

Nevada State Public Charter School Authority

2022 Charter Renewal Application
Per NRS 388A.285 and NAC 388A.415

CHARTER SCHOOL RENEWAL APPLICATION AND GUIDELINES

Charter school authorizers are responsible for evaluating current charter schools' performance and achievement levels in the process of deciding whether to renew a school's charter. A strong renewal process is critical to protect charter school autonomy, students, and stakeholders and ensures schools are held to high standards.

In the following pages, we provide guidance around and outline the timeline for the renewal process with the hopes of making the process as seamless and smooth for schools and our Authorization team.

Please read through the renewal application and guideline carefully and reach out to **Mark Modrcin, Director of Authorizing** at **702.486.8271** or **mmodrcin@spsca.nv.gov** or **Rebecca Feiden, Executive Director** at **775.546.3021** or **Rebecca.Feiden@spsca.nv.gov** with any questions.

All of us at the Nevada State Public Charter School Authority are excited to work with each of you and support the work schools are doing on behalf of Nevada students.

RENEWAL TIMELINE

Renewal Stage	Date (Fall)	Action
Optional Renewal Orientation	May	Schools up for renewal will be invited to join an orientation to answer general questions, address common concerns, and learn more about the renewal process.
Renewal Report from the SPCSA	No later than June 30, 2022	SPCSA staff will provide each school up for renewal a copy of a summarizing performance report for the current charter term.
Letter of Intent	- Guidance provided by July 31 - Due no later than Sept 1	Schools complete this critical first step and submit a notice of intent to apply for charter renewal.
Release of renewal application and decision criteria	- Released no later than July 31 - Due by October 15 @ 5 p.m.	Schools complete the formal renewal application process, submitting required documents and evidence to support a renewal.
Staff Review of Renewal Application	Mid-October through mid-November	Staff reviews schools' applications and supporting documents, including previously conducted site evaluations, to provide an informed, evidence-based recommendation to SPCSA Board.
Staff Recommendation to the Authority ¹	Delivered at an Authority Board Meeting within 60 days of renewal submission or by a mutually agreed upon date	Staff submits recommendation to SPCSA Board based on thorough review. The Authority will discuss and make a decision about schools' renewal in an open meeting.

REQUIRED SUBMISSIONS

¹ There are additional steps and provisions within [NAC 388A.415](#) should the Executive Director of the SPCSA recommend non-renewal, or if the Authority chooses to non-renew or deny a renewal application for a school.

The completed renewal application and all required documents must be submitted as a Word document and a signed PDF into the Charter Renewal Application section in Epicenter by 5 pm PT on the due date. Note that changes contemplated within this section of the renewal application may constitute an amendment under NAC 388A.330. SPCSA staff and the Authority will work with individual schools to accommodate these amendment requests should circumstances warrant.

1. **Executive Summary** [Limited to 5 pages]

Provide a written Executive Summary that includes the following:

- Mission Statement for next charter term. *Note that a change may require separate Authority approval.*
- Key Design Elements of your school
 - o What do you do plan to do and why?
- Proposed changes for the next charter term and rationale
 - o Speak to programs, structure, and principles²

Imagine Schools at Mountain View is dedicated to providing equitable, high quality education for all students. The school's mission and vision statements for their next charter term are as follows:

Mission Statement: As a national family of public charter school campuses, Imagine Schools at Mountain View partners with parents and guardians in the education of their children by providing high quality schools that prepare students for lives of leadership, accomplishments, and exemplary character.

Vision: Imagine Schools at Mountain View is a safe and caring learning community, creating positive role models.

The key design elements, programs, structures, and principles of Imagine Schools at Mountain View will remain unchanged during this new charter term. In terms of the school's educational plan, Imagine Schools at Mountain View will continue to implement unique and innovative strategies aimed at student achievement, which have proven to be successful with all student populations.

2. **Renewal Application**

A. Application Form

Complete the provided template application (pg. 7 of this form) for the following:

- Academic Performance
- Operational Overview
- Financial Performance
- Organizational Performance
- Next Charter Term

B. Written Narrative [Limited to 5 pages]

Provide any written narrative that addresses the enrollment, retention, attendance, discipline, faculty/staff retention, and other relevant information to support the data provided in the Application Form. Please discuss how the school engages families

² Proposed changes may require separate approval by the Authority as required by statute, regulation or the charter contract.

and provide information regarding training that the school provides for staff on the topics of family engagement and diversity, equity, and inclusion. Finally, please discuss the demographics of the school as compared to the community it serves, local district, SPCSA and statewide averages. Include any plans³ that the school may be considering addressing any student demographic gaps so as to align to the SPCSA Strategic Plan, as well as any efforts to ensure a representative teaching staff and governing board.

Enrollment:

In the new charter term, Imagine Schools at Mountain View will continue to use comprehensive outreach and marketing measures to ensure that all potentially interested students and parents have equal access to apply and enroll at the school. This plan includes recruiting and marketing initiatives to target the entire community and specific initiatives targeting economically disadvantaged students and families, those who may have limited English proficiency and/or special physical or academic needs or may be “at risk” of academic failure.

Retention:

From the school’s opening in 2011 to today, Imagine Schools at Mountain View’s student retention rates have averaged at 687 annually and has a current waitlist of 19 students. Imagine Schools at Mountain View has implemented a strict policy regarding retention. Students must meet specific levels of performance in order to be promoted. For students not meeting grade level performance levels and who are at risk for retention, the parent/guardian will be notified in a timely manner to provide opportunities for intervention and remediation. At the end of the year, the student’s data will be reviewed in conjunction with the parent/guardian and a determination of grade level retention will be made by the school. If a student reaches 20 absences in a school year that student may be retained dependent upon academic growth.

Attendance:

Attendance is extremely important at Imagine Schools at Mountain View and will continue to be a priority during the new charter term. Regular attendance in school leads to increased student achievement and students benefit from the educational opportunities provided by the school’s dedicated staff. Absences and tardiness also cause disruptions in a student’s learning. Imagine Schools at Mountain View will cooperate with community agencies to remove the cause of the absence so that the student may benefit from the educational opportunities offered by Imagine Schools at Mountain View.

Discipline:

Imagine Schools at Mountain View believes in providing educational & leadership opportunities for personal growth for all students in a safe and accepting environment. To do this, the school utilizes a character education program and implements a restorative practice approach when dealing with student disciplinary situations. The school’s character education program and consistent implementation of restorative practices, enhances the school-wide behavior program, providing an alternative to exclusionary disciplinary practices in certain incidents. The process

³ If previously directed by the Authority through action on March 4, 2022, these plans should include updates on the implementation of a school’s formal recruitment and enrollment plan.

teaches students the skills needed for academic success such as critical thinking, goal setting, listening and speaking, self-directed learning, presentation-making and the ability to work in groups in any setting. For an overview of Imagine Schools at Mountain View's various levels of Restorative Practice please see Attachment 2 – Restorative Justice Plan.

Faculty/Staff Retention:

Over the past two years, Imagine Schools at Mountain View has been impacted by the effects of Covid on the teaching profession. During the 2021-2022 school year, ISMV had a 55% teacher retention. The 2022-2023 school year has seen an increase of 15% to 70% teacher retention. This increase was achieved by supporting the development of its high quality teaching staff. Imagine Schools at Mountain View provides their staff intensive and classroom-focused development to ensure a lasting positive impact on classroom instruction. Imagine Schools at Mountain View uses the Charlotte Danielson, Framework for Teaching as the foundation for professional development and the teacher evaluation process. Data is collected and analyzed using the Framework to:

1. Strengthen the current recruitment and hiring process to better identify teacher candidates who will be successful in ISMV classrooms;
2. Structure and guide mentoring and reflective practice activities for novice or veteran teachers;
3. Focus instructional coaching of experienced teachers on increasing student learning outcomes;
4. Identify professional development needs of novice and experienced teachers to improve the effectiveness of teaching and learning practices; and
5. Ensure through the teacher evaluation process that teachers demonstrate framework knowledge and skills necessary for quality instruction.

Danielson clearly defines the complexities of teaching. With specific levels of performance: Minimally Effective, Developing, Effective, and Exemplary are assessed for each component, providing data that can be used for teacher self-reflection, as well as an administrative evaluation of teaching performance. The Danielson model provides data that can be used to assess teacher effectiveness, identify teacher leaders, mentoring other teachers, coach teachers regarding effective strategies for increasing student learning, and conduct professional staff development to increase teacher effectiveness.

Community Engagement:

Parental involvement is a fundamental aspect of Imagine Schools at Mountain View's Mission and Vision. ISMV will encourage parents to be active participants in their children's education through volunteer opportunities at the school. Imagine Schools at Mountain View has developed a communication plan that will address the needs of their school's community. This plan will include regularly scheduled communications through the following means:

- Email Newsletters/Calendars: In weekly emails parents will receive important updates and upcoming events as well as campus highlights.
- ISMV's Website: The school's website is a valuable source of information designed to address the various needs of its families. The website will include information on:
 - Imagine Schools at Mountain View's mission, vision, and history

- School schedule and calendars
- Imagine Schools at Mountain View's curriculum
- Frequently asked questions
- ISMV's Governing Board meetings: public notices, agendas, and minutes (Imagine Schools at Mountain View's Board meetings are open to the public and are held, on average, every other month)
- Directory of administration and staff
- Uniform policy information with links for purchasing apparel
- News and announcements
- Any other pertinent information that parents may need to know
- ISMV will also use workshops, parent meetings, open houses and other events to inform parents of involvement opportunities throughout the school year; parents will be informed of the e-mail, website, etc., as noted above. These include events and activities such as:
 - Parent/Teacher Conferences: Hosted at the School or virtually providing an opportunity for parents, students, and teachers to discuss topics that affect student educational progress.
 - Parent workshops: Utilizing online programs from home, supporting students in completing the Advanced Reading Challenge, and accessing reading support at home.
 - Open houses, Family Nights: Events held to recruit new students, maintain communication and involvement between ISMV and the surrounding community.
 - Parent Teacher Organization (PTO): Parent Teacher Organization coordinates extra-curricular events involving the community. Through the PTO and other such committees, parent and community members will also be able to partake in the school's decision-making process. The school plans to provide parent workshops on education-related topics, such as decision-making regarding school performance and student assessment needs.
 - Volunteering for School Events: Chaperoning Field Trips, assisting with class projects, helping in the library or office, speaking during career week, family day, lunch and recess monitoring, holiday events, etc. ISMV will take the initiative to involve our families in the educational outcomes of our schools. Our parents are asked to volunteer, per our charter, 30 hours each year.
 - New Family Night - Informal Open House - Open House - Parent Conferences - Internet Safety Workshops - Bully Prevention Workshops - PTO General Membership meetings - PTO Board meetings - Fine Arts Performances - Literacy Nights - Curriculum Nights - Family Movie Night - Back to School Picnic - End of the Year Awards Assemblies Events and parent forums are held throughout the year.
- Below are some additional examples of how ISMV provides effective communication to its stakeholders:
 - Monthly objective/standard calendar to promote cross-curricular collaboration
 - Invitations to board members for special events / classroom presentations
 - Open House which includes detailed information on curriculum prior to school opening

- Utilization of a phone system to call parents with important informational messages related to upcoming events
- A streamlined Imagine Schools at Mountain View website to include information that parents need in one place:
 - Teacher Websites
 - Nevada Academic Content Standards by Grade Explanation of STAR assessments
 - Clubs and sporting events
- Efforts to ensure a representative teaching staff and board:
 As stated in the Bylaws, there will be a parent representative on the Board, an academic committee shall be created to review school data, ensure academic expectations and goals are being met, and provide insight to instructional activities that meet specific needs of the students. In addition, the public, specifically parents, are notified of Board meetings and may be active participants at ISMV Board meetings by providing public comment and bringing relevant matters to the Board's attention. Parents will be encouraged to come to the principal of Imagine Schools at Mountain View to discuss any concerns. ISMV and parents will work simultaneously to provide the best educational plan possible for each student's learning needs.

School Demographics:

Imagine Schools at Mountain View currently serves more than 676 students as detailed in the Operational Overview section of the required template below. Of those students, 34% are Hispanic/Latino, 26% are White, 19% are Black/African-American, , 13% are Mixed Race (2 or More), 6% are Asian, and 1% are identified as other. Furthermore, 10.5% of the student population are on an Individualized Education Plan (IEP), 11.5% are identified as English Learners (EL), and 48% are eligible for free/reduced meal services.

C. Required Supporting Documents

Please upload with your renewal application the following documents:

- Proposed calendar for the first year of the new charter term
- Daily schedule for all grade levels

Please see attachment 3.

3. Academic Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the academic vision and plans for the next charter term. This should include detailed descriptions of key design elements, programs, structures, principles, that are remaining unchanged as well as those that may be changing. For any proposed changes, please provide a rationale. This section should also include a description of any academic improvements that the charter school has undertaken or plans to implement as well as a description of the proposed Restorative Discipline plan for the upcoming term and plans to monitor for potential disproportionate discipline practices, plans to monitor for potential

disproportionate discipline practices, and plans to address any opportunity gaps for specific student groups. This may include plans to close gaps in proficiency and/or growth between different student groups (ex. race/ethnicity, FRL, EL, IEP).

Finally, if the school currently provides distance education and plans to continue doing so under a renewed contract, please include responses to the following questions as required by NRS 388A.725(3) and NRS 388A.725(4):

- The support available to each pupil, in his or her home or community, including, without limitation, the availability and frequency of interactions between the pupil and teachers;
- The methods the charter school for distance education will use to administer any test, exam or assessment required by state or federal law;
- The methods the charter school for distance education will use to assess the academic success of pupils; and
- The criteria pupils must meet to be eligible for enrollment at the charter school for distance education.

