



**Las Vegas Collegiate Charter School  
Request for Amendment -  
Attachments  
June 10, 2021**



<b>Table of Contents</b>	
	<b>Page #</b>
Amendment Request Narrative	3
<b>ATTACHMENTS</b>	
Attachment 1: Good Cause Exemption Letter	47
Attachment 2: Board Minutes	49
Attachment 3: Commitment of Funds	52
Attachment 4: Budget	54
Attachment 5: Staffing and Enrollment Worksheet	61
Attachment 6: Year 1 Operational Execution Plan	68
Attachment 7: Facility Plans	74

# 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: **Las Vegas Collegiate Charter School**

Date Submitted: June 10, 2021

Current Charter Contract Start Date: July 1, 2021

Charter Contract Expiration Date: June 30, 2027

Key Contact: Biante' Gainous

Key Contact title: Executive Director

Key Contact email and phone: 702-762-2254 bgainous@lvccs.org

Date of School Board approval of this application: Tuesday December 15, 2020

### Deadlines

	Spring Cycle	Fall Cycle
Notice <sup>1</sup> 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

*RFA application processing includes an initial high-level completeness followed by an ongoing completeness check as specific, relevant sections of the application are reviewed in detail.*

*Red text indicates updates or points of emphasis.*

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<sup>1</sup> 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.  [Change of Incorporation Status](#)
14.  [Other changes](#)

## Contents

Section I: Standard RFA Requirements .....	4
<b>A) EXECUTIVE SUMMARY .....</b>	<b>4</b>
<b>B) MEETING THE NEED .....</b>	<b>10</b>
<b>TARGETED PLAN .....</b>	<b>10</b>
<b>GROWTH RATE AND RATIONALE .....</b>	<b>10</b>
<b>PARENT AND COMMUNITY INVOLVEMENT .....</b>	<b>11</b>
<b>C) ACADEMIC PLAN .....</b>	<b>11</b>
<b>MISSION &amp; VISION .....</b>	<b>12</b>
<b>CURRICULUM &amp; INSTRUCTIONAL DESIGN.....</b>	<b>12</b>
<b>SCHOOL STRUCTURE: CALENDAR AND SCHEDULE.....</b>	<b>14</b>
<b>DISTANCE EDUCATION .....</b>	<b>14</b>
<b>PRE-KINDERGARTEN PROGRAMS .....</b>	<b>15</b>
<b>(All Operators Currently Operating or Proposing to Operate Pre-K) .....</b>	<b>15</b>
<b>HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS .....</b>	<b>15</b>

**SPECIAL POPULATIONS .....16**

**Special Education .....16**

**Staffing.....17**

**D) FINANCIAL PLAN.....17**

**E) OPERATIONS PLAN .....20**

**LEADERSHIP FOR EXPANSION .....21**

**STAFFING .....22**

**HUMAN CAPITAL STRATEGY .....22**

**SCALE STRATEGY .....23**

**STUDENT RECRUITMENT AND ENROLLMENT .....24**

**BOARD GOVERNANCE .....27**

**INCUBATION YEAR DEVELOPMENT .....28**

**SCHOOL MANAGEMENT CONTRACTS .....29**

**SERVICES .....30**

**ONGOING OPERATIONS .....31**

**Section II: SPECIFIC RFA SECTIONS .....31**

**RFA: Academic Amendments .....31**

**1. RFA: Add Distance Education .....31**

**2. RFA: Add Dual-Credit Program .....33**

**3. RFA: Change Mission and/or Vision .....33**

**4. RFA: Eliminate a grade level or other educational services .....34**

**5. RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO .....34**

**a) School Management Contracts .....34**

**6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities .....37**

**7. RFA: Enrollment: Expand Enrollment in New Grade Level(s) .....38**

**Facility RFAs.....38**

**8. RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320) .....38**

**9. RFA: Occupy New or Additional Sites (NAC 388A.315) .....39**

**10. RFA: Occupy a Temporary Facility .....39**

11.	<b>RFA: Relocate or Consolidate Campuses</b> .....	39
	<b>General Facility RFA requirements</b> .....	39
	<b>Facility RFA Attachments required</b> .....	41
12.	<b>RFA: Transportation</b> .....	42
13.	<input type="checkbox"/> <b>Change of incorporation status</b> .....	Error! Bookmark not defined.
14.	<b>RFA: Other Changes</b> .....	43

## 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**

Las Vegas Collegiate Charter School (“Las Vegas Collegiate”) is a kindergarten through fifth grade charter school that will educate 486 scholars at full capacity in the 2026-27 school year. Las Vegas Collegiate will serve the Historic West Side community (89106), beginning with kindergarten and first grade, growing one grade level until full enrollment.

Las Vegas Collegiate is governed by a Board of Directors (“Board”) that maintains active and effective governance of the school as the school is preparing to open. The Board is a group of high-capacity professionals with diverse backgrounds and skillsets committed to the mission of providing an excellent education for scholars of the Historic Westside. The Las Vegas Collegiate Board fully understands their responsibility for accountability through its oversight of the academic, financial, and organizational health of Las Vegas Collegiate. The current Board consists of the same individuals identified in the original charter application:

<b>Board Members</b>		
<b>Member Name and Position</b>	<b>Experience</b>	<b>Qualifications</b>
David Blodgett Board Member	Founder and Executive Director Nevada Prep Charter School	Mr. Blodgett brings direct experience founding and leading the work of launching a new charter school.
Leland Brandon <b>Board Vice Chair</b>	Vice President American Heart Association - Southern Nevada.	Mr. Brandon brings a wealth of knowledge in community outreach and development. His experience as a successful entrepreneur provides insight into best strategic planning practices; he has lived in Las Vegas for 50+ years.
Brent Erwin <b>Board Treasurer</b>	Senior Vice President of Finance Capriotti’s Sandwich Shop	Mr. Erwin has 10 years of financial experience. Mr. Erwin brings to the table expertise in financial strategy and management. Mr. Erwin has demonstrated a commitment to the success of our communities through various philanthropic ventures.
Maliq Kendricks Board Member	Law Clerk Eighth Judicial District Court	Mr. Kendricks holds a Master’s in Education and a Juris Doctorate and brings a unique perspective to the team as an educator and he brings an understanding of compliance.

Dwight Sanders Board Member	Leadership Coach TNTP	Mr. Sanders has over 10 years of school leadership experience. He brings to the team extensive experience in education with strength in coaching and development.
Jill Schreidl <b>Board Chair</b>	Education Specialist Pearson	Ms. Schreidl holds two educational degrees, Ms. Schreidl brings to the team experience as a classroom educator and extensive experience as a development coach supporting growth and development of educators, increasing student academic scores.
Kathleen Simon Board Member	Vice President of Finance Influential Network, Inc.	Ms. Simon brings a wealth of knowledge in the field of finance. She holds a Bachelor's of Science in Accounting with 8 years of experience managing large Fortune 500 accounts.
Lauren Torre <b>Board Secretary</b>	Public Defender District of Nevada US District Court	Ms. Lauren Torre holds a Juris Doctorate and brings to the team a background in legal expertise and demonstrated commitment to community outreach through former work and volunteer experiences.

Bianté Gainous, Lead Founder and Executive Director, is a former Fellow with Building Excellent Schools (“BES”). Early in her professional career, Ms. Gainous served as Executive Administrator to the Chair of the Baltimore City Delegation before joining Teach for America and becoming a certified elementary educator. Her highly effective track record afforded her additional roles and responsibilities such as coaching new teachers and completing a principal residency that allowed her, along with course work, to acquire her Administrator endorsement. In the BES Fellowship Ms. Gainous participated in a rigorous, comprehensive training program focused on urban charter school development and leadership. Ms. Gainous holds a B.A. in Psychology from Hampton University, an M. ED from Johns Hopkins University, and is currently working to complete her doctoral dissertation in Educational Leadership.

## 2. Statement and overview of the mission and vision

**Mission.** Within an academically ambitious, individually supportive, values-based community, Las Vegas Collegiate Charter School prepares kindergarten through fifth grade scholars to thrive in middle and high school, excel in the career of their choice, and lead within our communities.

**Vision.** Regardless of demographics, we believe that all children can achieve at high levels when classroom instruction is strong, school culture is achievement-oriented, supports are targeted through the use of data, and joy and values are infused throughout the school community. We will provide an academically ambitious, college preparatory K-5 charter school that prepares kindergarten through fifth grade scholars to thrive in middle school, high school, college, and life. To deliver on this mission, we offer an extended school day and year, a prioritized focus on literacy and mathematics mastery, an extensive professional development program and assessment system with data-driven action planning, and a values-rich school culture and enrichment program that ensure scholars grow into young leaders with the moral compass to build school and life success.

Las Vegas Collegiate will give families in Las Vegas’ Historic Westside the ability to choose a high-quality, elementary, public school designed to prepare their children for entrance to middle school, the high school of their choice, and access to participation in honors and advanced placement college preparatory high school coursework. Scholars will have a clear picture of what college looks like and will be able to articulate why and how their acceptance and graduation is critical to their life trajectory. They will have the foundational content knowledge, skills, and test scores that position them to build a strong transcript when they reach high school, that will open college doors, along with the character values for lifelong success and positive leadership in the many communities in which they will live, work, and contribute.

Las Vegas Collegiate will open with 81 scholars in Kindergarten and 81 scholars in first grade; fully enrolled in all grades K-5 2026 with 486 Las Vegas Collegiate scholars receiving a public education that ensures that they are (1) reading on or above grade level by grade three as measured by state and national assessments, (2) responding to rigorous grade level text as measured by those same assessments, and (3) have the literacy foundations of fluency, comprehension, and expression and the numeracy foundations of conceptual understanding and accuracy of application to understand, analyze, and compute, putting them on the path to college.

At the center of our vision are four guiding beliefs: (1) High-quality curriculum, paired with high-quality teaching, drives academic achievement. (2) Data consistently informs classroom instruction and individualized supports. (3) A warm, demanding, valued-based culture of excellence promotes school and life success. (4) Schoolwide leadership development promotes student growth and community enrichment.

### 3. Specific statement of the request

(Example:) “The Board of the above-named charter school, operating under a current contract with a start date of July 1, 2021 and a six-year expiration date of June 30, 2027 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): \_\_\_\_\_

(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.

Last year, the world experienced a pandemic that impacted daily operations in all sectors. Due to the uncertainty of the impact, Las Vegas Collegiate made the tough decision to delay opening by one year. As the world is not completely beyond the pandemic, the residual effects have continued to cause trials and tribulations. The timeline delays and increased costs that have resulted as of COVID-19 put Las Vegas Collegiate in a situation of not being able to secure a facility for the 2021-2022 school year. While many options were exhausted, none were able to come to fruition.

At this time, Las Vegas Collegiate is requesting to extend our opening by a year, to begin in the 2022-23 school year as times have been unprecedented. The extended timeline will allow us additional time to locate a facility to support year 1 operations. As COVID restrictions begin to relax, we will be able to accomplish more tasks pertaining to securing a facility that we were not able to complete during COVID as offices and business all across the country were closed or severely delayed in operational processing. To ensure effectiveness, Las Vegas Collegiate has partnered with an experienced facility developer to support our efforts. To date, the facility developer has done extensive work in the community to find a facility that can support housing a school. At present, Las Vegas Collegiate has exhausted all possible facility options within the 89106 zip code and are seeking approval to expand our territory to be able to secure a facility up to 4 miles from 89106.

We have identified 14 locations within a 4-mile radius of 89106. 8 of those locations are within a mile and a half. Las Vegas Collegiate has every intention to choose a facility that is the closest possible option to 89106. However, we are requesting the 4-mile radius for flexibility to secure a facility during these unprecedented times. Our increased radius will allow us to make timely decisions regarding a facility without needing to readdress the board for approval and thus impacting facility procurement, as amendment submissions delay the timeline of being able to execute decisions made in efforts to acquire the facility. We will work very closely with Authority staff to ensure we are investigating facilities that are favorable to the Board.

