



Nevada State Public Charter School Authority

2022 Charter Renewal Application
Per [NRS 388A.285](#) and [NAC 388A.415](#)

OASIS ACADEMY



1. Executive Summary

Core Belief- We believe in the inherent worth and potential of each human and in the life changing power of learning.

Mission Statement- Improving Lives Through Opportunity

Values

- Students First- We start with the students' needs and advance outcomes individually. Students are central to all of our decisions and we never lose sight of our mission- *improving lives through opportunity*.
- Deliver Results-We aim for quality results. Our actions are purposeful, focused on supporting ALL students. When setbacks arise, we act immediately on the challenge and do not settle.
- Ownership -We are all owners striving for excellence, in big and small decisions. We base decisions on what's best for our students at all times. We seek long-term solutions.
- Moving Forward- We believe in advancing through curiosity, creativity, learning, and care. We seek solutions that yield high-quality results by partnering with key collaborators. This may mean taking risks and having the courage to innovate. We invest in connecting others to the Oasis mission and core belief.
- Integrity- We do what is right. Our actions and words show uncompromising adherence to honesty, kindness, and respect. This is core to how we interact with students, families, and one another. Oasis requires absolute integrity.
- Communication- We simplify communication to magnify connection with all stakeholders. We consider timing, delivery methods, and diverse individuals to create an environment that harmonizes our work with the communities we serve. Our reputation is formed daily in all of our communication: physical, verbal, written.

Oasis Academy is a high performing K-12 charter school located in rural Nevada. It is the only rural charter high school in the state. As our mission statement indicates, our goal is improving lives for rural students by providing them with high quality opportunities. Every design element and decision is made with student outcomes in mind.

Oasis Academy utilizes an Academic Strategies Specialist (ASS) to ensure a continuous improvement cycle. All teachers are observed weekly on their use of teaching strategies from the book *Teach Like A Champion* and post observation conferences are held. The ASS is able to work with developing teachers in a variety of ways to grow those skills as necessary.

Elementary School (K-6) Key Design Elements

Oasis Academy has an extended four day schedule. This schedule allows for additional minutes beyond what Nevada Administrative Code 387.131 requires:

Grade	Required Minutes	OA Minutes
K-1	43,200	45,825
2	43,200	62,745
3-6	54,000	62,745

Oasis Academy also utilizes looping in grades 1-6. Essentially, students have the same teacher for two years in a row in math and English Language Arts (ELA). For example, first grade teachers teach reading to first and second grade students, and second grade teachers teach math to first and second grade; third grade teachers teach ELA to third and fourth grade, and fourth grade teachers teach math to those students; fifth grade teachers teach ELA to fifth and sixth grade, and sixth grade teachers teach math. This looping model has allowed us to see some of the highest average growth percentiles in the state year after year, especially in that second year of instruction with the same teacher.

Oasis Academy utilizes small group remediation in a variety of ways. First and foremost, we have a reading specialist who provides direct, high quality tutoring for an additional 90 minutes a week to students in grades 2-5 who score below the 40th percentile on the NWEA MAPS reading assessment. Kindergarten and first grade classroom teachers provide their own small group instruction daily from 2:15-3:15 to students who are below grade level, as their students leave at 2 o'clock each day. Additionally, OA utilizes instructional aides who oversee low level classroom activities daily, making it possible for licensed teachers to pull small groups to remediate as needed. These groups are fluid and dependent on regular formative assessment.

Oasis Academy utilizes McGraw Hill's Reading Wonders Curriculum in grades K-6, Singapore Dimensions in math, and beginning in the 2022-2023 school year, Amplify science in grades 2-6. Amplify science was chosen as it is the only curriculum Ed Reports rates as a rigorous curriculum aligned to college and career ready standards. Oasis Academy teaches Nevada's social studies standards through project based learning, and teachers at each grade level write their own projects based on the Buck Institute of Educations project design criteria.

Oasis Academy provides enrichment classes, or specials, as follows:

- Grades K-2: KIBO, a STEM class that teaches robotics and coding in a screen free environment.
- Grades 3-5: Lego Robotics, a STEM class
- Grades K-5: Music
- Grades K-5: Art
- Grades K-5: Life Skills
- Grades 2-5: Keyboarding
- Grades K-5: PE
- Grade 6: Computer Science and Geography

Middle School (7-8) Key Design Elements

Oasis Academy has an extended four day schedule. This schedule allows for additional minutes beyond what Nevada Administrative Code 387.131 requires:

Grade	Required Minutes	OA Minutes
7-8	59,400	62,745

The Oasis Academy Board of Directors was concerned with the science outcomes at the middle school level. After working with leadership and teachers, it was determined that our students would be better served by moving to a traditional middle school model in which students rotate to a specialized math, English Language Arts, social studies, and science teacher. Prior to the 22-23 school year, middle school students were in a looping format similar to elementary school. Anecdotally, our students are loving this new model. We will be watching student outcomes closely via NWEA MAPS and SBAC testing.

Oasis Academy utilizes small group remediation in a variety of ways. Instructional aides oversee low level classroom activities daily, making it possible for licensed teachers to pull small groups to remediate as needed. These groups are fluid and dependent on regular formative assessment.

Oasis Academy utilizes Doug Lemov’s Reading Reconsidered in grades 7-8, Savaas in math, and beginning in the 2022-2023 school year, Amplify science in grades 7-8. Amplify science was chosen as it is the only curriculum Ed Report states as a rigorous curriculum aligned to college and career ready standards. Oasis Academy teaches Nevada’s social studies standards through project based learning, teachers at each grade level write their own projects based on the Buck Institute of Educations project design criteria.

Oasis Academy provides enrichment classes, or electives, as follows to students in grades 7-8: lego robotics, choir, orchestra, art, Future Farmers of America, strength and conditioning, yearbook, and speech and debate.

Oasis Academy offers the following extracurricular activities for students in grades 7-8: cross country, golf, basketball, volleyball, wrestling, lacrosse, archery (grades 4-8), student council, academic olympics, and National Junior Honor Society.

High School (9-12) Key Design Elements

Oasis Academy has an extended four day schedule. This schedule allows for additional minutes beyond what Nevada Administrative Code 387.131 requires:

Grade	Required Minutes	OA Minutes
9-10	59,400	62,745
11-12	59,400	Dual Enrollment

Oasis Academy utilizes Savaas math for high school. Students in 9th grade English focus on American literature and 10th grade focuses on classic literature. In social studies teachers use the Houghton Mifflin world history and American Government and Economics. Science utilizes Holt McDougal biology and physics.

All Oasis Academy ninth and tenth graders take one dual enrollment course each semester. Typically, students in ninth grade take CHS 101 (health) and CPD 123 (career exploration), while students in tenth grade normally take IS 101 (information systems) and EPY 150 (educational psychology). Beginning in their junior year, the majority of students take all of their classes at Western Nevada College. The exception would be if a student’s IEP dictates otherwise, or there are lower level classes they have not passed that are required for high school graduation. One hundred percent of students graduate with dual enrollment credits. Approximately 70% earn an associates degree by the end of senior year. Many students also earn CTE certificates in welding or as certified nursing assistants.

Oasis Academy provides many enrichment classes, or electives, to students in grades 9-12 which include, but are not limited to: robotics, choir, orchestra, ceramics (WNC), watercolor (WNC) Future Farmers of America (FFA), student council leadership, strength and conditioning (WNC), yearbook, We the People, blockchains (WNC), intro to business (WNC), business writing (WNC), and welding (WNC). As noted, many of these classes are earning students college and high school credits.

Oasis Academy offers the following extracurricular activities for students in grades 9-12: esports, cross country, basketball, volleyball, lacrosse, archery, baseball, softball, student council, FFA, competitive robotics, We the People, National Honor Society, car club, and DJ club.

Social Emotional Health

Oasis Academy has approximately 740 students and three full time counselors. This counselor to student ratio of 1:247 is within the American School Counseling Association recommendations of 1:250. Nevada schools average a ratio of 1:480. This ratio is intentional and indicative of how serious the Board of Directors takes social emotional health and learning. Counselors push into every classroom and provide guidance. They also provide a robust multi tiered system of support to students in need. Beginning in the 22-23 school year, OA has contracted with a licensed marriage and family counselor to provide 1:1 counseling, at the school site, to students who qualify.

