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
59125	Somerset Skye Canyon	Elementary	Charter	2019		5	K-5	3.5	855	94	19	71	13	206	N/A	300	36	75	35	88.6	33	7	300	17	41	94	142	48	7	25	1	10	9	14	5	

Attachment 17 - School Data Worksheet

OTHER INFORMATION

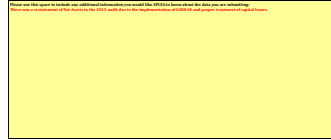
Please use this space to include any additional information you would like to include about the data you are submitting.

Attachment 17 - School Data Worksheet

OTHER INFORMATION

Use this space to provide any additional information you would like. We'll be sure that the data are not misinterpreted.

There was a redaction of data for the 2017-2018 data for the implementation of 2008 CE and program treatment of capital loans.



MATER ACADEMY

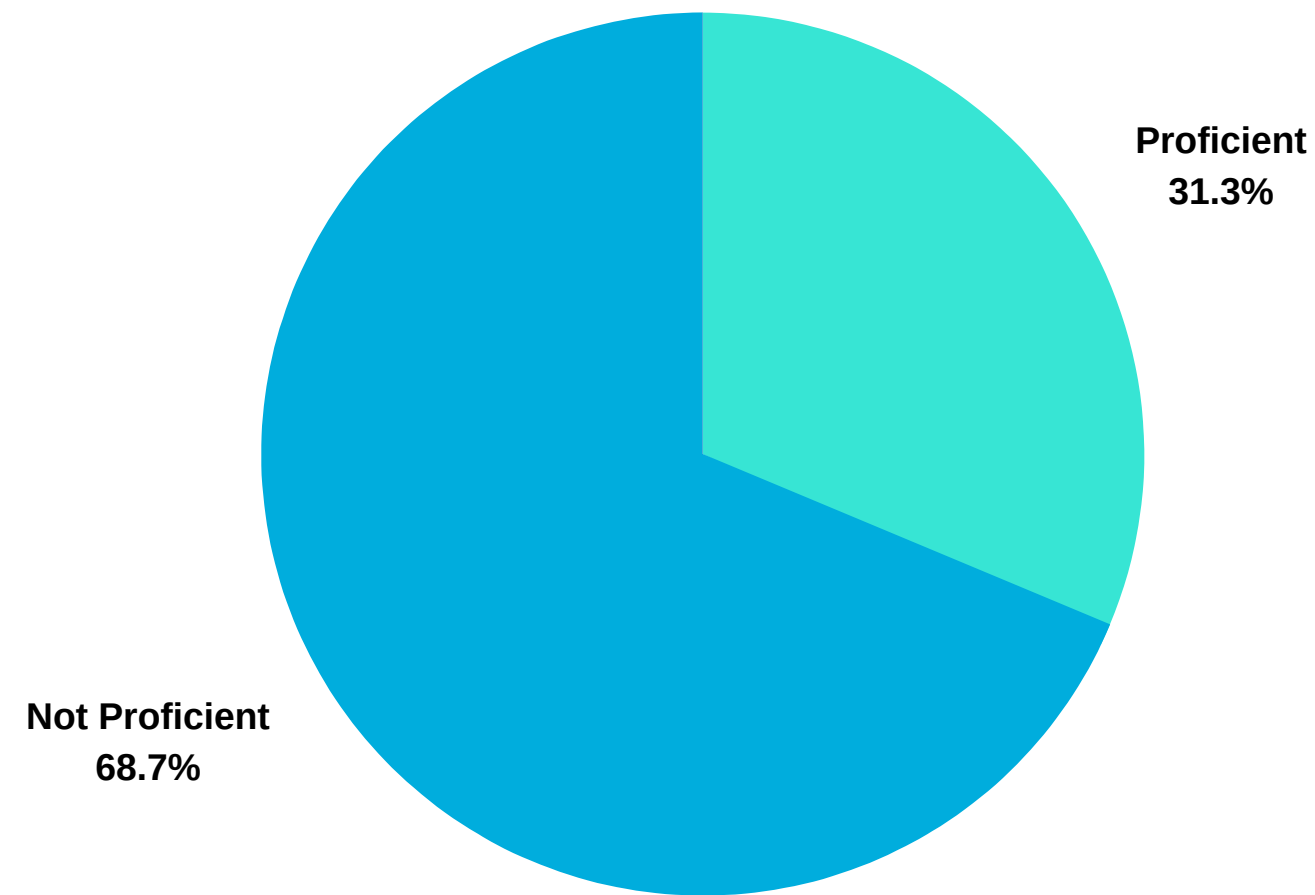
— *of Northern Nevada* —

MATER
ACADEMY
NORTHERN
NEVADA

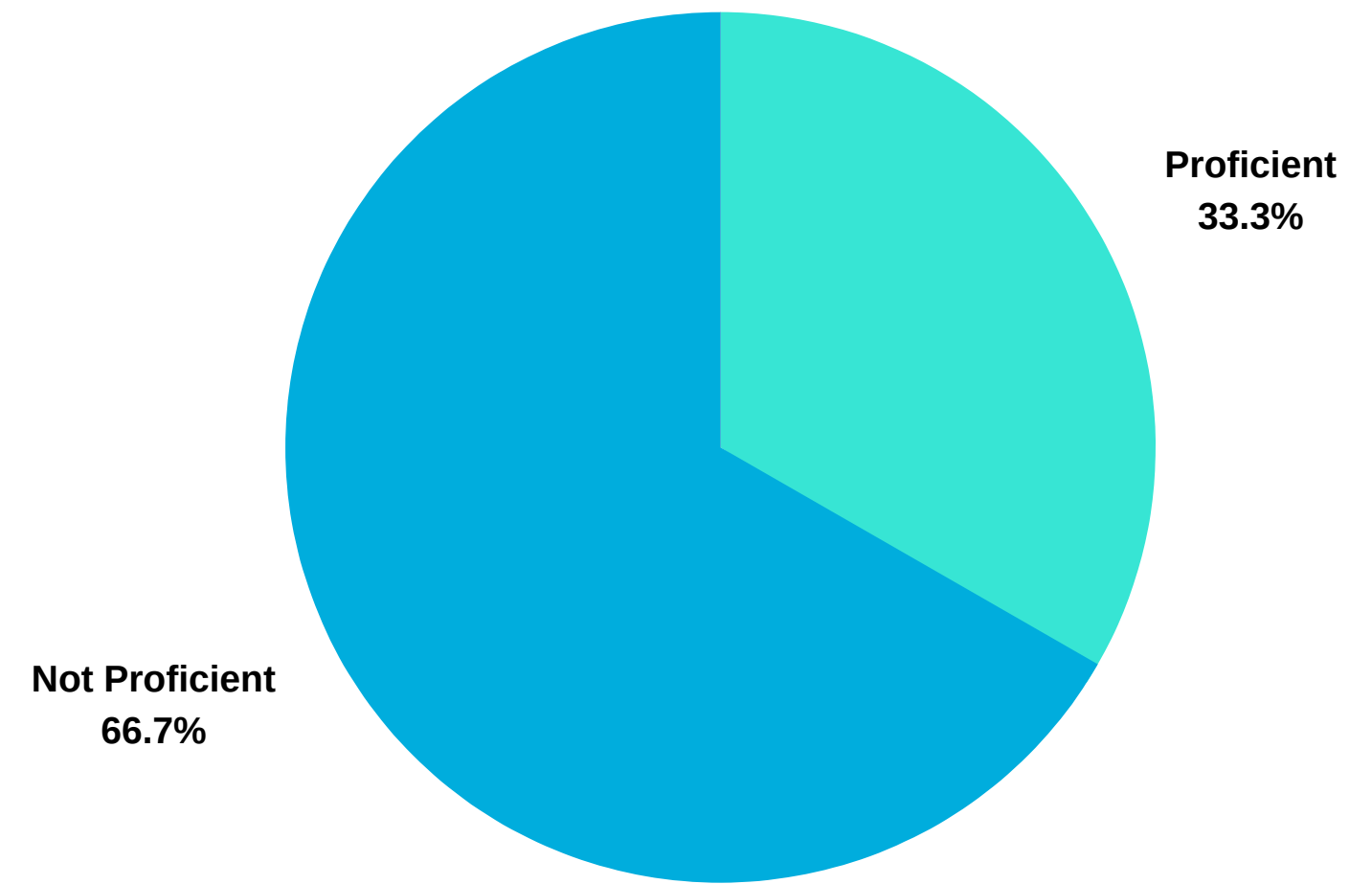
PRELIMINARY SBAC ANALYSIS

2019

Elementary Academic Achievement

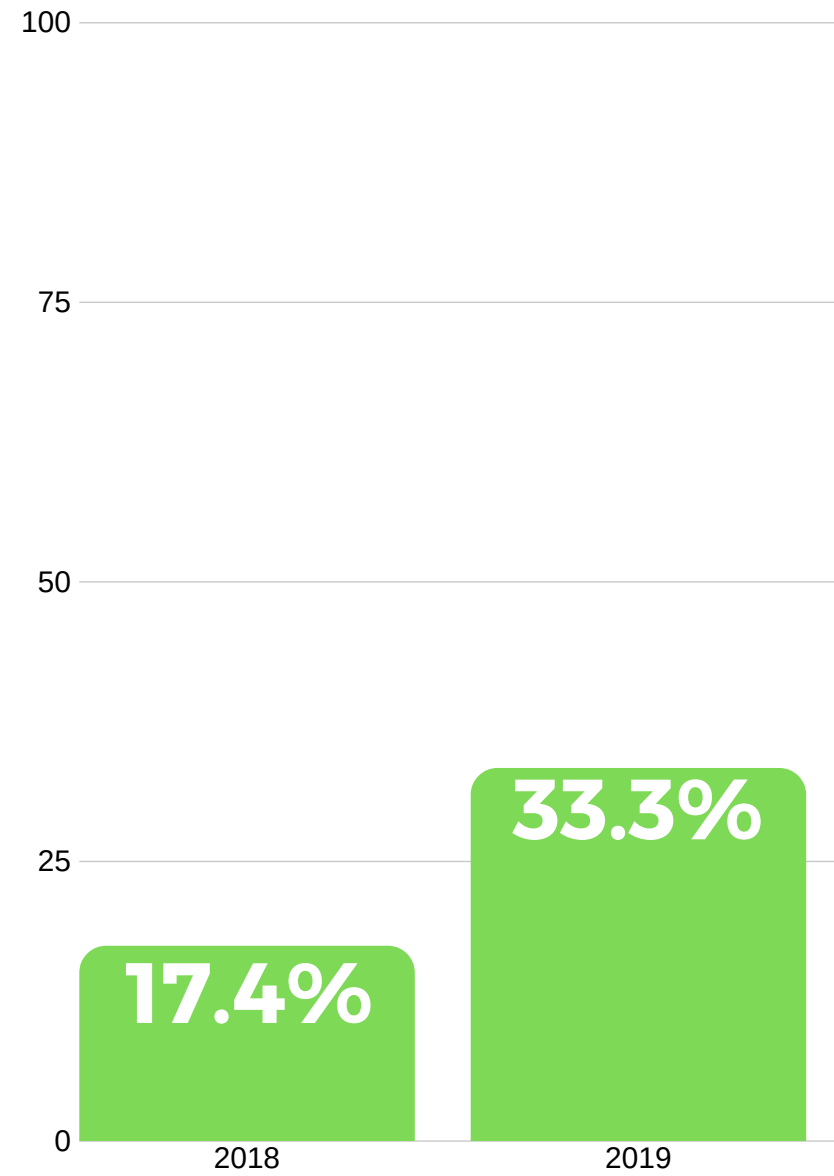
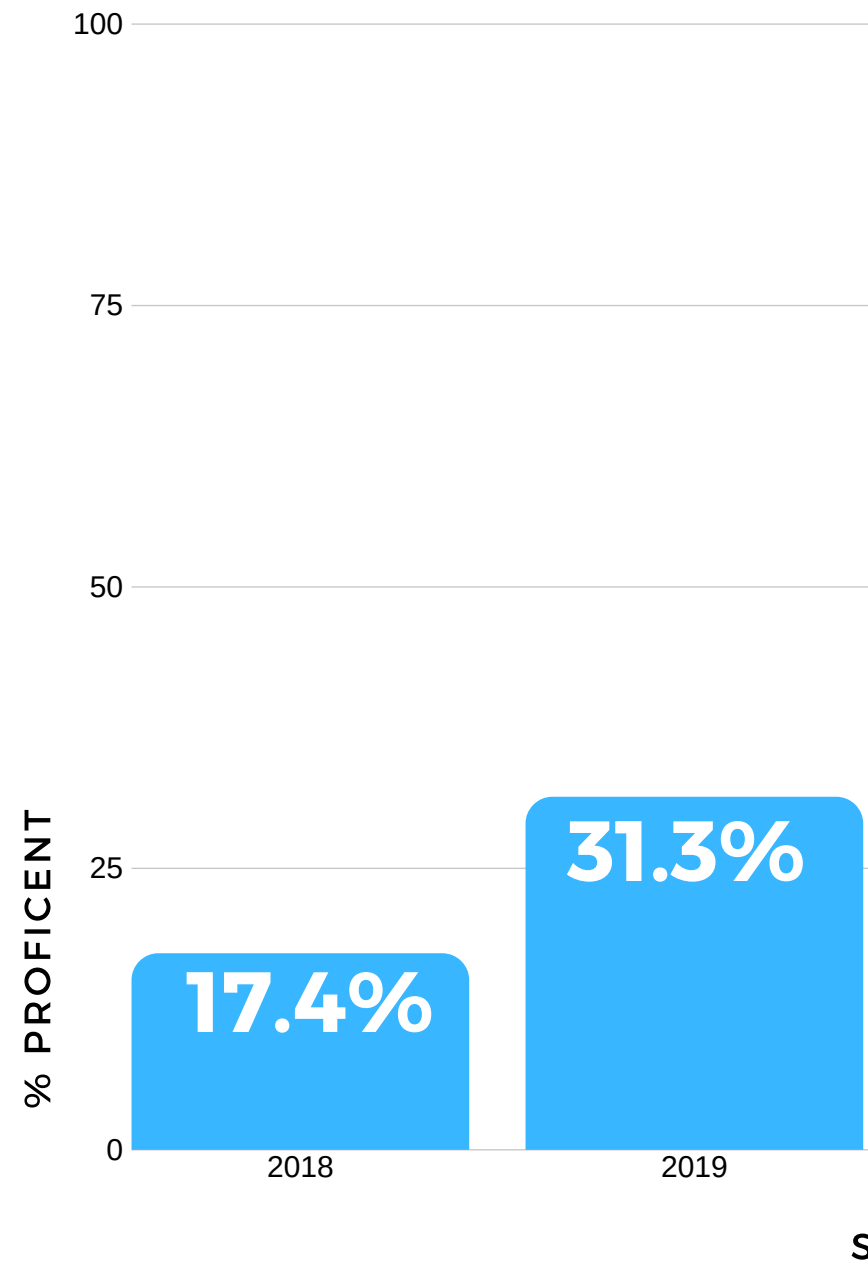


OVERALL ELA
2019



OVERALL MATH
2019

Elementary Academic Achievement



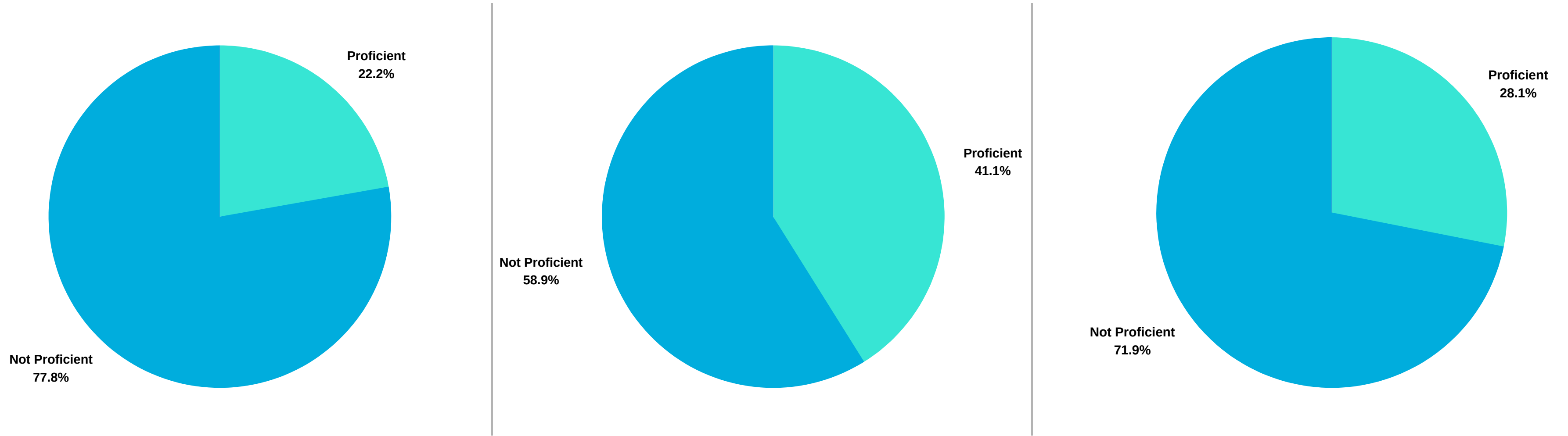
— = ELA

INCREASE OF
+ 13.9%
FROM 2018

— = MATH

INCREASE OF
+ 15.9%
FROM 2018

ELA Proficiency Breakdown by Grade

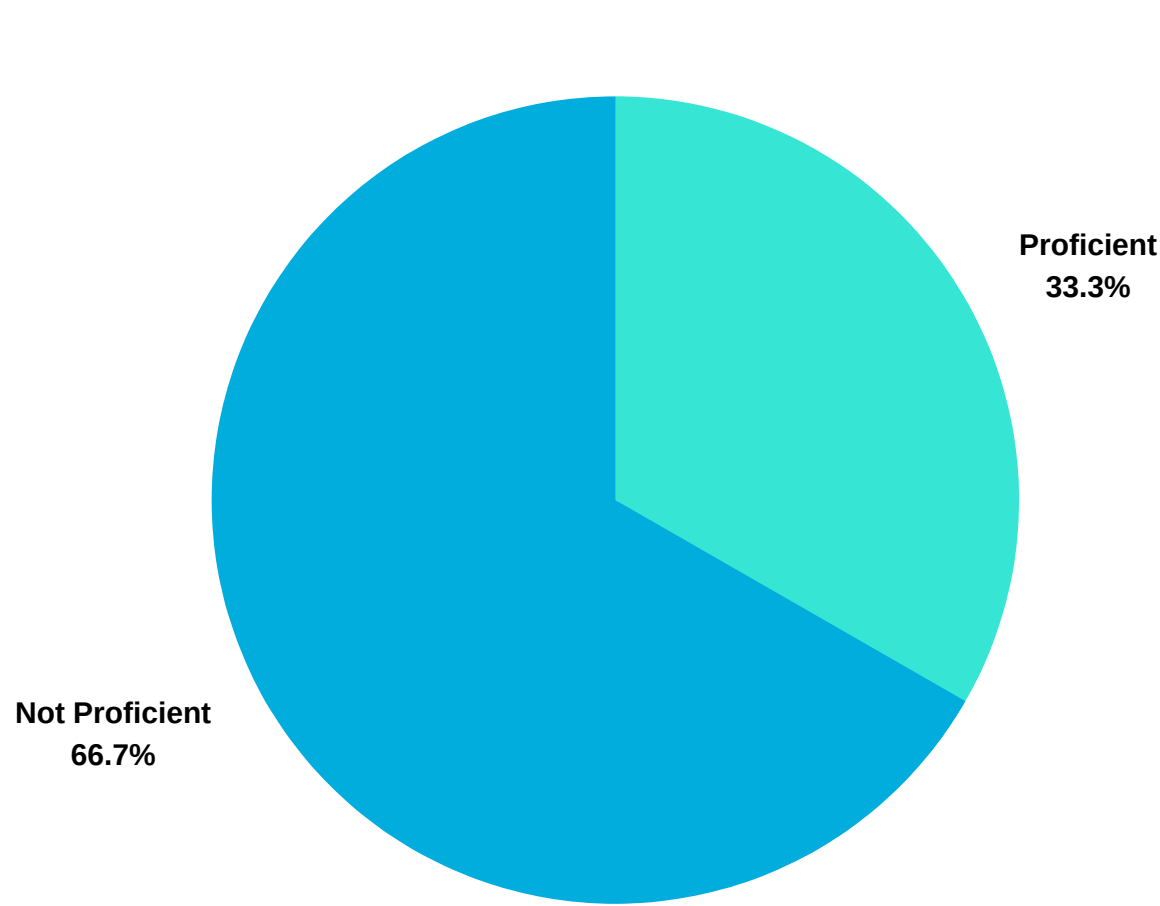


3RD GRADE
6/27

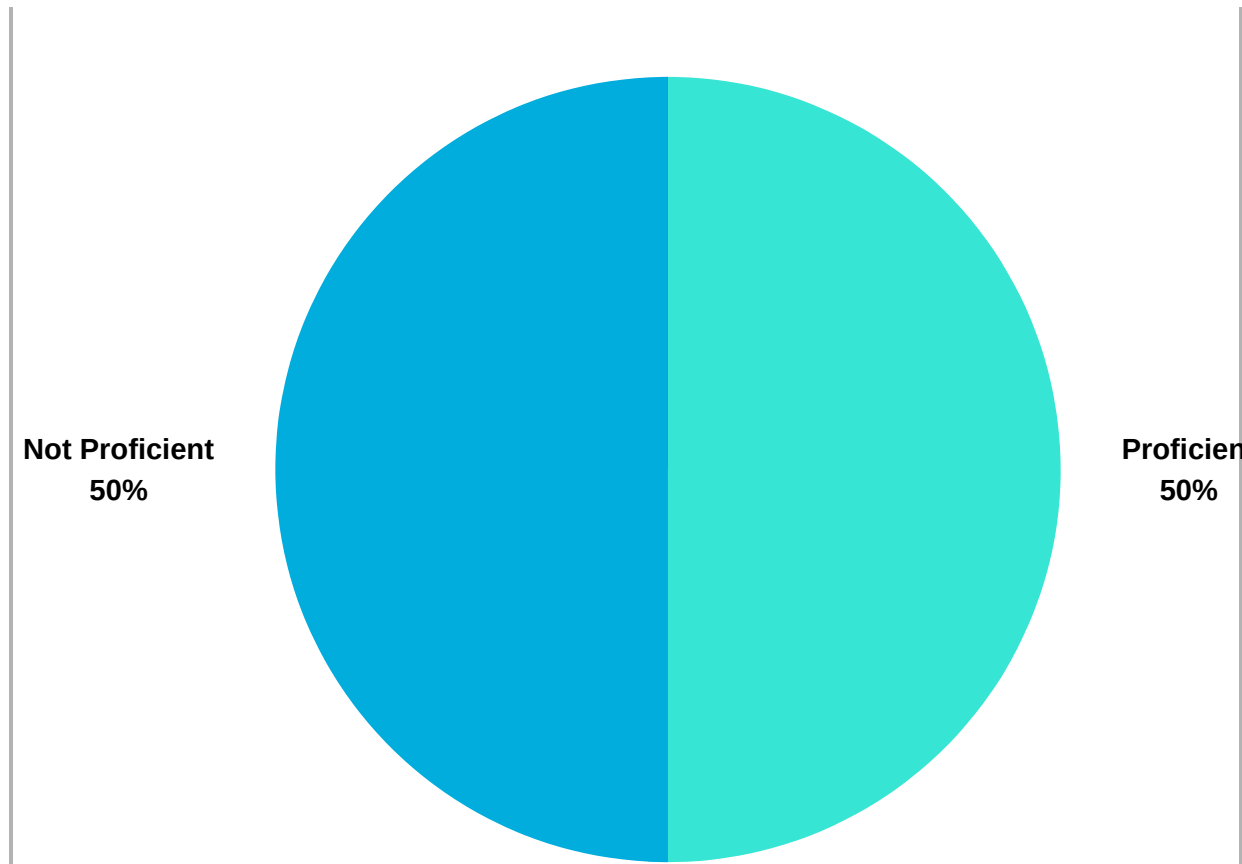
4TH GRADE
14/34

5TH GRADE
9/32

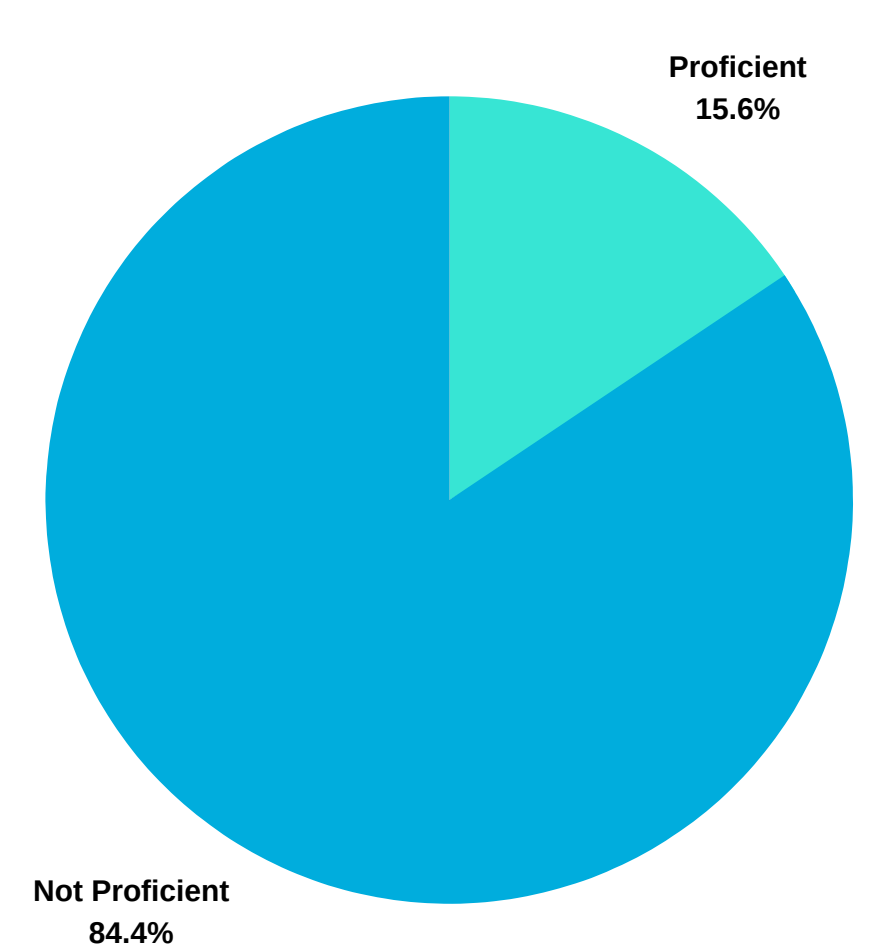
Math Proficiency Breakdown by Grade



3RD GRADE
9/27

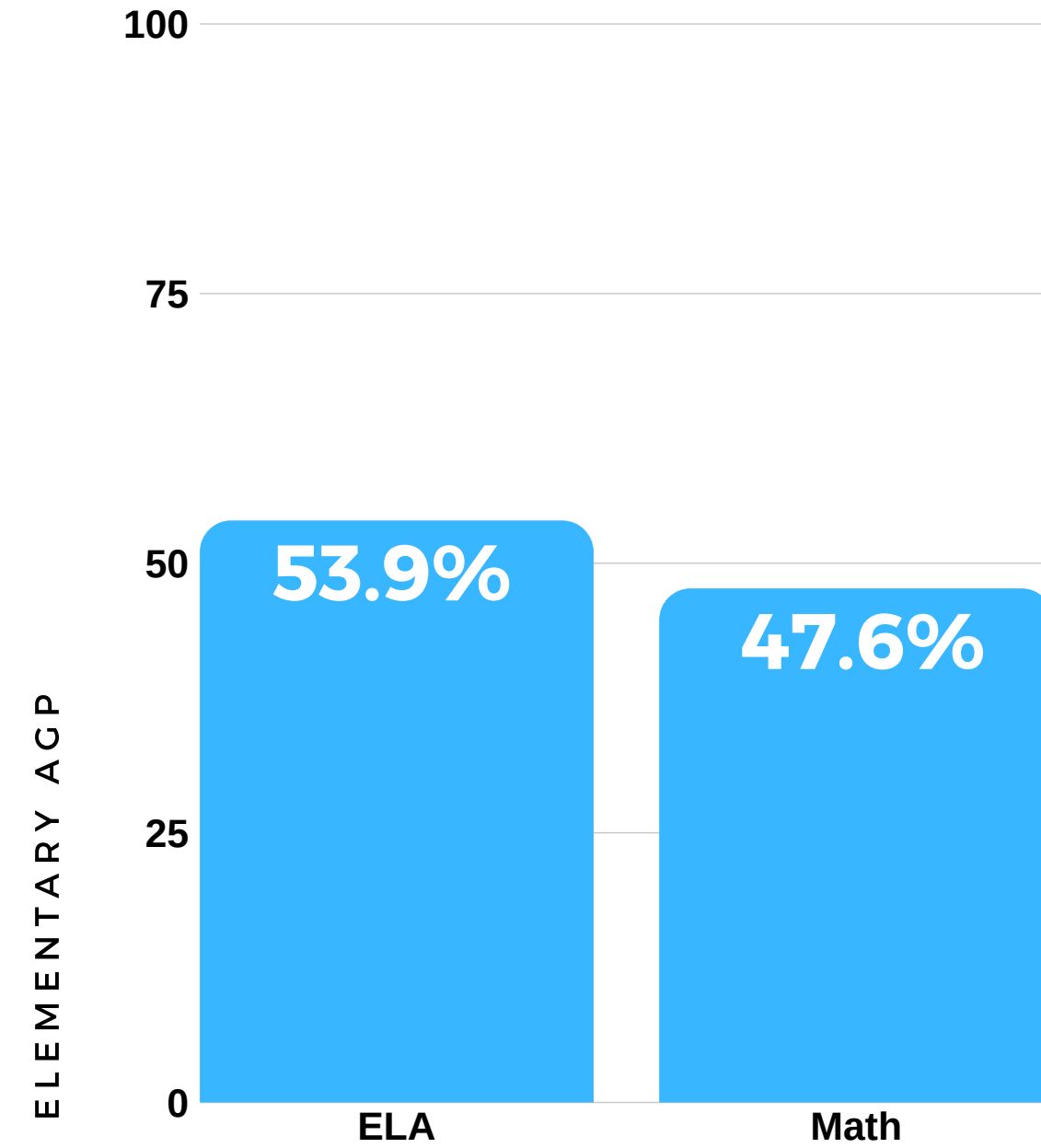
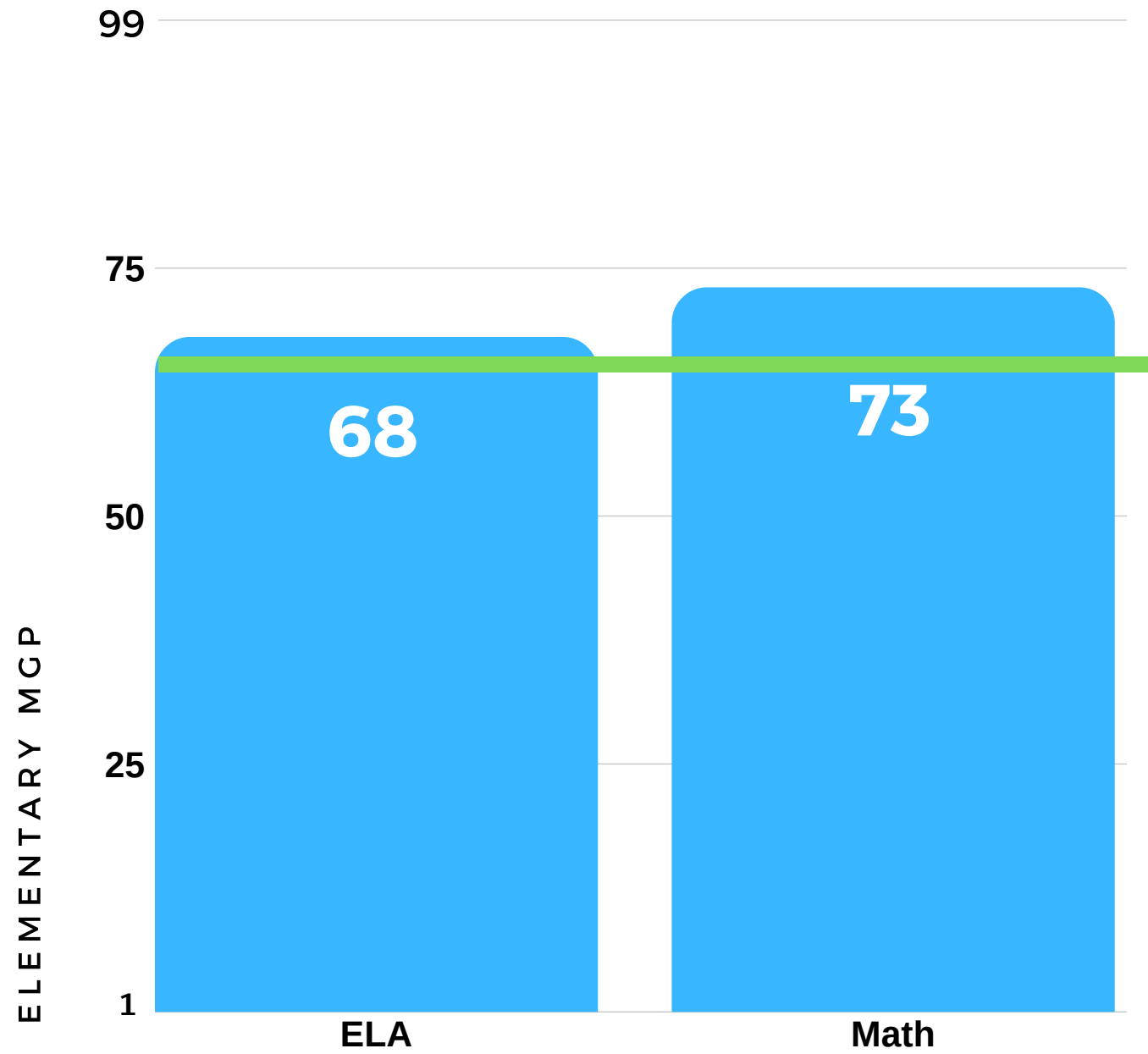


