

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2016 CHARTER SCHOOL FACILITIES AMENDMENT REQUEST

Schools Requesting to Relocate or Consolidate Campuses
via an Amendment Which Does Not Result in an Increase
in Contractual Enrollment Cap or a Reduction in Current
Enrollment of Grade Levels

*Amendment Requests Due 30 Days Prior to Scheduled Date of Board Meeting When
School Desires the Request Be Considered*

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Section I: Introduction

Dear Charter School Governing Body,

On behalf of the State Public Charter School Authority and our 25,000 incredible students, I thank you for considering the submission of an amendment request to relocate or to consolidate facilities under an amended and restated charter contract.

The development and release of this Amendment Request format reflects the sweeping education reforms adopted during the 2015 Legislative Session and our recognition of the opportunities and challenges that many of our existing operators have faced as they have grown their schools. The process of pursuing a new location and of closing down an existing facility and moving to another location can be quite complex, placing many demands on school leadership and members of the leadership team. Some schools have struggled with unanticipated expenses or other serious setbacks due to a lack of planning and appropriate due diligence by members of the governing body.

We have designed this process to allow governing bodies and leadership teams to assist in this process through an evaluation of their own capacity and determine where they will need to invest additional resources to ensure success. As with all submissions to the State Public Charter School Authority, this amendment request is intended to be a document which is the result of deep, thoughtful engagement by the governing body and staff employed by the school. While the Authority acknowledges and appreciates the contribution of vendors and contractors, including education management organizations, to the growth and vitality of the state's charter school movement, it is important to emphasize that the sole legal accountability for the promises and commitments made by the school to students, parents, families, the surrounding community, and to the people of Nevada and their authorized representative, the State Public Charter School Authority, lies with the governing body of the school and its direct, authorized employees.

The SPCSA is committed to quality in every aspect of our operation, and we firmly believe that quality authorizing leads to quality schools. Our statutory responsibility compels us to provide our students and families with the very best options the charter community can provide. We are confident that we have created a demanding, thorough, and transparent amendment request and review process.

As you complete your amendment request, please feel free to contact our team with any questions. Again, thank you for your interest in recommitting to this vital work and investing more of your time and talents in our effort to build and deliver a high quality public school option to every student in Nevada.

Sincerely,

Patrick J. Gavin
Executive Director

Section II: Instructions

OPERATOR APPLICANT INSTRUCTIONS

Specifications

- It is the responsibility of the applicant to ensure that the content is complete, detailed, and easily understood and followed by reviewers; external experts; and parents, families, and the general public.
- This request may be completed with responses following each question (e.g., the questions following the italicized headings.). Please leave the text of the question in the document to facilitate review and public transparency.
- All narrative elements of the application must be typed with 1-inch page margins and 11-point Cambria font, single-spaced.
- All headings must be in 11, 12, or 14 point Cambria font.
- Tables may be in either 11 or 10 point Cambria font.
- Each major section (Meeting the Need, Operations Plan, Financial Plan, etc.) must begin on a separate page, as indicated in the amendment request document.
- All pages must be consecutively numbered in the footer, including all attachments.
- The table of contents must identify the page number of each major section of the narrative and each required attachment.
- Schools are encouraged to utilize Microsoft Word's cross-referencing features to allow for automatic updates to page numbers within the document for any element discussed in more than one section. Simply referring reviewers to content in another section or expecting reviewers to seek out and infer an answer from information which may or may not be found in an attachment is unacceptable and will be deemed unresponsive. Petitioners are expected to exercise appropriate judgement in balancing responsiveness with excessively duplicative content. It is highly advisable to answer the question posed and refer the reviewer to additional contextual information that will inform review with transitional and referential phrases such as "As discussed in greater detail in the Section __ beginning on page __, the school will..." and "Reviewers seeking more information on __ may wish to refer to the section labeled __ beginning on page __. More specifically, the school will..."
- References and citations should be placed in the footer.
- The name of each major section and attachment, e.g. "Attachment 1," etc. must be placed in the footer to facilitate easy review and navigation of the materials. Bookmarking of individual sections and attachments in Acrobat is strongly encouraged to enhance readability and facilitate a thorough review.
- Schools are encouraged to use Microsoft Word's styles features (<http://shaunakelly.com/word/styles/stylesms.html>) to manage formatting, provide for bookmarking and cross-referencing, and facilitate the generation of the table of contents and other features through the heading styles functionality.