High school students in grades 11-12 meet weekly with a member of the counseling team to ensure success in the dual enrollment program, FAFSA completion, college applications, and scholarship applications. The senior class of 2022, just 38 students, earned over 1.5 million dollars in scholarships. Additionally, in the 22-23 school year, OA will, through a competitive CCR grant, be paying college application fees for qualifying students (ELL, IEP, FRL).

Students with Individualized Education Plans

Oasis Academy provides a robust special education program which includes supporting students in a variety of placements, from full inclusion to a largely self contained life skills classroom for students with more severe disabilities. Based on Oct. 1, 2022 data, eleven percent of students qualify for special education services, and disabilities range from speech impairments to autism to Down Syndrome.

Oasis Academy has 6 licensed special education teachers and 10 instructional aides to meet the individualized needs of these students.

English Language Learners

Oasis Academy has worked intentionally to increase our English language learner population. OA has the greatest chance of increasing ELL numbers via the kindergarten lottery each year. Currently, we have 17 K-1 students qualifying, or 17.7%, which far exceeds the local district elementary school average of 7.7%.

For the first time in the school's history the elementary school had an N-size large enough to count on the Nevada School Performance Framework. The scores of those students were not indicative of our expectations and the Student Services Department has outlined a rigorous course of action to support these students via

small group supplemental instruction. Additionally, Oasis Academy worked very hard to make sure at least one ELL teacher was representative of the community being served.

Students Qualifying for Free and Reduced Lunch (FRL)

Oasis Academy has worked intentionally to increase the number of students qualifying for free and reduced lunch at Oasis. Most notably, OA, in partnership with the Northern Nevada Food Bank, opened an onsite food pantry in the 21-22 school year. We steadily see the number of families utilizing this service increase month over month. These efforts are paying off, with OA's direct certification increasing from 99 students in 21-22 to 133 students in September 2022. OA's total FRL, based on Oct. 1, 2022 data is 32.4%- the same as Churchill County School District.

2. Renewal Application

A. Application Form ACADEMIC PERFORMANCE¹

2019 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Elementary School Rating	Middle School Rating	High School Rating		
	5	5	5		
2018 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Elementary School Rating	Middle School Rating	High School Rating		
	3	5	5		
2017 NSPF Rating	Elementary School Rating	Middle School Rating	High School Rating		
	5	5	NA		
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.				
	2016-17	2017-18	2018-19	2019-20	2020-21
NDE-Validated Four-Year Graduation Rate	NA	92.3%	100%	100%	100%

¹ 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.

OPERATIONAL OVERVIEW

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC DETAILS, OCT 1, 2022									
Total Student Enrollment (as of Sept. 7, 2022) = 740									
Gender				Ethnicity/Race					
Female		Male		White	Black	Hispanic/Latino	Asian	Mixed Race	Other
378		362		490	9	147	17	64	13
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			
83	32	7	241	102		12			
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			
43	85	79%	72%	41		1			
Year-to-Year Mobility [Student Retention from Oct. 1 to Oct.1] ²									
2017 – 2018		2018 – 2019		2019 – 2020		2020 – 2021		2021 – 2022	
2.6%		2.8%		2%		4.3%		5.9%	

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

² 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
---------	-----------	-------------------	------------------

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	800	825	850	875	900	925
Planned Grade Spans	K-12	K-12	K-12	K-12	K-12	K-12

*Please note numbers for charter enrollment are lower in the budget. We always budget conservatively on enrollment.

B. Written Narrative

Enrollment/Retention

Oasis Academy's K-8 enrollment and retention is solid, and not of concern. Although we do lose military families annually, our K-8 waitlist is robust and we have always been at capacity. High school enrollment is a larger concern. Historically, 8th grade students are far more likely to move over to the traditional public school if one, or both, of their parents graduated from Churchill County High School. Anecdotally, students inform counselors they are leaving for sports (they want to play in a more competitive league). Over the last four years high school retention rates were:

18-19	19-20	20-21	21-22	22-23
31/48	24/48	28/48	15/48	33/48

Oasis Academy has implemented a variety of approaches to increase high school enrollment. First, we received a charter amendment for slow growth, adding an additional class at each grade level. The K-8 slow growth will be completed in the 2025-2026 school year. The hope is that of the 72 students enrolled in eighth

grade, 50 will consistently move up to the high school. Obviously, we backfill high school spots via the open enrollment and lottery system, but our preference is to fill those seats with currently enrolled students. Additionally, we have hired a full time public relations employee in the 2021-2022 school year with an emphasis on outreach in the community, increased representation in local media, and improved social media presence. We will continue to offer the additional services we provide. For example, students will continue to have weekly meetings with the counseling team in students' junior and senior years. We will also continue to outperform other public school options in academics. These services lead to significantly higher outcomes than the traditional district, and over time we hope those outcomes will be valued and prioritized in the community at large.

Currently, our high school is located on the Western Nevada College Campus. This has been very popular among students and families. Recently, we learned that we will have to be out of the location at the end of the 23-24 school year. The Board of Directors has determined that to increase high school enrollment, the high school must have a different location than the K-8 schools. They are moving forward to build a high school on 8.7 acres of property already owned by the school. A charter amendment will be forthcoming.

Attendance

Prior to the COVID-19 Pandemic, Oasis Academy had a 5.3% chronic absenteeism rate. During the 21-22 school year, Nevada schools did not have to count COVID required absences under certain circumstances. In an effort to motivate families, OA continued to mark students absent if they did not log on to their virtual meeting/s daily. Ultimately, this decision hurt us significantly in relation to the NSPF.

As a general rule, pre-pandemic, this was not a concern for the school. The counseling team and leadership make home visits to students who are chronically absent, we notify parents in compliance with state regulations, and in some severe cases have involved the Division of Child and Family Services.

Discipline

Like most schools across the county, Oasis Academy saw a significant increase in serious behaviors when we returned to in person learning in the 21-22 school year. In fact, we had more suspensions last year than in the ten previous years combined. This was of serious concern to the Board of Directors and leadership team. Several steps have been taken to rectify this in the 22-23 school year. First, a third full time counselor was hired bringing our ratio to 247:1. Next, all counselors, administrators, the director of student services, and some teachers in the pipeline for future positions attend a three day training in Seattle from the National Center for Restorative Justice in June of 2022. As a school we made improvements to our MTSS system and process including a re-establishing school wide behavioral norms, known as the [HERD](#). All staff were trained prior to the school year starting.

Historically, Oasis Academy has had a significant focus on building classroom communities through TRIBES learning activities. With a return to a normal schedule, the focus is back on community building. Every homeroom teacher is required to conduct 2 community circles, and one other team building activity weekly. Counselors will continue to provide guidance to each homeroom every other week in grades k-7, and weekly in grades 8-10. Eleventh and twelfth graders meet either one on one or in small groups weekly with a member of the counseling department.

Lastly, Oasis Academy plans to hire a full time dean in the 2023-2024 school year whose job will be student discipline that aligns with the best practices of restorative justice.

Faculty/Staff Retention

In spite of the statewide teacher shortage, Oasis Academy had all 9 classroom teacher positions needed for the 22-23 year filled by early May, without offering signing bonuses- a direct result of the reputation we have built. Oasis Academy has a robust grow your own program in place, meaning we hire instructional aides who are working on their teaching license. Currently, nine of the twenty five instructional aides who work at Oasis Academy are enrolled in a teacher education program. We hope to offer them classroom positions once their programs are complete.

Additionally, we have always hosted student teachers. This year we have 2 student teachers and a social work intern at the school. Lastly, Oasis Academy has earned a positive reputation among military spouses. This is often the first place they apply when they get orders to Fallon, and while they are often here for just three years, we have been fortunate to hire many highly effective teachers from this pool. The unfortunate reality is we can not reliably count on a set number of applicants each year.

Oasis Academy also has a competitive [salary schedule](#). Teachers at Oasis Academy make more money than they would at surrounding districts. If teachers do the [work required](#) to move from the traditional pay scale to the Oasis Options Scale, they can make significantly more money. We also offer resigning bonuses of 10% at the beginning of an employee's sixth, eleventh, sixteenth and twenty first year. OA feels like we have taken many efforts to mitigate the teacher shortage; however, it remains a serious discussion point among leadership and we have begun brainstorming additional solutions as we believe the competition for teachers is only going to worsen in the near term.