4TH GRADE
17/34

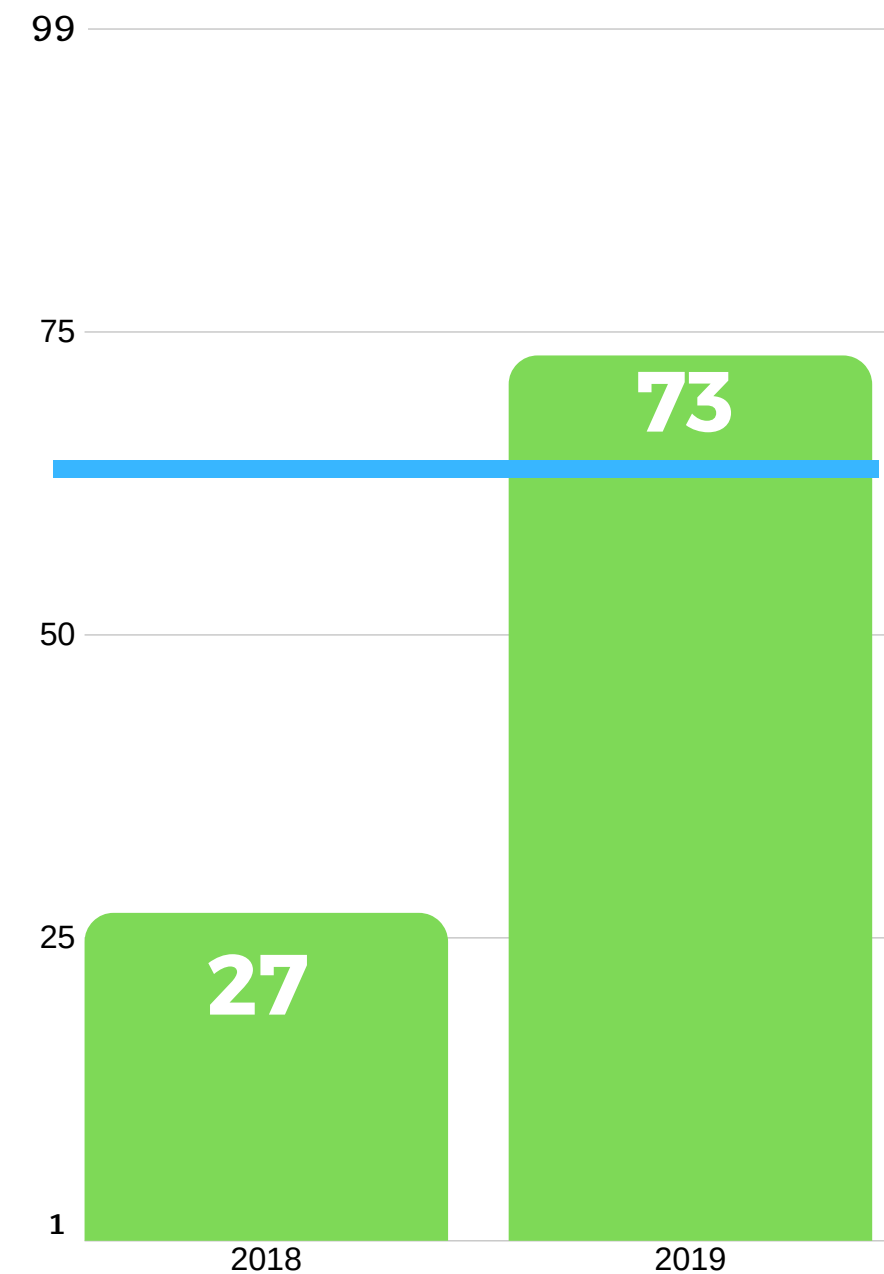
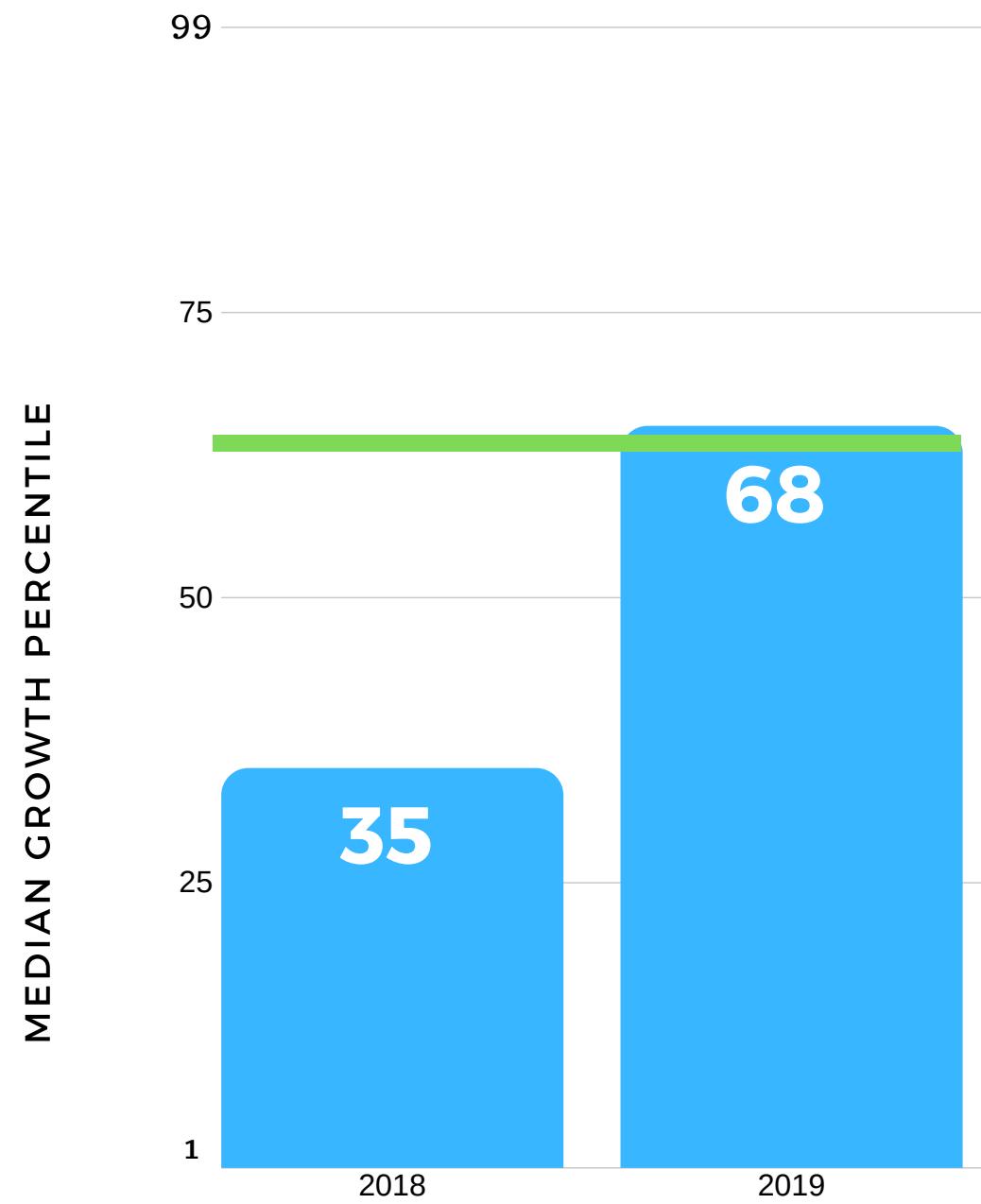


5TH GRADE
5/32

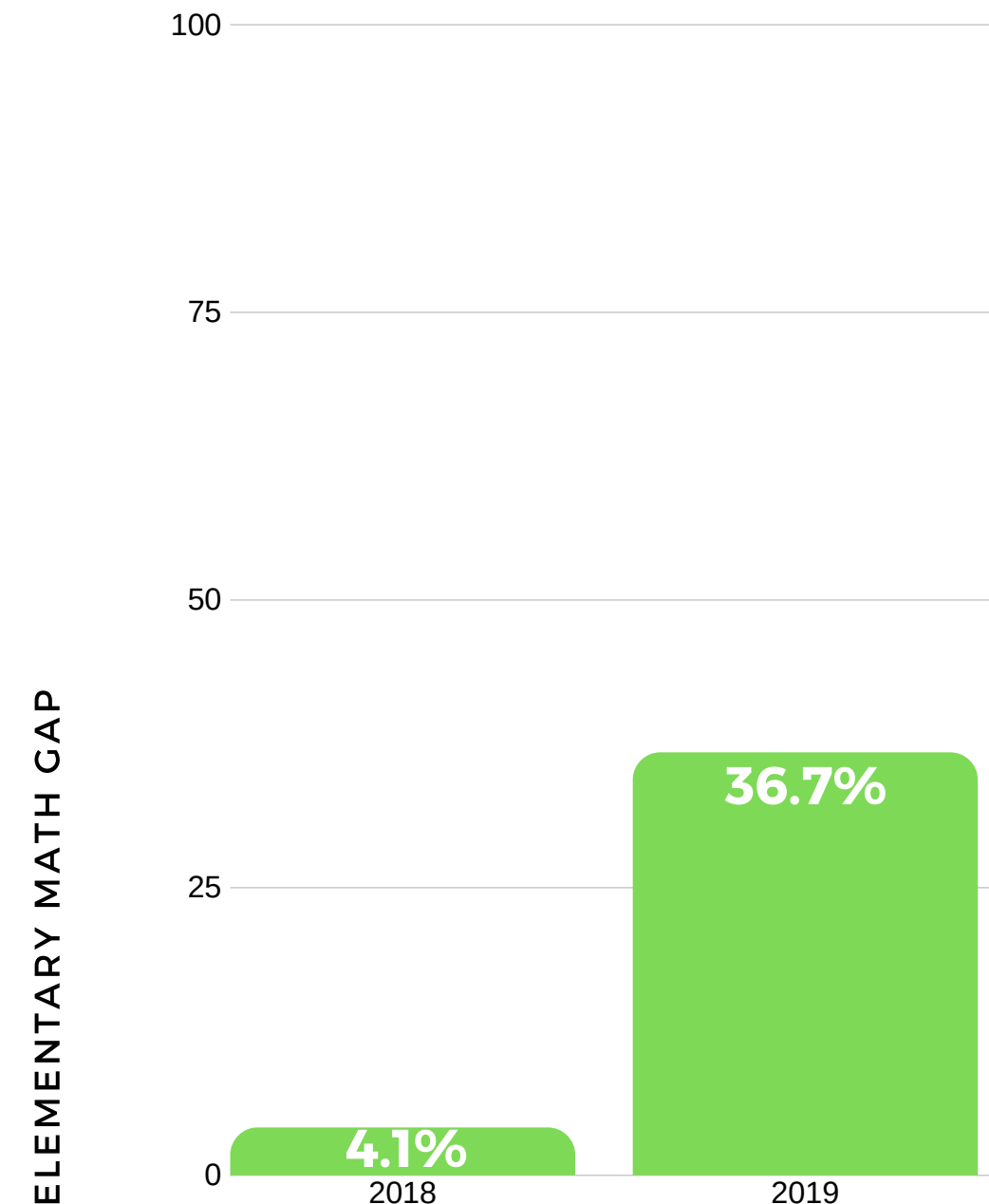
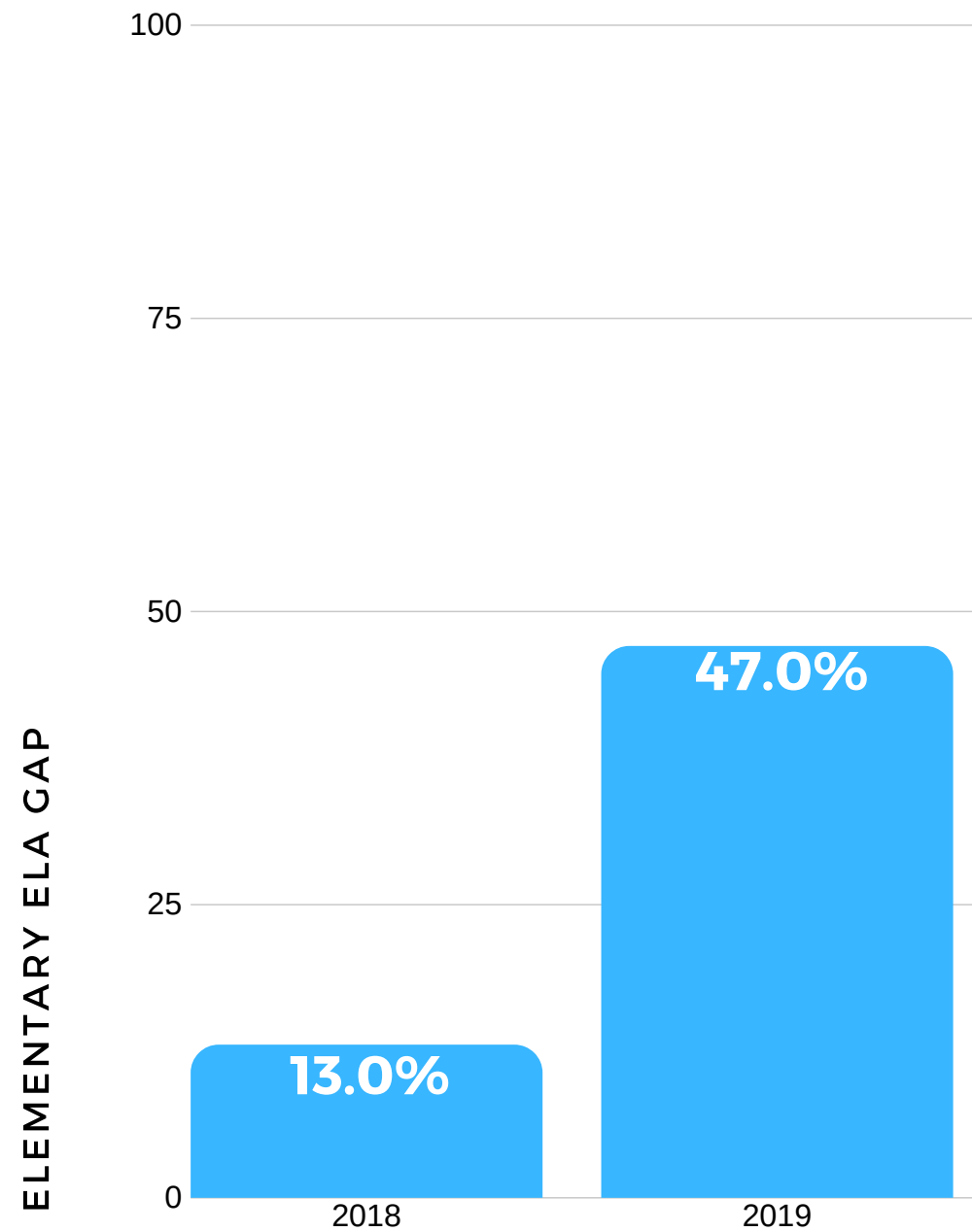
Student Growth - Overall Elementary



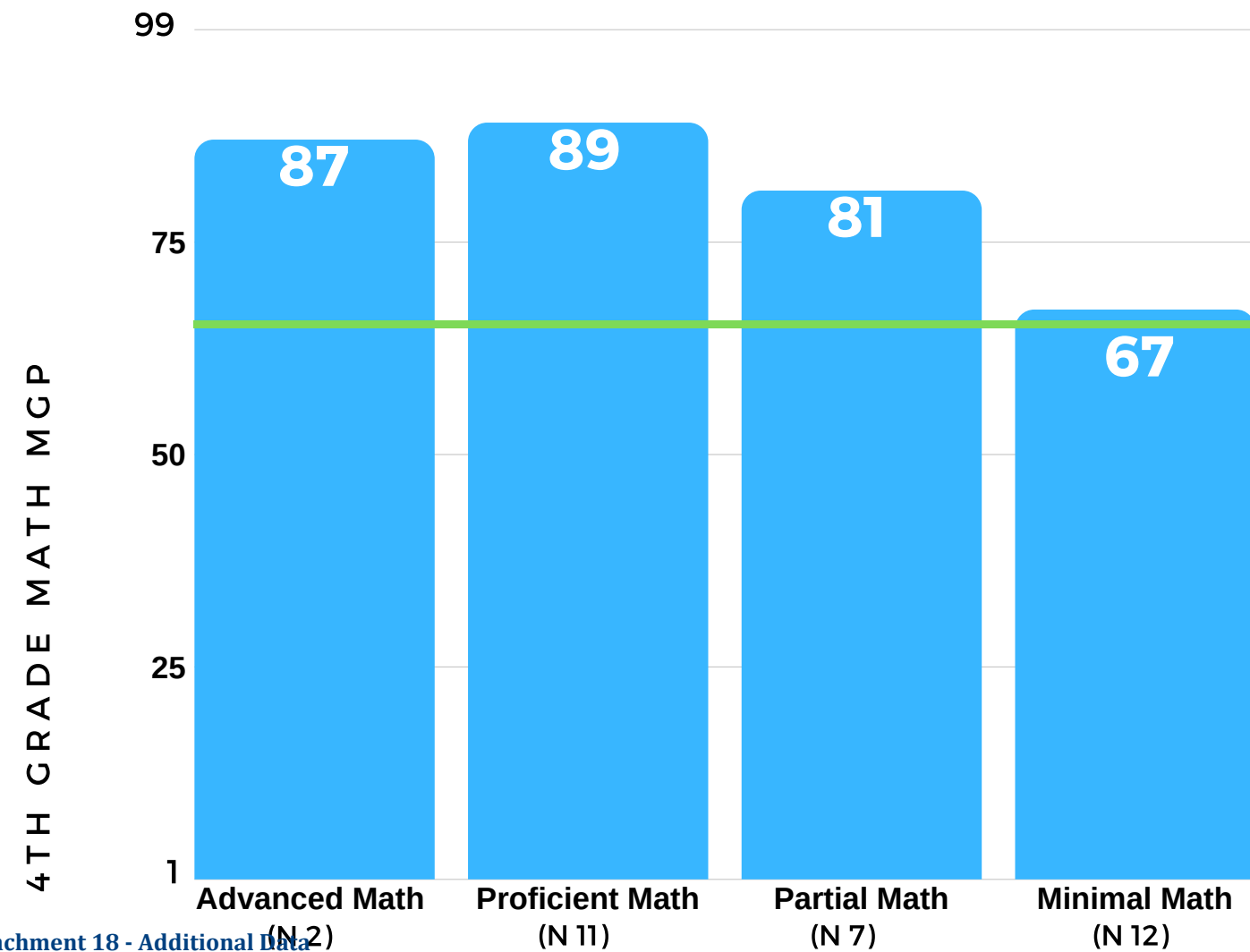
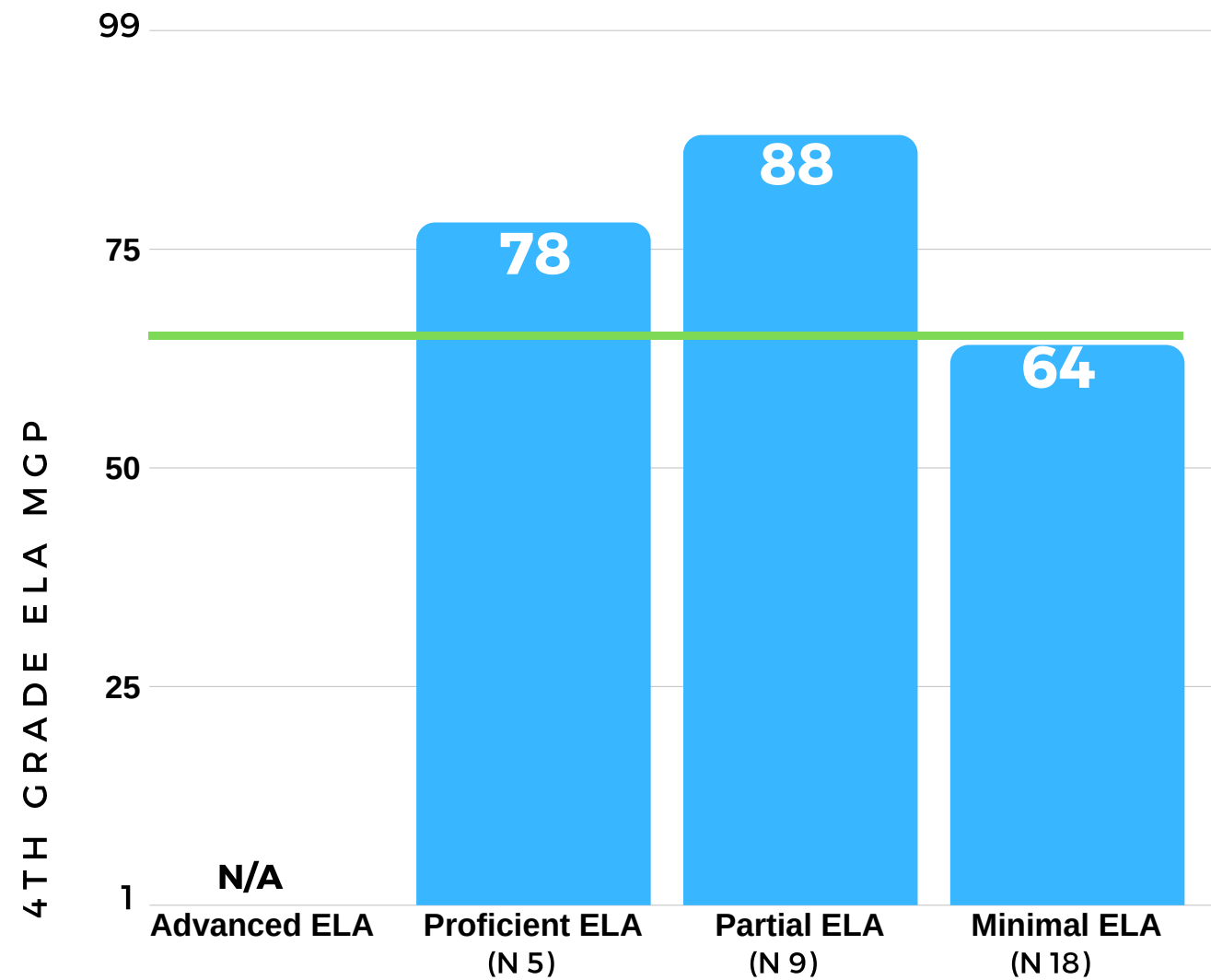
Elementary Student Growth Overall



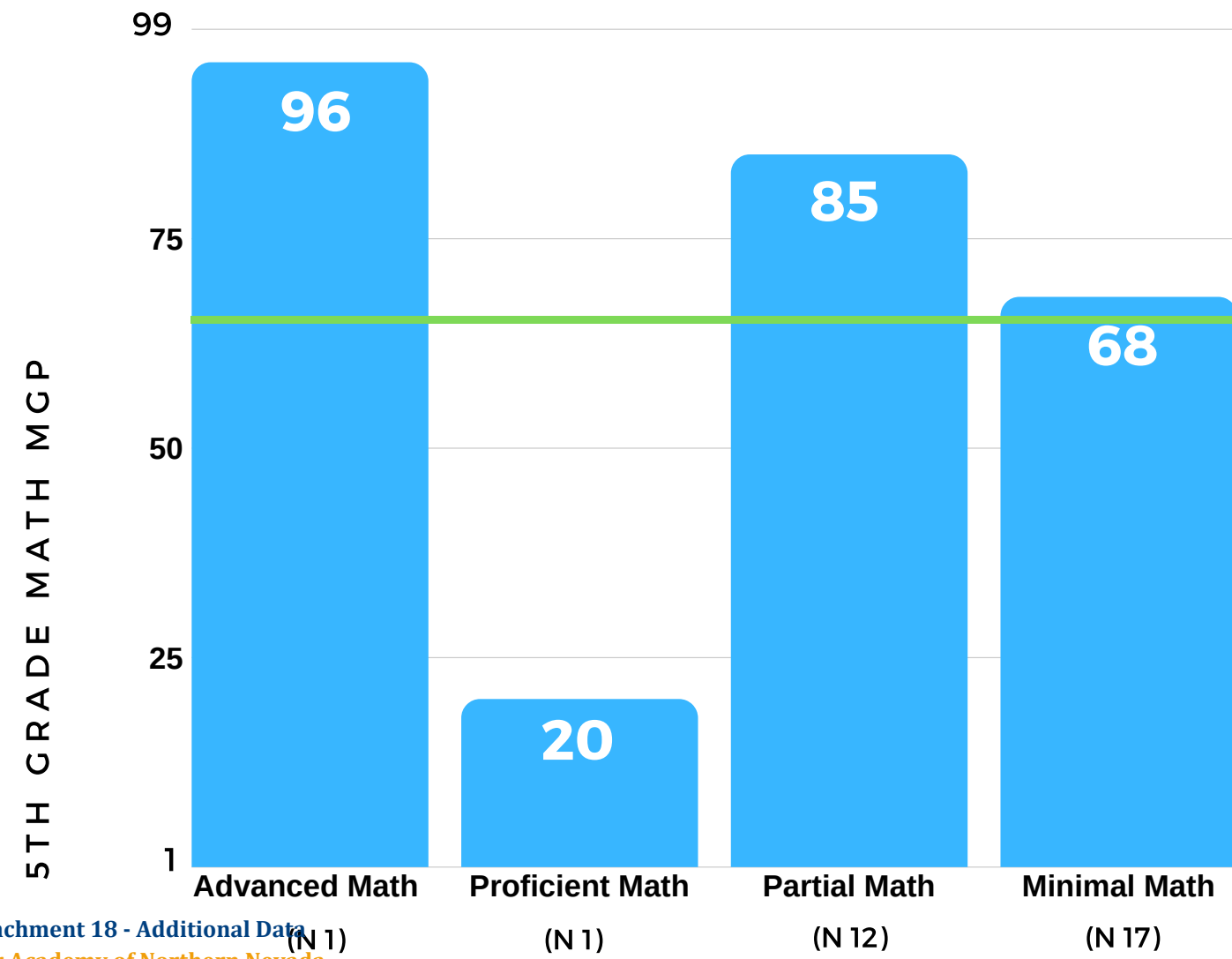
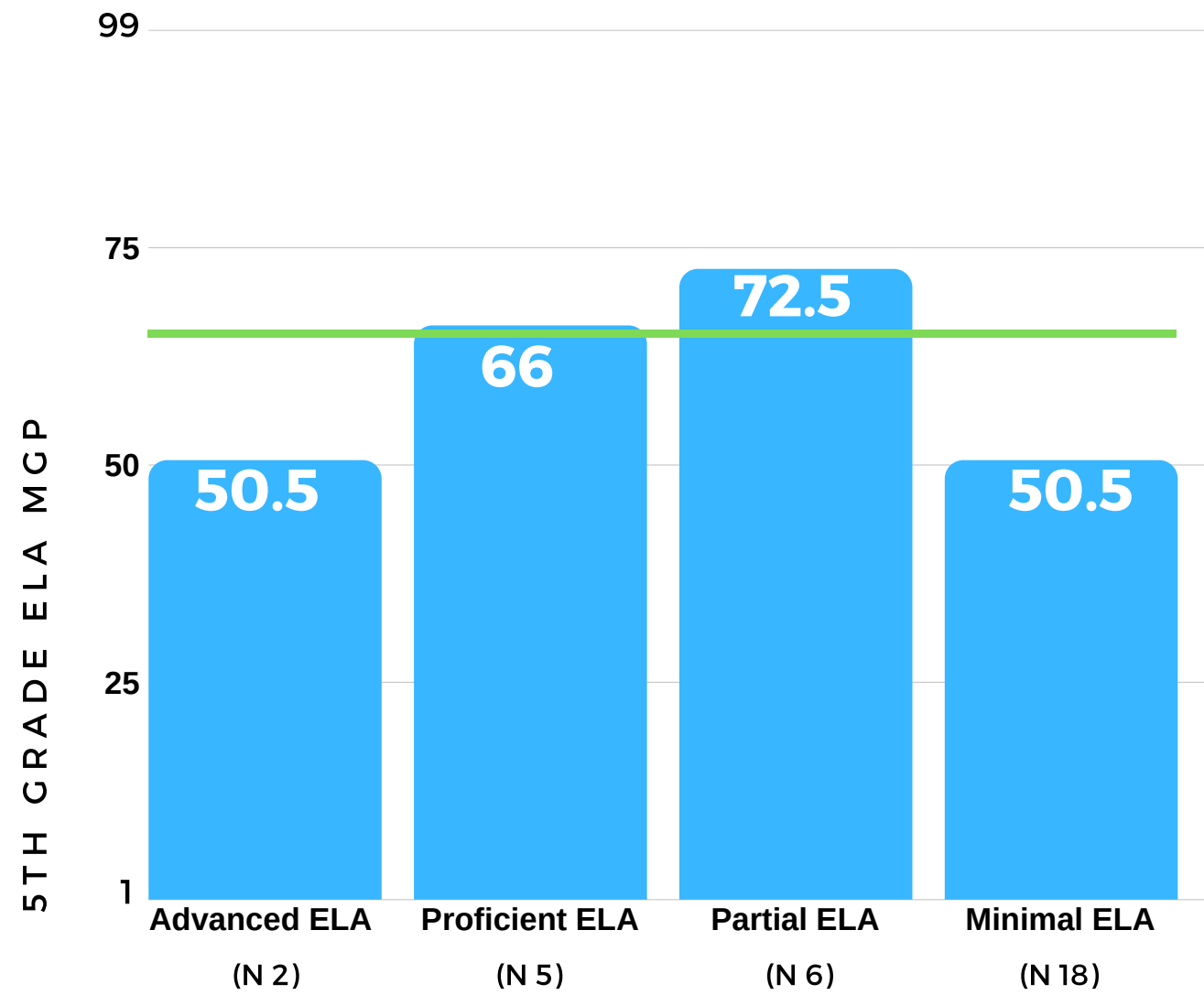
Elementary Student Growth - Gap



