



SAGE COLLEGIATE
Public Charter School

SAGE COLLEGIATE BOARD of DIRECTORS

board@sagecollegiate.org

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SAGE COLLEGIATE MANAGEMENT

Sandra Kinne, Executive Director
skinne@sagecollegiate.org ♦ 702.482.7751

Wednesday, September 15, 2021

Melissa Mackedon, Board Chair
Rebecca Feiden, Executive Director
State Public Charter School Authority
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

Dear Director Feiden, Chair Mackedon, and the SPCSA Board:

Sage Collegiate Public Charter School was authorized in November 2020. We were authorized to for the following zip codes: 89107, 89108, and 89146. We were authorized to open with 168 students, growing to capacity with 520 students under a slow-growth model. In June 2021, we made a disappointing but prudent decision to defer our opening until August 2022.

Today, we put forth a formal request and amendment to adjust our enrollment for Year 1 and subsequent years until we are at capacity. We put for the proposal to amend our application with recognition that we deferred our opening, primarily due to our low enrollment as of the state audit in June. Our enrollment challenges were attributable to a multitude of factors, which we outline in our request, including: facilities, the global pandemic, and our slow growth model.

We seek to amend our short- and long-term enrollment plan for Sage Collegiate. It is critical we maintain a strong focus on our program, culture, and academics; these are of utmost importance. Best practice demonstrates a slow growth model is best, and it is the foundation of our approved application. It is also critical that we serve as many as students as we can based on our model and the community need. We are confident that with other challenges related to enrollment nearly resolved, including facilities, we will be able to meet our revised enrollment goals.

As you'll see in our application, our proposed adjust model is a slight adjustment from our original, authorized approach. It allows us to, in response to family feedback during our recruitment and enrollment process, to serve more grade levels earlier while still maintaining a slow growth approach until we are at capacity in Year 10. To this, we seek to adjust our Year 1 enrollment from 168 to 224 and our overall, capacity enrollment from 520 to 756. We outline the details and the justification for this request through the amendment but will provide a summary here.

In Year 1, we seek to have two classes each in Kindergarten and 1st grade, and one class each in 2nd through 5th grade. We then follow that slow growth approach into Year 2, with two classes in each 1st & 2nd and one class each in grades 3rd -6th. In Kindergarten, however, we add a third classroom. This will allow us to better support the strong foundational skills needed in early elementary while creating an opportunity to grow our enrollment.

SAGE COLLEGIATE: Proving the Possible.

www.sagecollegiate.org



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We've provided specifics in our amendment request, but this revised plan will allow us to slowly grow our enrollment while also provide more opportunities at a public school of choice for a community that has but one single, blended learning CCSD-sponsored charter school across our three authorized zip codes.

We appreciate the support of the SPCSA as we strive to provide a high-quality option in a community where there is none and work to fulfill the mission our school. We respectfully request that our amendment be approved.

Thank you,

Jennifer Braster, Board Chair
Sage Collegiate

Sandra Kinne

Sandra Kinne, Executive Director
Sage Collegiate

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2021 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

For Additional Instructions, please see the [Amendment Application Guidance Document](#)

For the: **Sage Collegiate Public Charter School**

Date Submitted: **09.15.2021**

Current Charter Contract Start Date: **07.01.2022**

Charter Contract Expiration Date: **06.30.2028**

Key Contact: **Sandra Kinne**

Key Contact title: **Executive Director**

Key Contact email and phone: **310.697.9655; skinne@sagecollegiate.org**

Date of School Board approval of this application: **07.14 and 08.11.2021**

Deadlines

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

[RFA application processing includes an initial high-level completeness check 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.](#)

¹ Notice or Letter of Intent

This Request For Amendment (RFA) is submitted to request a contract amendment regarding the following (identify which RFA changes you are requesting approval 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](#)

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Introduction

The SPCSA seeks to continuously improve its processes and the quality of its services. Over the past few years we have, for example, been able to significantly reduce the amount of paperwork involved in the processing of Request For Amendment Applications, primarily by separating primarily instructional and guidance information to a separate Technical Guidance document.

The SPCSA are now adding a new, brief, simple guidance section to this application. This next section is designed to provide guidance and processing steps to schools for applying for one of the following four most frequently requested RFA applications.

If you're seeking RFAs in one of the following four (4) areas, the following guidance may help you prepare and process your application faster

The first three may be handled in the Consent Agenda section of the board meeting, also:

Most Frequent Requests For Amendments (RFAs)

The following are four most frequently requested amendments to charters/contracts:

1. Dual credit RFA applications
2. Distant education RFA applications
- 3. Enrollment additions or contractions and grade expansions or contractions**
4. Facilities acquisitions or leases

Below are the processing requirements.

For the following:

1. Dual credit RFA applications
2. Distant education RFA applications
- 3. Enrollment additions or contractions and grade expansions or contractions (Financial Plans required)**

Complete the following check marked items from the below application requirements. You do not need to respond to the unchecked areas.

Sections Required (short form only for the above four RFA requests):

- Executive Summary**
- Meeting The Need
- Expansions to new grade levels or new campuses must complete the Meeting the Need section.**
- Academic Plan (required if expanding to new grades that are currently not being offered)
- Financial Plan**
 1. For enrollment RFAs, complete the tab labeled "General" in the "RFA Pro Forma" MS Excel file to show the planned fiscal impacts of the RFA.
 2. For facility related RFAs, complete the tab labeled "Facilities" in the "RFA Pro Forma" MS Excel file to show the planned fiscal impacts of the facility RFA.
 3. This file is not required for Dual Credit or Distance Education RFAs assuming costs are nominal. The applicant is responsible for confirming this in the narrative should this be the case.
- Operations Plan
- RFA Specific Sections (as applicable for your RFA, as opposed to General Sections)**

Section I: Standard RFA Requirements

A) EXECUTIVE SUMMARY

Required for all submissions. 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.

Sage Collegiate Public Charter School (“Sage Collegiate”) was authorized in November 2020 by the State Public Charter School Authority. In June 2021, the school sought and received deferral to open in the 2022-23 school year. Our current, authorized enrollment plan is to open with 168 students in K-2, growing one grade level each year until we are at capacity with K-8 in 2027-28 with 520 students. However, the purpose of this amendment request, as you’ll see throughout it, is to change our enrollment plan so we may open with 224 students in K-5, with a modified slow growth approach leading to K-8 capacity of 756 students in 2031-32.

The Board of Directors of Sage Collegiate is the ultimate decision- and policy-making body. The Board has the responsibility and obligation for oversight and operation of the school. The Board approves the budget and set financial goals; hires and evaluates the Executive Director; makes a strategic plan and sets annual goals for the school; and governs the school by setting policies and overseeing fiscal, regulatory, and academic health of the school. The responsibility for the day-to-day management of the school is delegated to the Executive Director and management team. The Executive Director conducts the day-to-day management of the school in accordance with the law and Board adopted policies, including fiscal and employment policies, and reports to the Board.

The majority of our Founding Board remains on our current Board, and we added two new board members in June. The current Board is represented in the table below.

Figure 1: Current Board of Directors

Member	Role	NRS 388A.240 compliance
Jennifer Braster	Board Chair	Law
Jayne Cayton	Board Member	Commercial Real Estate
Jon Haskel	Board Secretary	Education, licensed teacher/administrator in NV
Justin Long	Board Treasurer	Finance
Alejandro Rodriguez	Board Member	Human Resources
Susan Splan	Board Member	Banking
Anthony Vu	Board Vice Chair	Licensed teacher in NV

- **Jennifer Braster** is an attorney, with nearly 15 years of experience in the field of law. She has served on previous non-profit boards and has governance experience. She is a parent of a child in a school of choice and understands the need for families to have more options.
- **Jayne Cayton** has more than 22 years in commercial real estate, focus on sales and leasing of office properties. She is a Principal at a local firm, tasked with growing the firm’s agency leasing and capital markets business. She has been a Las Vegas resident from more than 30 years and has a teenage son who is in a school of choice.
- **Jon Haskel** is a former district teacher and charter school Assistant Principal, now serving as a Principal at a network school within the SPCSA portfolio. Originally from Michigan, he has been a Las Vegas resident for more than 15 years and the parent of two students in the local district.
- **Justin Long** is a native Nevadan and has nearly 20 years working in the Finance sector as a Financial Advisor. He is also a member of the Las Vegas Chamber of Commerce’s Educational Committee and has a child in the local district.
- **Alejandro Rodriguez** is a former Chief of Staff for the Deputy Secretary of the US Department of Commerce and oversaw the day-to-day operations and management for the 47,000-employee agency with a \$10.2 billion budget. He brings to the Board his experience in Human Resources, specifically in the public sector. He has a child in a charter school within the SPCSA’s portfolio.
- **Susan Splan** is the Relationship Manager for the Professional Banking Division with a local, state-based bank. She has been a Nevada resident for more than 15 years.
- **Anthony Vu** is a licensed educator in Nevada and has nearly 10 years of experience working in local traditional

and public charter schools in Clark County. He is a homeowner in a zip code (89107) of our authorized locations and understands the needs of the community first-hand.

Our Executive Director is the same from our application, **Sandra Kinne**, who has served in this capacity since January 2021 and was the lead founder of our application process. **Elysa Arroyo**, a Founding Board Member, resigned from the Board in May 2021 and will serve as the school's Founding Manager of Curriculum and Instruction.

2. Statement and overview of the mission and vision

MISSION

Driven by excellence for all in a supportive, rigorous, and ambitious school community, Sage Collegiate Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity.

VISION

We believe that all children are entitled to a high-quality, rigorous, college-preparatory education regardless of their zip code, socio-economic status, home language, race, or ethnicity. We share the imperative call from Clark County School District Superintendent Jesus Jara: *"Right now the Clark County School District is serving about 320,000 students. Each one of these kids only has one shot at school."*² There is an urgency in Clark County right now to ensure that all of our students have an equitable opportunity to receive an education that prepares them to get to and through college, to be on a clear path for a life of opportunity, and to be able to compete in a global community.

To be full participants in our global society and effective learners in the 21st century, and to build lives of economic and social opportunities for themselves and their families, all of our children must have equitable access to educational attainment. This starts in Kindergarten and includes mastering foundational academic skills, ensuring character development, and developing the hope and determination that will drive them to school and life success. Our school aligns with the vision outlined by Nevada Governor Steve Sisolak who has declared that education is a priority for his new administration: *"The budget and priorities that I will outline tonight are focused on this objective: making sure that Nevada's economic recovery reaches every family, that our schools prepare every child to reach their potential, that our health care system is there for every Nevadan that needs it. ... There is no issue more important to me than making sure every child in every classroom gets a great education."*³

Our vision is one framed first through literacy, with all students reading at or above grade level. Kindergarteners will be able to read to siblings, cousins, parents, and grandparents by the end of their first year at Sage Collegiate; third graders will demonstrate literacy skills that reach and exceed state expectations. Elementary students entering our middle school will be the pride of our city, county, and state with achievement scores that demonstrate their readiness for middle school; and our 8th grade students will be achieving PSAT 8/9 scores that put them on track for college-bound SAT scores and National Merit Scholarships in their high school career, positioning our graduates to successfully enroll in Honors and Advanced Placement courses in high schools throughout the region.

Our vision is also framed through mathematics. Our first graders will be able to understand place value, add and subtract through 20 and construct viable arguments and critique the reasoning of others. Our fourth graders will be able to generalize and analyze patterns; represent and interpret data; understand decimal notation for fractions; and compare decimal fractions. Our graduates will be able to define, evaluate, and compare functions; understand and apply the Pythagorean Theorem; and know that there are numbers that are not rational, and approximate them by rational numbers.

Our vision is fully fleshed out with a more robust view of education that envisions students partaking in Latin, Coding, and Speech and Debate and able to advocate for themselves and their community, develop a robust vocabulary, and build skills to participate in a 21st Century global workplace. This vision includes a deeply supportive school community in which students grow deeply each year through their access to Mindfulness and Physical Education (PE), and a values-rich community built on high expectations, purpose, and integrity, which inspires our students' best selves, and which aligns with the deep dreams and values of our community.

Our vision is the manifestation of our listening to others, collaborating with our community, and studying what works. We have heard the imperatives of our state and local elected leaders; we have listened to the many voices

² <https://ccsd.net/district/superintendent/>.

³ Sisolak, State of the Union address, January 2019. http://gov.nv.gov/uploadedFiles/govnewnv.gov/Content/News/Press/2019_Images/Sisolak_SOTS.pdf.

of our community; we have studied the best practices of high-performing charter schools across the country; and we have analyzed current research on effective best practices to put students in low-income, low-performing communities on a clear, measurable, and unfaltering path to college.⁴ We have been particularly compelled by that research which holds that replication of best practices is most successful when school leaders adhere to the model while adjusting for community needs. *“The key is in capturing the essence of what made the original model successful, while still allowing for some local adaptation.”*⁵

Sage Collegiate’s vision includes being a high-expectations, achievement-oriented K-8 charter school for the children of Las Vegas that reflects the exemplary models of high-performing charter schools across the country and uses the autonomies of a charter to draw upon the most current research in response to the specific needs and desires of our local community.

3. Specific statement of the request

The Board of the Sage Collegiate, operating under a current contract with a start date of 07.01.2022 and a six-year expiration date of 06.30.2028, requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following:

- 1. Dual-Credit Programs
- 2. EMOs: Amend charter contract with an EMO or CMO
- X 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. PLEASE SEE ATTACHMENT 5.

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

We seek to amend our short- and long-term enrollment plan for Sage Collegiate. It is critical we maintain a strong focus on our program, culture, and academics; these are of utmost importance. Best practice from the schools observed in the BES Fellowship demonstrate a slow growth model is best, and it is the foundation of our approved application.

As research shows, the slow-growth model is far more effective and produces stronger academic achievement than full-growth model: *“Schools that pursue a Slow Grow strategy to growth generally outperform schools that open with their full grade span enrolled. Fiscal considerations notwithstanding, staggered growth appears to be a preferable option from the standpoint of academic performance.”*⁶

Our original enrollment strategy allows students to experience a small school model and allows for a more supportive environment that targets the individual needs of students. However, in recognition of three critical factors, and a secondary consideration, we seek to revise our enrollment plan while incorporating the slow growth model in a modified manner and staying true to the school model for students. The three main factors in this proposal are: family feedback; family interest and ongoing recruitment; and facilities financing and viability.

A. Family Feedback. We planned our slow growth model based on best practices and the model of other small, independent schools. We were intentional with planning to only open with K-2 and grow each year to be a K-8 school at capacity. However, we heard from several families about this model’s challenge. Families want to be able to have their elementary-age children on a single campus; they want their 1st grader in the same school as

⁴ In completing the Building Excellent Schools (BES) Fellowship, Lead Founder and Proposed Executive Director Sandra Kinne studied more than 50 high-performing charter schools across the country, as discussed throughout this application.

⁵ Lake, Robin J. *Identifying and Replicating the ‘DNA’ of Successful Charter Schools*. Center on Reinventing Public Education, May 2007.

⁶ Peltason, Emily H., and Margaret E. Raymond. “Charter School Growth and Replication: Volume 1.” Center for Research on Education Outcomes. January 30, 2013. <https://credo.stanford.edu/publications/charter-school-growth-and-replication>

their 4th grader, especially after a 18 months of mostly online learning. The K-2 plan impacted our enrollment options through the spring, as families did not want to commit one child to our school and another child to another school. This was the most surprising and unanticipated challenge with regards to enrollment given the success of the slow growth model in other regions, and this is a very specific factor to Las Vegas. With the exception of other independent schools formerly in the ASD portfolio, most SPCSA charters in the region have opened at full capacity with K-5, K-7, K-8, or K-12. This has become the expected design for charters in the region and to what families have become accustomed. We need to meet families' expectations and student needs, while staying true to our model and emulating the success of slow growth schools.