NSPF Rating

Elementary Schools 2022

	% Proficient ELA	% Proficient Math	% Proficient Science	% Meeting AGP ELA	% Meeting AGP Math	% Meeting AGP EL	Chronic Absenteeism	Total Index Score
Oasis	60.2	57.4	64.4	66.6	51.8	23	13.1	75
EC BEST	37.8	45.1	N/A	N/A	N/A	45.7	22.6	35.56
Numa	38.8	25.8	21	45.1	28.6	37.5	26.6	25.26
SPCSA	55.4	49.2	30.4	61.2	53.1	38.4	21.7	

Middle Schools 2022

	% Proficient ELA	% Proficient Math	% Proficient Science	% Meeting AGP ELA	% Meeting AGP Math	% Meeting AGP EL	Chronic Absenteeism	Total Index Score
Oasis	72.9	59.8	63.8	69.9	55.8	NA	21.0	81.6
CCMS	35.6	16.1	28.3	35.6	16.6	6.2	19	24.5
SPCSA	57.3	36.5	44.9	60.4	40.8	21.6	18.5	

High Schools 2022

	% Proficient ELA	% Proficient Math	% Proficient Science	9th Grade Credit Sufficiency	CCR Participation	CCR Completion	Advanced Diploma	4-Year Graduation Rate	Chronic Absenteeism	Total Index Score
Oasis	68.5	45.7	51.1	93	100	100	33.3	100	8.9	95
CCHS	44.7	16.2	24.1	77	66.5	32.5	32.9	84.5	29.7	47
SPCSA	54.3	25.2	31.6	93	71.5	48.4	47.6	86.8	17.9	

Although Oasis Academy continues to outperform the local traditional public school and the SPCSA school's average, the 2022 fall data does not meet the standards of the Board of Directors or the leadership team. The elementary school total index dropped by 11.6 points. Chronic absenteeism was a significant factor. Additionally, for the first time there was an ELL n-size large enough to earn a rating of 1/10 points. Second language learners are a growing population at Oasis Academy and we clearly have some work to do. Detailed plans for this group of students are located in the Academic Plans section of the application. The middle school's total index score dropped by 11 points and the high school dropped by 1.6

points. Largely, we believe this loss is a direct result of COVID-19. Hence, plans to return to pre-pandemic scores are detailed in the Academic Plans section of the application.

Family Engagement

Oasis Academy provides multiple opportunities for families to engage with the school. We were happy to re-open volunteer opportunities for families who are able to help. These opportunities are available during the school day, after hours, and on weekends. Oasis Academy conducts multiple parent conferences each year and has on average a 97% participation rate. Oasis Academy utilizes parents on a variety of boards and committees, including but not limited to: Board of Directors, Governance Committee, Academic Excellence Committee, Finance Committee, continuous improvement plan committee, safety committee, curriculum selection committees, and new high school building committee.

Oasis Academy has worked hard to employ at least two employees who are fluent in Spanish. Having an onsite person fluent in Spanish has made a huge impact not only on our current families, but also on the number of English Language Learners who are applying at the school. Key communications are sent home in both Spanish and English.

Staff Professional Development

Oasis Academy has a robust professional development program. In fact, teachers earn up to 3 credits for licensure renewal each year. Each year the CEO, Chief Academic Officer, and Academic Strategies Specialist meet in the spring to look at student outcomes, teacher experience, and teacher observation data to determine a focus for the upcoming school year. In years past that focus has included a year-long book club on the *Teach Like a Champion*, *Writing Revolution*, and TRIBES learning communities, to name just a few. This year, we have a continued focus on the implementation of our new reading curriculum, as this is only our second year using the curriculum. We will also have a 2 day on-site Singapore math training, with ongoing monthly support. Teachers attend PD beginning 4-6 days prior to the school year starting, 2-4 times a month on Wednesdays from 4:00-5:30, and on Fridays throughout the school year. A copy of this year's PD calendar shared with teachers can be found [here](#).

School Demographics- Students & Staff

	White	African American	American Indian	Asian	Hispanic	Pacific Islander	Two or more races
--	-------	------------------	-----------------	-------	----------	------------------	-------------------

Oasis K-12 9/22	66.2	1.0`	1.6	2	19.8	>1	8.0
Churchill 10/21	59.2	1.7	5.5	1.6	24.2	>1	6.8

As the table above illustrates, Oasis Academy is within 5 percentage points in every subgroup, and is actually higher than the surrounding district in one category.

	ELL	IEP	FRL
Oasis K-12 9/22	4%	11%	32%
Churchill 10/21	6%	14%	32%

As the table above illustrates, Oasis Academy is very close to the sending district averages for English Language Learner, students with Individualized Education Plans, and students qualifying for free and reduced lunch. Considerable intention and effort has gone into increasing these numbers over the past five years. Oasis Academy will continue with these efforts to ensure the OA student population remains as diverse as Churchill County. These efforts include, but are not limited to: All critical information is offered in both English and Spanish, including the lottery application, ELL teacher representative of the population they serve, Spanish speaking staff, food pantry located at the school site, breaking barriers to college entry through application fee costs, and dual credit programs, and highlighting our special education program on social media.

Oasis Academy recognizes the importance of students being represented in the teachers, administrators, and support staff who work with them. The following is a breakdown of staff demographics. As a rural community, hiring a diverse staff is incredibly challenging, that said, leadership recognizes the importance and makes every effort to insure diversity.

	White	African American	American Indian	Asian	Hispanic	Pacific Islander	Two or more races	Prefer not to answer
Staff	88%	1.6%	0%	1.6%	5%	1.6%	0%	1.6%

C. Required Supporting Documents

- Attachment 1, [School Calendar](#)
- Attachment 2, [Schedule](#)

3. Academic Plans for the Proposed Charter Term

A. Written Narrative

Academic Vision & Plan

Oasis Academy's academic vision is to continue to improve lives through opportunities. The opportunity to have highly effective teachers, rigorous curriculum, an emphasis on social emotional health, and a robust menu of extracurricular activities to choose from are essential to reach that goal. We aim to outperform not only local outcomes, but statewide outcomes as well, as measured by the Nevada School Performance Framework. We want rural Nevada students to have access to the education they deserve.

There are no major plans to change the design elements, structures, or principles of Oasis Academy's academic program going forward. The key elements were described in the Executive Summary. That said, one of our key values is delivering results and moving forward. We pride ourselves on our ability to pivot, take risks, and change our approach when results are not in alignment with expectations. One example of this is the change made in grades seven and eight for the 2022-2023 school year. After science scores did not meet our goals, stakeholders came together and ultimately determined that Common Core Science Standards at the middle school level required the expertise of specific science certified teachers. The content was simply too complex for generalists to effectively prepare for and teach. As such, these students now attend four classes a day: one with an ELA teacher, a math teacher, a science teacher, and a social studies teacher. The committee also determined that a common core aligned curriculum, with a heavy emphasis on hands-on learning, would better serve our students. Therefore, the Amplify Science curriculum was adopted, professional development was provided before school started, and we are in our first year of implementation. OA will carefully analyze results over the next few years to measure the effectiveness of this design change. Other changes that were made for the 22-23 school year include shifting from NWEA MAPS interim assessment at the high school level to

the CERT test. The rationale for this decision is that the CERT test is better aligned with the ACT; it is a timed test, and gives very accurate ACT predictions. OA will continue to analyze our design and structure and will not hesitate to course correct if necessary.

Oasis Academy hired an additional part time ELL teacher to service second language learners in the 22-23 school. If trends continue, and we enroll a high number of ELL students in kindergarten in the 23-24 school year, we will have to increase that to two full time ELL teachers.

Oasis Academy does plan to make a change to discipline and restorative practices, by adding a dean of students in the 2023-2024 school year. As the student body grows, the need for a full time individual to manage this process has become necessary. Having a full time person will ensure that the principles of restorative justice are implemented with integrity.

Academic Improvements & Closing Achievement Gaps

Oasis Academy received ten out of ten points at the elementary level on the NSPF in both English Language Arts and math for closing the achievement gap. Sixty percent of elementary students in this subgroup met their AGP, and 42.2% met their AGP math. While these numbers earned full points, they represent a 12% and 40% drop, respectively, from the previous year. Similarly, at the middle school level, OA earned 9/10 points in ELA and 10/10 points in math. Like the elementary school, these numbers represent a drop from the previous year. OA works with Raising the Barr to look closely at subgroups and identify areas of strength and weakness for those students. An example of the data we analyze for SBAC, MAPS, and CERT can be found [here](#) (see 2022 Subgroup tab) and [here](#). Representatives from Raising the Bar work with OA teachers three times a year to not only analyze the data, but also to brainstorm solutions to any concerns the data highlights. This level of scrutiny helps to further close these gaps.