- If a particular question does not apply to your team or application, simply respond with an explanatory sentence identifying the reason this question is not applicable to your school AND including the term “not applicable” within the sentence.
- All questions, including those identified as “Not Applicable” and tables not utilized must be left in the document. Tables which are accompanied with directions permitting the school to modify the number of rows and to customize the designated content may be changed as indicated.
- Applicants **MUST** submit amendment requests electronically in Epicenter, the statewide document management center for school submissions to the State Public Charter School Authority. All documents, other than budget documents and data submissions better suited to Excel, must be submitted as PDF documents. All PDF documents, other than those individual pages containing signatures or facilities documentation, must be submitted as converted (not scanned) documents and must be clearly named to facilitate review and public transparency.
- The following is a list of attachments to accompany the application:

Attachments Necessary to Assess Facility Compliance

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 Occupy a New or Additional Facility or to Consolidate Facilities Which Neither Increases Enrollment Beyond the Contractual Cap Nor Reduces Current Enrollment or Grade Levels
3. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Occupy a New or Additional Facility or to Consolidate Facilities Which Neither Increases Enrollment Beyond the Contractual Cap Nor Reduces Current Enrollment or Grade Levels
4. If a facility has been identified, the physical address of the facility and supporting documentation verifying the location, including the Assessor’s Parcel Number and a copy of the Assessor’s Parcel Map for the proposed facility **OR**, if a facility has not been identified, a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
5. If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement **OR** a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
6. If a facility has been identified, a copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet **OR**, if a facility has not been identified, a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
7. If a facility has been identified, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board

member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school **OR** a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265

8. Full Certificate of Occupancy Indicating the Facility Has Sufficient Capacity to Accommodate the Current Enrollment or the Contractually Approved Enrollment **OR** a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy for space sufficient to accommodate the current or contractually approved enrollment prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265
9. Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation **OR** a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265.
10. Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265

Applicants are reminded that all requests for amendments are public records and are posted on the SPCSA web site. Once a request is approved, it is expected that the complete charter application and the approved amendments will be posted on the school's web site or will otherwise be made available via electronic means upon request from any member of the public. To ensure the broadest range of accessibility for public documents, the SPCSA strongly encourages applicants to consult the Accessibility Guidance offered by our peer authorizer, the Massachusetts Department of Elementary and Secondary Education: <http://www.doe.mass.edu/nmg/MakingAccessibleDocuments.pdf> and <http://www.doe.mass.edu/nmg/accessibility.html>. The usage of the Microsoft Word styles feature discussed earlier will also help to facilitate accessibility.

Submission Instructions

1. **Schools must submit their complete amendment request into the Charter Amendment section of Epicenter 30 days prior to the Board Meeting at Which the School Wishes the Amendment Request to be Considered**
2. In order to complete and submit your request, you will need to meet the following minimum technology requirements:
 - a. A local copy of Microsoft Office Word 2007 and Microsoft Office Excel 2007
 - b. A local copy of Adobe Acrobat Standard or Professional or a third party PDF-creation solution that allows for converting, combining, and consecutively paginating files into portable document format
 - c. A local copy of Microsoft Office Project and Microsoft Office Visio or other software or a school-selected suitable web-based equivalent (e.g. Lucidchart for flowcharts) with the capacity to produce detailed Gantt charts, flowcharts, and explanatory graphics for inclusion in the Microsoft Word narrative or the requested attachments
 - d. Microsoft Internet Explorer Version 9 or above OR Google Chrome Version 40 or above
 - e. A reliable Internet connection
 - f. A laptop or desktop computer with at least 50 Mb of free space to store downloaded amendment request documents and local copies of your submission
3. Schools may upload amendment requests up to 5:00 pm PT on the due date. Once the request is submitted, schools will be unable to access, edit, or revise the documents.

Guidance and Resources for Applicants

Schools are encouraged to familiarize themselves with **current** Nevada law and regulations relating to charter schools. As Nevada's statutes and regulations are continuing to evolve, it is advisable to monitor and evaluate all changes to ensure that any proposed changes to the charter meet current expectations. The Authority does not have the capacity or the statutory authority to provide individual guidance or legal advice. Charter schools are encouraged to consult the Charter School Association of Nevada and an attorney who is well versed in charter school law for guidance in interpreting those elements of statute and regulation for which the Authority has not incorporated its policy expectations in this document.

Nevada Revised Statutes: NRS 386.490 et seq. contains the vast majority of law pertaining to charter schools: <https://www.leg.state.nv.us/NRS/NRS-386.html#NRS386Sec490>.

During the 2015 legislative session, the state adopted a number of reforms related to charter schools. Key bills which passed include:

- SB509: Balances additional operating flexibility for charter schools with broad changes in charter school authorizing and accountability:
https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB509_EN.pdf

- SB460: Provides for an accountability framework to evaluate the performance of a small subset of charter schools which have a mission to exclusively serve opportunity youth, students with disabilities, and other particularly vulnerable populations: https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB460_EN.pdf
- SB208: Codifies existing minimum expectations regarding the notification of families when a new charter school is scheduled to open in a community and changes the expectations around recruiting and enrolling students: https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB208_EN.pdf.
- SB390: Permits but does not require charter schools to give admissions preference to students who attend overcrowded schools or underperforming schools within a 2 mile radius of a campus: https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB390_EN.pdf
- SB200: Permits but does not require charter schools on military bases to give admissions preference to students of personnel residing on or employed by the military base: https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB200_EN.pdf

Nevada Administrative Code: As a state with a biennial legislature, Nevada relies heavily on its regulatory framework to provide guidance on the interpretation and execution of its laws. The provisions of NAC 386.010 through 386.47 govern the administration of the state’s charter school program: <https://www.leg.state.nv.us/NAC/NAC-386.html>.