Mission and Vision:

As a national family of public charter school campuses, Imagine Schools at Mountain View partners with parents and guardians in the education of their children by providing high quality schools that prepare students for lives of leadership, accomplishment, and exemplary character. This unified mission gives direction and purpose for all ISMV students. The mission and vision currently in place will carry over to the new charter contract being considered. Students will continue to be prepared in an academically challenging and personally meaningful learning environment with an emphasis on developing leadership skills, increasing literacy, fostering good citizenship and character, and seeking opportunities to serve their classmates and their school community. A collaborative effort including students, teachers, parents, and staff will be devoted to establishing, achieving, and celebrating individual goals for each child at Imagine Schools at Mountain View. The vision of Imagine Schools at Mountain View is, "Imagine Schools at Mountain View is a safe and caring learning community, creating positive role models to lead and achieve in society and life." The school's motto is, "We are Leaders, Achievers, and Bucket Fillers."

Educational Program:

Imagine Schools at Mountain View's educational program is modeled after specific innovative learning methods and strategies that have proven successful in raising student learning and achievement. These include but are not limited to: a standards-based curriculum(Engage NY) based on Common Core Standards for Learning; A thematic approach to integrate core areas of study such as mathematics, reading, language arts, writing, science, and social studies; Appropriate assessments for learning (screening, progress monitoring, and diagnostic); Data-driven high-quality differentiated instruction; Supplemental programs for student advancement and remediation; Support for teachers and ongoing professional development for advancing

technology and other 21st century resources; Research-based instructional practices ; Weekly grade level and monthly staff meetings and ongoing professional development workshops; Tutoring for remediation and Targeted interventions for struggling readers and students performing below grade level.

Opportunity Gaps:

Imagine Schools at Mountain View has demonstrated its model can lead to academic gains for educationally disadvantaged students (as demonstrated in Tables 3 and 4) and will continue to work towards closing any existing achievement gaps within its target population. Between the 18-19 and 21-22 school years, Imagine Schools at View significantly increased in academic growth measures as well as receiving all available points in closing opportunity gaps in both ELA and Math SBAC results. Please see the comparison below.

Elementary Results:

18-19

Growth Indicator		
Measure	School Median	District Median
Math MGP	50.5	55
ELA MGP	54	52
	School Rate	District Rate
Met Math AGP Target	37.7	49.7
Met ELA AGP Target	57.7	59.7

Closing Opportunity Gaps Indicator		
Measure	School Rate	District Rate
Prior Non-Proficient Met	24.3	27.8
Math AGP Target		
Prior Non-Proficient Met	37.5	39.2
ELA AGP Target		

21-22

Growth Indicator		
Measure	School Median	District Median
Math MGP	69.0	52.0
ELA MGP	57.0	53.0
	School Rate	District Rate
Met Math AGP Target	61.2	53.1
Met ELA AGP Target	60.1	61.2

Closing Opportunity Gaps Indicator		
Measure	School Rate	District Rate
Prior Non-Proficient Met	52.7	40.9
Math AGP Target		
Prior Non-Proficient Met	53.6	52.2
ELA AGP Target		

Climate Survey Participation is not a point-earning measure.

Middle School Results:
18-19

21-22



Student Growth Indicator

Measure	School Median	District Median
Math MGP	62	58
ELA MGP	78	56
	School Rate	District Rate
Met Math AGP Target	28.8	44.3
Met ELA AGP Target	68.7	61.3



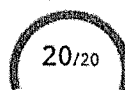
Student Growth Indicator

Measure	School Median	District Median
Math MGP	79.5	56.0
ELA MGP	86.0	55.0
	School Rate	District Rate
Met Math AGP Target	59.5	40.8
Met ELA AGP Target	87.1	60.4



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met	17.6	21.8
Math AGP Target		
Prior Non-Proficient Met	51.7	32.7
ELA AGP Target		



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met	60.0	23.5
Math AGP Target		
Prior Non-Proficient Met	86.3	38.0
ELA AGP Target		

Climate Survey Participation is not a point-earning measure.

During the new terms of its charter contract, Imagine Schools at Mountain View will continue to provide their students and families the quality education they seek. Administrators and data teams will continue to use data analysis to collaboratively develop instructionally focused calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Instructors will adjust their instruction, monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction. Students who are identified as academically “at risk” via the universal screening process and who are not already identified with an IEP, will be referred to CST (Child Study Team). ISMV’s CST team will be comprised of staff members from every grade level (K-6), the assistant principal, and the Instructional Coach. The classroom teacher notifies the parent(s) that his/her/their child will be entering the CST program, which will provide interventions in an area of the student’s deficiencies. Once a student is identified, the CST team will write goals for the student in the area of deficiency, provide intensive interventions, and monitor weekly progress. The CST team will review the student’s progress according to the progress-monitoring data every six weeks and adjust instruction when a student is not showing progress through trend analysis. If the student is not showing progress after every six weeks of data analysis, the teacher will attempt a variety of intensive interventions and strategies designed to facilitate the child’s learning within that classroom. Interventions may be intensified by providing more daily or weekly time on the intervention, providing interventions in a smaller group setting or individualized, or by compiling a combination of intervention that may work.

4. Organizational Viability and plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current Governing Board's capacity, skills, and qualifications for continued successful implementation of the school's design, as well as a growth plan for adding/replacing board members that support the school's success. This section should also include a description of any organizational improvements that the charter school has undertaken or plans to implement in response to past performance, including board training and development. Additionally, should the school contract with a Charter Management Organization (CMO) or Education Management Organization (EMO), this section should speak to the oversight and monitoring by the local board of the services provided by these organization(s)

Imagine Schools at Mountain View's Governing Board has been deeply committed to the school since its inception. Although board members have transitioned out of the board for personal and professional reasons during its last contract term, every current board member has a history of deep commitment to Imagine Schools at Mountain View. The Board is diligent and consists of a highly qualified group of volunteers across various sections. The board currently represents a diverse skill set and areas of expertise.

The board of Imagine School at Mountain View has had a long standing tenure in the community and successful history in all three key areas of academic, operational and fiscal responsibility.

The current board chair Mrs. Christen Winkler brings corporate experience to her role. She has an Elementary Education degree from UNLV. In her work she held several managerial positions and is currently employed by the Marshall Retail Group as their District Sales Manager. Her role has prepared her for supporting the school in both fiscal and academic categories. Mrs. Winkler has been the PTO president and is a parent of a child at the school.

Mrs. Gina Marku has been a long standing member of the board. Her background as Senior Manager of SEI investment companies has provided the board with sound investment and fiscal guidance.

Mr. Bob Andrews has also been a long standing board member. Mr. Andrews brings a diverse background. He has worked both as a Chief Operating Officer and Chief Financial officer and provides the board and school staff with organizational leadership, strategic planning and fiscal management.

Mrs. Shannon Pash holds degrees in Educational Leadership, Curriculum and Instruction and currently serves as an Elementary School Principal. Her leadership provides the board and staff with sound academic and school operational guidance.

Mr. Donnie Gibson brings his business background to the board. Mr. Gibson currently is the owner of his construction company and has been serving Las Vegas for the past 13 years. Mr. Gibson is an experienced board member, serving on multiple boards across the Las Vegas area. Mr. Gibson brings his experience owning and operating his business to the board and provides operational and fiscal guidance to the board and the staff.

The board has, and continues to, work on behalf of the students and staff to support the ongoing success of Imagine Schools at Mountain View.

B. Required Supporting Documents

Please upload with your renewal application the following documents:

- Current resumes for all Governing Board members
- Board Member Information Sheet / Roster (page 7 of this application). Note that only names, contact information and Board leadership information are required. Information provided in this section should match Epicenter.
- Board Chair/Member Assurance Statement & Signature (see page 9 of this application)
- For schools contracting with a CMO or EMO, a copy of a draft contract for the upcoming term.

Please refer to Attachments 4 and 5.

5. Fiscal Soundness and Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current fiscal state of the school and plans during the upcoming charter term to ensure it remains financially viable. This section should also include a description of any financial improvements that the charter school has undertaken or plans to implement.

Please upload with your renewal application the following school board-approved documents:

- Budget for the current and upcoming fiscal year (FY24)⁴

The strategic and financial planning by the Administration and Regional Office requires authenticity when evaluating the financial sustainability of Imagine School Mountain View. Thus the policies put in place reflect a positive outcome financially for many years to come. The current state of the school reflects a positive cash flow annually that provides the Administration the ability to devise a strict budget process with spending funds in a very much defined way.

As the school moves forward in this upcoming charter term the school will maintain the financial security of the operating system and enhance the curriculum to serve our community in the best ways possible. The need to address issues and concerns will be properly discussed during the financial planning process to ensure growth for our future.

Please see attachment 6.

⁴ Applicants should use the budget template provided by the SPCSA. Should there be questions, or if incomplete information submitted, SPCSA staff will reach out to the applicant for additional information.

6. Additional Information from the Governing Board Supporting Renewal

Please provide any information or data that the governing body of the charter school determines supports the renewal of the charter contract. This information must include:

- If applicable, external evaluations or academic data submitted within this section must be independently audited and verified by the person performing the evaluation as required by NAC 388A.415.
- Agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application.

Please See Attachment 1.

OVERSIGHT

SPCSA staff will include any Site Evaluations in the recommendation and provide documentation collected during visits to the Board as part of the renewal process. Additionally, SPCSA staff may consider and include the results of any subrecipient grant monitoring.

Renewal decisions for schools operating under written charters are based on historical performance data as evidenced by both the NSPF Performance Framework as well as the SPCSA Performance Frameworks. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the report but will be given less weight when considered by the Authority in making renewal decisions. Additionally, renewal decisions will be based on the overall financial and organizational health of the public charter school. Evidence from both the financial framework and financial audits will be used to assess the overall financial health of a school, and the SPCSA Organizational Framework will be used to assess the overall organizational capacity of the school. The Epicenter platform will be used to inform the assessment of the organizational health of a school, and to help determine whether or not the school is compliant under local, state and federal law.

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed based on past performance. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision by the Authority. Stated another way, a school may submit formal amendments for consideration by the Authority separately from the renewal application.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by NDE or the SPCSA will result in

a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application, as called for in Section 6 of this application template. Failure to submit the agenda and draft minutes into the appropriate areas in Epicenter prior to filing the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

ACCESSIBILITY TO INDIVIDUALS WITH DISABILITIES

All charter school applications and renewals are required to be ADA compliant as described by Section 508 of the Rehabilitation Act of 1973 (refer to 29 U.S.C. 794d). This statute requires access to and use of Federal executive agencies and information technology (ICT) by individuals with disabilities. Compliance with Section 508 is mandatory for all entities receiving federal funds-including the SPCSA and its charters.

2022 WRITTEN APPLICATION FOR RENEWAL OF CHARTER

School Name & Contact Info	Name: Imagine Schools at Mountain View Address: 6610 Grand Montecito Parkway Las Vegas, NV 89149 Phone: 702-253-0251 Website: www.imaginemountainview.org	
School Leader Name & Contact Info	Name: Nichole Shaffer Title: Principal Contact info: 702-253-0251	
Governing Board Names & Contact Info <i>Add rows/names as may be necessary</i>	Chair/President	Name: Christen Winkler Email: Chris10winkler@gmail.com Phone: 702-682-9674
	Vice Chair/Vice President	Name: Shannon Pash Email: perfectlypash@gmail.com
	Treasurer	Name: Email:
	Secretary	Name: Myrna Medina Email: myrna.medina@imageschools.org
	Member	Name: Donnie Gibson Email: donnie@civilwerx.com
	Member	Name: Robert Andrews Email: bob.andrews@imageschools.org
	Member	Name: Gina Marku Email: gina.marku@imageschools.org
	Member	Name: Email:

ACADEMIC PERFORMANCE⁵

2019 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Imagine Schools at Mountain View Elementary	Imagine Schools at Mountain View Middle School	Campus 3 (name)
	3	4	
	Campus 4 (name)	Campus 5 (name)	Campus 6 (name)
2018 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Imagine Schools at Mountain View Elementary	Imagine Schools at Mountain View Middle	Campus 3 (name)
	3	4	
	Campus 4 (name)	Campus 5 (name)	Campus 6 (name)
2017 NSPF Rating	Elementary School Rating	Middle School Rating	High School Rating
	3		
CSI or TSI Identification	Please list any years in which your school was identified as a CSI (Comprehensive Support and Improvement) or TSI (Targeted Support and Improvement) school by NDE.		

⁵ For schools applying for a third charter term or beyond, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

	2016-17	2017-18	2018-19	2019-20	2020-21
NDE-Validated Four-Year Graduation Rate					

OPERATIONAL OVERVIEW

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC DETAILS							
Total Student Enrollment [as of first day of school 2022] = 676							
Gender		Ethnicity/Race					
Female	Male	White	Black	Hispanic/Latino	Asian	Mixed Race	Other
342	334	177	131	231	41	88	8
Special Populations				Students on Waitlist			
Students w/disabilities (number)	ELLs (number)	Homeless Students (number)	Free/Reduced Lunch Eligibility (number)	Number of Students on Waitlist		Percentage of Waitlist Students w/Preference Status	
71	78	3	326	19		16%	
Staff Retention				Discipline Data (2021 - 22)			
Number of Instructional Staff	Total Number of Staff	Percentage returning staff 2021-22	Percentage returning staff 2022-23	Number of out of school suspensions		Number of expulsions	
30	61	55%	70%	2		0	
Year-to-Year Mobility [Student Retention from Oct. 1 to Oct.1] ⁶							
2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021	
683		711		715		673	
2021 - 2022		654					

ACADEMIC PERFORMANCE

SPCSA Authority Academic Programmatic Audit Findings			
2019-20	No Notice	Notice of Concern	Notice of Breach
2018-19	No Notice	Notice of Concern	Notice of Breach
2017-18	No Notice	Notice of Concern	Notice of Breach
2016-17	No Notice	Notice of Concern	Notice of Breach
2015-16	No Notice	Notice of Concern	Notice of Breach

FINANCIAL PERFORMANCE

SPCSA Authority Financial Programmatic Audit Findings			
2019-20	No Notice	Notice of Concern	Notice of Breach
2018-19	No Notice	Notice of Concern	Notice of Breach
2017-18	No Notice	Notice of Concern	Notice of Breach
2016-17	No Notice	Notice of Concern	Notice of Breach

⁶ To calculate student retention, subtract the number of students from year 2 not returning from year 1, and divide this result by the total number of students in year 1. For example, if there were 5 students in year 1, and 1 student did not return in year 2, the retention calculation would be: (5-1)/5, or 80%.

