STATE PUBLIC CHARTER SCHOOL AUTHORITY



2017 CHARTER SCHOOL EXPANSION AMENDMENT REQUEST

Schools Requesting to Serve Additional Students in Previously Approved Grade Levels and Sites

Amendment Requests Due April 15, 2017

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# Introduction

Dear Charter School Governing Body,

On behalf of the State Public Charter School Authority and our 31,000 incredible students, we thank you for your interest in amending your written charter or charter contract to expand a high-performing school in Nevada to serve additional students on your current campus or campuses. We understand the tremendous amount of work and commitment required to expand a quality school and achieve operational excellence across multiple sites while maintaining fidelity to your mission, vision, and academic model.

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 operators have faced as they have grown their schools. Charter schools are often large, complex public entities which may serve thousands of students and employ hundreds of staff. The 2015 Legislature recognized this reality and requires that an authorizer review the track record of the charter school with relation to academic, financial, and organizational performance and determine whether the school has the capacity to serve additional students with a high degree of quality and consistency across all domains.

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 it’s 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. We are committed to granting expansion amendments only to those schools who clearly demonstrate the academic track record and financial and operational capacity and business planning necessary to govern and operate high-performing networks of schools. We particularly welcome amendment requests from schools that seek to serve at risk students in our urban core, develop intentionally diverse populations in our growing suburbs, and the underserved populations of our rural and Native American communities.

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

# Instructions

OPERATOR APPLICANT INSTRUCTIONS

Specifications

* Notices of Intent to Apply for an Expansion Amendment are due 45 days prior to the date of submission. As R089-16A requires that amendments be submitted between April 1 and April 15 and between October 1 and October 15, notices of intent are due to the Authority no later than March 1 and September 1 of each year.
* 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 headings *Parent and Community Involvement, Driving for Results, Human Resources*, etc.). 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 (Executive Summary, Meeting the Need, Academic Plan, etc.) must begin on a separate page, as indicated in the RFP 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.
* Applicants are reminded that all requests for facilities or enrollment expansion 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. State regulations and federal law require that all submissions are compliant with accessibility standards as set forth in section 508 of the Rehabilitation Act. 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>. Schools are encouraged to use Microsoft Word’s styles features (<http://shaunakelly.com/word/styles/stylesms.html>) to increase compliance with accessibility requirements. Styles permit users 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. Note that submissions that do not comply with these accessibility standards will be rejected.
* 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.
* 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 Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
3. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
4. If a facility has been identified, the physical address of the facility and supporting documentation verifying the location, including the Assessor’s Parcel Number and a copy of the Assessor’s Parcel Map for the proposed facility **OR**, if a facility has not been identified, a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 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 **OR** a detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 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 Gannt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 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

Attachments Necessary to Assess School Capacity

1. Letters of Community Support/Partnership (preferably PDF conversion but may be scanned to PDF)
2. Incubation Year Planning Table
3. School Marketing Plan: <http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Community-Marketing-Plan-Template.doc>
4. Operational execution plan
5. Budget narrative
6. Financial Plan
7. Local Network Budget
8. For schools which replicate an EMO or CMO model from another state which do not yet have Nevada performance data: school performance data sheet and data from network’s internal assessments demonstrating that the Nevada school is performing at a level similar to schools in other geographies. Please also provide historical financial documents for the entity including audited financial records for the entity and, if any of the schools operated by the management organization are technically separate entities, audited financials for each such school 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. This may be provided in the format of your choosing.
9. School Data Worksheet

* Review all elements of your request for completeness before submitting. Incomplete requests will not be accepted, and schools are not able to amend, revise, or supplement their request after it has been submitted unless the SPCSA, at its sole discretion, requests additional information or the SPCSA board votes to reject the request and the applicant chooses to resubmit a revised request at a later date.
* Schools are strongly encouraged to maintain final Microsoft Word versions of all written materials. In the event that a school elects to resubmit a request with additional content and documentation, the school will be expected to use the Track Changes function to identify any additions or deletions to the application. Specific format requirements for such resubmissions will be furnished to applicants upon request.