The state adopted a number of changes to the NAC regarding charter schools during the 2014 interim. Most of these modifications reflect the creation of the SPCSA in 2011 and the creation of a charter school accountability system in 2013. Some of these changes have not yet been codified into the existing NAC:

- R036-14A: <http://www.leg.state.nv.us/Register/2014Register/R036-14A.pdf>
- R069-14A: <http://www.leg.state.nv.us/Register/2014Register/R069-14A.pdf>
- R075-14A: <http://www.leg.state.nv.us/Register/2014Register/R075-14A.pdf>
- R076-14A: <http://www.leg.state.nv.us/Register/2014Register/R076-14A.pdf>

Due to the legislative changes during the 2015 session, schools should anticipate that many of these regulations will be revised to reflect the most current law during the fall of 2015 and all of 2016 as Nevada continues to adopt best authorizing and oversight practices and policies from other leading charter school states. This amendment request document is one of the first efforts to incorporate those changes.

Pursuant to SB509, the Authority may require that schools enter into amended and restated charter contracts as a condition of granting an amendment; this mechanism allows us to require schools to develop additional technical amendments and contractual changes as statutory and regulatory requirements evolve.

Additional Guidance and Resources for Schools

The Nevada charter school movement and the SPCSA have undergone dramatic changes in the past four years as a result of legislative changes in the 2013 legislative session and the sweeping education reforms adopted during the 2015 legislative session. As noted above, the policy and operating

landscape for charter schools has undergone significant shifts, including some changes which have yet to be codified into regulation and standard practice.

In light of these changes and the Authority board's deep commitment to accountability and continuous improvement, the expectations and standards for charter application approval and for ongoing operation and expansion have continued to evolve and our process has become increasingly more rigorous. Consequently, schools are strongly cautioned against excessive borrowing of language from "boilerplate" Nevada charter application material and sample resources that are widely available on the internet, including legacy materials on a variety of state web sites, including documents maintained for a subset of existing schools on the SPCSA website.

Schools are encouraged to avoid quoting entire statutes or regulations, or including documents that could just as well be referred to rather than provided in their entirety in the application. Do not simply print materials off the Nevada Department of Education's website or the State Public Charter School Authority's website for inclusion in the amendment request; the Review Team can access those websites if necessary. Including documents and statutes and regulations in their entirety will result in an unmanageably large submission. Rather than quoting or including the entire text of statute, regulation and/or documents in the application, include only relevant excerpts or summarize the statute, regulation or document. Do not hesitate to provide citations of relevant statutes or regulations along with a thoughtful, original discussion of *how* the school intends to implement the requirements of the law, regulation, or process in a way which is *fully aligned* with the mission, vision, and program outlined in the application. In designing their policies, processes, and procedures, schools are encouraged to consider the who, what, where, when, and why for each element in the school's operating system.

Overview of the Spring 2016 Expansion Amendment Cycle

It is important to note that in contrast to other statewide independent charter school board authorizers with similarly sized portfolios, the SPCSA currently has very limited staff approved to manage school communications, the charter application process, the amendment request process, the pre-opening process for new charter schools and new campuses, performance management of existing charter contracts, or the process for renewing and closing charter schools based on performance issues. All State Public Charter School Authority employees other than the Director are primarily funded as either state agency fiscal support staff or as staff to the agency's district-like local education agency funding. Consequently, schools are cautioned that timelines for review and feedback may be subject to change or modification.

Section III: Request for Amendment

CAMPUSES OPENING FALL 2016 AND BEYOND

Please submit an amendment request that addresses the following questions / issues.

There are no page limits for individual.

Please keep in mind that your amendment request is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to expand. Review teams will be able to navigate well-organized, effectively edited documents easily, thereby focusing their energy on reviewing the content of each application. Grammar, spelling, and formatting all make an impression on a reviewer. Responsive answers are critical: ensure that you have fully answered the question and have thoroughly researched the relevant section of law, regulation, and policy. Organization and clarity are essential: use of appropriate cross-referencing by page number and, where appropriate, sub-section headings to linked areas of the application when elaborating on or demonstrating alignment to a key strategic element of the proposal will limit the possibility that an essential point is missed by a reviewer due to a lack of clarity and specificity.

EXECUTIVE SUMMARY

4 Page Limit

Provide a brief overview of your school, including:

- An overview of the mission and vision for the school

To provide an orderly, safe and nurturing learning environment wherein content-rich, efficient curriculum and research-based instructional methodologies are utilized to ensure that every student achieves academic success and develops good character based on concrete measurements.

- A list of the current school campuses and any relocated or consolidated campuses proposed in this amendment request

8377 W PATRICK LN
LAS VEGAS, NEVADA 89113

Our Las Vegas 2 campus opened in the fall of 2015. Originally planned as the first campus in Las Vegas, construction timelines led us to open the Las Vegas 1 campus on Oakey Blvd while we continued to push forward on our new building. This campus houses 1040* students. A second was completed Summer of 2016 that will increase the student capacity to over 1300* students.

- Identify the school's "founding campus" with the Roman numeral I, the second approved/proposed campus with the Roman numeral II, etc. For the sake of clarity, please also identify the local/marketing name of each campus (e.g. Charleston Campus, South Reno Campus, etc.) in parentheses.