2015 - 16	No Notice	Notice of Concern	Notice of Breach
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ORGANIZATIONAL PERFORMANCE

SPCSA Authority Organizational Programmatic Audit Findings			
2019-20	No Notice	Notice of Concern	Notice of Breach
2018-19	No Notice	Notice of Concern	Notice of Breach
2017-18	No Notice	Notice of Concern	Notice of Breach
2016-17	No Notice	Notice of Concern	Notice of Breach
2015 - 16	No Notice	Notice of Concern	Notice of Breach

NEXT CHARTER TERM

Current Enrollment Cap & Grade Spans for next charter term						
	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Planned Enrollment Caps	750	750	750	750	750	750
Planned Grade Spans	K-6	K-6	K-6	K-6	K-6	K-6

Note: the enrollment cap and grade span information provided above should match current levels approved by the Authority, including previously approved amendments (such as expansions/new campuses) that have yet to take effect. These totals were provided in the school in the Performance Summary report submitted to the school by SPCSA staff on or before June 30.

Should the school propose a change in the enrollment cap or grade configuration during the upcoming charter term, please outline this change and provide a short rationale and additional information for the proposed change. Note that a change to the enrollment cap or grade configuration requires separate Authority approval.

BOARD MEMBER ASSURANCE STATEMENT

I certify that the governing body of this charter school has voted that the school and its staff will adhere to the renewal process expectations outlined in the Renewal Guidelines. The information provided in this charter renewal application is true and correct. I also certify that the governing body of this charter school understands that any academic, financial, or organizational performance data collected during the period of the current charter term which is analyzed and reported following a renewal vote may be considered by the Authority in making performance and accountability decisions in the subsequent charter term.

Signature of Head of School: Nichole Shallen
 Date: 10/14/2022

Signature of President/Chair of Governing Body: [Signature]
 Date Governing Body voted to approve application for renewal: 10/10/2022

Attachment 1:
Board Meeting Agenda and Meeting Minutes

**NOTICE OF PUBLIC MEETING
IMAGINE SCHOOL AT MOUNTAIN VIEW
Governing Board Meeting**

The public may review any supporting material for this meeting and attend the meeting at the following location:

Monday, Oct. 10, 2022 at 2:00 p.m.
6610 Grand Montecito Pkwy, Las Vegas, NV 89149
Phone: 702-253-0251 Fax: 702-253-0254
Call In Number: 1-800-760-3309 58699467

Below is an agenda of all items scheduled to be considered by the Governing Board of Imagine School at Mountain View unless otherwise stated, items may be taken out of order on the agenda at the discretion of the Governing Board.

In accordance with Nevada's Open Meeting Law, the Governing Board may consider agenda items taken out of order. The Governing Board may combine two or more agenda items for consideration. The Governing Board may remove an item from the agenda or delay discussion relating to an item on the agenda at any time. The Governing Board may continue the meeting as deemed necessary. The Governing Board, at its discretion, may take public comment during times other than the designated Public Comment agenda items. The Governing Board reserves the right to limit public comment to three minutes. Comment may not be restricted based on viewpoint.

The Governing Board is pleased to make reasonable accommodations for members of the public who are disabled and wish to attend the meeting. If special arrangements for the meeting are necessary please notify Myrna Medina at (702) 253-0251.

-
- 1. Public Comment** – Members of the public are invited to comment on items on the meeting agenda or on items not contained therein. No action may be taken on a matter raised during public comment until the matter itself has been specifically included on an agenda as an item for possible action.
 - 2. Call to Order and Roll Call**
 - 3. Governing Board President: Christen Winkler.** For possible approval for the principal and CMO the discretion to complete and submit the renewal application.

**NOTICE OF PUBLIC MEETING
IMAGINE SCHOOL AT MOUNTAIN VIEW
Governing Board Meeting**

Monday, Oct. 10, 2022 2:00 p.m.

Call In Number: 1-800-760-3309 58699467

Public Comment – Members of the public are invited to comment on items on the meeting agenda or on items not contained therein. No action may be taken on a matter raised during public comment until the matter itself has been specifically included on an agenda as an item for possible action.

This Meeting Notice and Agenda posted for public inspection in the following locations:

- **Centennial Hills Library 6711 N. Buffalo Dr., Las Vegas NV 89131**
- **Imagine School at Mountain View 6610 Grand Montecito Pkwy Las Vegas, NV 89149**
- **Call In Number: 800-760-3309 58699467**

Board Meeting 10-10-22 221010 001

Christen Winkler: [0:01] Perfect. Good afternoon. It is 2:02 PM on October 10th, 2022. This is Imagine Schools at Mountain View's Governing Board meeting, currently being held at 6610 Grand Montecito Parkway, Las Vegas, Nevada 89149.

[0:22] Is there any public comment?

[0:24] [pause]

Christen: [0:29] I see none. This meeting is called to order, and we'll go ahead and move into roll call. For the board members, I will call your name, and please say present if you are on the call today. Shannon Pash.

Shannon Pash: [0:41] Present.

Christen: [0:41] Donnie Gibson.

Donnie Gibson: [0:44] Present.

Christen: [0:45] Bob Andrews.

Bob Andrews: [0:49] I am here.

Nichole Shaffer-Haley: [0:52] [laughs]

Christen: [0:52] Gina Marku.

Gina Marku: [0:53] Present.

Christen: [0:53] Christen Winkler, present. Let the record show that we do have a quorum today to conduct the meeting. For the attendees here on behalf of Imagine Schools at Mountain View, can you please state your name?

Nichole: [1:14] Yes. This is...

[1:15] [crosstalk]

Frank Stirpe: [1:15] Frank...

Nichole: [1:17] Sorry. This is the principal, Nichole Shaffer.

Candice Schreiber: [1:23] Candice Schreiber, regional executive assistant.

Christen: [1:34] Thank you. Frank, one more time.

Frank: [1:36] Frank Stirpe, Imagine Schools Southwest Regional Office.

Christen: [1:42] Thank you. Thanks for everyone's flexibility to be on the call today. We have our next [inaudible] agenda item is a possible action item that I'll be presenting for precedence.

[1:56] As we discussed in prior meetings, our school's charter is in the process of renewal. The renewal process is obviously multifaceted. It's nearing its final stages and is time-sensitive.

[2:09] I would like to ask for a motion today from our board to approve ISMV Principal Nichole Haley and our CMO, Dr. Brad Uchacz, to be given the discretion to complete and submit the renewal application when that time has come, specifically, not convening a board meeting to review and submit but letting them have the discretion to do so...

[2:34] [crosstalk]

Shannon: [2:34] This is Shannon...

[2:35] [crosstalk]

Christen: [2:35] Are there any questions from the board?

[2:42] OK, Shannon made a motion to approve the recommendation. Is there a second?

Bob: [2:49] I'll second that.

Christen: [2:53] That's Bob, correct?

Bob: [2:54] Correct.

Christen: [2:57] Bob Andrews made our second. All in favor, say aye.

Gina: [3:01] Aye.

Bob: [3:01] Aye.

Shannon: [3:01] Aye.

Christen: [3:01] Aye. Anyone opposed? I see none. The motion to have Principal Nichole Haley and CMO Dr. Brad Uchacz be given the discretion to complete and submit the renewal application for our charter school has been approved. With that...

[3:21] [crosstalk]

Bob: [3:21] Excuse me. Is this an annual deal? I'm trying to remember everything...

[3:28] [crosstalk]

Christen: [3:32] Yes. Nichole, if you don't mind speaking to the timeline, I know the renewal could be as long as 10 years before we go into this process again, could be on the shorter side of 6 years or less, correct?

Nichole: [3:43] Yes. It's depending on our good standing, but it does happen anywhere between 3 to 10 years depending on the approval of the charter renewal. Thank you all for giving us the discretion to submit on behalf of Imagine Schools at Mountain View.

[4:03] We'll submit the renewal on Friday. Then it will go to the SPCSA Board in November or December for approval, and they'll determine the term of the renewal. We're hoping for 6 to 10 years. We have been doing very well both academically and financially, but it's really up to their discretion.

Bob: [4:33] Brad, can't you go there and slip the guy a five-dollar bill or something to get the 10 years?

[4:40] [laughter]

Christen: [4:42] If only. We'd all chip in.

Nichole: [4:45] [laughs]

Christen: [4:45] Any more questions?

[4:46] OK, thank you for providing that update, Nichole, and thank you to the board for your time today. We've reached the end of tonight's meeting. I'd like to request a motion to adjourn the meeting at 2:07 PM on October 10th, 2022.

Gina: [5:11] This is Gina. I'll motion.

Christen: [5:14] Motion made by Gina. Can I have a second?

Donnie: [5:17] Donnie, I'll second.

Christen: [5:19] Second made by Donnie. All in favor, say aye.

Shannon: [5:22] Aye.

Donnie: [5:22] Aye.

Bob: [5:23] Aye.

Gina: [5:23] Aye.

Christen: [5:23] Anyone opposed? I see none.

[5:30] Have a great rest of your Monday. Thank you again for the flexibility and your time today.

**Attachment 2:
Restorative Justice Plan**



**Imagine Schools at Mountain View
Restorative Justice Plan
2022-2023**

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AB168 & Battery of an Employee or Pupil
Mandatory Discipline in NRS
Discipline Limits for Special Education Students

ISMV Guidelines for Success

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Restorative Classroom Behavior Management
Minor Behaviors
Major Behaviors

Restorative Questions

ISMV Student Restorative Plan of Action (TEMPLATE)

Mission

As a national family of public charter school campuses, Imagine Schools partners with parents and guardians in their children's education by providing high-quality schools that prepare students for lives of leadership, accomplishment, and exemplary character.

Vision

Imagine Schools at Mountain View is a safe and caring learning community, creating positive role models to lead and achieve in society and life.

School Motto:

We Are...Leaders,

We Are... Achievers

We Are...Bucketfillers

We Are...Bobcats

Bobcat Pride!

Restorative Justice

Restorative Justice is defined in Nevada legislation as

NRS 392.4644 (from SB 89, 2019):

Provide restorative disciplinary practices which include, without limitation:

- Holding a pupil accountable for their behavior;
- Restoration or remedies related to the conduct of the pupil;
- Relief for any victim of the pupil; and
- Changing the behavior of the pupil.

NRS 392.472 (from AB 168, 2019)

"Restorative justice" means non-punitive intervention and support provided by the school to a pupil to improve the pupil's behavior and remedy any harm caused by the pupil."

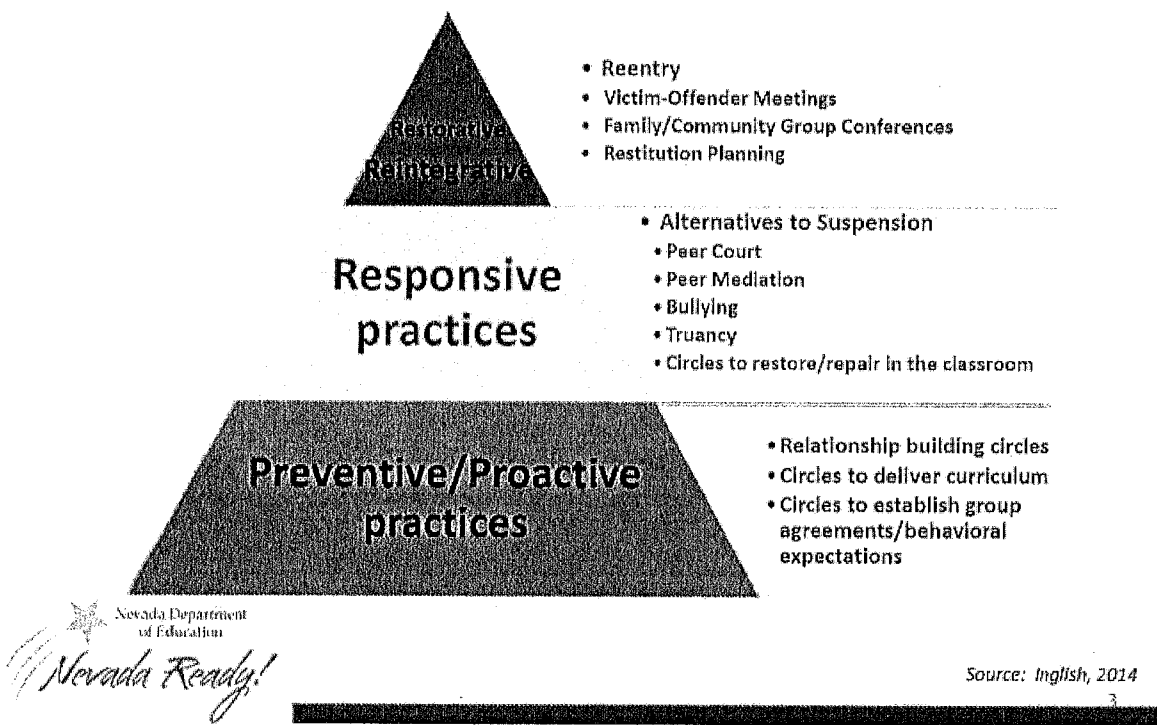
According to the Nevada Department of Education, Restorative Justice is about "changing school systems (schools, criminal, and juvenile justice) to address harm more meaningful and undo systemic patterns of institutional racism and oppression." "Restorative practices strengthen students' connection to both staff and other students,

which is why these practices support both prevention and response. Repairing harm and restoring relationships after transgressions help keep students connected to a positive school community.”

At ISMV, we embed restorative justice practices into our discipline model as we encourage building positive relationships and culture on campus. You will see in the following pages how restorative justice is infused into our discipline model. You will see this depicted below.

ISMV has adopted the Nevada Department of Education’s Building a Strong Foundation as its basis for restorative justice practices for grades K-12. This model allows us to ensure we are in alignment with current state laws and affording students the best opportunities to prevent and repair harm.

Building a Strong Foundation



Multi-tiered Systems of Support Alignment (MTSS):

Tier 1 Supports (Preventive/Proactive Practices) - Focuses on preventing problem behavior by emphasizing universal support.