Eligibility Requirements

To be eligible to submit an expansion amendment in the spring 2017 expansion amendment cycle, a school must be in good standing in all three domains of the Authority’s academic, financial, and organizational performance frameworks and it must not be considered a low-performing school or otherwise ineligible according to any definition set forth in law or regulation. Ineligible schools include, but are not limited to those schools which operate an elementary, middle, or high school rated below the three star level; schools which operate an elementary, middle, or high school program that is a priority or focus school; schools which operate high schools with graduation rates below 60 percent; and schools rated at the approaches, unsatisfactory, or critical level on the Authority Performance Framework either in aggregate or at the elementary, middle, or high school level.

A school which does not have at least one independent financial audit and one year of academic performance data in the Nevada system of accountability is ineligible to apply for an expansion amendment unless the school was approved by the Authority as an EMO replication of a high performing charter school in another state or the operator applied as a CMO applicant and has replicated a high performing charter school model from another state. In such cases, the school will be required to submit updated academic, financial, and organizational performance data in all three domains from the replicated EMO school or CMO school network. Such schools are also encouraged to submit, rigorous, objectively verifiable internal assessment data which demonstrates that the Nevada-based charter school is making progress similar to that of the schools in other states with similarly rigorous academic standards and statewide assessment systems and evaluative criteria. Such non-Nevada schools must be continuing to meet the academic, financial, and organizational performance targets which made them eligible for replication in Nevada for the Authority to consider utilizing their results as a proxy for the performance of a Nevada replication school utilizing the same model. It is also important to note that the Authority will only favorably consider internal assessment results for Nevada campuses which meet or exceed those of schools utilizing the same model in such states. Put simply, such data must, in the Authority’s sole discretion, support the finding that the Nevada replication school is on track to perform as well or better than the replicated school on a rigorous, statewide assessment. In the event that the Authority mandates a system-wide assessment to supplement the statewide test and provide for additional data in the event of a testing irregularity or a change in state testing provider, schools should expect that data from that assessment will outweigh data provided from a school’s internal assessment system.

Schools are advised that fiscal or organizational issues which are discovered during the review process, including issues related to, raised in, or uncovered during a review of the annual independent audit which was due to the Authority on December 1, 2016, will result in denial of the expansion amendment request.

Submission Instructions

1. **Schools must submit their complete amendment request into the Charter Amendment section of Epicenter by 5:00 pm PT on April 15, 2017**
2. In order to complete and submit your request, you will need to meet the following minimum technology requirements:
3. A local copy of Microsoft Office Word 2007 or later and Microsoft Office Excel 2007 or later
4. A local copy of Adobe Acrobat Standard or Professional to allow for converting, combining, and consecutively paginating files into portable document format—note that neither the vast majority of third party PDF software and online services not the print or save to PDF functionality in Office create documents which comply with applicable accessibility requirements.
5. 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 Gannt charts, flowcharts, and explanatory graphics for inclusion in the narrative or the requested attachments
6. Microsoft Internet Explorer Version 9 or above OR Google Chrome Version 40 or above
7. A reliable Internet connection
8. 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
9. Schools may upload amendment requests up to 5:00 pm PT on April 15, 2017. 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 388A contains the vast majority of law pertaining to charter schools: https://www.leg.state.nv.us/nrs/NRS-388A.html.

NRS 388A contains the vast majority of the legal changes which were made during the 2015 legislative session that impact charter schools. Some bills did include language which impacted other chapters of the Nevada Revised Statutes in 2015, when 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>.

Additionally, the following uncodified NAC sections should be reviewed:

R087-16A: <http://www.leg.state.nv.us/Register/2016Register/R087-16A.pdf>

R088-16A: <http://www.leg.state.nv.us/Register/2016Register/R088-16A.pdf>

R089-16A: <http://www.leg.state.nv.us/Register/2016Register/R089-16A.pdf>

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.