B. Initial Interest. Sage Collegiate, and the possibility of its existence, was first discussed with families in late winter 2019. The first conversations, recruitment opportunities (They were in person recruitment opportunities pre-pandemic.), and surveys to potential families about a K-2 school took place in early 2019 with families considering enrollment for their K-2 children in Fall 2020. Authorization occurred in November 2020, shifting opening and K-2 enrollment to August 2021, and then our unexpected deferral puts us in August 2022. This means that families who had expressed interest in our school and had been opened to enrolling their K-2 children as early as August 2020 will have students in grades 2-4 in August 2022. There is an opportunity to reconnect with those who were initially interested and give families the option of enrolling their child in Sage Collegiate for August 2022 with the inclusion of grades 2-4. If we do not offer grades beyond 2nd in Year 1, we will not be an option for families who have been interested in our school for more than two years and who may still have an interest once we get doors open.

C. Facilities Financing & Viability. In order to have a facility that meets both our short-term and long-term needs, we need to be able to get enroll more students more quickly than our original enrollment plan allowed. State per pupil funding is incredibly low and impacts our financing as it relates to facilities. Several school leaders have spoken to me about the local challenges with the slow growth model, too, particularly with regards to funding and the per pupil allotment in Nevada and at least one of the schools has already changed their model, expanding from their original program to include additional grade levels that originally planned.

In our authorized application, we planned to get to 500 students in Year 7, when we'd be at capacity with K-8. However, as we learned several months ago and unrelated to our June deferral, that enrollment plan is not sufficient to secure a facility that will accommodate our slow growth nor accommodate our final planned enrollment. As such, even prior to deferral and in conversations with both our previous facility partner *and* in conversations with potential new facility partners, it became apparent that we would need to adjust our enrollment in order to afford a long-term facility. A plan for changing enrollment in Year 2 was drafted in late May; that plan was scrapped in lieu of a new plan for a deferred Year 1.

This is not a pressing factor in the decision to amend our enrollment, but a secondary issue relevant to the matter is **Staff Recruitment**. Through spring 2021, there were a few candidates who were offered a role or who applied (and later withdrew from consideration), in part, because of the grade levels we offered. Potential staff members with a child going into 4th grade this year, for example, did not want to have their child at a different school from where they would be teaching 2nd grade. Candidates cited logistics, such as transportation and school start time, were problematic. The enrollment plan for only K-2 was a factor for at least three candidates who had children in K-5.

Obviously, students are our priority. We need to do first and foremost do what is in the best interest for our scholars. However, it is worth noting the impact that our enrollment plan had on staffing, and that in a region with significant teacher shortages,⁷ where we can potentially better meet the needs of staff while prioritizing the needs of students, it is in our interest to do so. If we can potentially mitigate a tangential issue (staffing) while keeping students' needs our focus and priority, we should.

5. Description of proposed target model and target communities

Sage Collegiate does not seek to change its target model or communities. Our focus for enrollment remains our authorized zip codes of 89107, 89108, and 89146 where where 65% of students are in 1-or 2-star schools, 90% of students qualify for free/reduced lunch, and 31% of students are identified as ELL.

⁷ <https://www.ktnv.com/news/ccsd-short-631-teachers-ahead-of-first-day-of-school>

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

Sage Collegiate does not seek a network of campuses.

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

Sage Collegiate does not seek to expand our model. Our model remains the same as described in our authorized application.

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.

Restorative Justice, coupled with our Mindfulness instruction, provides students with applicable strategies and practices that develop their character, mindsets, and habits, and well as support their autonomy and interpersonal communication skills, critical for high school, college, and life. We use tools, practices, and guidance from well-established resources including those from Mindful Schools. Elements of Restorative Justice include restorative justice circles, student reflections, and student leadership of implementation of the practices. We start Restorative Justice practices and protocols with our Upper Academy (grades 3 -5) students. Further, we abide by state law, including the recently passed Assembly Bill 168, to incorporate restorative justice prior to expulsions and suspensions. Our behavior support approach is based on the development of our core values, paired with a tiered system of consequences and interventions, including but not limited to: demerits; detention (served during lunch); loss of privileges; referral to Executive Director (and later the Manager of Community and Culture); Restorative Justice Community Circle; parent phone call or letter; parent conference; community service; in-class suspension; in-school suspension; out-of-school suspension; and/or expulsion.

We aim to address student misconduct and detrimental behaviors in a way that strengthens relationships and focuses on the behavior rather than simply the rule breaking, connecting students’ choices to our school’s core values and the impact on the student, her/his peers, and the learning environment. Students who routinely struggle to make correct choices or meet expectations will meet with the Executive Director and a parent/guardian to develop a behavior plan with personal goals, a timeline for achieving them, appropriate consequences for the continued misconduct, and identification of supports needed to successfully meet expectations. As with all incidents, we document and keep records of student incidents to better identify trends and respond to incidents that negatively impact our school culture and student learning. We disaggregate data based upon race, gender, ethnicity, special education, and ELL status to ensure we track trends and are able to quickly respond to any biases that develop as a result of our discipline management, policies, and practices. The Sage Collegiate philosophy and practice seeks to support individual growth and development of each child, while preserving a safe and supportive learning environment for the school community.

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.

The intent of Sage Collegiate is to serve students primarily in the 89107, 89108, and 89146 zip codes, though any eligible-by-age student in Nevada is eligible to enroll. Online/social media marketing and direct mailers are targeted to families and potential students residing in the community or attending schools in the community served.

Enrollment is monitored to ensure that, to the fullest extent possible, students enrolled reflect the diversity of the targeted community. Methods to increase recruitment of students, including students with special needs, for enrollment include: direct marketing to families in the targeted community; fliers distributed throughout the local community that welcome students with special needs; community meetings open to all interested parents and community members that include presentations of services for EL and SPED students; local announcements in free media, social media, and paid media; Open House at the school site prior to the opening of school; meetings, materials, communications provided in English and Spanish.

We aim to maximize opportunity and access for families in poverty, academically low-achieving students, students with disabilities, and other students at risk of academic failure. As such, preference for available spaces will be given to students: (1) Siblings of current students; (2) Students currently zoned to attend a school that has received a rating in the lowest two tiers in the previous year and within a 2-mile radius of Sage Collegiate; (3) Students who

may be enrolled in any early childhood or Pre-K program at Sage Collegiate; (4) Children of current staff members; (5) Students who are at-risk as defined by English Language Learners (must report home language status) and who live within a 2-mile radius of Sage Collegiate; (6) Students who are at-risk as defined by economically disadvantaged (must submit income verification) and who live within a 2-mile radius of Sage Collegiate; (7) Students zoned to attend overcrowded schools (greater than 25% over capacity) and who live within 2 miles of Sage Collegiate; (8) Students who reside within 2 miles of Sage Collegiate's facility; (9) Students residing in CCSD who are at risk as defined as English Language Learners (must report home language status); (10) Students residing in CCSD who are at risk as defined as economically disadvantaged (must report home income verification); (11) Students residing in Clark County. If a child gains admission, any siblings who are also applying will automatically be given the next enrollment slot, if available, for their grade.

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

Sage Collegiate values, approach, and leadership remain the same as outlined in our authorized application. Informed by current research⁸ and practice-proven successes of the highest-achieving charter schools serving the highest-need communities, and to guarantee the success of all learners, Sage Collegiate is built upon seven guiding tenets:

1. College starts in Kindergarten.
2. Literacy is everything.
3. Structure + zest = All scholars learn.
4. We lead with urgency.
5. Exemplary teachers, exemplary results.
6. Data drives instruction.
7. It takes a village.

At the root of our work, grounded in these beliefs, are our school's core values. We know that the development of strong character is critical for children, and that school-based character-building must be embraced and wanted by families, informed by research, and based upon practices shown to be effective with similar communities serving similar needs and towards ambitious academic and life goals. In *How Children Succeed*, educational researcher Paul Tough explains that what is most important to school and life success for students is whether we are able to help children develop non-cognitive skills such as persistence, self-control, curiosity, and grit.⁹ Grounded in this research, informed by our larger community, and with students' non-cognitive growth as a critical part of our school design, we will teach, honor, and collectively demonstrate seven core values we teach, honor, and demonstrate through our words, actions, and learning; at Sage Collegiate, we are Audacious, Brilliant, Curious, Determined, and we have Zest, Integrity, and Purpose.

Our management and governance leadership firmly believe in the school's mission and vision, and their work prior to and since authorization; their commitment to the school and the community; and their professional experiences, including prior board service, work in other public schools, and community engagement and volunteer work demonstrate their commitment to the school's mission, the betterment of the community, and the values of our team.

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

Key partners in our work include: Acelero Learning, the Boys and Girls Club, BES, EdTec, Opportunity 180, Leaders in Training, Teach For America, Democracy Prep at the Agassi Campus, Futuro Academy, Nevada Rise Academy, Nevada Prep Academy, Puentes (Las Vegas), Stone Bridge Learning Academy, Nevada PEP, SAFY, SESS, Sunrise Children's Foundation, and Wildflower Therapy. We continue to pursue other partners, and once we have finalized our location, we will be able to further develop partners specific to our immediate school community.

Further, through BES and Ms. Kinne's completion of the Fellowship and her continuation in BES' Follow On Support program and network, we have direct access to schools nationwide with whom we can partner and from which we intend to continuously learn, including Equitas Academy in Los Angeles, CA; Etoile Academy in Houston, TX; and Great Lakes Academy in Chicago.

⁸ Specific research includes "The 90 90 90: A Case Study" (<http://www.tehamaschools.org/files/90.pdf>), The Character Lab (<https://characterlab.org/>), and Paul Tough's *How Children Succeed*.

⁹ Tough, Paul. *How Children Succeed*. NY: First Mariner Books, 2012.

NOTES

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 at heading.**

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.**
- (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.**

Sage Collegiate remains committed to serving the zip codes of 89107, 89108, and 89146. We selected these zip codes based on the overwhelming need for high quality schools and options in these three zip codes. We recently submitted a “Good Cause Exemption” for the SPCSA to hear at its October 1 meeting to allow us to include a small portion of the 89102-zip code at our identified short- and long-term location, 4100 W. Charleston Blvd. The zip code changes within the center of the property, with the existing building and parking lot in the 89102-zip code, and the remaining part of the property – where we intend to build a second building and playground – is in 89107. Literally, the zip code changes within the property, per parcel maps. Our focus for enrollment and recruitment continues to be the 89017, 89018, and 89146 zip codes.

Our interest in serving this specific community is based on the demonstrated need. Specifically, within a six-mile radius of Red Rock Elementary, a chronically low-performing K-5 school and the center of these three zip codes, there are more than two dozen schools serving students in grades K-12 with a total of at least 24,752 students. Considering enrollment in these schools, 65% of students are in 1- or 2-star schools, with just 30% of students in 3-star schools and 5% of students in 4- or 5-star schools.

Within six miles of Red Rock Elementary there is a single traditional district school with more than a 3-star status - Mabel Hoggard, which is a 5-star school and a nationally recognized magnet school. Odyssey Charter School’s elementary and middle school programs are 4-star schools, but they are a blended model with online learning. Odyssey is also a district charter school, not a traditional district school. Hoggard Elementary serves 477 students, and its student demographics include 100% FRL and 30% ELL, showing that it is possible for students in our zip codes to have high achievement, and there is a need for more options for high-performing, alternative schools of choice in this community.

Additionally, within 2 miles of our planned location at 4100 W. Charleston, there are five traditional district schools: Griffith Elem, Hyde Park MS, Vegas Verdes ES, Wasden ES, and Red Rock ES, which sits at the center of our three authorized zip codes and has served as the benchmark of the schools in our community. We provided details on more than two dozen schools within our three zip codes and schools immediately adjacent to our designated area for location. Below, we provide a snapshot of the five schools nearest to our intended facility. The need for high-quality options for children in K-8 remains.

Figure 1: Identified Community School Performance

School	Zip Code	Star-Status	Grade Levels	Population (Students)	FRL %	ELL %	IEP%
Red Rock ES	89107	1-star	K-5	798	100%	34%	17%
Griffith Elem	89107	1-star	K-5	574	100%	38%	14%
Hyde Park MS (Magnet School)	89107	3-stars	6-8	1582	56%	17%	8%
Wasden ES	89107	2-stars	K-5	585	100%	23%	13%
Vegas Verdes	89102	2-stars	K-5	618	100%	42%	17%

Further, the mission of Sage Collegiate is aligned with the SPCSA’s mission: “*The SPCSA sponsors, supports, and oversees dynamic and responsive public charter schools that prepare all students for academic, social, and economic success.*”¹⁰ With this mission-driven aspiration, currently approximately 75% of schools in the SPCSA portfolio do not serve students in high-needs, low-income communities where the majority of schools are 1- and 2-star schools. The

¹⁰ http://charterschools.nv.gov/About/Strategic_Plan/.

SPCSA's current portfolio fails to address the needs of those most at-risk that in Clark County: the schools' locations make a 'donut' – isolating the center of the community with not only a dearth of high-performing schools but a lack of schools of choice.

Our original enrollment strategy allows students to experience a small school model and allows for a more supportive environment that targets the individual needs of students. However, in recognition of three critical factors, and a secondary consideration, we seek to revise our enrollment plan while incorporating the slow growth model in a modified manner and staying true to the school model for students. The three main factors in this proposal are: family feedback; family interest and ongoing recruitment; and facilities financing and viability.

- A. Family Feedback.** We planned our slow growth model based on best practices and the model of other small, independent schools. We were intentional with planning to only open with K-2 and grow each year to be a K-8 school at capacity. However, we heard from several families about this model's challenge. Families want to be able to have their elementary-age children on a single campus; they want their 1st grader in the same school as their 4th grader, especially after a 18 months of mostly online learning. The K-2 plan impacted our enrollment options through the spring, as families did not want to commit one child to our school and another child to another school. This was the most surprising and unanticipated challenge with regards to enrollment given the success of the slow growth model in other regions, and this is a very specific factor to Las Vegas. With the exception of other independent schools formerly in the ASD portfolio, most SPCSA charters in the region have opened at full capacity with K-5, K-7, K-8, or K-12. This has become the expected design for charters in the region and to what families have become accustomed. We need to meet families' expectations and student needs, while staying true to our model and emulating the success of slow growth schools.
- B. Initial Interest.** Sage Collegiate, and the possibility of its existence, was first discussed with families in late winter 2019. The first conversations, recruitment opportunities (They were in person recruitment opportunities pre-pandemic.), and surveys to potential families about a K-2 school took place in early 2019 with families considering enrollment for their K-2 children in Fall 2020. Authorization occurred in November 2020, shifting opening and K-2 enrollment to August 2021, and then our unexpected deferral puts us in August 2022. This means that families who had expressed interest in our school and had been opened to enrolling their K-2 children as early as August 2020 will have students in grades 2-4 in August 2022. There is an opportunity to reconnect with those who were initially interested and give families the option of enrolling their child in Sage Collegiate for August 2022 with the inclusion of grades 2-4. If we do not offer grades beyond 2nd in Year 1, we will not be an option for families who have been interested in our school for more than two years and still have an interest in being founding families.
- C. Facilities Financing & Viability.** In order to have a facility that meets both our short-term and long-term needs, we need to be able to get enroll more students more quickly than our original enrollment plan allowed. State per pupil funding is incredibly low and impacts our financing as it relates to facilities. Several school leaders have spoken to me about the local challenges with the slow growth model, too, particularly with regards to funding and the per pupil allotment in Nevada and at least one of the schools has already changed their model, expanding from their original program to include additional grade levels that originally planned.

In our authorized application, we planned to get to 500 students in Year 7, when we'd be at capacity with K-8. However, as we learned several months ago and unrelated to our June deferral, that enrollment plan is not sufficient to secure a facility that will accommodate our slow growth nor accommodate our final planned enrollment. As such, even prior to deferral and in conversations with both our previous facility partner *and* in conversations with potential new facility partners, it became apparent that we would need to adjust our enrollment in order to afford a long-term facility. A plan for changing enrollment in Year 2 was drafted in late May; that plan was scrapped in lieu of a new plan for a deferred Year 1.