Imagine Schools at Mountain View utilizes various school-wide proactive approaches for all students as a foundation for culturally-responsive behavioral support. They include but are not limited to:

- Staff Professional Development (Handle with Care, Verbal De-escalation Strategies, CHAMPS, Classroom Management Trainings, SEL Training, etc...)
- School-wide Expectations/ Guidelines of Success (Character Building)
- Positive Behavior Supports (Bobcat Bucks, Character Building, Bobcat Trophy)
- Character Recognition
- Attendance Recognition
- Teacher/ Staff Recognition (Shared Values, Character, Celebrations, Bobcat Pride)
- Social-Emotional Learning (Monthly Character building lessons)
- Behavior Support Committee (Supports and carries out the mission of our school's proactive, responsive and restorative practices)
- Student Council
- School-wide Restorative Practices
- Classroom Restorative Practices
- JIF (Justice, Integrity, and Fun)
- School Assemblies (Behavior Expectations, School-Wide Expectations)
- Community Events (Parent-Teacher- Organization Meetings, Parent Choice Committee, Parent resources, and workshops for behavioral support)

Tier 2 Supports (Responsive Practices) - Designed to prevent the development and escalation of problem behaviors for students identified as at risk for developing chronic behavior problems.

Imagine Schools at Mountain View provides targeted support to students who aren't successful with Tier 1 support alone. Imagine Schools at Mountain View support at this level is more focused and based on behavior data and documentation. Tier 2 supports include but are not limited to:

- Small group social skills instruction/intervention
- Academic small group interventions
- Common area focus (Google Drive Data)
- Parental Support (Parent University)
- Mentoring
- Conflict Resolution
- Structured Breaks
- Safe-Schools Professional Referral
- Behavior Contract and Reward Plan
- Behavior Plan
- Mediation or Restorative Justice Circles
- Check-in/out

Tier 3 Supports (Restorative and Reintegrated Practices) - Designed to reduce the intensity, frequency, or complexity of problem behaviors by providing individualized behavior support using evidence-based interventions.

Imagine Schools at Mountain View provides individualized interventions and support to reduce undesirable behaviors' occurrences or intensity. Students requiring Tier 3 support are referred to our Behavior Support Team. Possible intervention includes but is not limited to:

- Restorative Justice Action Plan

- Peer Mediator
- Check-in/out
- Behavior Contract with Behavior Goals
- Behavior tracking chart for progress monitoring
- Individual social skills with SSP
- Student Behavior Support Plan (SBSP)
- Progress Monitoring by the Behavior Support Committee

Restorative Justice Notes from NDE

Restorative Practices (RP) is an alternative to exclusionary disciplinary practices that remove students from the academic environment; instead, restorative justice seeks to repair the harm done when a standard of conduct is violated.

1. Except as otherwise provided in NRS 392.4.66 and to the extent practicable, a public school shall provide a plan of action based on restorative justice before expelling a pupil from school.
2. The Department shall develop one or more examples of a plan of action which may include, without limitation:
 - Positive behavioral interventions and support;
 - an intervention plan;
 - A referral to a team of student support;
 - A referral to an individualized education program team;
 - A referral to appropriate community-based services; and
 - A conference with the principal of the school or their designee and any other appropriate personnel.

Summary of Progressive Restorative Discipline Structure:

Students are disciplined in a restorative, progressive manner. It is not an individual disciplinary event(s) that is/are consequential; students will be allowed to correct their wrongdoings and to learn from their mistakes through restorative practices (AB168).

Continued disregard for school rules is a key factor for all disciplinary consequences. Disciplinary actions are also commensurate to the severity of the offense.

Addendum:

New guidance from the Nevada Department of Education as pertaining to AB 168 changes the level of board involvement for Special Education Students under age 11. The board is the decision-making authority for student suspension and expulsion for Special Education Students after hearing evidence from the Principal and Leadership Team.

LEVEL OF BOARD INVOLVEMENT:

- Suspension and permanent expulsion require Board review of circumstances and determination that action complies with IDEA.
- The statute does not provide authority for non-permanent expulsion.
- Board action is required to approve if the school requests an exception to permanently expel a Special Education student under age 11.

AB168 & Battery of an Employee or Pupil

Mandatory Discipline in NRS:

Although the battery of an employee does not require discipline according to the NRS, Imagine Schools at Mountain View reserves the right to suspend or expel students who commit battery against school staff or pupils. If a student repeatedly commits battery against a staff member or pupil, the

Principal will bring the matter to the Board for a decision as to consequences.

Discipline Limits for Special Education Students:

- 11+ * Discipline is limited to suspensions of 1-5 days per occurrence or permanent expulsion. The statute does not provide authority for non-permanent expulsion. (Cumulative suspensions greater than 10 days require a hearing).
- Age 11+ limit for all four categories of misconduct (no exception for possessing a firearm or dangerous weapon).
- Students with an IEP under age 11 must not be permanently expelled except under extraordinary circumstances.

Additional Requirements: Same as general education students.

Changes to discipline laws for students who receive special education services under an Individualized Education Program (IEP)

Suspension or Expulsion

- A student with an IEP who is at least 11 years old may be removed from a school, suspended, or expelled only after the district Board of Trustees has reviewed the circumstances and determined that the action complies with the Individuals with Disabilities Education Act (IDEA) (NRS 392.466.10; NRS 392.467.6), except in the case of possession of a firearm or dangerous weapon by a student, which is described below.
- Suspension of a student with an IEP is limited to 1-5 days for each occurrence of misconduct (NRS 392.466.9, NRS 392.467.1)

- As with general education students, a student with an IEP who is younger than 11 years old must not be permanently expelled except under extraordinary circumstances, in which case a school may request an exception to this prohibition from the district Board of Trustees (NRS 392.466.9 NRS 392.467.1)

For all offenses, common sense and good judgment will prevail. Imagine Schools at Mountain View students are expected to show respect for themselves and others. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Behavior can be generally corrected when parents and teachers work cohesively as a team. Continued disregard for school rules is a key factor for all progressive consequences. Restorative action is also commensurate with the severity of the offense.

The administration will make the final decision on disciplinary actions.

If the administration determines that a Restorative Action Plan would not be practicable, the following disciplinary measures may be imposed: Required Parent Conference (RPC), Suspension, or Expulsion.

The disciplinary charts shall only be used if

1. A student has not followed or has violated their Restorative Action Plan.
2. School administration has deemed that Restorative Justice is not practicable.
3. State law does not require Restorative Justice to take place.

Additionally, according to NRS 392.467, a student may be expelled, suspended, or removed if they have been charged with a crime if

- a. The school conducted its own documented investigation
- b. The school gives notice of the charges brought against the student

Imagines Schools at Mountain View Tools for Success

	Hallway	Restroom	Multipurpose Room	Recess	Technology
Leaders	Walk on the right side of the hallway	Return to class promptly,	Maintain a low speaking voice,	Line up when whistles are blown to Take care of play equipment	Be prepared and ready to learn
Achievers	Keep clean Return to class promptly	Clean up after self Use time wisely	Clean up your designated area	Clean up your designated area	Set up an appropriate area for learning
Bucket Fillers	Walk quietly Maintain personal space	Respect the privacy of others Wash hands for 20 seconds	Raise hand before leaving your seat Use table manners Only eat your food. No sharing,	Keep hands, feet, and objects to self Maintain personal space,	Use kind and encouraging words, Arrive on time and stay until dismissed Follow class expectations

Imagine Schools at Mountain View Restorative Justice Plan Elementary School Minor and Major Infractions

Restorative Classroom Management

Teachers will create a class behavior management plan that aligns with restorative justice practices. Students, parents, and administration will be notified of each teacher's management plan and classroom expectations. Teachers will use Restorative Justice Practices such as community-building circles, norm-setting, community circles for content, and restorative chats. The teacher will first start with implementing basic restorative skills such as listening, effective communication, and curiosity questions. Teachers will use effective procedures, love, patience, and consistency to use proactive, positive behavior interventions. Some of these interventions might include but are not limited to establishing routines, silent signals, proximity, quiet corrections, giving students a task, taking a break, positive phrasing, stating the desired behavior you want to exhibit, and tangible reinforcers.

A student who is younger than 11 years old must not be suspended or expelled unless state law would allow it.

Minor Behaviors

Examples of Minor Behaviors (Handled in the classroom - administration intervention not necessary)

- Off task
- Not following directions the first time given
- Disrupting or distracting the classroom learning environment
- Talking out of turn
- Inappropriate conversation level
- Unprepared for classroom learning
- Not sitting in seat appropriately
- Teasing others
- Name-calling
- Arguing with Staff
- Using hands inappropriately (not causing harm to others)
- Misusing classroom materials and Technology
- Lying
- Inappropriate use of language
- Disrespecting staff and students

***Please note that it is vital to be objective and use one's best professional. Students of any age are still learning, so before official consequences are issued, the teacher is encouraged to provide reminders, redirection, and verbal warnings beforehand.**

Classroom Behavior Management Plan

First Offense

- Provide in-class interventions according to their classroom behavior management plan

- Reteach the expectation and skill, and work with students to determine how to repair the situation.
- If necessary, teachers will contact the parent/guardian within 24 hours (Email or phone call.)
- Document communication in Infinite Campus.

Second Offense

- Provide a ***different*** in-class intervention according to their classroom behavior management plan.
- Reteach the expectation and skill, and work with students to determine how to repair the situation.
- If necessary, teachers will contact the parent/guardian within 24hours (a second time - Email or phone call.)
- If necessary, students will complete a behavior self-reflection sheet.
- Document communication in Infinite Campus.

Third Offense

- Provide a ***different*** in-class intervention according to their classroom behavior management plan.
- Reteach the expectation and skill, and work with students to determine how to repair the situation.
- Issue a restorative consequence for behavior or establish a teacher/student behavior contract.
- Teachers will contact the parent/guardian within 24 hours. **(Phone or in-person conference.)**
- Teachers will document behavior via the Behavior Communication Tool and Infinite Campus
- Students will complete a behavior self-reflection sheet.

Fourth Offense

- Provide a ***different*** in-class intervention according to their classroom behavior management plan.
- Reteach the expectation and skill, and work with students to determine how to repair the situation.

- Issue a restorative consequence for behavior or establish a teacher/student behavior contract.
- Teachers will contact the parent/guardian within 24 hours. **(Phone or in-person conference.)**
- Teachers will document behavior via the Behavior Communication Tool and Infinite Campus
- Students will complete a behavior self-reflection sheet.

Or, if necessary, contact administration:

Teacher will notify the administration team of habitual behavior or major behavior

- Student will be escorted to the office for administrative intervention
- Administration will document behaviors on a Discipline Referral in Infinite Campus
- Administration will contact the parent/guardian to notify them of the student's behavior, and document in Infinite Campus.
- Administration will contact the parent/guardian to notify them of the student's behavior and document in Infinite Campus.
- Administration will determine if it's necessary to schedule a restorative action plan conference or RPC. During this meeting, the team (student, teacher, parent, and administration) will discuss an appropriate restorative action plan.
- Administration may issue consequences for behavior and/or establish a restorative action plan for the student or refer to the Behavior Committee.

Major Behaviors

Examples of Major Behaviors
<ul style="list-style-type: none"> • Vandalism • Inappropriate sexual behavior • Bullying • Harassment • Threatening • Academic dishonesty • Physical aggression <p>Habitual and more intense:</p> <ul style="list-style-type: none"> • Off task • Defiance

- Disrupting or distracting the class
- Inappropriate voice level
- Hate speech
- Arguing with staff
- Using hands inappropriately
- Misusing classroom materials and technology
- Inappropriate use of foul language
- Disrespecting students or staff.

Major Behaviors (Habitual minor behaviors will become major behaviors)

- Teachers will notify the administration of habitual behavior or major behavior
- Students will be escorted to the office for administrative intervention.
- Administration will document behaviors on a Discipline Referral in Infinite Campus
- Administration will contact the parent/guardian to notify them of the student's behavior and document in Infinite Campus
- Administration will determine if it's necessary to schedule a restorative action plan conference or RPC. During this meeting (the student, teacher, parent, and administration) will discuss an appropriate restorative action plan
- Administration may issue consequences for behavior and/or establish a restorative action plan for the student or refer to the Behavior Committee

Restorative Action Plan Conference Guide

Accountability

1- Listen emphatically as the student shares their account of what occurred

2- Student identifies and acknowledged problem behavior

Educate

3- Students have guided the think through a more appropriate course of action

4-Student understands and agrees on a more appropriate course of action.

Repair the Harm

5-Student identify who or what was affected.

6- Students with the administration discuss additional options for educating, and repairing the harm, and/or consequences.

Examples of restorative interventions include but are not limited to

- RJ Learning Center
- Letter of apology or verbal apology_teacher_student_class_staff
- Social Skills/Character Development Lessons
- Mediation
- Required Parent Conference
- In-School Suspension
- Refocus Time
- Behavior Expectations Small Group Interventions
- Complete a behavior Self-Monitoring Form
- Character Building Assignment
- Campus Beautification
- Research regarding the effects of the problem behavior
- Inverse suspension (i.e. Parent attends class or recess with student)
- Referred to community-based support

Reestablish Rapport and Reintegrate

Restorative Questions

RESTORATIVE QUESTIONS I

When things go wrong...

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
In what way?
- What do you think you need to do
to make things right?

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 International Institute
for Restorative Practices
Canada
canada.iirp.edu/

RESTORATIVE QUESTIONS II

When someone has been harmed...

- What did you think when you realized what had
happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things
right?



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Student Restorative Plan of Action

Student Number:

Student Name:

DOB:

Grade:

Region:

Discipline Administrator:

Restorative Interventions and Explanation:

Support by Community:

- Starting on [date], [student name—Zed-1] will have weekly scheduled meetings with [administrator name—Spec-1], the Student Success Specialist. Zed-1 will also be able to request to meet with Spec-1 at other times as needed.
- This intervention was selected with the goal of building, strengthening, and restoring relationships on campus. This is intended to provide the student with a voice, respect, and acceptance.

