

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2022 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

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

For the: **Strong Start Academy Elementary School**

Date Submitted:

Current Charter Contract Start Date: 7/1/2022

Charter Contract Expiration Date: 6/30/2029

Key Contact: Lorna James-Cervantes

Key Contact title: Board President

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Date of School Board approval of this application: 11/10/2022

Deadlines

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

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

¹ Notice or Letter of Intent

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

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

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Introduction

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

The SPCSA have now add a new, brief, simple guidance section to this application. This next section is designed to provide guidance and processing steps to schools for applying for most frequently requested RFA applications.

If you're submitting RFAs in one of these areas, the following guidance may help you prepare and process your application faster

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

Most Frequent Request For Amendment Applications

Here are the four most frequently Request For Amendment (RFA) application types submitted to the Authority for approval by the SPCSA board. If you are requesting one of these RFA types, then you may follow the below described abbreviated process.

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

Below are the processing requirements of the RFA types above. Complete the following check marked items (☒) from the overall application requirements list below. You do not need to respond to the unchecked areas.

Sections Required

The below focused requirements are only for schools seeking approval for the above RFA types. RFAs for Facility acquisitions or expansions have additional requirements described below:

- Executive Summary
- Meeting The Need
 - Expansions to new grade levels or new campuses must complete the Meeting the Need section.
 - Lottery RFAs must include Meeting the Need section for relevant sections.
 - Academic Plan (required if expanding to new grades that are currently not being offered)
- Financial Plan
 1. Not required for Dual Credit or Distance Education RFAs assuming fiscal cost impacts less than 5%.
 2. Enrollment RFAs: complete the tab labeled “General” in the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the RFA.
 3. Facility RFAs: complete the appropriate tab under the “**Facilities**” section below including the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the facility RFA.
- Operations Plan
- RFA Specific Sections (as applicable for your RFA, as opposed to General Sections). This includes completing the “**Facilities**” related RFA section below.

All other amendment types require applicants to complete each applicable section below. Should you have questions, please reach out to Mike Dang for further guidance.

Section I: Standard RFA Requirements

A) EXECUTIVE SUMMARY

Required for all submissions. 4 Pages or less per RFA, If your RFA submission includes more than one requested change, this must be listed in the Executive Summary. Should you have questions, please contact Mike Dang.

Provide a brief overview of your school, including:

1. Identification of the school, its location(s), enrollment(s)(most recent ADE quarter), brief history, brief description of its board members and key leadership team members

Strong Start Academy Elementary School’s (SSAES) charter application was approved in January 2022. The Board of Directors have secured a lease at one permanent location, the Tony Hsieh Education Center at 310 S. 9th Street in Downtown Las Vegas. The City of Las Vegas has leased the building to Strong Start Academy and has committed to providing maintenance, security, and improvements to the building as needed. SSAES opened in August 2022 with three classes of students in kindergarten and two classes in 1st and 2nd grades, and third, fourth, and fifth grade classes will be added one grade at a time in each of the subsequent three years. A total of 81 students are currently enrolled at Strong Start Academy. Based on current enrollment numbers, the school is seeking a contract amendment to adjust maximum enrollment for the 2022-2023 school year at 85 students. Class sizes are capped at 20 students per class and all students are engaged in a dual language educational model. The school leadership team is committed to hiring bilingual, TESL/bilingual endorsed teachers. The Board is comprised of a highly qualified set of individuals including experienced, bilingual educators, college professors, human resources experts, and a parent. The Leadership Team includes a highly qualified and experienced Executive Director, several highly experienced educational consultants, and a team of teacher leaders.

2. Statement and overview of the mission and vision

Vision: Strong Start Academy Elementary School is a culturally diverse learning community that prepares children to excel academically in two languages and have a positive impact on an increasingly evolving and global society.

Mission: The mission of Strong Start Academy Elementary School is to provide equitable, high- quality academics as we prepare our bilingual, civic-minded thinkers to maximize their potential in their community and the world.

Students deserve equal access to opportunity and high-quality education, regardless of the zip code in which they live, the color of their skin, their gender, the language they speak, or their country of origin. Strong Start Academy Elementary School (SSAES) believes that every child has the ability to excel given the right supports, and that all students have talents that can grow through formal learning. SSAES will equip students with the knowledge, skills, and mindsets they need to put their learning to use as active citizens. SSAES want students to love coming to school each day because they feel valued, safe, supported, and respected by peers and faculty. The goal of SSAES is to holistically cultivate the academic ground for these students with a rigorous and innovative academic experience. SSAES will promote student achievement in a safe and enriching learning environment where students will develop a sense of purpose and become responsible, independent life-long learners.

3. Specific statement of the request

The Board of the above-named charter school, operating under a current contract with a start date of March 1, 2022 and a six-year expiration date of June 30, 2029 requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following:

- 1. Dual-Credit Programs
- 2. EMOs: Amend charter contract with an EMO or CMO
- 3. Enrollment: Expand enrollment in existing grades and facilities
- 4. Enrollment: Expand enrollment in new grade levels
- 5. Enrollment: Eliminate a grade level or other educational services
- 6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment
- 7. Facilities: Occupy additional sites
- 8. Facilities: Relocate or consolidate campuses
- 9. Facilities: Occupy a temporary facility
- 10. Other (specify): **Enrollment contraction capped at 85 students**

(See full list above of RFA amendment types)

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

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

SSAES is seeking this change based on current enrollment data. There are currently 81 students enrolled in grades kindergarten through second grade, therefore we are seeking to cap enrollment for the 2022-23 school year to 85 students. The reduced enrollment was directly linked to the fact that it took until June 14 for the Board to secure a contract at our current school site. The late date caused a number of parents to rethink enrolling their children at Strong Start Academy for the 2022-23 school year. To combat lower enrollment, we have contracted Graphicka to assist the school in marketing the school within our targeted communities and open social media links to assist parents with enrolling their children in the school. We are also working to create an Outreach Specialist position for a staff member to reach out directly to targeted families in support of enrolling their children at the school. The Executive Director will also provide presentations at Strong Start Academy Pre-Schools to strengthen the transition from pre-schools to kindergarten. With these measures in place, we believe we will maintain enrollment of 80-85 students in the 2022-23 school year and reach enrollment of 180 students for the 2023-24 school year once third grade is added.

5. Description of proposed target model and target communities **No change**

6. Statement of outcomes you expect to achieve across the network of campuses **No change**

7. Key components of your educational model for the expanded school **No change**
8. Describe the charter school’s plan to ensure that proper restorative justice principles are practiced. Describe plans, including record keeping, to monitor for potential disproportionate discipline practices. **No change**
9. Describe the charter school’s plan to ensure enrollment diversity and equity, commensurate with the neighborhood and zip codes it serves. Include plans to close any proficiency gaps among diverse student groups (ex. race/ethnicity, FRL, EL, IEP) as well as family and community engagement strategies. **No change**
10. The values, approach, and leadership accomplishments of your school or network leader and leadership team **No change**
11. Key supporters, partners, or resources that will contribute to your expanded school’s success. **No change**

NOTES

1. **For all remaining General Requirements Sections:** Complete and submit all RFAs by answering remaining General Requirements Section questions.
2. **Indicate “No change” for any below requested response that has not changed from your charter school contract.**
3. **Indicate “N/A” for any below requested response in this General Requirements Section that is not applicable to your request. Applicants do not need to respond “N/A” to any Specific Requirements RFA section for which they are not applying.**
4. *If your school is seeking an amendment outside of the Fall or Spring Amendment Cycle, please include at the front of the application:*
 - a. *Letter from the Board chair requesting Good Cause Exemption;*
 - b. *Agenda for the Board Meeting where Board voted to request the Good Cause Exemption; and*
 - c. *The draft or approved minutes for the Board Meeting where the Board voted to request the Good Cause Exemption.*
5. **To expand any closed section(s) below, put your cursor on the left side of a heading below and click the triangle (▲) left of that heading.**

B) MEETING THE NEED

TARGETED PLAN

- (1) **Identify the community you wish to serve** as a result of the expansion or RFA and describe your interest in serving this specific community.
- (2) **Explain how your expansion model or RFA, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.**

GROWTH RATE AND RATIONALE

- (1) **Specifically identify the key risks associated with this growth plan** and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social

enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them.