This is not a pressing factor in the decision to amend our enrollment, but a secondary issue relevant to the matter is **Staff Recruitment**. Through spring 2021, there were a few candidates who were offered a role or who applied (and later withdrew from consideration), in part, because of the grade levels we offered. Potential staff members with a child going into 4th grade this year, for example, did not want to have their child at a different school from where they would be teaching 2nd grade. Candidates cited logistics, such as transportation and school start time, were problematic. The enrollment plan for only K-2 was a factor for at least three candidates who had children in K-5.

Obviously, students are our priority. We need to do first and foremost do what is in the best interest for our scholars. However, it is worth noting the impact that our enrollment plan had on staffing, and that in a region with significant teacher shortages,¹¹ where we can better meet the needs of staff while prioritizing the needs of students, it is in our interest to do so. If we can potentially mitigate a tangential issue (staffing) while keeping students' needs our focus and priority, we should.

Our original enrollment strategy allows students to experience a small school model and allows for a more supportive environment that targets the individual needs of students. Our proposal seeks to still implement a slow growth model in a modified manner that allows us to serve more children of the community and still provide a supportive school environment and intentional approach for the education of our students.

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.
- (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.
- (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.

There is no change here from our authorized 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.
- (2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the new campus(es) or grade levels. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?
- (3) Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for

¹¹ <https://www.ktnv.com/news/ccsd-short-631-teachers-ahead-of-first-day-of-school>

learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

- (4) Discuss the community resources that will be available to students and parents at the expanded school. Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as an **Attachment** __, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.
- (5) Describe the school's ties to and/or knowledge of the target community. How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?
- (6) Identify any organizations, agencies, or consultants that are partners in planning and expanding the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

There is no change here from our authorized application.

We have worked diligently amid a global pandemic on recruitment and community engagement. Restrictions related to gatherings, closures of facilities, and the cancelation of community events negatively impacted our ability to engage with the community and participate in tabling opportunities through the first half of the year. We moved most of our marketing and outreach to online approaches and were able to garner significant interest in Sage Collegiate. Once the state lifted gathering restrictions, in the first two weeks of June 2021, we participated in number of direct outreach activities, including tabling and door-to-door canvassing. Further, between September 18 and October 2, we are registered and committed to three community events, and we have a new social media campaign starting this fall with an education marketing organization. Since our deferral in late June, we have continued to receive regular inquiries from prospective parents about our enrollment dates and opening. There continues to be significant interest in schools of choice, particularly in a community with a single school of choice, a hybrid model. We are confident we will be able to meet our new enrollment goals.

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?

There is no change here from our authorized 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?

There is no change here from our authorized application.

(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.

There is no change here from our authorized 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) 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.

There is no change here from our authorized 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?

There is no change here from our authorized application.

We are awaiting an approved/publicly available 2022-23 CCSD calendar so we can finalize our 2022-23 calendar. While we have an extended school year and additional professional days than what the local district offers, we do align the beginning of the school year and start a week before the local district. We also aligned our end of the year with the district, as is common practice with other charter schools in the region.

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.

There is no change here from our authorized application.

This section is not applicable as we will not offer distance education.

PRE-KINDERGARTEN PROGRAMS

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

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

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

There is no change here from our authorized application.

This section is not applicable to as we do not currently offer a Pre-K program.

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.

There is no change here from our authorized application.

This section is not applicable to as we do not currently offer high school.

SPECIAL POPULATIONS

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

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

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

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

Special Education

- (1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.
- (2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?
 - a) *(Elementary Schools Only)* How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?
 - b) *(Middle and High Schools)* How will the school identify and serve students who require special education services and develop transition plans?
- (3) *(All Schools)* How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has

been incorrectly identified as having a disability in the past?

- a) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.
- (4) Enrollment: Describe the school’s strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?
- (5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

There is no change here from our authorized 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.*

There is no change here from our authorized 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.

Sage Collegiate has contracted with EdTec as our back-office provider. EdTec has extensive experience with charter schools, especially independent charter schools in Nevada. EdTec is a comprehensive back-office provider supporting accounting, and bookkeeping services, payroll, budgeting, financial reporting, forecasting, grant writing support, and compliance and data management services for Sage Collegiate. Our Executive Director, Board Treasurer, and the Finance Committee have worked closely with our EdTec partner on a revised budget for purposes of this amendment – our revised enrollment.

For independent audit, Sage Collegiate will hire a firm to conduct an audit of the school. In selecting and contracting with a back-office provider, Sage Collegiate engaged services on a competitive ‘Request for Proposal’ (RFP) basis, seeking three quotes of service before the Board made the ultimate selection and entered into a contract with EdTec. We looked at three criteria, based on best practices of other high-quality schools: (a) Proven Track Record: The vendor has a history of operation that is legitimate and satisfactory. (b) Mission Alignment: The vendor has a stated or proven commitment to working with charter schools of transformative change for at-risk students and show familiarity with the conventions of the industry. (c) Competitive Pricing: The vendor provided a competitive and transparent pricing plan that fit the scope and constraints of the request in a timely and professional manner. The current budget reflects these expenses in the narrative and specific line items as based upon ranges from conversations with vendors and/or local, similarly-sized charter schools’ start-up and current costs.

Sage Collegiate has created financial and administrative processes in consultation with our back-office provider in order to ensure proper financial controls are in place, primarily through clear segregation of duties between the Executive Director and Treasurer of the Board. The founding team of Sage Collegiate will continue to develop plans and systems to codify into the developed Financial Policies Handbook with the contracted labor of this back-office provider. With the support of EdTec, the Executive Director of Sage Collegiate has created and implemented a plan of financial and administrative procedures and cycles to adhere to all reporting procedures and requirements of public schools in Nevada, and to best support the Board of Directors by reporting relevant information in a timely and accurate manner. The Sage Collegiate Board of Directors and the proposed Executive Director remain committed to going above and beyond in safeguarding the short- and long-term fiscal health of the organization throughout its operations.

- (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 1.** Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
 - (a) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school’s core operation depends in a clearly identified component of **Attachment 1**. 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.

Please see Attachment 1.

- (4) Submit a completed financial plan for the proposed school as an **Attachment** ____ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

This is not applicable.

- (5) Submit, as an **Attachment** ____, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

This is not applicable.

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

This is not applicable.

- (7) Complete the audit data worksheet in **Attachment** ____. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment** ____.

This is not applicable.

- (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.

This is not 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.

This is not applicable.

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?

There is no change here from our authorized application.

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.

There is no change here from our authorized application.

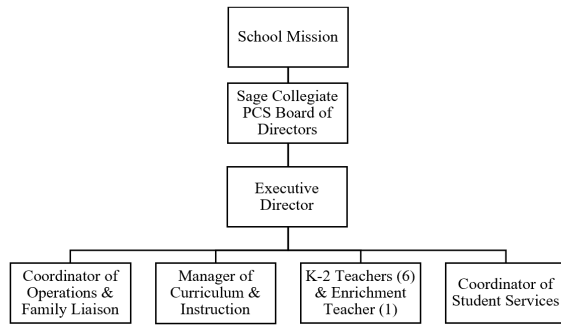
3. Organization charts and decision-making authority:
 - (a) Provide the following organizational charts:
 - (i) Current
 - (ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying 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.*

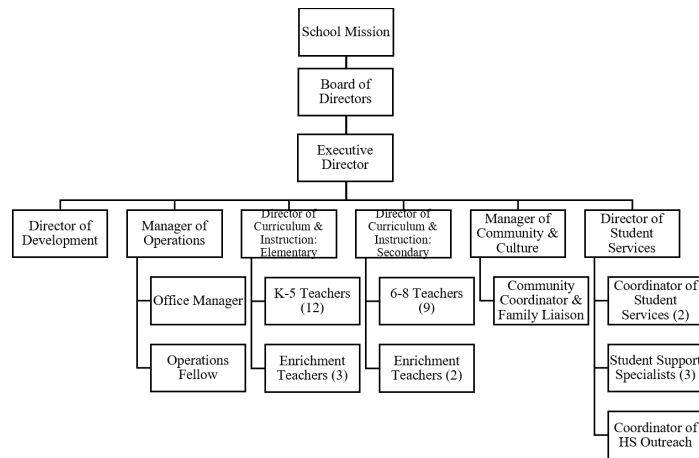
While there is no change in the general organization or structure of decision-making authority, as we seek to slightly expand our enrollment, we have adjusted our Year 1 and at-capacity staffing structure. We provide the original plan for staffing and the updated organizational charts below. Also of note, in our revised plans, we have incorporated feedback from the Authority, at the time of authorization, related to staffing for our Student Services/Special Education program and added staff to better support students in Special Education.

Figure 2: Original & Revised Staffing Plans

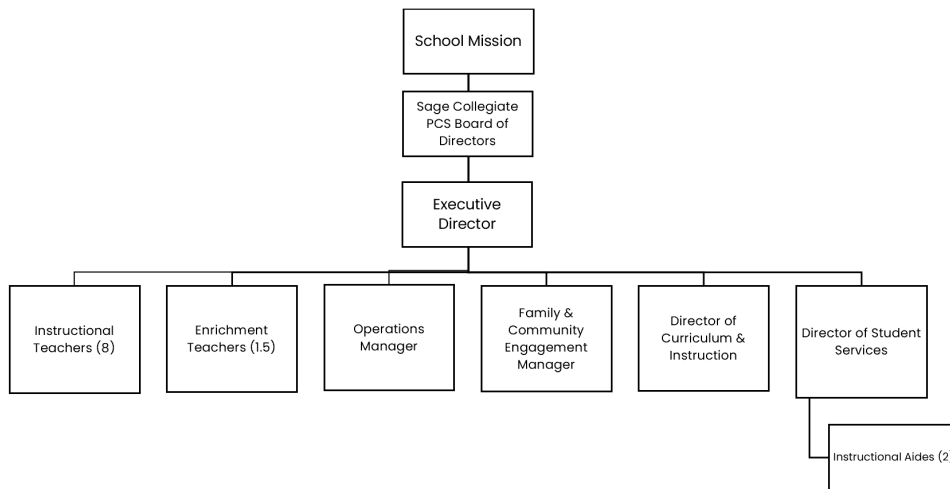
Year 1: Original Plan

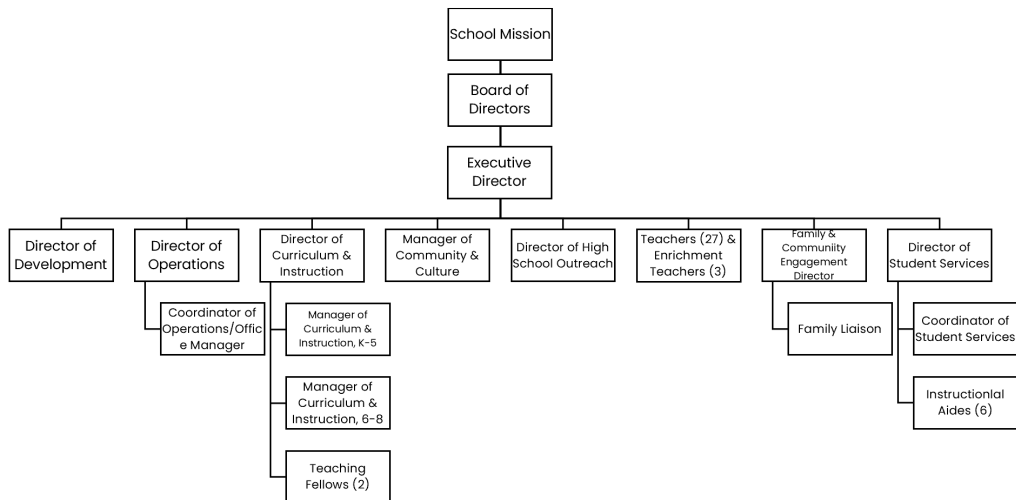


At Capacity - Year 7: Original Plan



YEAR 1 STAFFING: REVISED PLAN





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

There is no change here from our authorized 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.

There is no change here from our authorized application.

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** ___).

There is no change here from our authorized application.

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

There is no change here from our authorized 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?

There is no change here from our authorized application.

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

There is no change here from our authorized 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** ____). Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
- c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment** ____) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2022-23 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 2023-2024 school year and to add additional criteria to the pre-opening requirements for such campuses.

There is no change here from our authorized application.

This is not applicable.

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.

PLEASE SEE ATTACHMENT 2.

Sample Excerpt—Complete using Excel file

Year	2022-23	20023-24	2024-25	2025-26	2026-27	2027-28
Management Organization Positions						
<i>Complete this form using the Excel file</i>						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						

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.

**There is no change here from our authorized application.
This is not applicable.**

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** ____. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.
- f) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Function	Mgt Org Decision-Making	Network Leader Decision-Making	Board Decision-Making	Campus Leader Decision-Making
Performance Goals				
Curriculum				
Professional Development				

Data Mgt & 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 Mgt				
Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

**There is no change here from our authorized application.
This is not 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.

There is no change here from our authorized application.

This is not applicable.

- 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.

There is no change here from our authorized application.

- 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 lottery¹² 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.

There is no change here from our authorized 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.
- 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.
- 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?
- 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?
- 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 2022 and fall 2023.

The intent of Sage Collegiate is to serve students primarily in the 89107, 89108, and 89146 zip codes, though any eligible-by-age student in Nevada is eligible to enroll. Marketing is targeted to students residing in the community or attending schools in the community served and will comply with the requirements of all state, federal, and authorizer laws including SB208; NRS 386.580; and SB390. For the 2022-23 school year, and subsequent years, the enrollment window will open at 12:00 a.m. on November 1, 2021. The enrollment period will close at 11:59 p.m. on Thursday, Feb 10, 2022. The lottery will take place Thursday, February 24, 2022. [This date was approved by the Board at the Sage Collegiate Board Meeting on Wednesday, September 8, 2021.]

¹² 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.

In subsequent years, the enrollment window will open on November 1 of each school year, which is aligned with local charter schools. Sage Collegiate will inform the public that it is accepting applications for admission for the following school year and publicize the deadline for applications through direct mail announcements, flier distribution, community meetings, local newspaper announcements, social media posts, and public information sessions. The student application deadline will be mid-February, with the public lottery taking place within two weeks and by the end of each February. Any family interested in submitting an application to Sage Collegiate will be informed of the school's admissions policies and information about when the applications must be submitted in order to be included in the public lottery. Following the lottery, enrollment will be accepted on a rolling basis upon availability and given the preferences listed below.

Sage Collegiate will adhere to all notification guidelines, as laid out in SB208, informing families within a two-mile radius of the identified school site of the start of the enrollment period at least 45 days in advance. We will not conduct a lottery sooner than 45 days after opening enrollment application, and we will make all reasonable efforts to contact all households within 2 miles of the school site to ensure a fair and equitable chance to enroll.

Within one week of the lottery, families will be notified via email by the Executive Director of their enrollment status (offered enrollment or placement on waiting list). Each student offered a space in the following year will be required to complete an enrollment packet within two weeks of the email indicating that a spot is available for the student. The school will hold a Pre-Enrollment session after the lottery and before the Confirmation Deadline to supply additional information and to assist families in filling out forms. We target an application pool that is double our planned enrollment. With our revised plan for enrollment, we intend to enroll 224 students in 2022-23, and we aim to have at least 116 applicants in K-1, and at least 56 applicants in each 2nd – 5th grades. This trend of at least double the applicants for seats available continues through each year of growth.

In Year 1, the Executive Director (ED) and the Family and Community Engagement (FaCE) Manager will be responsible for monitoring progress toward enrollment goals and leading the recruitment and enrollment efforts. (In subsequent years, the ED, the FaCE Director, and Family Liaison will be responsible for recruitment and enrollment.)

Staff will receive training as part of their onboarding and Summer Professional Development, to ensure that the team understands the legalities of enrollment and can support and/or execute the recruitment and enrollment process. Through our partners, including StoneBridge Learning Academy, Acelero, Sunrise Children's Foundation, SAFY, and Las Puentes we will continue to actively engage families and recruit students. In the spring, we also worked with various branches of the Las Vegas-Clark County library and local daycares.