While the request is for a 4-mile radius, Las Vegas Collegiate remains committed to our identified community of 89106. Given our commitment, we have budgeted funding to pay for a bus that will support transportation. The bus can, and is expected to, transport 70% of Las Vegas Collegiate scholars. Additionally, we remain a close partner of the Agassi Boys and Girls Club and will develop a plan that includes transportation, ensuring we get students to and from school safely and on time each and every day.



Las Vegas Collegiate believes that transportation is a key component of providing access to high quality educational options. Currently, in our target community, there is a lack of high-quality educational options. By ensuring that we strategically place bus stops in 89106 we will provide the access that is currently lacking.

Additionally, we are requesting an amendment to our grade levels. With the same student enrollment projections of 162, we are seeking approval to adjust the grade level mapping. We are asking for approval to serve 3 kindergarten classrooms, 2 first grade classrooms, and 1 second grade classroom to ensure we are still able to accommodate the parents that are looking forward to sending their child to Las Vegas Collegiate. This request to add a classroom of second grade has no impact on the enrollment numbers, academic model, the staffing plan, or the budget. Scholars and families will receive all components of the originally proposed program.

**5. Description of proposed target model and target communities**

Las Vegas Collegiate is not proposing a new target model or community. The educational model and intended community remain the same as described in the original application.

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

Las Vegas Collegiate is not seeking a network of campuses. The school will still serve the same population, relocating within 1 mile of the originally proposed zip code, with free bus access for families.

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

The educational model of Las Vegas Collegiate remains the same as described in the original charter application and is not seeking expansion at this time.

**Model.** To provide an excellent K-5 educational option to families and scholars residing in 89106 who do not currently have access to one, we will strategically target economically disadvantaged, majority African American and Hispanic scholars residing in the Historic Westside community. The goal of Las Vegas Collegiate is not to simply outperform neighboring schools and those with similar demographics. Rather, it is to prepare scholars from 89106 to be able to demonstrate some of the strongest academic outcomes in our state and to position our scholars to ultimately compete with peers here in Nevada and from across the country. By closing the achievement gap in our community and across all subgroups, we will simultaneously close the economic and opportunity gap faced by so many of our families. Driven by our ambitious mission and priorities aligned to the State of Nevada’s and Clark County’s academic priorities, specifically Nevada’s Read by Grade 3 priority, we know that mission success requires a strong academic foundation that prioritizes literacy. The proposed school model is directly informed by several high performing schools across the country.

Core Components of the Las Vegas Collegiate Charter School Model	
Prioritized Focus on Literacy	With 180 daily minutes of literacy instruction, we engage scholars across multiple modalities.; Guided Reading, Phonics, Writing, Read Aloud, Daily Intervention, and Blended Learning.
Daily Small Group Learning	With 9:1 scholar to teacher ratio in Guided Reading, Phonics, and Math, teachers target scholars on the same instructional level and provide immediate feedback for remediation/ acceleration.
Daily Individualized Interventions	With 45 minutes of individualized learning and Blended Learning in classroom-based computer stations, we focus on skill-based needs to close gaps and accelerate learning.
Expanded Focus on Mathematics	With 105 minutes of daily Math instruction, we develop critical thinking/conceptual understanding and accuracy of application. Taught in small groups, lessons include Math Stories, Automaticity (timed math drills), Independent Practice, Intervention, and Blended Learning.
Science Instruction	With 45 minutes of daily Science instruction, curriculum is aligned to the Nevada Academic Content Standards for Science and provides hands-on exploration in complex science topics.
Social Studies Instruction	With 45 minutes of daily Social Studies instruction in grades 3-5 and taught in a Blended Model in K-2 as part of our literacy program focused on non-fiction reading, our Social Studies curriculum is modeled after the high-achieving, Achievement First network of charter schools.
Schoolwide Focus on Immediate Action Planning Assessments Data	With 30 days of professional development including 5 days of data analysis and action planning and 3 weekly hours of teacher training including analysis of scholar work, we focus on where students are throughout the year and what we need to do to reach our goals.
Frequent, Systematic, and Mission-Focused Family Communication	With 23 annual family events aligned to our mission and academic goals, and ongoing, systematic touch points between school and home on academics and behavior, we work proactively with families to ensure reading readiness by grade three and a measurable foundation for college readiness before leaving elementary school.

**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.**

We believe that to support a safe, structured, and joyful school culture, it is vital to incorporate key restorative practices to best support our scholars. Restorative practices focus on making positive connections between staff and scholars, which create a more positive learning environment and allows for more productive outcomes when teachers address scholar misbehaviors. While it is natural for scholars not to want to be addressed for behavior, if a consequence is given, restorative practices allow for the relationship between the teacher and scholar to be quickly repaired. When implemented effectively, restorative practices create a positive school culture where scholars feel supported.

Las Vegas Collegiate establish practices such as these to ensure effective principles live in the fabric of our school:

- Teacher interventions when addressing scholar behavior
- An in-class reflection space for restorative conversations between teachers and scholars to be used after scholars have completed their in-class reflection
- Restorative conversations between the School Leadership (Dean of School Culture beginning in year 3) and a scholar to be used if a scholar has been removed from class

All staff will be trained on these approaches in summer professional development. Throughout the school year, staff will be observed for how effectively they are implementing these strategies and we will use weekly professional development as needed to address ways to be more effective. While staff will be trained in the summer on these practices, we will also spend time in our hiring process to identify if a candidate is aligned to restorative practices and will have candidates practice role play scenarios related to addressing scholar management situations to see if they are receptive to and capable of implementing these practices.

We will implement a system that supports every scholar and maintains a safe, orderly learning environment. It will include restorative practices and common-sense consequences that allow scholars to reflect on their behaviors and make productive choices to get back to learning. Our teachers will be trained to identify off-task behaviors immediately and implement least invasive forms of intervention to quickly get scholars back on track without a consequence. If a scholar is continuing to struggle in class, they will be asked to sit at a reflection desk in the classroom where they will have a few minutes to calm down and reflect. The teacher will have a restorative conversation with the scholar to ensure that they are ready to rejoin the class and be productive. These strategies allow for most of our student management to occur within the classroom and will not unnecessarily lead to missed instructional time. If a scholar has to be removed from class, they will reflect on their behavior with a member of leadership before having a restorative conversation. The member of the leadership team will escort the scholar back to class, oversee a quick restorative conversation with the teacher who is excited to welcome the scholar back, and then the scholar will rejoin. The combination of calm, positive teacher tone and logical consequence system ensures that behaviors are addressed, scholars are able to get back to learning quickly, and minor issues aren't escalated into major consequences.

Las Vegas Collegiate takes equality, in every sense, very seriously. Each scholar will be addressed as an individual, subject to consequences be they positive or negative, equally. As a culturally responsive campus, all staff will participate in equity and inclusion training and ongoing professional development as needed throughout the year to mitigate implicit bias and raise conscious awareness of biases we may have. We will disaggregate data based upon racial, ethnic, gender, and other subgroups (special education, ELL status) to ensure we are tracking the trends and impact of our discipline practices. As we become aware of trends or implicit bias, we will address the issue directly, ensuring students are treated equally and fairly.

**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.**

Las Vegas Collegiate currently engages in comprehensive recruitment efforts. Our goal is to ensure that our scholar demographics match that of the community we serve. As such, we anticipate a 12% special education population, 26% ELL scholars, and 94% economically disadvantaged families. Schools all across the state of Nevada typically have a higher population of white children. Las Vegas Collegiate will diversify our population serving at minimum 50 percent children of color. To achieve this, we engage many diverse families. Each year, we will share publicly the opportunity for families to enroll. We currently, and will continue to, publicize our school through social media accounts, radio stations, and printed materials. We set-up tables at local organizations and events. We will leverage our partnership with local community organizations such as the Boys and Girls Club to share information with families and host enrollment events. We connect with local head starts to increase parent awareness and share with them the opportunity to enroll their child. Similarly, we leverage social media to engage with parent groups such as those that advocate for students

with disabilities or English Language Learners. We are committed to supporting the needs of all scholars and recognize that the work begins with ensuring that parents know that Las Vegas Collegiate is an option for their child.

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

Las Vegas Collegiate's values, approach, and leadership remains the same as described in the original application. We are driven by our **PRIDE** values - **Partnership, Resourcefulness, Integrity, Determination, and Enthusiasm**. We offer an extended day, literacy-prioritized, data-driven school that will establish the foundation of reading and college readiness for scholars in grades K-5. The Founding Board and Executive Director bring a broad set of professional skills and expertise, including charter school start-up in Nevada and respected instructional leadership in urban education, as well as the national support of BES and the local support of multiple organizations, including the financial commitment of the Walton Family Fund.

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

Supporters, partners, and resources that will contribute to Las Vegas Collegiate's success remain the same as described in the original application. The Founding Team is grateful for the strong support of local families, business owners, non-profits, and other educational organizations here in Las Vegas. We bring the local partnership of the Boys and Girls Club of Southern Nevada which has fully supported our community outreach over the last year through hosting multiple events for us and will continue to support enrollment through additional events. We bring the support of Teach For America, Democracy Prep Charter School, the Achievement Network, Opportunity 180, and several well-respected school leaders. We bring the partnership of EdTEc which has worked closely with us in the development of our fiscal plans and which we are utilizing as the school's back-office provider. We are supported by the national non-profit BES which has trained Ms. Gainous and will support the success of the Founding Team, Founding, Leader, and school throughout the first three years of start-up. Finally, the community itself remains and will continue to be a significant partner.

## ***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 any closed section(s) below, put your cursor on the left side of a heading below and click the triangle ( ▲ ) left of that heading.**

## **Section II: 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.

**NO CHANGE:** Las Vegas Collegiate is dedicated to serving the 89106-community due to its lack of access to a high-quality elementary school and the community’s desire for such a school and will continue to do so given the location adjustment. We have budgeted appropriately to secure busing to ensure transportation is not a barrier for the parent and families who have expressed interest in Las Vegas Collegiate to date.

- (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.

**NO CHANGE** from original application

### **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).
  - 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.

**NO CHANGE** from original application

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

Examples may include:

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

**NO CHANGE** from original application

- (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.

**NO CHANGE** from original application

## **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.

**NOT APPLICABLE (N/A)**

- (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?

**NO CHANGE** from original application

- (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.

**NO CHANGE** from original application

- (4) Discuss the community resources that will be available to students and parents at the expanded school. Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school’s core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as an **Attachment** \_\_,

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

**NOT APPLICABLE (N/A)**

- (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?

**NO CHANGE** from original application

- (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.

**NOT APPLICABLE (N/A)**

### **Section III: 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.

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

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

**NO CHANGE** from original application

#### **CURRICULUM & INSTRUCTIONAL DESIGN**

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

- (1) Historical Performance

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

**NOT APPLICABLE (N/A)**

(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.

**NO CHANGE** from original application

(3) Performance Management

- a) **Measuring Progress:** Describe the school’s approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole.
  - a. What performance management systems, processes, and benchmarks will the school use to formally assess this progress?
  - b. Explain how the school addresses underperformance and describe the corrective action plan procedures.
- b) **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.
- c) **College Readiness (HS Only):** Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.
- d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?
- e) **Compliance:** Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at [http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment\\_Template.xlsx](http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment_Template.xlsx)) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.
- f) **Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed

discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.

- g) **Remediating Academic Underperformance:** Describe the school's approach to help remediate students' academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1 of the expansion, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?
- h) **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model.
- i) **Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?
- j) **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.
- k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

**NO CHANGE** from original application

## **SCHOOL STRUCTURE: CALENDAR AND SCHEDULE**

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

**NO CHANGE** from original application

## **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.

**NOT APPLICABLE (N/A)**

## **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/](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.

**NOT APPLICABLE (N/A)**

## **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.

**NOT APPLICABLE (N/A)**

## **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.

**NO CHANGE** from original application

## **Special Education**

- (1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.
- (2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?
  - a) (*Elementary Schools Only*) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?
  - b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?
- (3) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?
  - a) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least

restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.