Examples may include:

- a. Inability to secure facilities/facilities financing;
 - b. Difficulty raising philanthropic funding;
 - c. Insufficient talent pipeline/difficulty recruiting faculty;
 - d. Insufficient leadership pipeline/difficulty recruiting school leaders;
 - e. Misalignment between the founding school and leader and new campuses and leaders, and;
 - f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.**
- (2) Discuss lessons learned during the school’s past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

PARENT AND COMMUNITY INVOLVEMENT

- (1) Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed expansion of the school.**
- (2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved** through the opening of the new campus(es) or grade levels. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?
- (3) Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles).** Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.
- (4) Discuss the community resources that will be available to students and parents at the expanded school.** Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school’s core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as an **Attachment ___**, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.
- (5) Describe the school’s ties to and/or knowledge of the target community.** How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?
- (6) Identify any organizations, agencies, or consultants that are partners in planning and expanding the school,** along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school’s development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

C) ACADEMIC PLAN

MISSION & VISION

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

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

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

CURRICULUM & INSTRUCTIONAL DESIGN

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

(1) Historical Performance

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

(2) Academic Vision and Theory of Change

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

(3) Performance Management

- a) **Measuring Progress:** Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole.
 - a. What performance management systems, processes, and benchmarks will the school use to formally assess this progress?
 - b. Explain how the school addresses underperformance and describe the corrective action plan procedures.
- b) **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.

- c) **College Readiness (HS Only):** Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.
- d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?
- e) **Compliance:** Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnv.gov/content/Grocers/Alignment_Template.xlsx) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.
- f) **Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.
- g) **Remediating Academic Underperformance:** Describe the school’s approach to help remediate students’ academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1 of the expansion, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?
- h) **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students’ access to the general education curriculum in the least restrictive environment, and fulfill NV’s required Response to Intervention model.
- i) **Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?
- j) **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school’s comprehensive strategy to ensure that all pupils are making accelerated academic progress.
- k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

- a) Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.
- b) Describe the structure of the school day and week for both the proposed new grades and for existing grades. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school’s daily and weekly schedule will be optimal for the school model and for

student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

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

DISTANCE EDUCATION

(Distance Education Expansion Amendments)

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

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

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

PRE-KINDERGARTEN PROGRAMS

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

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

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

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS

(New High School Amendments Only)

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

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

SPECIAL POPULATIONS

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

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

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

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

Special Education

- (1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.
- (2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?

- a) (*Elementary Schools Only*) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?
 - b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?
- (3) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?
- a) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.
- (4) Enrollment: Describe the school’s strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?
- (5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

Staffing

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

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

D) FINANCIAL PLAN

This section must be completed for all applications.

- (1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
- (2) Depending on the type of RFA requested, staff may require applicant to submit additional documentation regarding the potential fiscal impact of the proposed changes. Fiscal impact documentation is required for all facility acquisition/construction RFAs.
- (3) **Attachment ____**. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
 - (a) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of **Attachment ____**. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
 - (b) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
 - (c) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
 - (d) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
 - (e) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
- (4) Submit a completed financial plan for the proposed school as an **Attachment ____** (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
- (5) Submit, as an **Attachment ____**, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
- (6) Provide, as an **Attachment ____**, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
- (7) Complete the audit data worksheet in **Attachment ____**. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment ____**.
- (8) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to

support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

- (9) Describe the campus, school, and any management organization distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.

E) OPERATIONS PLAN

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

1. Historical performance
 - (a) Performance Data: schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority’s eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state. Please provide a narrative demonstrating that the school meets the organizational criteria for approval.
 - (b) Interventions: Please explain any past organizational/compliance performance that has not met expectations. How did the governing body diagnose the under-performance, how were appropriate intervention(s) determined by the governing body, how are they being implemented by staff, and how is the governing body monitoring implementation of the interventions on a monthly basis?
 - (c) What are the key areas in which the existing school or schools/campuses need to improve, as determined by the governing body, and what are the priorities to drive further success?
2. Organization governance structure & board development:
 - (a) Describe how the organization’s governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board’s roles and responsibilities, and the Board’s development priorities and (2) the Board’s relationship to individual campuses
 - (b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.
 - (c) Identify any Board development requirements relative to the organization’s governance needs at each stage of growth.
 - (d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.
3. Organization charts and decision-making authority:
 - (a) Provide the following organizational charts:
 - (i) Current
 - (ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)
 - (iii) Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

The organization charts should represent all national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an education management organization or other management provider, clearly show the provider’s role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable.*

4. Describe the proposed organizational model; include the following information:

- a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an **Attachment** ___)
 - b) Resumes of all current leadership (provide as an **Attachment** ___).
 - c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment** ___)
5. Describe the leadership team’s individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:
 - (a) School leadership;
 - (b) School business operations and finance;
 - (c) Governance management and support to the Board;
 - (d) Curriculum, instruction, and assessment;
 - (e) At-risk students and students with special needs;
 - (f) Performance management; and
 - (g) Parent and community engagement.
 6. Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as an **Attachment** ___).
 7. Explain your school leader’s role in the successful recruitment, hiring, development and retention of a highly effective staff.
 8. Explain your campus instructional leader’s role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader’s guidance?
 9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

LEADERSHIP FOR EXPANSION

- a) Describe the operator’s current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.
- b) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as an **Attachment** ___). Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
- c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment** ___) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2023-24 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2024-2025 school year and to add additional criteria to the pre-opening requirements for such campuses.

STAFFING

- a) **Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file,** indicating projected staffing needs for the proposed campuses over the next six years. Schools should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans.

Sample Excerpt—Complete using Excel file

Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Management Organization Positions						
<i>Complete this form using the Excel file</i>						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						

HUMAN CAPITAL STRATEGY

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

- a) **Recruitment:** Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.
- b) **Leadership Pipeline: Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:**
 - 1) How the school plans to identify leadership internally and externally;
 - 2) Who will be responsible for hiring leaders;
 - 3) Formal and informal systems that will prepare leaders for their responsibilities;
 - 4) The school’s philosophy regarding internal promotions;
 - 5) The timing for identifying leaders in relation to the launch of a new campus; and,
 - 6) Internal or external leadership training programs.
- c) **Professional Development:** Identify the school’s plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.
- d) **Performance Evaluations and Retention:** Identify the school’s approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?
- e) **Compensation:** Explain the board’s compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.

SCALE STRATEGY

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

Function	Mgt Org Decision-Making	Network Leader Decision-Making	Board Decision-Making	Campus Leader Decision-Making
Performance Goals				
Curriculum				
Professional Development				
Data Mgt & Interim Assessments				
Promotion Criteria				
Culture				
Budgeting, Finance, and Accounting				
Student Recruitment				
School Staff Recruitment & Hiring				
HR Services (payroll, benefits, etc.)				

Development/ Fundraising				
Community Relations				
IT				
Facilities Mgt				
Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

STUDENT RECRUITMENT AND ENROLLMENT

Like all public schools, public charter schools must be open to any such child, regardless of that child’s race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

- a. Explain the plan for student recruitment and marketing for the new campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.
- b. Provide a detailed discussion of the school’s track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school’s past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison, to the school’s current zoned schools.
- c. Detail how the school’s programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a

broad spectrum of student needs; (4) a weighted lottery² which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.