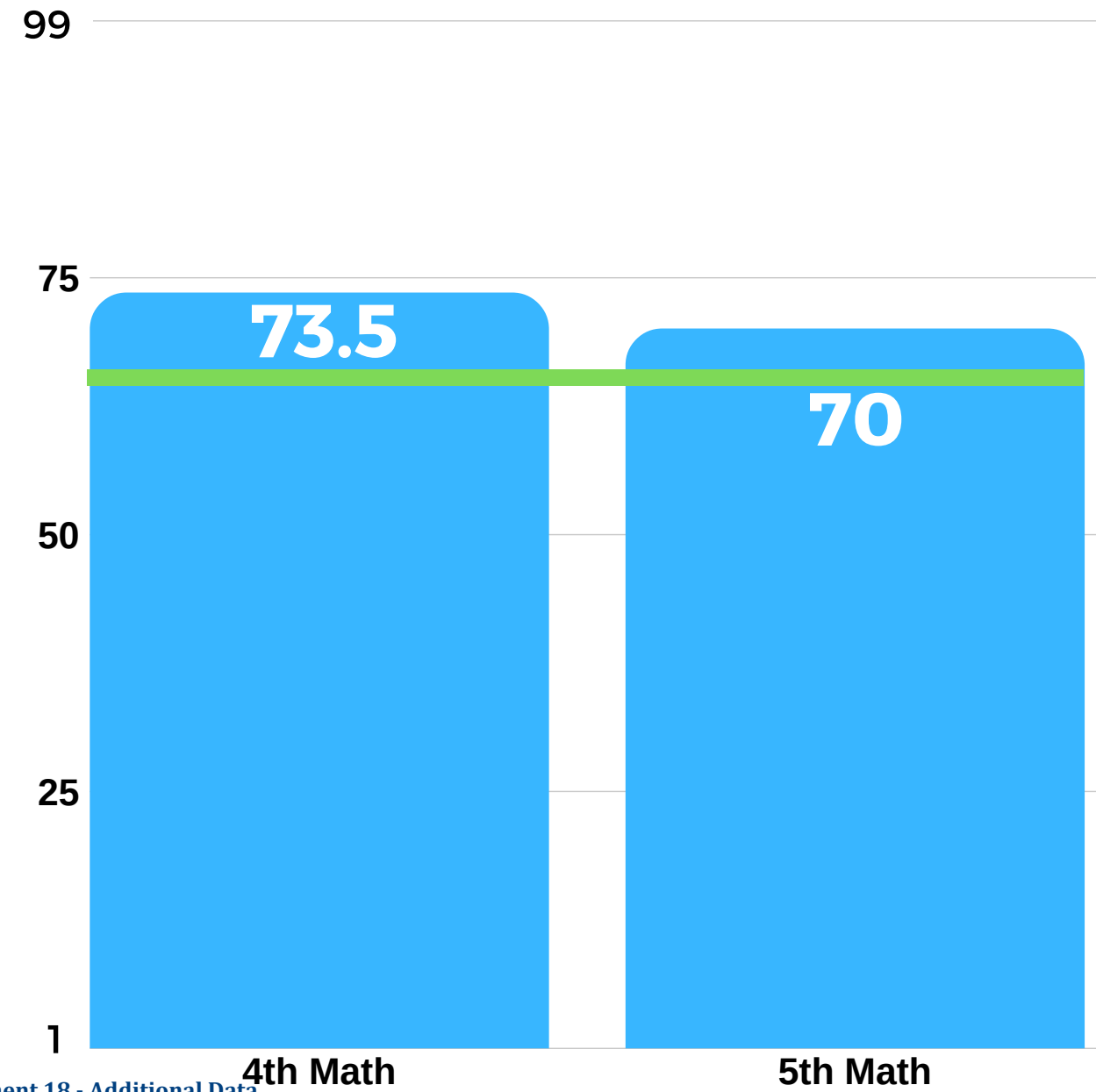
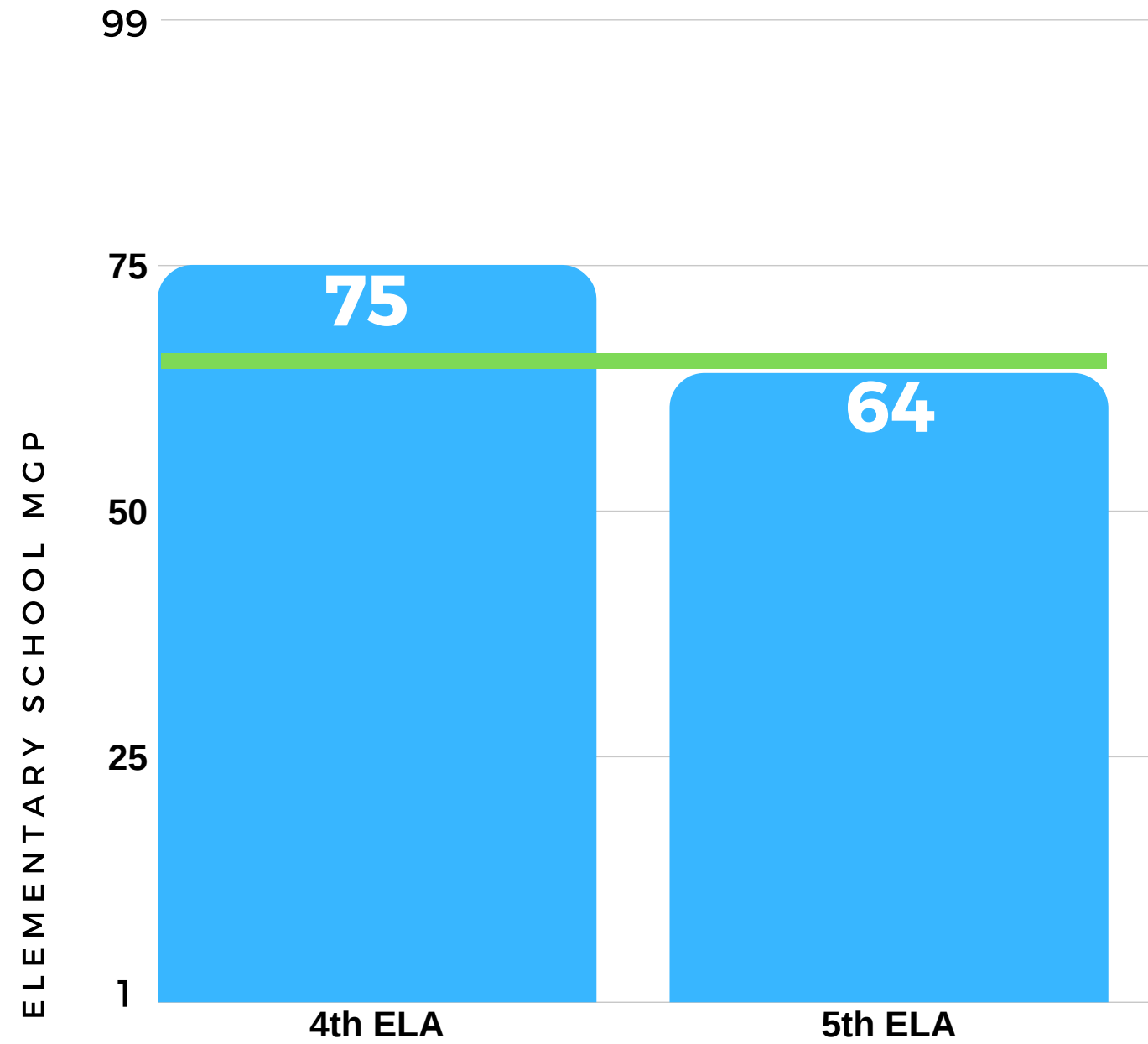
Student Growth - Growth by Achievement Level



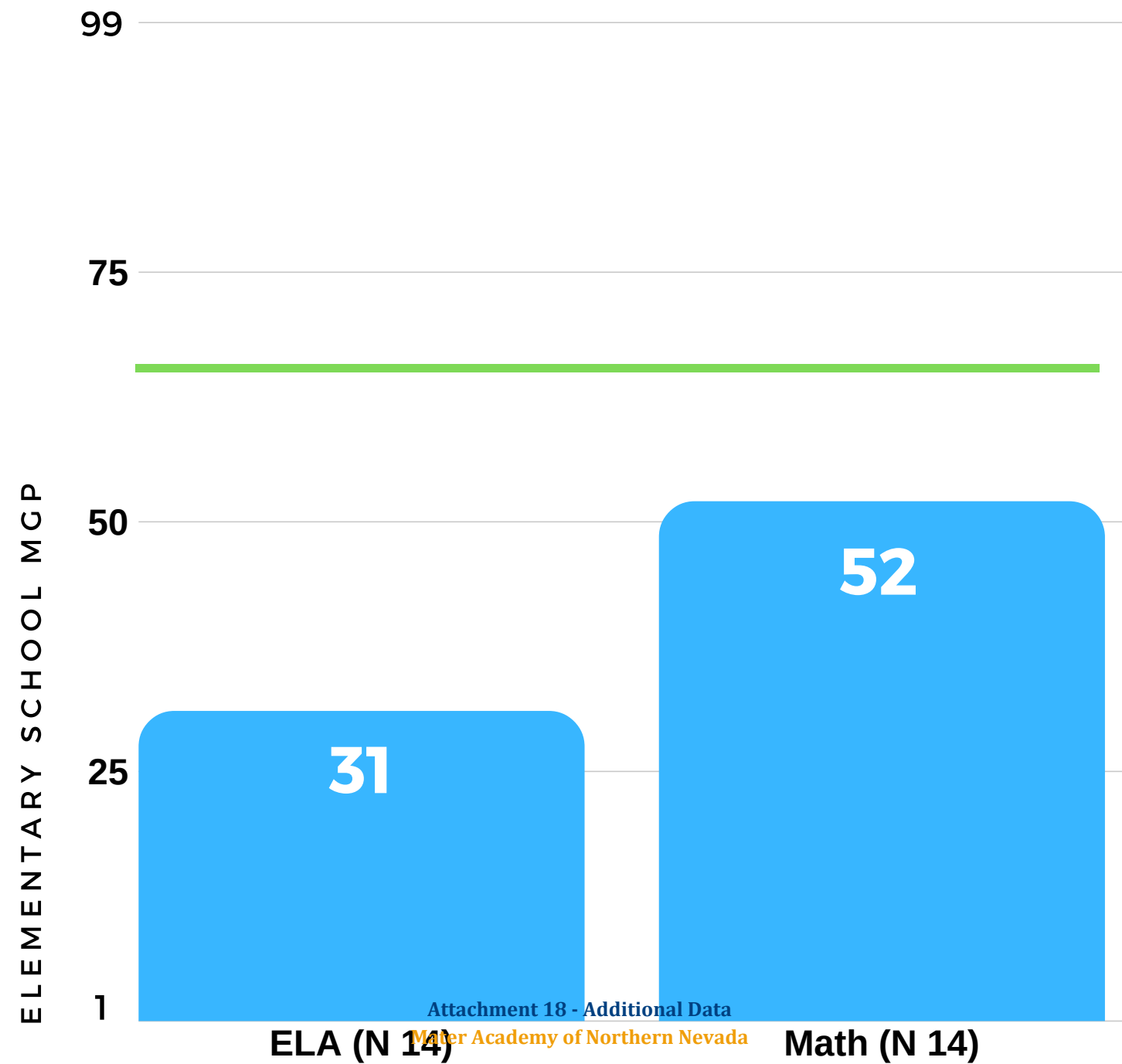
Student Growth - Growth by Achievement Level



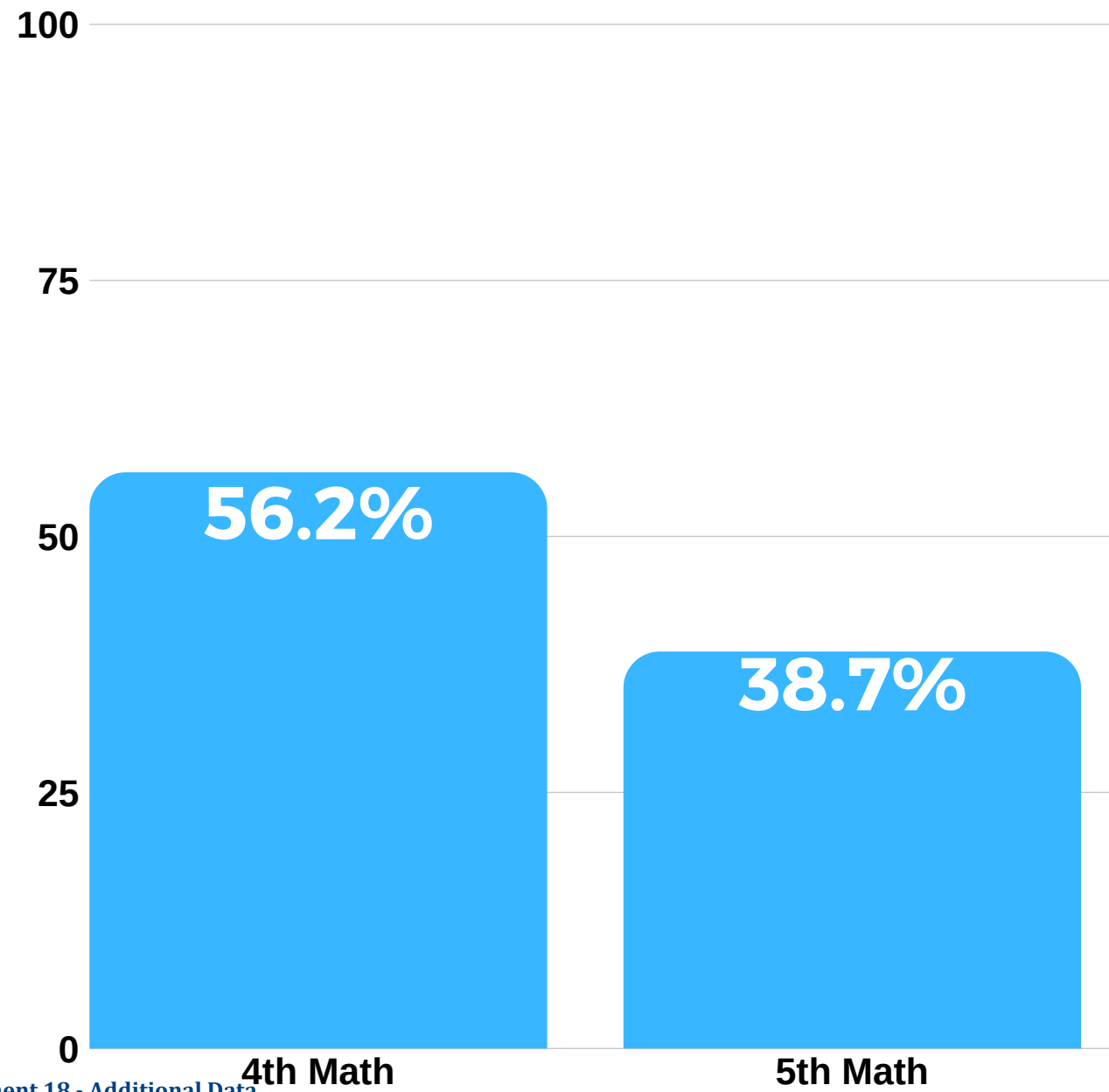
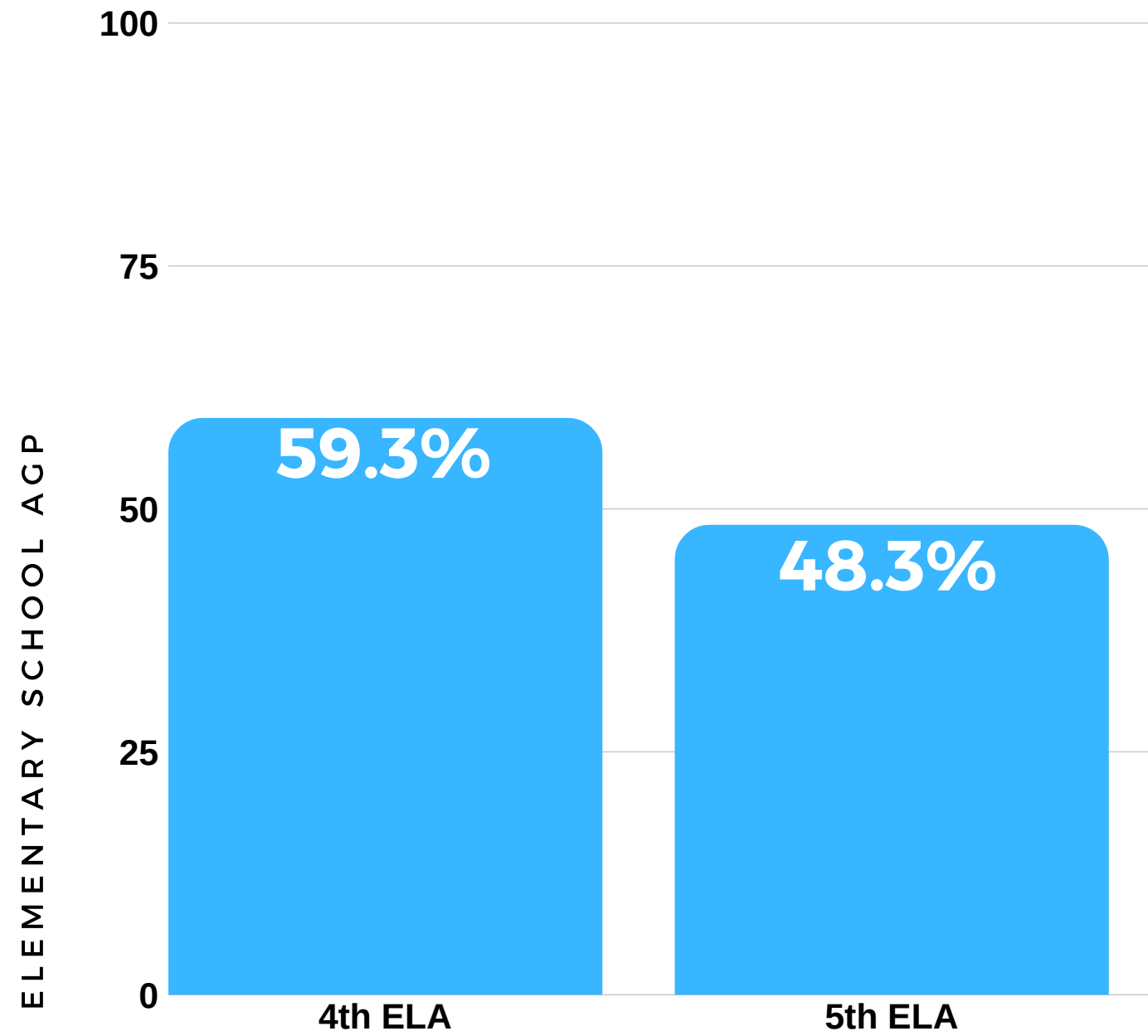
Student Growth - Elementary by Grade Level



Student Growth - Elementary SPED MGP



Student Growth - Elementary by Grade Level

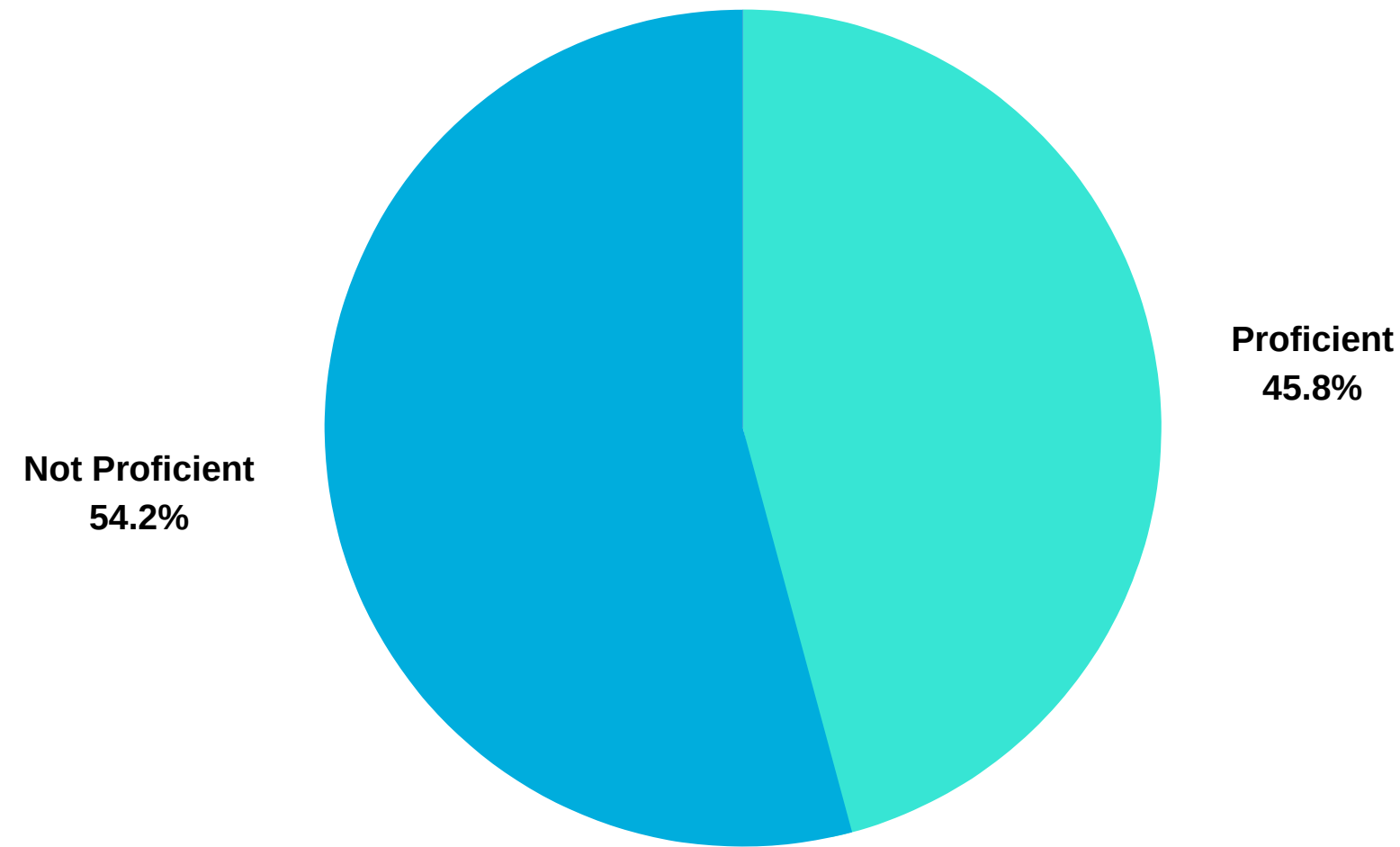




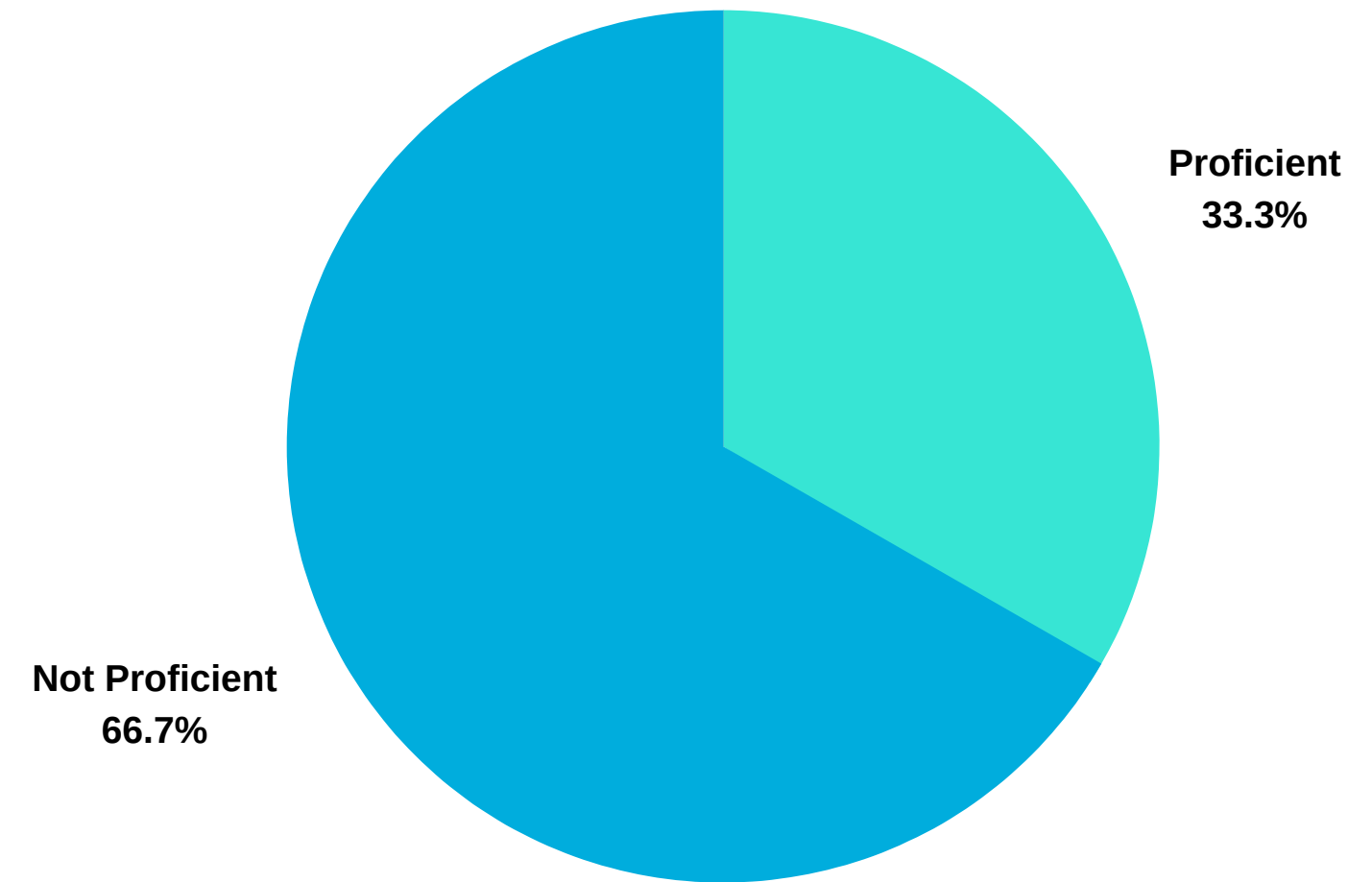
3 STARS!

63

Middle School Academic Achievement

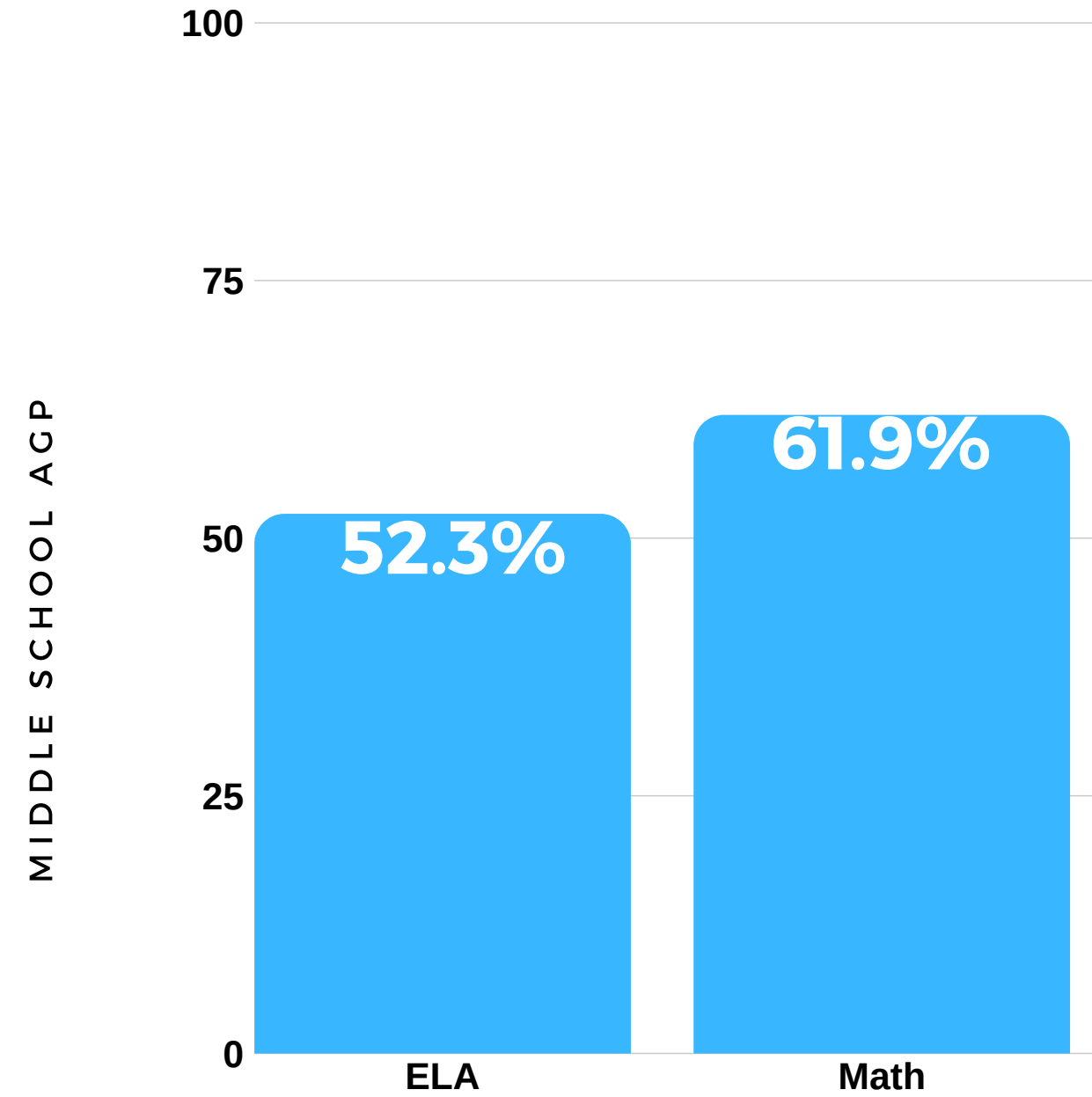
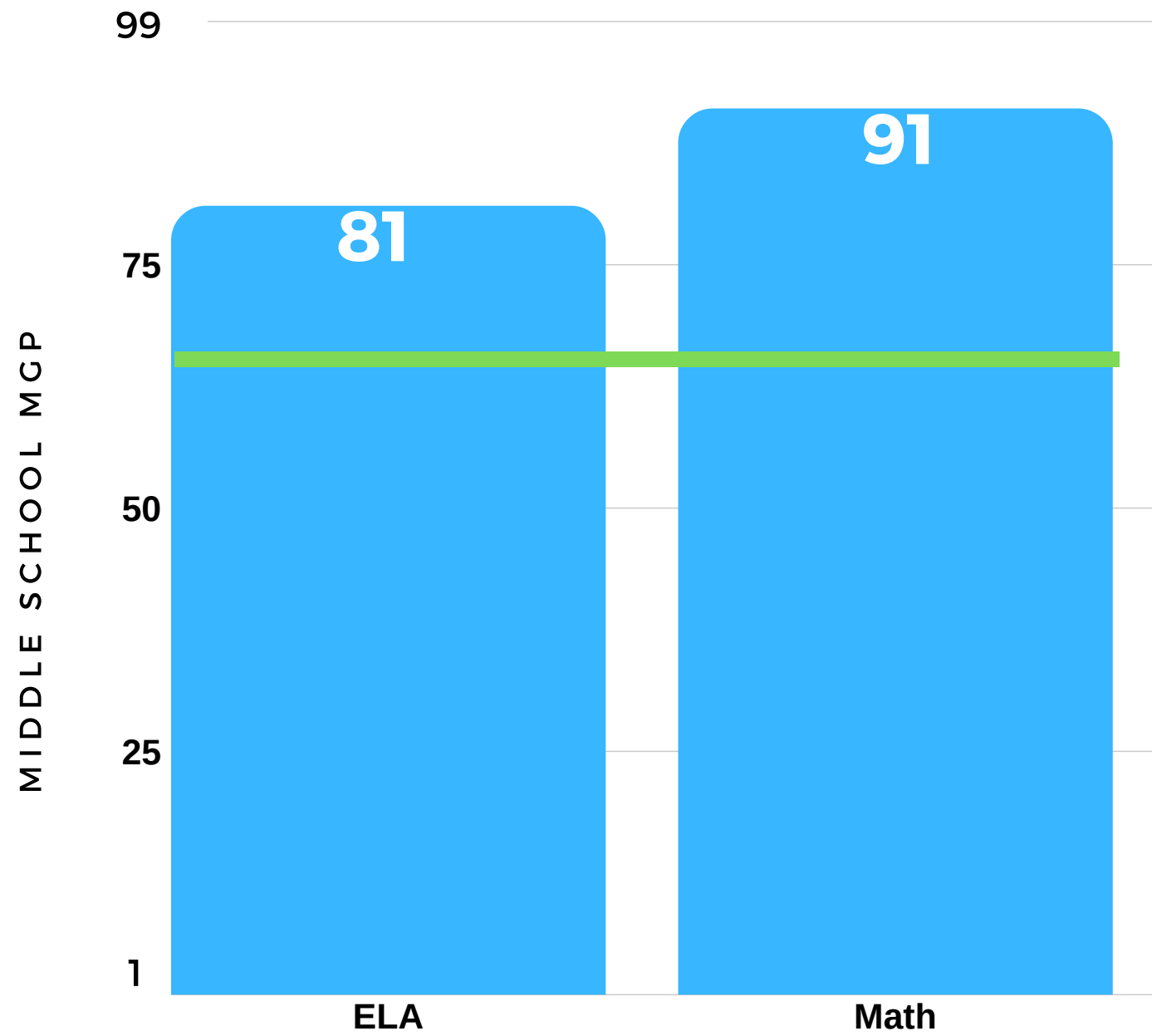