Enrollment is monitored to ensure that, to the fullest extent possible, students enrolled reflect the diversity of the targeted community. Methods to increase recruitment of students, including students with special needs, for enrollment include: direct marketing to families in the targeted community; fliers distributed throughout the local community that welcome students with special needs; community meetings open to all interested parents and community members that include presentations of services for EL and SPED students; local announcements in free media, social media, and paid media; Open House at the school site prior to the opening of school; meetings, materials, communications provided in English and Spanish.

We aim to maximize opportunity and access for families in poverty, academically low-achieving students, students with disabilities, and other students at risk of academic failure. As such, preference for available spaces will be given to students: (1) Siblings of current students; (2) Students currently zoned to attend a school that has received a rating in the lowest two tiers in the previous year and within a 2-mile radius of Sage Collegiate; (3) Students who may be enrolled in any early childhood or Pre-K program at Sage Collegiate; (4) Children of current staff members; (5) Students who are at-risk as defined by English Language Learners (must report home language status) and who live within a 2-mile radius of Sage Collegiate; (6) Students who are at-risk as defined by economically disadvantaged (must submit income verification) and who live within a 2-mile radius of Sage Collegiate; (7) Students zoned to attend overcrowded schools (greater than 25% over capacity) and who live within 2 miles of Sage Collegiate; (8) Students who reside within 2 miles of Sage Collegiate's facility; (9) Students residing in CCSD who are at risk as defined as English Language Learners (must report home language status); (10) Students residing in CCSD who are at risk as defined as economically disadvantaged (must report home income verification); (11) Students residing in Clark County. If a child gains admission, any siblings who are also applying will automatically be given the next enrollment slot, if available for their grade. We will backfill through 7th grade using our waitlist and continued recruitment.

During any period of discretionary grant funding from the U.S. Department of Education, we will comply with the Charter Schools Program Non-Regulatory Guidance (CSP NRG) regarding lotteries. In the event any provisions included here are deemed to conflict with the CSP NRG, the school will modify its lottery procedures to ensure compliance and eligibility for federal funding.

PLEASE SEE ATTACHMENT 3 for the ENROLLMENT WORKSHEETS.

- 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	20023-24	2024-25	2025-26	2026-27
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	20023-24	2024-25	2025-26	2026-27
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	20023-24	2024-25	2025-26	2026-27
Pre-K					
K					
12					
Total					

- 4) 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.

As we noted above, there are three main considerations for our amendment: Family Feedback, Initial Interest, Facilities Financing and Viability.

- A. Family Feedback.** We planned our slow growth model based on best practices and the model of other small, independent schools. We were intentional with planning to only open with K-2 and grow each year to be a K-8 school at capacity. However, we heard from several families about this model's challenge. Families want to be able to have their elementary-age children on a single campus; they want their 1st grader in the same school as their 4th grader, especially after a 18 months of mostly online learning. The K-2 plan impacted our enrollment options through the spring, as families did not want to commit one child to our school and another child to another school. This was the most surprising and unanticipated challenge with regards to enrollment given the success of the slow growth model in other regions, and this is a very specific factor to Las Vegas. With the exception of other independent schools formerly in the ASD portfolio, most SPCSA charters in the region have opened at full capacity with K-5, K-7, K-8, or K-12. This has become the expected design for charters in the region and to what families have become accustomed. We need to meet families' expectations and student needs, while staying true to our model and emulating the success of slow growth schools.
- B. Initial Interest.** Sage Collegiate, and the possibility of its existence, was first discussed with families in late winter 2019. The first conversations, recruitment opportunities (They were in person recruitment opportunities pre-pandemic.), and surveys to potential families about a K-2 school took place in early 2019 with families considering enrollment for their K-2 children in Fall 2020. Authorization occurred in November 2020, shifting opening and K-2 enrollment to August 2021, and then our unexpected deferral puts us in August 2022. This means that families who had expressed interest in our school and had been opened to enrolling their K-2 children as early as August 2020 will have students in grades 2-4 in August 2022. There is an opportunity to reconnect with those who were initially interested and give families the option of enrolling their child in Sage Collegiate for August 2022 with the inclusion of grades 2-4. If we do not offer grades beyond 2nd in Year 1, we will not be an option for families who have been interested in our school for more than two years and who may still have an interest once we get doors open.
- C. Facilities Financing & Viability.** In order to have a facility that meets both our short-term and long-term needs, we need to be able to get enroll more students more quickly than our original enrollment plan allowed. State per pupil funding is incredibly low and impacts our financing as it relates to facilities. Several school leaders have spoken to me about the local challenges with the slow growth model, too, particularly with regards to funding and the per pupil allotment in Nevada and at least one of the schools has already changed their model, expanding from their original program to include additional grade levels that originally planned.

In our authorized application, we planned to get to 500 students in Year 7, when we'd be at capacity with K-8. However, as we learned several months ago and unrelated to our June deferral, that enrollment plan is not sufficient to secure a facility that will accommodate our slow growth nor accommodate our final planned enrollment. As such, even prior to deferral and in conversations with both our previous facility partner *and* in conversations with potential new facility partners, it became apparent that we would need to adjust our enrollment in order to afford a long-term facility. A plan for changing enrollment in Year 2 was drafted in late May; that plan was scrapped in lieu of a new plan for a deferred Year 1.

This is not a pressing factor in the decision to amend our enrollment, but a secondary issue relevant to the matter is **Staff Recruitment**. Through spring 2021, there were a few candidates who were offered a role or who applied (and later withdrew from consideration), in part, because of the grade levels we offered. Potential staff members with a child going into 4th grade this year, for example, did not want to have their child at a different school from where they would be teaching 2nd grade. Candidates cited logistics, such as transportation and school start time, were problematic. The enrollment plan for only K-2 was a factor for at least three candidates who had children in K-5.

Obviously, students are our priority. We need to do first and foremost do what is in the best interest for our scholars. However, it is worth noting the impact that our enrollment plan had on staffing, and that in a region with significant teacher shortages,¹³ where we can potentially better meet the needs of staff while prioritizing the needs of students, it is in our interest to do so. If we can potentially mitigate a tangential issue (staffing) while keeping students' needs our focus and priority, we should.

- 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.

There is no change here from our authorized application.

This is not applicable.

- 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.

There is no change here from our authorized application.

This is not applicable.

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** ____). Please note that at least 75% of new board members for SY 2021-2022 must be identified at the time of the submission of the expansion request.
- r) Provide, as part of **Attachment** ____, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.
- 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

¹³ <https://www.ktnv.com/news/ccsd-short-631-teachers-ahead-of-first-day-of-school>

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?

There is no change here from our authorized 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 2021-2022) to ensure that the school is ready for a successful launch in fall 2022. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment 4**.

Please see Attachment 4.

- 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.

There is no change here from our authorized application. Our Executive Director and Lead Founder continues to participate in Follow on Support with BES and has weekly coaching sessions with the Director of Leadership Development assigned to her.

- 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.

There is no change here from our authorized application. Our Executive Director and Lead Founder continues to work full-time for the school. Additional staff will start in January 2022 (Family and Community Engagement Manager) and March/April 2022 (Director of Student Services and Manager of Curriculum and Instruction).

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

closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

7. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
8. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

**There is no change here from our authorized application.
This is not applicable.**

SERVICES

9. Provide **Attachment** ___ describing how the school leadership team will support operational execution.
10. Provide narrative or evidence illustrating the staffing model, performance metrics, and the school’s plan for supporting all operational needs of the school, including but not limited to those listed below.
11. In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.
 - i. **Transportation:** Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - ii. **Food Service:** Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - iii. **Facilities maintenance (including janitorial and landscape maintenance)**
 - iv. **Safety and security (include any plans for onsite security personnel)**
 - v. **Other services**
12. **Technology:** Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.
13. **Student Information Management:** Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data

along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

14. Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.
15. Provide, as an Attachment ____, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

There is no change here from our authorized application.

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?
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.

There is no change here from our authorized application.

Section II: SPECIFIC RFA SECTIONS

RFA: Academic Amendments

1. RFA: Add Distance Education

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

This section is not applicable.

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.

This section is not applicable.

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.

This section is not applicable.

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.

This section is not applicable.

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.

b) Financial Plan

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

Attachments Necessary for EMO Amendment

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

This section is not applicable.

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](#).**

Of the needs identified in the Assessment, we most strongly meet the needs of “Demographics” and “Academic Needs: Geographies with 1- and 2-Star Schools.”

In our authorized application, as well as above, we outlined the community demographics including the five schools closest to our identified facility. Four of the five of them are 1- or 2- star K-5 schools, with 100% of students qualifying for free/reduced lunch at each of the schools. Among four of the five, an average of 34% of students are identified as English Language Learners, and an average of 15% of students have IEPs, a proxy for Special Education.

The fifth school is a 3-star district magnet school, to which students must apply and meet the academic criteria for the school’s lottery. At this school, Hyde Park Middle School, 56% of students qualify for free/reduced lunch; 17% of students are ELL; and 8% have an IEP. Of the existing schools within our three authorized zip codes, 65% of our schools are 1- or 2-star schools. In our three authorized zip codes, 90% of students qualify for free/reduced lunch, and 31% are identified as English Language Learners.

Given these statistics for the schools within our authorized area, we anticipate that at least 80% of students at Sage Collegiate will qualify for free/reduced lunch; at least 10% will have Special Education needs; and at least 30% of students will be identified as English Learners. This is representative of the targeted community, per local district’s most recent, publicly available data; of CCSD’s student population, 64% qualify for free/reduced lunch, 25% identify as English Language Learners, and 12% are enrolled in Special Education services.¹⁴

Additionally, while our program and model do not directly meet the need of the other identified category of the Needs Assessment – Academic Need: Students at Risk of Dropping out of School – our program and model are designed to emphasize early literacy, attendance, and high school/college readiness - to ensure students of Sage Collegiate do not, ultimately, fall into that category and become at-risk of dropping out after they move from our school in 8th grade to high school.

Being about to help more students over time and to start with one class each in 3rd- 5th grade will allow us to better support more students and across more grade levels.

- 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?

This section is not applicable.

- 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.

This section is not applicable.

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

Year						
Enrollment						

This section is not applicable.

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

Year						
Enrollment						

This section is not applicable.

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.

¹⁴ CCSD Fast Facts, 2018-19. https://newsroom.ccsd.net/wp-content/uploads/2018/10/Fast-Facts-2018-19-Eng.pdf?source=post_page.

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.

This section is not applicable.

8. RFA: Lottery: Change(s) in Charter Lottery Policy

The SPCSA considers changes to the admission process for sponsored schools to be a material amendment to their charter contract. Charter schools/networks seeking to make changes to their current lottery policy should provide complete descriptions and supporting documentation to the specific information requests below including a revised student enrollment schedule for the remainder of the school contract showing (a) the current enrollment plan, (b) the enrollment plan to be used should the proposed changes be approved and (c) the differences between the two plans. Please provide the current lottery policy for your charter school/network.

Provide a draft of your proposed lottery policy for your charter school/network, and include a thorough explanation/rationale for any adjustments to lottery priorities and/or weights. Proposed policies must demonstrate alignment to [NRS 388A.456](#) and/or [R131-16](#). If your school/network is proposing a weighted lottery, please be sure to provide a thorough explanation for the proposed weighting system.

Provide a plan and timeline for communicating the proposed lottery changes to your charter school/network community. How will the charter/network ensure that prospective families are aware of these changes?

Attach a revised student enrollment form to be used under the proposed policy¹⁵.

This is not applicable.

Facility RFAs

9. 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.

¹⁵ Note: if the charter/network is proposing a weighted lottery, additional information asked of students and families should be clearly labeled as optional.

- 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.

This section is not applicable.

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

- e. Complete the general sections above and the general and specific facility sections below
- f. 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.
- g. 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.

This section is not applicable.

11. RFA: Occupy a Temporary Facility

- h. Complete the general sections above and the general and specific facility sections below
- i. 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.
- j. 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.

This section is not applicable.

12. RFA: Relocate or Consolidate Campuses

- k. Complete the general sections above and the general and specific facility sections below
- l. 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.
- m. 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.

This section is not applicable.

General Facility RFA requirements

1. Describe the school’s capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.
2. Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.
3. List names and roles of any financially interested parties and describe the interest relating to the current or proposed facility. This includes any existing or potential conflicts of interest or existing, direct or indirect, potential ownership interests with the current and/or proposed facility.
4. Show the fiscal impact of the proposed facility plan for the first three years after implementation of your plan using the SPCSA Financial Performance Ratings model (ask staff for a copy of your most recent version). Explain plans to address pro forma rating declines—if any—to at least the below areas from implementation of the plan.
 - a) Current Ratio
 - b) Unrestricted Days Cash on Hand
 - c) Cash flow
 - d) Debt to Asset Ratio
 - e) Debt Service Coverage Ratio

5. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, please provide:
- 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.
 - 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.
 - A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.
 - A copy of the floor plan of the facility, including the notation of all included campus facilities with a **table or statement describing the square footage** of these facilities AND an assurance **the school will submit final versions of this documentation** in compliance with **NAC 388A.315**. **Include in the RFA application the amount of conditioned square footage as well the total acreage of the campus including all property to be under the control or usable by the school. (Do not simply refer to architectural drawings which may include specific dimensions but not square footages of various spaces within the facility.)**
 - 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** ____.
 - A copy of the Certificate of Occupancy at **Attachment** ____.
 - 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** ____.
 - Documentation showing what, if any, governmental permits, waivers, modifications or variations may be required and a schedule showing approximate dates for those approvals to be considered.**
 - If the landlord or owner is under contract to deliver the facilities ready for occupancy then indicate "N/A"...If the school is managing the tenant improvements, then provide 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 388A.315388A.315 as an **Attachment** ____.
 - A copy of the school's traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.**
6. 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:
- 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 388A.315 as an **Attachment** ____ OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as an **Attachment** ____.
 - 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 388A.315 as an **Attachment** ____ OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as an **Attachment** ____.
 - 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 388A.315 as an **Attachment** ____ OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet **AND** an assurance that the school will submit final documentation in compliance with NAC 388A.315 as an **Attachment** ____.
 - 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 388A.315 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 Gannt 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 388A.315 as an **Attachment** ____.
 - f) A detailed construction project plan and timeline, including a Gannt 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 388A.315 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 388A.315 as an **Attachment** ____.

7. The organization's plans/methods to finance these facilities, including:

- a) Whether the school is seeking:
 - i) Loan (CDFI or other),
 - (1) For Construction financing,
 - (2) For Permanent financing,
 - (3) Refinancing
 - ii) Bond Financing,
 - (1) For Construction financing,
 - (2) For Permanent financing,
 - (3) Refinancing
 - (4) Tax-exempt
 - (5) Rated
 - (6) Privately placed
- b) Identification and description of bond instrument terms, including planned face amount, years/term to maturity, coupon rate.
- c) Identification and description of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.
- d) Comparison schedule/table showing for the first five years from issuance the current full lease rates and conditioned space square footage information compared to the post issuance conditioned space annual payment schedule and square footage with amortization table showing principal and interest payments and principal balance, as well as any balloon or graduated payment increases and refinancing. (A 3 year requirement described earlier in this document regards the SPCSA financial performance ratings model compared with this 5 year comparison of facility costs under current and proposed conditions).
- e) Describe the required "breakeven" enrollment number of students for the project to be feasible, as well as the breakeven percentage of the planned enrollments (Breakeven Enrollment/ Planned Enrollment), (e.g., "Breakeven Enrollment to Planned Enrollment is 380/420, or 90%"). Additionally include the actual planned total classroom student capacity of the new facilities (e.g., "planned for 450 students at 20 square feet minimum classroom space per pupil").
- f) Will the financing/refinancing trigger any prepayment penalties? Yes, No.
 - i) If "Yes", describe the amount.
- g) May any interested parties be entitled to receive any success fees, loans, real estate or other equity interests or other financial interest(s) or gain from this transaction? Yes, No. If so, please identify the parties and describe the interest(s).

- h) Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.
 - i) Identify and describe recurring costs which will now be directly borne by the applicant which may currently be part of the applicant's facility costs, such as utility and Common Area Maintenance costs and/or reserve expenses.
 - j) Information (e.g., broker offering statements, web pages) on at least two comparable facilities considered/reviewed including location, acreage, square footage, cost/lease rates or purchase price of those facilities.
 - k) Financing and financing assumptions. If leases will be used, show the year over year lease rates and lease escalator percentage rate(s) on unabated as well as abated rents, if applicable.
 - l) Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to NRS 388A.565.
7. 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 388A.315 as part of an **Attachment** _____. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of **Attachment** _____.