- d. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.
- e. What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.
- f. What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?
- g. Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?
- h. Complete the following tables for the proposed school to open in 2023-24. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2023 and fall 2024.

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

Sample Excerpt

Grade Level	Number of Students				
	2023-24	2024-25	2025-26	2026-27	2027-28
Pre-K					
K					
1					
2...					
10					
11					
12					
Total					

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

Sample Excerpt

Grade Level	Number of Students				
	2023-24	2024-25	2025-26	2026-27	2027-28
Pre-K					
K...					
12					
Total					

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

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

Sample Excerpt

Grade Level	Number of Students				
	2023-24	2024-25	2025-26	2026-27	2027-28
Pre-K					
K					
12					
Total					

- a. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.
- b. Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.
- c. Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

BOARD GOVERNANCE

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

- i. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- j. Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.
- k. Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment** ____). Please note that at least 75% of new board members for SY 2023-2024 must be identified at the time of the submission of the expansion request.
- l. Provide, as part of **Attachment** ____, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member’s resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.
- m. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?

- n. Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.
- o. Describe the board’s history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?
- p. Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.
- q. Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.
- r. Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school’s governing body and leadership.
- s. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.
- t. What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

Goal	Purpose	Outcome Measure

INCUBATION YEAR DEVELOPMENT (for approved schools that have not yet opened)

- a. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2022-2023) to ensure that the school is ready for a successful launch in fall 2023. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment** ____.
- b. Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.
- c. Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

SCHOOL MANAGEMENT CONTRACTS

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

- a. How and why was the EMO or CMO selected?
- b. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- c. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- d. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- e. Please provide the following in **Attachment** ____:
 1. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
 2. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;
 3. As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school’s mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board’s primary evaluative tool for the education management organization.
 4. Documentation of the service provider’s for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
 5. Provide a brief overview of the EMO/CMO's history.
 6. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for

the current leader of the school’s authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shortened or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

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

SERVICES

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

information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

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

ONGOING OPERATIONS

1. SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?
2. Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.

Section II: SPECIFIC RFA SECTIONS

RFA: Academic Amendments

1. RFA: Add Distance Education

- a. Executive Summary
 - i. An overview of the mission and vision for the expanded school or network, noting any revisions to the approved mission and vision for the school relating to the addition of a distance education program.
 - ii. A list of the current school campuses
 - iii. Proposed model and target communities by zip code
 - iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.
 - v. The key components of your educational model and how the distance education program aligns with the educational model.
 - vi. Key supporters, partners, or resources that will contribute to the distance education program
- b. Targeted Plan
 - i. Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.
 - ii. Explain how your distance education model, and the commitment to serve the population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.
- c. Distance Education Requirements

- i. Describe the system of course credits that the school will use.
 - ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.
 - iii. Describe how the school will ensure students participate in assessments and submit coursework.
 - iv. Describe how the school will conduct parent-teacher conferences.
 - v. Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.
- d. Special Education
- i. For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum.
 - ii. What systems will you put in place to ensure that staff members are knowledgeable about all legal distance education requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?
- e. Scale Strategy
- i. Describe the steps that you will take to scale your model to new sections, including the people involved and the resources contributed both by the founding campus and the new distance education program.
 - ii. If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.
- f. Student Recruitment and Enrollment
- i. Explain the plan for student recruitment and marketing for the new distance education program that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.
 - ii. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting distance education applications and how long the window will last prior to conducting a lottery.
 - iii. What distance education enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination?
- g. Services
- i. Provide a description of how the school leadership team will support the distance education operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.
 - ii. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.
- h. Financial
- Describe the costs associated with the inclusion of the Distance Education program including technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers,

switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

2.RFA: Add Dual-Credit Program

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

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

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

3.RFA: Change Mission and/or Vision

For an RFA to accomplish this objective:

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

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

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

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

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

a) School Management Contracts

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

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

b) Financial Plan

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

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

Attachments Necessary for EMO Amendment

- 1) A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
- 2) Agenda for Board Meeting Where Board Voted to Request an Amendment to Contract with an Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 3) Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Contract Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 4) Final Term Sheet
- 5) Final, negotiated and executed contract between charter school and educational management organization which complies with NRS 388A, NAC 388A and all other applicable laws and regulations.

- 6) A term sheet signed by the Chief Executive Officer of the Service Provider setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- 7) Crosswalk of academic, organizational, and financial framework deliverables under the charter contract which will be delegated to or supported in whole or in part by the Educational Management Organization.
- 8) Documentation of Service Provider’s non-profit or for-profit status
- 9) Documentation of Service Provider’s authorization to do business in Nevada (e.g. current business license)
- 10) Budget Narrative
- 11) School Budget
- 12) Network Budget
- 13) Historical Audits
- 14) Audit Data Worksheet
 - (a) Academic Performance Worksheet
 - (b) Good Cause Exemption Letter
 - (c) A final crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school’s mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board’s primary evaluative tool for the education management organization.

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

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

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

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

Year						
Enrollment						

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

Year						
Enrollment						

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

For an RFA to accomplish this objective:

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

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

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

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

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

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

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

8. RFA: Lottery: Change(s) in Charter Lottery Policy No change

The SPCSA considers changes to the admission process for sponsored schools to be a material amendment to their charter contract.

To incorporate a weighted lottery program, a Request For Amendment must present, in at least three to five narrative pages, plus any spreadsheet, a description of the following:

1. The current academic model including current student demographics and academic performance, including performance by student group,
2. An updated Meeting the Need section noting relevant sections and changes. The projected impacts from the proposed weighted lottery on student demographics,
3. How the school will ensure strong academic results for all students, including any adjustments to the school model and/or staffing to account for expected changes in student demographics,
4. A summary of the current fiscal state of the school under the current model, such as by a copy of the current school budget, and
5. A summary of the projected fiscal impact to revenues, expenditures, reserves, and surplus (deficit).

Additionally, include a copy of the current lottery policy as well as a copy of the charter school board-approved, proposed weighted lottery policy.

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

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

Attach a revised student enrollment form to be used under the proposed policy³.

Facility RFAs No change

General Facility RFA requirements No change

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

³ Note: if the charter/network is proposing a weighted lottery, additional information asked of students and families should be clearly labeled as optional.

- d) Debt to Asset Ratio (D/A)
 - e) Debt (or Lease) Service Coverage Ratio (DSCR or LSCR)
5. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, provide only the relevant post construction, post renovation items described below:
- a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility.
 - b) A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.
 - c) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.
 - d) A copy of the floor plan of the facility and all other documentation required pursuant to NAC 388A.315 ("Request to occupy new or additional facility"). Include notations of all included campus facilities with a table or statement describing **the square footage** of the facility AND an assurance the school will submit any final versions of the documentation called for here and in NAC 388A.315.
 - i) Include conditioned space square footage, total campus acreage acquired/ under control of the school. (Do not simply refer reviewers to architectural drawings which may or may not include specific dimensions.)
 - e) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** ____.
 - f) A copy of the Certificate of Occupancy at **Attachment** ____.
 - g) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as an **Attachment** ____.
 - h) The most recent project schedule showing milestone dates including Temporary and Final Certificates of Occupancy, other governmental permits, waivers, modifications or variations which may be required and their planned approval dates.
 - i) If the landlord or owner is under contract to deliver the facilities ready for occupancy then indicate "N/A"...If the school is managing the tenant improvements, then provide documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315388A.315 as an **Attachment** ____.
 - j) A copy of the school's traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.
6. If a proposed facility has **NOT** been identified or the proposed facility **requires any construction or renovation** prior to the commencement of instruction, please provide:
- a) Either a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** ____ OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as an **Attachment** ____.
 - b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** ____ OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as an **Attachment** ____.
 - c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval

prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** ____ OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance that the school will submit final documentation in compliance with NAC 388A.315 as an **Attachment** ____.