Additionally, OA has hired a full time reading specialist to provide small group instruction to students scoring below the 40th percentile. In math we have contracted with a Singapore certified trainer to come onsite, observe classroom instruction, and provide follow up professional development the next day to all math teachers.

Specifically, in regards to English Language Learners, Oasis Academy, for the first time, had an n-size large enough to get data. Scores did not meet expectations. After careful analysis, it was determined that having a first year teacher who did not, as a result of COVID-19, get the support he deserved, combined with COVID-19 protocols, led to less than desired outcomes. As a result, we have hired another part time , experienced ELL teacher for the 22-23 school year to help mentor the

young teacher. We have established specific strategies to help support these learners. These include, but are not limited to: having students practice speaking, recording them, and having students listen to themselves, targeted small group instruction based on WIDA score data. We have provided additional training on the Wonders Reading Curriculum ELL intervention kits, and purchased the ELL leveled readers through Wonders. Additionally, we have a new Director of Students services who is both special education certified and has a master’s degree in English Language Learners. We will continue to monitor student outcomes and work as a team to determine next steps in servicing these students.

Restorative Justice

After a significant increase in discipline issues in the 2021-2022 school year, key personnel attended a three day restorative justice workshop provided by the National Center for Restorative Justice. The training provided foundational information about restorative justice and its guiding principles, covered culture, power, and equity, and provided multiple hands-on opportunities to practice. Practice included restorative language, communication, listening, asking questions, motivational interviews, restorative conferencing, relationship building circles, and multi author circles. These practices are in line with our board approved [policy](#), which was updated following the training.

Oasis Academy dissects discipline data annually to monitor for disproportionate discipline practices. For example, the following table represents the demographic breakdown of students who were suspended in the 21-22 school year.

White	African American	American Indian	Asian	Hispanic	Pacific Islander	Two or more races
69%	0	0	0	19%	1%	3%

Following the restorative justice training, Oasis Academy made adjustments to the MTSS processes in place, implemented a school wide behavioral expectation, known as the [HERD](#), and contracted with a third party marriage and family therapist to provide tier 1 intervention (1:1 therapy) on site at the school.

4. Organizational Viability and plans for the Proposed Charter Term

A. Written Narrative

Governing Board Capacity

Oasis Academy has a high functioning, highly engaged, 7 member board. Six of the seven board members have served for over four years, and three have served ten or more years. They are extremely committed to the long term success of the school. The board meets all of Nevada's required memberships including having a licensed teacher, an attorney, a human resource expertise, and a parent.

The Oasis Academy board utilizes board committees to maximize effectiveness. Committees include Finance, Academic Excellence, and Governance. The finance committee meets at least monthly, academic excellence meets approximately nine times a year, and governance meets 5-10 times a year (depending on changes at the legislative level). Committee members take a deep dive into their areas of expertise and make recommendations to the full board at monthly meetings. All committee meetings are held in accordance with Nevada Open Meeting Law.

Growth Plan

Recently board level succession was discussed at a board retreat. The governance committee was tasked with updating the process for board member replacements, and ensuring that information was readily available to the public on the website.

The governance committee formalized the process as follows:

Any individual who is interested in serving on the Oasis Academy Board of Directors should email a resume to any current member of the board. That individual will complete the Board Member Nomination Form and upload the resume to the designated file. When an opening occurs, the governance committee will review all forms and resumes, and contact eligible candidates. Candidates will take a tour of the school with the CEO, attend a full board or committee meeting, and be interviewed. The interview committee will select a nominee to the full board for approval. The new board member will then begin onboarding which includes fingerprinting, ethics training, reviewing the OA Board Member Manual, and completing the SPCSA board training (recorded).

The hope of the board is that by formalizing this process and having it available on the website they will have a rich candidate pool to choose from should openings arise.

Board Training

Over the years Oasis Academy board members have participated in a variety of training including National Alliance of Public Charter School conferences-board member track, 2019 CSAN board training, CSAN conferences and contracted board training held on site.

Most of the current board members have attended the required SPCSA training. Those who have not were waiting for the recording to be published. A link was provided at the Sept.21, 2022 board meeting. Ongoing training will include possible attendance at state and National conferences and the SPCSA training every three years.

Organizational Improvements

Although there are currently no significant organizational changes planned at Oasis Academy, over the eleven year life of the school several changes have occurred. For example, we expanded our personnel and assigned multiple individuals reports to complete within Epicenter to comply with reporting requirements, attended multiple grant trainings to improve both applications as well as reimbursement requests, adjusted volunteer “requirements,” and made procedural changes following attendance and IEP audits.

It is important to the Board of Directors that Oasis Academy continues to receive high marks on the organizational framework, and that the school operates as efficiently as possible in compliance with state laws and regulations.

B. Required Supporting Documents

School Name & Contact Info	Name: Oasis Academy Address: 920 West Williams Ave. Suite 100 Phone: 775-423-5437 Website: www.oanv.org	
School Leader Name & Contact Info	Name: Melissa Mackedon Title: CEO Contact info: mmackedon@oanv.org	
Governing Board Names & Contact Info <i>Add rows/names as may be necessary</i>	Chair/President	Name: Samantha Gomes Email: sgomes@oanv.org Phone: 775-427-4824
	Vice Chair/Vice President	Name: Lisa Bird Email: lbird@oanv.org
	Treasurer	Name: Frank Woodliff Email: fwoodliff@oanv.org
	Secretary	Name: Mark Feest Email: mfeest@oanv.org

	Member	Name: Katie Dahl Email: kdahl@oanv.org
	Member	Name: Sage Hiible Email: shiibel@oanv.org
	Member	Name: Anne Bloomfield Email: abloomfield@oanv.org

Attachment 3, [Current resumes for all Governing Board members](#)

Attachment 4, [Board Chair/Member Assurance Statement & Signature](#)

5. Fiscal Soundness and Plans for the Proposed Charter Term

A. Written Narrative

Entering its 12th year of operation serving the community of Fallon, Oasis Academy remains in a strong financial position by all measurable statistics. For the current fiscal year, the administration has budgeted a 44%+ ending fund balance with over 170 days of operating cash on hand. In fiscal year 2021-22, the purchase of the school’s existing home at 920 W. Williams Ave was completed, utilizing a commercial loan through Nevada State Bank. At the price of \$6.5 million with a 20% down payment, leadership was able to increase the school’s asset base and expand its usable building square footage by 50%, all while decreasing the monthly facility burden on cash flow by approximately 20% after securing a very favorable debt structure. Furthermore, by keeping the existing retail tenants in the facility, rental income is now being received to offset the burden of facility maintenance costs that come with ownership.

Looking to the future, school leadership will continue its practice of fiscal conservatism even as the school’s enrollment grows and our State economy remains strong. The Board Finance Committee never speculates on potential revenue or enrollment growth, and consistently plans on increased operating costs. The Committee also continues to review and analyze the school’s past, current, and future financial position through the use of a continuous long-range financial historical & forecasting model. Maintaining a deep understanding of the school’s overall financial health is vital in planning for future capital & operational needs, especially as the school continues to grow. Over the next 2-5 years, school leadership is planning a series of capital improvements to support its core value of ‘students first’, including the construction of a new high school on a 9-acre vacant lot currently owned by the school, and a remodel of the K-8 facility. Both projects will enhance the ability of the instructional staff at Oasis to provide the families of Fallon with a premier educational experience in the State of Nevada. As always, school leadership will evaluate all available financing options for these projects to avoid an ‘overextension’ of resources. These options will include traditional bank

financing and bond financing, as well as non-traditional avenues such as the USDA and/or philanthropic entities.

Attachment 5, Budget for the current and upcoming fiscal year (FY24)³

6. Additional Information from the Governing Board Supporting Renewal

Attachment 6, [Agenda](#) and [draft minutes](#) for the meeting where the governing body voted to approve the submission of the renewal application.

³ 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.