OVERALL ELA
2019

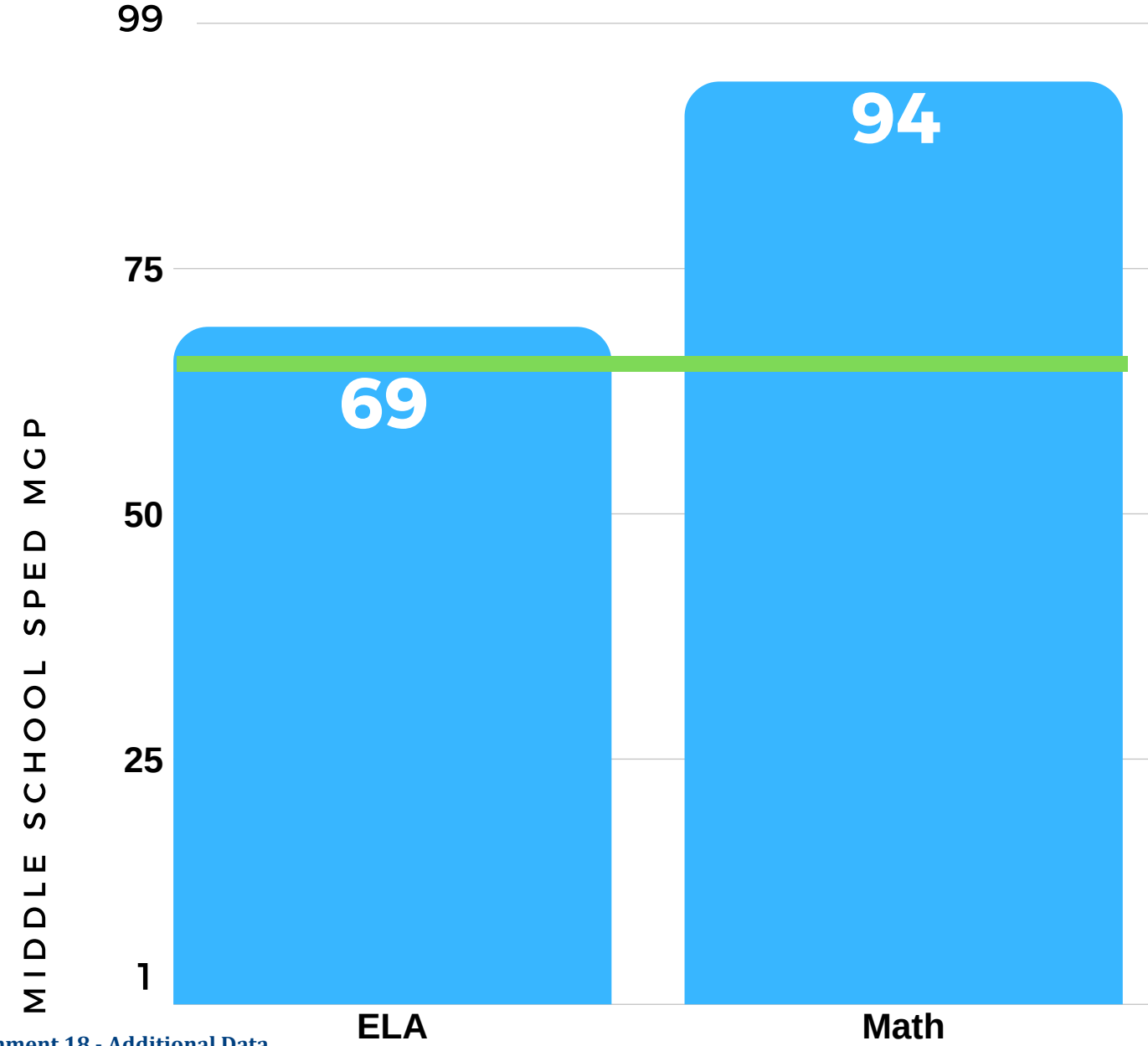
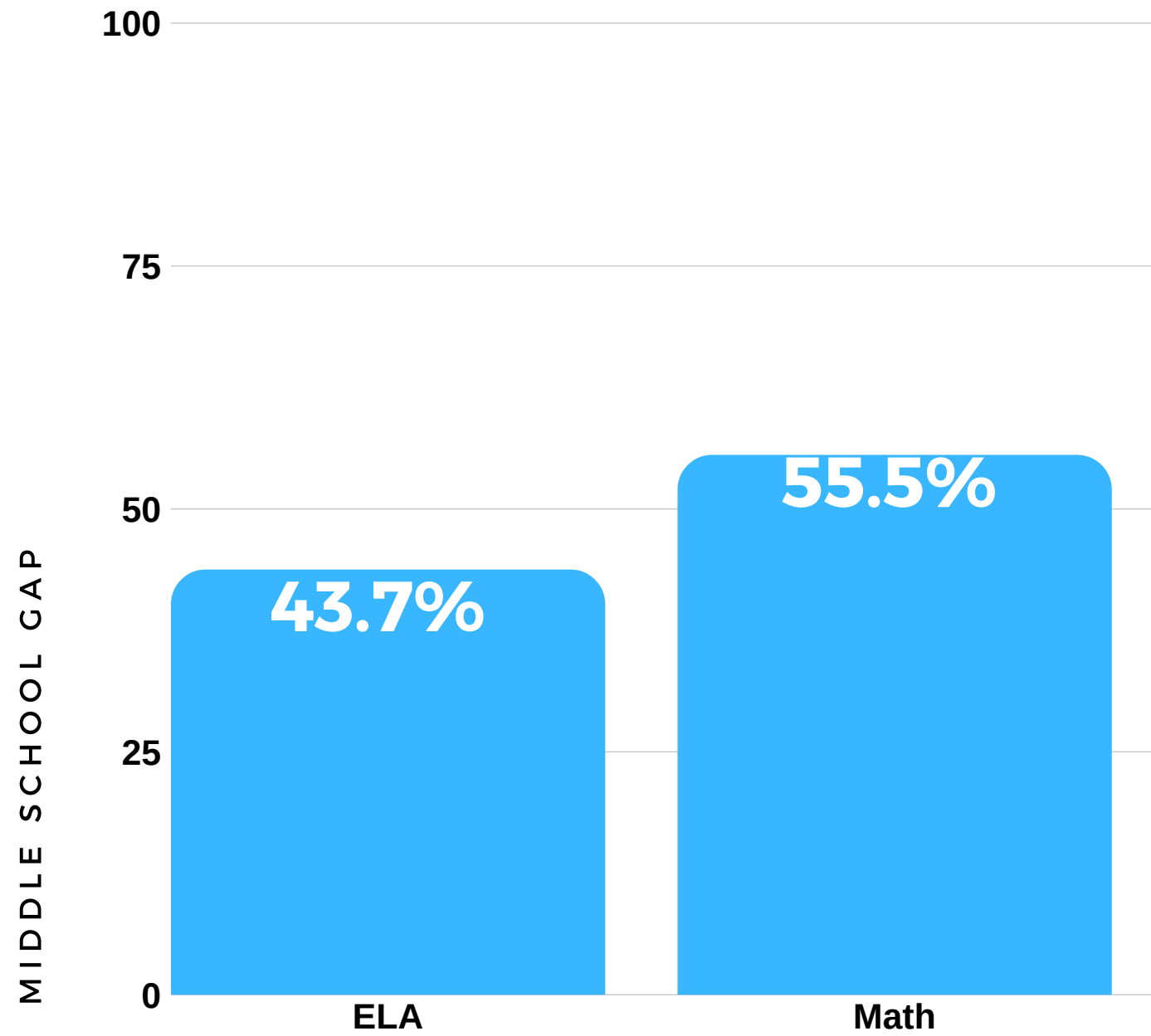


OVERALL MATH
2019

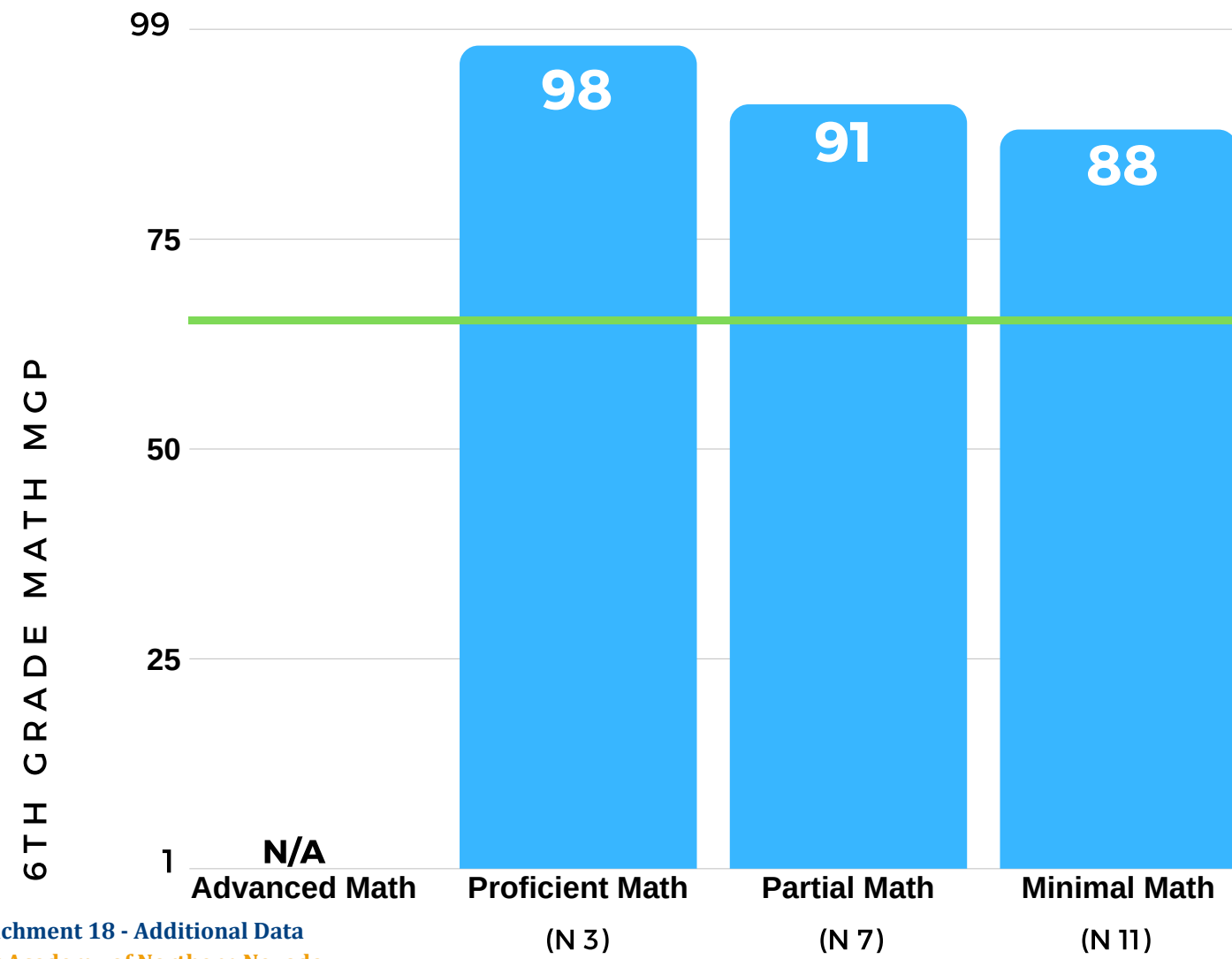
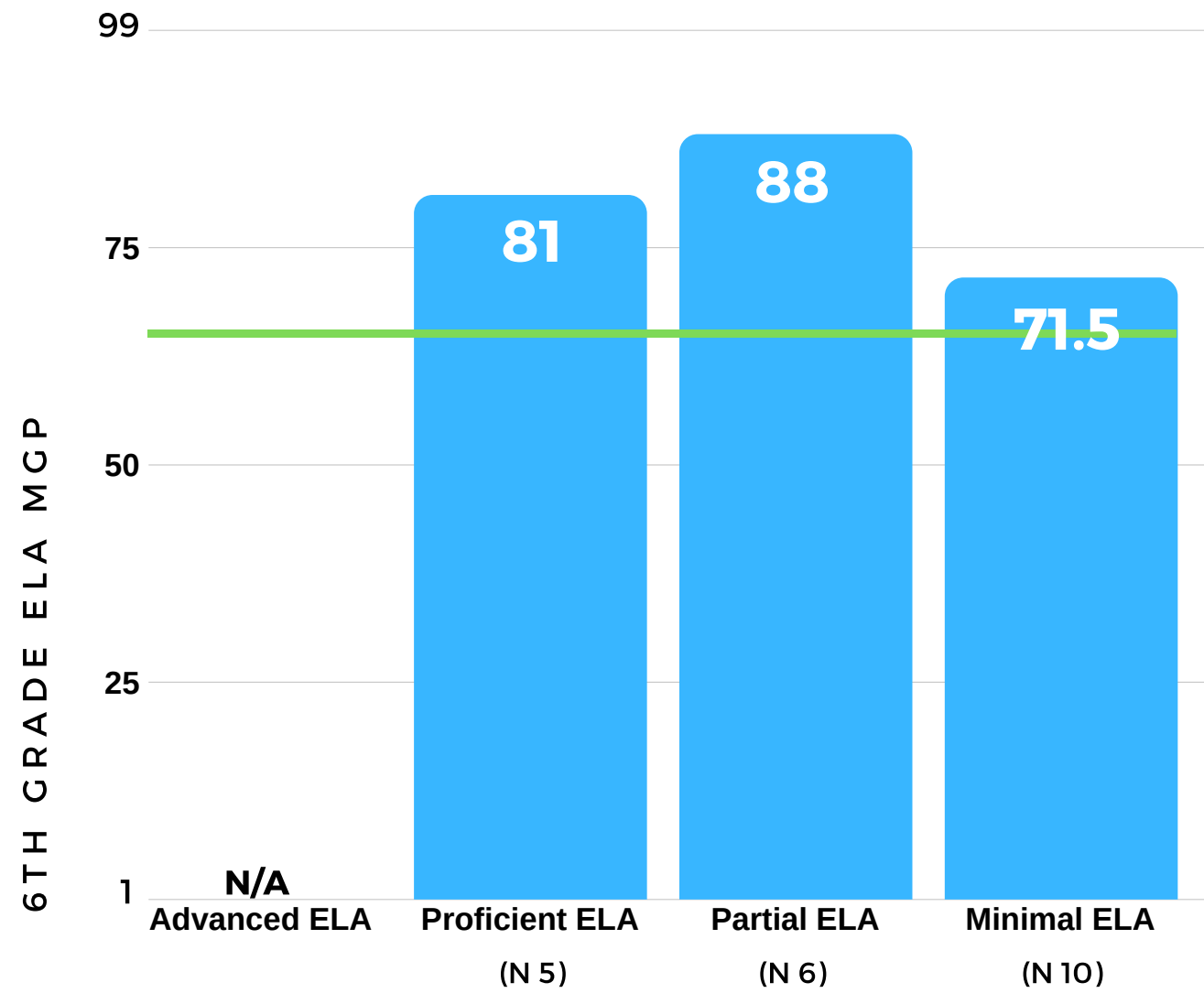
Student Growth - Overall Middle School



Student Growth - GAP & SPED MGP



Student Growth - Growth by Achievement Level







MANN iReady Analysis

Validity Review of At-Home Assessment

AREAS OF ANALYSIS

Addressing Validity Concerns



Participation Rates

This area of analysis provides insight into potential inequitable student access to tech/WiFi and/or parent engagement in administering the assessment. Participation rates are compared to 2019 Spring participation rates to see potential discrepancy between in-school and at-home test participation.



Test Integrity (High)

This area of analysis provides insight into potential student assistance that would have resulted in *higher* results than are statistically reasonable between the Winter and Spring diagnostic assessments. Potential "high" skew in student performance was flagged and overall potential skew is presented.



Test Integrity (Low)

This area of analysis provides insight into potential decline in student engagement that would have resulted in *lower* results than are statistically reasonable between the Winter and Spring diagnostic assessments. Potential "low" skew in student performance was flagged and overall potential skew is presented.



Reliability

This area of analysis provides insight into potential reliability concerns. Specifically, we look at student performance in hopes of answering questions such as:
Was data still able to reflect instructional gains despite quarantine and testing at home?
How do gains and losses compare to the same testing window last year at school?

Participation Rates

Student Completion of the Spring iReady Diagnostic



PARTICIPATION RATES

Student Completion of the Spring iReady Diagnostic

iReady Spring 2019



iReady Spring 2020



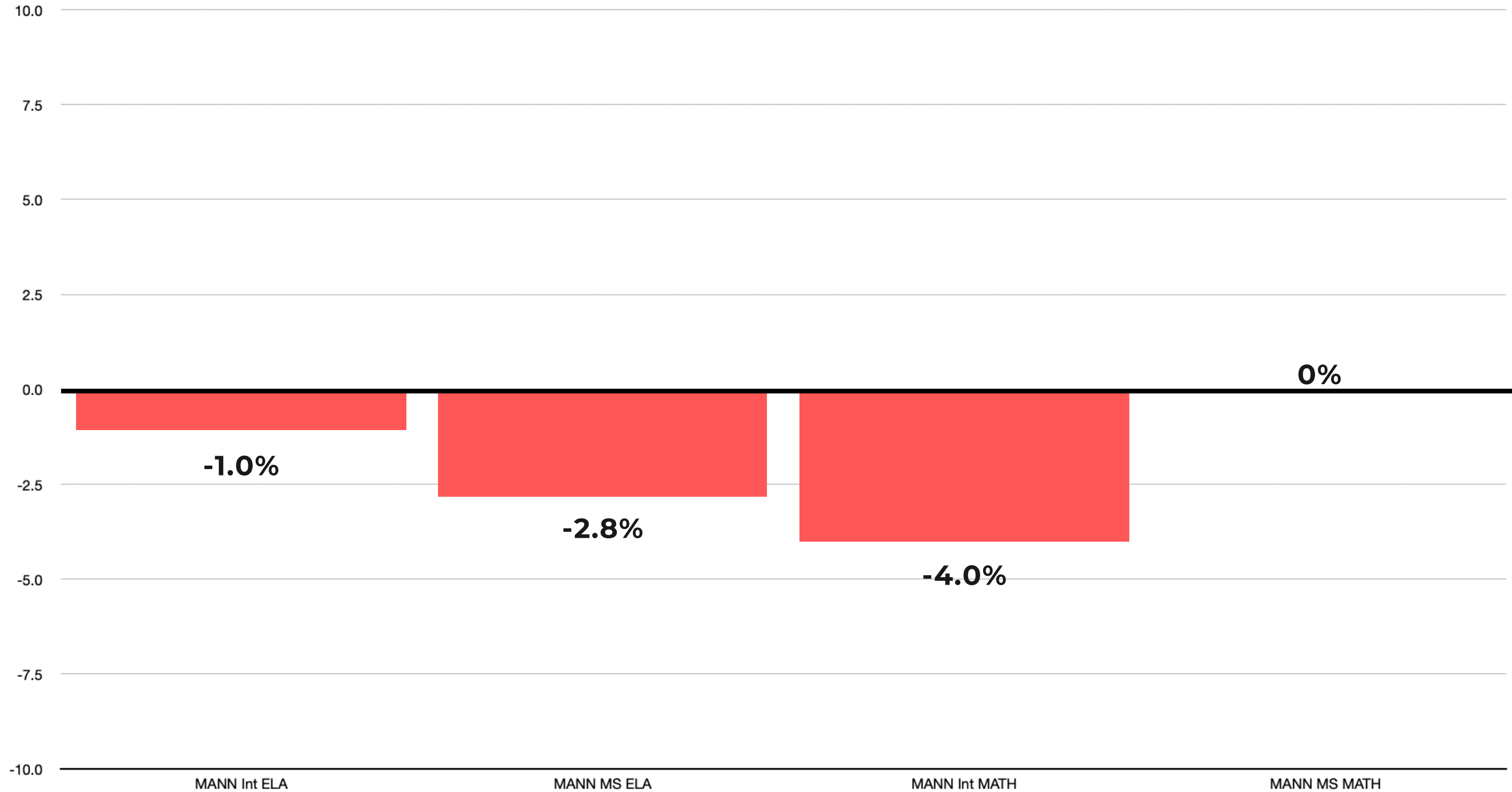
Test Integrity (High/Low Skew)



Potential Skew

TEST INTEGRITY

Potential Skew



Positive Skew = Impact of potential influence


Negative Skew = Impact of potential effort decline 670

TEST INTEGRITY

Potential Skew (High) - Big Picture

Validity Concern: Was data skewed by potential assistance (i.e. potential assistance from adult/sibling/Google, etc)?


ELA



The average impact of positive skew due to potential assistance on the D3 ELA assessment was

0%

MATH



The average impact of positive skew due to potential assistance on the D3 Math assessment was

0%

TEST INTEGRITY

Potential Skew (Low) - Big Picture

Validity Concern: Was data skewed by a potential decrease in effort (i.e. Students who demonstrated drops that are not reflective of realistic declines in performance)?

ELA

The average impact of negative skew due to a drastic decrease in effort on the D3 ELA assessment was

-1.9%

MATH

The average impact of negative skew due to a drastic decrease in effort on the D3 Math assessment was

-2.0%

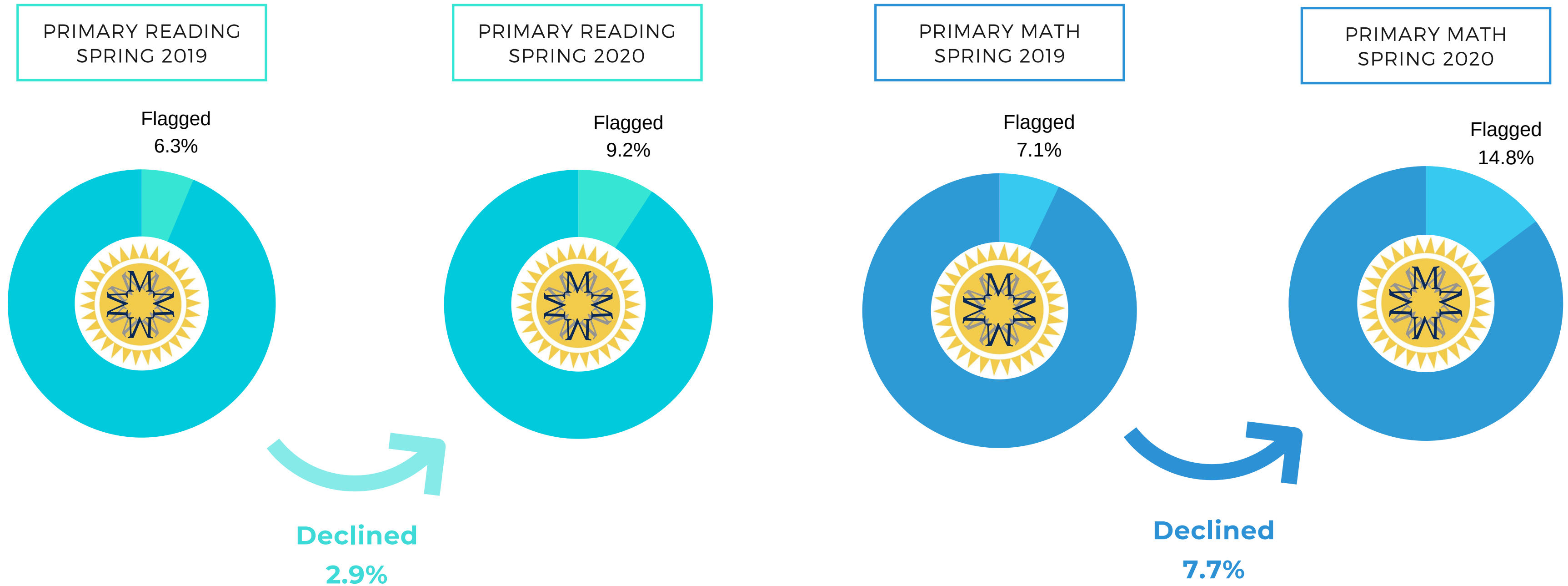
Test Integrity (Low Skew)



Skew - Time Spent

TEST INTEGRITY

Time Spent - MANN



*Primary students who spent 20 minutes or less testing were flagged

TEST INTEGRITY

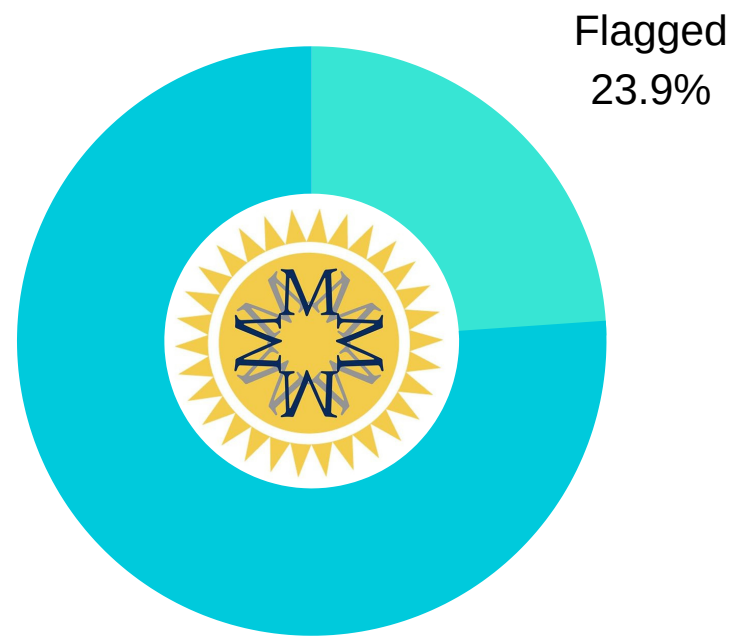
Time Spent - MANN

INTERMEDIATE READING
SPRING 2019

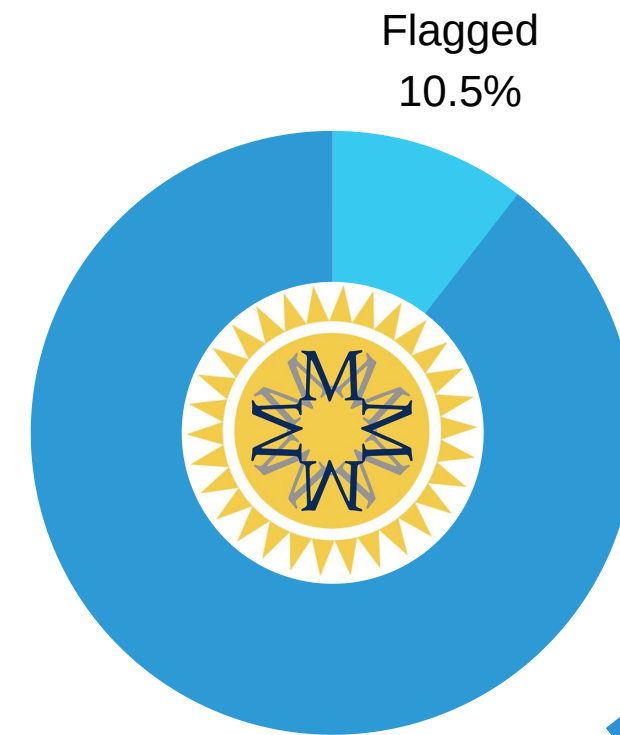
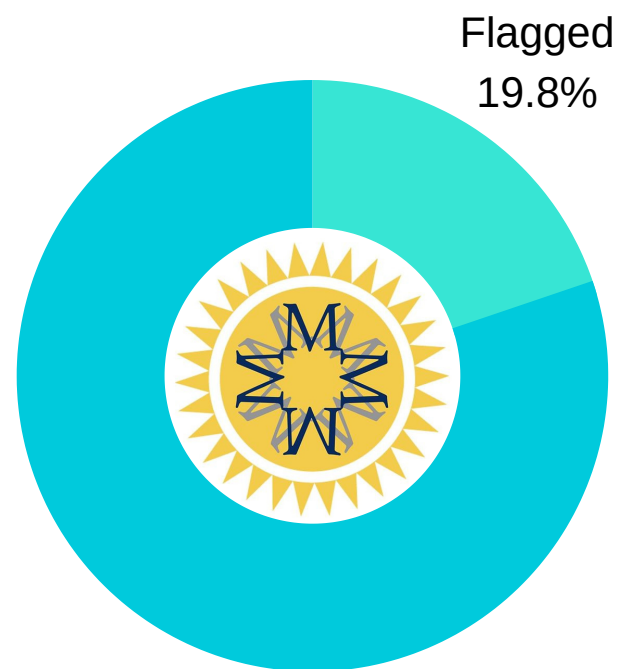
INTERMEDIATE READING
SPRING 2020

INTERMEDIATE MATH
SPRING 2019

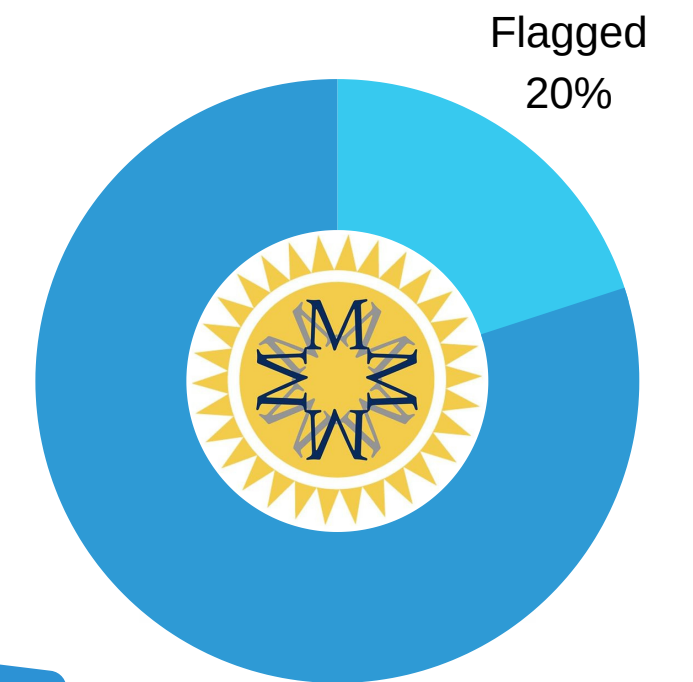
INTERMEDIATE MATH
SPRING 2020



Improved
4.1%



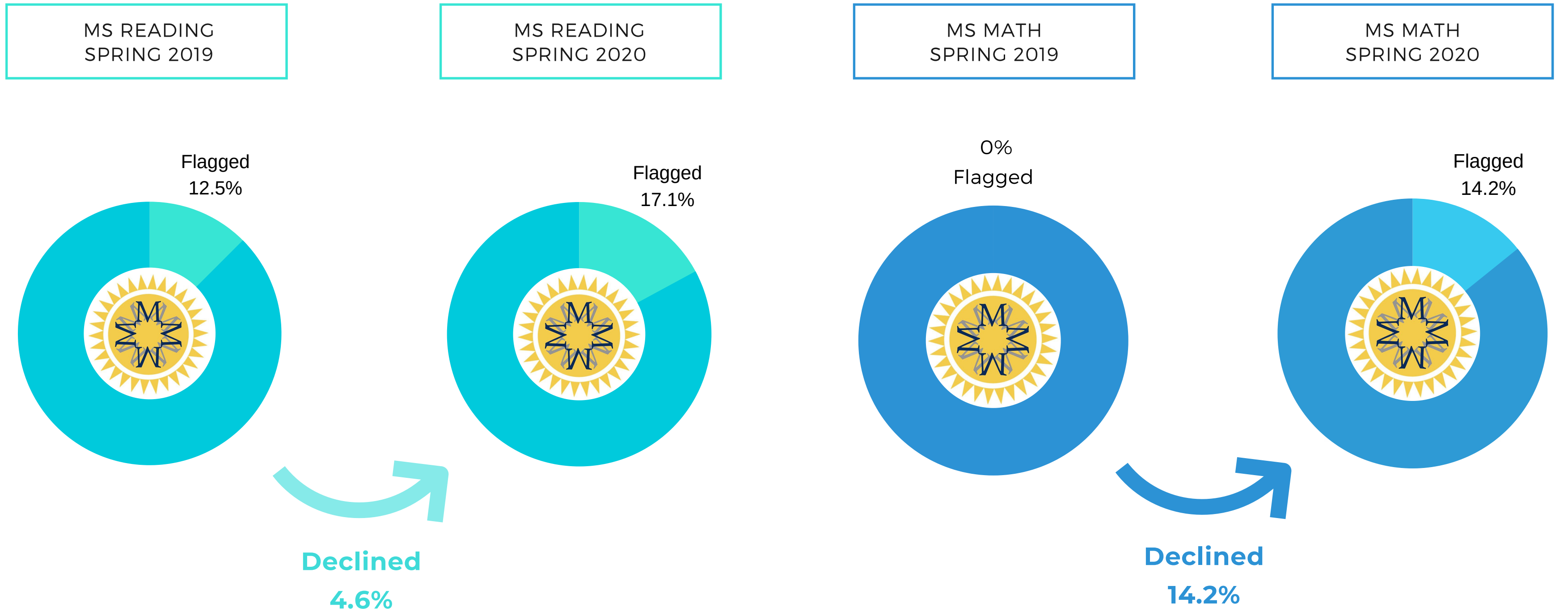
Declined
9.5%



*Intermediate students who spent 45 minutes or less testing were flagged

TEST INTEGRITY

Time Spent - MANN



*Middle School students who spent 45 minutes or less testing were flagged

TEST INTEGRITY

Time Spent - Big Picture

Validity Concern: Will students take their time when testing at home compared to testing at school?