- d) Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** ____ OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** ____.
- e) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment** ____.
- f) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment** ____.
- g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315 as an **Attachment** ____.
- h) The organization's plans/methods to finance these facilities, including:
 - i) Whether the school is seeking:
 - (1) A loan (CDFI or other),
 - (a) For Construction financing,
 - (b) For Permanent financing,
 - (c) Refinancing
 - (2) Bond Financing,
 - (a) For Construction financing,
 - (b) For Permanent financing,
 - (c) Refinancing
 - (d) Tax-exempt
 - (e) Rated
 - (f) Privately placed
 - (3) Identification and description of bond instrument terms, including a schedule showing planned face amount, years/term to maturity, coupon/interest rate(s).
 - (4) A schedule of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.
 - i) Comparison schedule/table (using SPCSA MS Excel file to be completed and returned in working MS Excel file format) showing for the first five years from issuance the current full lease rates and conditioned space square footage information compared to the post issuance conditioned space annual payment schedule and square footage with amortization table showing principal and interest payments and principal balance, as well as any balloon or graduated payment increases and refinancing. (A 3 year requirement described earlier in this

document regards the SPCSA financial performance ratings model compared with this 5 year comparison of facility costs under current and proposed conditions).

- j) What is the required “breakeven” enrollment number of students for the project to be feasible, as well as the breakeven percentage of the planned enrollments (Breakeven Enrollment/ Planned Enrollment), (e.g., “Breakeven Enrollment to Planned Enrollment is 380/420, or 90%”)?
 - i) State the planned total classroom student capacity of the new facilities (e.g., “24,750 sqft total planned for up to 450 students at 55 square feet per pupil”).
 - k) Will the financing/refinancing trigger any prepayment penalties? Yes, No.
 - i) If “Yes”, describe the amount.
 - l) May any interested parties be entitled to receive any success fees, loans, real estate or other equity interests or other financial interest(s) or gain from this transaction? Yes, No. If so, please identify the parties and describe the interest(s).
 - m) Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.
 - n) Identify and describe recurring costs which will now be directly borne by the applicant which may currently be part of the applicant’s facility costs, such as utility and Common Area Maintenance costs and/or reserve expenses.
 - o) Information (e.g., broker offering statements, web pages) on at least two comparable facilities considered/reviewed including location, acreage, square footage, cost/lease rates or purchase price of those facilities.
 - p) Financing and financing assumptions. If leases will be used, show the year over year lease rates and lease escalator percentage rate(s) on unabated as well as abated rents, if applicable.
 - q) Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to NRS 388A.565.
 - r) A copy of the school’s traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.
7. For schools which are seeking to occupy multiple facilities over several years, list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.
- a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.
 - b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of an **Attachment** ____. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of **Attachment** ____.

Facility RFA Attachments required No change

CLV Strong Start Academy Elementary School
Multi-year Projection - Proposed Amendment
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	Budget						Assumptions
	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27	Year 6 2027-28	
SUMMARY							
Revenue							
Revenue from Local Sources	1,738,189	1,300,000	1,300,000	1,350,000	1,400,000	1,412,457	
State Revenue	619,903	1,412,985	1,962,887	2,470,081	2,685,545	2,999,550	
Federal Revenue	734,622	385,901	373,618	466,849	497,059	560,080	
Total Revenue	3,092,714	3,098,886	3,636,506	4,286,930	4,582,604	4,972,087	
Expenses							
Personnel Services-Salaries	1,232,261	1,429,397	1,713,719	1,997,130	2,194,613	2,437,452	
Personnel Services-Employee Benefits	530,651	626,908	775,188	918,040	1,011,551	1,138,310	
Professional and Tech Services	694,252	373,436	310,896	333,199	359,512	384,917	
Property Services	115,018	91,658	100,280	109,336	112,616	115,994	
Other Services	52,802	59,113	69,747	80,768	86,711	95,362	
Supplies	563,732	391,093	485,019	675,662	658,189	739,954	
Debt Service and Miscellaneous	550	567	583	601	619	638	
Total Expenses	3,189,266	2,972,171	3,455,432	4,114,737	4,423,810	4,912,626	
Operating Income	(96,552)	126,715	181,074	172,194	158,793	59,461	
Fund Balance							
Beginning Balance (Unaudited)	792,485	695,933	822,648	1,003,722	1,175,915	1,334,709	
Audit Adjustment							
Beginning Balance (Audited)	792,485	695,933	822,648	1,003,722	1,175,915	1,334,709	
Operating Income	(96,552)	126,715	181,074	172,194	158,793	59,461	
Ending Fund Balance	695,933	822,648	1,003,722	1,175,915	1,334,709	1,394,169	
Total Revenue Per ADE	36,385	17,216	15,152	14,290	14,321	13,811	
Total Expenses Per ADE	37,521	16,512	14,398	13,716	13,824	13,646	
Operating Income Per ADE	(1,136)	704	754	574	496	165	
Fund Balance as a % of Expenses	22%	28%	29%	29%	30%	28%	

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	Budget						Assumptions
	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27	Year 6 2027-28	
Key Assumptions							
Enrollment Breakdown							
K	45	60	60	60	60	60	
1	20	60	60	60	60	60	
2	20	20	60	60	60	60	
3	-	40	20	60	60	60	
4	-	-	40	20	60	60	
5	-	-	-	40	20	60	
Total ADE	85	180	240	300	320	360	
Demographic Information							
# Free & Reduced Lunch	77	163	217	271	289	325	91%
# ELL	43	91	121	151	161	181	51%
# SpEd	10	21	28	35	37	42	12%
# New Students	85	95	60	60	20	40	

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		Budget						
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Assumptions
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	
REVENUE								
Revenue from Local Sources								
1900	Other Local Revenue	646	-	-	-	-	-	
	000-Freight shipment refund	646	-	-	-	-	-	
1920	Contributions and Donations From Private Sources	1,737,543	1,300,000	1,300,000	1,350,000	1,400,000	1,412,457	
	100-City of Las Vegas annual commitment (\$900k for next 5 years)	-	900,000	900,000	900,000	900,000	900,000	Committed \$900k/year through term of charter (6 years)
	100-City of Las Vegas - in lieu of ARP ESSER	4,000,000	-	-	-	-	-	
	100-City of Las Vegas - move amount to be spent after Y1, Y2-3 timing estimated	(2,262,457)	400,000	400,000	450,000	500,000	512,457	Total CLV Grant for operations = \$4M
SUBTOTAL - Revenue from Local Sources		1,738,189	1,300,000	1,300,000	1,350,000	1,400,000	1,412,457	
State Revenue								
3110.201	PCFP - Base Funding	619,903	1,312,736	1,750,315	2,187,894	2,333,754	2,625,473	\$7293/ADE
3254	PCFP - ELL	-	63,359	134,841	178,705	222,569	237,191	
3255	PCFP - FRL	-	9,336	19,870	26,333	32,797	34,951	
3270	State SpEd	-	27,553	57,861	77,148	96,425	101,935	\$2755/PY SpEd
SUBTOTAL - State Revenue		619,903	1,412,985	1,962,887	2,470,081	2,685,545	2,999,550	
Federal Revenue								
4500.633	Title I	75,782	73,350	97,650	121,950	130,050	146,250	Y1 Per GMS - 4/7/22, future years estimated at \$450/FRL
4500.639	IDEA	26,022	54,647	72,863	91,078	96,283	109,294	Y1 Per GMS - 4/7/22, future years estimated at \$2602/CY SpEd
4500.658	Title III-LEP	10,682	9,100	12,100	15,100	16,100	18,100	Y1 Per GMS - 4/7/22, future years estimated at \$100/EL
4500.661	CSP	500,169	105,514	-	-	-	-	- Per CSP Grant, timing estimated matching expenses
	661-\$750k award - per approved budget	223,515	105,514	-	-	-	-	
	661-Net shift to FY23 due to timing of exp	276,654	-	-	-	-	-	
4500.709	Title II	19,143	10,595	14,105	17,615	18,785	21,125	Y1 Per GMS - 4/7/22, future years estimated at \$65/FRL
4500.717	Title IV – Technology	6,139	12,996	17,301	21,606	23,041	25,911	Y1 Per GMS - 4/7/22, future years estimated at \$80/FRL
4500.742	ARP ESSER III (84.425D)	40,160	-	-	-	-	-	
	742-1/3	40,160	-	-	-	-	-	Y1 to cover salaries, other exp, Y2/Y3 estimated
4500.802	NSLP	56,525	119,700	159,600	199,500	212,800	239,400	Estimated participation - plan for break even food cost
SUBTOTAL - Federal Revenue		734,622	385,901	373,618	466,849	497,059	560,080	
TOTAL REVENUE		3,092,714	3,098,886	3,636,506	4,286,930	4,582,604	4,972,087	