Calendar 2022-23

Month	M	T	W	T	F
Aug.		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
Sept.	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
Oct.	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			
Nov.	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	
					1
Dec.	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
Jan.	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		
Feb.	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	
March					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
April	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			
May				1	2
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31
June		3	4	5	6
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28

Instruction Minutes

M	T	W	T	F
				0.00
				0.00
				0.00
445	445	445	445	5.39
445	445	445	445	10.79
	445	445	445	14.83
445	445	445	445	20.23
445	445	445	445	25.62
445	445	445	445	31.02
445	445	445	445	36.41
445	445	445	445	41.80
445	445	445	445	47.20
445	445	445	445	52.59
445	445	445	445	57.98
445	445	445	445	63.38
445	445	445	445	68.77
445	445	445	445	74.17
				74.17
445	445	445	445	79.56
				79.56
445	445	445	445	84.95
445	445	445	445	90.35
445	445	445	445	95.74
				95.74
				95.74
445	445	445	445	101.14
	445	445	445	105.18
445	445	445	445	110.58
445	445			113.27
		445	445	115.97
445	445	445	445	121.36
445	445	445	445	126.76
	445	445	445	130.80
445	445	445	445	136.20
				136.20
445	445	445	445	141.59
445	445	445	445	146.98
				146.98
445	445	445	445	152.38
445	445	445	445	157.77
445	445	445	445	163.17
445	445	445	445	168.56
445	445	445	445	173.95
445	445			176.65
		445	445	179.35
445	445	445	445	184.74
445	445	445	445	190.14
445	445	445	445	195.53
				195.53
				195.53
				195.53
				195.53

Holidays/ Important Dates

Aug. 7 WNC Mini Session Starts (11-12)

Aug. 9-10 Onboarding & Training New Staff

Aug. 17 HS & Staff Pictures

Aug 14-17 Professional Development Days

Aug. 21 First Day of School (K-10)

Aug. 28 WNC Fall Semester Starts (11-12)

Sept. 4 Labor Day NO SCHOOL (K-12)

Sept. 21 Picture Day K-8

Sept 22 Friday Staff PD (data)

Oct. 20 Conferences (3-10)

Oct. 30 WNC Nevada Day (11-12)

TBD Book Fair (K-10)

Nov. 9 Trimester 1 Ends (K-2)

Nov. 20-24 Thanksgiving Break NO SCHOOL (K-10)

Nov. 22-24 WNC Thanksgiving Break (11-12)

Dec. 1 Conferences (K-2)

Dec. 18 WNC Fall Semester Ends (11-12)

Dec. 22 - Jan. 8 Winter Break (K-10)

Jan. 2 WNC Mini Session Starts (11-12)

Jan. 8 Return to School (K-10)

Jan. 11 Semester 1 Ends (3-12)

Jan. 15 MLK Day NO SCHOOL (K-12)

Jan. 22 WNC Spring Semester Starts (11-12)

Jan. 26 Friday Staff PD (data)

Feb. 19 President's Day NO SCHOOL (K-12)

Feb. 22 Trimester 2 Ends (K-2)

March 2 Conferences (K-7)

March 7 100th Day of School (K-10)

March 18-22 Spring Break NO SCHOOL (K-12)

March 1-May 27 Parents Grades 8-10 meet 1:1 with counselors to develop academic plan

April 16-19 Volunteer Appreciation Week

May 6-9 Teacher Appreciation Week

May 16 WNC Semester Ends (11-12)

May 23 WNC Graduation

May 23 Oasis Academy Graduation (Thursday 6 p.m.)

May 23 Last Day of School K-10

Contingency Days April 5, 12, 19

195.53

22-23 Oasis Academy K-1

[Calendar](#)
[Grade Levels](#)
[Schedule Structure](#)
[Terms](#)
[Periods](#)
[Days](#)

 Save Period Schedules
  New Period Schedule
  Delete Period Sched/Periods

Period Schedule Info				
*Name	*Sequence	Exception/Special Day	Instructional Minutes	School Day
Main	1	<input type="checkbox"/>	325	360

Period Info						
*Name	*Sequence	Start Time	End Time	Lunch Time	Non-Instructional	Responsive
X AM	1	08:00 AM	12:00 PM	35	<input type="checkbox"/>	<input type="checkbox"/>
X PM	2	12:00 PM	02:00 PM	0	<input type="checkbox"/>	<input type="checkbox"/>
X Reading	3			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X Writing	4			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X Math	5			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X Science	6			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X SocStudies	7			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X Art	8			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X Music	9			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X Robotics	10			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X LifeSkills	12			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X P.E.	13			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[Add Period](#)

Instructional Minutes Preference for 22-23 School Year

Exclude non-instructional periods
 Exclude non-instructional minutes

22-23 Oasis Academy 2

[Calendar](#)
 [Grade Levels](#)
 [Schedule Structure](#)
 [Terms](#)
 Periods
 [Days](#)

 Save Period Schedules
  New Period Schedule
  Delete Period Sched/Periods

Period Schedule Info				
*Name	*Sequence	Exception/Special Day	Instructional Minutes	School Day
Main	1	<input type="checkbox"/>	445	480

Period Info						
*Name	*Sequence	Start Time	End Time	Lunch Time	Non-Instructional	Responsive
<input checked="" type="checkbox"/> AM	1	08:00 AM	12:00 PM	35	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> PM	2	12:00 PM	04:00 PM	0	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Reading	3			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Writing	4			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Math	5			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Science	6			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> SocialStu	7			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Art	8			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Music	9			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Robotics	10			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> YouthPosi	11			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> LifeSkill	12			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> P.E.	13			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> LegoRobot	14			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Stu_Serv	15			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Instructional Minutes Preference for 22-23 School Year

- Exclude non-instructional periods
- Exclude non-instructional minutes

22-23 Oasis Academy 3-4

[Calendar](#)
[Grade Levels](#)
[Schedule Structure](#)
[Terms](#)
[Periods](#)
[Days](#)

 Save Period Schedules
  New Period Schedule
  Delete Period Sched/Periods

LegoRobot	LegoRobot
Stu_Serv	Stu_Serv

Period Schedule Info

*Name	*Sequence	Exception/Special Day	Instructional Minutes	School Day
Main	1	<input type="checkbox"/>	445	480

Period Info

	*Name	*Sequence	Start Time	End Time	Lunch Time	Non-Instructional	Responsive
X	AM	1	08:00 AM	12:00 PM	35	<input type="checkbox"/>	<input type="checkbox"/>
X	PM	2	12:00 PM	04:00 PM	0	<input type="checkbox"/>	<input type="checkbox"/>
X	Reading	3			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	Writing	4			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	Math	5			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	Science	6			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	SocialStu	7			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	Art	8			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	Music	9			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	Robotics	10			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	YouthPosi	11			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	LifeSkill	12			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	P.E.	13			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	LegoRobot	14			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	Stu_Serv	15			0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Instructional Minutes Preference for 22-23 School Year
 Exclude non-instructional periods

22-23 Oasis Academy 5-6

Calendar Grade Levels Schedule Structure Terms **Periods** Days

 Save Period Schedules
  New Period Schedule
  Delete Period Sched/Periods

5	5	5
6	6	6

Period Schedule Info				
*Name	*Sequence	Exception/Special Day	Instructional Minutes	School Day
Mon/Wed	1	<input type="checkbox"/>	445	480

Period Info							
	*Name	*Sequence	Start Time	End Time	Lunch Time	Non-Instructional	Responsive
X	0	1	07:00 AM	07:45 AM	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	AM	2	08:00 AM	12:30 PM	35	<input type="checkbox"/>	<input type="checkbox"/>
X	PM	3	12:30 PM	04:00 PM	0	<input type="checkbox"/>	<input type="checkbox"/>
X	1	4	08:00 AM	10:00 AM	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	2	5	10:00 AM	11:00 AM	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	Lunch	6	11:00 AM	11:45 AM	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	3	7	11:45 AM	01:00 PM	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	4	8	01:00 PM	02:30 PM	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	5	9	02:30 PM	04:00 PM	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	6	10	04:00 PM	07:00 PM	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Instructional Minutes Preference for 22-23 School Year
 Exclude non-instructional periods

22-23 Oasis Academy 7-8

[Calendar](#)
 [Grade Levels](#)
 [Schedule Structure](#)
 [Terms](#)
 [Periods](#)
 [Days](#)

 [Save Period Schedules](#)
  [New Period Schedule](#)
  [Delete Period Sched/Periods](#)

5	5	5
6	6	6

Period Schedule Info

*Name	*Sequence	Exception/Special Day	Instructional Minutes	School Day
Mon/Wed	1	<input type="checkbox"/>	445	480