Support by Social & Emotional Learning:

- Zed-1 will participate in mentorship and/or after-school lessons tailored to their needs, starting with a lesson on respect (towards others and themselves) on [date]. Zed-1 will complete the assignment and participate in a debriefing with a Student Success Advocate.
- This intervention was selected to intentionally teach Zed-1 self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Students will need these skills to navigate life as successful adults, so we must assist students with developing them.

Reintegration by Accountability:

- On [date] and [date], Zed-1 participated in Restorative Conversations with [teacher name—Teach 1] to discuss the events leading up to the incident, how Zed-1 was thinking and feeling at the time of the incident, who they impacted with their choices, and what they needed to do to make things right. Expectations for classroom behavior were clearly explained and Zed-1 had the opportunity to ask clarifying questions as necessary.
- We must set high expectations and provide support to hold students accountable for repairing and learning from the impact of their actions. Students must understand the impact of their choices, take responsibility, and work to repair the harm.

Restoration by Healing and Repairing Harm:

● On [date], Student-1 elected to write a letter of apology to Teach-1, the teacher they cussed at in front of the class. The letter was sincere and addressed the situation thoroughly. The letter was shared with Teach-1. ● Zed-1 was offered the opportunity to sit down with Teach-1 to discuss the matter. Zed-1 declined at this time. ● We must identify the needs of all parties involved, address these needs, address the root cause of the behavior, rebuild impacted relationships/communities, and provide opportunities for the student to reflect on, heal, fix, and learn from their actions.

How will the interventions work together to provide the student with support to be successful?

The rules and expectations of behavior have been clearly explained to Zed-1. Zed-1 has had the opportunity to reflect on their actions and see the impact their choices have had on the educational environment. Zed-1 has talked about alternate ways of handling a similar situation in the future and has developed a plan to be better prepared for days when they come to school frustrated. Additionally, by providing Zed-1 with access to multiple staff members and opportunities to seek assistance, we are helping Zed-1 to see that there are many people on campus who care about them and their success. We want to ensure Zed-1 knows that they can come to any of us for help or assistance and we can help them work through their struggles.

Seeking a Change in Placement: Yes or No

If seeking removal, provide justification for removal.

What interventions or supports are needed that are not available at this school site?

Administrator's Name: _____

Administrator's Signature: _____

Student's Name: _____

Student's Signature: _____

Date: _____

Attachment 3:
Draft School Calendar and Daily Schedule

"District" School Calendar for 2023-2024 School Year

DRAFT

Start Date: 8/9/2023

Type of calendar	Days of the Week							Total Days	
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Days	NI Days
Aug-23	7	8	9	10	11	0	0	18	0
September 2022	14	15	16	17	18	1	1	37	0
	21	22	23	24	25	1	1	37	0
	28	29	30	31	1	1	1	37	0
October 2022	4	5	6	7	8	0	0	37	0
	11	12	13	14	15	0	0	37	0
	18	19	20	21	22	1	1	37	0
	25	26	27	28	29	1	1	37	0
November 2022	2	3	4	5	6	1	1	55	2
	9	10	11	12	13	1	1	55	2
	16	17	18	19	20	1	1	55	2
	23	24	25	26	27	1	1	55	2
	30	31	PD 1	2	3	1	1	55	2
	6	7	8	9	10	1	1	55	2
	13	14	15	16	17	1	1	55	2
	20	FB 21	FB 22	FB 23	FB 24	0	0	55	2
December 2022	27	28	29	30	1	1	1	69	6
	4	5	6	7	8	1	1	69	6
	11	12	13	14	PD 15	1	1	69	6
	18	WB 19	WB 20	WB 21	WB 22	0	0	69	6
January 2023	WB 25	WB 26	WB 27	WB 28	WB 29	0	0	84	5
	WB 1	2	3	4	5	0	0	84	5
	8	9	10	11	12	1	1	84	5
	15	16	17	18	19	0	0	84	5
February 2023	22	23	24	25	26	1	1	97	7
	29	30	31	1	2	1	1	97	7
	5	6	7	8	9	1	1	97	7
	12	13	14	15	PD 16	1	1	97	7
March 2023	19	20	21	22	23	0	0	117	0
	26	27	28	29	1	1	1	117	0
	4	5	6	7	8	1	1	117	0
	11	SB 12	SB 13	SB 14	SB 15	0	0	117	0
April 2023	18	19	20	21	22	1	1	136	1
	25	26	27	28	29	1	1	136	1
	1	2	3	4	5	0	0	136	1
	8	9	10	11	12	1	1	136	1
May 2023	15	16	17	18	19	1	1	150	6
	22	23	24	25	26	1	1	150	6
	29	30	1	2	3	1	1	150	6
	6	7	8	9	10	1	1	150	6
June 2023	13	14	15	16	17	1	1	170	0
	20	21	22	23	24	1	1	170	0
	27	28	29	30	31	0	0	170	0

August 2023: First Day: 8/9/2023
September 2023: Labor Day 9/5/2023, Curriculum Night 09/06/2023, Professional Development Day 9/12/2023
October 2023: Parent/Teacher Conference-No School 10/26/2023, Nevada Day: 10/27/2023
November 2023: Professional Development Day 11/1/2023, Veteran's Day: 11/10/2023, Fall Break: 11/20/2023-11/24/2023
December 2023: Professional Development: 12/15/2023, Winter Break: 12/18/2023-1/1/2024
January 2024: Students return: 1/2/2024, Martin Luther King: 1/19/2024
February 2024: Professional Development Day: 2/16/2024
March 2024: President's Day 2/19/2024
April 2024: Spring Break 3/11/2024 to 3/15/2024
May 2024: Last Day: 5/23/2024; Contingency Days: 5/27/2024, 5/28/2024, 5/29/2024
June 2024: 10 0 180

Totals
 Professional Development for all teachers: 180
 Winter Break: 28
 Spring Break: 180
 Contingency day: 0
 District Holiday: 0
 Fall Break: 0
 Scheduled Professional Development Days: 0
Grand Total: 180 28 180

Entity: Imagine Schools at Mountain View DRAFT

1. Except as otherwise provided in this section and except for an alternative schedule approved pursuant to NAC 387.125, a school day in session must consist of the following minimum daily periods for each grade, including recess and time between activities, but not including the time allowed for lunch: Kindergarten - 240 minutes; 1 and 2 - 240 minutes; 3 through 6 - 300 minutes; 7 through 12 - 330 minutes; NAC 387.131 School day in session. (NRS 385.080, 387.123)

Please complete one table per each unique calendar

School Name: Imagine Schools at Mountain View		Start Date: 8/9/2023	End Date: 5/24/2024							
GRADE	START	LUNCH BEGIN	LUNCH END	END OF DAY	LESS NUTR BREAK	TOTAL DAILY MINUTES - 300 MIN	TOTAL SCHOOL DAYS	TOTAL ANNUAL MIN + LATE START +MIN DAY	ANNUAL MINUTES Compliant? Compliant?	DAILY MINUTES Compliant? Compliant?
K	8:15	11:00	11:25	14:45	0	365	180	65,700	YES	YES
1	8:15	11:00	11:25	15:00	0	380	180	68,400	YES	YES
2	8:15	11:00	11:25	15:00	0	380	180	68,400	YES	YES
3	8:15	11:00	11:25	15:00	0	380	180	68,400	YES	YES
4	8:15	11:00	11:25	15:15	0	395	180	71,100	YES	YES
5	8:15	11:00	11:25	15:15	0	395	180	71,100	YES	YES
6	8:15	11:00	11:25	15:15	0	395	180	71,100	YES	YES
7					0	0		0	NO	NO
8					0	0		0	NO	NO
9					0	0		0	NO	NO
10					0	0		0	NO	NO
11					0	0		0	NO	NO
12					0	0		0	NO	NO
					0	0		0	NO	NO

SHORT/MINIMUM DAY

GRADE	START	LUNCH BEGIN	LUNCH END	END OF DAY	LESS NUTR BREAK	TOTAL DAILY MINUTES - 200 MIN	TOTAL SCHOOL DAYS	TOTAL MINUTES - MIN DAY	MINIMUM DAY MINUTES Compliant?
K					0	0		0	200 NO
1					0	0		0	200 NO

2	0	0	0	0	0	0	0	0	0	NO
3	0	0	0	0	0	0	0	0	0	NO
4	0	0	0	0	0	0	0	0	0	NO
5	0	0	0	0	0	0	0	0	0	NO
6	0	0	0	0	0	0	0	0	0	NO
7	0	0	0	0	0	0	0	0	0	NO
8	0	0	0	0	0	0	0	0	0	NO
9	0	0	0	0	0	0	0	0	0	NO
10	0	0	0	0	0	0	0	0	0	NO
11	0	0	0	0	0	0	0	0	0	NO
12	0	0	0	0	0	0	0	0	0	NO

Late Start

GRADE	START	LUNCH BEGIN	LUNCH END	END OF DAY	LESS NUTR BREAK	TOTAL DAILY MINUTES - 200 MIN	TOTAL SCHOOL DAYS	TOTAL MINUTES - LATE START	MINIMUM DAY MINUTES Compliant?
K						0	0	0	200
1						0	0	0	NO
2						0	0	0	NO
3						0	0	0	NO
4						0	0	0	NO
5						0	0	0	NO
6						0	0	0	NO
7						0	0	0	NO
8						0	0	0	NO
9						0	0	0	NO
10						0	0	0	NO
11						0	0	0	NO
12						0	0	0	NO

**Attachment 4:
Governing Board Resumes**

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve Imagine Schools at Mountain View
2. Full name Christen Marie Winkler
Home Address 325 Big Cliff Ave. NV, NV 89031
Business Name and Address Marshall Retail Group 3755 W. Sunset Rd. LV, NV 89118
Phone Number (702) 682-9674
E-mail address christ10winkler@gmail.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
 - * Elementary Education Degree from UNLV
 - * 15+ years of Retail Management Experience
4. Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes
6. Why do you wish to serve on the board of the proposed charter school? I would like to be a part of the "behind-the-scenes" decisions that are made & have a better understanding
7. What is your understanding of the appropriate role of a public charter school board member? of school's mission & values are adhered to focus on "vision" of results.
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain.
No previous board experience.
However, I have maintained leadership roles through my work experience that have allowed me to make decisions & contributions on behalf of my employers. I currently have 200 employees on my team & am responsible for their decisions, results, & safety.

Start-Up Charter School Board Member Information

why you have the capability to be an effective board member. (answered @ bottom of previous page)

9. Describe the specific knowledge and experience that you would bring to the board.
- Understand importance of reflection, strategizing, & thinking into the future to make proactive decisions.
 - I have a passion for children, teaching, & ensuring my daughter is set up for success by attending a school that cares about their students & accomplishments.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? *Preparing students for academic success, leadership, & character building @ high quality school.*
2. What is your understanding of the school's proposed educational program? *Curriculum is created by multiple professionals designed toward high-level learning.*
3. What do you believe to be the characteristics of a successful school? *(1) Collaboration of parents & teachers (2) High-level expectations of learning. Every student capable of success.*
4. How will you know that the school is succeeding (or not) in its mission? *Individual student academic results, Low attrition of teachers, High retention of students, Students & staff.*

Governance

1. Describe the role that the board will play in the school's operation. *Hold accountable to ensure school is operating in responsible manner, complying with its purpose.*
2. How will you know if the school is successful at the end of the first year of operation? *Positive morale & retention of staff, thriving students who are advancing.*
3. How will you know at the end of three years of the school is successful? *Improved occupancy rates & efficient money management, recovering building costs, improved student retention.*
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? - Focus on student achievement & strong leadership. *Remain fiscally responsible - oversee general compliance.*
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? *I would report the activity to next highest ranking board member to the one behaving inappropriately.*

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 - I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
 - I / we do not know any such employees. Yes *Ann Franklin / aid (?) Acquaintance through church*
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

Start-Up Charter School Board Member Information

- I / we do not know any such persons. Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
 None. Yes

Start-Up Charter School Board Member Information

Certification


I, Christen Winkler, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Imagine Schools@ Mountain View Charter School is true and correct in every respect.

Christen Winkler
Signature

4/18/18
Date

Christen Winkler

- Objective** To obtain a District Management position within your company where I am able to utilize my leadership skills and experience while contributing to the overall success of the company.
- Qualifications**
- Advanced proficiency and knowledge in employee leadership and training
 - Experienced in building strong management teams focused on achieving revenue goals and high customer satisfaction standards
 - Strong ability to analyze problems, develop and simplify procedures, and find innovative solutions
 - Firm understanding of business operations, P & L control, visual merchandising, and human resources
- Professional Experience**
- November 2009-Present Marshall Retail Group Las Vegas, NV*
District Sales Manager
- Matched Comp Sales from prior year (2015= \$25 million)
 - Earned year-end Shrink result of 0%
 - Received Award for "Highest Secret Shop Average" (90% year-end)
 - Improved year-end District conversion results by 84% vs. 2014
 - Created Epicor Merchandising Mgmt. Training Guide and taught new systems to all salary mgmt
 - 2014 Promoted to District Sales Manager (14 stores/ \$25 million)
 - 2012 Promoted to Area Manager (6 stores/\$7 million annual sales)
- March 2009-November 2009 Hollywood Video Las Vegas, NV*
Store Manager
- Managed the #1 sales volume store in Las Vegas (\$3 million annual sales)
 - Responsible for human resources responsibilities
 - Improved overall monthly sales performance in focus areas: Catalog Mix, Concessions, Game Rentals, Previously Viewed Movies, and \$PT
 - Focused daily on PowerPlay loyalty program sign-ups and retention
 - Implemented weekly marketing tactics (flyer distribution, networking with neighboring businesses, in-store gaming events, sidewalk sales)
 - Completed weekly visual directives and entertainment training with staff
- July 2003-March 2009 Oakley Inc. Las Vegas, NV*
Retail Store Manager/Training Manager
- Successfully managed a \$4.2 million store (#1 Sales Volume in company)
 - Earned "Consistency Award" for achieving 11%+ over our LY sales for three years in a row
 - Maintained store budget while having the #1 contribution % of profit for Oakley in 2007 and 2008
 - Maximized our guests' experiences by maintaining high customer service standards
 - Organized the overall recruiting, interviewing, hiring, and training for all new employees
 - Participated in 2008 L.E.A.D.E.R. program -preparation for a field management position
 - Achieved -.57% SHRINK results for 2008
 - Received "Commitment Award" at 2008 West Region Annual Meetings
 - Received "2007 Oakley Vault Store Manager of the Year Award"
- Education**
- August 1998 - May 2004 University of Nevada, Las Vegas*
- Bachelor's Degree, Elementary Education, 3.8 G.P.A.