- (4) Enrollment: Describe the school’s strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?
- (5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

**NO CHANGE** from original application

## Staffing

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

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

**NO CHANGE** from original application

## 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.

Our proposed amendment has required us to update the budget to ensure all aligned costs for the facility. Las Vegas Collegiate has developed and maintains financial policies and procedures that ensure sound internal controls, fiscal responsibility, and accountability in accordance with Generally Accepted Accounting Principles (GAAP). We follow all relevant laws and regulations that govern Charter Schools in Nevada. **Accounting.** Las Vegas Collegiate has established an accounting system comprised of the methods and records used to identify, assemble, classify, record,

and report accounting transactions. The methods are set up to: (1) identify and record all of the organization's transactions, (2) verify that recorded transactions actually took place, (3) describe the transactions in enough detail to allow classification for financial reporting, (4) ensure transactions are recorded at the appropriate amounts, (5) indicate the time period in which transactions occurred in order to record them in the proper accounting period, and (6) ensure that transactions were properly authorized. **Purchasing.** Las Vegas Collegiate records expense on an accrual basis of accounting, consistent with GAAP. By the adoption of the operating budget by the Board of Directors, the Executive Director becomes responsible for, and generally authorized to, expend the amounts budgeted. While a capital budget may be approved, the Executive Director's expenditure authority, in accordance with our proposed Financial Policies, limits purchasing in excess of \$10,000 per transaction. Commitments for expenditures exceeding this amount must have the co-signature of either the Board Treasurer or the Chairperson of the Board. Any purchase of over \$75,000 will require Las Vegas Collegiate to submit an RFP and identify the best value contractor, taking into account quality, performance, and price. **Payroll.** Las Vegas Collegiate's payroll process will be performed by a third-party service provider, to be determined during our planning year. **Required Annual Audit.** Financial statements will be audited annually by an independent audit firm selected by the Board on the recommendation of the Finance Committee. The audit will include, but is not limited to, auditing the accuracy of the school's financial statements, the attendance accounting and revenue accuracy practices, and the school's internal controls. For more details on the annual audit, please see question 4 of this section. The internal financial controls are detailed below. **Segregation of Duties.** A hierarchical structure of authority and responsibility has been developed. Tasks are divided and allocated to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). This protects the school from any potential fraud or misappropriation of funds. **Document Control.** In order to ensure that all documents are captured by the accounting system, all documents must be initialed and dated when recorded and then filed appropriately. **Records Retention.** To provide an accurate and auditable record of all financial transactions, the school's books, records, and accounts are maintained in conformity with GAAP. Records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, if applicable, and other legal needs as may be determined. Record retention requirements are reviewed annually with legal counsel and independent auditors to determine any necessary changes. **Processing Controls.** These are designed to identify any errors *before* they are posted to the general ledger. Common processing controls are the following: (1) Source document matching; (2) Clerical accuracy of documents; and (3) General ledger account code checking. **Reconciliation Controls.** Designed to identify any errors *after* transactions have been posted and general ledger has been run, the process involves reconciling selected general ledger control accounts to subsidiary ledgers. **Security of Financial Data.** Accounting software is accessible only to the Executive Director, Dean of Operations, and third-party service provider. Individual ID codes and passwords are in place for every user and limit their access and functionality depending on their role within the school. All other hard copies of financial data, when not in use, will be secured in a locked closet or cabinet at the school. **Risk Assessment.** Our risk assessment process is designed to identify, analyze, and manage risk relevant to preparation of accurate financial statements. This includes mitigating risks involving internal and/or external factors that might adversely affect the ability to properly record, process, summarize, and report financial data.

- 2) Depending on the type of RFA requested, staff may require applicant to submit additional documentation regarding the potential fiscal impact of proposed changes. Fiscal impact documentation is required for all facility acquisition/construction RFAs.
- 3) **Attachment 4.** Present a budget including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
  - a) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of **Attachment 3**. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
  - 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.

- 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.
  - d) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
  - e) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
- 4) Submit a completed financial plan for the proposed school as an **Attachment 4** (the format of this is left to the applicant’s discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school’s business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
- 5) Submit, as an **Attachment N/A**, 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).

**NOT APPLICABLE (N/A)**

- 6) Provide, as an **Attachment N/A**, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.

**NOT APPLICABLE (N/A)**

- 7) Complete the audit data worksheet in **Attachment N/A**. 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 N/A**.

**NOT APPLICABLE (N/A)**

- 8) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school’s fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

**NOT APPLICABLE (N/A)** The included budget for Las Vegas Collegiate is not inclusive of any revenue raised through fund development therefore making this question non-applicable.

- 9) 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 Board will create a minimum of four standing committees: Governance, Finance, Academic, and Development. The Finance Committee is convened by and reports to Board. It has responsibility for: working with Executive Director to create upcoming fiscal year budget; presenting budget recommendations to Board; monitoring implementation of approved budget on regular basis (monthly) and recommending proposed budget revisions; recommending to the Board appropriate policies for management of organization’s assets. The Finance Committee is assisted by Executive Director and back-office provider as needed. Responsibilities include (1) Reviewing and recommending to the Board approval of

annual budget for charter school in collaboration with Executive Director and Dean of Operations. (2) In collaboration with Executive Director, review, and recommend to Board for approval and annually revise, three-year financial forecast and long-range financial plans based on forecast. (3) Review grant proposals when required by funders, and when necessary, recommend action by Board. (4) Review all non-budgeted expenditures over set dollar amount to be determined by Board and recommend action to Board. (5) Annually submit objectives as part of planning and budgeting process. (6) Annually evaluate work as committee and objectives it has committed itself to and report on same to the Board. (7) Arrange annual audit with submission of same to Board. (8) Report to Board at regular Board meetings in manner determined by Board.

## 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?

**NOT APPLICABLE (N/A)**

### 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
- (b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.
- (c) Identify any Board development requirements relative to the organization’s governance needs at each stage of growth.
- (d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.

**NO CHANGE** from original application

### 3. Organization charts and decision-making authority:

- (a) Provide the following organizational charts:
  - (i) Current
  - (ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)
  - (iii) Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

The organization charts should represent all national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an education management organization or other management provider,

clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable*.

**NO CHANGE** from original application

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 N/A**).
- b) Resumes of all current leadership (provide as an **Attachment N/A**).
- c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment N/A**).

**NO CHANGE** from original application

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.

**NOT APPLICABLE (N/A)**

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 N/A**).

**NO CHANGE** from original application

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

**NO CHANGE** from original application

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

**NO CHANGE** from original application

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

**NO CHANGE** from original application

## **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 N/A**). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
- c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment**

N/A) 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.

**NOT APPLICABLE (N/A)**

## 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	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
<b>Management Organization Positions</b>						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						

**NO CHANGE** from original application

## HUMAN CAPITAL STRATEGY

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

- a) **Recruitment:** Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.
- b) **Leadership Pipeline: Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:**
- 1) How the school plans to identify leadership internally and externally;
  - 2) Who will be responsible for hiring leaders;
  - 3) Formal and informal systems that will prepare leaders for their responsibilities;
  - 4) The school’s philosophy regarding internal promotions;
  - 5) The timing for identifying leaders in relation to the launch of a new campus; and,



- 6) Internal or external leadership training programs.
- c) **Professional Development:** Identify the school’s plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.
- d) **Performance Evaluations and Retention:** Identify the school’s approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?
- e) **Compensation:** Explain the board’s compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.

**NO CHANGE** from original application

**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.
- b) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.
- c) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.
- d) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.
- e) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in **Attachment N/A**. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.
- f) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

**NOT APPLICABLE N/A**

Function	Mgmt Org Decision-Making	Network Leader Decision-Making	Board Decision-Making	Campus Leader Decision-Making
Performance Goals				
Curriculum				
Professional Development				
Data Mgmt & Interim Assessments				

Promotion Criteria				
Culture				
Budgeting, Finance, and Accounting				
Student Recruitment				
School Staff Recruitment & Hiring				
HR Services (payroll, benefits, etc.)				
Development/ Fundraising				
Community Relations				
IT				
Facilities Mgmt				
Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

## 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.

- g. 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.

**NO CHANGE** from original application

- h. 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.

**NOT APPLICABLE (N/A)**

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

**NO CHANGE** from original application

- j. 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.

**NO CHANGE** from original application

- k. 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.

**NO CHANGE** from original application

- l. 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?

**NO CHANGE** from original application

- m. 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?

**NO CHANGE** from original application

- n. Complete the following tables for the proposed school to open in 2022-23. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2021 and fall 2022.

Las Vegas Collegiate is requesting an amendment to enrollment to the grade level scale. We will begin with 6 classrooms, 3 kindergarten and 2 first grade, and 1 second grade; 27 scholars each for a total of 162 scholars. We will grow by three classrooms (81 scholars) each year until we reach full enrollment.

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

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					
	2022-23	2023-24	2024-25	2025-26	2026-27	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					
	2022-23	2023-24	2024-25	2025-26	2026-27	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					
	2022-23	2023-24	2024-25	2025-26	2026-27	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.

**NO CHANGE** from original application

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.

## NOT APPLICABLE (N/A)

- 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.

## NOT APPLICABLE (N/A)

## 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.”**

- o. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- p. 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.
- q. Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment N/A**). 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.
- r. Provide, as part of **Attachment N/A**, 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.
- s. 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?
- t. 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.
- u. 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?

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

**NO CHANGE** from original application

Goal	Purpose	Outcome Measure

**INCUBATION YEAR DEVELOPMENT**

- aa. 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 6**.
- bb. 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.
- cc. 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.

**SEE ATTACHMENT 6**

## 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) or charter management organization (CMO).

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

of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

8. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

**NOT APPLICABLE (N/A)**

## **SERVICES**

9. Provide **Attachment** N/A describing how the school leadership team will support operational execution.

**NO CHANGE** from previous amendment

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.

**NOT APPLICABLE (N/A)**

11. In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.

- i. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

**NO CHANGE** from previous amendment

- ii. Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

**NO CHANGE** from original application

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

**NO CHANGE** from original application

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

**NO CHANGE** from original application

- v. Other services

**NO CHANGE** from original application

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.

**NO CHANGE** from original application

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.

**NO CHANGE** from original application

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.

**NO CHANGE** from original application

15. Provide, as an Attachment 6, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

**SEE ATTACHMENT 6**

## **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?

**NO CHANGE** from original application

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.

**NO CHANGE** from original application

## **Section IV: SPECIFIC RFA SECTIONS**

### **RFA: Academic Amendments**

#### **1. RFA: Add Distance Education**

- a. Executive Summary
  - i. An overview of the mission and vision for the expanded school or network, noting any revisions to the approved mission and vision for the school relating to the addition of a distance education program.
  - ii. A list of the current school campuses
  - iii. Proposed model and target communities by zip code
  - iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.
  - v. The key components of your educational model and how the distance education program aligns with the educational model.
  - vi. Key supporters, partners, or resources that will contribute to the distance education program
- b. Targeted Plan
  - i. Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.
  - ii. Explain how your distance education model, and the commitment to serve the population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.
- c. Distance Education Requirements
  - i. Describe the system of course credits that the school will use.
  - ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.
  - iii. Describe how the school will ensure students participate in assessments and submit coursework.
  - iv. Describe how the school will conduct parent-teacher conferences.
  - v. Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.
- d. Special Education
  - i. For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum.
  - ii. What systems will you put in place to ensure that staff members are knowledgeable about all legal distance education requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?
- e. Scale Strategy
  - i. Describe the steps that you will take to scale your model to new sections, including the people involved and the resources contributed both by the founding campus and the new distance education program.
  - ii. If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.
- f. Student Recruitment and Enrollment
  - i. Explain the plan for student recruitment and marketing for the new distance education program that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.
  - ii. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting distance education applications and how long the window will last prior to conducting a lottery.
  - iii. What distance education enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination?
- g. Services

- i. Provide a description of how the school leadership team will support the distance education operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school’s plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.
  - ii. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.
- h. Financial
- Describe the costs associated with the inclusion of the Distance Education program including technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

**NOT APPLICABLE (N/A)** Las Vegas Collegiate is not making a request to add distance education.

## 2. RFA: Add Dual-Credit Program

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

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

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

**NOT APPLICABLE (N/A)** Las Vegas Collegiate is not making a request to add a dual-credit program.

## 3. RFA: Change Mission and/or Vision

For an RFA to accomplish this objective:

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

**NOT APPLICABLE (N/A)** Las Vegas Collegiate is not making a request to change the mission or vision.

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

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

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

**NOT APPLICABLE (N/A)** Las Vegas Collegiate is not making a request to eliminate a grade level or other education services.