The Authority also recognizes that overseeing and operating high performing schools with multiple campuses is a complex task requiring flexibility and sophistication. Nevada’s multi-site charter schools are the Silver State’s own homegrown charter management organizations. Like similar networks in other states, our homegrown CMOs directly hold charters to operate multiple campuses in Nevada. As they plan their growth, schools which have limited experience operating charter schools with multiple campuses and those which have not fully made the mindset shift from operating a small school to a more district-like entity are encouraged to reach out to the top performing multi-site charter school networks in leading charter school markets, including not only states in the western United States, but also CMOs in places like New York, Massachusetts, and the District of Columbia. While there are some contextual differences between states, you will find that many of these networks have experienced challenges as they have grown and can share lessons learned about how to grow intentionally, strategically, and effectively.

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 2017 Expansion Amendment Cycle

With the Spring 2017charter expansion amendment cycle, the State Public Charter School Authority has adopted a format which features questions focused on the particular academic, financial, organizational, and governance opportunities and challenges associated with multi-site operation.

The State Public Charter School Authority views the granting of the charter as an investment of public dollars and the public trust in the service of public schoolchildren. The evaluation of each application and each applicant revolves around the same essential question: will this school be an academic, organizational, & financial success?

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.

Successful Amendment Requests Will Demonstrate…

|  |  |
| --- | --- |
| **Domain** | **Criteria** |
| **Governance** | Strong Governing Team which Significantly Exceeds Statutory Minimum Criteria with Proven Track Record of Transparently and Accountably Governing a Multi-Million Dollar Public Entity |
| **Leadership** | School and Network Leaders with Exemplary Track Record of Academic and Operating Results with Similar Model/Population  Strong Operating Team with Proven Track Record of Transparently and Accountably Operating a Multi-Million Dollar Public Entity |
| **Academic Accountability** | Proven School Model With Proven Track Record of Producing 4/5 Star Results with Target Population |
| **Fiscal Accountability** | Strong School and Network Financial Model With Proven Track Record of Increasing Annual Fund Balances[[1]](#footnote-1)  Track Record of Clean Audits |
| **Business Relationships** | Transparent and Appropriate Client/Vendor Relationship with Any Identified Service Providers |

Developing a high quality school design and operating plan that scales is a challenging and time-consuming endeavor that requires extensive collaboration by the governing body and leadership team of the charter school. Reading and making recommendations on charter amendments is also a time-consuming activity for SPCSA board members, staff, and any external evaluators with whom the Authority may works to ensure a diversity of perspectives and expertise in the review process.

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.

For the Spring 2017 amendment cycle, all requests are projected be on the same review timeline:

|  |  |
| --- | --- |
| Full Request Submitted | April 15, 2017 |
| Initial Technical Review to Confirm Eligibility and Completeness | Late April 2017 |
| Requests for Clarification (at discretion of SPCSA staff) | Early May 2017 |
| Review of Amendment Request by Internal and Possible External Reviewers | May 2017 |
| Capacity Interviews (At SPCSA Executive Director Discretion) | Early June 2017 |
| Reviewer Conference and Generation of Staff Recommendations | Early June 2017 |
| SPCSA Board Meeting: Public Hearing: Staff Recommendation, School Presentation, & Board Vote | June 2017 |

Schools that are unable to submit an amendment request which meets their own high standards during the spring round are strongly encouraged to begin working on an application for the fall 2017 cycle as soon as possible. While there are likely to be some changes to the timeline, process, and format, the essential questions will remain the same.

# Request for Amendment

SCHOOLS EXPANDING FALL 2017 AND BEYOND

|  |
| --- |
| **Please submit an amendment request that addresses the following questions / issues.**There are no page limits for individual sections except for the Executive Summary. The total amendment request may not exceed 128 pages (not including the requested attachments and the 28 pages of questions and tables included in this document).  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. |

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.

## EXECUTIVE SUMMARY

4 Page Limit

Provide a brief overview of your school, including:

* 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
* A list of the current school campuses and the campuses proposed to expand in this amendment request
* 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.
* Proposed model and target communities by zip code
* The outcomes you expect to achieve across the network of campuses
* The key components of your educational model for the expanded school
* The values, approach, and leadership accomplishments of your school or network leader and leadership team
* Key supporters, partners, or resources that will contribute to your expanded school’s success

## MEETING THE NEED

### **TARGETED** PLAN

#### Identify the community you wish to serve as a result of the expansion and describe your interest in serving this specific community.