Period Info

	*Name	*Sequence	Start Time	End Time	Lunch Time	Non-Instructional	Responsive
X	0	1	07:00 AM	07:45 AM	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	AM	2	08:00 AM	12:30 PM	35	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	PM	3	12:30 PM	04:00 PM	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	1	4	08:00 AM	09:50 AM	0	<input type="checkbox"/>	<input type="checkbox"/>
X	2	5	09:50 AM	11:30 AM	0	<input type="checkbox"/>	<input type="checkbox"/>
X	3	6	11:30 AM	01:00 PM	0	<input type="checkbox"/>	<input type="checkbox"/>
X	Lunch	7	01:00 PM	01:45 PM	35	<input type="checkbox"/>	<input type="checkbox"/>
X	4	8	01:45 PM	03:15 PM	0	<input type="checkbox"/>	<input type="checkbox"/>
X	5	9	03:15 PM	04:00 PM	0	<input type="checkbox"/>	<input type="checkbox"/>
X	6	10	04:00 PM	07:00 PM	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[Add Period](#)

Instructional Minutes Preference for 22-23 School Year
Exclude non-instructional periods

22-23 Oasis Academy 9-12

Calendar Grade Levels Schedule Structure Terms **Periods** Days

 Save Period Schedules
  New Period Schedule
  Delete Period Sched/Periods

Period Schedule Placement				
	M	T	W	R
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
Lunch	Lunch	Lunch	Lunch	Lunch
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7

Period Schedule Info				
*Name	*Sequence	Exception/Special Day	Instructional Minutes	School Day
M	1	<input type="checkbox"/>	445	445

Period Info							
	*Name	*Sequence	Start Time	End Time	Lunch Time	Non-Instructional	Responsive
X	0	1	07:00 AM	07:45 AM	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	1	2	08:00 AM	09:15 AM	0	<input type="checkbox"/>	<input type="checkbox"/>
X	2	3	09:15 AM	10:30 AM	0	<input type="checkbox"/>	<input type="checkbox"/>
X	3	4	10:30 AM	11:45 AM	0	<input type="checkbox"/>	<input type="checkbox"/>
X	Lunch	5	11:45 AM	12:20 PM	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X	4	6	12:20 PM	01:35 PM	0	<input type="checkbox"/>	<input type="checkbox"/>
X	5	7	01:35 PM	02:45 PM	0	<input type="checkbox"/>	<input type="checkbox"/>
X	6	8	02:45 PM	04:00 PM	0	<input type="checkbox"/>	<input type="checkbox"/>
X	7	9	04:00 PM	07:00 PM	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Instructional Minutes Conference for 22-23 School Year

Samantha Gomes
320 St. Clair Rd.
Fallon, NV 89406
(775) 423-5316

OBJECTIVE A challenging position that will both utilize and strengthen my first-hand knowledge of the educational field.

EXPERIENCE **Teaching:** Six years in an Early Childhood Special Education Classroom. Provided speech and language therapy in pull-out and inclusion models at the Churchill County School district (CCSD). Substitute in CCSD K-6th grade for the last 12 years.

Volunteer: Member of Oasis Academy School Board since 2011. Served as Vice President on this board for two years. Served as officer for the Parent-Teacher Organization at West End Elementary School (W.E.) I have also been the parent representative for the Budget Committee at CCSD. Member of the Parent Involvement committee at W.E. Served on the Master Plan Task Force for the CCSD.

Continuing Education:

2011 – Sensory Integration and Sensory Processing Disorders for Teachers and Parents.
Sensory Integration and Sensory Processing Disorders

2010 – Language Needs of At-Risk Children in Schools
Classroom Language Intervention: A How-To for SLPs
8th Grade Writing Proficiency Rubric

2009 – Nevada Reading Week Conference: Discover the Mysteries of the World – Read!
Sensory Integration (SI) and Sensory Processing Disorder (SPD)

2008 – Assessment and Treatment of Dyslexia and other Reading Language Disorders
Strategies to help SLPs support literacy skills
Guided Writing-Practical Strategies for Emergent and Developing Writers
(Grades K-2)

EMPLOYMENT Self-Employed – Farming (operating equipment, office work and managing a household.
SLP - providing speech and language services on an individual basis.

EDUCATION Master of Science Degree in Speech and Language Pathology
Certificate of Clinical Competency in SLP, Early Childhood Endorsement,
Autism Endorsement

COMMUNITY INVOLVEMENT Organize and Run “Boots and Britches” gymkhana events throughout the summer at the Churchill County Fairgrounds through Parks and Recreation.
Past Girl Scout leader

KATIE DAHL

1100 Whitaker Lane, Fallon, NV 89406 · (775) 423-2716

kdahl@dahlsrx.com

EXPERIENCE

OCTOBER 2017 – PRESENT

ADMINISTRATIVE ASSISTANT, DAHL'S PHARMACY

HUMAN RESOURCE & BOOK KEEPING

2010 – PRESENT

BOARD OF DIRECTORS, OASIS ACADEMY

BOARD VICE PRESIDENT & GOVERNANCE COMMITTEE CHAIR

JUNE 2008 – MAY 2009

SOCIAL WORKER, DIVISION OF CHILD AND FAMILY SERVICES

ADOPTIONS, CASE MANAGEMENT & CHILD PROTECTIVE SERVICES

JULY 2002 – MAY 2007

SOCIAL WORKER, TURNING POINT COUNSELING CENTER

CHILDREN'S MENTAL HEALTH

MAY 2000 – JULY 2002

SOCIAL WORKER, DIVISION OF CHILD AND FAMILY SERVICES

CASE MANAGEMENT & CHILD PROTECTIVE SERVICES

EDUCATION

MAY 2000

BACHELOR OF ARTS IN SOCIAL WORK, UNIVERSITY OF NEVADA, RENO

JUNE 1995

HIGH SCHOOL DIPLOMA, CHURCHILL COUNTY HIGH SCHOOL

SKILLS

- | | |
|--|--|
| <ul style="list-style-type: none">● Systems Focused● Working knowledge of Open Meeting Law● Board Roles and Responsibilities | <ul style="list-style-type: none">● Solution Oriented● Strengths Based● Assessment, Planning and Intervention Skills |
|--|--|

FRANK WOODLIFF III, AIA

BACKGROUND:

Mr. Woodliff is a lifelong resident of Fallon, Nevada, graduating from Churchill County High School in 1964. At the age of fifteen he started working with his father in the Woodliff Company, a family business started in Fallon in 1905. Mr. Woodliff is currently married to Sally S. Davis.

EDUCATION:

Mr. Woodliff received his Bachelor of Science degree in physics with a minor in business from Oregon State University in 1968. In 1969, Mr. Woodliff attended the U.S. Naval Officer Candidate School in Newport, Rhode Island. After serving in the U.S. Navy during the Vietnam War, he enrolled in the School of Architecture at the University of Utah, receiving a Masters of Architecture degree in 1976.

PROFESSIONAL BACKGROUND:

After completing graduate school, Mr. Woodliff opened his own residential design office in Fallon; as a licensed Residential Designer, he served two terms on the Nevada State Board of Architecture. In 1983 he joined the Carson City-based firm of Design Concepts West. After completing his internship period with DC West, Mr. Woodliff was licensed as an Architect in 1986. During his years with Design Concepts West, he served as office manager, both of the Carson City office and the Reno branch office. In 1991, Frank established his own design firm in Fallon, with offices located in the historic Woodliff Building on Maine Street. In addition to running his own business, Mr. Woodliff also took a management role in the Woodliff Company.

PUBLICATIONS AND STUDIES:

Mr. Woodliff has an ongoing interest in both passive and active solar design. While pursuing his Master's Degree at the University of Utah, Mr. Woodliff received a Federal Research Grant to study the use of solar energy in building design, which culminated in three articles in the Utah Architect during 1974 and 1975. While associated with DC West he authored, Passive Solar: The Workable Energy Alternative, a study and how-to manual for the Nevada Department of Community Services.

DESIGN EXPERIENCE:

During the course of his professional career, Mr. Woodliff has acted as principal designer and/or project manager on numerous projects reflecting the full scope and diversity of architectural planning, programming and design. He has provided architectural services to numerous private clients as well as Churchill County School District, CC Communications, Churchill County, and City of Fallon.