This section is not applicable.

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 388A.315
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 388A.315
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 388A.315

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 388A.315
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 388A.315
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 388A.315.
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 388A.315

This section is not applicable.

13. 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.

This section is not applicable.

14. 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.

This section is not applicable.

A

15. 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

3. For material amendments to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is “material or strategically important”, pursuant to NRS 388A.223, the governing body must obtain approval from the sponsor before the amendment becomes effective.

- a. 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.

4. 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.

This section is not applicable.



ATTACHMENT 1: Budget

Amendment Request
Sage Collegiate
September 2021

Sage Collegiate PCS
Multi-year Projection - FASB

Note - FASB format excludes loan proceeds and repayment and capex, and includes depreciation expense

9/13/21

	Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27
SUMMARY						
Revenue						
State Revenue	-	1,612,128	2,402,902	3,065,924	3,728,615	4,179,594
Federal Revenue	1,218,155	524,021	395,096	502,714	610,332	682,574
Total Revenue	1,218,155	2,136,149	2,797,998	3,568,638	4,338,947	4,862,168
Expenses						
Personnel Services-Salaries	153,958	812,120	1,039,362	1,302,174	1,893,505	2,096,055
Personnel Services-Employee Benefits	36,439	228,325	326,221	431,400	639,319	723,951
Professional and Tech Services	94,022	181,448	204,330	233,014	274,551	295,274
Property Services	34,969	378,080	421,920	477,103	523,905	574,776
Other Services	18,088	86,317	91,632	111,493	132,517	150,263
Supplies	460,023	345,468	495,685	592,865	723,446	784,037
Depreciation Expense	15,753	39,033	39,033	39,033	39,033	39,033
Debt Service and Miscellaneous	1,141	1,664	1,187	1,211	1,235	1,260
Total Expenses	814,392	2,072,454	2,619,370	3,188,292	4,227,512	4,664,650
Operating Income	403,763	63,695	178,628	380,346	111,435	197,518
Fund Balance						
Beginning Balance (Unaudited)	30,995	434,758	498,453	677,081	1,057,427	1,168,862
Audit Adjustment						
Beginning Balance (Audited)	30,995	434,758	498,453	677,081	1,057,427	1,168,862
Operating Income	403,763	63,695	178,628	380,346	111,435	197,518
Ending Fund Balance	434,758	498,453	677,081	1,057,427	1,168,862	1,366,380
Total Revenue Per ADE		9,536	9,084	9,104	9,115	9,139
Total Expenses Per ADE		9,252	8,504	8,133	8,881	8,768
Operating Income Per ADE		284	580	970	234	371
Fund Balance as a % of Expenses	53%	24%	26%	33%	28%	29%

Sage Collegiate PCS
Multi-year Projection - FASB

Note - FASB format excludes loan proceeds and repayment and capex, and includes depreciation expense
 9/13/21

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Key Assumptions						
Enrollment Breakdown						
K		56	84	84	84	84
1		56	56	84	84	84
2		28	56	56	84	84
3		28	28	56	56	84
4		28	28	28	56	56
5		28	28	28	28	56
6		-	28	28	28	28
7		-	-	28	28	28
8		-	-	-	28	28
Total ADE	-	224	308	392	476	532

Sage Collegiate PCS
Multi-year Projection - FASB

Note - FASB format excludes loan proceeds and repayment and capex, and includes depreciation expense
 9/13/21

	Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27
REVENUE						
State Revenue						
3110 State Support - PCFP (formerly DSA)	-	1,612,128	2,328,840	2,963,978	3,599,116	4,022,541
3115 State SpEd (DSA)	-	-	74,062	101,946	129,499	157,052
SUBTOTAL - State Revenue	-	1,612,128	2,402,902	3,065,924	3,728,615	4,179,594
Federal Revenue						
4500.633 Title I	-	62,720	86,100	109,550	133,000	148,750
4500.639 IDEA	-	28,493	39,220	49,820	60,420	67,840
4500.658 Title III-LEP	-	5,600	7,700	9,800	11,900	13,300
4500.661 CSP	1,218,155	236,584	-	-	-	-
4500.709 Title II	-	11,648	15,990	20,345	24,700	27,625
4500.717 Title IV – Technology	-	2,688	3,690	4,695	5,700	6,375
4500.802 NSLP	-	176,288	242,396	308,504	374,612	418,684
SUBTOTAL - Federal Revenue	1,218,155	524,021	395,096	502,714	610,332	682,574
TOTAL REVENUE	1,218,155	2,136,149	2,797,998	3,568,638	4,338,947	4,862,168

Sage Collegiate PCS
Multi-year Projection - FASB

Note - FASB format excludes loan proceeds and repayment and capex, and includes depreciation expense

9/13/21

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
EXPENSES							
Personnel Services-Salaries							
101	Salaries-Teachers	21,875	572,000	770,440	978,369	1,273,436	1,400,905
102	Salaries-Instructional Aides	-	58,320	59,486	60,676	256,890	324,707
105	Salaries-Non-licensed Administration	105,000	131,800	134,436	180,509	229,119	233,701
107	Salaries-Other Classified/Support Staff	27,083	50,000	51,000	52,020	98,060	100,022
151	Salaries-Additional Comp-Teachers	-	-	24,000	30,600	36,000	36,720
SUBTOTAL - Personnel Services-Salaries		153,958	812,120	1,039,362	1,302,174	1,893,505	2,096,055
Personnel Services-Employee Benefits							
210	Employee Benefits - Group Insurance	14,219	107,494	142,967	197,520	290,354	339,714
220	Employee Benefits - Social Security Contributions	6,936	13,957	14,237	14,521	14,812	15,108
230	Employee Benefits - Retirement Contributions	6,523	90,985	121,790	160,791	250,884	281,427
240	Employee Benefits - Medicare Payments	2,232	11,776	15,071	18,882	27,456	30,393
260	Employee Benefits - Unemployment Compensation	5,939	583	27,629	34,089	47,983	48,691
270	Employee Benefits - Workers Compensation	590	3,530	4,528	5,598	7,831	8,618
SUBTOTAL - Personnel Services-Employee Benefits		36,439	228,325	326,221	431,400	639,319	723,951
Professional and Tech Services							
310	Office/Administrative Services	2,583	14,398	16,980	21,180	30,633	33,820
320	Professional Educational Services	250	54,835	76,990	99,754	123,397	141,322
330	Training & Development Services	-	6,000	6,000	6,000	6,000	6,000
331	Training & Development Services - Teachers	10,500	3,000	3,060	3,121	3,184	3,247
339	Technology Related Training	-	4,500	-	-	4,500	-
340	Other Professional Services	6,000	22,000	22,440	22,889	23,347	23,814
340.1	Business Service Fees	24,000	55,000	57,750	60,638	63,669	66,853
345	Marketing Services	50,400	12,920	12,140	10,283	10,488	10,698
351	Data Processing & Coding Services	-	7,500	7,650	7,803	7,959	8,118
352	Other Technical Services	289	1,294	1,320	1,347	1,374	1,401
SUBTOTAL - Professional and Tech Services		94,022	181,448	204,330	233,014	274,551	295,274
Property Services							
410	Utility Services	-	38,000	39,900	55,125	57,881	60,775
421	Garbage and Disposal	-	3,600	3,960	4,356	4,792	5,271

Sage Collegiate PCS
Multi-year Projection - FASB

Note - FASB format excludes loan proceeds and repayment and capex, and includes depreciation expense
9/13/21

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
422	Janitorial and Custodial Services	-	18,000	20,700	23,805	27,376	31,482
430	Repairs and Maintenance Services	-	8,000	9,200	10,580	12,167	13,992
441	Rent - Land and Building	34,969	300,000	330,000	363,000	399,300	439,230
442	Rental of Equipment and Vehicles	-	10,480	18,160	20,237	22,389	24,026
	SUBTOTAL - Property Services	34,969	378,080	421,920	477,103	523,905	574,776
Other Services							
519	Student Transportation	-	7,720	10,445	13,276	16,215	18,358
522	Liability Insurance	3,541	25,101	23,716	26,088	28,696	31,566
531	Postage	-	3,360	4,712	6,118	7,577	8,638
533	Telephone service	147	144	147	150	153	156
535	Internet services	-	14,400	17,280	20,736	24,883	29,860
550	Printing and Binding	8,400	11,200	3,080	3,998	4,952	5,646
570	Food Service Management	-	2,240	3,142	4,078	5,051	5,759
580	Travel	6,000	2,000	-	-	-	-
591	Intereducational, Interagency Purchased Services	-	20,152	29,110	37,050	44,989	50,282
	SUBTOTAL - Other Services	18,088	86,317	91,632	111,493	132,517	150,263
Supplies							
610	General Supplies	-	27,805	25,898	33,407	41,207	46,880
612	Non-capitalized equipment	128,684	1,500	23,000	23,843	27,311	16,847
630	Food	-	163,744	229,651	298,129	369,254	420,949
640	Books and supplies	108,748	27,280	50,652	65,257	80,969	91,092
641	Textbooks	-	36,672	30,800	39,984	49,523	56,456
651	Supplies - Technology - Software	-	88,311	87,925	83,263	103,128	117,566
652	Supplies/Equipment - Information Technology Related	222,438	-	47,600	48,820	51,890	34,078
653	Web-based and similar programs	153	156	159	162	166	169
	SUBTOTAL - Supplies	460,023	345,468	495,685	592,865	723,446	784,037
Depreciation Expense							
790	Depreciation	15,753	39,033	39,033	39,033	39,033	39,033
	SUBTOTAL - Depreciation Expense	15,753	39,033	39,033	39,033	39,033	39,033
Debt Service and Miscellaneous							
810	Dues and Fees	1,141	1,164	1,187	1,211	1,235	1,260

Sage Collegiate PCS
Multi-year Projection - FASB

Note - FASB format excludes loan proceeds and repayment and capex, and includes depreciation expense
9/13/21

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
832 Interest	-	500	-	-	-	-
SUBTOTAL - Debt Service and Miscellaneous	1,141	1,664	1,187	1,211	1,235	1,260
Other Items - Expense						
SUBTOTAL - Other Items - Expense	-	-	-	-	-	-
TOTAL EXPENSES	814,392	2,072,454	2,619,370	3,188,292	4,227,512	4,664,650

Sage Collegiate PCS
Multi-year Projection - GASB

Note - GASB format *includes* loan proceeds and repayment and capex, and *excludes* depreciation expense

9/13/21

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY						
Revenue						
State Revenue	-	1,612,128	2,402,902	3,065,924	3,728,615	4,179,594
Federal Revenue	1,218,155	524,021	395,096	502,714	610,332	682,574
Other Financing Sources	50,000	-	-	-	-	-
Total Revenue	1,268,155	2,136,149	2,797,998	3,568,638	4,338,947	4,862,168
Expenses						
Personnel Services-Salaries	153,958	812,120	1,039,362	1,302,174	1,893,505	2,096,055
Personnel Services-Employee Benefits	36,439	228,325	326,221	431,400	639,319	723,951
Professional and Tech Services	94,022	181,448	204,330	233,014	274,551	295,274
Property Services	34,969	378,080	421,920	477,103	523,905	574,776
Other Services	18,088	86,317	91,632	111,493	132,517	150,263
Supplies	460,023	345,468	495,685	592,865	723,446	784,037
Capital Outlay	356,994	-	-	-	-	-
Debt Service and Miscellaneous	1,141	51,664	1,187	1,211	1,235	1,260
Total Expenses	1,155,634	2,083,421	2,580,337	3,149,259	4,188,479	4,625,617
Operating Income	112,521	52,728	217,661	419,379	150,468	236,551
Fund Balance						
Beginning Balance (Unaudited)	30,995	143,517	196,244	413,905	833,284	983,752
Audit Adjustment						
Beginning Balance (Audited)	30,995	143,517	196,244	413,905	833,284	983,752
Operating Income	112,521	52,728	217,661	419,379	150,468	236,551
Ending Fund Balance	143,517	196,244	413,905	833,284	983,752	1,220,303
Total Revenue Per ADE		9,536	9,084	9,104	9,115	9,139
Total Expenses Per ADE		9,301	8,378	8,034	8,799	8,695
Operating Income Per ADE		235	707	1,070	316	445
Fund Balance as a % of Expenses	12%	9%	16%	26%	23%	26%

Sage Collegiate PCS

Multi-year Projection - GASB

Note - GASB format *includes* loan proceeds and repayment and capex, and *excludes* depreciation expense

9/13/21

	Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27
Key Assumptions						
Enrollment Breakdown						
K		56	84	84	84	84
1		56	56	84	84	84
2		28	56	56	84	84
3		28	28	56	56	84
4		28	28	28	56	56
5		28	28	28	28	56
6		-	28	28	28	28
7		-	-	28	28	28
8		-	-	-	28	28
Total ADE	-	224	308	392	476	532

Sage Collegiate PCS
Multi-year Projection - GASB

Note - GASB format *includes* loan proceeds and repayment and capex, and *excludes* depreciation expense

9/13/21

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
REVENUE							
State Revenue							
3110	State Support - PCFP (formerly DSA)	-	1,612,128	2,328,840	2,963,978	3,599,116	4,022,541
3115	State SpEd (DSA)	-	-	74,062	101,946	129,499	157,052
SUBTOTAL - State Revenue		-	1,612,128	2,402,902	3,065,924	3,728,615	4,179,594
Federal Revenue							
4500.633	Title I	-	62,720	86,100	109,550	133,000	148,750
4500.639	IDEA	-	28,493	39,220	49,820	60,420	67,840
4500.658	Title III-LEP	-	5,600	7,700	9,800	11,900	13,300
4500.661	CSP	1,218,155	236,584	-	-	-	-
4500.709	Title II	-	11,648	15,990	20,345	24,700	27,625
4500.717	Title IV – Technology	-	2,688	3,690	4,695	5,700	6,375
4500.802	NSLP	-	176,288	242,396	308,504	374,612	418,684
SUBTOTAL - Federal Revenue		1,218,155	524,021	395,096	502,714	610,332	682,574
Other Financing Sources							
5400	Loan Proceeds	50,000	-	-	-	-	-
SUBTOTAL - Other Financing Sources		50,000	-	-	-	-	-
TOTAL REVENUE		1,268,155	2,136,149	2,797,998	3,568,638	4,338,947	4,862,168

Sage Collegiate PCS
Multi-year Projection - GASB

Note - GASB format *includes* loan proceeds and repayment and capex, and *excludes* depreciation expense

9/13/21

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
EXPENSES							
Personnel Services-Salaries							
101	Salaries-Teachers	21,875	572,000	770,440	978,369	1,273,436	1,400,905
102	Salaries-Instructional Aides	-	58,320	59,486	60,676	256,890	324,707
105	Salaries-Non-licensed Administration	105,000	131,800	134,436	180,509	229,119	233,701
107	Salaries-Other Classified/Support Staff	27,083	50,000	51,000	52,020	98,060	100,022
151	Salaries-Additional Comp-Teachers	-	-	24,000	30,600	36,000	36,720
SUBTOTAL - Personnel Services-Salaries		153,958	812,120	1,039,362	1,302,174	1,893,505	2,096,055
Personnel Services-Employee Benefits							
210	Employee Benefits - Group Insurance	14,219	107,494	142,967	197,520	290,354	339,714
220	Employee Benefits - Social Security Contributions	6,936	13,957	14,237	14,521	14,812	15,108
230	Employee Benefits - Retirement Contributions	6,523	90,985	121,790	160,791	250,884	281,427
240	Employee Benefits - Medicare Payments	2,232	11,776	15,071	18,882	27,456	30,393
260	Employee Benefits - Unemployment Compensation	5,939	583	27,629	34,089	47,983	48,691
270	Employee Benefits - Workers Compensation	590	3,530	4,528	5,598	7,831	8,618
SUBTOTAL - Personnel Services-Employee Benefits		36,439	228,325	326,221	431,400	639,319	723,951
Professional and Tech Services							
310	Office/Administrative Services	2,583	14,398	16,980	21,180	30,633	33,820
320	Professional Educational Services	250	54,835	76,990	99,754	123,397	141,322
330	Training & Development Services	-	6,000	6,000	6,000	6,000	6,000
331	Training & Development Services - Teachers	10,500	3,000	3,060	3,121	3,184	3,247
339	Technology Related Training	-	4,500	-	-	4,500	-
340	Other Professional Services	6,000	22,000	22,440	22,889	23,347	23,814
340.1	Business Service Fees	24,000	55,000	57,750	60,638	63,669	66,853
345	Marketing Services	50,400	12,920	12,140	10,283	10,488	10,698
351	Data Processing & Coding Services	-	7,500	7,650	7,803	7,959	8,118
352	Other Technical Services	289	1,294	1,320	1,347	1,374	1,401
SUBTOTAL - Professional and Tech Services		94,022	181,448	204,330	233,014	274,551	295,274
Property Services							
410	Utility Services	-	38,000	39,900	55,125	57,881	60,775
421	Garbage and Disposal	-	3,600	3,960	4,356	4,792	5,271