#### Explain how your expansion model, 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

#### Describe the school’s six-year growth plan for developing new schools in Nevada and other states. Please describe the proposed scope of growth over the next 6 years, including both the schools that the campuses the school has already been approved to open, those it is currently applying to open and any additional campuses that it anticipates applying to open in the next six years (number of campuses, locations, proposed six-year enrollment projections, and grade configuration/type of schools).

##### Provide a rationale for the proposed six-year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well-positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion.

#### 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:

* 1. Inability to secure facilities/facilities financing;
  2. Difficulty raising philanthropic funding;
  3. Insufficient talent pipeline/difficulty recruiting faculty;
  4. Insufficient leadership pipeline/difficulty recruiting school leaders;
  5. Misalignment between the founding school and leader and new campuses and leaders, and;
  6. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.

1. 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 challenges 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

#### Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed expansion of the school.

#### Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the new sections at the identified campus(es). What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

#### 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.

#### 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 Attachment 11, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

#### 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?

#### 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.

## ACADEMIC PLAN

### 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.

#### Historical Performance

##### **Performance Data:** schools are only eligible to complete the amendment request and business plan if the existingschools 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. However, 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. ***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***.

##### **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?

### PROGRAMS OF 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.

#### Describe the system of course credits that the school will use.

#### Describe how the school will monitor and verify the participation in and completion of courses by pupils.

#### Describe how the school will ensure students participate in assessments and submit coursework.

#### Describe how the school will conduct parent-teacher conferences.

#### 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.

#### 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.

#### 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.

#### 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.

#### Explain how the school’s proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

### 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 2016-17 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

#### 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.

#### Identification: Describe in detail the school’s Child Find process. How will the school identify students in need of additional supports or services?

##### (*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?

##### (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?

##### (*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?

#### Continuum of Services: How will the school provide a broad contiuum 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.

#### 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?

#### 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.

#### 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?

#### 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.

#### 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?

#### Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?

#### 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.*

## 

## OPERATIONS PLAN

#### Organization Charts and Decision-Making Authority:

##### Provide the following organizational charts:

###### Current

###### Vision for school in three years (clearly identify both expanded campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)

###### Vision for school in six years (clearly identify both expanded 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 the all national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff—including all new positions supporting this expansion or funded by these new revenues, 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.*

#### Describe the proposed organizational model.

#### 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:

##### School leadership;

##### School business operations and finance;

##### Governance management and support to the Board;

##### Curriculum, instruction, and assessment;

##### At-risk students and students with special needs;

##### Performance management; and

##### Parent and community engagement.

#### Explain your school leader’s role in the successful recruitment, hiring, development and retention of a highly effective staff for the expanded enrollment sections.

#### 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?

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

### STAFFING

#### Complete the following table 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.

### Proposed New Campus(es)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** | **2022-23** |
| **Management Organization Positions** | | | | | |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| **Total Back-Office FTEs** |  |  |  |  |  |  |
| **School Staff** | | | | | |  |
| Principals |  |  |  |  |  |  |
| Assistant Principals |  |  |  |  |  |  |
| Add’l School Leadership Position 1  [Specify] |  |  |  |  |  |  |
| Add’l School Leadership Position 2  [Specify] |  |  |  |  |  |  |
| Add’l School Leadership Position 3  [Specify] |  |  |  |  |  |  |
| Classroom Teachers (Core Subjects) |  |  |  |  |  |  |
| Classroom Teachers (Specials) |  |  |  |  |  |  |
| Student Support Position 1 [e.g., Social Worker] |  |  |  |  |  |  |
| Student Support Position 2 [specify] |  |  |  |  |  |  |
| Specialized School Staff 1 [specify] |  |  |  |  |  |  |
| Specialized School Staff 2 [specify] |  |  |  |  |  |  |
| Teacher Aides and Assistants |  |  |  |  |  |  |
| School Operations Support Staff |  |  |  |  |  |  |
| **Total FTEs at School** |  |  |  |  |  |  |