References

- Tonya Oatman, Former MRG Regional Sales Manager
(702) 245-4555
- Melissa Purdy, Oakley District Sales Manager
(760) 420-9655
- Craig Barnard, The Cosmopolitan of Las Vegas, Surveillance Investigative Analyst, Friend
(702) 325-2778
- Jay Peters, Auto Zone Store Manager, Friend
(702) 588-2660

Consulting Consortium, LLC & Consulting Consortium Associates

GINA M. MARKU

gmarku.ccllc@cox.net

Phone: 702.349.4499

PERTINENT CAREER SUMMARY

CONSULTING CONSORTIUM, LLC, Las Vegas, NV

2005 - Present

Senior Project Manager

SEI Investments Company, Various Client Locations

- Interface with all levels of Senior Management throughout all business units within the institutions. Developed and maintained the project plan, provided status reports and issue logs. Managed project status and steering committee meetings.
- Managed the acquisition of 15,000 Bank of America Corporate Trust Domestic and Global accounts to US Bank
- Managed the largest domestic trust merger of Wells Fargo and Wachovia through the acquisition of 90,000 accounts, including the development of 70 custom programs
- Provided Business Readiness to start up company Evercore Wealth Management
- Managed the merger of The Bank of New York and Mellon Trust through an acquisition of 25,000 Wealth Management accounts, project included, data mapping the conversion of all Mutual Funds to SPIC and the installation of SWIFT and EBR Auto Audit System.
- Managed the acquisition of 3,500 LaSalle Bank Corporate Trust accounts to US Bank.
- Managed the acquisition of 10,000 SunTrust Corporate accounts to US Bank through Split Merge/De Conversion of the accounts from SunTrust.
- Managed the US Bank/ Wachovia acquisition of 52,000 Institutional and Corporate Trust accounts in a three phase approach as well as installed Global 3000, SWIFT and Omgeo TradeHub in preparation for converted account base.

Wells Fargo Bank, San Francisco, CA

- Orchestrated the installation and testing of new statement product for client reporting. Developed and maintained the project plan, provided status reports and issue logs as well as chaired all status meetings.

SYMPHONI, INTERACTIVE, San Francisco, CA

1996 - 2005

Senior Project Manager

SEI Investments Company, Atlanta, GA

- Managed the Business Readiness, Model Office and Dress Rehearsal process with the business units and downstream application managers for the New Start of SunTrust Bank of 50,000 accounts from AMTrust. Developed and maintained the project plan, provided status reports and issue log, facilitated status meetings
- Installed all sub-products and established the starting database for all processing characteristics.

JP Moran Chase, New York, NY

- Orchestrated the Global Private Bank conversion project to Sungard Global Plus including multiple downstream systems. Managed the Dress Rehearsal process with the business units and downstream application managers.
- Developed and maintained the project plan, provided status reports and issue logs and facilitated all project status meetings.

SEI Investments Company, Milwaukee, WI and St. Paul, MN

- Developed and installed new functionality for dual/multi database environment for single stream operational processing with major custodians for SEI's largest client-US Bank.
- Championed business, operational and conversion readiness process for Split Merge/Acquisition project of over 100,000 accounts.

TIAA-CREF, St. Louis, MO

- Managed the development, testing and installation of a data warehouse for all accounting and retirement information including interfaces for payment processing and charitable gifting.

BankBoston, Westwood, MA

- Managed the Business, Operational Readiness, and Dress Rehearsal and Cutover process with the business units for the accounting system conversion from AMTrust to Trust 3000.
- Developed and maintained the project plan, provided status reports and issue log, facilitated status meetings

Wells Fargo Bank - Trust Systems and Operations, San Francisco and Malibu Canyon, CA

- Analyzed several Investment Performance systems for Wells Fargo Private Client Service's business. Once the final system was chosen, managed the project to install SEI's Investment Performance Station.

- Simultaneously managed the consolidation of five separate accounting systems and operations sites within a nine-month period, via automated and manual system conversions at Wells Fargo Bank including data mapping and best practice analysis for systems and operations merger with Norwest Bank.
- Analyzed and reconstructed the production job-stream processing environment for the combined Wells Fargo/Norwest trust department.
- Managed the deconversion project for the divestiture of Corporate Trust, Institutional Custody, Master Trust and Taft Hartley from Wells Fargo to The Bank of New York.
- Managed the Mutual Fund project at Wells Fargo to establish Networking and FundServ processing for eligible mutual fund companies including the installation of SET's FUNDWEB product.
- Gathered user requirements and wrote functional specifications for programs to provide system interfaces, customer downloads, and client reporting for merger with First Interstate Bank and Wells Fargo.
- Managed the Bank's custom programming agenda including establishing test conditions, reviewing results and identifying problems for programming projects.

BANK OF AMERICA, Las Vegas, NV and Los Angeles, CA

1993 - 1996

Project Manager

- Responsible for managing the consolidation and transfer of institutional custody, employee benefit trust and corporate trust business lines to other division within Bank of America.
- Successfully converted over \$300 billion in financial assets and over 50,000 trust accounts to successor banks and accounting systems on schedule and within budget guidelines.
- Directed consolidation efforts including gap analysis, business requirements documentation, data mapping, user acceptance testing, implementation, and post-conversion follow-up.
- Coordinated consolidation and shutdown of Operations Division with other affiliate offices. Reduced operating expenses by 50% through staff reductions, contract negotiation and collapsing of duplicated processing environments.

BANK OF AMERICA, Las Vegas, NV

1988 - 1993

Vice President and Trust Operations Manager

Responsible for managing the Securities Operations for Employee Benefit Trust, Corporate Trust, Personal Trust and Institutional Custody.

- Responsible for the administration of Bank Holding Companies, Public Funds and Corporations as well as sales, marketing and business development.
- Handled due diligence and merger activity on behalf of Institutional Custody for Valley Bank of Nevada, Security Pacific and the Bank of America Mergers.
- Key member of Conversion team that successfully established and marketed a new product in Nevada for tax advantaged Bank Holding Company business, including major banks in Wisconsin, Iowa, & Texas which expanded Custody Business in accounts, asset market value, and fee revenue.
- Reduced operating expenses by over \$1 million in first year by staff reductions through implementation of cross training plan, contract negotiations with depositories and operating efficiencies. This sentence didn't make sense to me -- did you reduce it through staff reductions or through the implementation of the other items.
- Increased revenue by 5% through creation and implementation of cost allocation and pricing model for trust business. The model distributed costs among all customers and analyzed deficiencies in pricing of existing business based on their portfolio size and activity. Analyzed clients product and asset mix, and calculated both the costs to administrate the client's portfolio and the profit percentage.
- Created a new securities operations unit for Institutional Custody. Established workflows and policies and procedures, which achieved consecutive "Excellent" audit ratings.

EDUCATION

UNIVERSITY OF NEVADA, Las Vegas, NV

MBA Candidate

PEPPERDINE UNIVERSITY SEAVER COLLEGE, Malibu, CA

1985

B.S. Business Administration

ROBERT ANDREWS

9024 ALPINE PEAKS AVE. LAS VEGAS, NEVADA 89147 • RANDR68728@AOL.COM • (702) 873-7491 • MOBILE (702) 524-9323

ORGANIZATIONAL LEADERSHIP • STRATEGIC PLANNING • OPERATIONAL & FISCAL MANAGEMENT

- Highly accomplished leader with domestic and international experience in operations, P&L management, multi-channel product distribution, strategic positioning, technology development, and acquisitions and strategic planning with both startup and growth organizations
- Decisive, strategic-thinking specialist with a proven track record of increasing sales, profits, and market share
- Multitasking team-player who thrives in dynamic and fluid environments while remaining in control and focused on the objective
- Earnings-driven, results-oriented, problem solver with proven success growing businesses profitably with new market identification

CORE COMPETENCIES

Dynamic Leadership	Acquisitions and Mergers	Banking & Finance
Strategic Planning	Market Identification	Operations Management
Product Management	Technology Development	Mentoring & Training
Global Alliances	P&L Management	Management Development

PROFESSIONAL EXPERIENCE

Andrews Consulting, Las Vegas, NV

Chief Operating Officer/Chief Financial Officer

2008 - Present

Responsible for financial management and review of company's strategic business initiatives:

- Managed the process for seeking private equity funding to complete the construction of a \$50 million alternative fuel project
- Provide accurate and timely monthly financial reports that include a detailed SWOT analysis
- Develop and manage financial forecasting
- Developed cash flow, income and capital expenditure budgets for project analysis
- Provided project analysis for commercial real estate opportunities
- Define the company's strategic and project initiatives
- Re-directed construction efforts to bring alternative fuel manufacturing plant back on budget

ROBERT ANDREWS, CONT.

RYAN'S EXPRESS TRANSPORTATION, Las Vegas, NV
Chief Operating Officer

2005 - 2008

Managed the day-to-day operations for a \$40 million transportation services company with ten offices located in five western states. Directly responsible for the design, operation and improvement of the systems that create and deliver the company's products and services.

- Increased top line revenue to 37% for 2007
- Worked with the CFO to implement a new accounting system (Great Plains)
- Prepared the company's first strategic business plan and capital budget
- Opened five new operating facilities
- Successfully increased EBITDA from 28% to 34% in 2007
- Worked with investment bankers to obtain private equity funding of \$15 million

TIMBERLINE ARCHITECTURAL OPENINGS, Las Vegas, NV
Chief Financial Officer

2004 - 2005

Full responsibility for bottom-line performance, including revenue growth, strategic planning, internal financial and accounting reporting and product initiatives. Redefined organizational structure and financial reporting as it pertained to the evaluation of company results.

- Created a more customer responsive and market-driven organization resulting in increased sales from \$14 million to \$30 million in less than two years
- Restructured and enhanced the company's bank credit facilities
- Increased the inventory turn-days by 22% in one year
- Increased gross margin by 18%
- Redefined the sales force to ensure strict accountability for product pricing
- Increased operating cash flow by reducing A/R turn-days

INTERNATIONAL GAME TECHNOLOGY, Las Vegas, NV
Director of Operations and Chief Financial Officer - Lottery Division

2000 - 2004

Responsible for the operations and financial reporting for the \$250 million Lottery Division comprised of three operating entities with more than 750 employees.

- Worked directly with the divisional CEO to enhance operating performance from an EBIT loss of \$10 million to an EBIT profit of \$42 million in 3.5 years
- Initiated company's first strategic planning process and redefined the management structure and culture for each within the division to emphasize profitability over revenue growth
- Reduced staffing and operational costs by 34% while improving assembly productivity
- Evaluated acquisitions and prepared recommendations to executive management
- Approved the pricing, budgets, capital expenditures and contracts for the division
- Assisted in negotiating the single largest sales contract in division history - \$65 million to Quebec Lottery

ROBERT ANDREWS, CONT.

NEW-COM Inc., Las Vegas, NV

1995 - 2000

Chief Financial Officer/Chief Operating Officer

Directly responsible for the daily operations of a \$125 million construction company with six divisions and 350 employees. Managed the financial and accounting process with the emphasis on job costing for each division and ensured that sufficient working capital existed to support daily operational requirements.

- Instrumental in growing revenues from \$30 million to \$125 million and increased EBITDA more than 1200% over five years
- Implemented strategic planning for each division with performance objectives and incentives
- Established direct P&L responsibility for each division manager and directed the installation of a new job costing program - Forefront
- Increased the borrowing capacity with banks from \$500 thousand to \$10 million
- Created a cash management process generating \$110 thousand in other income for 2000
- Negotiated more than \$30 million in land acquisitions involving 1031 exchanges

WELLS FARGO BANK, Las Vegas, NV

1986 - 1995

Vice President - Manager, Private Banking

Vice President - Corporate Banking

LOTEC Inc., Las Vegas, NV

1982 - 1986

Vice President - Chief Financial Officer

AMERICAN BANK OF COMMERCE, Las Vegas, NV

1980 - 1983

Assistant Vice President

WELLS FARGO BANK, Las Vegas, NV

1977 - 1980

Senior Auditor

EDUCATION

- Bachelor of Science, Finance - University of Nevada, Las Vegas
- Master of Business Administration, Finance - University of Nevada, Las Vegas

CONTINUING EDUCATION

- Advanced and Strategic Selling
- Advanced Tax Analysis
- Commercial Loan to Business-Robert Morris
- Effective Public and Human Relations-Dale Carnegie
- Exemplary Credit Training
- Mergers and Acquisitions

COMMUNITY INVOLVEMENT

- Board of Directors for the Shriners Hospitals for Children
- Chairman for Crimson Links of Las Vegas
- Board of Director for Bank of Las Vegas
- Chairman for the Board of Governors Canyon Gate Country Club

Shannon N. Pash

10040 Bighorn Bellows Avenue, Las Vegas, NV 89166
702-501-7470 gleassn@nv.ccsd.net

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Education

- **Educational Specialist Degree in Educational Leadership**
Nova Southeastern University (December 2013)
- **Masters of Education in Curriculum and Instruction: Reading**
Grand Canyon University (2009)
- **Masters of Education in Curriculum and Instruction**
University of Phoenix (2007)
- **Bachelor of Arts Degree: Elementary Education K-8**
Nevada State College (2006)

Key Qualifications

- Established the first school organizational team (SOT) at Clyde Cox Elementary School.
- Collaboratively worked with school leadership team to developed school-wide goals to increase student achievement.
- Provides on-going feedback to classroom teachers based on frequent observations of instruction.
- Solid understanding of and experience in implementing Clark County School District policies and regulations, statues, laws, and collective bargaining agreements.
- Assist the principal with selecting and providing of professional learning opportunities designed to support teachers/staff in meeting school and district goals aligned to improving student achievement. Some of the opportunities have included Implementation of Multi-Tiered Systems of Supports (MTSS) for behavior and academics, Positive Behavior Interventions and Supports (PBIS), Student Engagement with Kagan Cooperative Learning, and Understanding Standards Based Grading.
- Provided opportunities for family engagement through facilitating regular community update meetings, advertising SOT meetings, maintaining an online school calendar, and scheduling parent classes through the district's Family and Community Engagement Services (FACES).
- Facilitates grade-level Professional Learning Community (PLC) Meetings. Provides support to grade level chairs to unwrap grade-level content standards to gain a deep meaning of content expectations to allow for closely standards aligned assessments and instruction
- Facilitated grade-level teams with analyzing and interpreting assessment data and using the information to develop student-learning goals, develop assignments, and plan for differentiated instruction.
- Planned and facilitated professional development on the Nevada Educator Performance Framework (NEPF) for licensed staff.
- Planned and facilitated professional development to school site on using Kagan Cooperative Learning in the classroom. Held regular follow-up coaching sessions with teachers on integration of structures.
- Developed a session for the National PBIS Rewards Conference titled: PBIS Family Night-Making a Home & School Connection, rescheduled for June 2021.