I. 6000 W. OAKLEY BLVD (Oakey/Las Vegas 1) - this was our temporary location (2 years) while we awaited completion of the campus outlined in our application.

II. 8377 W PATRICK LN (Las Vegas 2) - this is the permanent school location outlined in our approved charter application.

- Proposed facility and target communities

The facility on Patrick is our facility, and our target communities are K-10 students in the local area, expanding to grade 11 in 2016-17 and K-12 in 2017-18.

- The outcomes you expect to achieve at the new location

To consolidate all of our resources into one campus in order to streamline our efforts and increase the quality of results

- The key components of your educational model for the relocated school

Our school's mission is to ensure each student achieves maximum academic success by teaching skills to mastery levels, imparting valuable knowledge, transmitting the common culture that binds us as a nation, and exposing children to supreme examples of artistic and intellectual achievement.

American Preparatory Academy High School provides an academically rigorous liberal arts education that prepares students for advanced study at the university level, thereby developing conscientious, confident citizens who think clearly, are effective proponents of those thoughts and are actively involved in the building and governing of society.

Our Elementary School program utilizes Direct Instruction, Reading Mastery, Connecting Math Concepts, Spelling Mastery, and other Direct Instruction programs. Saxon Math is used in grades 3-8. The CHAMPS program is used for classroom and school-wide behavior management. The Core Knowledge curriculum is used school wide through Grade 8. Shurley English, Wordly Wise Vocabulary and High Performance Writing are supplemental language arts programs. Monart drawing is the art curriculum.

American Prep utilizes achievement grouping in the teaching of reading, spelling and math through grade 6. This means that all students are assessed and placed into groups that will allow them to be taught at exactly the correct instructional level. These "fluid groups" are composed of approximately 5-15 students, and are continually assessed to ensure the proper placement of each student.

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

The approach of our leadership team is to consolidate all of our resources into one campus in order to streamline our efforts and increase the quality of results

- Key supporters, partners, or resources that will contribute to your relocated school's success

Key supporters, partners, or resources that will contribute to your relocated school's success are parents, staff members and members of the community.

MEETING THE NEED

TARGETED PLAN

- (1) Identify the community you wish to serve as a result of the relocation and describe your interest in serving this specific community.

We will be serving our current student body and families.

- (2) Explain how your relocation, 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.

We will be serving the population outlined in our original charter, and as such are meeting the needs of the community and aligning with the mission of the SPCSA.

STRATEGIC PLANNING

- (1) Specifically identify the key risks associated with this relocation or consolidation 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 relocation and consolidation in general and as they relate specifically to their school's specific plans based on current and historic experience of charter schools and similar types of 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 to support the relocation or consolidation in the new location;
- c. Insufficient talent pipeline/difficulty transferring and recruiting faculty to the new location;
- d. Insufficient leadership pipeline/difficulty transferring and recruiting school leaders to the new location;
- e. Misalignment between the needs of the school which are prompting the relocation or consolidation and the needs of parents who may have selected the current campus due to geographic considerations
- f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.

The facility is complete; we have a certificate of occupancy. The building is ready for school to commence.

2. Discuss lessons learned during the school's past facilities experience and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenges encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

This is our first school experience. This is why we hired a management company to navigate this process.

PARENT AND COMMUNITY INVOLVEMENT

- (1) Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed relocation or consolidation of the campus.

Parents have assisted the school in moving furniture, fixtures and curriculum to the new school.

- (2) Describe how you will engage parents, neighborhood, and community members from the time that the amendment is approved through the opening of the new campus or the relocation to the other existing campus. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

We have been in constant communication with parents/families to provide an orderly transition to the new campus. We provide weekly tours to parents and prospective families to establish buy-in and to learn parent priorities and concerns. Also according to our parent-student handbook we have maintained our regular communication channels for parents to express concerns with staff.

- (3) Describe how you will engage parents in the life of the relocated or consolidated campus (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement during what will be a challenging time for many parents. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

We request that families offer 20 volunteer hours throughout the school year to ensure parental engagement and involvement. During the transition parents have been asked to help move furniture, fixtures, and curriculum to the new campus. Also our parents and families are invited to attend the board meetings, which are held monthly to provide input to the governing board.

- (4) Discuss the community resources that will be available to students and parents at the relocated or consolidated campus. Describe any new strategic partnerships the relocated or consolidated campus will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program to support this transition.

This does not apply as the transition is complete.

- (5) Describe the school's ties to and/or knowledge of the target community for the new or consolidated facility. 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?

We have provided outreach to the local community through information meetings, our website and other local advertising. Our monthly board meetings are open to the public, and we have utilized social media (facebook, etc.) to provide information and increase awareness and to receive feedback for/from the local population. These are the strategies that we have implemented to learn from and engage the neighborhood, community and city/county.

- (6) Identify any organizations, agencies, or consultants that are partners in planning and relocating or consolidating the campus, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the campus development.

Our educational management organization (American Preparatory Schools) was our primary partner in planning and consolidating the campuses, through human resource management, financial planning, negotiating a lease and aiding in construction. The Elm Group provided architecture and building plans for the new facility and Vectra Bank provided financing.