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

**a) School Management Contracts**

1. RFAs for “entering into, amending, renewing or terminating a contract with an educational management organization” are processed pursuant to NAC 388A.575
2. Contracts with EMOs are regulated in part pursuant to NAC 388A.580.
3. Limitations on the provision of teachers and other personnel by EMOs is regulated pursuant to NAC 388A.585.
4. Please provide the EMO’s Tax Identification Number (EIN), Organizational Location Address, and Organizational Mailing Address.
5. How and why was the EMO selected?
6. If this amendment would result in the approval of an EMO other than that approved in the initial charter application, please explain in detail the rationale for the change.
7. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
8. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls (including any compensatory controls) that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
9. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any other current or prospective vendor or contractor (including the landlord), prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
10. Provide a brief overview of the organization's history.
11. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
12. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address,

business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

13. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, 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.

**NOT APPLICABLE (N/A)** Las Vegas Collegiate does not have a CMO/EMO.

#### **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.

Refer to Section D: Financial Plan beginning on **page 16**.

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.).

Refer to Section D: Financial Plan beginning on **page 16**.

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.

Refer to Section D: Financial Plan beginning on **page 19**.

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.

Refer to Section D: Financial Plan beginning on **page 19**.

5. Submit a completed financial plan for the proposed school as an **Attachment 4** (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 Section D: Financial Plan beginning on **page 19**

6. Submit, as an **Attachment N/A**, 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).

**NOT APPLICABLE (N/A)**

7. Provide, as an **Attachment N/A**, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.

**NOT APPLICABLE (N/A)**

8. Complete the audit data worksheet in **Attachment N/A**. 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 N/A**.

**NOT APPLICABLE (N/A)**

#### **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.

**NOT APPLICABLE (N/A)** Las Vegas Collegiate is not managed by a CMO/EMO

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

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

- 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.

**NOT APPLICABLE (N/A)** Las Vegas Collegiate does not have enrolled scholars at this time nor making request to adjust enrollment.

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

Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Enrollment	162	243	342	405	486	486

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

Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Enrollment	162	243	342	405	486	486

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

For an RFA to accomplish this objective:

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

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

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

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

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

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

- 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.

Las Vegas Collegiate is requesting to add second grade in 2022-21 school year to address the needs and serve the students and families that have expressed interest in attending Las Vegas Collegiate. Las Vegas Collegiate's charter contract allows for second grade as at full capacity we will serve K-5. We are not requesting to adjust enrollment, but rather to serve 3 kindergartens classes, 2 first grade classes, and 1 second grade class for a total of 162 students.

### **Facility RFAs**

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

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



- d. Provide a narrative explaining the proposed use of any savings generated through lower facilities occupancy costs.

**SEE ATTACHMENT 7**

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

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

**NOT APPLICABLE (N/A)**

**3. RFA: Occupy a Temporary Facility**

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

**4. RFA: Relocate or Consolidate Campuses**

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

**General Facility RFA requirements**

1. Describe the school's capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.

**SEE ATTACHMENT 7**

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.

**SEE ATTACHMENT 7**

3. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, please provide:
  - a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility.
  - b) A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.
  - c) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.
  - d) A copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance the school will submit final documentation in compliance with NAC 386.3265.
  - e) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and

any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** \_\_\_\_.

- f) A copy of the Certificate of Occupancy at **Attachment** \_\_\_\_.
- g) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as an **Attachment** \_\_\_\_.
- h) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as an **Attachment** \_\_\_\_.

**NOT APPLICABLE (N/A).** The proposed location has not yet been identified.

- 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 7** 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 N/A**.
  - 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 4** 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 N/A**.
  - 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 7** 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 N/A**.
  - d) Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment** \_\_\_\_ OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** \_\_\_\_.
  - e) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as an **Attachment** \_\_\_\_.

- f) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as an **Attachment** \_\_\_\_.
  - g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as an **Attachment** \_\_\_\_.
5. For schools which are seeking to occupy multiple facilities over several years, please list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.
- a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.
  - b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of an **Attachment** \_\_\_\_.

**NOT APPLICABLE (N/A).**

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.

**NOT APPLICABLE (N/A).** Las Vegas Collegiate will be enter a lease agreement upon locating a facility.

### **Facility RFA Attachments required**

1. A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
2. Agenda for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
3. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility

4. If a facility has been identified, the physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility OR, if a facility has not been identified, a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
5. If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement OR a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
6. If a facility has been identified, a copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet OR, if a facility has not been identified, a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
7. If a facility has been identified, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school OR a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
8. Full Certificate of Occupancy OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265
9. Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265.
10. Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265

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## 5. RFA: Transportation

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

3. Provide a statement of assurance confirming that Somerset has met all vehicle regulations for the state.
4. Describe how the school and/or transportation vendor will comply with NRS 386.815 regarding operating a school bus for extended periods of time (as necessary).
5. Describe how the school and/or transportation vendor will comply with NRS 386.820, specifically:
  - o The proposed schedule for practicing student evacuation
  - o A description of the bus safety program
6. Confirm that the driver(s) of the school bus will meet the minimum qualifications as described in NRS 386.825. Furthermore, please describe how the school will maintain all required employer documentation per NDE regulatory guidance for school bus operations.
7. Confirm that the school meets the safety standards and requirements as outlined in NRS 386.830 – NRS 386.840 as well as any additional local and federal requirements.

**NO CHANGES from previous amendment.**

**Change of incorporation status**

The notice of intent and the RFA must include a description of the type of nonprofit status being sought, e.g., Nevada nonprofit and/or IRC 501(c)(3) nonprofit, and an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

**NOT APPLICABLE (N/A).**

**6.RFA: Other Changes**

**1. For certain other RFA requests**

- a. See NAC 388A.330
- b. The governing body must submit a written request to the sponsor of the charter school for a determination of whether a proposed amendment is material or nonmaterial if the charter school wishes to amend its written charter or charter contract in a way that is not described in NAC 388A.310 to 388A.335, inclusive.

**2. For all other RFA requests not otherwise described**

- a. See NAC 388A.335
- b. Complete all applicable sections above, general and specific
- c. **For material amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is material, the governing body must obtain approval from the sponsor before the amendment becomes effective.
- d. The notice of intent and the RFA must include an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

**3. Nonmaterial amendments**

- a. NAC 388A.335(2)
- b. For all other RFA requests not otherwise described in NAC 388A.335
- c. If the sponsor determines that the proposed amendment is not material, the governing body is not required to obtain approval from the sponsor before the amendment becomes effective.

**NOT APPLICABLE (N/A).**



**Attachment 1**  
**Good Cause Exemption Letter**



## Las Vegas Collegiate Charter School

June 10, 2021

State Charter Governing Board  
State Public Charter School Authority  
2080 E. Flamingo Road Suite 230  
Las Vegas, NV 89119

State Public Charter School Authority,

Re: Request for Amendment to Charter Application

Las Vegas Collegiate requests an exemption from the current amendment schedule to amend their charter contract with the SPCSA in order to:

1. Expand territory to increase facility options
2. Adjust grade level scale

Las Vegas Collegiate's Governing Board has voted on the proposed amendments prior to submission. The nature of this amendment is to request to expand our territory to increase the number of facility options available, as well as to request to adjust our served grade levels to include second grade for the coming school year.

Upon identifying a viable option for the school to locate, the Las Vegas Collegiate team will submit all required documentation for review and approval prior to acquisition in compliance with NAC 386.3265.

We appreciate the support of SPCSA staff regarding the required amendments and are asking that a good faith exemption be granted and that the request for amendments be approved.

Sincerely,

*Jill Schreidl*

Jill Schreidl  
Board Chair  
Las Vegas Collegiate Charter School  
[lvcboard@lvccs.org](mailto:lvcboard@lvccs.org)  
702.205.3849  
[www.lasvegascollegiate.org](http://www.lasvegascollegiate.org)



**Attachment 2  
Board Minutes**



Jill Schreidl  
Board Chair



Biante' Gainous  
Executive Director

Las Vegas Collegiate  
Charter School

MINUTES OF SPECIAL MEETING  
JUNE 9, 2021

In compliance with the Governor's Emergency Directives related to COVID-19, the June 9, 2021 Las Vegas Collegiate Charter School Board meeting conducted virtually.

Board Members Present:	School Staff Present:	Audience in Attendance:
Dwight Sanders Leland Brandon Jill Schreidl David Blodgett Kathleen Simon Lauren Torre Brent Erwin	Biante' Gainous, <i>Executive Director</i> ("ED")	

**Agenda Item 1: Calling Meeting to Order**

Chair Schreidl – called meeting to order at 6:10 pm, with attendance reflected above.  
Quorum present

**Agenda Item 2: Public Comment**

Comment period opened at 6:12 pm – no comments made

**Agenda Item 3: Charter Amendment**

ED explains the amendment to be submitted on June 10, 2021. The ED explained that all facility options within the 89106 community have been exhausted so an amendment is needed to increase our territory search up to 5 miles although our goal is to stay as close to 89106 as possible. LVC is requesting to amend our grade level scale to offer one classroom of second grade – one first grade classroom will change to a second-grade classroom, but the number of students will not change.

**MOTION:**

Member Blodgett – moves to authorize ED to submit amendment on behalf of the school and allow ED to determine the distance necessary for the facility

Member Sanders – seconded the motion to submit an amendment to the charter

Discussion – none needed

Motion carried unanimously at 6:32 pm

**Agenda Item 4: Public Comment #2**

Comment period opened at 6:33 pm – no comments made

**Agenda Item 5: Adjournment**

Chair Schreidl adjourns the meeting at 6:34 pm

DRAFT



**Attachment 3  
Commitment of Funds**



June 9, 2021

To Whom It May Concern:

This letter is to confirm that on April 16, 2021, BES awarded Las Vegas Collegiate a grant of \$150,000 to be used for school startup purposes. This grant was made possible in partnership with the Walton Family Foundation. We understand that Las Vegas Collegiate has requested to defer the school's opening to August 2022 instead of August 2021, and have assured Las Vegas Collegiate that the funding is still available to them for startup purposes during the 2021-22 school year.