READING

The % of students flagged for time spent declined on average by

-1.1%



MATH

The % of students flagged for time spent declined on average by

-10.4%



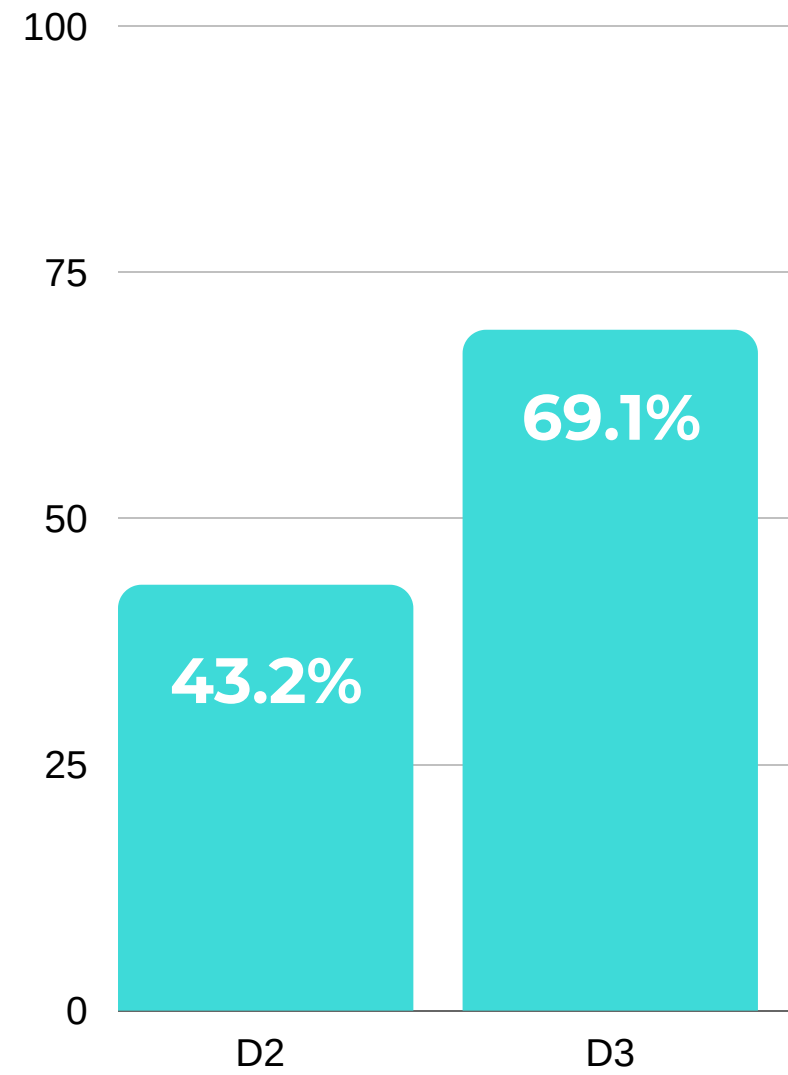
Reliability

Proficiency Progression

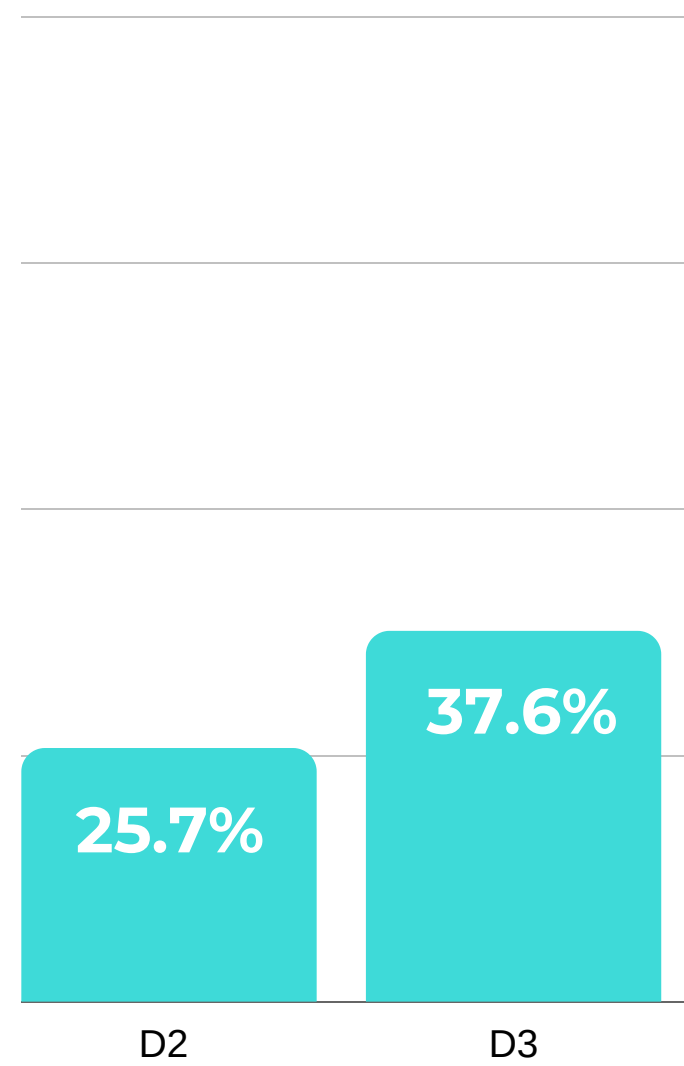


RELIABILITY

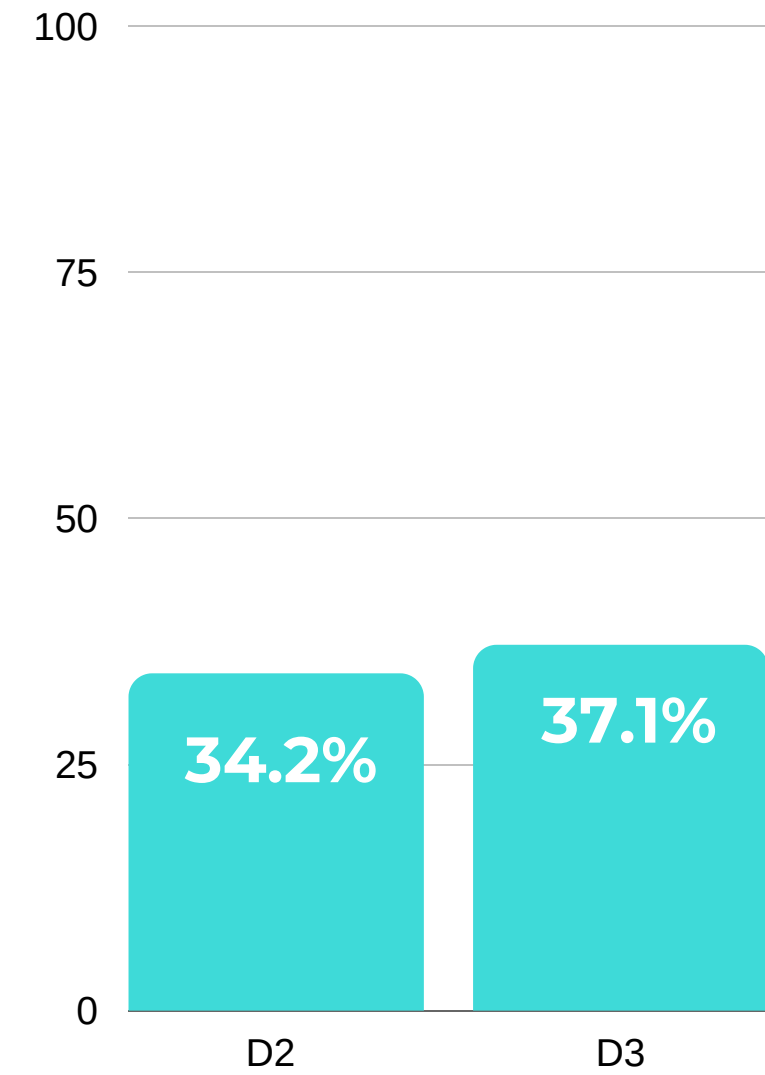
ELA Proficiency Progression



Primary Proficiency



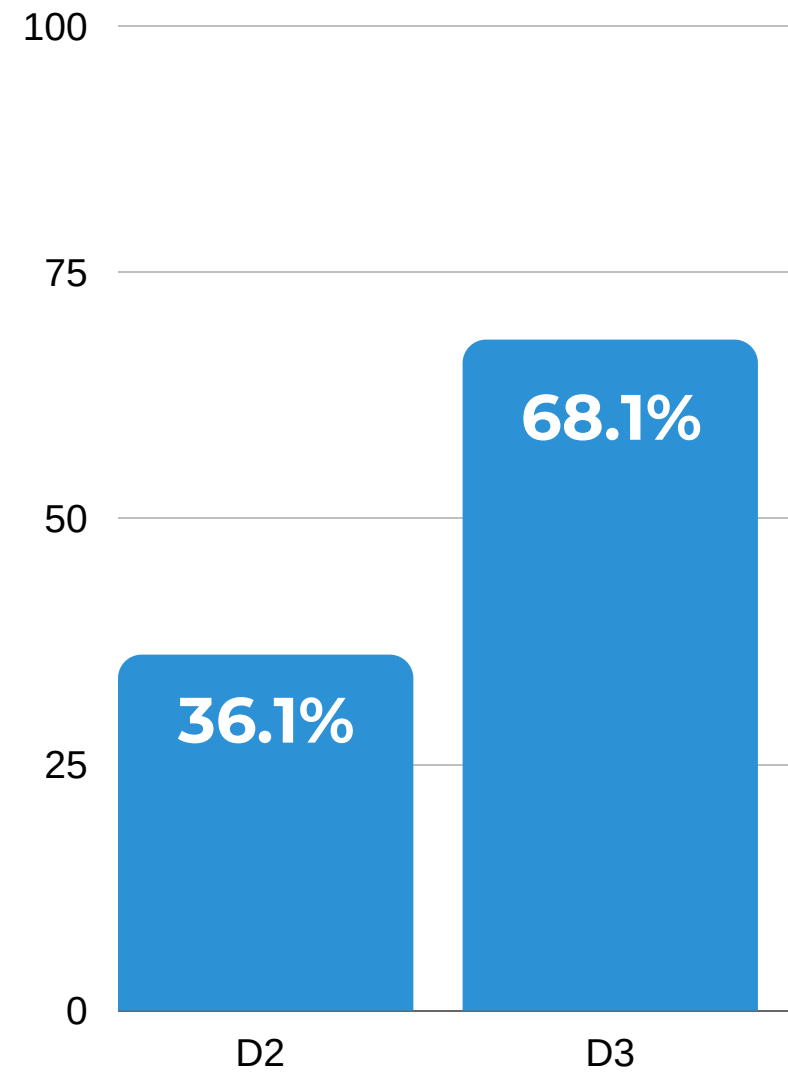
Intermediate Proficiency



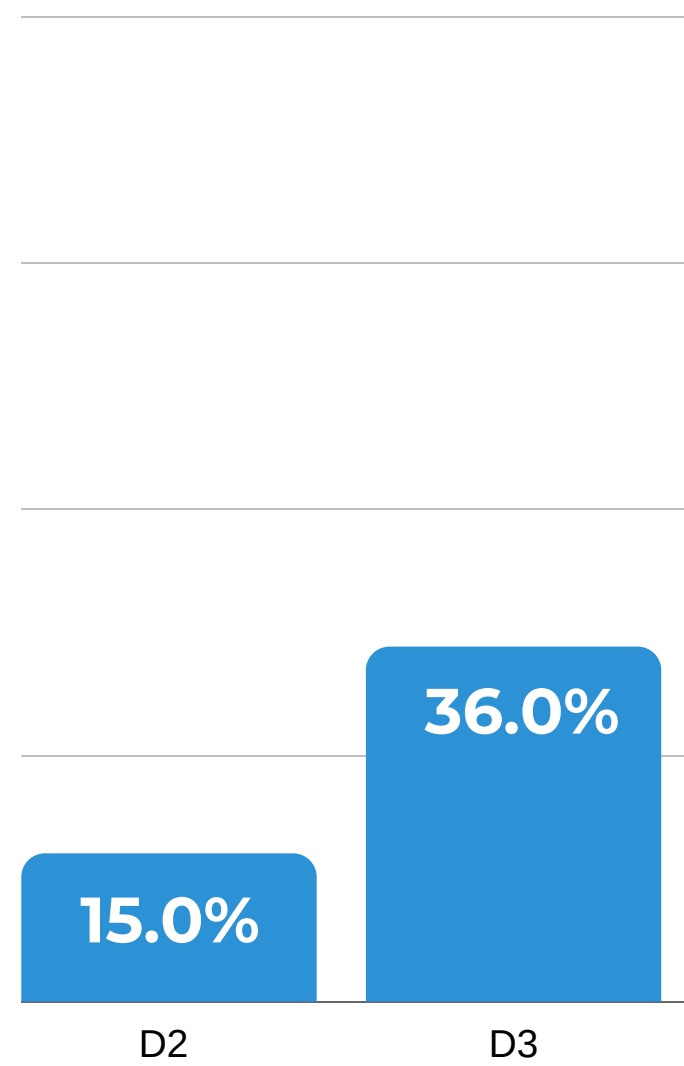
Middle School Proficiency

RELIABILITY

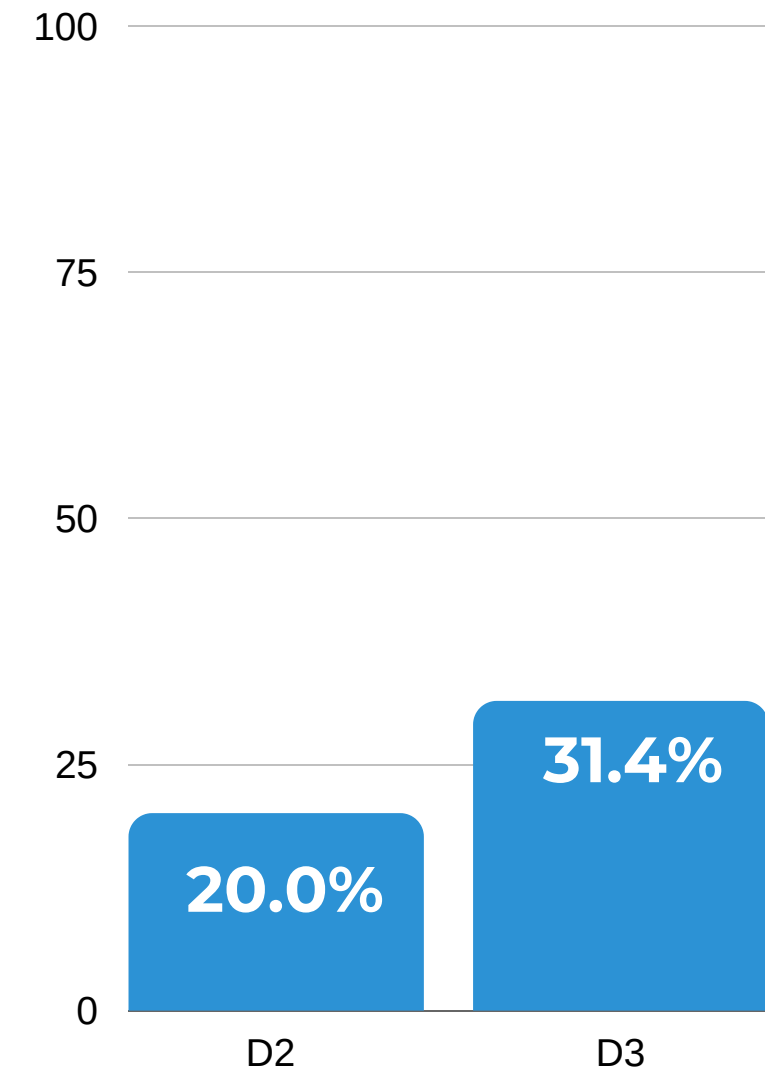
MATH Proficiency Progression



Primary Proficiency



Intermediate Proficiency



Middle School Proficiency

RELIABILITY

Proficiency Progression - Big Picture

Validity Concern: Was data still able to reflect instructional gains despite quarantine and testing at home?

ELA



The average proficiency increase between Diagnostic 2 and Diagnostic 3 was

+13.5%

Was data still able to reflect instructional gains?

Yes

MATH



The average proficiency increase between Diagnostic 2 and Diagnostic 3 was

+19.8%

Was data still able to reflect instructional gains?

Yes

RELIABILITY

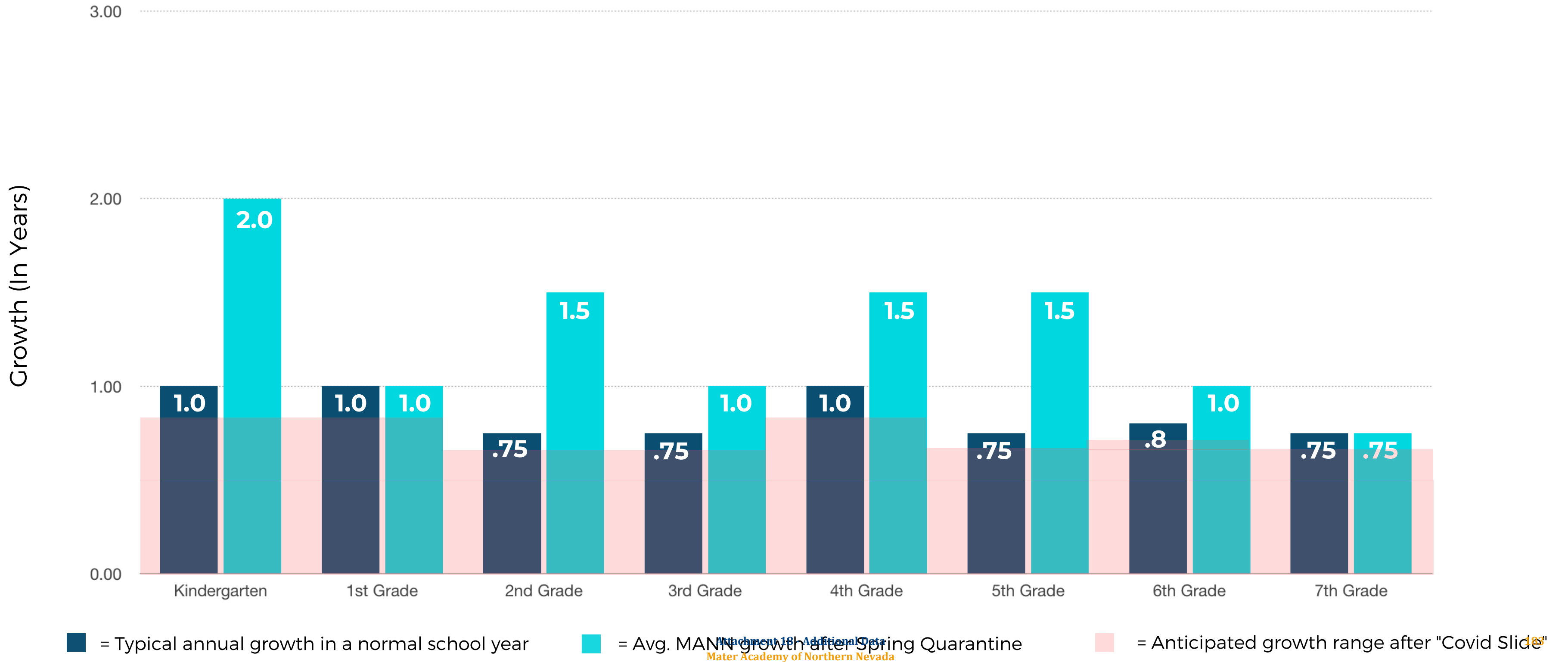
Covid Slide - Big Picture

In April of 2020, NWEA released a collaborative brief outlining the potential impact of Spring quarantine. Research anticipates students will return with roughly only 30-70% of the gains we would have seen in a typical school year and, depending on the grade level, many would regress "nearly a full year behind what we would observe in normal conditions."

The following analysis explores the potential impact of Spring quarantine on Mater Academy of Northern Nevada.

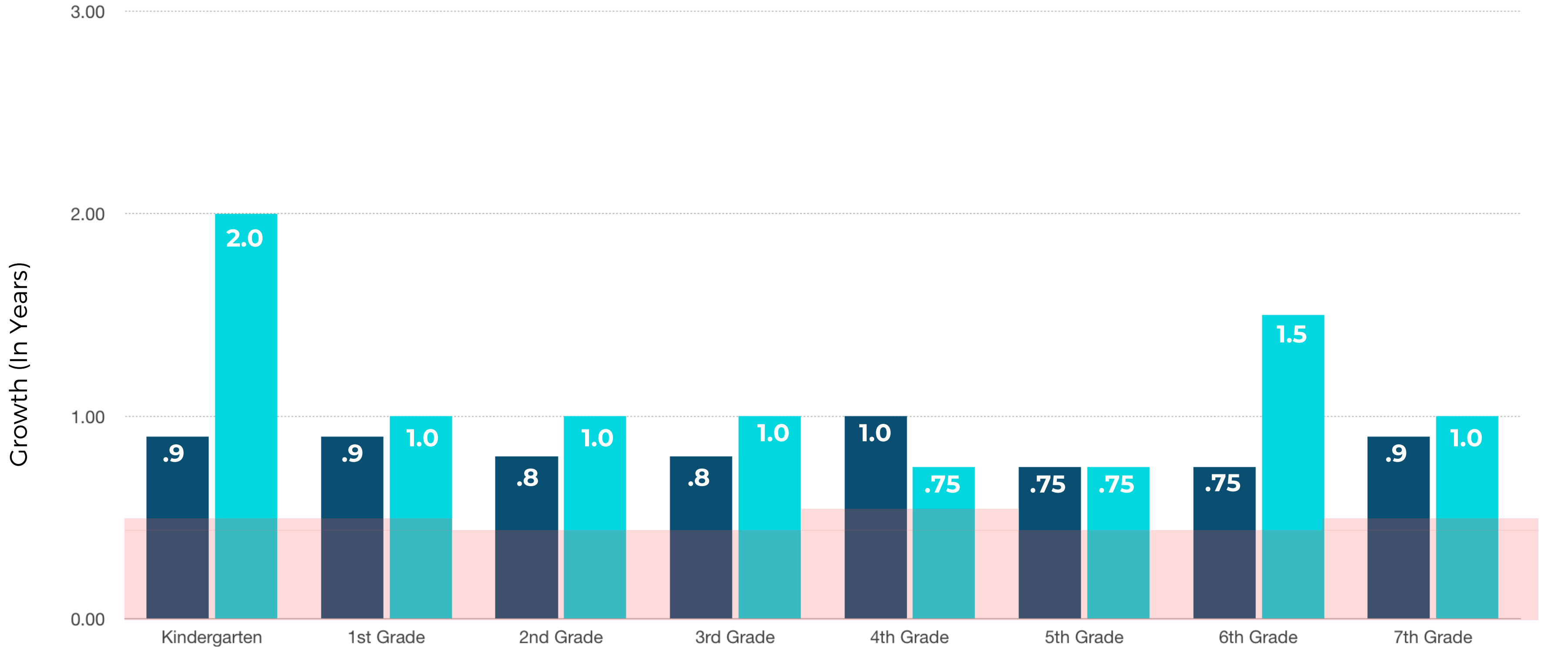
RELIABILITY

Covid Slide ELA - Big Picture



RELIABILITY

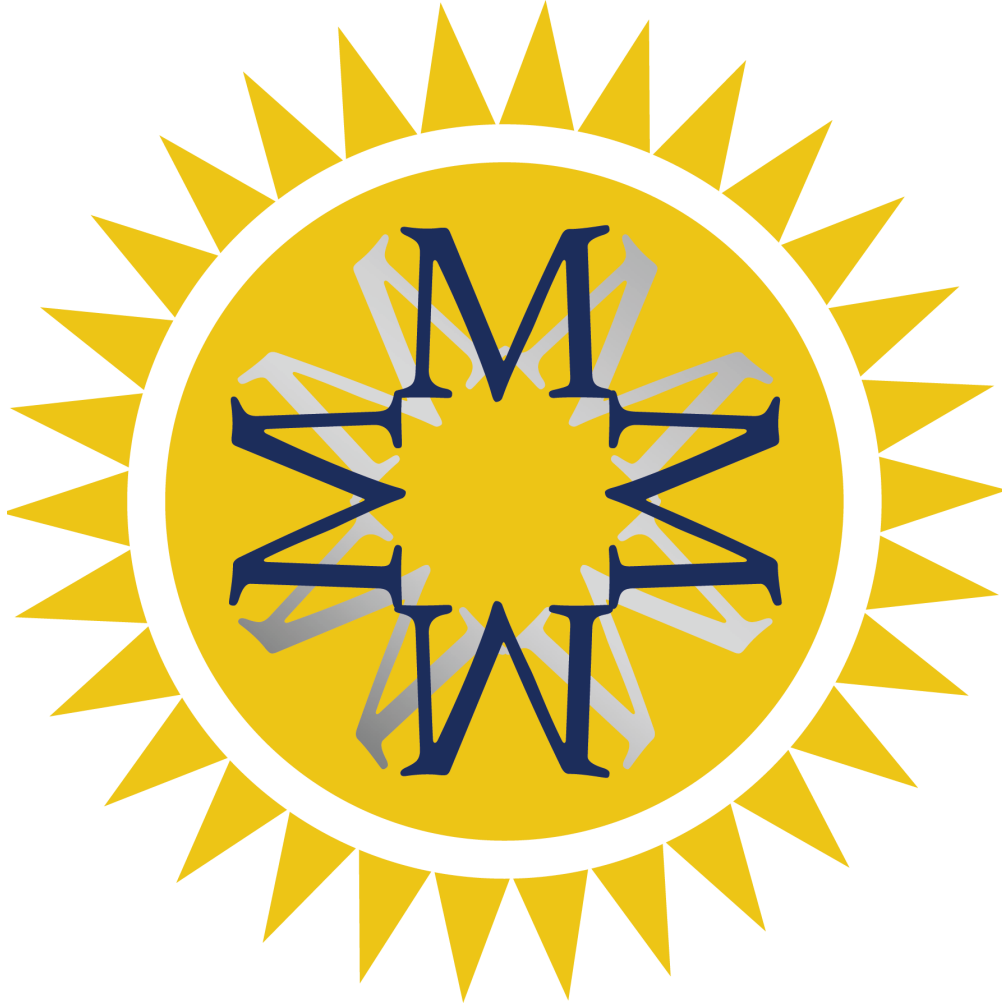
Covid Slide Math - Big Picture



■ = Typical annual growth in a normal school year

■ = Avg. MANN growth after Spring Quarantine

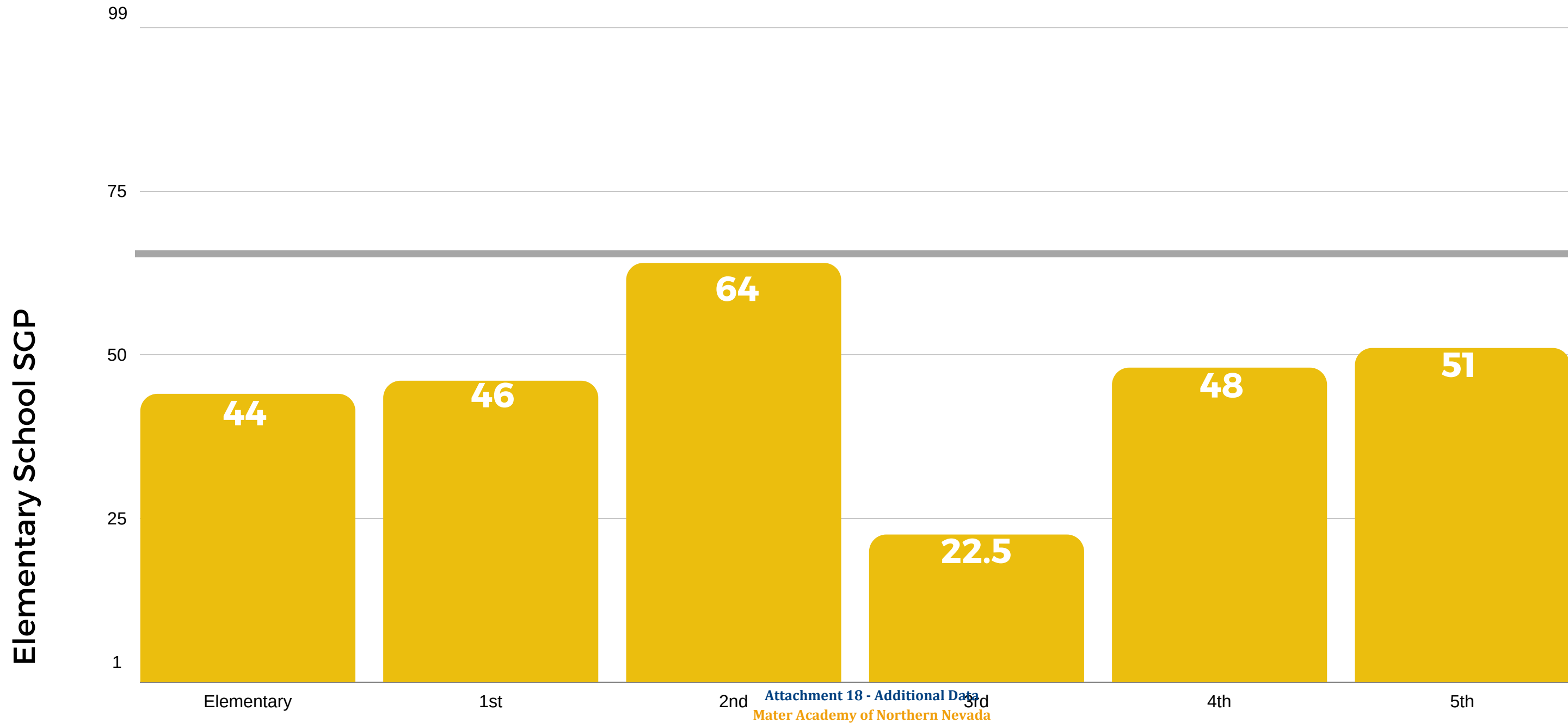
■ = Anticipated growth range after "Covid Slide"



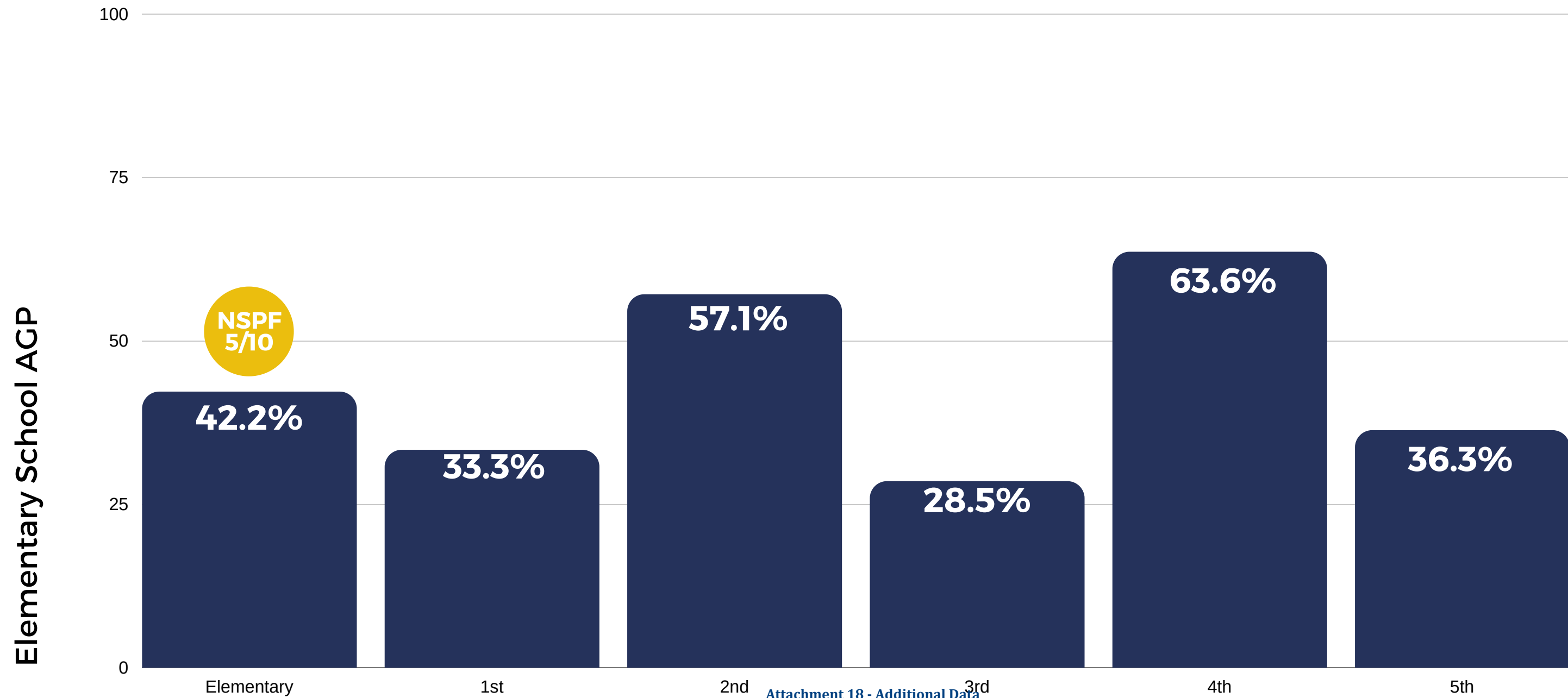
Mater Academy Northern Nevada

2020 WIDA Results

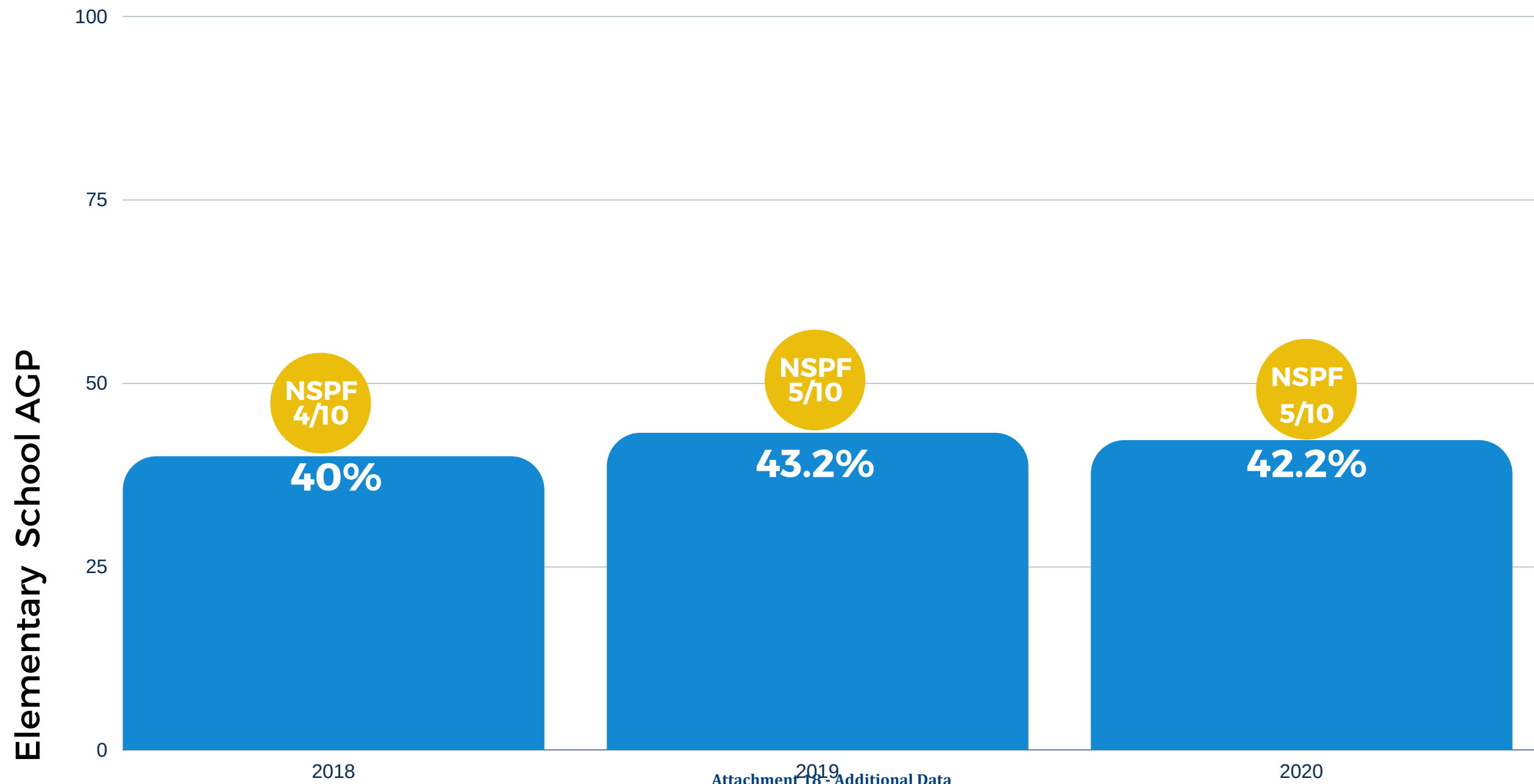
WIDA Student Growth Percentile (SGP)