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/consolidated campus or in any subsequent year of the charter term.

American Preparatory Academy will not be offering any pre-kindergarten services in the first year of operation or 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.

American Preparatory Academy will not be offering any pre-kindergarten services in the first year of operation or any subsequent year of the charter term.

- (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.

This does not apply American Preparatory Academy will not be offering any pre-kindergarten services in the first year of operation or any subsequent year of the charter term.

- (4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

American Preparatory Academy will not be offering any pre-kindergarten services in the first year of operation or any subsequent year of the charter term.

OPERATIONS PLAN

(1) Organization Governance Structure & Board Development:

- (a) Describe how the organization's governance structure will adapt to oversee and support the transition plan. 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 campus(es).

The transition will not impact on the composition of the Board, and will not change the Board's relationship to individual campus(es).

- (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 transition plan.

As stated in original application, the current membership and expertise of the Board is as following:

Lee Iglody - Juris Doctor

Jonathan Gardner - MBA

Jen McLeod - Certified Teacher

Rachel Lillian - Teacher

Paris Bayardo – Personnel, Business and Finance

- (c) Identify any Board development requirements relative to the organization's governance needs at each stage of the transition.

There are no Board development needs required for this transition.

- (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.

APA Bylaws, section, 5.2.c, provides:

Prohibited Directors. Notwithstanding the above, (i) the Board of Directors shall not include more than two individuals who represent the same organization, business or otherwise represent the interests of the same business or organization; (ii) a director shall not be an employee of the Board

of Directors or the School, including, without limitation, an administrator or teacher; (iii) a director shall not be a contractor of the Board of Directors or the School; (iv) if a director serves as a director or as a representative of a nonprofit organization or business, no other director shall serve as a representative of such organization or business or represent the interests of such organization or business; (v) the Board of Directors shall not include any two related members (by birth or marriage) at any time; and (v) the Board of Directors shall not consider any director nomination from any contractor of the school, especially any educational management organization.

(2) Organization Charts and Decision-Making Authority:

(a) Provide the following organizational charts:

- *Current*
- *Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses operated by the school)*
- *Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses operated by the school)*

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.*

APS schools have successfully replicated and American Prep Schools (APS) currently manages 6 campuses utilizing the following management plan.

The Leadership Team at the school is comprised of 4 individuals who are employees of APS:

1. Administrative Director
2. Academic Director
3. Elementary Director
4. Secondary Director

The school's "Core Business" is Academic Achievement and Character Development for each student. Therefore, the management structure is created to ensure that the Academic Director has the optimal opportunity to carry out their work. The School Director and Business Manager have as their primary objective the task of "clearing the way" for the Academic Program to be implemented at maximum efficacy by the Academic Director, with the assistance of the Elementary and Secondary Directors.

The School Director (SD) and Business Manager (BM) work together to manage and facilitate all non-academic functions of the school. Together they develop the budget and approve purchases. The Business Manager is responsible for fiscal policy development and implementation of GAAP and all other finance policies. The SD and BM are jointly responsible for legal compliance with all rules and regulations that apply to the school. The SD and BM sit on the hiring committee.

On a daily basis, the Academic Director (AD) leads the instructional programs at the school. The AD is the Instructional Leader, and this position requires a Nevada Administrative Certificate or comparable experience. The AD develops curriculum in consultation with APS, implements the academic program school-wide, sits on the hiring committee, and is the Lead Instructional Coach. The Elementary Director (ED) and Secondary Director (SD) oversee academic and administrative functions in their respective grade levels.

At the school level, the organization of leadership and communication is clear and defined and led by the following three Directors:

Title	Role/Responsibility	Critical Skills/Experience
School Principal Reports directly to the APA-Las Vegas Governing Board (NAC 386.403).	Oversee all non-academic administrative functions of school Team with BM on finance and budget functions Supervision of school support staff (secretarial) Establishment of policies and procedures relating to non-academic areas such as enrollment, registration, attendance, carpool, weekly communication with parents, state reporting, nutrition programs, calendar development, and implementation of administrative policies and procedures. Legal and regulatory compliance	Organization Leadership Compliance Management Public Relations Budget oversight Team Building Technology Skills (word processing, spreadsheets, powerpoints) Preferred Qualifications/Experience: Youth Leadership and mentoring Public Speaking Understanding of development of laws/rules and interest in being involved in legislative process/advocacy
Business Manager	Oversees all financial and accounting functions of the school Oversees all operations sectors of the	CPA preferred BS in finance or accounting or related

<p>Reports directly to the Governing Board.</p>	<p>school: custodial, maintenance, carpool, safety, emergency management.</p> <p>Policy and procedure development and implementation for all finance/operations sectors</p> <p>Legal compliance with all state laws and regulations governing</p>	<p>Organization Leadership</p> <p>Budget development</p> <p>GAAP compliance experience</p> <p>Audit management</p>
<p>Academic Director</p> <p>Reports directly to the Executive Director.</p>	<p>Oversees the Academic Programs of the school.</p> <p>Supervises the Elementary Director and Secondary Director</p> <p>Supervises teaching staff at the school</p> <p>Manages Teacher licensing</p> <p>Teacher recruitment – sits on the hiring committee</p> <p>Student assessment and placement into instructional classes</p> <p>Curriculum development and implementation</p> <p>Communication regarding academic issues with teachers and parents</p> <p>Organization of school schedule.</p>	<p>Teacher license and/or Administrative License in Nevada or other state</p> <p>Classroom teaching experience</p> <p>Direct Instruction training and experience</p> <p>Core Knowledge training and experience</p>

(3) Describe the proposed organizational model for the campus and the school as a whole.