CLV Strong Start Academy Elementary School
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		Budget						
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Assumptions
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	
EXPENSES								
Personnel Services-Salaries								
101	Salaries-Teachers	886,949	1,029,557	1,234,444	1,445,477	1,605,842	1,831,017	Y1=9 core Teachers, 3 specials
104	Salaries-Licensed Administration	109,091	112,364	115,735	119,207	122,783	126,466	
106	Salaries-Other Licensed Staff	-	58,000	59,740	61,532	63,378	65,280	Guidance counselor, safe school professional
107	Salaries-Other Classified/Support Staff	158,862	167,305	239,764	304,957	314,106	323,529	Office, other support (FASA)
161	Salaries-Extra Duties-Teachers	77,360	62,171	64,036	65,957	88,505	91,160	
SUBTOTAL - Personnel Services-Salaries		1,232,261	1,429,397	1,713,719	1,997,130	2,194,613	2,437,452	
Personnel Services-Employee Benefits								
210	Employee Benefits - Group Insurance	142,667	176,400	229,320	277,830	311,170	357,359	Estimated \$5000 per FTE
220	Employee Benefits - Social Security Contributions	1,054	-	-	-	1,275	1,314	
230	Employee Benefits - Retirement Contributions	338,174	401,178	485,042	568,614	620,479	691,751	15.50% eligible payroll
240	Employee Benefits - Medicare Payments	17,868	20,726	24,849	28,958	31,822	35,343	1.45% eligible payroll
260	Employee Benefits - Unemployment Compensation	19,760	23,811	30,135	35,918	39,509	44,576	2.95%+.05% eligible payroll up to cap
270	Employee Benefits - Workers Compensation	4,229	4,792	5,842	6,720	7,296	7,967	
290	Employee Benefits - Other Employee Benefits	6,899	-	-	-	-	-	
SUBTOTAL - Personnel Services-Employee Benefits		530,651	626,908	775,188	918,040	1,011,551	1,138,310	
Professional and Tech Services								
310	Office/Administrative Services	16,159	18,086	22,465	26,788	29,933	34,726	
	100-Bank fees	250	258	265	273	281	290	
	100-Payroll fees	1,818	2,189	2,785	3,305	3,630	4,086	Est \$100/FTE
	100-Fingerprinting	1,091	190	318	262	135	209	
	100-Contracted subs - estimate 5 days per employee, \$250/day	13,000	15,450	19,096	22,947	25,887	30,141	
320	Professional Educational Services	26,022	32,445	44,558	57,368	62,466	73,034	
	205/639-Contracted SpEd costs - Estimated (fund with IDEA)	26,022	32,445	44,558	57,368	62,466	73,034	Estimated - IDEA funded
331	Training & Development Services - Teachers	372,823	160,910	68,916	58,312	60,061	61,863	
	100-Dual language PD (DLeNM) - per SOW	67,088	87,935	-	-	-	-	Per SOW
	633-RAZ Plus and Headsprout - Learning A-Z, Dreambox, Imagine Language PD	4,500	4,635	4,774	4,917	5,065	5,217	
	658-WIDA teacher courses, eWorkshops - match EL funding	9,002	14,242	14,669	15,109	15,563	16,029	
	661-Dual Language Program design & implementation-move to FY23	202,473	-	-	-	-	-	Per CSP budget
	661-Onboarding and Induction by TNTP-move to FY23	24,568	-	-	-	-	-	Per CSP budget
	661-Trauma Informed Social-Emotional Strategies training	6,000	6,000	-	-	-	-	Per CSP budget
	661- Implicit and Explicit Bias Training	11,000	11,000	-	-	-	-	Per CSP budget
	661-DEI Training-move to FY23	1,050	1,050	-	-	-	-	Per CSP budget
	709-Title II funded PD (Match revenue)-TNTP, etc	19,143	36,048	49,473	38,285	39,434	40,617	Title II funded
	100-Reading curriculum (ARC) training - prof. development	28,000	-	-	-	-	-	
340	Other Professional Services	88,026	26,750	26,523	28,678	35,237	36,294	
	100-Bambee HR (or similar)	6,736	1,000	-	1,360	7,099	7,312	Per SOW
	000-Legal (2318)	10,000	10,300	10,609	10,927	11,255	11,593	
	661-Legal Y0, move bal to FY23	56,290	-	-	-	-	-	
	100-Audit (2510)	15,000	15,450	15,914	16,391	16,883	17,389	
340.1	Business Service Fees	60,000	65,000	70,000	75,000	80,000	80,000	FY22 CSP funded 661, FY23 ARP
345	Marketing Services	44,000	-	-	-	-	-	
	661-Graphicka - School Marketing - branding & outreach, advertising	5,000	-	-	-	-	-	Per CSP budget
	661-move to FY23	39,000	-	-	-	-	-	
350	Technical Services	4,080	8,899	12,222	15,735	17,288	20,032	
	100-Tech support services (\$4/ADE per month-Intellatek)	4,080	8,899	12,222	15,735	17,288	20,032	\$1,500/mo per application budget
351	Data Processing & Coding Services	32,142	8,816	12,107	15,588	17,126	19,845	