Personal Professional Development

- Public Education Foundation's Executive Leadership Academy Participant- Cohort 8
- Aspiring Principals Academy Participant- Cohort 1
- Principal's Guide to Coaching Workshop
- Leading Instruction and Assessment from a Distance with Fisher, Frey and Hattie Webinar
- CHAMPs Tier I Behavior Management
- MTSS-Overview and Implementation
- Safe and Civil Schools- Tackling Attendance Challenges

Shannon N. Pash

10040 Bighorn Bellows Avenue, Las Vegas, NV 89166
702-501-7470 gleassn@nv.ccsd.net

Page 2 of 2

Personal Professional Development (continued)

- Leading from a Distance- Leader Playbook for Supporting Teachers with Remote Learning
- Going Deeper with Distance Learning with Fisher, Frey, and Hattie Webinar
- 10 Mindframes for Leaders with John Hattie
- Depth of Knowledge Professional Development
- Curriculum Engine Grades K-12
- Adapting Kagan for Distance Learning
- Five-day Kagan Cooperative Learning Conference
- Four-day Kagan Win-Win-Discipline Workshop
- ASCD Empower 18 Conference
- ASCD Empower 19 Conference
- ISTE 2018 Ed Tech Conference
- SDE National Differentiated Instruction Conference
- K-2 Math Number Sense and Number Talks Professional Development
- SBAC Training Modules for Teachers & Administrators
- NEPF Overview and Digging Deeper
- CORE Reading Academy
- Explicit Phonics Trainer-of Trainers
- iDevices in the Elementary Classroom
- ELLP- Spotlight on ELL Students Conference, Academic Vocabulary, WIDA Training, Writing Language & Learning Targets

Employment

Clark County School District

- **Assistant Principal**, Clyde C. Cox Elementary School, August 2015 through *Present*
- **PZIC**, PZ Prime 6 and PZ 4, Fitzgerald Elementary and Clyde Cox Elementary, August 2013 through June 2015
- **Learning Strategist**, Parson Elementary School, August 2012 through June 2013
- **Fourth Grade Teacher**, Parson Elementary School, October 2010 through June 2012
- **Second Grade Teacher**, Parson Elementary School, August 2010 through October 2010
- **Fifth Grade Teacher**, Lois Craig Elementary School, August 2009 through August 2010
- **First Grade Teacher**, Lois Craig Elementary School, August 2006 through August 2009
- **Substitute Teacher**, Clark County School District, June 2005 through August 2006

Donnie Gibson

WORK EXPERIENCE

Owner/President

October 2013 – Current

Civil Werx LLC – Las Vegas, Nevada

Construction - Residential & Commercial/Office

President of general engineering company with a general focus on site grading and paving of residential and commercial projects.

Holds the Class A General Engineering license for the company.

Oversee all facets of the company. Have collectively done 13 million in billings since our conception in late 2013. Civil Werx performs an even split of commercial and residential land development projects for customers such as Pulte Homes, Woodside Homes, Pardee Homes, Ryland Homes, Nevada General Construction, SR Construction, DC Building Group and Brassfield & Gorrie.

Division Manager

July 2010 – October 2013

Terra Contracting – Las Vegas, NV

Construction - Residential & Commercial/Office

Managed all scopes of estimating, project management and operations of grading, paving and concrete. Managed approximately 2.5 million a year in contracts, 40 employees and 15 customers in residential and commercial site construction. Took the division from beginning stages in 2010 and built it to a functional division.

Mountain View Hospital Expansion – Layton Construction

St Rose Hospital Expansion – Kitchell Contractors

Project Manager

March 2008 - July 2010

Target Construction Inc – Las Vegas, Nevada

Construction – Residential, Commercial/Office & Mining

Managed all estimating, project management and operations duties for a federal & state government projects in New Mexico, municipal projects in Texas and mining operations in Arizona. Project scopes in excess of 5 million in heavy civil contracting. Lead a crew of 50 people, procured materials and equipment, bid and contract subs, resolved all problems, build and update project schedules, estimated and negotiated all change orders. Estimated future projects in New Mexico and Texas.

Ft Wingate High School – Arviso Construction

Chetto Mine – BASF

Vice President of Construction/Development

April 2006 - March 2008

Avante Homes – Las Vegas, Nevada

Construction - Residential & Commercial/Office

Lead Construction, Land Development, Purchasing and Customer Service Teams. Coordinate and manage subcontractors for 8 communities. Work and communicate directly with entities, engineers, subcontractors - reporting directly to the President. Develop proforma budgets and plans. Write and execute contracts. Manage schedules and budgets. Completed \$13 million in land development and construction 2006-2007.

Program Manager

May 2004 - April 2006

American Asphalt & Grading – Las Vegas, Nevada
Construction - Residential & Commercial/Office

Managed up to 23 residential builder accounts. Managed and lead up to 150 field and office personnel, up to 18 grading and paving projects at a single time. Managed projects from bid to final walk and acceptance. Achieved companies highest profit team in 2005, and completed in excess of \$55 million in contracts 2004-2006.

Worked with customers on civil design and cost saving options. Was a member of the employee training board and worked on implementing training programs for customers and employees. Graduated from the FMI Project Management Academy.

Started Coyote Springs Project, North of Las Vegas NV

Superintendent / Project manager

October 2002 - May 2004

Triton Grading and Paving – Las Vegas, Nevada
Construction - Residential & Commercial/Office

Managed field grading and paving operations. Managed and lead up to 45 field personnel. Worked directly with estimating and developers (residential and commercial). Managed up to 6 jobs at a time. Helped grow and establish a starting company by developing processes and procedures for field operations and project management.

Foreman / Finish Blade Operator

March 1996 - October 2002

Pipes Paving – Las Vegas, Nevada

Construction - Residential & Commercial/Office

Managed rough and finish grading projects. Operated heavy equipment, ran finish blade on rough and finish projects. Lead and managed crews of up to 10 people.

EDUCATION

Some College Coursework Completed,

January 2002 - December 2007

Community College Of Southern Nevada | Las Vegas, Nevada

Construction Estimating II, Construction contract law, IRC codes

REFERENCES

Orville Arviso

President, Arviso Construction

(505) 979-2962

orville@arviso.com

Professional

Ash Kamath

Senior Project Manager, CF Jordan

(915)-588-0152

akamath@cfjordan.com

Professional

Brent Parrish
Senior Project Manager, Slater Hannifan Group
(702)-284-5300
bparrish@shg-inc.com
Professional

Dustin Manning
Land Manager, Pulte Homes
(702) 493-0031
Dustin.manning@pultegroup.com
Professional

Eric Reimschiessel
President, American Pavement Preservation
(702) 507-5410
ericr@americanpave.com
Professional

Paul Fredrickson
Principle, Nevada General Construction
(702) 501-8761
pfredrickson@nevgen.com
Professional

Randy Adams
Principle, Red Rock Equipment
(702) 429-9491
randy@rrmcinc.com
Professional

Steve Fulmer

Vice President, Target Construction

(702) 348-8015

sfulmer@tcilv.com

Professional

Troy Stevens

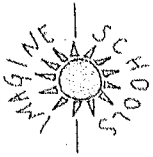
Project Manager, Layton Construction

(702) 497-8672

tstevens@laytoncompanies.com

Professional

**Attachment 5:
Draft 2023-2024 Charter Management
Organization Contract**



October 14, 2022

Dear Nevada State Public Charter School Authority,

Imagine Schools has partnered with the Board of Imagine School at Mountain View since the inception of the charter. It is the intent of Imagine Schools to continue in the same contractual agreement that has been in place since 2011, providing the Board chooses to extend the contract. Imagine Schools representatives will be presenting the extension to the Board in the coming months.

We are proud of the accomplishments of the students and staff of Imagine School at Mountain. We look forward to the continued partnership and success of Imagine School at Mountain View.

Respectfully submitted,

A handwritten signature in black ink, appearing to be "B. J.", written over a horizontal line.

Executive Vice President

Imagine Schools
Sonoran Desert Regional Office
1843 W. 16th Avenue
Apache Junction, AZ 85120
(480) 355-0502 Fax: (480) 355-0506
www.visitimagineschools.com

**FOURTH AMENDMENT TO
CHARTER SCHOOL OPERATING AGREEMENT**

This Fourth Amendment to the Operating Agreement (the "Fourth Amendment") is made and entered into as of May 15, 2017 by and between Imagine Schools, Inc., a Delaware corporation ("Imagine") and Imagine Schools at Mountain View, a Nevada public charter school (the "Board"), collectively the "Parties".

WHEREAS, Imagine and the Board entered into a Charter School Operating Agreement dated as of July 7, 2011, as amended by that certain First Amendment to Charter School Operating Agreement dated as of January 27, 2012, that Second Amendment to Charter School Operating Agreement dated as of July 1, 2013, and that certain Third Amendment to Charter School Operating Agreement dated as of July 1, 2015 (collectively, the "Agreement"); and

WHEREAS, the Agreement by its terms expires on June 30, 2017; and

WHEREAS, the Charter has been renewed by the Sponsor for a term of five years beginning on June 13, 2017 and terminating on June 13, 2023, unless earlier terminated as provided therein; and

WHEREAS, pursuant to NAC 386.405, the governing body of a charter school may enter into a contract with same educational management organization with which it has previously contracted for a term not to exceed the remaining term of the Charter; and

WHEREAS, the Board and Imagine mutually desire to amend the Agreement to extend the term thereof through the remaining term of the Charter.

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions and agreements hereinafter expressed, the Parties agree as follows:

1. The first sentence of Article III shall be amended to extend the term of the Agreement through and including June 30, 2023. Hereafter, the "Expiration Date" shall mean June 30, 2023.

2. No Other Amendments. Except as herein expressly modified, the Agreement shall remain in full force and effect, subject to all terms and conditions contained therein.

3. Modification. Neither the Agreement nor this Fourth Amendment may be modified, deleted, or otherwise changed except by a writing signed by both Parties.

4. Severability. In case any one or more of the provisions or parts of a provision contained in the Agreement or in this Fourth Amendment shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other provision or part of a provision of the Agreement as modified by this Fourth Amendment in such jurisdiction, but the Agreement as modified by this Fourth Amendment shall be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part shall be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

5. Defined Terms. Unless otherwise defined herein, any capitalized terms used herein shall have the meaning ascribed to them in the Agreement.

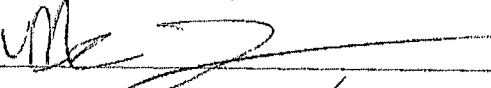
6. Section Headings. The section and other headings contained in this Fourth Amendment are for convenience or reference only, and shall not affect the meaning or interpretation of any provision of this Fourth Amendment.

7. Governing Law. This Fourth Amendment shall be governed by, construed, and enforced in accordance with the laws of the State of Nevada, without regard to principles of conflicts of laws.


8. Counterparts. This Fourth Amendment may be executed in any number of counterparts, each of which shall be deemed an original, and all of which together shall constitute one and the same instrument. Executed counterparts of this Fourth Amendment delivered electronically via facsimile transmission or electronic mail shall be deemed originals for all purposes hereunder and shall not be subject to challenge on the basis of not being originally signed counterparts.

IN WITNESS WHEREOF, the undersigned have executed this Fourth Amendment as of the first date shown above.

IMAGINE SCHOOLS, INC.

By: 
Title: Executive Vice President

IMAGINE SCHOOLS AT MOUNTAIN VIEW

By: 
Title: Governing Board President

**Attachment 6:
Draft 2023-2024 Budget**

Select whether this budget is Tentative, Final or Amended from the drop down box in cell B2.