See Attachment A

(4) Describe the leadership team’s individual and collective qualifications for implementing the transition plan successfully, including capacity in areas such as:

- (a) Facilities development;
- (b) School leadership;
- (c) School business operations and finance;
- (d) Governance management and support to the Board;
- (e) Logistics and transportation;
- (f) Parent and community engagement both to maximize the number of students who relocate to the new/combined facility and to backfill any vacancies that result.

All the above items are addressed in our management contract with American Preparatory Schools. See **Attachment B**

- (5) What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

This is included in the services provided by the management company.

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.

- (1) As a new or expanded campus, the mandates of SB208 (2015 session) apply to any school which is seeking to relocate or consolidate facilities. Explain the plan for student recruitment and marketing for the new/consolidated campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208. 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.

We meet all the mandates from SB208 have not had to do any recruitment in relocating our facility. Students attending the Oakey campus are offered enrollment at the Sunset campus. After enrolling all Oakey students and siblings, our seats have been filled. We are not giving admissions preference based on NRS 386.580 or SB390. We are not giving preferences; our enrollment is full with the consolidation of both campuses.

- (2) 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 currently operates facilities. 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.

This information is included in the State Accountability Report Card. **See Attachment C**

- (3) 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 lottery¹ 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.

Not applicable as we are not adding new students. New student recruitments meet the demands of SB208.

- (4) 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.

We continually accept applications, and we fill seats as they become available.

- (5) 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.

The enrollment target is based upon our annual budget.

Our re-enrollment rate target is 80%. Our school model is very rigorous and unique and we are not alarmed if students or families determine it is not their first choice after experiencing it for a period

¹ 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.

of time. Because we have extensive waiting lists, we are not in danger of failing to fill our seats and meet our financial obligations. We work hard to provide prospective parents with all the information they need to make an informed choice, but sometimes it is difficult for families to really know what APA is like until they try it, and sometimes they find it is not a good fit for their child. This results in a higher than may be expected student turnover rate. Each family is asked to complete an exit interview and form so we can learn why each family who decides to not return, or to withdraw at any time, made that choice.

- (6) 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?

We conduct ongoing trainings with all enrollment staff, and we meet weekly to oversee the process.

- (7) 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?

This will be our 3rd year of operation so our current recruitment plan is in place and ongoing. We recruit students through signs in the communities we serve and internet marketing. We do very little recruiting due to long wait lists at this point in time.

- (8) Complete the following tables for the new campus in 2017-18 (If campus will relocate/consolidate in 2016-17, please adjust the tables accordingly).

(a) Minimum Enrollment

Grade Level	Number of Students					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Pre-K	0	0	0	0	0	0
K	98	98	75	75	75	100
1	160	93	90	75	75	75
2	160	155	90	90	75	75
3	160	155	90	90	90	75
4	128	155	150	90	90	90
5	192	124	150	150	140	90
6	160	155	150	150	140	140
7	128	124	124	120	145	120
8	96	124	124	120	120	140
9	64	93	124	120	145	150
10	64	62	124	120	145	150
11	32	62	93	120	120	150

12	0	33	62	90	90	124
Total	1442	1433	1446	1440	1445	1469

(b) Planned Enrollment

Grade Level	Number of Students					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Pre-K	0	0	0	0	0	0
K	100	100	75	75	75	100
1	160	93	93	75	75	75
2	160	155	93	93	75	75
3	160	155	93	93	90	75
4	128	155	155	93	90	90
5	192	124	155	150	140	90
6	160	155	155	150	140	140
7	128	124	124	150	140	120
8	96	124	124	124	120	140
9	64	93	124	124	150	150
10	64	62	124	124	150	150
11	34	62	93	124	124	150
12	0	33	66	93	99	124
Total	1446	1435	1474	1468	1468	1469

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

Grade Level	Number of Students					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Pre-K	0	0	0	0	0	0
K	100	100	75	75	75	100
1	165	99	96	75	75	75
2	165	160	96	93	93	75
3	165	160	96	93	93	93
4	130	160	160	93	93	93
5	198	124	155	155	155	93
6	165	160	155	155	155	155
7	132	124	124	155	124	155
8	99	124	124	124	124	130
9	66	99	124	124	124	130
10	66	66	124	124	124	130
11	33	66	93	124	124	130
12	0	33	62	93	124	124
Total	1484	1475	1484	1483	1483	1483

- (9) Describe the rationale for the number of students and grade levels served in year one of the relocated or consolidated campus and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.