Sincerely,

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

Aasimah Navlakh  
CEO



**Attachment 4  
Budget**

**Las Vegas Collegiate**  
**Multi-year Projection**  
**As of Apr FY2021**  
6/9/21

	Budget						Assumptions
	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	Year 6 2025-26	
<b>SUMMARY</b>							
<b>Revenue</b>							
Revenue from Local Sources	152 500	2 500	2 500	2 500	2 500	2 500	
State Revenue	-	-	1 220 581	1 878 243	2 512 219	3 146 196	
Federal Revenue	318 898	279 266	169 987	252 980	335 973	418 967	
<b>Total Revenue</b>	<b>471,398</b>	<b>281,766</b>	<b>1,393,068</b>	<b>2,133,723</b>	<b>2,850,693</b>	<b>3,567,662</b>	
<b>Expenses</b>							
Personnel Services-Salaries	168 000	55 999	604 600	896 092	1 320 205	1 694 039	
Personnel Services-Employee Benefits	14 584	14 566	184 115	277 034	412 892	536 816	
Professional and Tech Services	56 639	78 123	125 919	166 864	201 870	226 969	
Property Services	-	-	253 360	368 118	479 723	591 779	
Other Services	5 528	35 589	57 683	64 906	77 425	90 108	
Supplies	77 379	150 080	132 605	212 999	271 370	330 945	
Depreciation Expense	-	4 861	10 000	10 000	10 000	10 000	
Debt Service and Miscellaneous	250	250	15 250	15 250	10 250	250	
<b>Total Expenses</b>	<b>322,380</b>	<b>339,467</b>	<b>1,383,532</b>	<b>2,011,263</b>	<b>2,783,734</b>	<b>3,480,906</b>	
<b>Operating Income</b>	<b>149 018</b>	<b>(57 701)</b>	<b>9 535</b>	<b>122 460</b>	<b>66 958</b>	<b>86 756</b>	
<b>Fund Balance</b>							
Beginning Balance (Unaudited)	97 061	246 079	188 378	197 913	320 373	387 331	
Audit Adjustment	-	-	-	-	-	-	
Beginning Balance (Audited)	97 061	246 079	188 378	197 913	320 373	387 331	
Operating Income	149 018	(57 701)	9 535	122 460	66 958	86 756	
<b>Ending Fund Balance</b>	<b>246 079</b>	<b>188 378</b>	<b>197 913</b>	<b>320 373</b>	<b>387 331</b>	<b>474 087</b>	
<b>Total Revenue Per ADE</b>			8 599	8 781	8 798	8 809	
<b>Total Expenses Per ADE</b>			8 540	8 277	8 592	8 595	
<b>Operating Income Per ADE</b>			59	504	207	214	
<b>Fund Balance as a % of Expenses</b>	<b>76%</b>	<b>55%</b>	<b>14%</b>	<b>16%</b>	<b>14%</b>	<b>14%</b>	

Las Vegas Collegiate  
 Multi-year Projection  
 As of Apr FY2021  
 6/9/21

Key Assumptions

Enrollment Summary

K-3  
 4-6  
 Total ADE

	Budget						Assumptions
	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	Year 6 2025-26	
K-3	-	-	162	243	324	324	
4-6	-	-	-	-	-	81	
<b>Total ADE</b>	-	-	<b>162</b>	<b>243</b>	<b>324</b>	<b>405</b>	

**Las Vegas Collegiate**  
**Multi-year Projection**  
**As of Apr FY2021**  
6/9/21

		Budget						
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Assumptions
		2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	
<b>REVENUE</b>								
<b>Revenue from Local Sources</b>								
1900	Other Local Revenue	2 500	2 500	2 500	2 500	2 500	2 500	
	Board/other donations - S R PE etc (estimated)	2 500	2 500	2 500	2 500	2 500	2 500	
1920	Contributions and Donations From Private Sources	150 000	-	-	-	-	-	
	Walton Grant	150 000	-	-	-	-	-	
<b>SUBTOTAL - Revenue from Local Sources</b>		<b>152,500</b>	<b>2,500</b>	<b>2,500</b>	<b>2,500</b>	<b>2,500</b>	<b>2,500</b>	
<b>State Revenue</b>								
3110	Basic Support - DSA	-	-	1 220 581	1 830 871	2 441 162	3 051 452	FY22 per NDE Budget
3115	Basic Support - DSA - Sp Ed	-	-	-	47 372	71 058	94 743	emplate - \$6135 Basic + \$1268 Outside rate \$2961/PY SpEd Y2
<b>SUBTOTAL - State Revenue</b>		<b>-</b>	<b>-</b>	<b>1,220,581</b>	<b>1,878,243</b>	<b>2,512,219</b>	<b>3,146,196</b>	
<b>Federal Revenue</b>								
4500 633	itle	-	-	48 600	72 900	97 200	121 500	Est \$300/ADE
4500 639	DEA	-	-	22 680	34 020	45 360	56 700	Est \$140/ADE
4500 658	itle -LEP	-	-	1 485	2 227	2 969	3 712	Est \$9/ADE
4500 661	CSP	318 898	279 266	-	-	-	-	Per approved CSP2 (Jun21)
4500 709	itle	-	-	7 290	10 935	14 580	18 225	Est \$45/ADE
4500 715	itle V – Well-Rounded Education	-	-	4 000	4 000	4 000	4 000	Estimated minimum starting Y2
4500 802	NSLP	-	-	85 932	128 898	171 864	214 830	\$3/FRL per Day
<b>SUBTOTAL - Federal Revenue</b>		<b>318,898</b>	<b>279,266</b>	<b>169,987</b>	<b>252,980</b>	<b>335,973</b>	<b>418,967</b>	
<b>TOTAL REVENUE</b>		<b>471,398</b>	<b>281,766</b>	<b>1,393,068</b>	<b>2,133,723</b>	<b>2,850,693</b>	<b>3,567,662</b>	



**Las Vegas Collegiate**  
**Multi-year Projection**  
**As of Apr FY2021**  
6/9/21

		Budget						
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Assumptions
		2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	
<b>EXPENSES</b>								
<b>Personnel Services-Salaries</b>								
101	Salaries- teachers	-	-	384 000	535 680	837 394	1 001 141	Y1-6 teachers \$48k avg 1 SpEd teacher 1 science - see Payroll table
102	Salaries- nstructional Aides	-	-	21 600	86 552	141 883	198 071	Y1- A/ teacher Support enrichment stipends in Y2 - planning Martial Arts
104	Salaries-Licensed Administration	103 000	54 646	103 000	105 060	167 161	292 504	Y0 -Ed unded by CSP through 9/30/21
107	Salaries-Other Classified/Support Sta	65 000	1 354	96 000	168 800	173 767	202 323	Y0 DOO unded by CSP through June 2021 Y1-1 DOO & 1 F Bus Driver
<b>SUBTOTAL - Personnel Services-Salaries</b>		<b>168,000</b>	<b>55,999</b>	<b>604,600</b>	<b>896,092</b>	<b>1,320,205</b>	<b>1,694,039</b>	
<b>Personnel Services-Employee Benefits</b>								
210	Employee Bene its - Group nsurance	-	3 969	66 679	104 534	159 280	212 271	Est \$4800/yr avg per EE
220	Employee Bene its - Social Security Contributions	10 416	217	-	1 550	2 325	3 100	6 2% o Non-PERS salaries
230	Employee Bene its - Retirement Contributions	-	8 006	92 202	132 842	195 613	250 716	NV PERS est EE/ER plan (15 25% ER exp)
240	Employee Bene its - Medicare Payments	2 436	812	8 767	12 993	19 143	24 564	1 45% o eligible salaries
260	Employee Bene its - Unemployment Compensation	1 059	1 328	14 004	21 234	30 869	39 002	2 95% o eligible salaries to annual cap (\$32 500/Y1)
270	Employee Bene its - Workers Compensation	673	233	2 464	3 882	5 662	7 163	59% up to annual cap (\$36 000)
<b>SUBTOTAL - Personnel Services-Employee Benefits</b>		<b>14,584</b>	<b>14,566</b>	<b>184,115</b>	<b>277,034</b>	<b>412,892</b>	<b>536,816</b>	
<b>Professional and Tech Services</b>								
310	Office/Administrative Services	2 114	219	2 083	3 125	4 533	5 758	Banking/payroll est 175/F E
320	Pro essional Educational Services	26 400	37 400	32 400	48 600	64 800	81 000	SpEd \$200/student
330	Training & Development Services	-	-	7 290	10 935	14 580	18 225	title unded - total match revenue
340	Other Pro essional Services	2 205	16 000	19 500	20 475	21 499	22 574	
340 1	Business Service Fees	24 000	24 000	55 000	72 015	80 985	80 960	\$45 000 covered by CSP \$20 000 covered by CSP-2(661)
345	Marketing Services	1 500	-	4 283	3 920	5 250	5 800	Recruitment Y2+
351	Data Processing & Coding Services	-	-	4 860	7 290	9 720	12 150	S S student data collection startup and then \$30/student est
352	Other echnical Services	420	504	504	504	504	504	
<b>SUBTOTAL - Professional and Tech Services</b>		<b>56,639</b>	<b>78,123</b>	<b>125,919</b>	<b>166,864</b>	<b>201,870</b>	<b>226,969</b>	
<b>Property Services</b>								
410	Utility Services	-	-	30 000	31 500	33 075	34 729	Y1=\$2500/mo increase 15%/year
422	Janitorial and Custodial Services	-	-	14 400	16 560	19 044	21 901	Est \$1 200/mo service increase 10%/year
441	Rent - Land and Building	-	-	208 960	320 058	427 604	535 149	Estimated at 15% o revenue
<b>SUBTOTAL - Property Services</b>		<b>-</b>	<b>-</b>	<b>253,360</b>	<b>368,118</b>	<b>479,723</b>	<b>591,779</b>	
<b>Other Services</b>								
522	Liability nsurance	3 434	3 500	15 000	16 500	18 150	19 965	10% increase/year
530	Communications	-	-	8 146	3 000	3 000	3 000	setup Y0/1 (CSP) phone \$500/mo
531	Postage	-	2 500	2 430	3 645	4 860	6 075	\$15/student
535	Internet services	-	-	10 800	10 800	10 800	10 800	\$1000/mo
540	Advertising	1 200	21 589	2 000	2 000	2 000	2 000	CSP unded Y0-1
550	Printing and Binding	894	8 000	-	-	-	-	
570	Food Service Management	-	-	4 050	6 075	8 100	10 125	\$25/ADE estimated
591	ntereducational nteragency Purchased Services	-	-	15 257	22 886	30 515	38 143	1 25% o DSA
<b>SUBTOTAL - Other Services</b>		<b>5,528</b>	<b>35,589</b>	<b>57,683</b>	<b>64,906</b>	<b>77,425</b>	<b>90,108</b>	
<b>Supplies</b>								
610	General Supplies	-	26 680	3 240	7 290	9 720	12 150	CSP unded Y1 \$25/student a ter o ice supplies \$15/student seating or
612	Non-Cap Supplies/Equipment - Non-	6 209	42 000	-	17 615	19 625	21 375	CSP unded then aculty urniture \$250/F E student urniture \$150/new
630	Food	-	-	89 100	133 650	178 200	222 750	\$3 05/FRL per day (match revenue + small loss) waste
640	Books and supplies	12 090	-	8 645	14 185	19 030	23 615	supplies \$200/F E Library books \$15/new student uni orms \$20/student
641	extbooks	-	7 000	4 860	7 290	9 720	12 150	\$150/student
651	Supplies - echnology - So tware	24 545	2 800	6 240	7 860	9 480	11 100	CSP unded Y0 & Y1 \$20/ADE thera ter
652	Supplies/Equipment - nformation echnology Related	13 042	54 600	9 990	14 175	11 825	11 200	
653	Web-based and similar programs	21 493	17 000	10 530	10 935	13 770	16 605	CSP unded Y0 & Y1 thera ter iReady \$30/new student NWEA \$10/ADE
<b>SUBTOTAL - Supplies</b>		<b>77,379</b>	<b>150,080</b>	<b>132,605</b>	<b>212,999</b>	<b>271,370</b>	<b>330,945</b>	
<b>Depreciation Expense</b>								
790	Depreciation	-	4 861	10 000	10 000	10 000	10 000	Buses
<b>SUBTOTAL - Depreciation Expense</b>		<b>-</b>	<b>4,861</b>	<b>10,000</b>	<b>10,000</b>	<b>10,000</b>	<b>10,000</b>	

Las Vegas Collegiate  
 Multi-year Projection  
 As of Apr FY2021  
 6/9/21

Debt Service and Miscellaneous

810	Dues and Fees
832	Interest
<b>SUBTOTAL - Debt Service and Miscellaneous</b>	

Budget							Assumptions
Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	Year 6 2025-26		
250	250	250	250	250	250	250	SOS filing fees
-	-	15,000	15,000	10,000	-	-	Assumes cash flow loans needed first 3 years
<b>250</b>	<b>250</b>	<b>15,250</b>	<b>15,250</b>	<b>10,250</b>	<b>250</b>		
<b>322,380</b>	<b>339,467</b>	<b>1,383,532</b>	<b>2,011,263</b>	<b>2,783,734</b>	<b>3,480,906</b>		