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		Budget						
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Assumptions
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	
	100-Infinite Campus - licensing, support, hosting (per quote)	4,042	8,816	12,107	15,588	17,126	19,845	\$10/ADE - cost looks low
	100-Infinite Campus implementation	23,100	-	-	-	-	-	- Per quote
	100-NWEA/MAP/WIDA - MAP = \$0, WIDA cost only (paid by NDE?)	5,000	-	-	-	-	-	- Per quote
352	Other Technical Services	1,000	1,030	1,061	1,093	1,126	1,159	
	100-Other - Dropbox, Adobe, Docusign, My Fax, etc (FY22 paid for by CLV)	1,000	1,030	1,061	1,093	1,126	1,159	
360	Other specialized services	50,000	51,500	53,045	54,636	56,275	57,964	
	100-Before/after school care services - SafeKey (amount confirmed 7/29/22)	50,000	51,500	53,045	54,636	56,275	57,964	Anticipated per school plan
SUBTOTAL - Professional and Tech Services		694,252	373,436	310,896	333,199	359,512	384,917	
Property Services								
410	Utility Services	59,003	66,474	74,341	82,619	85,098	87,651	
	000-Estimated \$3.69/SF - 3 meters on property	59,003	66,474	74,341	82,619	85,098	87,651	To be confirmed
411	Water and Sewer	1,567	-	-	-	-	-	
	100-Sewer/water - billed by landlord	1,567	-	-	-	-	-	
421	Garbage and Disposal	6,636	6,835	7,040	7,251	7,469	7,693	
422	Janitorial and Custodial Services	1,500	1,545	1,591	1,639	1,688	1,739	Assumes custodian on staff or CLV to pay as owner
	100-Other Janitorial (cleaning, etc)	1,500	1,545	1,591	1,639	1,688	1,739	
430	Repairs and Maintenance Services	4,083	4,205	4,332	4,462	4,595	4,733	Anticipate paid by City
	100-Alarmco (include install plus \$125/mo)	4,083	4,205	4,332	4,462	4,595	4,733	
441	Rent - Land and Building	30,009	12	12	12	12	12	
	100-3 months at \$10k, 9 mo at \$1	30,009	12	12	12	12	12	
443	Rentals of Computers and Related Equipment	10,900	11,227	11,564	11,911	12,268	12,636	
	100-Les Olson Co	1,300	1,339	1,379	1,421	1,463	1,507	
	100-Revco - copier rental (2@\$400/mo)	9,600	9,888	10,185	10,490	10,805	11,129	
490	Other Purchased Property Services (incl Security, etc)	1,320	1,360	1,400	1,442	1,486	1,530	
	000-Pest control (\$110/mo)	1,320	1,360	1,400	1,442	1,486	1,530	
SUBTOTAL - Property Services		115,018	91,658	100,280	109,336	112,616	115,994	
Other Services								
519	Student Transportation	2,100	2,884	3,713	4,589	4,727	4,869	Field trips \$700/grade level
522	Liability Insurance	21,337	23,471	25,818	28,400	31,240	34,363	per quote, includes WC - will need to carve out
531	Postage	2,000	4,362	5,991	7,713	8,474	9,820	
	100-estimated	2,000	4,362	5,991	7,713	8,474	9,820	
535	Phone & internet services	7,560	7,787	8,020	8,261	8,509	8,764	
	000-Internet & phone (Cox)	7,560	7,787	8,020	8,261	8,509	8,764	\$630/mo
570	Food Service Management	12,056	4,200	4,326	4,456	4,589	4,727	Estimated monthly fees
	802-SFS one-time fee and management fees (RFP, etc)	7,000	3,000	3,090	3,183	3,278	3,377	
	802-Mealtime one-time fee	5,056	1,200	1,236	1,273	1,311	1,351	
591	Intereducational, Interagency Purchased Services	7,749	16,409	21,879	27,349	29,172	32,818	1.25% of PCFP Base
SUBTOTAL - Other Services		52,802	59,113	69,747	80,768	86,711	95,362	
Supplies								
610	General Supplies	45,360	32,913	37,597	47,145	46,220	51,842	
	100-Office supplies (FY22 paid for by CLV)	1,700	3,708	5,092	6,556	7,203	8,347	\$20/ADE
	100-Student supplies	1,700	3,708	5,092	6,556	7,203	8,347	\$20/ADE
	100-Uniforms (\$30/new student, \$15 replacement costs)	2,550	2,936	1,910	1,967	675	1,391	\$30/new student
	100-General building decorum (facility beautification)	1,000	1,000	1,000	1,000	1,000	1,000	
	100-move to FY23	17,000	-	-	-	-	-	
	100-Health supplies	1,700	3,708	5,092	6,556	7,203	8,347	\$20/ADE
	100-PE Supplies	850	1,854	2,546	3,278	3,602	4,173	\$10/ADE
	100-Staff shirts	545	657	835	992	1,089	1,226	

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		Budget						Assumptions
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	
	000-Gifts & awards - student (\$5/student)	425	927	1,273	1,639	1,801	2,087	\$5/ADE
	000-Gifts & awards - Faculty (\$5/FTE)	91	109	139	165	181	204	\$5/FTE
	000-Parent/staff meetings	3,000	3,000	3,000	3,500	4,000	4,120	
	000-Public meetings with hosting - food/refreshments - in-kind space/tech from Cit	2,060	2,122	2,185	2,251	2,319	2,388	
	100-Copier purchase - will rent \$400/mo x 2	-	-	-	3,000	-	-	Purchase Y4
	100-homeless set aside - estimated (not budgeted in Title I)	1,000	1,000	1,000	1,000	1,000	1,000	
	715-CW Fit, Evo Classroom Kits for positive behavioral supports, SEL	6,139	8,185	8,431	8,683	8,944	9,212	
	742-air purifiers	5,600	-	-	-	-	-	
612	Supplies/Equip - Non-IT	104,225	45,820	30,000	30,900	10,609	21,855	
	100-Furniture (bookshelves, rugs, desks, chairs, cabinets, tables, etc) - Faculty (\$/	39,900	10,000	30,000	30,900	10,609	21,855	\$400/New FTE
	100-Furniture - office, admin, other	15,000	-	-	-	-	-	
	100-Library furniture - bookshelves, chairs, tables, etc - TO BE CONFIRMED	30,000	-	-	-	-	-	Estimated
	100-purchased in FY22	(28,564)	-	-	-	-	-	
	661-Charging carts, ergonomic furniture for students	101,700	35,820	-	-	-	-	Per CSP budget
	661-purchased FY22	(53,811)	-	-	-	-	-	
630	Food	56,525	119,700	159,600	199,500	212,800	239,400	Offsets revenue
640	Books and supplies	49,727	42,798	102,275	221,330	223,201	238,452	
	100-Library books (\$150/student, plan to add Y3)	-	-	36,000	45,000	48,000	54,000	\$150/student
	100-Instructional supplies - Teachers	17,333	15,000	18,000	21,000	23,000	26,000	\$1,000/Teacher Y2+
	100-Hand to Mind math manipulatives	6,179	7,113	4,627	4,766	1,636	3,371	
	633-Supplemental instructional materials, math manipulatives	26,215	20,685	43,648	150,564	150,564	155,081	Per Title I budget
641	Textbooks	136,663	46,226	54,214	67,652	67,836	81,264	
	100-American Reading (ARC) - curriculum, +6k added order	121,350	12,825	8,343	8,593	2,950	6,078	Per quote
	661-iReady Math curriculum bundle	15,313	33,401	45,871	59,059	64,886	75,186	Per quote
651	Supplies - Technology - Software	15,772	17,255	19,639	21,722	23,019	24,846	
	100-ARC Reading digital software (annually)	8,500	8,500	8,500	8,500	8,500	8,500	
	100-Other software	7,272	8,755	11,139	13,222	14,519	16,346	\$400/FTE
652	Supplies/Equipment - Information Technology Related	112,191	41,815	35,792	40,134	25,806	32,137	
	100-Computer hardware	5,454	949	1,591	1,311	675	1,043	\$300/New FTE
	100-projectors, doc cameras, printers for staff	7,000	2,250	3,090	3,978	4,371	5,065	
	100-other (headphones, etc)	4,250	9,270	12,731	16,391	18,008	20,867	
	661-Desktop computers for admin	4,650	1,382	2,318	1,910	983	1,519	Per CSP budget
	661-move purchased in FY22	(4,650)	-	-	-	-	-	
	661-Chromebooks for students	32,757	10,740	11,062	11,394	-	-	Per CSP budget
	661-Smart boards/panels, desktop computers for staff	64,074	17,225	5,000	5,150	1,768	3,642	Per CSP budget
	661-move purchased in FY22	(1,344)	-	-	-	-	-	
653	Web-based and similar programs	43,267	44,565	45,902	47,279	48,697	50,158	
	633-site licenses - Imagine Language & Literacy, Raz-plus, Headsprout (Learning	43,267	44,565	45,902	47,279	48,697	50,158	
	SUBTOTAL - Supplies	563,732	391,093	485,019	675,662	658,189	739,954	
Debt Service and Miscellaneous								
810	Dues and Fees	550	567	583	601	619	638	
	000-SOS filing fees (FY22 paid for by CLV)	50	52	53	55	56	58	
	100-Misc/other dues/fees	500	515	530	546	563	580	
	SUBTOTAL - Debt Service and Miscellaneous	550	567	583	601	619	638	
TOTAL EXPENSES		3,189,266	2,972,171	3,455,432	4,114,737	4,423,810	4,912,626	