The rationale for the number of students and grade levels is based on our facility and budget. It fully aligns with our year 3 projection. The growth plan for following years is based on the previous year's enrollment, classroom availability, and projected attrition.

BOARD GOVERNANCE

- (1) Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups in making decisions which impact students and families.

The board holds regular meetings that are publicized to parents in weekly newsletters. Parents are invited to attend and address the board at any meeting. Parents are also invited to communicate needs at any time with the board through the parent advocate who is serving on the board.

- (2) 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 relocation/consolidation or new statutory or regulatory requirements, including SB509?

Applicants to become a member of the board must provide a resume and disclose any connection to the school and its EMO. In addition, the members of the board provide an annual conflict of interest statement, attached.

No changes were made to the Bylaws, Code of Ethics or Conflict of Interest Policy preceding the consolidation as they are all in accordance with all statutory and regulatory requirements.

See Attachment D

- (3) Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the relocation/consolidation 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. This includes any relationship within the third degree of consanguinity or affinity between a board member or school employee and any party who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. 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.

We do not know of any existing, nor do we expect any actual or perceived conflicts regarding the relocation.

- (4) Describe any advisory bodies or councils to be formed to inform the board of stakeholder input regarding the relocation or consolidation, 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.

No advisory bodies or councils are necessary regarding the relocation as the board members is managing this process directly.

- (5) 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 related to the relocation or consolidation.

We ask all of our families to follow our Communication Policy as found in our Parent/Student Handbook. This directs them to bring their questions or concerns to the person who can best address them..

Channels of Communication

Members of the American Preparatory Academy community who have a question, concern, feedback, or a need for information will identify the person best able to answer their question or concern or most logically to hear their feedback and will approach that person in a positive manner. We have established a clear communication channel through which we invite you to bring any concerns or questions you may have. The persons listed are in order of those you should address your concern to first, next, etc.:

Academic, Behavioral, or other Concern, K-3

1. Child's Classroom Teacher - (even for groups issues) - firstname.lastname@apavegas.org
2. Lower Elementary Director – Christy Campbell – christy.campbell@apavegas.org
3. Administrative Director – Wendy Swenson – wendy.swenson@apavegas.org
4. District Lead Administrator – Rachelle Hulet – rachelle.hulet@apavegas.org
5. Parent Advocate – parentadvocate@apavegas.org

Academic, Behavioral, or other Concern, 4-6

1. Child's Classroom Teacher - (even for groups issues) - firstname.lastname@apavegas.org
2. Upper Elementary Director – Lindsay Campbell – lindsay.campbell@apavegas.org
3. Administrative Director – Wendy Swenson – wendy.swenson@apavegas.org
4. District Lead Administrator – Rachelle Hulet – rachelle.hulet@apavegas.org
5. Parent Advocate – parentadvocate@apavegas.org

Special Education Concern, K-3

1. Child's Classroom Teacher – first name.last name@apavegas.org
2. Lower Elementary Director – Christy Campbell – christy.campbell@apavegas.org
3. Special Education Case Manager – Theresa Musil theresa.musil@apavegas.org or Laura Anderson - laura.anderson@apavegas.org
4. Special Education Director – Lindsay Campbell – lindsay.campbell@apavegas.org
5. District Director – Carolyn Sharette – csharette@apamail.org
6. Parent Advocate – parentadvocate@apavegas.org

Special Education Concern, 4-6

1. Child's Classroom Teacher - teacher's first initial lastname@apavegas.org
2. Upper Elementary Director - Lindsay Campbell – lindsay.campbell@apavegas.org
3. Special Education Case Manager – Theresa Musil Theresa.musil@apavegas.org or Laura Anderson laura.anderson@apavegas.org
4. Special Education Director- Lindsay Campbell – Lindsay.campbell@apavegas.org
5. District Director - Carolyn Sharette – csharette@apamail.org
6. Parent Advocate – parentadvocate@apavegas.org

Facility or Safety Concern, Carpool

1. School Secretary – Tiffany Banda - tiffany.banda@apavegas.org
2. Administrative Director – Wendy Swenson - wendy.swenson@apavegas.org

For example: If a parent has a question related to instruction or that relates to the classroom in any way, the classroom teacher should be the first person to whom the parent would go seeking information or resolution. If the parent does not feel their concern has been resolved by the teacher, they should ask the teacher for a meeting with an Administrator. If the parent desires, they may ask the school secretary for an appointment with the Director directly if they feel their concern would best be addressed at that level and they have already tried to address it with the teacher and are uncomfortable asking the teacher for an administrative conference. If the parent feels the Director has not sufficiently resolved their concern, they may bring their concern to the parent advocate member of the Governing Board. This may be done by emailing parentadvocate@apavegas.org.

If a member of the community is unclear who the best person is to answer their question or concern or hear their feedback, they may ask a member of the administrative staff, beginning with one of the school secretaries.

SERVICES

- (1) Provide a description of how the school leadership team will support 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.
 - (a) 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 for students whose parents may have selected the former campus due to transportation accessibility.

We will not be providing transportation. We provide support to families through facilitating carpool plans and connecting families who live near each other so they can make carpool arrangements.