**TOTAL EXPENSES**

Las Vegas Collegiate  
Payroll Report  
As of Apr FY2021

Payroll Head Count	Last Name	First Name	Position Name	Budget Category	Year 1 2020-21		Year 2 2021-22		Year 3 2022-23		Year 4 2023-24		Year 5 2024-25		Year 6 2025-26	
					Total Paid	FTE Count	Total Paid	FTE Count	Total Paid	FTE Count	Total Paid	FTE Count	Total Paid	FTE Count	Total Paid	FTE Count
1	GAINOUS, BIANTE	000-General (661-CSF	EXECUTIVE DIRECTOR	104	-	-	-	-	103,000	1.00	105,060	1.00	107,161	1.00	109,304	1.00
6	TBD Y1	000-General	TEACHER	101	-	-	-	-	288,000	6.00	293,760	6.00	299,635	6.00	305,628	6.00
1	TBD Y1	000-General	SCIENCE TEACHER	101	-	-	-	-	48,000	1.00	48,960	1.00	49,939	1.00	50,938	1.00
1	TBD Y1	639-SpEd IDEA	SPED TEACHER (IDEA 639)	101	-	-	-	-	48,000	1.00	48,960	1.00	49,939	1.00	50,938	1.00
1	TBD Y1	000-General	INSTRUCTIONAL AIDES/TEACHER SUPPORT	102	-	-	-	-	21,600	0.90	22,032	0.90	22,473	0.90	22,922	0.90
1	TBD Y1	802-NSLP (50%)	BUS DRIVERS/SUPPORT NSLP (802)	107	-	-	-	-	36,000	1.00	36,720	1.00	37,454	1.00	38,203	1.00
1	TBD Y1	000-General	DEAN OF OPERATIONS	107	-	-	-	-	60,000	1.00	61,200	1.00	62,424	1.00	63,672	1.00
1	TBD Y2	000-General	OFFICE ADMINISTRATOR	107	-	-	-	-	-	-	35,000	1.00	35,700	1.00	36,414	1.00
3	TBD Y2	000-General	TEACHER	101	-	-	-	-	-	-	144,000	3.00	146,880	3.00	149,818	3.00
1	TBD Y2	633-Title I	INSTRUCTIONAL AIDES/STUDENT SUPPORT	102	-	-	-	-	-	-	39,520	1.00	40,310	1.00	41,117	1.00
1	TBD Y2	802-NSLP (50%)	BUS DRIVERS/SUPPORT NSLP (802)	107	-	-	-	-	-	-	35,880	0.96	38,189	1.00	38,953	1.00
4	TBD Y3	000-General	TEACHER	101	-	-	-	-	-	-	-	-	194,000	4.00	197,880	4.00
1	TBD Y3	633-Title I	INSTRUCTIONAL AIDES/STUDENT SUPPORT	102	-	-	-	-	-	-	-	-	41,600	1.00	42,432	1.00
1	TBD Y3	205-SpEd State	SPED TEACHER (SpEd 205)	101	-	-	-	-	-	-	-	-	48,500	1.00	49,470	1.00
1	TBD Y3	000-General	SCIENCE TEACHER	101	-	-	-	-	-	-	-	-	48,500	1.00	49,470	1.00
1	TBD Y3	205-SpEd State	DEAN OF SCHOLAR SUPPORTS (SpEd 205)	104	-	-	-	-	-	-	-	-	60,000	1.00	61,200	1.00
3	TBD Y4	000-General	TEACHER	101	-	-	-	-	-	-	-	-	-	147,000	3.00	
1	TBD Y4	633-Title I	INSTRUCTIONAL AIDES/STUDENT SUPPORT	102	-	-	-	-	-	-	-	-	-	41,600	1.00	
1	TBD Y4	000-General	DEAN OF CURRICULUM AND INSTR	104	-	-	-	-	-	-	-	-	-	61,000	1.00	
1	TBD Y4	000-General	DEAN OF SCHOOL CULTURE	104	-	-	-	-	-	-	-	-	-	61,000	1.00	
1	TBD Y4	000-General	BUS DRIVERS/SUPPORT	107	-	-	-	-	-	-	-	-	-	25,080	1.00	
1	GAINOUS, BIANTE	661-CSP	ED CSP FUNDED (4/1/20-3/31/21) (661)	104	77,250	0.75	-	-	-	-	-	-	-	-	-	-
1	BELLAMY, MARIAH	661-CSP	OPS - CSP FUNDED 4/1/20-3/31/21 (661)	107	48,750	0.75	-	-	-	-	-	-	-	-	-	-
1	GAINOUS, BIANTE	661-2 CSP	CSP-2 funded (4/1/21-9/30/21)	104	25,750	0.25	2,146	0.25	-	-	-	-	-	-	-	-
1	BELLAMY, MARIAH	661-2 CSP	CSP-2 funded (4/1/21-9/30/21)	107	16,250	0.25	1,354	0.25	-	-	-	-	-	-	-	-
1	GAINOUS, BIANTE	XXX-Walton	EXECUTIVE DIRECTOR	104	-	-	52,500	0.75	-	-	-	-	-	-	-	-
<b>Payroll Total</b>					<b>168,000</b>	<b>2.00</b>	<b>55,999</b>	<b>1.25</b>	<b>604,600</b>	<b>11.90</b>	<b>871,092</b>	<b>17.86</b>	<b>1,282,705</b>	<b>25.90</b>	<b>1,644,039</b>	<b>32.90</b>
<b>Extra Pay</b>																
<b>Description</b>					<b>Budget Category</b>											
Enrichment - Financial Literacy & Entrepreneurship (2 days/wk, 5 hrs, day, 36 wks est \$15/hr)					102	-	-	-	-	-	10,000	-	15,000	-	20,000	-
Enrichment - PE (1day/wk, 5 hrs, day, 36 wks est \$15/hr)					102	-	-	-	-	-	5,000	-	7,500	-	10,000	-
Enrichment - Art (1day/wk, 5 hrs, day, 36 wks est \$15/hr)					102	-	-	-	-	-	5,000	-	7,500	-	10,000	-
Enrichment - Music (1day/wk, 5 hrs, day, 36 wks est \$15/hr)					102	-	-	-	-	-	5,000	-	7,500	-	10,000	-
CSP2 Stipend-EXCLUDE UNTIL CONFIRMED					161	-	-	-	-	-	-	-	-	-	-	-
CSP2 Stipend -EXCLUDE UNTIL CONFIRMED					161	-	-	-	-	-	-	-	-	-	-	-
<b>Extra Pay Total</b>					-	-	-	-	-	-	<b>25,000</b>	-	<b>37,500</b>	-	<b>50,000</b>	-
<b>Personnel Summary</b>																
101	Salaries-Teachers				-	-	-	-	384,000	8.00	535,680	11.00	837,394	17.00	1,001,141	20.00
102	Salaries-Instructional Aides				-	-	-	-	21,600	0.90	86,552	1.90	141,883	2.90	198,071	3.90
104	Salaries-Licensed Administration				103,000	1.00	54,646	1.00	103,000	1.00	105,060	1.00	167,161	2.00	292,504	4.00
107	Salaries-Other Classified/Support Staff				65,000	1.00	1,354	0.25	96,000	2.00	168,800	3.96	173,767	4.00	202,323	5.00
<b>Total</b>					<b>168,000</b>	<b>2.00</b>	<b>55,999</b>	<b>1.25</b>	<b>604,600</b>	<b>11.90</b>	<b>896,092</b>	<b>17.86</b>	<b>1,320,205</b>	<b>25.90</b>	<b>1,694,039</b>	<b>32.90</b>
<b>Total FTE Count</b>					2.00		1.25		11.90		17.86		25.90		32.90	
<b>Teacher FTE Count</b>					-		-		8.00		11.00		17.00		20.00	
<b>Total Headcount</b>					4.00		3.00		12.00		18.00		26.00		33.00	
<b>Teacher Headcount</b>					-		-		8.00		11.00		17.00		20.00	



**Attachment 5  
Staffing & Enrollment Worksheet**

**OPERATIONS PLAN**

	<b>School Years</b>					
Projections for school years beginning	2022	2023	2024	2025	2026	2027
	2023	2024	2025	2026	2027	2028

**Proposed New Campus(es)**

<b>Management Organization Positions</b>						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
<b>Total Back-Office FTEs</b>	-	-	-	-	-	-

<b>School Staff</b>						
Principals						
Assistant Principals						
Add'l School Leadership Position 1						
[Dean of Operations]						
Add'l School Leadership Position 2						
[Dean of Scholar Supports]						
Add'l School Leadership Position 3						
[Dean of Curriculum and Instruction]						
Add'l School Leadership Position 4						
[Dean of School Culture]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [Special Educator]						
Student Support Position 2 [Scholar Support Aid]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
<b>Total FTEs at School</b>						

**Network**

<b>Year</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>
Number of elementary schools						
Number of middle schools						
Number of high schools						
<b>Total schools</b>	-	-	-	-	-	-
<b>Total Student enrollment</b>						

Management Organization Positions						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
<b>Total Back-Office FTEs</b>	-	-	-	-	-	-

Elementary School Staff	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Principals	1	1	1	1	1	1
Assistant Principals						
Add'l School Leadership Position 1 [Dean of Operations]	1	1	1	1	1	1
Add'l School Leadership Position 2 [Dean of Scholar Supports]			1	1	1	1
Add'l School Leadership Position 3 [Dean of Curriculum and Instruction]				1	1	1
Add'l School Leadership Position 4 [Dean of School Culture]				1	1	1
Classroom Teachers (Core Subjects)	6	9	13	16	20	21
Classroom Teachers (Specials)						
Student Support Position 1 [Special Educator]	1	1	2	2	3	3
Student Support Position 2 [Scholar Support Aid]	1	1	2	2	3	3
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff [Bus Driver]	1	1	2	2	3	3
<b>Total FTEs at School</b>	11	14	22	27	34	35

Middle School Staff						
Principals						
Assistant Principals						
Add'l School Leadership Position 1 [Specify]						
Add'l School Leadership Position 2 [Specify]						
Add'l School Leadership Position 3 [Specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [e.g., Social Worker]						
Special Education Teachers						
ELL/TESOL Teachers						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						

Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
<b>Total FTEs at Middle Schools</b>	-	-	-	-	-	-

<b>High School Staff</b>						
Principals						
Assistant Principals						
Deans						
Add'l School Leadership Position 1						
[Specify]						
Add'l School Leadership Position 2						
[Specify]						
Add'l School Leadership Position 3						
[Specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Special Education Teachers						
ELL/TESOL Teachers						
Student Support Position 1 [e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
<b>Total FTEs at High Schools</b>	-	-	-	-	-	-
<b>Total Network FTEs</b>	11	14	22	27	34	35



**OPERATIONS PLAN  
STUDENT RECRUITMENT AND ENROLLMENT**

**(a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario  
Assumptions discussed in budget narrative)**

Grade Level	Number of Students					
	2022	2023	2024	2025	2026	2027
	2023	2024	2025	2026	2027	2028
Pre-K						
K	54	54	54	54	54	54
1	36	54	54	54	54	54
2	17	36	54	54	54	54
3		17	36	54	54	54
4			17	36	54	54
5				17	54	54
6						
7						
8						
9						
10						
11						
12						
<b>Total</b>	<b>107</b>	<b>161</b>	<b>215</b>	<b>269</b>	<b>324</b>	<b>324</b>

**(b) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)**

Grade Level	Number of Students					
	2022	2023	2024	2025	2026	2027
	2023	2024	2025	2026	2027	2028
Pre-K						
K	81	81	81	81	81	81
1	54	81	81	81	81	81
2	27	54	81	81	81	81
3		27	54	81	81	81
4			27	54	81	81
5				27	81	81
6						
7						
8						
9						
10						
11						
12						
<b>Total</b>	<b>162</b>	<b>243</b>	<b>324</b>	<b>405</b>	<b>486</b>	<b>486</b>