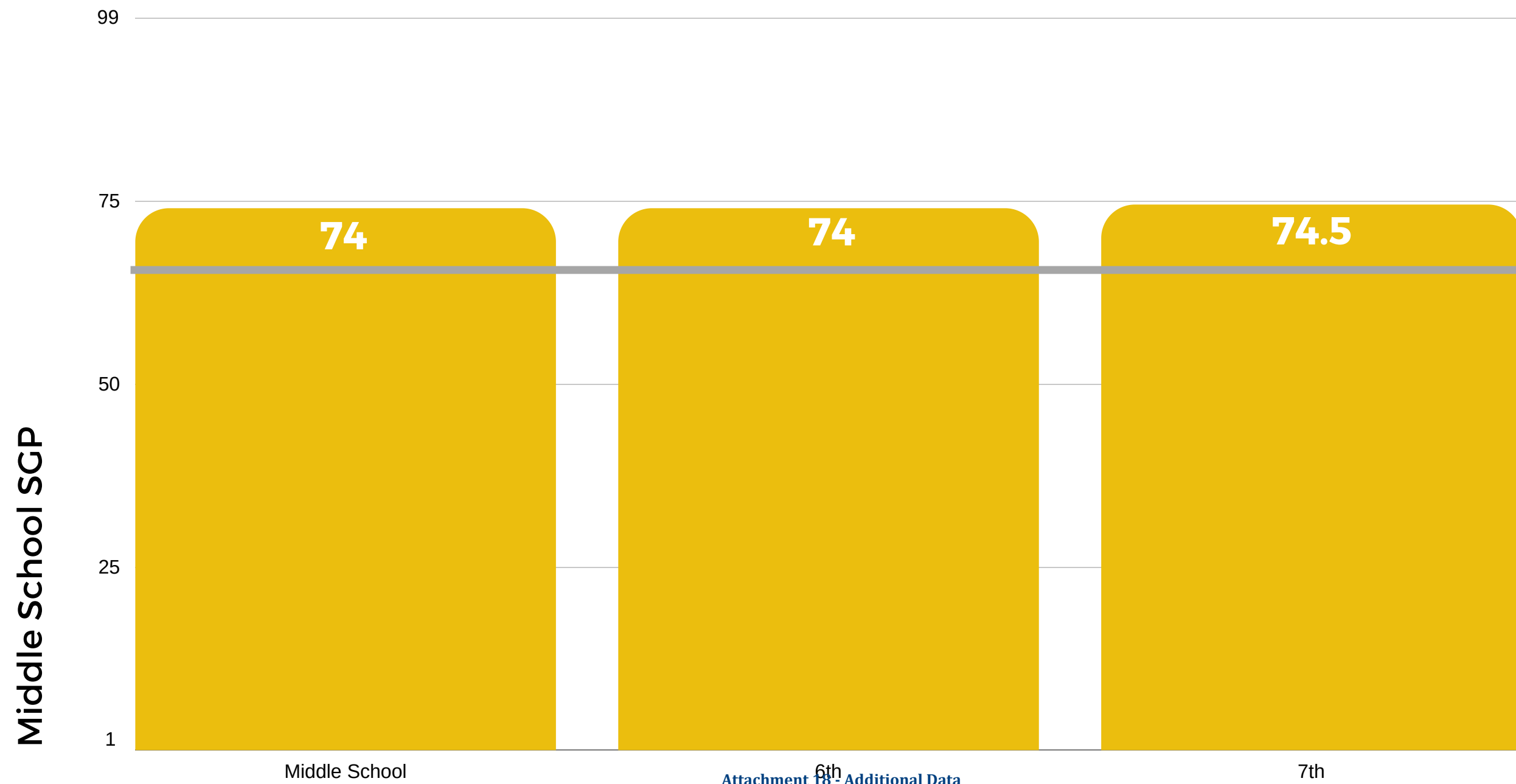
WIDA Adequate Growth Percentile (AGP)



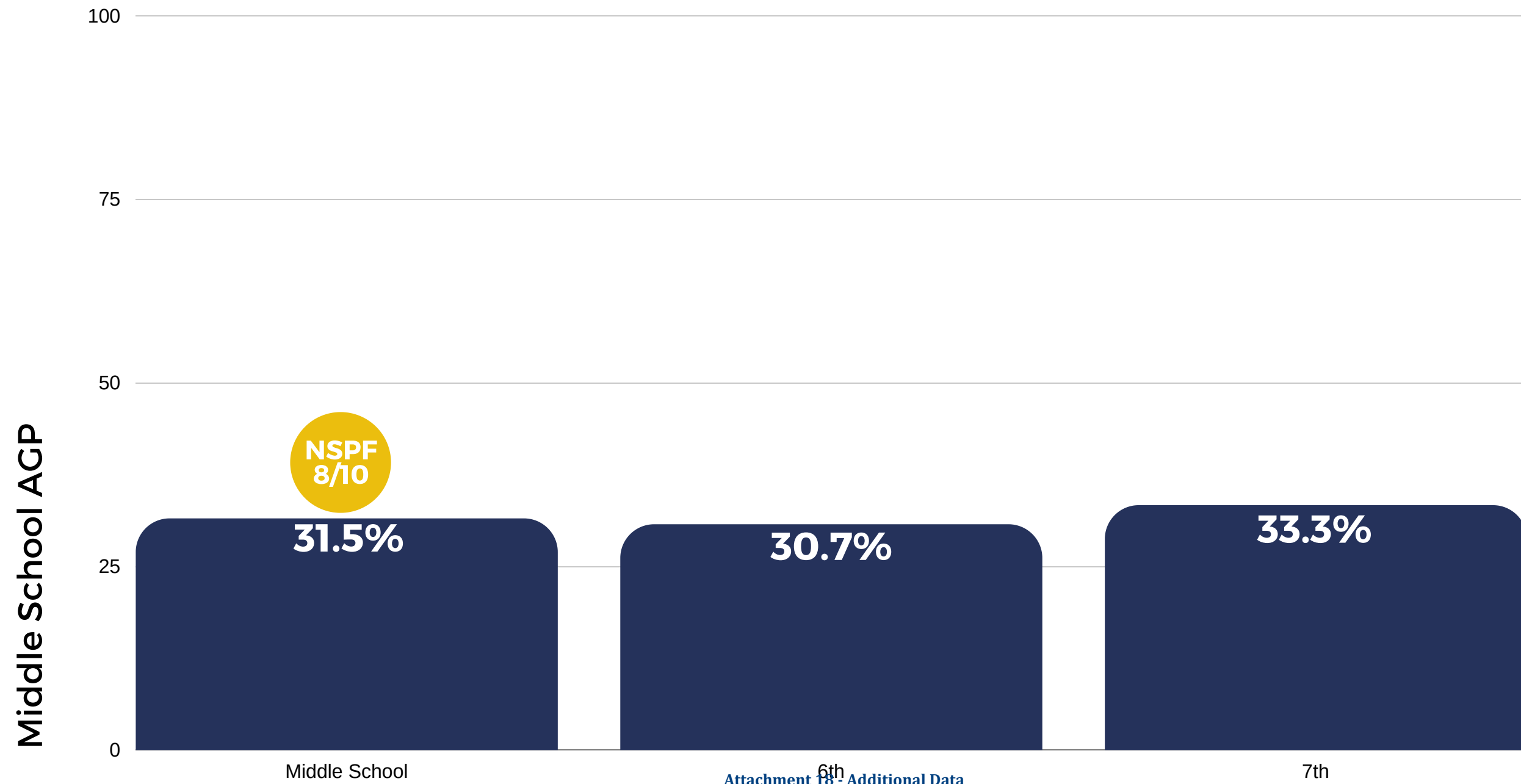
WIDA Adequate Growth Percentile (AGP) - Trends



WIDA Student Growth Percentile (SGP)



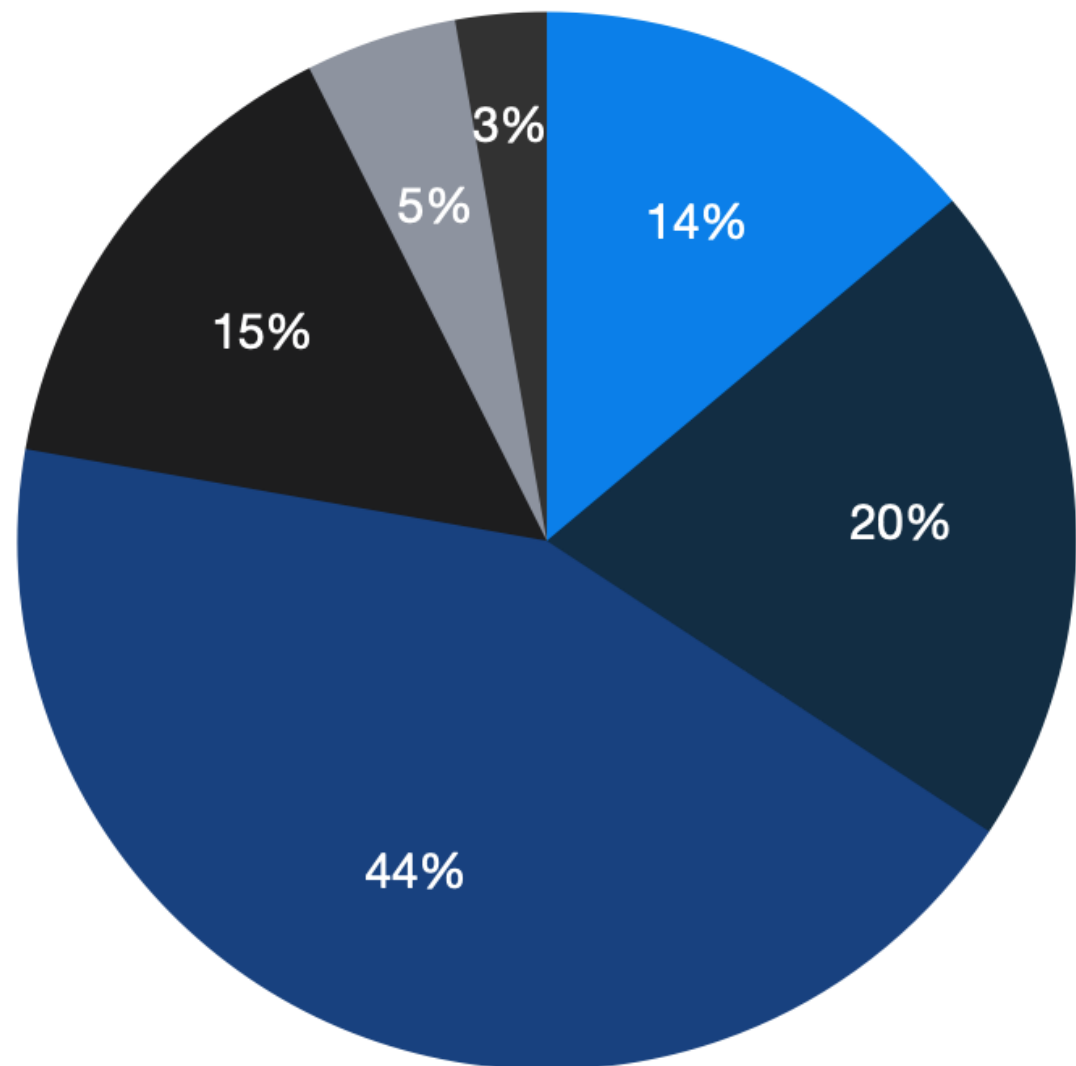
WIDA Adequate Growth Percentile (AGP)



Achievement Levels

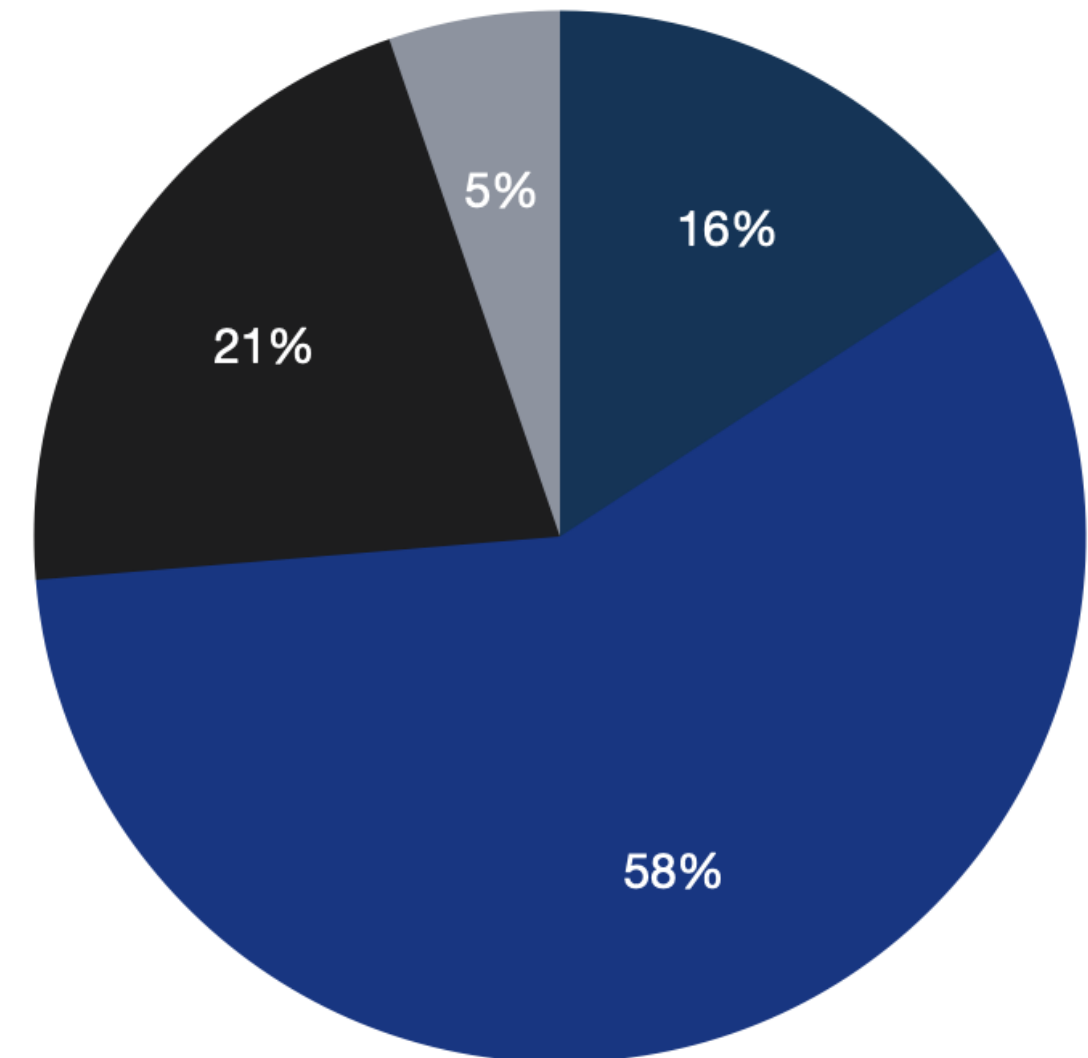
Elementary

● AL 1 ● AL 2 ● AL 3 ● AL 4 ● AL 4.5 ● AL 5 ● AL 6



Middle

● AL 1 ● AL 2 ● AL 3 ● AL 4 ● AL 4.5 ● AL 5 ● AL 6



School Calendar:

2021-22 Mater Academy Midtown Campus Calendar

August 2021						
Su	M	Tu	W	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
Su	M	Tu	W	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
Su	M	Tu	W	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
Su	M	Tu	W	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
Su	M	Tu	W	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
Su	M	Tu	W	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
Su	M	Tu	W	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
Su	M	Tu	W	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
Su	M	Tu	W	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
Su	M	Tu	W	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
Su	M	Tu	W	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Instructional Days	
Q1	44
Q2	50
Q3	43
Q4	43
Total	180

Attachment 19 - School Calendar & Daily Schedule

Daily Schedule:

MANN will comply with NAC 387.131 to provide for the minimum amount of instructional minutes which are: a) Full Day Kindergarten: 240 minutes; b) Grades 1 and 2: 240 Minutes; c) Grades 3-6: 300 minutes; and d) Grades 7-8: 330 minutes. The breakdown of the instructional time by subject area modeled after Mater Academy of Northern Nevada is listed below:

Starting and Dismal Times:

Elementary School: 8:30 am -3:15 pm

Middle School: 8:30 am- 3:15 pm

Full day Kindergarten	Beginning	End
Start of school/attendance/announcements	8:30 am	8:35 am
Reading	8:35 am	9:55 am
Recess	9:55 am	10:10 am
Reading	10:10 am	11:10 am
Mathematics	11:10 am	12:10 pm
Lunch	12:10 pm	12:40 pm
Science/Health/Social Studies	12:40 pm	1:15 pm
Language Arts	1:15 pm	2:25 pm
Music/Art/PE/Computers/Spanish	2:25 pm	3:15 pm
End of school		3:15 pm
First Grade	Beginning	End
Start of school/attendance/announcements	8:30 am	8:35 am
Reading/Language Arts	8:35 am	10:35 am
Science/Health	10:35 am	11:10 am
Recess/Lunch	11:10 am	11:40 am
Mathematics Calendar/Skills	11:40 am	12:00 pm
Mathematics	12:00 pm	1:10 pm
Social Studies	1:10 pm	2:00 pm
Music/Art/PE/Computers/Spanish	2:00 pm	2:50 pm
Writing	2:50 pm	3:15 pm
End of School		3:15 pm
Second Grade	Beginning	End

Attachment 19 - School Calendar & Daily Schedule

Start of school/attendance/announcements	8:30 am	8:35 am
Reading	8:35 am	10:35 am
Recess	10:35 am	10:50 am
Mathematics	10:50 am	11:50 am
Lunch	11:50 am	12:20 pm
Science/Health/Social Studies	12:20 pm	1:05 pm
Music/Art/PE/Computers/Spanish	1:05 pm	1:55 pm
Writing/Language Arts	1:55 pm	3:15 pm
End of School		3:15 pm
Third Grade	Beginning	End
Start of school/attendance/announcements	8:30 am	8:35 am
Reading	8:35 am	10:30 am
Mathematics	10:30 am	11:40 am
Lunch	11:40 am	12:10 pm
Music/Art/PE/Computers/Spanish	12:10 pm	1:00 pm
Writing/Language Arts	1:00 pm	1:50 pm
Recess	1:50 pm	2:05 pm
Science/Health/Social Studies	2:05 pm	3:15 pm
End of School		3:15 pm
Fourth Grade	Beginning	End
Start of school/attendance/announcements	8:30 am	8:35 am
Reading	8:35 am	9:30 am
Music/Art/PE/Computers/Spanish	9:30 am	10:20 am
Science/Health/Social Studies	10:20 am	11:30 am
Lunch	11:30 am	12:00 pm
Writing/Language Arts	12:00 pm	1:00 pm
Recess	1:00 pm	1:15 pm
Mathematics	1:15 pm	2:30 pm
Reading	2:30 pm	3:15 pm
End of School		3:15 pm
Fifth Grade	Beginning	End
Start of	8:30 am	8:35 am

Attachment 19 - School Calendar & Daily Schedule

school/attendance/announcements		
Music/Art/PE/Computers/Spanish	8:35 am	9:25 am
Reading	9:25 am	10:40 am
Science/Health/Social Studies	10:40 am	11:20 am
Lunch	11:20 am	11:50 am
Mathematics	11:50 am	1:05 pm
Writing/Language Arts	1:05 pm	2:05 pm
Recess	2:05 pm	2:20 pm
Reading	2:20 pm	3:15 pm
End of School		3:15 pm
6-8 Grade (Mon, Wed, Fri)	Beginning	End
Start of Day	8:30 am	
1st Period	8:30 am	9:20 am
Passing	9:20 am	9:24 am
2nd Period	9:24 am	10:14 am
Passing	10:14 am	10:18 am
3rd Period	10:18 am	11:08 am
Lunch	11:08 am	11:38 am
Passing	11:38 am	11:42 am
4th Period	11:42 am	12:32 pm
Passing	12:32 pm	12:36 pm
5th Period	12:36 pm	1:26 pm
Passing	1:26 pm	1:30 pm
6th Period	1:30 pm	2:20 pm
Passing	2:20 pm	2:24 pm
7th Period	2:24 pm	3:15 pm
End of School		3:15 pm
6-8 Grade (Tues)	Beginning	End
Start of Day	8:30 am	
1st Period	8:30 am	10:14 am
Passing	10:14 am	10:18 am
3rd Period	10:18 am	12:02 pm
Passing	12:02 pm	12:06 pm
5th Period	12:06 pm	12:56 pm

Attachment 19 - School Calendar & Daily Schedule

Lunch	12:56 pm	1:26 pm
Passing	1:26 pm	1:30 pm
7th Period	1:30 pm	3:15 pm
End of School		3:15 pm
6-8 Grade (Thurs)	<u>Beginning</u>	<u>End</u>
Start of Day	8:30 am	
2nd Period	8:30 am	10:14 am
Passing	10:14 am	10:18 am
4th Period	10:18 am	12:02 pm
Passing	12:02 pm	12:06 pm
5th Period	12:06 pm	12:56 pm

School Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
From	2017	2018	2019	2020	2021	2022
To	2018	2019	2020	2021	2022	2023

School Name Mater Academy of Northern Nevada Enter school name

Independent Auditor Billy Kim Name of auditor
 BDO USA, LLP Name of auditing firm
 702-784-0000 Phone number
 6671 Las Vegas Blvd South, Suite 200 Street, Suite
 Las Vegas, NV, 89119 City, State, Zip

First Contract, First Year of operations	Fall 2017	First contract, first year of operations (before first renewal sought).
	Spring 2018	
Current Contract First Year of operations	Fall 2017	First year of operation with the current charter contract (including renewals).
	Spring 2018	

Key
 Enter required data in yellow cells: This data is for operations focused measuring. Accrual basis
 Enter required data in bluecells: For capital, bond, facility measuring, such as modified accrual numbers.

Meets Standards	MS	Falls Far Below Standards	FFBS
Does Not Meets Standards	DNMS		

SCHOOL FINANCIAL PERFORMANCE DATA (*) Accrual Basis numbers in yellow cells)**

ENROLLMENT						
Actual Enrollment	178	257	1			
Projected Enrollment	168	269	1			

NOTICES						
Debt Default	No	No	No	No	No	No
Facility Lease Default	No	No	No	No	No	No
Other Legal/Financial Notices						

SELECT ASSETS						
Cash, Unrestricted	\$335,769	\$241,865	\$616,327	\$ -	\$ -	\$ -
Cash, Restricted	3,954	-	20,059	-	-	-
Cash equivalents, Restricted	-	-	-	-	-	-
Cash equivalents, unrestricted	-	-	-	-	-	-
Total Cash & Equivalents	\$339,723	\$241,865	\$636,386	\$ -	\$ -	\$ -
Total Cash & Eq' (Unrestr'd)	\$335,769	\$241,865	\$616,327	\$ -	\$ -	\$ -
Proceeds from Bonds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accounts Receivable	153,268	137,938	314,321	-	-	-
Other Current Assets	13,333	15,393	28,727	-	-	-
Total Current Assets	\$506,324	\$395,196	\$979,434	\$ -	\$ -	\$ -
Current Assets (Operating)	\$506,324	\$395,196	\$979,434	\$ -	\$ -	\$ -
Non Current Assets, Facilities			-	-	-	-
Non Current Assets, Other, Net	139,789	98,716	183,410	-	-	-
Total Assets	\$646,113	\$493,912	\$1,162,844	\$ -	\$ -	\$ -
Total Assets, Operating	\$642,159	\$493,912	\$1,142,785	\$ -	\$ -	\$ -
Deferred Outflows	\$203,801	\$1,623,824	\$2,166,831	\$ -	\$ -	\$ -

SELECT LIABILITIES

School Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
From	2017	2018	2019	2020	2021	2022
To	2018	2019	2020	2021	2022	2023

Current Liabilities

Accounts Payable	\$101,200	\$128,287	\$110,194			
Capital leases, current	-	41,027				
Notes/bonds/Debt, current	431,559	200,000	330,437	-	-	-
Other Current Liabilities	-	-	-	-	-	-
Current Liabilities	\$532,759	\$369,314	\$440,631	\$ -	\$ -	\$ -

Noncurrent Liabilities

Outstanding Loans	No	No	No	No	No	No
Long-term Liabilities	-	-	197,107	-	-	-
Bond Debt & Capital Lease Bal'	100,759	59,733	111,637	-	-	-
Other NonCurrent Liabilities	-	-	-	-	-	-
Net PERS Pension Liability	-	1,450,391	2,255,490	-	-	-
Total Liabilities	\$633,518	\$1,879,438	\$3,004,865	\$ -	\$ -	\$ -
Total Liabilities (Operating)	532,759	369,314	637,738	-	-	-

Deferred Inflows	\$ -	\$74,228	\$177,259	\$ -	\$ -	\$ -
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SELECT REVENUES

Revenues-State	\$1,815,934	\$2,086,771	\$2,983,848	\$ -	\$ -	\$ -
Revenues-Federal	-	405,504	619,833	-	-	-
Revenues-Local	-	-	-	-	-	-
Donations/Fundraising	-	-	-	-	-	-
Revenues - Other	-	14,212	11,749	-	-	-
Total Revenue	\$1,815,934	\$2,506,487	\$3,615,430	\$ -	\$ -	\$ -

SELECT EXPENSES

Educational Programs	\$1,802,260	\$1,574,156	\$1,957,874	\$ -	\$ -	\$ -
EMO/CMO, ESP	-	-	21,366	-	-	-
Support Services (Gen & Admin)	-	832,769	1,262,065	-	-	-
Support Services, Other	-	-	-	-	-	-
Other Expenses	-	47,293	58,211	-	-	-
Total Expenses, Operating	\$1,802,260	\$2,454,218	\$3,299,516	\$ -	\$ -	\$ -

Detail already included in the above Total Expenses

Interest Expense	-	-	-	-	-	-
Interest Expense (Capital/Bldg)	9,893	6,220	9,618	-	-	-
Total Interest Expense	\$9,893	\$6,220	\$9,618	\$ -	\$ -	\$ -

Capital Lease Expense + Principal	163,748	-	-	-	-	-
Operating Lease Expense	155,015	164,796	253,030	-	-	-
Depreciation Expense	23,959	41,073	48,593	-	-	-
Amortization Expense	-	-	-	-	-	-

Total Expenses, Operating	\$1,802,260	\$2,454,218	\$3,299,516	\$ -	\$ -	\$ -
Net Surplus (Loss)	\$13,674	\$52,269	\$315,914	\$ -	\$ -	\$ -

Pension Contribution Expense	-	104,596	365,123	-	-	-
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Other financing sources	163,748	-	-	-	-	-
Change in fund balance	\$177,422	\$52,269	\$315,914	\$ -	\$ -	\$ -

Capital Expenditures	\$163,748	\$ -	\$ -	\$ -	\$ -	\$ -
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School Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
From	2017	2018	2019	2020	2021	2022
To	2018	2019	2020	2021	2022	2023

Capital Expenditures Paid with Bond Proceeds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
---	------	------	------	------	------	------

Notes:

I certify that to the best of my knowledge the information entered above is correct.

Submitter's em address _____
 Name of submitter _____
 Title _____
 Date prepared & Phone # _____

Emailing this document to the SPCSA from an authorized school board chairperson or vice-chairperson will count as a signature.

FINANCIAL PERFORMANCE MEASURES, METRICS, RATINGS

NEAR TERM MEASURE 1

1 Current Ratio							
r 51	Total Current Assets (Operating)	\$506,324	\$395,196	\$979,434	\$ -	\$ -	\$ -
r 67	Total Current Liabilities (Operatin	532,759	369,314	440,631	-	-	-
	Current Ratio	0.95 x	1.07 x	2.22 x	-	-	-
	Ratings	DNMS	MS	MS	-	-	-

Near Term Measure 2

2 Unrestricted Days Cash On Hand							
r 44	Unrestricted Cash	\$335,769	\$241,865	\$616,327	\$ -	\$ -	\$ -
r 94	Total Expenses, Operating	1,802,260	2,454,218	3,299,516	-	-	-
r 103	Total Depreciation	23,959	41,073	48,593	-	-	-
r 104	Total Amortization	-	-	-	-	-	-
	Total Expenses, Net	\$1,778,301	\$2,413,145	\$3,250,923	\$ -	\$ -	\$ -
	Average Daily Expenses	\$4,872	\$6,611	\$8,907	\$ -	\$ -	\$ -
	UDCOH	69 Days	37 Days	69 Days	-	-	-
	Ratings	MS	DNMS	MS	-	-	-

Near Term Measure 3

3 Enrollment Forecast Accuracy							
r 29	Actual Enrollment	178	257	1	-	-	-
r 30	Projected Enrollment	168	269	1	-	-	-
	Forecast Accuracy	106%	96%	100%	-%	-%	-%
	Ratings	MS	MS	MS	-	-	-

Near Term Measure 4

4 Notices							
r 33	Debt Default (n/a if no debt)	No	No	No	n/a	n/a	n/a
r 34	Facility Lease Default	No	No	No	n/a	n/a	n/a
r 35	Other Legal/Financial Notices						

SUSTAINABILTY MEASURE 1

5 Total Margin							
r 107	Current Year Net Surplus	\$13,674	\$52,269	\$315,914	\$ -	\$ -	\$ -
r 86	Current Year Total Revenue	1,815,934	2,506,487	3,615,430	-	-	-
	Current Year Margin	0.8%	2.1%	8.7%	0.0%	0.0%	0.0%
			3 Year	3 Year	3 Year	3 Year	
	Surplus		\$381,857	\$368,183	\$315,914	\$ -	
	Revenue		\$7,937,851	\$6,121,917	\$3,615,430	\$ -	
	Aggregated 3 Year Margin		4.8%	6.0%	8.7%	0.0%	
	Ratings	-	-	-	-	-	-

Sustainability Measure 2

6 Debt to Asset Ratio							
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School Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
From	2017	2018	2019	2020	2021	2022
To	2018	2019	2020	2021	2022	2023

173 r 76	Total Debt (Liabilities)(Operating)	532,759	369,314	637,738	-	-	-
174 r 56	Total Assets (Operating)	\$642,159	\$493,912	\$1,142,785	\$ -	\$ -	\$ -
175	Debt to Asset Ratio	83%	75%	56%	0%	0%	0%
176	Ratings	MS	MS	MS	-	-	-

Debt to Asset Ratio (w/facilities, bonds. W/o Net Pension Liability...)