Sage Collegiate PCS
Multi-year Projection - GASB

Note - GASB format *includes* loan proceeds and repayment and capex, and *excludes* depreciation expense

9/13/21

		Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27
422	Janitorial and Custodial Services	-	18,000	20,700	23,805	27,376	31,482
430	Repairs and Maintenance Services	-	8,000	9,200	10,580	12,167	13,992
441	Rent - Land and Building	34,969	300,000	330,000	363,000	399,300	439,230
442	Rental of Equipment and Vehicles	-	10,480	18,160	20,237	22,389	24,026
	SUBTOTAL - Property Services	34,969	378,080	421,920	477,103	523,905	574,776
Other Services							
519	Student Transportation	-	7,720	10,445	13,276	16,215	18,358
522	Liability Insurance	3,541	25,101	23,716	26,088	28,696	31,566
531	Postage	-	3,360	4,712	6,118	7,577	8,638
533	Telephone service	147	144	147	150	153	156
535	Internet services	-	14,400	17,280	20,736	24,883	29,860
550	Printing and Binding	8,400	11,200	3,080	3,998	4,952	5,646
570	Food Service Management	-	2,240	3,142	4,078	5,051	5,759
580	Travel	6,000	2,000	-	-	-	-
591	Intereducational, Interagency Purchased Services	-	20,152	29,110	37,050	44,989	50,282
	SUBTOTAL - Other Services	18,088	86,317	91,632	111,493	132,517	150,263
Supplies							
610	General Supplies	-	27,805	25,898	33,407	41,207	46,880
612	Non-capitalized equipment	128,684	1,500	23,000	23,843	27,311	16,847
630	Food	-	163,744	229,651	298,129	369,254	420,949
640	Books and supplies	108,748	27,280	50,652	65,257	80,969	91,092
641	Textbooks	-	36,672	30,800	39,984	49,523	56,456
651	Supplies - Technology - Software	-	88,311	87,925	83,263	103,128	117,566
652	Supplies/Equipment - Information Technology Related	222,438	-	47,600	48,820	51,890	34,078
653	Web-based and similar programs	153	156	159	162	166	169
	SUBTOTAL - Supplies	460,023	345,468	495,685	592,865	723,446	784,037
Capital Outlay							
720	Buildings & improvements	250,000	-	-	-	-	-
730	Equipment	56,994	-	-	-	-	-
732	Vehicles	50,000	-	-	-	-	-
	SUBTOTAL - Capital Outlay	356,994	-	-	-	-	-

Sage Collegiate PCS
Multi-year Projection - GASB

Note - GASB format *includes* loan proceeds and repayment and capex, and *excludes* depreciation expense
9/13/21

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Debt Service and Miscellaneous							
810	Dues and Fees	1,141	1,164	1,187	1,211	1,235	1,260
830	Debt Related Expenses	-	50,000	-	-	-	-
832	Interest	-	500	-	-	-	-
SUBTOTAL - Debt Service and Miscellaneous		1,141	51,664	1,187	1,211	1,235	1,260
TOTAL EXPENSES		1,155,634	2,083,421	2,580,337	3,149,259	4,188,479	4,625,617

Sage Collegiate PCS**Multi-year Projection - FASB to GASB Reconciliation**

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Operating Income - FASB	403,763	63,695	178,628	380,346	111,435	197,518
GASB Adjustments:						
Add:						
Loan Proceeds	50,000	-	-	-	-	-
Depreciation expense	15,753	39,033	39,033	39,033	39,033	39,033
Less:						
Capital Outlay	(356,994)	-	-	-	-	-
Loan repayments	-	(50,000)	-	-	-	-
Total GASB Adjustments	(291,241)	(10,967)	39,033	39,033	39,033	39,033
Operating Income - GASB	112,521	52,728	217,661	419,379	150,468	236,551
	-	(0)	-	-	0	-

Sage Collegiate PCS
Payroll Report
As of Aug FY2022

Payroll	Head	Last Name	Position Name	Budget Category	Year 0		Year 1		Year 2		Year 3		Year 4		Year 5	
					2021-22	2022-23	2022-23	2023-24	2023-24	2024-25	2024-25	2025-26	2025-26	2026-27	2026-27	
Count					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	Y0		Executive Director	105	90,000	1.00	91,800	1.00	93,636	1.00	95,509	1.00	97,419	1.00	99,367	1.00
1	TBD-Y1		Director of Curriculum and Instruction	101	21,875	0.29	75,000	1.00	76,500	1.00	78,030	1.00	79,591	1.00	81,182	1.00
1	TBD-Y1		Director of Student Services	101	-	-	46,000	1.00	46,920	1.00	47,858	1.00	48,816	1.00	49,792	1.00
3	TBD-Y1		Instructional Aide (hourly)	102	-	-	58,320	2.25	59,486	2.25	60,676	2.25	61,890	2.25	63,127	2.25
1	TBD-Y1		Operations Manager	105	15,000	0.38	40,000	1.00	40,800	1.00	-	-	-	-	-	-
1	TBD-Y1		Family and community engagement manager	107	27,083	0.54	50,000	1.00	51,000	1.00	52,020	1.00	53,060	1.00	54,122	1.00
5	TBD-Y1		Teachers - Lower Academy K-2	101	-	-	225,500	5.00	230,010	5.00	234,610	5.00	239,302	5.00	244,088	5.00
3	TBD-Y1		Teacher - Upper Academy 3-5	101	-	-	135,300	3.00	138,006	3.00	140,766	3.00	143,581	3.00	146,453	3.00
2	TBD-Y1		Enrichment Teachers	101	-	-	90,200	2.00	92,004	2.00	93,844	2.00	95,721	2.00	97,635	2.00
-	TBD-Y1		SpEd Aide (hourly) - NONE?	102	-	-	-	-	-	-	-	-	-	-	-	-
1	TBD-Y2		Coordinator of Student Services	101	-	-	-	-	45,000	1.00	45,900	1.00	46,818	1.00	47,754	1.00
2	TBD-Y2		Teacher - Lower Academy K-2	101	-	-	-	-	94,000	2.00	95,880	2.00	97,798	2.00	99,754	2.00
1	TBD-Y2		Teacher - Middle School 6-8	101	-	-	-	-	48,900	1.00	49,939	1.00	50,938	1.00	51,938	1.00
1	TBD-Y3		Instructional aide (hourly)	101	-	-	-	-	-	-	20,520	0.75	20,930	0.75	21,349	0.75
1	TBD-Y3		Director of Operations	105	-	-	-	-	-	-	65,000	1.00	66,300	1.00	67,626	1.00
1	TBD-Y3		Teacher - Lower Academy K-3	101	-	-	-	-	-	-	49,900	1.00	49,980	1.00	50,980	1.00
1	TBD-Y3		Teacher - Upper Academy 3-5	101	-	-	-	-	-	-	49,900	1.00	49,980	1.00	50,980	1.00
1	TBD-Y3		Teacher - Middle School 6-8	101	-	-	-	-	-	-	49,900	1.00	49,980	1.00	50,980	1.00
1	TBD-Y3		Operations Fellow (.5FTE)	105	-	-	-	-	-	-	20,000	0.50	20,400	0.50	20,808	0.50
1	TBD-Y3		Coordinator of High School Outreach (.5 FTE)	101	-	-	-	-	-	-	25,000	0.50	51,000	1.00	52,020	1.00
1	TBD-Y4		Ops Coordinator/Office Manager	105	-	-	-	-	-	-	-	-	45,000	1.00	45,900	1.00
1	TBD-Y4		Manager of Curriculum and Instr - Lower Aca	102	-	-	-	-	-	-	-	-	65,000	1.00	66,300	1.00
1	TBD-Y4		Manager of Curriculum and Instr - Upper Aca	102	-	-	-	-	-	-	-	-	65,000	1.00	66,300	1.00
1	TBD-Y4		Manager of Curriculum and Instr - Middle Sch	102	-	-	-	-	-	-	-	-	65,000	1.00	66,300	1.00
1	TBD-Y4		Family Liaison	107	-	-	-	-	-	-	-	-	45,000	1.00	45,900	1.00
1	TBD-Y4		Teacher - Lower Academy K-2	101	-	-	-	-	-	-	-	-	50,000	1.00	51,000	1.00
1	TBD-Y4		Teacher - Upper Academy 3-5	101	-	-	-	-	-	-	-	-	50,000	1.00	51,000	1.00
1	TBD-Y4		Teacher - Middle School 6-8	101	-	-	-	-	-	-	-	-	50,000	1.00	51,000	1.00
1	TBD-Y4		Teacher - Enrichment	101	-	-	-	-	-	-	-	-	50,000	1.00	51,000	1.00
1	TBD-Y4		Manager of Community and Culture	101	-	-	-	-	-	-	-	-	50,000	1.00	51,000	1.00
1	TBD-Y5		Instructional aide	102	-	-	-	-	-	-	-	-	-	-	22,680	0.75
2	TBD-Y5		Teacher - Upper Academy 3-5	101	-	-	-	-	-	-	-	-	-	-	102,000	2.00
1	TBD-Y5		Teaching Fellow	102	-	-	-	-	-	-	-	-	-	-	40,000	1.00
1	TBD-Y5		Teacher - Upper Academy 3-5	101	-	-	-	-	-	-	-	-	-	-	-	-
1	TBD-Y5		Teacher - Middle School 6-8	101	-	-	-	-	-	-	-	-	-	-	-	-
1	TBD-Y5		Director of Development	105	-	-	-	-	-	-	-	-	-	-	-	-
1	TBD-Y5		Manager of Community and Culture	107	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Total					153,958	2.21	812,120	17.25	1,015,362	21.25	1,271,574	26.00	1,857,505	36.50	2,059,335	40.25

Extra Pay		Budget Category											
Description													
Y2 PERFORMANCE BONUSES	151	-	-	-	24,000	-	-	-	-	-	-	-	-
Y3 PERFORMANCE BONUSES	151	-	-	-	-	-	-	30,600	-	-	-	-	-
Y4 PERFORMANCE BONUSES	151	-	-	-	-	-	-	-	-	36,000	-	-	36,720
Extra Pay Total			-	-	24,000	30,600	36,000	36,720	-	-	-	-	-

Personnel Summary		Budget Category												
101	Salaries-Teachers		21,875	0.29	572,000	12.00	770,440	16.00	978,369	20.25	1,273,436	25.75	1,400,905	27.75
102	Salaries-Instructional Aides		-	-	58,320	2.25	59,486	2.25	60,676	2.25	256,890	5.25	324,707	7.00
105	Salaries-Non-licensed Administration		105,000	1.38	131,800	2.00	134,436	2.00	180,509	2.50	229,119	3.50	233,701	3.50
107	Salaries-Other Classified/Support Staff		27,083	0.54	50,000	1.00	51,000	1.00	52,020	1.00	98,060	2.00	100,022	2.00
151	Salaries-Additional Comp-Teachers		-	-	-	-	24,000	-	30,600	-	36,000	-	36,720	-
Total			153,958	2.21	812,120	17.25	1,039,362	21.25	1,302,174	26.00	1,893,505	36.50	2,096,055	40.25

Total FTE Count			2.21		17.25		21.25		26.00		36.50		40.25
Teacher FTE Count			0.29		12.00		16.00		20.25		25.75		27.75
Total Headcount			4.00		18.00		22.00		28.00		38.00		42.00
Teacher Headcount			1.00		12.00		16.00		21.00		26.00		28.00

Sage Collegiate PCS
2021-22
As of Aug FY2022

Project	Projected Completion Date	Useful Life (months)	Capital Outlay						Depreciation Impact					
			Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27	Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27
(661) Buses (2)	6/30/2022	72	50,000						694	8,333	8,333	8,333	8,333	8,333
(661) Playground equipment, bleachers, canopies, etc	6/30/2022	120	25,000						208	2,500	2,500	2,500	2,500	2,500
(661) cafeteria equipment	6/30/2022	120	31,994						267	3,199	3,199	3,199	3,199	3,199
(661) Renovation costs	12/31/2021	120	250,000						14,583	25,000	25,000	25,000	25,000	25,000
Total			356,994	-	-	-	-	-	15,753	39,033	39,033	39,033	39,033	39,033
Prior Year Fixed Assets Depreciation														
Total Depreciation Expense									15,753	39,033	39,033	39,033	39,033	39,033



ATTACHMENT 2: Staffing

Amendment Request
Sage Collegiate
September 2021

Revised Staffing Plan, Amendment request

YEAR	2022-23 (Y1: K-5)	2023-24 (Y2: K-6)	2024-25 (Y3: K-7)	2025-26 (Y4: K-8)	2026-27 (Y5: K-8)	2027-28 (Y6: K-8)	2028-29* (Y7:K-8)	2029-30 (Y8: K-8)	2030-31 (Y9:K-8)	2031-32 (Y10: K -10)
Enrollment	224	308	392	476	532	588	644	700	728	756
Executive Director*	1	1	1	1	1	1	1	1	1	1
Manager of Curriculum & Instruction*	1	1	1	-	-	-	-	-	-	-
Director of Curriculum & Instruction* (K-8)	-	-	-	1	1	1	1	1	1	1
Manager of Curriculum & Instruction (K-5)	-	-	-	1	1	1	1	1	1	1
Manager of Curriculum & Instruction (Middle School, 6-8)	-	-	-	1	1	1	1	1	1	1
Director of Student Services*	1	1	1	1	1	1	1	1	1	1
Coordinator of Student Services	-	1	1	1	1	1	1	1	1	1
Instructional Aides	2	3	4	4	5	5	6	6	6	6
Operations Manager	1	1	-	-	-	-	-	-	-	-
Operations Director	-	-	1	1	1	1	1	1	1	1
Operations Coordinator/Office Manager	-	-	-	1	1	1	1	1	1	1
Family & Community Engagement Director	-	-	-	-	-	-	1	1	1	1
Family & Community Engagement Manager	1	1	1	1	1	1	-	-	-	-
Family Liaison	-	-	-	1	1	1	1	1	1	1
Teachers (Lower Academy, K-2)	5	7	8	9	9	9	9	9	9	9
Teachers (Upper Academy, 3-5)	3	3	4	5	7	8	9	9	9	9
Teachers (Middle School, 6-8)	-	1	2	3	3	4	5	7	8	9
Teaching Fellows	-	-	-	-	1	1	2	2	2	2
Enrichment Teachers	1.5	2	2	3	3	3	3	3	3	3
Director of Development*	0	0	0	0	0	1	1	1	1	1
Operations Fellow	0	0	0.5	0.5	0.5	0.5	-	-	-	-
Manager of Community & Culture*	0	0	0	1	1	2	2	2	2	2
Coordinator of High School Outreach	0	0	0.5	1	1	1	-	-	-	-
Director of High School Outreach*	-	-	-	-	-	-	1	1	1	1
Total FTEs at School	16.5	22	27	36.5	40.5	44.5	48	50	51	52