**(c)Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)**

Grade Level	Number of Students					
	2022	2023	2024	2025	2026	2027
	2023	2024	2025	2026	2027	2028
Pre-K						
K	90	90	90	90	90	90
1	60	90	90	90	90	90
2	30	60	90	90	90	90
3		30	60	90	90	90
4			30	60	90	90
5				30	90	90
6						
7						
8						
9						
10						
11						
12						
Total	180	270	360	450	540	540



**Attachment 6**  
**Year 1 Operational Execution Plan**

## 2021-22 Planning Year Milestones

Key personnel include:

Executive Director (ED)	Dean of Operations (DO)	Board Chair (BC)	Market Team (MKT)
BES Support Coach (SC)	Operations Support (OPS)	Full Board (Board)	Community Consultant (CC)

Activity	Key Personnel		Milestone Date(s)
	Responsible	Approver	
<b>Scholar Recruitment &amp; Enrollment</b>			
Draft recruitment plan & targets	ED + OPS	ED	Dec + Jan
<b>Promotional Packet</b>			
Design informational flyer/packet	MKT	ED	Complete
Post flyers and leaflets in communities	MKT + OPS	N/A	Dec - Aug
Post flyer on website	MKT	ED	Dec
Identify community organizations to help with awareness	ED + Board	N/A	Ongoing
Work with community organizations to generate awareness & interest	ED + Board + CC	N/A	Current & Ongoing
Draft press release, translate, and distribute press releases	BC + ED	Board	May
Launch recruiting and marketing campaign, including flyer distribution and advertising	MKT + OPS	ED	Dec/Jan
<b>Enrollment Form</b>			
Design enrollment form	ED	ED	Complete
Distribute enrollment form	ED + OPS + DO + Board	ED	Dec/Jan
Reopen enrollment portal on website	MKT	ED	Jan
<b>Information Sessions, Tabling, and Canvassing</b>			
Secure locations for information sessions and regular tabling	OPS	ED	Current
Secure translation for information sessions	OPS	ED	Jan
Develop protocol for information sessions & canvassing	ED + Coach	ED	Jan
Calendar community canvassing and mobilize volunteers	OPS	ED	Jan
<b>Admissions Lottery and Enrollment</b>			
Collect enrollment forms	Rediker	ED	Jan
Secure lottery announcer	Rediker	ED	Feb
Secure lottery translator	Rediker	ED	Feb
Secure lottery location	Rediker	ED	Feb
Determine lottery protocol and minute-by-minute	ED + OPS	ED	Feb
Advertise lottery date on website & social media	DO + MKT	ED	Feb
Post lottery date in local newspapers	MKT	ED	Feb
Practice lottery protocol	ED + DO + OPS	ED	Feb
Conduct lottery	School Mint	ED	Mar
Notify families of status & collect acceptances/declines of admissions	School Mint + DO	ED	Mar/Apr
Establish waitlist and process for lottery refresh	School Mint + DO	ED	Apr
Establish communication schedule with families for late spring and summer	DO	ED	Apr
Schedule virtual visits with all families	OPS + DO	ED	Apr-June
Conduct virtual visits with all families	ED + OPS + DO	ED	Apr - June
Request and file student records from sending schools	OPS	ED	Apr - June
<b>Facility (co-location requested but unlikely; process focused on private facility actions)</b>			
Finalize Facility	ED + BC	Board	Jan
Accept or appeal location decision	ED + BC	Board	Jan
(if applicable) Respond to appeal	N/A	N/A	N/A
Negotiate lease	ED + BC	Board	Jan
Lease review by legal counsel	ED + BC	ED	Jan
Lease review by full board	BC	Board	Jan
Lease signed	ED + BC	Board	Jan
Arrange for any necessary renovations	ED + DO + BC	ED + Board	Dec-Mar

Arrange purchase of furniture for classrooms, offices	DO + MKT	ED + Board	Apr
Inspection & certificate of occupancy	ED + DO + BC	ED + Board	Mar/Apr
Develop compliance plan	ED + DO + BC	ED + Board	Apr/May
<b>Governance by Board of Directors</b>			
<b>Transition to Governing Board</b>			
Approve by-laws, code of ethics & conflict of interest policy	Board	Board	Complete
Define governing board member role & relationship between board members and Executive Director	Board +ED	Board	Complete
Define communication protocols between Board and Executive Director	Board + ED	Board	Complete
Draft board policies & financial handbook	Board	Board	Complete
Purchase D&O insurance for board	ED + Board		Complete
Develop and file articles of incorporation	ED	N/A	Complete
Apply for tax exemption	ED	N/A	Complete
Develop board calendar	Board	Board	Complete
Recruit additional board members	Board	Board	Current & Ongoing
<b>Board Meeting Design &amp; Implementation</b>			
Set consistent monthly meeting time & post publicly per OML	BC + Secretary	Board	Ongoing
Develop board meeting agenda format	BC + Secretary	Board	Complete
Develop board meeting preparation packet format	BC + Secretary	Board	Complete
Develop post-meeting evaluation format	BC + Secretary	Board	Complete
Review meeting minutes requirements & best practices, develop format for meeting minutes	BC + Secretary	Board	Complete
Create trackers for attendance at all committee meetings and board meetings	BC + Secretary	Board	Complete
Develop board calendar with critical tasks mapped	BC + Secretary	Board	Ongoing
Develop record-keeping protocol and central policy repository	Board + Secretary	Board	Complete
Finalize list of policies to be created by school opening & develop schedule for board approval	ED + BC	Board	Current
Develop board orientation protocol for new members	Board	Board	Complete
Host board retreat for governing board	Board	Board	Jan
<b>Hiring of Executive Director</b>			
Approve job description and determine annual performance measures for Executive Director	Board	Board	Jan
Set annual process for evaluation of the Executive Director	Board	Board	Jan
Review and set compensation for the Executive Director	Board	Board	Jan
Hire Executive Director	Board	Board	Complete
<b>Development &amp; Grants Plan</b>			
Establish 501(c)(3)	ED	N/A	Complete
Create a fundraising plan for the fiscal year with initiatives, owners, and targets	ED + DO + BC	ED + Board	Current & Ongoing
Create plan for periodic review of available grants and authoring of proposals to grant organizations	DO + OPS + BC	ED + BC	Current & Ongoing
<b>Curriculum and Instruction</b>			
<b>Curriculum Development</b>			
Review curriculum plan from charter and make any changes necessary based on school study or residency experience	ED		Complete
Hire any necessary curriculum consultants for areas of need	ED		Complete
Develop EOY assessments for all subjects using standards and released assessments	ED		Complete
Develop scope and sequence for all courses	ED		Complete
Arrange for purchase of textbooks, workbooks, etc.	DO		Complete
<b>Assessment Development</b>			
Review assessment plan from charter and make any changes necessary based on school study or residency experience	ED	ED	Apr/May
Reach out to NWEA, STEP, iReady, Amplify, and IC for contract	DO	ED	Complete

Purchase state testing materials	DO	ED	Complete
Define diagnostic assessment timeline	DO	ED	Complete
Create diagnostic assessments for all incoming scholars	DO	ED	Complete
Conduct all diagnostic testing	All Staff	ED	Beginning in June
Analyze data of diagnostic assessments & use for grouping and planning	DO + ED	ED	June/July
<b>Academic Program Development</b>			
Develop classroom model and classroom setup procedure	DO	ED	Complete
Develop physical space audit procedure	DO	ED	Complete
<b>Special Education Program Development</b>			
Recruit and hire Certified Special Education Teacher	ED		By May
Identify special education population	ED		Upon Enrollment
Request IEP records	DO		Upon enrollment
Review existing IEPs	ED + DO		Upon Enrollment
Define and plan all required supports for all IEP scholars	ED		Current & Ongoing
Consult with contracted related service providers	DO		May/June
<b>School Culture Development</b>			
Finalize student handbook, discipline policy	DO + ED	Board	Complete
Approve student handbook, discipline policy	Board	Board	Mar
Finalize and approve school calendar	DO + ED	Board	Mar/Apr
Finalize daily schedule	DO + ED	Board	Complete
Develop Family Meeting (assembly) schedule	DO	ED	Complete
Develop family event and conference schedule and plan	DO	ED	Complete
<b>Financial Management</b>			
Approve the fiscal controls and financial policies the school will employ for tracking of daily operational finances	Board		Complete
Approve check signers	Board		Complete
Approve check writers	Board		Complete
Define signature, approval, filing policies for POs, checks, receipts	ED + BC + Treasurer		Complete
Develop and approve financial reporting templates (budget vs. actual) and policy	Back Office Provider (EdTec) + Board		Complete
Design all processing forms (POs, expenses)	Back Office Provider (EdTec)		Complete
Develop and approve segregation of funds policy (public/private)	ED + Board		Complete
Establish payroll provider and process	Back Office Provider (EdTec) + ED		Complete
Develop board financial reporting structures and processes	Board		Complete
Approve fiscal policy manual	Board		Complete
Develop chart of accounts for tracking of income, expenses, assets, liabilities, cash flows	ED + DO + BC		Complete
Set up bank accounts	ED		Complete
Define investment/savings strategy	Board		
Finalize cash flow plan and make adjustments if necessary	ED + DO + BC		Ongoing
<b>Personnel</b>			
Approve organizational chart and job descriptions	ED + Board	ED + Board	Complete
Develop staff handbook	ED	Board	Complete
Approve staff handbook	Board	Board	Apr
Develop all recruitment marketing materials	ED + MKT	ED	Current & Ongoing
Arrange benefits providers	ED	ED	Complete
Finalize all comp & benefits packages	ED	ED	May/June
Recruit and Hire Director of Operations	ED	ED	Complete
Block time for interview days for staff	ED	ED	Ongoing

Develop recruiting and hiring plan (marketing, pipelines, events, etc.) for all other staff	ED +OPS +DO	ED	Complete
Develop interview guide for all steps of all positions	ED + SC	ED	Complete
Negotiate and sign contracts for contracted services	ED	ED	May/June
Define policy and procedure for staff evaluation	ED	ED	Complete
Develop PD plan and schedule of development and/or procurement of PD materials	ED + SC	ED	May
Perform background checks on all employees	ED	ED	During Hiring
Create form letters for application steps (app receipt, decline note, memo of understanding, salary/benefits info sheet/)	ED + SC	ED	Complete
Create forms for employee information / record keeping	ED + DO	ED	Complete
Have staff complete employee information forms	DO	ED	Upon Hiring
Hold summer professional development	ED + DO	ED	July
<b>Food Service</b>			
Work with SFS to connect with vendors for information and quotes; issue RFP	DO	ED + Board	Mar/Apr
Define requirement, incl if specific needs of scholars	DO	ED	Apr
ID FRL scholars	DO	ED	Upon Enrollment
Select vendor and draft contract	ED + DO	Board	May
Approve and sign contract	ED + Board	Board	May
Develop plans for food service, including delivery, menu, time, logistics, disposal, etc.	DO	ED	May
Complete FRL forms and develop process for FRL reporting	DO	ED	Apr/May
Purchase POS system for lunch #s & documentation	DO	ED	May
<b>Health and Safety</b>			
Scope and complete state reporting requirements	DO	ED	May
Identify first aid resources and plan	DO	ED	Complete
Develop student health record keeping process and forms, ensuring HIPA compliance	DO	ED	Complete
Collect medical forms from families	DO	ED	Upon Enrollment
Plan staff first aid training	DO	ED	May/June
Deliver staff first aid training	DO	ED	July
Create health & safety procedures and postings	DO	ED	May/June
Purchase first aid resources	DO	ED	June
Establish relationship with local LVMPD and LVFR (Station 106)	DO	ED	Apr/May
Undergo fire inspection	DO	ED	May
Undergo building inspection	DO	ED	May
Contact Board of Health	DO	ED	May/June
Develop fire drill policy	DO	ED	Apr/May
<b>Community Partnerships</b>			
Attend community events	ED + DO	ED	Current & Ongoing
Reach out to all potential community partners again and identify new potential partners	ED + DO	ED	Current & Ongoing
Hold exploratory discussions	ED + DO	ED	Current & Ongoing
Determine partners most likely to provide scholar benefit	ED + DO	ED	Current & Ongoing
Devise measures of partnership effectiveness	ED + DO	ED	Current & Ongoing
Agree to partnerships when previous steps fulfilled	ED + DO	ED	TBD
<b>Family and Community Engagement</b>			
<b>Family Handbook</b>			
Contract for translation services (Spanish)	OPS	ED	May/June
Compare and select printer	OPS	ED	May
Submit copy of approved handbook to printer	OPS	ED	June/July