BOARD AND COMMISSION EXPERIENCE:

Nevada State Board of Architecture	Residential Designer
Nevada Home Health Services Board of Directors	President
Fallon Convention and Tourism Authority Board of Directors	Motel Representative
Chamber of Commerce Board of Directors	Treasurer
Churchill County Museum Association Board of Directors	President
CEDA Board of Directors	Chamber Rep.
City of Fallon Centennial Commission	Member
Mayor's NV 150 Commission	Member

LISA STOCKARD BIRD

5555 Vinewood Fallon, NV 89406

EDUCATION

- Master of Science in Literacy Education 2003 California State University, Fullerton
- Bachelor of Science in Elementary Education 1998 Brigham Young University, Provo
- Completed semester at BYU Jerusalem Center for Near Eastern Studies
- Completed semester at BYU London Center for Design and European History
- Completed semester at BYU Demonstration Teaching in Western Samoa

WORK EXPERIENCE

- **2018- PRESENT** WGU Eval & Records Workplace Excellence & Training Sr Manager
- **2016-2018-** WGU Evaluation Staffing Senior Manager
- **2007 to 2016-** WGU Evaluation Staffing Manager
- **2004 to 2007-** WGU Contract Evaluator
- **2004 to 2007-** Western Nevada College Adult Education Teacher
- **1998 to 2004-** Garden Grove Unified School Teacher
 - Teacher of Record for 1st, 2nd, 6th Grades
 - Hiring Committee Chair
 - Grade Level Chair
 - Student Council Faculty Leader
 - School Improvement Plan Committee Member
 - Student Intervention Team Chair
- **1998-** (International) Western Samoa Primary School 4th grade

ACTIVE CREDENTIALS

- ADKAR Certified (Change Management)
- Multiple Subject Teaching Credential
 - Valid through 8/1/2021
 - California License #160134183
- Specialist Instruction Credential in Reading Education
 - Valid through 8/1/2021
 - California License #160134184
- Cross-cultural, Language and Academic Development Certificate
 - Lifetime validation
 - California License #020233607

VOLUNTEER SERVICE

- **-2010 to PRESENT** - School Board Trustee for Oasis Academy Elementary School, Middle School and Oasis College Preparation Academy
- **-2011 to 2017** - AYSO Region 360 Board Member and Registrar
- **-1995 to PRESENT** – Church service including President of Youth Group, Secretary of Relief Society, Interfaith Council Member

E
D
U
C
A
T
O
R

Sage R. Hiibel, Ph.D.

1240 Lazy Heart Lane ~ Fallon, Nevada 89406
(775) 815-5345 ~ sagehiibel@yahoo.com

Professional Appointments

2014 – Current	Adjunct Faculty Member , Graduate Program of Hydrologic Sciences, University of Nevada, Reno
2012 – Current	Research Assistant Professor , Department of Civil and Environmental Engineering, University of Nevada, Reno
2009 – 2012	Postdoctoral Scholar , Biochemistry and Molecular Biology Department, University of Nevada, Reno, John C. Cushman Laboratory
2008 – 2009	Postdoctoral Research Associate , Artie McFerrin Department of Chemical Engineering, Texas A&M University, Thomas K. Wood Laboratory
2005 – 2008	Graduate Research Assistant (Ph.D.) , Chemical and Biological Engineering Department, Colorado State University
2003 – 2004	Graduate Research Assistant (M.S.), Chemical Engineering Department, University of Nevada, Reno

Education

Ph.D., Chemical Engineering, August 2008

Colorado State University, Fort Collins, CO 3.79 / 4.0 G.P.A.

Dissertation: *Development and Application of Microbial Community Profiling Techniques for Mine Drainage Bioremediation* Advisors: Dr. Kenneth F. Reardon and Dr. Amy Pruden

M.S., Chemical Engineering, December 2004

University of Nevada, Reno, Reno, NV 3.88 / 4.0 G.P.A.

Thesis: *Parameter Optimization of the Transesterification Reaction for the Production of Ethyl Ester Biodiesel* Advisor: Dr. Hatice Gecol

B.S., Chemical Engineering, May 2003

University of Nevada, Reno, Reno, NV 3.89 / 4.0 G.P.A. *Magna Cum Laude* with Honors

Honors Thesis: *Desalination Using Membrane Distillation and Solar Energy*

Teaching, Mentoring, and Professional Service

Teaching Experience

- Instructor and/or Letter of Appointment (University of Nevada, Reno)
 - CEE 204 – Natural and Engineered Environmental Systems
 - CEE 418/618 – Principles of Water-Quality Modeling
 - CEE 751 – Biological Unit Operations
 - CEE 752 – Physicochemical Unit Processes
 - CHE 475/675 – Principles of Bioengineering
 - CHE 485 – Separation Processes
 - CHE 791 – Special Topics in Chemical Engineering
- Graduate Teaching Assistant (Colorado State University)
 - CH 202 – Thermodynamic Process Analysis
 - CH 332 – Heat and Mass Transfer Fundamentals
 - CH 420 – Chemical Reactor Design
 - CH 442 – Separation Processes
 - CBE 443 – Mass Transfer and Separations Lab

Research Group and Student Advising

Ph.D. Students:

Kevin Salls	01/2015 – current	
Pranay Chakraborty	07/2015 – current	(with co-advisor C. Park, Mech. Eng.)
Guiying Rao	completed 2014	(co-advisor with A. Childress)

M.S. Students:

Ally Freitas 01/2014 – *current* (with co-advisor E. Marchand)
Coral Taylor 08/2015 – *current*

Undergraduate Students Participating in Funded Research

Ally Freitas (2012 – 2013) Kris Geiser (2014) Austin Krater (2013 – 2015)
Chris Kuhn (2014 – 2015) Curtis Marcille (2016- *current*) Jasmine Miller (2015)
Steven Musker (2015) Matt Paulsen (2014) George Pickard (2015 – *current*)
Kevin Salls (2014) Tom Stroud (2013 – 2014)

Graduate Student Committee Member

Hanie Haddadi (Ph.D., Mechanical Engineering, *current*)
Christine Hedge (Ph.D., Civil and Environmental Engineering, *current*)
Mi Lu (Ph.D., Chemical and Materials Engineering, *current*)
Akira Nordmeier (Ph.D., Chemical and Materials Engineering, *current*)
Ashok Padmaraju (M.S., Computer Science and Engineering, *current*)
Ashley Stafford (M.S., Computer Science and Engineering, *current*)
Helal Uddin (Ph.D., Chemical and Materials Engineering, *current*)
Rui Wu (Ph.D., Computer Science and Engineering, *current*)
Robert Zellers (M.S., Civil and Environmental Engineering, *current*)
Mark Mettler (M.S., Civil and Environmental Engineering, 2015)
Marcus Sacchetti (M.S., Chemical and Materials Engineering, 2015)
Rui Wu (M.S., Computer Science and Engineering, 2015)
Johnson Wang (M.S., Mechanical Engineering, 2014)
Helal Uddin (M.S., Chemical and Materials Engineering, 2013)

Other Mentoring

- Serve as mentor to high school intern through the Davidson Academy at the University of Nevada, Reno – Reno, NV (2015 – *current*)
- Serve as mentor to high school interns through the Washoe County School District's Gifted and Talented Education (GATE) Program – Reno, NV (2013 – *current*)
- Served as the University Mentor for Senior Projects to Quincy High School (Quincy, CA) seniors interested in pursuing science and engineering at the college level (2009 – *current*)
- Served as the postdoctoral mentor for three undergraduate students completing their Senior Thesis in the Cushman Lab – University of Nevada, Reno
 - Robert Cannon (B.S. Biochemistry, 2013), Brian Kelly (B.S. Biochemistry, 2011), Alexander Lewis (B.S. Biochemistry, 2010)

Community Mentoring

- Senior Partner to at-risk teen; Partners Mentoring Youth Program of Larimer County, CO (2007-2008)

Professional Service

- Judge for Nevada Regional High School Science Fair (2010) at Fernley, NV
- Conference President of 3rd Annual Water Environment Federation/American Water Works Association (WEF/AWWA) Regional Student Conference held May 19, 2006 at Colorado State University, Fort Collins, CO
- Ad hoc reviewer for the Journal of Applied Phycology, Biodegradation, Environmental Progress, Environmental Science and Technology, Fuel, International Journal of Environmental Research and Public Health, Journal of Environmental Quality, PLoS ONE

Research Funding

Pending

\$259,500 PI 2016-2018 NSF CBET Environmental Engineering
"Role of Methylation in Fate and Transport of Metals from Aquatic Ecosystems to Terrestrial Systems and Impacts of Use of Microalgae in Biofuel Production" with Dr. Mae Gustin -
submitted October 20, 2015