* assumes re-authorization and provided solely for long-term planning

Original Staffing Plan, authorized

Year	2021-22	2022-23	2023-24	2023-24	2025-26	2026-27
	(Y1: K-2)	(Y2: K-3)	(Y3: K-4)	(Y4: K-5)	(Y5: K-6)	(Y6: K-7)
School Staff						
Executive Director*	1	1	1	1	1	1
Coordinator of Operations & Family Liaison	1	1	0	0	0	0
Manager of Curriculum & Instruction*	1	1	1	1	1	1
Coordinator of Student Services*	1	1	1	1	2	2
K-5 Teachers	6	8	10	12	12	12
6-8 teachers	0	0	0	0	2	4
Enrichment Teachers	1	2	2	3	3	3
Director of Development*	0	0	0	0	0	1
Manager of Operations*	0	0	1	1	1	1
Office Manager	0	0	0	1	1	1
Operations Fellow	0	0	0.5	0.5	0.5	0.5
Director of Curriculum & Instruction: Elem*	0	0	0	0	0	1
Director of Curriculum & Instruction: Secondary*	0	0	0	0	0.5	0.5
Manager of Community & Culture*	0	0	0	1	1	1
Community Coordinator & Family Liaison	0	0	0.5	1	1	1
Director of Students Services*	0	0	1	1	1	1
Student Support Specialists/Special Education Teachers	0	1	2	2	3	3
Coordinator of High School Outreach	0	0	0	0	0	0.5
Total FTEs at School	11	15	20	25.5	30	34.5



ATTACHMENT 3: Enrollment

Amendment Request
Sage Collegiate
September 2021

MINIMUM ENROLLMENT

Grade Level	Number of Students									
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7*	Year 8	Year 9	Year 10
Pre K	-	-	-	-	-	-	-	-	-	-
K	52	80	80	80	80	80	80	80	80	80
1	52	52	80	80	80	80	80	80	80	80
2	24	52	52	52	80	80	80	80	80	80
3	24	24	52	52	80	80	80	80	80	80
4	24	24	24	52	52	80	80	80	80	80
5	24	24	24	24	52	52	80	80	80	80
6		24	24	24	24	52	52	80	80	80
7	-	-	24	2	24	24	52	52	80	80
8	-	-	-	24	24	24	24	52	52	80
9	-	-	-	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-	-	-	-
11	-	-	-	-	-	-	-	-	-	-
12	-	-	-	-	-	-	-	-	-	-
Total	200	280	360	390	496	552	608	664	692	720

Grade Level	Planned Enrollment									
	Number of Students									
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7*	Year 8	Year 9	Year 10
Pre K	-	-	-	-	-	-	-	-	-	-
K	56	84	84	84	84	84	84	84	84	84
1	56	56	84	84	84	84	84	84	84	84
2	28	56	56	84	84	84	84	84	84	84
3	28	28	56	56	84	84	84	84	84	84
4	28	28	28	56	56	84	84	84	84	84
5	28	28	28	28	56	56	84	84	84	84
6	-	28	28	28	28	56	56	84	84	84
7	-	-	28	28	28	28	56	56	84	84
8	-	-	-	28	28	28	28	56	56	84
9	-	-	-	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-	-	-	-
11	-	-	-	-	-	-	-	-	-	-
12	-	-	-	-	-	-	-	-	-	-
Total	224	308	392	476	532	588	644	700	728	756

Grade Level	MAXIMUM ENROLLMENT									
	Number of Students									
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7*	Year 8	Year 9	Year 10
Pre K	-	-	-	-	-	-	-	-	-	-
K	60	91	92	93	93	94	94	94	93	90
1	60	60	91	92	93	93	93	94	93	93
2	31	60	60	91	92	93	93	93	93	93
3	31	32	60	60	91	92	93	93	93	93
4	31	32	32	60	60	91	92	93	93	93
5	31	32	32	32	60	60	91	92	93	93
6	-	32	32	32	32	60	60	91	92	93
7	-		32	32	32	32	60	60	91	92
8	-	-	-	32	32	32	32	60	60	91
9	-	-	-	-						
10	-	-	-	-	-	-	-	-	-	-
11	-	-	-	-	-	-	-	-	-	-
12	-	-	-	-	-	-	-	-	-	-
Total	244	339	431	524	585	647	708	770	801	831



ATTACHMENT 4: Updated Incubation Year Plan

Amendment Request
Sage Collegiate
September 2021

Attachment 4: Incubation Planning Year Table Sage Collegiate Public Charter School

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 21-22) to ensure that the school is ready for a successful launch in fall 2021. Feel free to add rows as needed. Note that the activity column should include detailed information regarding action items necessary to complete key tasks during the incubation year. For example, under operations you may have one work stream for ‘Staffing’. This likely includes multiple activities such as finalized job descriptions, multiple recruitment methods, finalized salary ranges, hiring and onboarding.

Please Note: Boxes with grayed background have been completed.

2021-22 Planning Year Milestones (SMART Goals) by Work Stream			
Activity	Key Personnel	Milestone Date(s), 2020-2021	Revised for 2021-22
STUDENT RECRUITMENT & ENROLLMENT			
Draft recruitment plan & targets	ED	Through authorization, Nov. – Dec.	Revised July- August 2021
Promotional Packet			
Design informational flier/packet	ED	Through authorization, Nov. – Dec.	Revised July- September 2021
Post fliers and leaflets in communities	ED	Dec	Ongoing through spring
Post information on website	ED	Dec	Website updated, August 2021, will continue to post weekly
Identify community organizations to help with awareness	ED	Through authorization, Nov. – Dec.	Partner list submitted to SPCSA in June 2021. Ongoing partnerships through community engagement.
Work with community organizations to generate awareness & interest	ED	Through authorization, Nov. – Dec.	Ongoing through spring 2022
Draft press release, translate, and distribute press releases	ED	Nov-Dec	Tied to facility announcement; anticipated late Sept/early October 2021
Launch recruiting and marketing campaign, including flier distribution and advertising	ED	Nov-Dec	Revised July- September 2021; ongoing
Enrollment Form			
Design enrollment form	ED	Through authorization, Nov. – Dec.	September 2021
Distribute enrollment form	ED	Nov-March	September 2021
Make enrollment portal available on website	ED	Nov. – March	September 2021
Information Sessions, Tabling, and Canvassing			
Secure locations for information sessions and regular tabling	ED	Ongoing through authorization; July 2020 – June 2021	Ongoing through spring; three events scheduled Sept. 18 – Oct 2021

Secure translation for information sessions	ED	Nov - June	Ongoing	
Calendar community canvassing and mobilize volunteers	ED	Ongoing	Ongoing	
Admissions Lottery and Enrollment				
Collect enrollment forms (3.11.2021 deadline)	ED	Jan. - March	Revised deadline date: Feb. 10, 2022 for Feb. 24, 2022 lottery	
Secure lottery announcer	ED	Early March	By Feb. 1, 2022	
Secure lottery translator	ED	Early March	By Feb. 1, 2022	
Secure lottery location	ED	Early March	By Feb. 1, 2022	
Determine lottery protocol and agenda	ED	By end of Feb.	By Jan. 31, 2022	
Advertise lottery date on website & social media	ED	Oct-Mar	Through January 2022	
Practice lottery protocol	ED	Early March	By Feb 1, 2022	
Conduct lottery	ED	3.25.2021	Feb. 24, 2022	
Notify families of status & collect acceptances/declines of admissions	ED	By 3.29.2021	March 3, 2022	
Establish waitlist and process for lottery refresh	ED	By 3.29.2021	Feb 28, 2022	
Establish communication schedule with families for late spring and summer	ED	Apr-May	March – May	
Schedule home visits with all families	ED/FACE Coordinator	Apr-June	March – June	
Conduct home visits with all families	ED	May – July	April – July	
Request and file student records from sending schools	ED/ FACE Coordinator/Manager of Op	June	June	
FACILITY				
Lease negotiations	ED/Board Chair	Nov – Jan.	New facility partner was identified in July and immediately began working to secure facility. It is expected that our facility partner will finalize the purchase of a space, and we will enter into lease agreement by early October. Design plans have been finalized and submitted to the city for approval so work may begin by the end of the calendar year.	
Lease review by legal counsel	ED/Board Chair/Legal Counsel	Dec. – Jan.		
Lease review by full board	Board	Dec – Jan.		
Lease signed	Board	February		
Arrange for any necessary renovations	ED/Facility partner	Feb-May		
Arrange purchase of furniture for classrooms, offices	ED/Manager of Op	May		April 2022
Inspection & certificate of occupancy	ED/ Manager of Op	June		May 2022
Develop compliance plan	ED/ Manager of Op	May		May 2022
GOVERNANCE (BOARD OF DIRECTORS)				
Organizational Meeting/ Transition to Governing Board	Board	Within 30 days of authorization	Completed December 2020 through spring 2021	
Approve by-laws, code of ethics & conflict of interest policy	Board	Within 30 days of authorization		
Define governing board member role & relationship between board	Board	Within 30 days of authorization		

members and Executive Director			
Define communication protocols between Board and Executive Director	Board/ED	Nov.	
Revise draft board policies & financial handbook	Board/ED	Nov.	
Purchase D&O insurance for board	ED/Board	Nov.	
File articles of incorporation	Board	Jan.	
Apply for tax exemption	ED	completed	
Develop board calendar	Board/ED	Jan.	
Set consistent monthly meeting time & post publicly per OML	Board/ED	Jan.	
Develop board meeting agenda format	Board/ED	Dec/1 st board meeting	
Develop board meeting preparation packet format	Board Chair/ED	Nov.	
Develop post-meeting evaluation format	Board Chair/ED	Nov.	
Review meeting minutes requirements & best practices,	Board Chair/ED	Nov.	
Create trackers for attendance at all committee meetings and board meetings	Board Chair/Board Secretary/ED	Nov.	
Develop board calendar with critical tasks mapped	Board Secretary/ED	Nov.	
Develop record-keeping protocol and central policy repository	B Board Chair/ED	Nov.	
Finalize list of policies to be created by school opening & develop schedule for board approval	Board Secretary/ED	Nov.	
Develop board orientation protocol for new members	ED/Board Chair	Nov.	
Host board retreat for governing board	Board	Nov.	
Hiring of Executive Director	Board	Dec/Jan.	
Approve job description and determine annual performance measures for Executive Director	Board	Dec/Jan.	January 2022
Set annual process for evaluation of the Executive Director	Board	Dec.	January 2022
Review and set compensation for the Executive Director	Board	Dec.	January 2022
Establish 501(c)(3)	ED/Board	Within 30 days of authorization	Completed and approved by IRS.
Create a fundraising plan for the fiscal year with initiatives, owners, and targets	ED/Board	Within 30 days of authorization	To be revised by December 2021
Create plan for periodic review of available grants and authoring of proposals to grant organizations	ED/Board	Jan.	ongoing

Curriculum Development			
Develop EOY assessments for all subjects using standards and released assessments		Jan. – May	Revise and update by end of March 2022
Develop scope and sequence for all courses	ED	Jan. – May	
Arrange for purchase of textbooks, workbooks, etc.	ED	Jan. – May	
CURRICULUM AND INSTRUCTION			
Develop EOY assessments for all subjects using standards and released assessments	ED	Jan. – May	Revise and update through April 2022
Develop scope and sequence for all courses	ED	Jan. – May	Revisit contracts with vendors → by December
Arrange for purchase of textbooks, workbooks, etc.	ED	Jan. – May	
Reach out to NWEA, STEP, IXL, Reading Mastery, Infinite Campus, SBAC for contract	ED	Jan - Mar	
Purchase state testing materials	ED	Jan - Mar	Revise by end of January 2022
Define diagnostic assessment timeline	ED	Jan - Mar	
Create diagnostic assessments for all incoming scholars	ED	Jan - Mar	
Conduct all diagnostic testing	ED	June – Aug	April - July
Analyze data of diagnostic assessments & use for grouping and planning	ED	July – Aug	April - July
Academic Program Development			
Develop classroom model and classroom setup procedure	ED/Manager of Curriculum & Instruction	Jan - April	by end of March 2022
Develop physical space audit procedure	ED	April - June	by end of March 2022
Instructional Handbook [Non-negotiables for instruction, taxonomies]	ED	April - June	By end of February 2022
Special Education Program Development			
Recruit and hire Director of Student Services	ED	By end of April	Reconnect with hire to see if she still wants the role for 2022-23 by December. Hire for the role, otherwise, by end of March
Identify special education population	ED	May	May
Request IEP records	ED	Mar – July	Mar - July
Review existing IEPs	ED	Mar – June	Mar- June
Define and plan all required supports for all IEP scholars	ED, DSS	Mar – June	Mar- July
Consult with contracted related service providers	ED	May - June	Revisit contract with providers by end of December

School Culture Development				
Finalize student handbook, discipline policy	ED	May		Revisit by end of December 2021
Approve student handbook, discipline policy	ED	Jan		
Finalize and approve school calendar	Board	Feb		Revisit by end of December 2021 (conditional on CCSD's 2022-23 approved calendar)
Finalize daily schedule	ED	Jan		Revisit by end of December 2021
Develop Family Meeting (assembly) schedule	ED	March		Revisit by end of February 2022
Develop family event and conference schedule and plan	ED	Jan		
FINANCIAL MANAGEMENT				
Approve the fiscal controls and financial policies the school will employ for tracking of daily operational finances	ED	Jan		Revisit in October 2021 following change in bank, as approve in September 2021
Approve check signers	Board	Jan.		
Approve check writers	Board	Dec		
Define signature, approval, filing policies for POs, checks, receipts	Board	Dec		Revisit with back-office provider and approve by Board, if/as needed
Develop and approve financial reporting templates (budget vs. actual) and policy	Board/ED	Jan		
Design all processing forms (POs, expenses)	Board/ED	Jan		
Develop and approve segregation of funds policy (public/private)	ED	Jan		
Establish payroll provider and process	ED/Board	Jan		
Develop board financial reporting structures and processes	ED/FACE COORDINATOR	Apr		
Design all processing forms (POs, expenses)	ED/Board	Jan		
Develop and approve segregation of funds policy (public/private)	ED	Feb		
Establish payroll provider and process	ED/Board	Jan		
Develop board financial reporting structures and processes	ED/FACE COORDINATOR	Apr		
Approve fiscal policy manual	ED/Board	Jan		
Develop chart of accounts for tracking of income, expenses, assets, liabilities, cash flows	Board	Jan		
Set up bank accounts//Move current account	ED	Jan		

Define investment/savings strategy	ED	Jan	
Finalize cash flow plan and make adjustments if necessary	Board	Jan	
PERSONNEL			
Approve organizational chart and job descriptions	ED	Jan	July – August 2021
Develop staff handbook	Board	Jan	Revise staff handbook by end of December 2021
Approve staff handbook	ED	Jan	
Arrange benefits providers	ED	Dec	Revisit in December 2021
Finalize all comp & benefits packages	ED/FACE COORDINATOR	Apr	Revisit in January 2022
Recruit and hire Manager of Curriculum & Instruction	ED	Mar	Confirmed: Manager of Curriculum & Instruction is committed to Sage Collegiate for 2022-23.
Coordinate with local schools for mock lessons for interviews	ED	May	October through April
Develop recruiting and hiring plan (marketing, pipelines, events, etc.) for all other staff	ED	Jan. - May	Ongoing as needed
Develop interview guide for all steps of all positions	ED	Dec.	Revising with BES Coach through September
Negotiate and sign contracts for contracted services	ED	Dec.	Ongoing as needed; by end of April 2022
Define policy and procedure for staff evaluation	ED	Apr	Revised by end of April 2022
Develop PD plan and schedule of development and/or procurement of PD materials	ED	Apr	Revised by end of March 2022
Perform background checks on all employees	ED	Apr	April 2022
Create form letters for application steps (app receipt, decline note, memo of understanding, salary/benefits info sheet/)	ED	Ongoing through application process	Ongoing through application process
Create forms for employee information / record keeping	ED	Jan.	Revise by end of December 2021
Have staff complete employee information forms	ED	Apr	Ongoing as staff is hired
Conduct excellent school visits with planned staff	ED	Apr	Planned for October 2021 and February 2022 pending COVID situation in other regions
Hold summer professional development	ED/staff	July	July - August
FOOD SERVICES			
Reach out to vendors and Three Square for information and quotes; issue RFP	ED/Manager of OPs	Apr	April 2022
Define requirement, incl if specific needs of scholars	ED/Manager of OPs	Apr	April 2022