Distribute handbook to families	OPS	ED	Aug
<b>Family Communication</b>			
Set up nonprofit mailing status with post office	OPS	ED	Complete
Define information flow in school for family contacts (office mgr -> ... for which types of contacts, etc)	OPS	ED	Complete
Define visitor procedure including tracking	OPS	ED	Complete
<b>Uniforms</b>			
Contract student uniform services	DO + MKT	ED	Complete
Contract student PE uniforms	N/A	N/A	N/A
Create uniform 1-pagers and order instructions for distribution to families	DO + MKT	ED	Complete
<b>Operations</b>			
<b>Technology</b>			
Consider and select tech vendors	DO	ED	May
Consider and select Internet providers	DO	ED	May
Consider and select phone providers	DO	ED	May
Set up phone systems and answering systems	DO	ED	June
Set up internet	DO	ED	June
Scope and purchase staff technology	DO	ED	June
Scope and purchase classroom technology	DO	ED	June
Purchase postage meter	DO	ED	June
Lease copier	DO	ED	June
<b>Information Management</b>			
Create a filing system (paper and digital) for all school-related information	DO	ED	Complete
Secure Student Information System for warehousing of student data and production of weekly reports	DO	ED	Complete
Develop student attendance reporting system	DO	ED	Complete
Purchase supplies and materials for the program	DO	ED	Apr/May
<b>Supply Purchasing</b>			
Create a comprehensive list of all items to be purchased through Dec. of Y1	OPS	ED	Complete
Purchase restroom supplies, cleaning products	OPS	ED	May/June
Purchase PE equipment	OPS	ED	Complete
Purchase office supplies	OPS	ED	Complete
Secure janitorial services	DO	ED	May/June





**Attachment 7  
Facilities Plan**

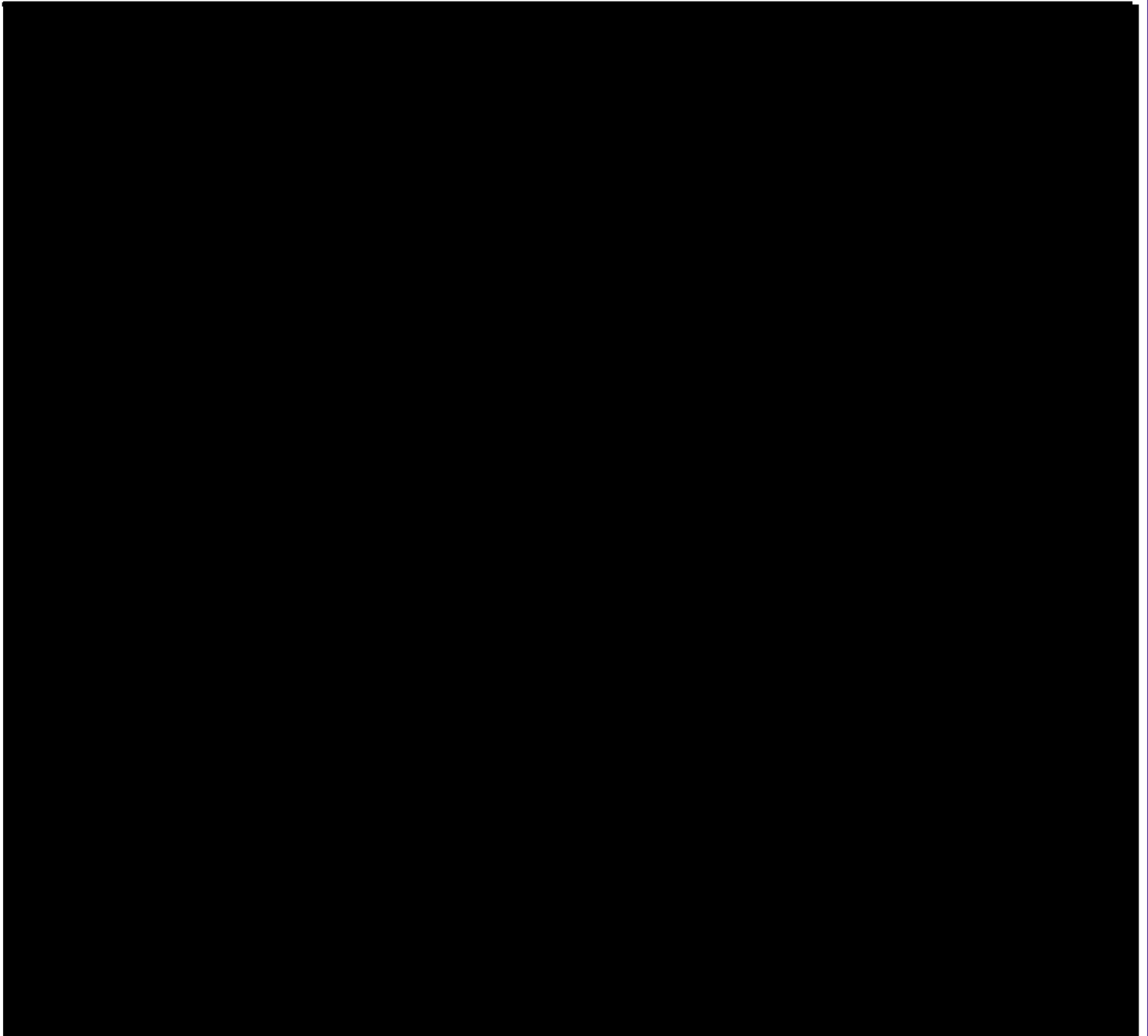
## Las Vegas Collegiate Charter School – Facility Options



Las Vegas Collegiate is currently requesting to expand our territory for facility locations by 4 miles. Through partnership with a facility developer and broker, Las Vegas Collegiate has expended all current options within our boundary, resulting in no viable options. Please see the attached lists of viable options.

In order to meet the needs of scholars and give our community a high-quality school on a viable campus, we are seeking to expand our territory by 4 miles beyond the 89106 borders. Las Vegas Collegiate is still committed to serving the 89106 community and will provide transportation to ensure we enroll children from our targeting community. Our budget is inclusive of required, accompanying expenses.

The Las Vegas Collegiate team understands that acquisition of any facility requires the approval of SPCSA staff and Board and will operate in accordance with NRS 386.3265.



Of the options presented:

	Top Preferred Sites
	Secondary Sites

No.	City	Zip	Distance from 89106			
1	CLV	89106	0 miles			
2	CLV	89106	0 miles			
3	NLV	89032	500 feet			
4	NLV	89032	0.38 miles			
5	CLV	89108	1 mile			
6	CLV	89130	1 mile			
7	CLV	89101	1 mile			
8	NLV	89032	1.5 miles			
9	NLV	89130	1.75 miles			
10	NLV	89032	2.93 miles			
11	NLV	89032	3.2 miles			
12	CLV	89130	3.4 miles			
13	CLV	89129	3.4 miles			
14	NLV	89031	4.2 miles			

Of the sites presented there are ground up construction as well as adaptive reuse spaces. At the time of this analysis, there are many ground up construction options, however, the Las Vegas Collegiate team will continue to look for options while exploring the viability of those already listed. Eight of the preferred sites are located within 1.5 miles of the 89106 boundary, and all efforts will be made to secure these options first. Two options are located 3.4 miles outside the zip code. These sites are being considered based on affordability as the pricing per acre of these parcels are financially sound.

While the preference is clearly to stay as close to 89106 as possible, we are asking for approval from the board for the school to operate up to 4 miles from the 89106 boundary. As the real estate is secured, due diligence completed, current market conditions can be assessed to better size the school's facility and project costs. The impact of COVID-19 has resulted in rising real estate and construction costs and labor delays. As such, the school needs all options available for flexibility to adapt. If a quicker and more affordable site becomes available during our development process, the requested radius will allow for the necessary flexibility without needing to submit an additional amendment.

Regardless of the chosen option, Las Vegas Collegiate will enter into a lease with a facility developer/investor with rent cost estimated at 15% of revenue. The lease will include a purchase option window with a set price for Las Vegas Collegiate to purchase upon stabilization.

**Anticipated Timeline**

Project Schedule:	Ground-Up			Adaptive Re-Use		
	CLV	NLV		CLV	NLV	
SPCSA Approval	6/25/21	6/25/21		6/25/21	6/25/21	
Real Estate PSA Execution	Jul 2021	Jul 2021		Aug 2021	Aug 2021	
Planning Commission Pre-Application Meeting (SUP)	8/5/21	7/27/21		9/2/21	8/31/21	
Due Diligence Timeline	Sep 2021	Sep 2021	60-90 days	Oct 2021	Oct 2021	60-90 days
Planning Commission Application Closing (SUP)	8/19/21	9/8/21		9/16/21	10/13/21	
		10/6/21			11/3/21	
Planning Commission Meeting Date (SUP)	10/12/21	10/20/21		11/9/21	11/17/21	
Governmental Approvals	Oct 2021	Oct 2021	45-60 days	Nov 2021	Nov 2021	45-60 days
Design & Permits	Nov 2021	Nov 2021	3-5 months	Dec 2021	Nov 2021	3-5 months
Real Estate Closing	Nov 2021	Nov 2021		Dec 2021	Jan 2022	
Start of Construction	Dec 2021	Dec 2021	6-8 months	Jan 2021	Feb 2021	4-6 months
Temporary Certificate of Occupancy	Jul 2022	Jul 2022		Jun 2022	Jul 2022	
Start of School	Aug 2022	Aug 2022		Aug 2022	Aug 2022	

The project schedule will be determined based upon the city of the site selected, zoning, and the number of improvements that have already been completed on the site. A phasing approach with the facility may be used in order to better meet project deadlines.

Las Vegas Collegiate Charter School is partnered with Highmark School Development. See page 77 for a letter of support.

June 10, 2021

Nevada State Public Charter School Authority  
1749 North Stewart Street, Suite 40  
Carson City, Nevada 89706



Subject: Las Vegas Collegiate Charter School

Dear SPCSA Board:

This letter serves to express Highmark School Development's continued commitment, confidence and support for Las Vegas Collegiate Charter School. It has been our pleasure to partner with Las Vegas Collegiate Charter School for the past year to help them secure a facility for their school operations. We are more than impressed with Executive Director and Founder, Biante' Gainous, as well as the exceptional school board members. We are committed to continued support for the school in securing a facility solution.

The past year was very challenging. We encountered atypical market conditions as a result of Covid-19. Last year, there weren't many options available in 89106 and because of the school's limited flexibility in pursuing options outside their authorized zip code, it became very difficult to secure a facility.

Highmark is committed to securing real estate and developing, either through ground-up construction or through an adaptive re-use site. Highmark will then lease the facility to Las Vegas Collegiate and provide a lease purchase option with a set purchase price for the school to purchase the facility upon stabilization. As the real estate is secured and due diligence completed, we can more accurately size the school's facility and total project costs.

We truly hope the SPCSA board grants approval to Las Vegas Collegiate Charter School's amendment to defer until 2022. Please reach out if the board has any questions for Highmark as they are considering this approval.

Sincerely,

A handwritten signature in blue ink, appearing to read 'McCall Judd', is written over a horizontal line.

McCall Judd | Director of Project Development  
email: mccall@highmarkschools.com | mobile: 801.209.4532