CLV Strong Start Academy Elementary School
Payroll Report
As of Oct FY2023

				Year 1 2022-23		Year 2 2023-24		Year 3 2024-25		Year 4 2025-26		Year 5 2026-27		Year 6 2027-28			
Head Count	First Name	Position Name	Budget Category	Total Paid	FTE Count	Total Paid	FTE Count	Total Paid	FTE Count	Total Paid	FTE Count	Total Paid	FTE Count	Total Paid	FTE Count		
1	100-CLV	SPED TEACHER AND COORDINATOR	101	58,471	1.00	60,226	1.00	62,032	1.00	63,893	1.00	65,810	1.00	67,784	1.00		
1	100-CLV	TEACHER - SPECIALS/ELECTIVES	101	40,000	1.00	41,200	1.00	42,436	1.00	43,709	1.00	45,020	1.00	46,371	1.00		
1	100-CLV	EXECUTIVE DIRECTOR/PRINCIPAL	104	109,091	1.00	112,364	1.00	115,735	1.00	119,207	1.00	122,783	1.00	126,466	1.00		
1	100-CLV	TEACHER - K	101	85,180	1.00	87,735	1.00	90,367	1.00	93,078	1.00	95,870	1.00	98,746	1.00		
1	100-CLV	ELL TEACHER/READING SPECIALIST	101	103,689	1.00	106,799	1.00	110,003	1.00	113,304	1.00	116,703	1.00	120,204	1.00		
1	100-CLV	TEACHER - 2	101	85,184	1.00	87,739	1.00	90,371	1.00	93,082	1.00	95,875	1.00	98,751	1.00		
1	100-CLV	TEACHER - SPECIALS/ELECTIVES	101	35,000	1.00	36,050	1.00	37,132	1.00	38,245	1.00	39,393	1.00	40,575	1.00		
1	802-NSLP	CAFETERIA WORKER	107	19,440	0.75	20,023	0.75	20,624	0.75	21,243	0.75	21,880	0.75	22,536	0.75		
1	100-CLV	TEACHER - K	101	58,471	1.00	60,226	1.00	62,032	1.00	63,893	1.00	65,810	1.00	67,784	1.00		
1	100-CLV	TEACHER - K	101	85,184	1.00	87,739	1.00	90,371	1.00	93,082	1.00	95,875	1.00	98,751	1.00		
1	100-CLV	TEACHER - 1	101	103,612	1.00	106,721	1.00	109,922	1.00	113,220	1.00	116,617	1.00	120,115	1.00		
1	100-CLV	ELL TEACHER AND FACILITATOR	101	75,215	1.00	77,472	1.00	79,796	1.00	82,190	1.00	84,656	1.00	87,195	1.00		
1	100-CLV	FIRST AID/SAFETY ASSISTANT (FASA)	107	25,992	1.00	26,772	1.00	27,575	1.00	28,402	1.00	29,254	1.00	30,132	1.00		
1	100-CLV	OFFICE MANAGER	107	58,387	0.96	62,665	1.00	64,545	1.00	66,482	1.00	68,476	1.00	70,530	1.00		
1	100-CLV	TEACHER - 2	101	58,471	1.00	60,226	1.00	62,032	1.00	63,893	1.00	65,810	1.00	67,784	1.00		
1	000-GEN	CUSTODIAN	107	35,568	0.95	38,563	1.00	39,720	1.00	40,912	1.00	42,139	1.00	43,403	1.00		
1	100-CLV	TEACHER - SPECIALS/ELECTIVES	101	40,000	1.00	41,200	1.00	42,436	1.00	43,709	1.00	45,020	1.00	46,371	1.00		
1	100-CLV	TEACHER - 1	101	58,471	1.00	60,226	1.00	62,032	1.00	63,893	1.00	65,810	1.00	67,784	1.00		
1	100-CLV	CUSTODIAN	107	5,435	0.15	-	-	-	-	-	-	-	-	-	-		
1	742-ARP ESSER	NIGHT CUSTODIAN	107	3,120	0.08	-	-	-	-	-	-	-	-	-	-		
1	742-ARP ESSER	NIGHT CUSTODIAN	107	10,920	0.29	19,282	0.50	19,860	0.50	20,456	0.50	21,070	0.50	21,702	0.50		
1	100-CLV	TEACHER - 1	101	-	-	58,000	1.00	59,740	1.00	61,532	1.00	63,378	1.00	65,280	1.00		
1	100-CLV	TEACHER - 3	101	-	-	58,000	1.00	59,740	1.00	61,532	1.00	63,378	1.00	65,280	1.00		
1	100-CLV	GUIDANCE COUNSELOR	106	-	-	58,000	1.00	59,740	1.00	61,532	1.00	63,378	1.00	65,280	1.00		
1	100-CLV	TEACHER - 2	101	-	-	-	-	58,000	1.00	59,740	1.00	61,532	1.00	63,378	1.00		
1	100-CLV	TEACHER - 2	101	-	-	-	-	58,000	1.00	59,740	1.00	61,532	1.00	63,378	1.00		
1	100-CLV	TEACHER - 4	101	-	-	-	-	58,000	1.00	59,740	1.00	61,532	1.00	63,378	1.00		
1	100-CLV	REGISTRAR	107	-	-	-	-	30,000	1.00	30,900	1.00	31,827	1.00	32,782	1.00		
1	000-GEN	NIGHT CUSTODIAN	107	-	-	-	-	37,440	1.00	38,563	1.00	39,720	1.00	40,912	1.00		
1	000-GEN	TEACHER - 3	101	-	-	-	-	-	-	58,000	1.00	59,740	1.00	61,532	1.00		
1	000-GEN	TEACHER - 3	101	-	-	-	-	-	-	58,000	1.00	59,740	1.00	61,532	1.00		
1	000-GEN	TEACHER - 5	101	-	-	-	-	-	-	58,000	1.00	59,740	1.00	61,532	1.00		
1	000-GEN	SOCIAL WORKER/SAFE-SCHOOL PROF	107	-	-	-	-	-	-	58,000	1.00	59,740	1.00	61,532	1.00		
1	000-GEN	TEACHER - 4	101	-	-	-	-	-	-	-	-	58,500	1.00	60,255	1.00		
1	000-GEN	TEACHER - 4	101	-	-	-	-	-	-	-	-	58,500	1.00	60,255	1.00		
1	000-GEN	TEACHER - 5	101	-	-	-	-	-	-	-	-	-	-	59,000	1.00		
1	000-GEN	TEACHER - 5	101	-	-	-	-	-	-	-	-	-	-	59,000	1.00		
1	000-GEN	TEACHER - SPECIALS/ELECTIVES	101	-	-	-	-	-	-	-	-	-	-	59,000	1.00		
1	000-GEN	TEACHER - SPECIALS/ELECTIVES	101	-	-	-	-	-	-	-	-	-	-	59,000	1.00		
Payroll Total				1,154,901	18.18	1,367,226	21.25	1,649,683	26.25	1,931,173	30.25	2,106,108	32.25	2,346,292	35.25		
Extra Pay																	
Description				Budget Category													
633-Extra duty stipends - host family engagement events	161	1,800		1,854		1,910		1,967		2,026		2,087					
658-Extra duty stipends for family engagement workshops (ELL)	161	1,680		1,730		1,782		1,836		1,891		1,948					
100-Teacher Training in June 2022	161	30,000		30,900		31,827		32,782		33,765		34,778					
100-Teacher 7-day training add-on	161	26,880		27,686		28,517		29,373		30,254		31,161					
742/000-ARP ESSER After school tutoring/Saturday/Summer	161	17,000		-		-		-		20,569		21,186					
Extra Pay Total				77,360		62,171		64,036		65,957		88,505		91,160			
Personnel Summary																	
101		886,949	13.00	1,029,557	15.00	1,234,444	18.00	1,445,477	21.00	1,605,842	23.00	1,831,017	26.00				
104		109,091	1.00	112,364	1.00	115,735	1.00	119,207	1.00	122,783	1.00	126,466	1.00				
106		-	-	58,000	1.00	59,740	1.00	61,532	1.00	63,378	1.00	65,280	1.00				
107		158,862	4.18	167,305	4.25	239,764	6.25	304,957	7.25	314,106	7.25	323,529	7.25				
161		77,360	-	62,171	-	64,036	-	65,957	-	88,505	-	91,160	-				
Total				1,232,261	18.18	1,429,397	21.25	1,713,719	26.25	1,997,130	30.25	2,194,613	32.25	2,437,452	35.25		
Total FTE Count					18.18		21.25		26.25		30.25		32.25		35.25		
Teacher FTE Count					13.00		15.00		18.00		21.00		23.00		26.00		
Total Headcount					21.00		22.00		27.00		31.00		33.00		36.00		
Teacher Headcount					13.00		15.00		18.00		21.00		23.00		26.00		