179 r 75	Total Debt (Total Liabilities)	633,518	429,047	749,375	-	-	-
180 r 55	Total Assets	\$646,113	\$493,912	\$1,162,844	\$ -	\$ -	\$ -
181	Debt to Asset Ratio	98%	87%	64%	0%	0%	0%
182	Ratings	DNMS	MS	MS	-	-	-

Sustainability Measure 3

7 Cash Flow

186 r 42	Total Cash Balance	\$339,723	\$241,865	\$636,386	\$ -	\$ -	\$ -
187	Multi Year Cash Flow			\$296,663	\$ -	\$ -	\$ -
188	One Year Cash Flow		\$(97,858)	\$394,521	\$ -	\$ -	\$ -
189	Ratings	-	-	MS	-	-	-

Sustainability Measure 4

8 Debt and/or Lease Service Coverage Ratio

193 r 107	Net Income (aka Net Surplus)	\$13,674	\$52,269	\$315,914	\$ -	\$ -	\$ -
194 r 103	Depreciation	23,959	41,073	48,593	-	-	-
195 r 99	Interest Expense	9,893	6,220	9,618	-	-	-
196 r 101	Capital Lease Expense	163,748	-	-	-	-	-
197 r 102	Operating Lease Expense	155,015	164,796	253,030	-	-	-
198 r 104	Amortization	-	-	-	-	-	-
199	NI b4 DIA	\$366,289	\$264,358	\$627,155	\$ -	\$ -	\$ -
201 r 61	Annual Principal	\$431,559	\$200,000	\$330,437	\$ -	\$ -	\$ -
202 r 99	Interest Expense	9,893	6,220	9,618	-	-	-
203 r 101	Capital Lease Expense	163,748	-	-	-	-	-
204 r 102	Operating Lease Expense	155,015	164,796	253,030	-	-	-
205	Debt (& Lease) Service	\$760,215	\$371,016	\$593,085	\$ -	\$ -	\$ -
206							
207	DSCR or LSCR ***	0.48	0.71	1.06	-	-	-
208	Ratings	DNMS	DNMS	DNMS	-	-	-

Introduction to Financial Information Worksheet

Financial Performance Framework

C:\Users\Kyle.McOmber\Work Folders\Desktop\[A20 - Financial Performance Framework Review Report.xlsx]FP Data-Rtgs

This data collection Financial Information Worksheet and analytic tool was designed to improve the process for measuring and monitoring the financial performance SPCSA charter schools and ultimately to make this process easier for users and reviewers.

It is customized for Nevada schools and is based on the NACSA financial performance framework measures system. In fact, the measures are virtually the same. https://www.qualitycharters.org/wp-content/uploads/2015/10/FinanceForFinanceDummies_FinancialPerformanceFramework.pdf

What is different is that SPCSA is calling for information which can allow us to review the operations of the charter schools separate from the impacts of potentially large real estate and bond transaction impacts.

While the Charter School leader is ultimately responsible for completing and submitting these files to the SPCSA via Epicenter, they can assign completion responsibility to their business managers or auditors to populate the attached worksheet and review the results.

Complete based on Accrual (or Full Accrual) Accounting numbers.

This means to use the Statement of Net Position and the Statement of Activities.

Do not use the "Balance Sheet" or the Statement of Revenues, Expenditures and Changes in Fund Balance.

Your independent annual financial report includes both sets of these, the (full) accrual and the modified accrual reports.

Revenue and Expenses figures entered must equal those shown in the audited annual report/financial statement of the school. Any variances must be itemized and explained.

To use this file, simply:

1. Enter the information for your school/client in the light yellow or light green cells, depending on the type of information being asked for. Schools should enter the data they have for the year they are in and for prior years. After each year the school should ensure that it has its actual numbers in the relevant column for the latest year.
2. Double check and confirm your inputted information.
3. Save the file name using the following file naming format.
4. Return the file to the SPCSA by uploading it to Epicenter at the appropriate place for your school.
5. We encourage you to review the results showing up in the lower section of the report.
6. As this is the first version of this approach, the SPCSA reserves the right to adjust formulas to get the most accurate measures of a school's performance.
7. We encourage you to enter annualized year to date actual information blended with balance of year budget information into this file during the year to get a projection of the results your school may receive and to help manage your school. For example, at month six you might have six months of actuals blended with six months of remainder of the year budget figures. Seeing the results can give your board an idea of how things are looking for the rest of the year and to make any needed adjustments.

QUESTIONS:

About the new framework information worksheet and how it works:

Mike Dang

702.486.8879

Nevada State Public Charter School Authority

Mike Dang

C:\Users\Kyle.McOmer\Work Folders\Desktop\[A20 - Financial Performance Framework Review Report.xlsx]FP Data-Rtgs

None cash items (Accounting Standard Entries) such as depreciation should be excluded from the Total Margin calculation (similar to expenses used in Days Cash). School's do not budget an operating margin to factor in Depreciation (none operating expenses). Including this items gives the impression the school is running at an operating loss, however their cash mangement is leaving them with a surplus.

Mater Academy of Northern Nevada

Nevada State Public Charter School Authority

Mike Dang

C:\Users\Kyle.McOmber\AppData\Local\Microsoft\Windows\NetCache\Content.Outlook\MAMBAS1\RFA-Staffing-Enrollment-Worksheets - MAI

OPERATIONS PLAN

These sheet for proposed new campus(es) RFAs

	School Years					
	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Projections for school years beginning	2021	2022	2023	2024	2025	2026
	2022	2023	2024	2025	2026	2027

Management Organization Positions (EMO or CMO as may be applicable)						
Chief Operating Officer	1	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1	1
Chief Legal Officer	1	1	1	1	1	1
Bookkeepers	1	1	1	1	1	1
Procurement Director	1	1	1	1	1	1
Facility Manager	1	1	1	1	1	1
Paralegal, Director of Growth & Management	2	2	2	2	2	2
HR, Event Coordinator, Other	1	1	1	1	1	1
Total Back-Office FTEs	9	9	9	9	9	9

School Staff						
Principals	1	1	1	1	1	1
Assistant Principals	-	-	-	1	2	2
Add'l School Leadership Position 1	0.50	0.50	1.00	1	1	1
ELL Coordinator						
Add'l School Leadership Position 2	-	-	0.50	1	1	1
Counselor						
Add'l School Leadership Position 3	-	-	-	-	-	-
Curriculum Coach						
Classroom Teachers (Core Subjects)	5	10	13	17	18	18
Classroom Teachers (Specials)	-	2	3	4	4	4
Special Education Teachers	1	1.5	2	3	3	3
ELL/TESOL Teachers						
Office Manager	-	1	1	1	1	1
Registrar	-	-	-	-	-	-
Clinic Aide/FASA	-	-	-	-	-	-
Receptionist	1	1	1	1	1	1
Teacher Aides and Assistants	1	1	2	2	2	2
School Operations Support Staff	-	2	2	2	2	2
Total FTEs at School	10	20	27	34	36	36

Network

Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Number of elementary schools	2	2	2	2	2	2
Number of middle schools	1	2	2	2	2	2
Number of high schools	-	-	-	-	-	-
Total schools	3	4	4	4	4	4

Network Management Organization Positions (multi-campus, non EMO and non CMO employees, if applicable)						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
Total Back-Office FTEs	-	-	-	-	-	-

Elementary School Staff						
Principals	1	1	1	1	1	1
Assistant Principals	1	1	1	2	2	2
Add'l School Leadership Position 1						
ELL Coordinator	0.50	0.50	1.0	1	1	1
Add'l School Leadership Position 2						
Counselor	0.5	0.5	0.75	1	1	1
Add'l School Leadership Position 3						
Curriculum Coach	-	-	-	-	-	-
Classroom Teachers (Core Subjects)	18	22	23	25	25	25
Classroom Teachers (Specials)	3	5	6	6	6	6
Special Education Teachers	2	2.5	3.0	3	3	3
ELL/TESOL Teachers						
Office Manager	0.5	1	1	1	1	1
Registrar	0.5	0.5	0.5	0.5	0.5	0.5
Clinic Aide/FASA						
Receptionist	1	1	1	1	1	1
Teacher Aides and Assistants	2	2	2	2	2	2
School Operations Support Staff	0.5	2	2	2	2	2
Total FTEs at Elementary Schools	31	39	42	46	46	46

Middle School Staff						
Principals	1	1	1	1	1	1
Assistant Principals	-	-	1	1	2	2
Add'l School Leadership Position 1						
ELL Coordinator	-	-	-	-	-	-
Add'l School Leadership Position 2						
Counselor	0.5	0.5	0.75	1	1	1
Add'l School Leadership Position 3						
Curriculum Coach	-	-	-	-	-	-
Classroom Teachers (Core Subjects)	7	10	15	19	21	21
Classroom Teachers (Specials)	1	2	3	5	6	6
Special Education Teachers	2	2	2	3	3	3
ELL/TESOL Teachers						
Office Manager	0.5	1	1	1	1	1
Registrar	0.5	0.5	0.5	0.5	0.5	0.5
Clinic Aide/FASA						
Receptionist	1	1	1	1	1	1
Teacher Aides and Assistants	1	1	2	2	2	2
School Operations Support Staff	0.5	1	1	2	2	2

Total FTEs at Middle Schools	Attachment 21 - Staffing Tables	28	37	41	41
High School Staff					
Principals					
Assistant Principals					
Add'l School Leadership Position 1					
ELL Coordinator					
Add'l School Leadership Position 2					
Counselor					
Add'l School Leadership Position 3					
Curriculum Coach					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Special Education Teachers					
ELL/TESOL Teachers					
Office Manager					
Registrar					
Clinic Aide/FASA					
Receptionist					
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at High Schools	-	-	-	-	-
Total Network FTEs	45.50	59.00	71	82	86

The courses to be used will be from the following state-approved distance education providers:

- Accelerate Education
- BYU
- Edgenuity
- Fuel Education/K12

All courses to be used are currently included on the list of [approved distance education courses](#) prepared by the Nevada Department NDE. The program provider proposes to use courses from these approved distance education providers. A list of these courses is provided below:

Accelerate Education Approved Course List	
Approval Valid Until 7/18/2022	
Course	Grade(s)
6th Grade CCSS Mathematics	6
7th Grade CCSS Mathematics	7
Accounting	10-12
Advanced PE 1&2	9
Algebra 2	9
Anatomy and Physiology	10-12
AP Biology	9
AP Chemistry	12
AP English Literature	12
AP French A&B	12
AP Spanish A&B	9
AP US History	9
Art Appreciation	9-12
Art History	9-12
Basic Drawing	9-12
Basic Web Design	9-12
Beginning Painting	9-12
Biology A&B	9-12
Calculus	9-12
Career Planning	9-12
Character Education-Health and Life Management	7-12
Chemistry A&B	9-12
Child Development	9-12
Chinese 1 A&B	9-12
Chinese 2 A&B	9-12
Civics	9-12
Computer Basics	9-12
Consumer Math	9-12
Creative Writing	9-12
Digital Arts	9-12
Economics	9-12
English 10	10

Attachment 18 - Distance Education Courses

English 12	12
English 9	9
English Language Development	9
Environmental Science	11
Exercise Science	9
Financial Literacy	9
Flexibility Training	9-12
French 1 A&B	9
French 2 A&B	10
French 3 A&B	11
Geometry	9-11
German 1 A&B	9
German 2 A&B	10
Graphic Design	11-12
Health A&B	6-9
Health A&B	9-12
Health Careers	9
Honors American Government	9
Honors American History A&B	11
Honors Biology A&B	9
Honors Chemistry A&B	10
Honors Economics	11
Honors French 1 A&B	9
Honors Language Arts 10 A&B	10
Honors Language Arts 11 A&B	11
Honors Language Arts 12 A&B	12
Honors Language Arts 9 A&B	9
Honors Physics A&B	11
Honors Spanish 1 A&B	9
Honors World History A&B	9
Individual and Team Sports	9
Integrated Math 1 A&B	9
Integrated Math 2 A&B	10
Integrated Math 3 A&B	11
Intro to Nursing A&B	9-12
Introduction to Group Sports	6-9
Introduction to Individual Sports	6-9
Language Arts 1	1
Language Arts 2	2
Language Arts 2	2
Language Arts 3	3
Language Arts 3	3
Language Arts 4	4
Language Arts 5	5

Attachment 18 - Distance Education Courses

Language Arts 6	6
Language Arts 7	7
Language Arts 8	8
Latin 1 A&B	9
Latin 2 A&B	10
Marine Science	9
Math 1	1
Math 3	3
Math 4	4
Math 5	5
Math 6	6
Math 7	7
Math 8	8
Math K	K
Media Studies	9
Nutrition	9
Paleontology	9
Personal Fitness	9-12
Physical Education	9-12
Physical Science A&B	9-10
Pre-Algebra	8-9
Psychology A&B	9-12
Renewable Energy	9
Running	9-12
Science 1	1
Science 2	2
Science 3	3
Science 4	4
Science 5	5
Science 6	6
Science 7	7
Science 8	8
Science K	K
Social Studies 1	1
Social Studies 2	2
Social Studies 3	3
Social Studies 4	4
Social Studies 5	5
Social Studies 7	7
Social Studies 8	8
Social Studies K	K
Sociology A&B	9-12
Space Exploration	9
Spanish 1 A&B	9

Spanish 2 A&B	10
Spanish 3 A&B	11
Strength Training	9-12
Study Skills and Strategies	9
Theater Studies	9
Trigonometry	11
Walking Fitness	9-12
World History A&B	9-10

Brigham Young University Approved Course List	
Approval Valid Until 2/15/2021	
Course	Grade(s)
Accounting	6-12
Advanced Literature Comprehension	9-12
Aerobics	6-12
Alaska History	6-12
Algebra 1, Part 1	9-12
Algebra 1, Part 2	9-12
Algebra 2, Part 1	9-12
Algebra 2, Part 1	9-12
American Government, Part 1	9-12
American Government, Part 2	9-12
AP Biology, Part 2	9-12
AP Calculus AB Part 1	6-12
AP Government	6-12
AP Psychology, Part 1	6-12
AP Psychology, Part 2	6-12
Applied Physics with Technology, Part 1	9-12
Applied Physics with Technology, Part 2	9-12
Art Foundations, Part 1	6-12
Art Foundations, Part 2	6-12
Automotive Basics	6-12
Beginning Guitar	6-12
Beginning Piano	6-12
Bible as Literature	9-12
Biology, Part 2	9-12
Bowling	9-12
Business and Consumer Math, Part 1	9-12
Business and Consumer Math, Part 2	9-12
Business Communications	6-12
Business Law	9-12
Calligraphy	6-12
Character Education: Exploring Values, Part 1	9-12

Attachment 18 - Distance Education Courses

Character Education: Exploring Values, Part 2	9-12
Character Education: Exploring Values, Part 3	9-12
Child Development, Part 1	9-12
Child Development, Part 2	9-12
Clothing Construction	6-12
Clothing Fashion Fundamentals	6-12
Computer Science 1A	6-12
Creative Writing	9-12
Current Events	6-12
Cycling	6-12
Dating: Romance and Reason	6-12
Digital Photography	6-12
Drawing	6-12
Drug Use and Abuse	9-12
Earth Science, Part 1	9-12
Earth Science, Part 2	9-12
Eating Disorders and Basic Nutrition	9-12
Education and Career Planning	9-12
Eighth-Grade English, Part 1	6-12
Eighth-Grade English, Part 2	6-12
Eighth-Grade Science, Part 1	6-12
Eighth-Grade Science, Part 2	6-12
Eleventh-Grade English, Part 2	9-12
Financial Literacy: Money Matters	9-12
First- Year Spanish, Part 2	9-12
First-Year ASL, Part 2	6-12
First-Year Chinese, Part 1	6-12
First-Year French, Part 2	6-12
First-Year German, Part 2	6-12
First-Year Korean, Part 1	6-12
First-Year Latin, Part 2	6-12
First-Year Russian, Part 1	6-12
First-Year Russian, Part 2	6-12
Fitness for Living	9-12
Fitness for Sports and Recreation	9-12
Food and Nutrition, Part 1	9-12
Food and Nutrition, Part 2	6-12
General Astronomy	9-12
General Chemistry, Part 1	9-12
General Chemistry, Part 2	9-12
General Physical Science	9-12
Health Education	9-12
History of the American West	9-12
Honors Chemistry, Part 1	9-12

Attachment 18 - Distance Education Courses

Honors Chemistry, Part 2	9-12
Human Anatomy	9-12
Interior Design, Part 1	6-12
Intermediate Swimming	6-12
Introduction to Art	6-12
Introduction to Music	6-12
Jogging	9-12
Journalism	9-12
Lifetime Weight Control	9-12
Marketing	6-12
Mathematics I Part 1	9-12
Mathematics I Part 2	9-12
Mathematics II Part 1	9-12
Mathematics II Part 2	9-12
Mathematics III Part 1	9-12
Mathematics III Part 2	9-12
Meteorology	9-12
New Mexico State History	6-12
Ninth-Grade English, Part 1	9-12
Ninth-Grade English, Part 2	9-12
Northwest History	6-12
Northwestern History - WA State	6-12
Online Prep: Tools For Success	6-12
Personal Freedom	9-12
Physics, Part 1	9-12
Physics, Part 2	9-12
Plane Geometry, Part 1	9-12
Plane Geometry, Part 2	9-12
Pre-Algebra, Part 1	9-12
Pre-Algebra, Part 2	9-12
Pre-calculus, Part 1	9-12
Pre-calculus, Part 2	9-12
Preparing for Health Occupations	6-12
Preparing for Responsible Parenthood	9-12
Project Self-Discovery	9-12
Psychology	9-12
Public Speaking	6-12
Reading Around the World	9-12
Reading Comprehension	9-12
Reading Comprehension, Part 1	6-12
Reading Comprehension: Understanding Literature, Part 2	6-12
Recreational Reading	6-12
Science Fiction Literature	9-12
Second- Year Spanish, Part 1	9-12

Attachment 18 - Distance Education Courses

Second- Year Spanish, Part 2	9-12
Second-Year Arabic, Part 1	6-12
Second-Year Arabic, Part 2	6-12
Second-Year ASL, Part 1	6-12
Second-Year ASL, Part 2	6-12
Second-Year Chinese, Part 1	6-12
Second-Year Chinese, Part 2	6-12
Second-Year French, Part 1	6-12
Second-Year French, Part 2	6-12
Second-Year German, Part 1	6-12
Second-Year German, Part 2	6-12
Second-Year Japanese, Part 1	6-12
Second-Year Japanese, Part 2	6-12
Second-Year Latin, Part 1	6-12
Second-Year Latin, Part 2	6-12
Second-Year Russian, Part 1	6-12
Second-Year Russian, Part 2	6-12
Second-Year Spanish, Part 2	6-12
Seventh-Grade English, Part 1	6-12
Seventh-Grade English, Part 2	6-12
Seventh-Grade Mathematics, Part 1	6-12
Seventh-Grade Mathematics, Part 2	6-12
Seventh-Grade Science, Part 1	6-12
Small Engine Repair	6-12
Sociology	9-12
Speed Reading	9-12
Survey Of World History, Part 1	6-12
Survey Of World History, Part 2	6-12
Technical Writing	9-12
Tennis	9-12
The Character of America: Documents & Symbols	9-12
The Character of America: The People	9-12
Things as They Really Are	9-12
Trigonometry, Part 1	9-12
Trigonometry, Part 2	9-12
Twelfth-Grade English, Part 1	9-12
Twelfth-Grade English, Part 2	9-12
Understanding Economics	9-12
Understanding Literature	9-12
United States Government and Citizenship	9-12
United States History From 1851	9-12
United States History to 1850	9-12
United States History, Part 1	6-12
United States History, Part 2	6-12

United States History, Part 3	6-12
United States History, Part 4	6-12
Walking Fitness	6-12
Weight Training	9-12
World Civilizations	9-12
World Geography: The Forces that Shape our World	9-12
World History: Ancient Civilizations	9-12
World History: Easter Hemisphere	9-12
World History: Eastern Hemisphere	6-12
World History: Europe and Russia	9-12
World History: Western Hemisphere	6-12
Writing Poetry	6-12

Edgenuity Approved Course List

Approval Valid Until 7/23/2023

Course	Grade
AP Calculus AB	9-12
AP English Language and Composition	9-12
AP English Literature and Composition	9-12
AP Environmental Science	9-12
AP French Language & Culture	9-12
AP Human Geography	9-12
AP Psychology	9-12
AP Spanish Language & Culture	9-12
AP US History	9-12
AP World History: Modern	9-12
AP U.S. Government & Politics	9-12
AP Biology	9-12
AP Statistics	9-12
Career Explorations	6-8
Career Planning & Development	9-12
Health Science Concepts	9-12
Introduction to Business	9-12
Introduction to Health Science	9-12
Introduction to Information Technology	9-12
Medical Terminology	9-12
Microsoft® Office® Specialist- Office 2016	9-12
Nursing Assistant	9-12
Pharmacy Technician	9-12
Classic Novels & Author Studies	8
English Language Arts 10	10
English Language Arts 10 Honors	10
English Language Arts 11	11
English Language Arts 11 Honors	11

Attachment 18 - Distance Education Courses

English Language Arts 12	12
English Language Arts 12 Honors	12
English Language Arts 6	6
English Language Arts 7	7
English Language Arts 8	8
English Language Arts 9	9
English Language Arts 9 Honors	9
Expository Reading and Writing	9-12
Introduction to Communications & Speech	9-12
Literacy & Comprehension I	6-8
Literacy & Comprehension II	9-12
Art History I	9-12
Foundations of Personal Wellness	9-12
Healthy Living	9-12
Introduction to Art	9-12
Lifetime Fitness	9-12
Online Learning & Digital Citizenship	9-12
Psychology	9-12
Sociology	10
Strategies for Academic Success	9-12
Contemporary Health	9-12
Algebra I	9-12
Algebra I Honors	9-12
Algebra II	9-12
Algebra II Honors	9-12
Concepts in Probability and Statistics	9-12
Statistics	9-12
Financial Math	9-12
Geometry	9-12
Geometry Honors	9-12
High School Pre-Algebra	9-12
Mathematics 6	6
Mathematics 7	7
Mathematics 8/Pre-Algebra	8
Mathematics I	9-12
Mathematics II	9-12
Mathematics III	9-12
Precalculus	9-12
Trigonometry	9-12
ACCUPLACER®	9-12
ACT®	9-12
COMPASS®	9-12
GED®	9-12
HiSET®	9-12

PSAT®	9-12
SAT®	9-12
ACT WorkKeys®	9-12
ASVAB®	9-12
TASC®	9-12
Biology	9-12
Biology Honors	9-12
Chemistry	9-12
Chemistry Honors	9-12
Environmental Science	9-12
Physics	11-12
Physics Honors	11-12
Science 6	6
Science 7	7
Science 8	8
Earth Science	9-12
Earth Science Honors	9-12
Grade 7 World Geography	7
Grade 8 US History	8
Grade 6 World Civilizations	6
US History	9-12
US History Honors	9-12
World History	9-12
World History Honors	9-12
Civics and Economics	9-12
Civics and Economics Honors	9-12
EOC English Language Arts I	9-12
EOC English Language Arts II	9-12
EOC Science	9-12
EOC Math I	9-12
EOC Math II	9-12
EOC Integrated Math I	9-12
EOC Integrated Math II	9-12
Chinese 1	6-8
Chinese 2	6-8
Chinese I	9-12
Chinese II	9-12
French 1	6-8
French 2	6-8
French I	9-12
French II	9-12
French III	9-12
German 1	6-8
German 2	6-8

German I	9-12
German II	9-12
Latin 1	6-8
Latin 2	6-8
Latin I	9-12
Latin II	9-12
Spanish 1	6-8
Spanish 2	6-8
Spanish I	9-12
Spanish II	9-12
Spanish III	9-12
American Sign Language 1A: Introduction	9-12
American Sign Language 1B: Learn to Sign	9-12
American Sign Language 2A: Communicating	9-12
American Sign Language 2B: Advancing Communication Skills	9-12
African American History	9-12
Agriscience 2A: Introduction	9-12
Agriscience 2B: Sustaining Human Life	9-12
Anthropology 1: Uncovering Human Mysteries	9-12
Anthropology 2: More Human Mysteries Uncovered	9-12
Archaeology: Detectives of the Past	9-12
Astronomy 1A: Introduction	9-12
Astronomy 1B: Exploring the Universe	9-12
Biotechnology 1A: Introduction	9-12
Biotechnology 1B: Unlocking Nature's Secrets	9-12
Careers in Criminal Justice	9-12
Concepts of Engineering and Technology	9-12
Cosmetology 1: Cutting-Edge Styles	9-12
Creative Writing	9-12
Criminology: Inside the Criminal Mind	9-12
Early Childhood Education 1A: Introduction	9-12
Early Childhood Education 1B: Developing Early Learners	9-12
Fashion and Interior Design	9-12
Forensic Science I: Secrets of the Dead	9-12
Forensic Science II: More Secrets of the Dead	9-12
Game Design 1A	9-12
Game Design 1B: Building a Game	9-12
Gothic Literature: Monster Stories	9-12
Great Minds in Science: Ideas for a New Generation	9-12
History of the Holocaust	9-12
Hospitality & Tourism 1: Traveling the Globe	9-12
Hospitality & Tourism 2A: Hotel and Restaurant Management	9-12
Hospitality & Tourism 2B: Hotel and Restaurant Management	9-12
International Business: Global Commerce in the 21st Century	9-12

Attachment 18 - Distance Education Courses

Culinary Arts 1A: Introduction	9-12
Culinary Arts 1B: Exploring Careers in Culinary Arts	9-12
Forestry & Natural Resources	9-12
Introduction to Manufacturing: Product Design & Innovation	9-12
Introduction to Military Careers	9-12
Renewable Technologies 1A: Introduction	9-12
Renewable Technologies 1B: Sustainable Energy	9-12
Introduction to Social Media	9-12
Journalism 1A: Introduction	9-12
Journalism 1B: Investigating the Truth	9-12
Law and Order: Introduction to Legal Studies	9-12
Marine Science 1A: Introduction	9-12
Marine Science 1B: Secrets of the Blue	9-12
Middle School Game Design 1A: Introduction	6-8
Middle School Game Design 1B: Creating a Game	6-8
Middle School Journalism 1A: Introduction	6-8
Middle School Journalism 1B: Tell Your Story	6-8
Mythology & Folklore: Legendary Tales	9-12
National Security	9-12
Nutrition & Wellness	9-12
Peer Counseling	9-12
Philosophy: The Big Picture	9-12
Principles of Agriculture, Food & Natural Resources	9-12
Principles of Public Service: To Serve & Protect	9-12
Public Speaking 1A: Introduction	9-12
Public Speaking 1B: Finding Your Voice	9-12
Social Problems 1: A World in Crisis	9-12
Social Problems 2: Crisis, Conflicts & Challenges	9-12
Sports and Entertainment Marketing	9-12
Veterinary Science: The Care of Animals	9-12
World Religions: Exploring Diversity	9-12
Anatomy	9-12
Drugs & Alcohol	9-12
Exercise Science	9-12
First Aid & Safety	9-12
Health Careers	9-12
Intro to Coaching	9-12
Life Skills	9-12
Middle School Life Skills	6-8
Personal Training	9-12
Physiology	9-12
Sports Officiating	9-12
Character & Leadership Development	6-12
College & Career Readiness	6-12

Attachment 18 - Distance Education Courses

Mental Health & Wellness	6-12
Personal Development	6-12
Social & Emotional Success	6-12
Unlock Your Purpose	6-12
Feelings Factory	K-2
Transform My Emotions	3-5
Introduction to Computer Science	9-12
Introduction to Agriculture, Food, and Natural Resources	9-12
Agribusiness Systems	9-12
Food Products and Processing Systems	9-12
Power, Structural and Technical Systems	9-12
Introduction to Careers in Architecture and Construction	9-12
Introduction to Careers in Arts, A/V Technology, and Communications	9-12
Small Business Entrepreneurship	9-12
Technology and Business	9-12
Introduction to Careers in Education and Training	9-12
Introduction to Human Growth and Development	9-12
Introduction to Careers in Finance	9-12
Introduction to Careers in Government and Public Administration	9-12
Introduction to Careers in the Health Sciences	9-12
Careers in Allied Health	9-12
Food Safety and Sanitation	9-12
Marketing and Sales for Tourism and Hospitality	9-12
Sustainable Service Management for Hospitality and Tourism	9-12
Transportation and Tours for the Traveler	9-12
Introduction to Human Services	9-12
Introduction to Consumer Services	9-12
Introduction to Information Technology Support and Services	9-12
Software Development Tools	9-12
Introduction to Network Systems	9-12
Network System Design	9-12
New Applications: Web Development in the 21st Century	9-12
Business Computer Information Systems	9-12
Fundamentals of Programming and Software Development	9-12
Introduction to Law, Public Safety, Corrections, and Security	9-12
Law Enforcement Field Services	9-12
Fire and Emergency Services	9-12
Introduction to Careers in Transportation, Distribution, and Logistics	9-12
Introduction to STEM	9-12
Engineering and Design	9-12
Engineering and Product Development	9-12
Careers in Logistics Planning and Management Services	9-12
Business Law	9-12
Reading/Language Arts K	K

Reading/Language Arts 1	1
Reading/Language Arts 2	2
Reading/Language Arts 3	3
Reading/Language Arts 4	4
Reading/Language Arts 5	5
Math K	K
Math 1	1
Math 2	2
Math 3	3
Math 4	4
Math 5	5

K12/Fuel Education Approved Course List	
Approval Valid Until 7/16/2022	
Course	Grade
3D Art I: Animation*	9-12
3D Art I: Modeling*	9-12
A+ Computer Management I NV*	9-12
A+ Computer Management II with A+ Certification Preparation*	9-12
Accounting	9-12
Achieving Your Career and College Goals	9-12
Administrative Professional NV*	9-12
Adobe Dreamweaver with Adobe Certification Preparation*	9-12
Adobe Illustrator with Adobe Certification Preparation*	9-12
Adobe InDesign with Adobe Certification Preparation*	9-12
Adobe Photoshop with Adobe Certification Preparation*	9-12
Advertising and Sales	9-12
Agribusiness	9-12
Agricultural Mechanics 1	9-12
Agriscience II*	9-12
Anatomy and Physiology	9-12
Anatomy and Physiology I*	9-12
Anatomy and Physiology II*	9-12
AP Art History	9-12
AP Biology	11-12
AP Calculus AB	11-12
AP Calculus BC	11-12
AP Chemistry	9-12
AP Computer Science Principles	9-12
AP English Language and Composition	11-12
AP English Literature and Composition	11-12
AP Environmental Science	11-12
AP French Language & Culture (Middlebury)	11-12
AP Macroeconomics*	11-12

Attachment 18 - Distance Education Courses

AP Microeconomics*	11-12
AP Psychology*	11-12
AP Spanish Language & Culture (Middlebury)	11-12
AP Statistics	11-12
AP U.S. Government and Politics	11-12
AP U.S. History	9-12
AP World History	11-12
Archaeology*	9-12
Art in World Cultures*	9-12
Astronomy*	9-12
Audio Engineering*	9-12
Basic Robotics*	9-12
Biotechnology*	9-12
Business and IT Explorations	9-12
Business and Health Explorations NV*	9-12
Business Software Applications	9-12
C++ Programming*	11-12
Career 101	9-12
Career 201	9-12
Career 301	9-12
Career 401	9-12
Careers in Criminal Justice*	9-12
Computer Aided Design	9-12
Computer Fundamentals	9-12
Computer Science*	9-12
Consumer Behavior	9-12
Cosmetology*	9-12
Criminology*	9-12
Dental Assistant 1*	9-12
Dental Assistant 2*	9-12
Dental Assistant 3*	9-12
Digital Arts I*	9-12
Digital Arts II*	9-12
Digital Photography I*	9-12
Digital Photography II*	9-12
Digital Photography*	9-12
Early Childhood Education*	9-12
Engineering Design/CAD*	9-12
Engineering Drawing and Design 1*	9-12
Engineering Drawing and Design 2*	9-12
Engineering Explorations*	9-12
Engineering Fundamentals 1*	9-12
Engineering Fundamentals 2*	9-12
English Foundations I (Remediation)	9-12

Attachment 18 - Distance Education Courses

English Foundations II (Remediation)	9-12
Entrepreneurship*	9-12
Essentials of Health Information Management*	9-12
Family and Consumer Science*	9-12
Family and Consumer Science*	6-8
Fashion and Interior Design*	9-12
Finding Your Path Series I-IV Orientation	9-12
Food Production I*	9-12
Food Production II*	9-12
French I (Middlebury Competency)	9-12
French I (Middlebury Fluency)	9-12
French II (Middlebury Competency)	9-12
French II (Middlebury Fluency)	9-12
French III (Middlebury Competency)	9-12
Fundamentals of Manufacturing*	9-12
Game Design 1*	9-12
Game Design 2*	9-12
General Accounting 1 NV*	9-12
General Accounting 2*	9-12
German I (Middlebury Competency)	9-12
German II (Middlebury Competency)	9-12
Gothic Literature*	9-12
Graphic Design I NV	
Great Minds in Science*	9-12
Green Design and Technology*	9-12
Health Sciences I*	9-12
Health Sciences II*	9-12
History of Holocaust*	9-12
Hospitality & Tourism*	9-12
HTML5 and CSS3 Programming*	9-12
Image Design and Editing*	9-12
Integrated Mathematics I (Comprehensive)	9-12
Integrated Mathematics II (Comprehensive)	9-12
Integrated Mathematics III (Comprehensive)	9-12
International Business*	9-12
Introduction to Agriscience*	9-12
Introduction to Computer Science NV*	9-12
Introduction to Culinary Arts*	9-12
Introduction to Entrepreneurship I NV*	9-12
Introduction to Entrepreneurship II*	9-12
Introduction to Forestry & Natural Resources*	9-12
Introduction to Manufacturing*	9-12
Introduction to Marketing I*	9-12
Introduction to Marketing II*	9-12