ID FRL scholars	ED/Manager of OPs	Apr	April 2022
Select vendor and draft contract	ED/Manager of OPs	Apr	April 2022
Approve and sign contract	ED/Board	May	May 2022
Develop plans for food service, including delivery, menu, time, logistics, disposal, etc.	ED/Manager of OPs	May	May 2022
Complete FRL forms and develop process for FRL reporting	ED/Manager of OPs	Apr	April 2022
Purchase POS system for lunch #s & documentation	ED/Manager of OPs /ED	Apr	April 2022
HEALTH AND SAFETY			
Contract with FASA	FACE COORDINATOR/ED	Apr	April 2022
Purchase first aid resources	ED/FACE COORDINATOR	Apr	April 2022
Establish relationship with local Las Vegas Metro Police and Las Vegas Fire Station	FACE COORDINATOR/ED	Apr	April 2022
Undergo fire inspection	ED/FACE COORDINATOR	Apr	April 2022
Undergo building inspection	FACE COORDINATOR/ED	Apr	June 2022
Contact Board of Health	FACE COORDINATOR/ED	Apr	April 2022
Develop fire drill policy	ED/FACE COORDINATOR	Apr	April 2022
Reach out to all potential community partners again and identify new potential partners	ED	Ongoing	Ongoing
COMMUNITY PARTNERSHIPS			
Family Handbook	ED	Oct-Aug	Revise by end of December 2021
Uniforms	ED/FACE COORDINATOR	May	Revisit provider by end of January 2022
Contract for translation services (Spanish) - Handbook	ED		By end of January 2022
Compare and select printer	ED	Feb	End of March 2022
Submit copy of approved handbook to printer	ED/FACE COORDINATOR	Apr	End of March 2022
Distribute handbook to families	ED/FACE COORDINATOR	Apr	Ongoing after lottery
Set up nonprofit mailing status with post office	ED	n/a	October 2022
TECHNOLOGY			
Consider and select tech vendors	Manager of Ops/ED	Apr	In collaboration with facility partner by May 2022 or when timing permits based on facility readiness
Consider and select Internet providers	Manager of Ops/ED	Apr	
Consider and select phone providers	Manager of Ops/ED	Apr	
Set up phone systems and answering systems	Manager of Ops/ED	Apr	

Set up internet	Manager of Ops/ED	Apr	
Scope and purchase staff technology	Manager of Ops/ED	Apr	
Scope and purchase classroom technology	Manager of Ops/ED	Apr	
Purchase postage meter	Manager of Ops/ED	Apr	
Lease copier	Manager of Ops/ED	Apr	
INFORMATION MANAGEMENT			
Secure Student Information System for warehousing of student data and production of weekly reports	Manager of Ops/ED	May	By June 15, 2022
Develop student attendance reporting system	Manager of Ops/ED	May	
Purchase supplies and materials for the program	Manager of Ops/ED	Apr	
Supply Purchasing			
Create a comprehensive list of all items to be purchased through Dec. of Y1	Manager of Ops/ED	Apr	April 2022
Purchase restroom supplies, cleaning products	Manager of Ops/ED	Apr	May 2022
Purchase PE equipment	Manager of Ops/ED	Apr	May 2022
Purchase office supplies	Manager of Ops/ED	Apr	April 2022
Secure Student Information System for warehousing of student data and production of weekly reports	Manager of Ops/ED	Apr	Revisit by end of December 2022
Develop student attendance reporting system	Manager of Ops/ED	Apr	May 2022
Purchase supplies and materials for the program	Manager of Ops/ED	May	April – June 2022



ATTACHMENT 5: Board Meeting Minutes

Amendment Request
Sage Collegiate
September 2021



Sage Collegiate Public Charter School

Our Mission: Driven by excellence for all in a supportive, rigorous, and ambitious school community, Sage Collegiate Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity.

REGULAR BOARD MEETING

Wednesday, July 14, 2021 ♦ 6 p.m.

In Person: Naylor & Braster Law Firm, 1050 Indigo Dr #200, Las Vegas, NV 89145

Online: <https://us06web.zoom.us/j/84779272987?pwd=K3IHVlUrTFFSWHhRZHdlemRyQkJPQT09>

Meeting ID: 847 7927 2987 // Passcode: 994472

One tap mobile: +16699006833,,84779272987#,,,,*994472#

Board Members in attendance:

Jennifer Braster, Board Chair
Jayne Cayton, Board Member
Tracy Gniewek, Board Secretary
Jon Haskel, Board Member
Alejandro Rodriguez, Board Member
Susan Splan, Board Member
Anthony Vu, Board Vice Chair
Herbie Walker, Board Member

Sage Collegiate Staff Member(s) in attendance:

Sandra Kinne, Executive Director

Guest(s) in attendance:

Kristin Dietz, EdTec
Marisa Quintar, RedHook
David Hyuan - RedHook

1. Item: Call to order

Facilitator: Jennifer Braster, Board Chair

START TIME: 6:03 pm

2. Item: Roll Call

Facilitator: Jennifer Braster, Board Chair

Board Member	Present	Absent
Alejandro Rodriguez, Board Member	x	
Jennifer Braster, Board Chair	x	
Jayne Cayton, Board Member	x	
Tracy Gniewek, Board Secretary	x	
Jon Haskel, Board Member	x	
Justin Long, Board Treasurer		x
Susan Splan, Board Member	x	
Anthony Vu, Board Vice Chair	x	
Herbie Walker, Board Member	x	

3. Item: Public Comment #1

Facilitator: Jennifer Braster, Board Chair

NOTES: No Public Comment



4. Item: Consent Agenda [For Possible Action]

Facilitator: Jennifer Braster, Board Chair

- Approve Minutes from Board Meeting on 05.12.2021
- Approve Minutes from Special Board Meeting on 05.20. 2021
- Approve Minutes from Board Meeting on 06.07.2021
- Approve Minutes from Special Board Meeting on 06.23.2021

NOTES: No questions

MOTION: Alejandro Rodriguez

Seconded: Anthony Vu

VOTE: 7-0

5. Item: Committee Updates [Information/Discussion]

Finance Committee: Kristin Dietz, EdTec

NOTES: Kristen – No updates. Finance committee met 2 weeks ago on Friday; discussed the need to find a grant or low interest loan to support operations after December 2021. Sandra is currently the only employee on the payroll.

Sandra is working on the updated budget.

6. Item: Facility Discussion [For Possible Action]

Facilitator: Anthony Vu, Board Vice Chair & Jennifer Braster, Board Chair

NOTES: Jen, Anthony, and Sandra have had several calls with current facility partner. The question is will we be able to locate space while working with our current partner. Found two potential locations that are excellent options; found w/o the support of current partner. Current partner has a lack of sense of urgency; for example, 6 weeks ago, the current partner met with members of the Board and Sandra and agreed to make movement on our objectives; and to date there has been no movement. Based on our needs, the current partner suggested we work with a new partner. We need someone with a local presence who is familiar with marketplace.

Jon: Parents want to see where their parents go to school; we need a more permanent solution. It is worth the investment even if more expensive to focus on obtaining a more permanent spot.

Sandra, Anthony, and/or Jen met with a few new potential partners. (no more than one board member and ED in the meeting) Sandra had multiple conversations with Board members and external partners. After evaluation, Sandra recommends to engage Red Hook. They have already demonstrated a high sense of urgency and are highly recommended by school leaders in Las Vegas and Los Angeles.

Anthony recommends Red Hook because (1) they are aggressive, (2) they are willing to work with us on our lease payments, (3) they bring a strong program and vision to support our mission.

Jen asked Red Hook if it is possible to open in our permanent location by next fall. Marissa from Red Hook confirms this is possible. Marissa recommends that Red Hook and Sage Collegiate enter into an LOI. Non-compete for our Zip Code. Red Hook is working with another project in another Zip code.

Susan stated her observations about the struggle local businesses are having to locate contractors to do work and inquired about if Red Hook has considered the challenges within the current timelines discussed. Marissa said they are confident they have the capabilities to accomplish our objectives.



MOTION: Anthony – motion to enter into a non-binding LOI with Red Hook

Seconded: Jon Haskel

VOTE: 7-0

7. Item: Enrollment Changes for 2022-23 [For Possible Action]

Facilitator: Jennifer Braster, Board Chair & Sandra Kinne, Executive Director

NOTES: With the delay in opening to a new year 1, we need to increase our enrollment numbers; our application includes the vision to be a slow growth school. Sandra is working with partners to discuss options to open at a higher enrollment for the Fall of 2022 than was originally planned this year. Also, many parents are requesting and/or are in need of a more broad grade levels. Instead of K-2, many slow growth schools are opening K-5 or K-8. Sandra requests the board give the approval to create a proposal to the Authority to increase or year 1 enrollment TBD – Goal to get to 500 students by Year 4. The intention would be to submit the proposal to the Authority by September 30, 2021. This would mean a proposed amendment to the Charter.

MOTION: Jon motions to approve the Executive Director to petition the SPCSA to amend the charter enrollment.

Seconded: Anthony Vu

VOTE: 7-0

8. Item: Executive Director Update [Information/Discussion]

Facilitator: Sandra Kinne, Executive Director

The Executive Director will provide updates on the current work.

NOTES: In addition to projects mentioned earlier, Sandra is meeting with parents who expressed interest in enrolling their children for the original Fall 2021 to advise of the delay. All were receptive.

Personnel: Within 24 hours of notice of the deferral, Sandra reached out to hired staff. Most of them received other offers for employment. Sandra is currently the only compensated employee for Sage Collegiate.

Bulk of Sandra's work over the past 3 weeks has been around facilities and Y0 planning revisions.

9. Item: Board Calendar and Responsibilities [Information/Discussion]

Facilitator: Jennifer Braster, Board Chair

NOTES: Jen requests the Board members to be intentional about being responsive to requests from Sandra and/or other Board members.

10. Item: Public Comment #2

Facilitator: Jennifer Braster, Board Chair

NOTES: No public comments submitted.

11. Item: Adjournment

MEETING END TIME: 7:08 p.m.

Motion to Adjourn: Anthony Vu

Second: Alejandro Rodriguez

Vote: 7-0



Sage Collegiate Public Charter School

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REGULAR BOARD MEETING

Wednesday, August 11, 2021 ♦ 6 p.m.

In Person: Naylor & Braster Law Firm, 1050 Indigo Dr #200, Las Vegas, NV 89145

Online: <https://us06web.zoom.us/j/86504286732?pwd=K3BXc1JYNFo5SVRSMjdGWW9BZUhaZz09>

Meeting ID: 865 0428 6732 //Passcode: 466065

One tap mobile: +12532158782,,86504286732#,,,,*466065#

REGULAR BOARD MEETING

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In Person: Naylor & Braster Law Firm, 1050 Indigo Dr #200, Las Vegas, NV 89145

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Board Members in attendance:

Jennifer Braster, Board Chair
 Jayne Cayton, Board Member
 Tracy Gniewek, Board Secretary
 Jon Haskel, Board Member
 Justin Long, Board Treasurer
 Alejandro Rodriguez, Board Member

Susan Splan, Board Member
 Anthony Vu, Board Vice Chair

Sage Collegiate Staff Member(s) in attendance:

Sandra Kinne, Executive Director

Guest(s) in attendance:

1. Item: Call to order

Facilitator: Jennifer Braster, Board Chair

START TIME: 6:07 p.m.

2. Item: Roll Call

Facilitator: Jennifer Braster, Board Chair

Board Member	Present	Absent
Alejandro Rodriguez, Board Member	X	
Jennifer Braster, Board Chair	X	
Jayne Cayton, Board Member	X	
Tracy Gniewek, Board Secretary	X	
Jon Haskel, Board Member	X	
Justin Long, Board Treasurer	X	
Susan Splan, Board Member	X	
Anthony Vu, Board Vice Chair	X	



3. Item: Public Comment #1

Facilitator: Jennifer Braster, Board Chair

NOTES: none

4. Item: Consent Agenda [For Possible Action]

Facilitator: Jennifer Braster, Board Chair

- Approve Minutes from Board Meeting on 07.14.2021

NOTES: 1 clarification; Kristin facilitated the Finance conversation as Justin was absent.

MOTION: Jon Haskel – motion to approve with changes

Seconded: Anthony Vu

VOTE: 7-0

5. Item: Board Member Resignations [Information/Discussion]

Facilitator: Jennifer Braster, Board Chair

NOTES: Herbie Walker has resigned from the Board effective immediately.

Tracy Gniewek has resigned from the Board effective immediately.

Evaluate new board members: Education, Construction, Finance experience would be great

6. Item: Committee Updates [Information/Discussion]

Finance Committee: Justin Long & Kristen Dietz (EdTec)

Academic Committee: Anthony Vu

Ad Hoc Facilities Committee: Anthony Vu/Jen Braster

NOTES:

Finance Committee: We are working on revised CSP Budget with new enrollment numbers. Evaluating cash reserves/cash flow. Many companies that work with Charters will not work Charters in year Zero. We are looking for a local philanthropist who will do a \$100,000 bridge loan. Sandra and Jen will coordinate process.

Academic Committee: We discussed the enrollment proposal that will be reviewed in detail in Item 7 on the agenda.

Ad Hoc Facilities Committee: Sandra has a standing meeting each week with Red Hook. Last week they had blueprints for review; discussion about anticipated enrollment to determine timeline for building requirements. We are on the timeline to use space in year 1; construction during year one.

7. Item: Enrollment Changes for 2022-23 [For Possible Action]

Facilitator: Jennifer Braster, Board Chair & Sandra Kinne, Executive Director

NOTES: Enrollment strategy comparisons provided in a separate document by Sandra to Board. Based on impact of program and culture, Sandra recommends Scenario E. Anthony recommends Scenario E based on his experience with enrollment. SPCSA staff can support that scenario based on prior conversations. Slow growth model that incorporates a K-5 model. The other attractive piece is we can bring another 3rd grade class in year 2. We continue to grow at a slow growth rate by building upon returning students. The challenge is we would not hit the enrollment of 500. That will expedite the timing of hitting our 500 mark. We will have 3 classes in year 2 or Kinder. With a higher enrollment we can provide more services to Nevada. Sandra proposes this because it maintains slow growth model while creating realistic opportunities to fill those seats by opening up broader grade levels earlier than originally anticipated.

Jon: Likes Scenario B and E. 28 students is a high ratio. Should we consider adding another class with less students to allow for growth.



Sandra: 28 aligns more with the original plan. Additionally, we want to pay 2% more than the district and we may not have the funding to support additional educators. This proposal or enrollment changes has to go to the SPCSA for approval. Making these changes to enrollment will align with our commitment to culture because the changes will go into effect on our year 1 (deferred).

Jon: Year 2 – 1 middle school teacher for all students/subjects. Does 1 staff cover the needs? (Yes.)

MOTION: Jon petition SPCSA to approve the amendment to the Charter to adjust Enrollment Plan to Scenario E and submit to the SPCSA by Sept. 15.

Seconded: Anthony Vu

VOTE: 7-0

8. Item: Executive Director Update [Information/Discussion]

Facilitator: Sandra Kinne, Executive Director

The Executive Director will provide updates on the current work.

NOTES: CSP budget is ready to go. We are going to work on bridge loan.

9. Item: Board Calendar and Responsibilities [Information/Discussion]

Facilitator: Jennifer Braster, Board Chair

NOTES: Do we need to revisit Board meeting schedule? All members are comfortable to keep things as-is.

10. Item: Public Comment #2

Facilitator: Jennifer Braster, Board Chair

NOTES: No Public Comments

11. Item: Adjournment

END TIME: Motion to Adjourn – Susan Splan

Seconded: Jon Haskel

VOTE: 7-0

Adjourn at 7:01 pm