CLV Strong Start Academy Elementary School
Monthly Cash Forecast
As of Oct FY2023

	Year 1 2022-23												Forecast	Remaining Balance
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	689,805	572,859	332,487	692,277	839,177	676,463	754,073	823,350	932,108	800,349	632,418	463,488		
REVENUE														
Revenue from Local Sources	-	-	450,646	251,372	250,000	250,000	250,000	250,000	36,171	-	-	-	1,738,189	(0)
Intermediate Revenue Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Revenue	-	25,526	51,051	109,647	54,210	54,210	54,210	54,210	54,210	54,210	54,210	51,659	619,903	2,551
Federal Revenue	-	-	-	-	103,336	30,653	30,653	70,135	43,445	43,445	43,445	43,445	734,622	326,065
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Items	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	25,526	501,697	361,019	407,546	334,863	334,863	374,345	133,826	97,655	97,655	95,104	3,092,714	328,615
EXPENSES														
Personnel Services-Salaries	14,613	137,867	98,561	98,306	119,083	101,239	101,239	101,239	101,239	101,239	101,239	131,239	1,232,261	25,160
Personnel Services-Employee Benefits	1,556	54,213	40,388	42,632	42,791	45,615	45,615	45,615	45,615	45,615	45,615	54,309	530,651	21,073
Professional and Tech Services	9,511	62,532	14,808	19,674	164,795	57,219	65,552	65,552	65,552	65,552	66,552	28,270	694,252	8,682
Property Services	10,110	18,747	7,772	15,694	8,803	6,511	6,511	6,511	6,511	6,511	6,511	6,511	115,018	8,313
Other Services	238	10,309	8,324	14,193	3,603	2,207	2,207	2,207	2,207	2,207	2,207	2,207	52,802	687
Supplies	65,012	15,090	55,741	34,851	187,296	44,462	44,462	44,462	44,462	44,462	44,462	22,163	563,732	(83,191)
Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service and Miscellaneous	-	-	13	13	525	-	-	-	-	-	-	-	550	-
Other Items - Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	101,040	298,758	225,606	225,363	526,895	257,253	265,586	265,586	265,586	265,586	266,586	244,699	3,189,266	(19,276)
Operating Cash Inflow (Outflow)	(101,040)	(273,233)	276,091	135,656	(119,349)	77,610	69,277	108,759	(131,760)	(167,931)	(168,931)	(149,595)	(96,552)	347,892
Accounts Receivable - Current Year	-	-	120,162	-	-	-	-	-	-	-	-	-	-	-
Revenues - Prior Year Accruals	-	-	-	(2,770)	2,770	-	-	-	-	-	-	-	-	-
Other Current Assets	4,258	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	(20,165)	(3,027)	(32,696)	13,141	(13,141)	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Current Liabilities	-	35,888	(3,767)	873	(32,994)	-	-	-	-	-	-	-	-	-
Ending Cash	572,859	332,487	692,277	839,177	676,463	754,073	823,350	932,108	800,349	632,418	463,488	313,893		

CLV Strong Start Academy Elementary Scho
Monthly Cash Forecast
As of Oct FY2023

	Year 2 2023-24												Forecast	Remaining Balance
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	313,893	445,962	412,892	726,304	808,346	803,307	805,722	840,873	835,851	837,718	832,697	826,645		
REVENUE														
Revenue from Local Sources	105,690	105,690	105,690	105,690	105,690	105,690	105,690	105,690	105,690	105,690	105,690	105,820	1,300,000	31,590
Intermediate Revenue Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Revenue	115,453	115,453	122,341	115,453	115,453	122,341	115,453	115,453	122,341	115,453	115,453	122,341	1,412,985	-
Federal Revenue	-	-	-	105,514	11,970	11,970	60,176	20,004	20,004	20,004	20,004	20,004	385,901	96,249
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Items	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	221,143	221,143	228,031	326,657	233,113	240,001	281,319	241,147	248,035	241,147	241,147	248,165	3,098,886	127,839
EXPENSES														
Personnel Services-Salaries	66,063	113,328	117,184	117,184	117,184	117,184	117,184	117,184	117,184	117,184	117,184	148,084	1,429,397	47,265
Personnel Services-Employee Benefits	36,583	50,534	51,672	51,672	51,672	51,672	51,672	51,672	51,672	51,672	51,672	60,793	626,908	13,951
Professional and Tech Services	6,151	25,979	30,113	30,113	30,113	30,113	38,696	38,696	38,696	38,696	39,726	22,605	373,436	3,736
Property Services	130	8,459	7,416	7,288	7,288	7,288	7,288	7,288	7,288	7,288	7,288	7,288	91,658	10,064
Other Services	3,687	4,686	4,686	4,686	4,974	4,974	4,974	4,974	4,974	4,974	4,974	4,974	59,113	1,576
Supplies	55,046	51,227	32,163	33,672	26,354	26,354	26,354	26,354	26,354	26,354	26,354	22,536	391,093	11,970
Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service and Miscellaneous	-	-	-	-	567	-	-	-	-	-	-	-	567	-
Other Items - Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	167,660	254,212	243,235	244,614	238,152	237,585	246,168	246,168	246,168	246,168	247,198	266,280	2,972,171	88,561
Operating Cash Inflow (Outflow)	53,483	(33,069)	(15,204)	82,042	(5,039)	2,416	35,150	(5,021)	1,867	(5,021)	(6,051)	(18,114)	126,715	39,278
Accounts Receivable - Current Year	24,149	-	-	-	-	-	-	-	-	-	-	-	-	-
Revenues - Prior Year Accruals	-	-	328,615	-	-	-	-	-	-	-	-	-	-	-
Other Current Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	10,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	44,437	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Current Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	445,962	412,892	726,304	808,346	803,307	805,722	840,873	835,851	837,718	832,697	826,645	808,531		