Current

\$14,999	Co PI	2015 – 2016	Barrick Goldstrike Mine “Barrick Microfiltration and Ultrafiltration Membrane Fouling” with Dr. Alan Fuchs
\$590,000	Co PI	2014 – 2016	USDA SUN Grant Program, Western Region “Distributed Power from Waste Biomass” with Dr. Charles Coronella, Dr. Victor Vasquez, Dr. Hongfei Lin, Dr. S Kent Hoekman, Dr. Reza Shekarri, Bo Kindred, Jay Davison, and Tom Price
\$20,000,000	Senior Personnel	2013 – 2018	NSF EPSCoR “The Solar Energy-Water-Environment Nexus in Nevada” with Dr. Gayle Dana, Dr. Robert Boehm, and Dr. Jaci Bautista
\$276,722	PI	2013 – 2016	NSF CBET Chemical & Biological Separations “Cell Sorting and Separation via High Frequency Dielectrophoresis” with Dr. Emil Geiger
\$499,743	Co PI	2012 – 2016	EPA Science To Achieve Results Program “Research and Demonstration of Innovative Drinking Water Treatment Technologies in Small Systems” with Dr. Amy Childress, Dr. Chanwoo Park, and Dr. Edward Kolodziej
\$1,355,016	Co PI	2012 – 2017	SERDP (DOD, EPA, DOE) “A Fully Integrated Membrane Bioreactor System for Wastewater Treatment in Remote Applications” with Dr. Amy Childress, Dr. Eric Marchand, Dr. Andrea Achilli, and Dr. Sachi Dash

Completed

\$149,990	Co PI	2013 – 2015	WateReuse “A Low-Energy Wastewater Treatment Process for Producing High Quality Water –Phase 2” with Dr. Eric Marchand and Dr. Andrea Achilli
\$1,355,000	Co PI	2010 – 2014	DOE “Advanced Heat/Mass Exchanger Technology for Geothermal and Solar Renewable Energy” with Dr. Miles Greiner, Dr. Amy Childress, Dr. Kwang Kim, Dr. Chanwoo Park, and Dr. Richard Wirtz

Professional Dissemination *(complete list available upon request)*

- 19 Peer Reviewed Publications in print
- 41 Conference Proceedings and Oral Presentations
- 24 Poster Presentations

Professional Memberships

- Association of Environmental Engineers and Science Professors (*AEESP*)
- American Institute of Chemical Engineers (*AIChE*)
- American Oil Chemists’ Society (*AOCS*)
- North American Membrane Society (*NAMS*)
- Society for Biological Engineering (*SBE*)
- Water Environment Federation (*WEF*)

Mark Feest
4141 Magnolia Road
Fallon, NV 89406
775-427-5950 * mark@markfeest.com

EDUCATION

MBA

Kelley School of Business, Indiana University.

Master of Science in Telecommunications Management

Oklahoma State University.

Juris Doctor

University of Utah, college of law.

Bachelor of Science, *cum laude*.

Utah State University.

EXPERIENCE

- Experienced in developing and implementing annual operating budget, associated work plan, and capital requirements plan; establishing an effective means of gathering and relaying appropriate financial and other control information to a Board.
- Managed all short and long-range planning, including financial and commercial affairs, property management, new and enhanced services, market status and customer demand, operation, personnel, organization, public relations, economic development efforts and diversification potential.
- Developed productivity measures for the various telecommunications functions and implemented performance goals and behavioral expectations resulting in a 69% increase in installation and trouble ticket productivity.
- Executed plan to expanded fiber network outside of company's previous ILEC footprint by over 1100%, resulting in increased net income from business connectivity services of over \$80,000 month in first month after completion.
- Developed strategic partnership with Switch SuperNap to sell DWDM services into the largest industrial park in the United States (T-RIC), and all points of presence on Reno to Las Vegas fiber route.
- Developed strategic partnership with Secundo Vita, LLC to bring Gigabit services, Unified Communications, IPTV and smart city telemetry and applications for Reno Redevelopment project.
- In FY 2016 decreased operating expenses by 4.57% while increasing revenue by 5.1%
- Regularly represent Incumbent Local Exchange Carrier, CMRS provider, certificated cable provider, and broadband provider before Nevada's Federal elected delegation, as well as other members and staff of key congressional committees.

- Achieved CETC status for rural cellular carrier providing over \$2 million of additional revenue to wireless subsidiary per year prior to asset purchase agreement.
- Represented ILEC, CMRS, IPTV provider, and Broadband provider before state legislature through submission of comments, testimony, and serving as a registered lobbyist.
- Drafted, reviewed, and negotiated telecommunications, cable, and public utility contracts for municipality and ILEC, including Interconnection, Franchise Agreements, Pole Attachment, Cellular Joint Space, and Technology Agreements.
- Board Member – Western Telecommunications Alliance (WTA) (2010-present).
- Board Member/President – Nevada Telecommunications Association (2014-2017, 2016-2017).
- Presenter – Next Generation Cities, Digital Southwest Conference (Mesa, AZ 2017).
- Panelist – Nevada Governors Economic Forum (UNR 2016).
- Panelist – NTIA Broadband Technology Opportunity Program (BTOP) roundtable, (Las Vegas Nevada March 17, 2009).
- Panelist – WTA Economic Development Roundtable (Phoenix, Arizona Fall 2007).
- Committee Member – United States Telecom, Legislative Tactics Committee (2003 -2007).
- Committee Member – United States Telecom, Regulatory Affairs Committee (2004-2007).
- Board Member – Greater Fallon Area Chamber of Commerce (2003-2007)(President 2005-2006, Vice President 2004-2005).
- Board Member – Churchill Senior Citizens Coalition (2014 – present).
- Board Member – Churchill Economic Development Authority (2005-2006).
- Board Member – CEDA Business Council (2014 – present).

PERTINENT EMPLOYMENT

CEO/General Manager – CC Communications. Fallon, NV. December 2012 – present.

General Counsel and Director of External Affairs – CC Communications. Fallon, NV. May 2006 – December 2012.

General Counsel – CC Communications. Fallon, NV. June, 2001 – May 2006.

Adjunct Faculty, Business Law – Western Nevada College. Fallon, NV. August, 2001 – December 2012.

Senior Civil Deputy District Attorney – Churchill County, NV. June, 2001 – October 2003.

Hearing Officer – Salt Lake County Tax Administration. June, 1998 – June, 2001.

US Army. November 1998 – April 2004

Anne Bloomfield

1525 Bafford Lane
Fallon, NV 89406

Phone (775) 294-4307
Email 3bloomfields@gmail.com

Education

B.S. Elementary Education, North Adams State College (Massachusetts College of Liberal Arts) North Adams, MA 01247	June 1, 1985
Learning Handicapped Credential, University of California Riverside Extension Riverside, CA 92521	April 1991

Work History

Public Charter School

2nd Grade Teacher, Oasis Academy	2014-2022
----------------------------------	-----------

Churchill County School District, Fallon, NV 89406

3rd Grade Teacher, Lahontan Elementary	2012-2014
--	-----------

2nd Grade Teacher, West End Elementary	2006-2012
--	-----------

2nd Grade Teacher, E.C. Best Elementary	2001-2006
---	-----------

Resource Teacher, Lahontan Elementary	1999-2001
---------------------------------------	-----------

Beaumont Unified School District, Beaumont, CA 92223

3rd Grade Teacher, Chavez Elementary	1998-1999
--------------------------------------	-----------

Corona-Norco Unified School District, Corona, CA 91720

Resource Teacher, Norco and Stallings Elementary	1993-1994
--	-----------

Learning Handicapped Teacher, Norco Elementary	1990-1993
--	-----------

4th/5th and 4th Grade Teacher, Norco Elementary	1985-1990
---	-----------

Related Experience and Classes

Mathematics

Singapore Math Training	2019
-------------------------	------

Book Study <u>Balanced Math</u>	2017-2018
---------------------------------	-----------

Nevada Mathematics Project	2016-2017 (summers)
----------------------------	---------------------

Book Study <u>Accessible Mathematics</u>	2014-2015
--	-----------

Math Conference, Las Vegas	2014
----------------------------	------

Language Arts/Writing/Reading

Book Study <u>The Writing Revolution</u>	2021-2022
Book Study <u>Write Like This</u>	2015-2016
Co-Teacher of CCSD Daily 5/CAFE Class	2012
Daily 5/CAFE Training	2012
Lucy Culkins Writer's Workshop Training	2011-2012

Other

National Charter School Conference	2019
NSTA Conference	2018
Book Study <u>Teach Like a Champion 2.0</u>	2018-2019
Book Study <u>Teach Like a Champion</u>	2017-2018
TRIBES Training	2010-2022
Summer School	2015-2017

References available upon request

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: M. Macheda
Date: 9-21-22

Signature of President/Chair of Governing Body: Samantha S. Gomez
Date Governing Body voted to approve application for renewal: 9-21-22