Projected Cash Flow

Projected Cash Flow

REVENUES	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	TOTAL PROJECTED BUDGET	TOTAL REVENUES FROM FORM 3	VARIANCE
Basic Support / PCFP	419,742	419,742	419,742	419,742	419,742	419,742	419,742	419,742	419,742	419,742	419,742	839,485	5,036,909		
Charter Sponsorship Fee															
State Special Ed	42,612	42,612											170,448		
IDEA - Early Childhood (Part C)															
IDEA - Special Education (Part B)	11,785	11,785	11,785	11,785	11,785	11,785	11,785	11,785	11,785	11,785	11,785		117,852		
Title I															
Title II															
Title III															
Title IVA															
Pre K															
E-Rate Funds	665	665	665	665	665	665	665	665	665	665	665		7,980		
Gifted and Talented															
SPCSA Charter Loan															
ESSER	21,020	21,020	21,020	21,020	21,020	21,020	21,020	21,020	21,020	21,020	21,020	21,020	252,245		
Other Revenue	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	75,000		
Food Service - Student Revenue	2,778	2,778	2,778	2,778	2,778	2,778	2,778	2,778	2,778	2,778	2,778		25,000		
NSLP Revenue - State	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000		90,000		
Total Revenues	21,685	495,825	473,489	473,491	516,103	473,496	481,941	524,553	481,937	481,941	524,178	868,670	5,815,306		
Total Revenues Y-T-D	21,685	517,510	590,998	1,464,489	1,980,591	2,454,087	2,936,028	3,460,580	3,942,517	4,424,458	4,946,636	5,815,306			
Percent of Revenues Y-T-D	37%	8.90%	17.04%	25.18%	34.06%	42.20%	50.49%	59.51%	67.80%	76.08%	85.06%	100.00%			

EXPENDITURES	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	TOTAL PROJECTED BUDGET	TOTAL EXPENSES FROM FORM 5	VARIANCE
Salaries	212,099	212,099	212,099	212,099	212,099	212,099	212,099	212,099	212,099	212,099	212,099	424,198	2,545,187		
Benefits	92,155	92,155	92,155	92,155	92,155	92,155	92,155	92,155	92,155	92,155	92,155	92,155	1,105,863		
Purchased Services	101,123	101,123	101,123	101,123	101,123	101,123	101,123	101,123	101,123	101,123	101,123	202,246	1,213,477		
Supplies	24,970	24,970	24,970	24,970	24,970	24,970	24,970	24,970	24,970	24,970	24,970		249,695		
Other	54,055	54,055	54,055	54,055	54,055	54,055	54,055	54,055	54,055	54,055	54,055	54,055	648,685		
Total Expenditures	146,210	484,402	484,402	484,402	484,402	484,402	484,402	484,402	484,402	484,402	484,402	772,654	5,762,887		
Total Expenditures Y-T-D	146,210	630,613	1,115,015	1,599,417	2,083,819	2,568,222	3,052,624	3,537,026	4,021,429	4,505,831	4,990,233	5,762,887			
Percent of Expenditures Y-T-D	2.54%	10.94%	19.35%	27.79%	36.16%	44.56%	52.97%	61.38%	69.78%	78.19%	86.59%	100.00%			

Net Change	(124,525)	11,422	(10,914)	(10,912)	31,700	(10,907)	(2,462)	40,150	(2,465)	(2,462)	37,776	96,015	52,418		
Net Change Y-T-D	(124,525)	(113,103)	(124,017)	(134,928)	(103,228)	(114,135)	(116,596)	(76,445)	(78,911)	(81,373)	(43,597)	52,418			
Percent of Net Change Y-T-D	(237.55)%	(215.77)%	(236.59)%	(257.41)%	(196.93)%	(217.74)%	(222.43)%	(145.84)%	(150.54)%	(155.24)%	(83.17)%	100.00%			

Projected Cash Balance

Projected Cash Balance

PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	TOTAL PROJECTED BUDGET
(124,525)	11,422	(10,914)	(10,912)	31,700	(10,907)	(2,462)	40,150	(2,465)	(2,462)	37,776	96,015	52,418
(124,525)	(113,103)	(124,017)	(134,928)	(103,228)	(114,135)	(116,596)	(76,445)	(78,911)	(81,373)	(43,597)	(43,597)	
(124,525)	(113,103)	(124,017)	(134,928)	(103,228)	(114,135)	(116,596)	(76,446)	(78,911)	(81,373)	(43,597)	52,418	

ENROLLMENT AND PUPIL CENTERED FUNDING PLAN INFORMATION
Imagine School at Mountain View
Renewal Budget

	WEIGHTED ACTUAL ADE PRIOR YEAR ENDING 06/30/22	WEIGHTED ACTUAL ADE CURRENT YEAR ADE ENDING 06/30/23	WEIGHTED ESTIMATED ADE - YEAR ENDING 06/30/24
1. Pre-kindergarten (NRS 387.123)	x .6 = 0.0	x .6 = 0.0	x .6 = 0.0
2. Kindergarten	x .6 = 0.0	x .6 = 0.0	x .6 = 0.0
Kindergarten	115 x 1 = 115.0	115 x 1 = 115.0	115 x 1 = 115.0
3. Elementary	534	535	555
4. Secondary			
5. Ungraded			
6. Subtotal	649.0	650.0	670.0
7. Students transported into Nevada from out-of-state			
8. Students transported to another state			
9. Total WEIGHTED enrollment	649.0	650.0	670.0
10. Hold Harmless			
11. Adjusted Base Per Pupil Rate as of FY21-23 (found in Pupil Centered Funding Plan Payment Book)			\$7,293
Total Adjusted Base Allocation (ADE * per pupil rate)			\$4,886,310
12. Total Local Special Education Distributions		\$170,448	
13. Total English Learner Allocation (if applicable)		\$109,615	
14. Total At-Risk Student Allocation (if applicable)		\$40,984	
15. Total Gifted and Talented Allocation (if applicable)		\$0	
16. TOTAL PUPIL CENTERED FUNDING PLAN (Number 11 + 12 + 13 + 14 + 15)			\$5,207,357

Fiscal Year 2023-2024 Charter School Imagine School at Mountain View

Form 3		(1)	(2)	(3)		(4)	(4)
Imagine School at Mountain View		ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING 06/30/24		AMENDED FINAL APPROVED	
Renewal Budget	REVENUE			TENTATIVE APPROVED	FINAL APPROVED		
1000	LOCAL SOURCES						
1100	Taxes						
1110	Ad Valorem Taxes						
1111	Net Proceed of Mines						
1120	Sales & Use/School Support Taxes						
1140	Penalties & Interest on Tax						
1150	Residential Construction Tax						
1190	Other						
	Revenue from Local Govmt Units other than School						
1200	Districts						
1300	Tuition						
1400	Transportation Fees						
1500	Investment Income						
1600	Food Services	285	25,000	25,000			
1610	Daily Sales - Reimbursable Program	127,644	90,000	90,000			
1620	Daily Sales - Non-Reimbursable Progm						
1630	Special Functions						
1650	Daily Sales - Summer Food Program						
1700	District Activities						
1800	Community Service Activities						
1900	Other Revenues	152,059	75,000	75,000			
1910	Rent						
1920	Donations						
1930	Gains/Loss on Sales of Capital Assets						
1940	Textbook Sales & Rentals						
1950	Misc Revenues from Other Districts						
1951	Pass Through dollars from sponsored district						
1960	Misc Revenues from Other Local Govt						
1970	Operating Revenues						
1980	Refund of Prior Year's Expenditures						
1990	Miscellaneous - local sources						
TOTAL LOCAL SOURCES		279,988	190,000	190,000	0	0	
3000	REVENUE FROM STATE SOURCES						
3100	Unrestricted Grants-in-Aid						
3110	PCFP - Adjusted Base Funding	4,942,512	4,866,499	5,036,909			
3113	PCFP - Auxillary Services - Transportation						
3114	PCFP - Auxillary Services - Food Service						
3115	Local Special Education Funding under PCFP	281,049	170,448	170,448			
3200	State Govt Restricted Funding						
3210	Special Transportation						
3220	Adult High School Diploma Program Fnd						
3230	Class Size Reduction						
3250	PCFP - (restricted use)						
3254	PCFP - Englist Learner (restricted use)						
3255	PCFP - At-Risk (restricted use)						
3256	PCFP - Gifted and Talented (restricted use)						
3270	State Special Ed Funding						
3800	Revenue in Lieu of Taxes						
3900	Revenue for/on Behalf of School Dist						
TOTAL STATE SOURCES		5,223,561	5,036,947	5,207,357	0	0	

Imagine School at Mountain View

Budget Fiscal Year 2023-2024

REVENUE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING 06/30/24		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed	507,317	592,908	409,969		
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State	8,870	7,980	7,980		
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	516,187	600,888	417,949	0	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING 06/30/24		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	6,019,736	5,827,835	5,815,306	0	0

Budget Fiscal Year 2023-2024

Imagine School at Mountain View Form 4 Renewal Budget PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/24	FINAL APPROVED	AMENDED FINAL APPROVED
100 REGULAR PROGRAMS						
1000 Instruction						
100 Salaries	1,554,571	1,661,366	1,721,207			
200 Benefits	666,687	682,993	703,483			
300/400/500 Purchased Services	22,339	15,960	15,960			
600 Supplies	179,483	114,000	114,000			
700 Property	5,871	7,500	7,500			
800 Other	5,731	7,500	7,500			
2100-2600, 2900 Other Support Services						
100 Salaries	519,548	502,702	527,783			
200 Benefits	243,382	263,339	271,239			
300/400/500 Purchased Services	981,254	1,021,424	1,021,424			
600 Supplies	98,151	128,195	128,195			
700 Property	47,446	44,185	44,185			
800 Other	10,094	5,500	5,500			
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
100 TOTAL REGULAR PROGRAMS	4,334,557	4,454,664	4,567,976	0	0	0
140 Summer School for Reg Programs						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
140 TOTAL Summer School - Reg Prog	0	0	0	0	0	0

Imagine School at Mountain View PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING 06/30/24		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
200 SPECIAL PROGRAMS						
1000 Instruction						
100 Salaries	201,277	185,043	195,594			
200 Benefits	86,951	91,110	93,843			
300/400/500 Purchased Services						
600 Supplies	1,649	7,500	7,500			
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services	95,965	101,093	101,093			
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
200 SPECIAL PROGRAMS	385,842	384,746	398,030	0	0	
240 Summer School for Special Programs						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other	0					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0	

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING 06/30/24		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
300 Vocational & Technical Programs						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
300 Total Vocational & Technical Prog	0	0	0		0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING TENTATIVE APPROVED	06/30/24 FINAL APPROVED	AMENDED FINAL APPROVED
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries	121,961	53,288	59,887		
200 Benefits	16,465	32,389	33,361		
300/400/500 Purchased Services					
600 Supplies	8,490				
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	146,916	85,677	93,248	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/24 FINAL APPROVED	AMENDED FINAL APPROVED
430 At Risk Education Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
430 Total At Risk Education Programs	0	0	0	0	0
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total Summer School for Other Inst Prog	0	0	0	0	0

Imagine School at Mountain View

Budget Fiscal Year 2023-2024

Form 4 Expenditures

2/15/2022

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING TENTATIVE APPROVED	06/30/24 FINAL APPROVED	AMENDED FINAL APPROVED
450 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total Gifted and Talented Programs	0	0	0	0	0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0	0	0

Form 4 Expenditures

2/15/2022

800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	0	0

Form 4 Expenditures

2/15/2022

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/24 FINAL APPROVED	AMENDED FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other	597,345	583,980	583,980		
2100 SUBTOTAL	597,345	583,980	583,980	0	0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	0
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2300 SUBTOTAL	0	0	0	0	0
2400 Support Serv-School Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2400 SUBTOTAL	0	0	0	0	0
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2500 SUBTOTAL	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING 06/30/24		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
2600 Operating/Maintenance Plant Service						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2600 SUBTOTAL	0	0	0		0	0
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 SUBTOTAL	0	0	0		0	0
2900 Other Support (All Objects)						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2900 SUBTOTAL	0	0	0		0	0
2000s TOTAL SUPPORT SERVICES	597,345	583,980	583,980		0	0
3100 Food Service						
100 Salaries	25,076	38,725	40,715			
200 Benefits	2,280	3,814	3,938			
300/400/500 Purchased Services						
600 Supplies	87,516	75,000	75,000			
700 Property						
800 Other						
3100 TOTAL FOOD SERVICES	114,872	117,539	119,653		0	0

Form 4 Expenditures

2/15/2022

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING 06/30/24		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
4100 Land Acquisition						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4100 SUBTOTAL	0	0	0		0	0
4200 Land Improvement						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4200 SUBTOTAL	0	0	0		0	0
4300 Architecture/Engineering						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4300 SUBTOTAL	0	0	0		0	0
4400 Educational Specifications Dev						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4400 SUBTOTAL	0	0	0		0	0
4500 Building Improvement						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4500 SUBTOTAL	0	0	0		0	0
4600 Site Improvement						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4600 SUBTOTAL	0	0	0		0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING TENTATIVE APPROVED	06/30/24 FINAL APPROVED	AMENDED FINAL APPROVED
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s TOTAL FACILITIES ACQUISITION & CONSTR	0	0	0	0	0
5000 Debt Service					
000 TOTAL UNDISTRIBUTED EXPENDITURES	712,217	701,519	703,633	0	0
TOTAL ALL EXPENDITURES	5,579,532	5,626,606	5,762,887	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX				
	XXXXXXXXXXXXX				
	XXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0	0	0
TOTAL APPLICATIONS	5,579,532	5,626,606	5,762,887	0	0

CHECKS:	Contingency cannot exceed:	XXXXXXXX	168,798	172,887	0	0
	Calculated Total Ending Fund Balance:	440,204	201,229	52,419	0	0

Renewal Budget: 2023-2024		Obj 100	Obj 200	Obj 300-900	
	(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	2,248,990	974,722	1,344,264	4,567,976
200	Special	195,594	93,843	108,593	398,030
300	Vocational	0	0	0	0
400	Other PK-12	59,887	33,361	0	93,248
500	Nonpublic School				0
600	Adult Education				0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		2,504,471	1,101,926	1,452,857	5,059,254
000	Undistributed Expenditures				
2000	Support Services	0	0	583,980	583,980
3100	Food Service	40,715	3,938	75,000	119,653
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		40,715	3,938	658,980	703,633
TOTAL ALL FUNDS TENTATIVE		2,545,186	1,105,864	2,111,837	5,762,887
FINAL BUDGET 2023-2024		Obj 100	Obj 200	Obj 300-900	
	(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School	0	0	0	0
600	Adult Education	0	0	0	0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET		0	0	0	0

FINAL AMENDED BUDGET - Estimate		Obj 100	Obj 200	Obj 300-900	
		(2)	(3)	(4)	(5)
(1) PROGRAM OR FUNCTION		SALARIES AND WAGES	EMPLOYEE BENEFITS	SERVICES SUPPLIES AND OTHER	SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School	0	0	0	0
600	Adult Education	0	0	0	0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
000 Undistributed Expenditures					
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL FINAL AMENDED BUDGET		0	0	0	0

Imagine School at Mountain View

Budget Fiscal Year 2023-2024