- (b) Food Service: Outline your plans for providing food service at the relocated or consolidated campus, 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 not serve as a barrier to enrollment or ongoing attendance.

We provide no food services. Parents are notified when they apply for enrollment that our school provides no food services. We have a significant waitlist despite this fact, and we anticipate being able to fulfill our enrollment projections.

- (c) Facilities maintenance (including janitorial and landscape maintenance) for the new/consolidated facility.

Janitorial and landscape maintenance will continue as is presently constituted.

- (d) Safety and security (include any plans for onsite security personnel) for the new/consolidated facility.

Visitors are required to check in at the main office. All doors remain locked at all times, with the exception of the main entrance. The school is also equipped with a comprehensive video and audio surveillance system.

FACILITIES

- (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.

The management company has over a decade's worth of experience in facilities acquisition and development. They have built-out and renovated two campuses in two states, and have overseen total construction of four additional campuses in Utah and Nevada. All of their previous campuses have opened on-schedule and on budget.

- (2) Detail the school's plan for the future of the facility which it is vacating, identifying all tasks, activities, and costs related to vacating the facility, including moving expenses, lease termination, subletting, or sale of the facility. Describe contingency plans in the event that any sublease or other critical path assumption falls through.

The facility is not owned by the school The lease agreement was a 2 year term. We will ensure that when vacated, the property will be left in excellent condition according to all requirements of the lease.

- (3) 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.

The governing board of APA - Las Vegas is responsible for acquiring and maintaining the school facilities and they accomplish this via management agreement with APS.

- (4) If a proposed facility has been identified and requires no construction or renovation prior to the commencement of instruction, please provide:

- (a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as Attachment 4
 - (b) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as Attachment 5
 - (c) A copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet as Attachment 6
 - (d) 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 familial or business connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as Attachment 7
 - (e) A copy of the Certificate of Occupancy at Attachment 8
 - (f) 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 Attachment 9
 - (g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as Attachment 10
- (5) If a proposed facility has not been identified or the proposed facility requires any construction or renovation prior to occupancy by the full student body, please provide:
- (a) Either a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 4 **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 Attachment 4

This is not applicable as the facility is currently in operation and construction has been completed. A complete certificate of occupancy has been received.

- (b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 5 **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 Attachment 5

The facility and supporting budget was approved by the SPCSA, along with the expansion. The expansion is complete, we have a C of O and the transition is complete. The lease was approved according to state law and rule, submitted in December of 2014.

- (c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 6 **OR**, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance that the school will submit final documentation in compliance with NAC 386.3265 as Attachment 6

The premises leased consists of approximately 6.45 acres of land and approximately 116,476 square feet of Charter School space. The school is not acquiring the facility at this time and will only be leasing the facility.

- (d) Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 7 **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 Attachment 7

The facility was approved in our original application, along with the expansion which would take place in year 2. We are beginning year 3; the expansion is complete, we have a C of O and the transition is complete.

- (e) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as Attachment 8

This is not applicable as construction has been completed.

- (f) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as Attachment 9

This is not applicable as construction has been completed.

- (g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as Attachment 10

See Attachment 10

We are already occupying our building and have completed all inspections.

- (6) For schools which are seeking to occupy multiple facilities over several years, please list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.

- (a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third party financing, etc.
- (b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of Attachment 8. 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 386.3265 as part of Attachment 9.

This section is not applicable to our school or this relocation.

- (7) Please include the organization's plans to finance these facilities, including:
 - (a) Total project cost for each facility
 - (b) Financing and financing assumptions
 - (c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc. for each facility and for the network as a whole

We occupy this building under an approved lease.

ONGOING OPERATIONS

- (8) 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 at the new/consolidated facility? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies at the new/consolidated facility?

We currently have an Emergency Management Plan in place that has been submitted to the SPCSA, the DOE as well as the Department of Emergency Management.

- (9) 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 large schools and districts in this and 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 large school context.

Our current facility has all required insurance coverage as required by the State.

FINANCIAL PLAN

- (10) Provide 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 in. Include the following:
- (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
 - (b) 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 10. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
 - (c) 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.
 - (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

The secured revenue we expect from the State of Nevada as the basic support per pupil amount per SB515 is: \$5,573. The secured supplemental support per pupil (this is the per pupil share of local taxes, etc.), from the district that we expect is: \$992. The above revenue projections can be found on page 2 of the budget in Attachment #10.

We have budgeted for expenses as outlined in Attachment #10 on page 4. Personnel and operating costs were estimated based on actual personnel employment at current contract rates. Operating costs were estimated on a cost plus growth model. Lease costs and educational management organization fees are in the budget at the contracted rates. As a contingency, if anticipated revenues are not received or are lower than estimated, personnel costs will be cut by releasing staff, specifically the paraprofessional staff.

- (11) Submit a completed financial plan for the proposed new/consolidated campus as Attachment 11. 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).

Please see Attachment 11

- (12) In the case of a multi-site school: submit, as Attachment 12, a detailed budget for the school at the network level. The format of this is left to the applicant's discretion but must be clear and

sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative.

This does not apply as we do not have a multi-site school.

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

This does not apply as we do not include any fundraising money into our budget.