Attachment 18 - Distance Education Courses

Introduction to Mechanical Engineering*	9-12
Introduction to Medical Terminology*	9-12
Introduction to Restaurant Management*	9-12
Introduction to Teaching*	9-12
IT and Construction Explorations	9-12
IT and Manufacturing Explorations*	9-12
IT Explorations*	9-12
IT Networking 1	9-12
Java Programming I NV*	9-12
Java Programming II*	9-12
Journalism (MS)*	6-8
Latin I (Middlebury Competency)	9-12
Latin II (Middlebury Competency)	9-12
Law and Order*	9-12
Lean Manufacturing and Automation*	9-12
Legal Studies*	9-12
Livestock and Poultry Production 1*	9-12
Livestock and Poultry Production 2*	9-12
Livestock and Poultry Production 3*	9-12
Mandarin (Chinese) I (Middlebury Competency)	9-12
Mandarin (Chinese) I (Middlebury Fluency)	9-12
Mandarin (Chinese) II (Middlebury Competency)	9-12
Mandarin (Chinese) II (Middlebury Fluency)	9-12
Manufacturing Product Development*	9-12
Manufacturing Systems*	9-12
Marketing I*	9-12
Marketing II*	9-12
Math Foundations I (Remediation)	9-12
Math Foundations II (Remediation)	9-12
Medical Assistant 1*	9-12
Medical Assistant 2 NV1	9-12
Medical Assistant 3 w/ Cert. Medical Assistant Certification Prep. NV*	9-12
Microsoft Access 2013 with Certification Preparation*	9-12
Microsoft Access 2016/365 with Exam Prep*	9-12
Microsoft Excel 201/365 with Exam Prep*	9-12
Microsoft Excel 2013 with Certification Preparation*	9-12
Microsoft PowerPoint 2013 with Certification Preparation*	9-12
Microsoft PowerPoint 2016/365 with Exam Prep*	9-12
Microsoft Word 2013 with Certification Preparation*	9-12
Microsoft Word 2016/365 with Exam Prep*	9-12
Middle School Career Explorations 1	6-8
Middle School Career Explorations 2	6-8
Middle School Chinese 1 (Competency)	6-8
Middle School Chinese 2 (Competency)	6-8

Attachment 18 - Distance Education Courses

Middle School French 1 (Competency)	6-8
Middle School French 2 (Competency)	6-8
Middle School German 1 (Competency)	6-8
Middle School German 2 (Competency)	6-8
Middle School Latin 1 (Competency)	6-8
Middle School Latin 2 (Competency)	6-8
Middle School Spanish 1 (Competency)	6-8
Middle School Spanish 2 (Competency)	6-8
MS Career Explorations 2*	9-12
Music Appreciation	9-12
Mythology & Folklore*	9-12
Nursing Assistant 1 NV*	9-12
Nursing Assistant 2 NV*	9-12
Nursing Assistant 3 w/ Cert. Nursing Assistant Certification Prep. NV*	9-12
Office Management I NV	
Peer Counseling*	9-12
Personal Financial Literacy*	9-12
Pharmacy Technician with Exam Prep 1 NV*	9-12
Pharmacy Technician with Exam Prep 2 NV*	9-12
Pharmacy Technician with Exam Prep 3 NV*	9-12
Philosophy*	9-12
Photography (MS)*	6-8
Precision Machining Technology 1*	9-12
Precision Machining Technology 2*	9-12
Principles of Agriculture, Food and Natural Resources*	9-12
Principles of Business 1 NV*	9-12
Principles of Business 2*	9-12
Principles of Public Service: To Serve and Protect	9-12
Professional Development Program 2*	9-12
Professional Development Program 3*	9-12
Professional Development Program 4*	9-12
Programming Logic and Design NV*	9-12
Python Programming*	9-12
Reaching Your Academic Potential*	9-12
Real World Parenting*	9-12
Rhetoric	9-12
Science 1	1
Science 2	2
Science 3	3
Science 4	4
Science 5	5
Science K	K
Security+ I with Exam Prep*	9-12
Security+ II with Exam Prep*	9-12

Attachment 18 - Distance Education Courses

Service Learning*	9-12
Social Problems I*	9-12
Social Problems II*	9-12
Sociology I*	9-12
Sociology I*	9-12
Sociology II*	9-12
Sociology II*	9-12
Spanish I (Credit Recovery)	9-12
Spanish I (Middlebury Competency)	9-12
Spanish I (Middlebury Fluency)	9-12
Spanish II (Middlebury Competency)	9-12
Spanish II (Middlebury Fluency)	9-12
Spanish III (Middlebury Competency)	9-12
Sports & Entertainment Marketing*	9-12
Sports Medicine 1*	9-12
Sports Medicine 2*	9-12
Spotlight on Music 1	1
Spotlight on Music 2	2
Spotlight on Music 3	3
Spotlight on Music 4	4
Spotlight on Music 5	5
Spotlight on Music 6	6
Spotlight on Music 7	7
Spotlight on Music 8	8
Spotlight on Music K	K
Summit Algebra 1 CR	9-12
Summit Algebra 1 Honors NV	9-12
Summit Algebra 1 NV	9-12
Summit Algebra 2 CR	9-12
Summit Algebra 2 Honors NV	9-12
Summit Algebra 2 NV	9-12
Summit American History Since 1865	6-8
Summit American Literature	9-12
Summit American Literature CR	9-12
Summit American Literature Honors	9-12
Summit Anthropology*	9-12
Summit Art Appreciation	9-12
Summit Art 1	1
Summit Art 2	2
Summit Art 3	3
Summit Art 4	4
Summit Art K	K
Summit Biology	9-12
Summit Biology CR	9-12

Attachment 18 - Distance Education Courses

Summit Biology Honors	9-12
Summit British and World Literature	9-12
Summit British and World Literature CR	9-12
Summit British and World Literature Honors	9-12
Summit Calculus	9-12
Summit Career Planning*	9-12
Summit Chemistry	9-12
Summit Chemistry CR	9-12
Summit Chemistry Honors	9-12
Summit Civics*	9-12
Summit Consumer Math	9-12
Summit Contemporary World Issues	9-12
Summit Creative Writing	11-12
Summit Early American Art	5
Summit Early American History	6-8
Summit Earth Science	9-12
Summit Earth Science	6-8
Summit Earth Science CR	9-12
Summit Earth Science Honors	9-12
Summit Economics*	9-12
Summit ELA 3	3
Summit ELA 4	4
Summit ELA 5	5
Summit ELA Blue	K
Summit ELA Green	1
Summit ELA Orange	2
Summit ELA Purple	3
Summit ELA Red	4
Summit ELA Yellow	5
Summit English 10	9-10
Summit English 10 CR	9-12
Summit English 10 Honors	9-10
Summit English 9	9
Summit English 9 CR	9-12
Summit English 9 Honors	9
Summit Environmental Science*	9-12
Summit Fine Art	9-12
Summit Forensic Science*	9-12
Summit Geography	9-12
Summit Geography CR	9-12
Summit Geometry CR	9-12
Summit Geometry Honors NV	9-12
Summit Geometry NV	9-12
Summit Government and Economics NV	9-12

Attachment 18 - Distance Education Courses

Summit Grammar and Composition	9-12
Summit Health 6	6
Summit Health 7	7
Summit Health 8	8
Summit Health CR*	9-12
Summit History 1 with Summit Social Studies 1	1
Summit History K with Summit Social Studies K	K
Summit History 2 with Summit Social Studies 2	2
Summit History 3 with Summit Social Studies 3	3
Summit History 4 with Summit Social Studies 4 and State History NV	4
Summit Integrated Math	9-12
Summit Intermediate American Art II	6-8
Summit Intermediate World Art I	6-8
Summit Intermediate World Art II	6-8
Summit Journalism*	9-12
Summit Language Arts 6	6
Summit Language Arts 7	7
Summit Language Arts 8	8
Summit Life Science	6-8
Summit Life Skills*	9-12
Summit Math 3	3
Summit Math 4	4
Summit Math 5	5
Summit Math 6	6
Summit Math 7	7
Summit Math 8	8
Summit Math+ Blue	K
Summit Math+ Green	1
Summit Math+ Orange	2
Summit Math+ Purple	3
Summit Math+ Red	4
Summit Math+ Yellow	5
Summit Modern US History	9-12
Summit Modern US History CR	9-12
Summit Modern US History Honors	9-12
Summit Modern World Studies	9-12
Summit Modern World Studies CR	9-12
Summit Modern World Studies Honors	9-12
Summit Nutrition and Wellness*	9-12
Summit PE 3	3
Summit PE 4	4
Summit PE 5	5
Summit PE K-2	K-2
Summit Personal Finance*	9-12

Attachment 18 - Distance Education Courses

Summit Personal Fitness I*	9-12
Summit Personal Fitness II*	9-12
Summit Personal Health*	9-12
Summit Physical Education	9-12
Summit Physical Education 6	6
Summit Physical Education 7	7
Summit Physical Education 8	8
Summit Physical Education CR	9-12
Summit Physical Science	8
Summit Physical Science	9-12
Summit Physical Science Credit Recovery	9-12
Summit Physics	9-12
Summit Physics Honors	9-12
Summit Practical Math p	9-12
Summit Pre- Calculus/Trigonometry	9-12
Summit Pre-Algebra	9-12
Summit Pre-Algebra CR	9-12
Summit Probability and Statistics*	9-12
Summit Psychology*	9-12
Summit Public Speaking*	9-12
Summit Science 1 NG	1
Summit Science 2 NG	2
Summit Science 3 NG	3
Summit Science 4 NG	4
Summit Science 5 NG	5
Summit Science K NG	K
Summit Skills for Health*	9-12
Summit US and Global Economics*	9-12
Summit US and Global Economics* CR	9-12
Summit US Government and Politics CR	9-12
Summit US Government and Politics*	9-12
Summit US History	9-12
Summit US History CR	9-12
Summit US History Honors	9-12
Summit World History	9-12
Summit World History CR	9-12
Summit World History Honors	9-12
Summit World History I	6-8
Summit World History II	9-12
Understanding Child Development*	9-12
US Government	9-12
US Government Honors	9-12
Veterinary Sciences*	9-12
Web Design*	9-12

Attachment 18 - Distance Education Courses

Welcome to Online Learning 3-5 Orientation	3-5
Welcome to Online Learning 6-8 Orientation	6-8
Welcome to Online Learning K-2 Orientation	K-2
Wildlife and Natural Resource Management 1*	9-12
Wildlife and Natural Resource Management 2*	9-12
World Religions*	9-12

Mater Academy of Northern Nevada

Nevada State Public Charter School Authority

Mike Dang

C:\Users\Kyle.McOmber\Work Folders\Desktop\[A21 - Staffing Tables.xlsx]Staffing

OPERATIONS PLAN

STUDENT RECRUITMENT AND ENROLLMENT

(a) Minimum Breakeven Enrollment (Even if less than 90% of Planned Enrollment)
(<90% of Planned Enrollment requires a separate charter amendment)

Grade Level	Number of Students					
	2021	2022	2023	2024	2025	2026
	2022	2023	2024	2025	2026	2027
Pre-K						
K	48	48	48	48	48	48
1	48	48	48	48	48	48
2	24	48	48	48	48	48
3	-	24	48	49	49	49
4	-	24	24	49	49	49
5	-	24	24	49	49	49
6	-	29	59	59	59	59
7	-	-	29	59	59	59
8	-	-	-	29	59	59
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
12	-	-	-	-	-	-
Total	120	245	328	438	468	468

(b) Planned Enrollment Cap (= Basis for submitted budget and narrative, proposed enrollment cap under submitted amendment)

Grade Level	Number of Students					
	2021	2022	2023	2024	2025	2026
	2022	2023	2024	2025	2026	2027
Pre-K						
K	50	50	50	50	50	50
1	50	50	50	50	50	50
2	25	50	50	50	50	50
3	-	25	50	52	52	52
4	-	25	25	52	52	52
5	-	25	25	52	52	52
6	-	31	62	62	62	62
7	-	-	31	62	62	62
8	-	-	-	31	62	62
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
12	-	-	-	-	-	-

Total	125	256	Attachment 23 - Enrollment Tables	492
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(c) Maximum Enrollment (Enrolling more than 10 percent of the Planned Enrollment described in subsection b requires a separate charter amendment)

Grade Level	Number of Students					
	2021	2022	2023	2024	2025	2026
	2022	2023	2024	2025	2026	2027
Pre-K						
K	53	53	53	53	53	53
1	53	53	53	53	53	53
2	26	53	53	53	53	53
3	-	26	53	55	55	55
4	-	26	26	55	55	55
5	-	26	26	55	55	55
6	-	33	65	65	65	65
7	-	-	33	65	65	65
8	-	-	-	33	65	65
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
12	-	-	-	-	-	-
Total	132	270	362	487	519	519

School Restorative Plan of Action

Student Number:

Student Name:

DOB:

Grade:

Region:

Discipline Administrator:

Restorative Interventions and Explanation:

Support by Community:

- Starting on [date], [student name—Zed-1] will have weekly scheduled meetings with [administrator name—Spec-1], the Student Success Specialist. Zed-1 will also be able to request to meet with Spec-1 at other times as needed.
- This intervention was selected with the goal of building, strengthening, and restoring relationships on campus. This is intended to provide the student with a voice, respect, and acceptance.

Support by Social & Emotional Learning:

- Zed-1 will participate in mentorship and/or after school lessons tailored to their needs, starting with a lesson on respect (towards others and themselves) on [date]. Zed-1 will complete the assignment and participate in a debriefing with a Student Success Advocate.
- This intervention was selected to intentionally teach Zed-1 self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Students will need these skills to navigate life as successful adults, so we must assist students with developing them.

Reintegration by Accountability:

- On [date] and [date], Zed-1 participated in Restorative Conversations with [teacher name—Teach 1] to discuss the events leading up to the incident, how Zed-1 was thinking and feeling at the time of the incident, who they impacted with their choices, and what they needed to do to make things right. Expectations for classroom behavior were clearly explained and Zed-1 had the opportunity to ask clarifying questions as necessary.
- We must set high expectations and provide support to hold students accountable for repairing and learning from the impact of their actions. Students must understand the impact of their choices, take responsibility, and work to repair the harm.

Restoration by Healing and Repairing Harm:

- On [date], Zed-1 elected to write a letter of apology to Teach-1, the teacher they cussed at in front of the class. The letter was sincere and addressed the situation thoroughly. The letter was shared with Teach-1.
- Zed-1 was offered the opportunity to sit down with Teach-1 to discuss the matter. Zed-1 declined at this time.

- We must identify the needs of all parties involved, address these needs, address the root cause of the behavior, rebuild impacted relationships/communities, and provide opportunities for the student to reflect on, heal, fix, and learn from their actions.

How will the interventions work together to provide the student with support to be successful?

The rules and expectations of behavior have been clearly explained to Zed-1. Zed-1 has had the opportunity to reflect on their actions and see the impact their choices have had on the educational environment. Zed-1 has talked about alternate ways of handling a similar situation in the future and has developed a plan to be better prepared for days when they come to school frustrated. Additionally, by providing Zed-1 with access to multiple staff members and opportunities to seek assistance, we are helping Zed-1 to see that there are many people on campus who care about them and their success. We want to ensure Zed-1 knows that they can come to any of us for help or assistance and we can help them work through their struggles.

Seeking a Change in Placement: No

Provide justification for removal - what interventions or supports are needed that are not available at this school site?

Principal's Signature: _____ Date: _____

WASHOE
Regional Mapping System

Home Basemaps Locations Scene

Search...

1090 BRESSON AVE

APN: 013-243-27 Tax Information

Owner: BOYS & GIRLS CLUB TRUCKEE MEADOWS

Corporate Area: RENO
Zip Code: 89502 Zip City: RENO
Tax District: 1000
Land use: 400
Land Zoning: PF
Utility: Water: Municipal, Sewer: Municipal
Square Ft.: 18160
Acreage: 2.400
Total Assessment: 681050
Bedrooms: 0
Baths: 0
Year Built: 1964
Subdivision: Not Available
Neighborhood: ALAQ

Related Parcel Information
Education District Information
Fire Related Information

lat: 39.51379 lon: -119.79296 s: 1128

Powered by Esri

WASHOE COUNTY, NEVADA 1961

SPACE LEASE AGREEMENT

THIS LEASE AGREEMENT (“Agreement”) is made as of this ____ day of _____, 2017, between *Boys and Girls Club of Truckee Meadows, a Domestic Non-Profit Corporation* (“Landlord”), and *Mater Academy of Nevada, a Nevada Public Charter School* (“Tenant”).

WITNESSETH:

WHEREAS, Landlord is the owner of certain improved real property commonly known as 2680 East Ninth Street, Reno, Nevada 89512 (the “Property”) and consisting of a building containing office spaces, classrooms, cafeteria, gymnasiums and open spaces (the “Building”) and surrounding parking lot, landscaped areas and internal walkways and bathrooms (the “Common Areas”).

WHEREAS, Tenant desires to lease a portion of the Building for operating a charter school, as more particularly described in Paragraph 4.2 below (the "Premises").

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Landlord and Tenant hereby agree as follows:

1. Lease of Premises.

The location of the Premises shall be that certain floor area in the Boys and Girls Club of Truckee Meadows, Donald W. Reynolds’ building (the "Building") located at 2680 E. 9th Street, Reno, Nevada highlighted in yellow in Exhibit “A” (the "Leased Premises"). The Leased Premises, subject to Landlord’s and Tenant’s mutual approval, may be moved from time to time during the Lease Term within the Building. Subject to the terms and conditions set forth in this Lease, Landlord hereby leases to Tenant and Tenant hereby leases from Landlord the Leased Premises.

2. Term.

The term of this Lease (the "Lease Term") shall commence on August 1, 2017 and shall continue for twelve (12) consecutive months. Tenant shall have the right to terminate this Lease for any reason or for no reason upon a sixth (6) month prior written notice to the other party.

The Lease can be extended on a year to year basis, subject to approval by the Landlord, provided that Tenant gives notice of renewal ninety (90) days before termination of existing Lease. The Lease amount will be increased by 3% of the previous year.

3. Rent.

3.1 Basic Monthly Rent. Tenant agrees to pay to Landlord an all-inclusive basic monthly rent (the "Basic Rent") at such place as Landlord may designate without prior demand therefore and without any deduction or offset whatsoever, the sum of:

THIRTEEN THOUSAND THREE HUNDRED AND THIRTY-THREE DOLLARS (\$13,333.00). Basic Rent shall be due and payable on the first day of each month.

a. If any payment is not made by the tenth day (10) following the due date of the payment, then there shall be added to the payment an amount equal to five (5%) of the payment as an agreed late charge on each and every month in which a payment is delinquent.

b. If payment is delinquent for thirty days (30), then Landlord shall have the right to pursue only those remedies permitted under state law.

3.2 Security Deposit. Upon the execution of this Lease, Tenant shall pay to Landlord the one month's Basic Rent as a Security Deposit. The Deposit is to secure Tenant's faithful performance of all terms and conditions of this Lease. The sum of the security deposit is THIRTEEN THOUSAND THREE HUNDRED AND THIRTY-THREE DOLLARS (\$13,333.00).

a. Should tenant default under any financial term or condition of this Lease, which default should continue after any notice as may be required by law or the terms and conditions of this Lease and not cured within the time frames established under such notice, said Security Deposit which the Landlord holds shall be automatically forfeited by the Tenant to the Landlord as damages in an amount equal to the lesser of (1) the amount of the damages and (2) the amount of the security deposit for failure of the Tenant to comply with the Lease, but said forfeiture shall not in any way reduce any of the obligations of the Tenant under and pursuant to the terms and conditions of this Lease for rent, taxes, insurance, repairs, maintenance or other obligations.

b. The Security Deposit will be credited as (a portion of) the last month's Basic Rent payment to the Landlord, if Tenant performs this Lease fully until the last month of the Lease.

c. The security deposit shall be returned to Tenant within thirty (30) days after the end of the Lease Term if it has not been applied to the last month's Basic Rent payment as indicated in paragraph 3.2(b).

4. Use of Premises.

4.1. Tenant shall use the Premises only in connection with its charter school business and for no other purpose without the prior written consent of Landlord. In connection with such use, Tenant shall comply with all statutes, laws, ordinances, governmental regulations and orders and municipal codes affecting Tenant's use of the Premises the maximum number of students shall not exceed three hundred (300).

4.2. Tenant and its employees, officers and business invitees shall have a non-exclusive right to use the areas shown in Exhibit A, the exact location of the rooms will be agreed upon by Landlord and Tenant, and agreed upon Common areas from AUGUST 1, 2017 thru AUGUST 1, 2018 from 7:00 a.m. until 2:00 pm. The Premises will be available to Tenant in accordance with Washoe County School District calendar year and will not include school breaks throughout the school year.

The downstairs offices, highlighted in Exhibit A, will be for the year and shall be available for use by Tenant during school breaks.

Landlord agrees to provide additional usage of areas within the Building based on availability and approval from Landlord's staff at the request of Tenant. Tenant agrees to modify use of assigned areas based on the needs of Landlord with proper notice and after mutual agreement. Tenant will have staff supervision when using the above named areas. Tenant maintains full responsibility for the safety and supervision of these youth during this time.

5. **Staff Requirements.** Tenant staff will be required to undergo a finger print back ground check and Tenant shall provide Landlord with certification that Tenant staff has satisfied this requirement.
6. **Supplies.** Supplies used by Tenant for daily instructions will be provided by Tenant and stored in the designated Tenant cabinet in each classroom, or a lockable rolling cabinet in the storage space provided upstairs or in the downstairs office.
7. **Meals.** Landlord agrees to provide cafeteria space for meals.
8. **Equipment Use.** Landlord agrees to let Tenant use Landlord's equipment when possible. In cases where Landlord cannot provide needed equipment, Tenant will provide their own equipment. Once Landlord agrees to let Tenant use Landlord's equipment, said equipment may be used by Tenant for the duration of the lease term unless Landlord provides Tenant with 60 days notice that said equipment will no longer be available for Tenant's use.
9. **Landlord Liability.**

Landlord shall not be liable for any damage or injury to the person, business (or the loss of income therefrom) or other property of Tenant caused by or arising out of the condition of the Premises or conditions arising in or about the Premises including, without limitation, caused by (a) fire, steam, electricity, water, or gas; (b) acts of God, including, without limitation rain and wind; and (c) the breakage, damage or leakage of pipes, sprinklers, wires, appliances or HVAC equipment, which Tenant hereby waives and releases Landlord of to the fullest extent permitted by law. The terms of this clause do not extend to Landlord's intentional malicious acts or to gross negligence. Notwithstanding any term or provision of this Lease to the contrary, the liability of Landlord for the performance of its duties and obligations under this Lease shall be limited to Landlord's interest in the Property and neither Landlord nor its officers, directors, or other principals shall have any personal liability under this Lease.

10. **Insurance.**

10.1 **Liability Insurance and Indemnity.** Tenant shall, during all terms hereof, keep in full force and effect a policy of public bodily injury and property damage liability insurance with respect to the Premises, with a combined single limit of not less than One Million Dollars (\$1,000,000.00) per occurrence. The policy shall name Landlord and any other persons, firms or corporations designated by Landlord and Tenant as insured, and shall contain a clause that the

insurer will not cancel or change the insurance without first giving Landlord ten (10) days prior written notice. Such insurance shall include an endorsement permitting Landlord to recover damage suffered due to act or omission of Tenant, notwithstanding being named as an additional "Insured Party" in such policies. Such insurance may be furnished by Tenant under any blanket policy carried by it or under a separate policy therefore. The insurance shall be with an insurance company rated "A" or higher by A.M. Best and a copy of the paid-up policy evidencing such insurance or a certificate of insurer certifying to the issuance of such policy shall be delivered to Landlord. If Tenant fails to provide such insurance, Landlord may do so and charge same to Tenant.

11. Default.

11.1. The following shall constitute events of default (individually, a "Default") under this Lease:

(a) Any failure by Tenant to pay any amount due under this Lease if such failure is not cured within ten (10) days following written notice from Landlord; or

(b) Any failure by Tenant to cure within thirty (30) days of delivery of written notice from Landlord any default in the performance of any other of the terms, conditions, obligations, or covenants of this Lease to be observed or performed by Tenant; or

(c) If Tenant abandons or vacates the Premises prior to the expiration or earlier termination of the Lease Term; or

(d) If (i) Tenant makes a general assignment or general arrangement for the benefit of creditors; or (ii) a petition for adjudication of bankruptcy or for reorganization or rearrangement is filed by or against Tenant and is not dismissed within thirty (30) days; (iii) a trustee or receiver is appointed to take possession of substantially all of Tenant's assets located at the Premises and possession is not restored to Tenant within thirty (30) days; or (iv) substantially all of Tenant's assets located at the Premises is subjected to attachment, execution or other judicial seizure which is not discharged within thirty (30) days.

(e) Any failure by Landlord to abide by the terms of this Lease Agreement.

11.2. In the event of a Default, both Landlord and Tenant, in addition to any other rights or remedies they may have at law or in equity, shall have the right to (a) recover all damages incurred by reason of Default; and/or (b) terminate this Lease.

12. Damage and Destruction; Condemnation.

12.1. In the event of the total or partial damage or destruction of the Premises by casualty or other cause, either party shall have the right to terminate this Lease. If all or part of the Building other than the Premises is so damaged or destroyed, Landlord shall have the right to terminate this Lease. If all or any portion of the Building is taken under the power of eminent domain or sold under the threat of that power, and if such taking materially and adversely affects Landlord's or

Tenant's use or enjoyment of the Building or the Premises, respectively, or the operation of their business therein, then either party so affected shall have the right to terminate this Lease. In any such case, Landlord shall have the right to receive and keep any and all insurance proceeds (other than paid to Tenant under a policy covering Tenant's personal property maintained by Tenant at Tenant's expense) and any condemnation award paid or payable in connection therewith, and Tenant shall have no right or interest thereto.

13. Miscellaneous Provisions.

13.1. Any notice required or permitted to be given under this Agreement shall be given by registered or certified mail, by overnight express, or by hand delivery to Tenant or Landlord at the addresses set forth as follows or to any other address of which notice of the change is given to the parties hereto, in accordance with the provisions hereof:

Landlord: Boys and Girls Club of Truckee Meadows
2680 E. Ninth Street
Reno, NV 89512

With a copy to: Leo P. Bergin, Esq.
McDonald Carano LLP
PO Box 2670
Reno, NV 89505

Tenant: Mater Academy of Nevada

With a copy to: Drinkwater Law Offices
5421 Kietzke Lane, Suite 100
Reno, NV 89511

Notices following the above procedures shall be deemed given when received or when delivery is refused as evidenced by the records of the delivering entity.

13.2. Landlord shall have the right to subordinate this Lease to any ground lease, deed of trust or mortgage encumbering the Property, any advances made on the security thereof, and any renewals or modifications thereof. Tenant shall cooperate with Landlord and any lender which is acquiring a security interest in the Property. Tenant shall attorn to any successor in interest of Landlord, provided that such successor shall not terminate this Lease, except pursuant to its terms and provisions.

13.3. Landlord shall be responsible for the overall maintenance and cleaning of the building. Consideration for which is included in the rent payment identified under section 3.1.

13.4 In the event of any action for breach of, to enforce the provisions of, or otherwise arising out of or in connection with this Lease, the prevailing party in such action, as determined by the court in such action, shall be entitled to receive its reasonable attorneys' fees and costs from the other party.

13.5 This Lease contains the entire agreement between the parties with respect to the subject matter hereof and supersedes all prior agreements between the parties with respect thereto, whether verbal or in writing. This Lease may not be altered, amended, changed, terminated or modified in any respect unless the same shall be in writing and signed by the party to be charged.

13.6 This Lease shall be construed in accordance with the laws of the State of Nevada. If any provision or part of this Lease shall be held by a court of competent jurisdiction to be invalid or prohibited, such provision or part shall be ineffective only to the extent of such invalidity or prohibition, without invalidating the remainder of such provision or part or the remaining provisions of this Lease.

IN WITNESS WHEREOF, Landlord and Tenant have executed this Lease effective as of the date first set forth above.

"Landlord"

"Tenant"

Boys and Girls Club of Truckee Meadows, a domestic non-profit corporation

Mater Academy of Nevada, a Domestic Non-Profit Corporation

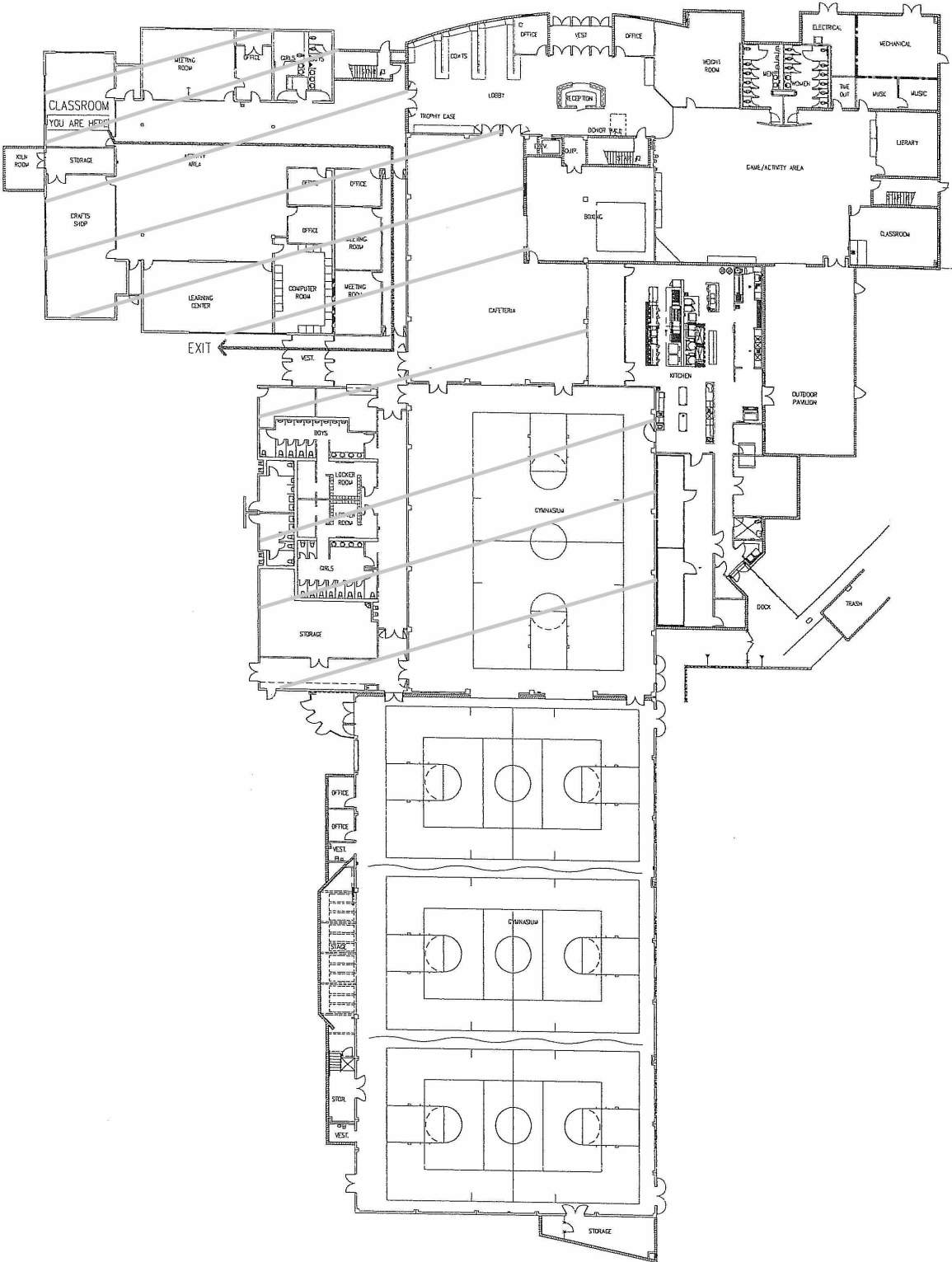
Mike Wurm, Executive Director

By: _____
Printed Name: _____
Title: _____

EXHIBIT "A"
LEASED PREMISES

DRAFT

Facility Attachment 6 - Floor Plan



City of Reno

Certificate of Occupancy

This certificate is hereby issued by the City of Reno, Nevada and indicates that at the time of issuance this structure was inspected and found to be in compliance with the adopted codes and ordinances of the City regarding building construction or the use for the following:

Building Address 2680 E 9TH ST Building Permit Number BLD19-06339
Edition of Code 2018 Building Code International Building Code Zoning Public Facility
Type of Construction III-B Fire Sprinklers Yes Fire Alarms Yes
Occupancy Group E Occupancy Use EDUCATION
Owner of Building BOYS & GIRLS CLUB TRUCKEE MEADOWS
Address 2680 E 9TH ST, RENO, NV 89512
Current Tenant MATER ACADEMY OF NORTHERN NEVADA Contractor DIANDA CONSTRUCTION INC



By Aurile Arulanantham
Date 02/19/2020

Community Development Department
Building Official



PLEASE POST IN A CONSPICUOUS LOCATION

This certificate of occupancy does not create an express or implied warranty or guarantee