### Network

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** | **2022-23** |
| Number of elementary schools |  |  |  |  |  |  |
| Number of middle schools |  |  |  |  |  |  |
| Number of high schools |  |  |  |  |  |  |
| **Total schools** |  |  |  |  |  |  |
| Student enrollment |  |  |  |  |  |  |
| **Management Organization Positions** | | | | | |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| [Specify] |  |  |  |  |  |  |
| **Total Back-Office FTEs** |  |  |  |  |  |  |
| **Elementary School Staff** | | | | | |  |
| Principals |  |  |  |  |  |  |
| Assistant Principals |  |  |  |  |  |  |
| Add’l School Leadership Position 1  [Specify] |  |  |  |  |  |  |
| Add’l School Leadership Position 2  [Specify] |  |  |  |  |  |  |
| Add’l School Leadership Position 3  [Specify] |  |  |  |  |  |  |
| Classroom Teachers (Core Subjects) |  |  |  |  |  |  |
| Classroom Teachers (Specials) |  |  |  |  |  |  |
| Special Education Teachers |  |  |  |  |  |  |
| ELL/TESOL Teachers |  |  |  |  |  |  |
| Student Support Position 1 [e.g., Social Worker] |  |  |  |  |  |  |
| Student Support Position 2 [specify] |  |  |  |  |  |  |
| Specialized School Staff 1 [specify] |  |  |  |  |  |  |
| Specialized School Staff 2 [specify] |  |  |  |  |  |  |
| Teacher Aides and Assistants |  |  |  |  |  |  |
| School Operations Support Staff |  |  |  |  |  |  |
| **Total FTEs at Elementary Schools** |  |  |  |  |  |  |
| **Middle School Staff** | | | | | |  |
| Principals |  |  |  |  |  |  |
| Assistant Principals |  |  |  |  |  |  |
| Add’l School Leadership Position 1  [Specify] |  |  |  |  |  |  |
| Add’l School Leadership Position 2  [Specify] |  |  |  |  |  |  |
| Add’l School Leadership Position 3  [Specify] |  |  |  |  |  |  |
| Classroom Teachers (Core Subjects) |  |  |  |  |  |  |
| Classroom Teachers (Specials) |  |  |  |  |  |  |
| Student Support Position 1 [e.g., Social Worker] |  |  |  |  |  |  |
| Special Education Teachers |  |  |  |  |  |  |
| ELL/TESOL Teachers |  |  |  |  |  |  |
| Student Support Position 2 [specify] |  |  |  |  |  |  |
| Specialized School Staff 1 [specify] |  |  |  |  |  |  |
| Specialized School Staff 2 [specify] |  |  |  |  |  |  |
| Teacher Aides and Assistants |  |  |  |  |  |  |
| School Operations Support Staff |  |  |  |  |  |  |
| **Total FTEs at Middle Schools** |  |  |  |  |  |  |
| **High School Staff** | | | | | |  |
| Principals |  |  |  |  |  |  |
| Assistant Principals |  |  |  |  |  |  |
| Deans |  |  |  |  |  |  |
| Add’l School Leadership Position 1  [Specify] |  |  |  |  |  |  |
| Add’l School Leadership Position 2  [Specify] |  |  |  |  |  |  |
| Add’l School Leadership Position 3  [Specify] |  |  |  |  |  |  |
| Classroom Teachers (Core Subjects) |  |  |  |  |  |  |
| Classroom Teachers (Specials) |  |  |  |  |  |  |
| Special Education Teachers |  |  |  |  |  |  |
| ELL/TESOL Teachers |  |  |  |  |  |  |
| Student Support Position 1 [e.g., Social Worker] |  |  |  |  |  |  |
| Student Support Position 2 [specify] |  |  |  |  |  |  |
| Specialized School Staff 1 [specify] |  |  |  |  |  |  |
| Specialized School Staff 2 [specify] |  |  |  |  |  |  |
| Teacher Aides and Assistants |  |  |  |  |  |  |
| School Operations Support Staff |  |  |  |  |  |  |
| **Total FTEs at High Schools** |  |  |  |  |  |  |
| **Total Network FTEs** |  |  |  |  |  |  |

### HUMAN CAPITAL STRATEGY

 Describe your strategy, plans, and timeline for recruiting and hiring teachers for an expanding 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.*

#### **Recruitment:** Identify whether recruitment will be managed at the campus or network level. Identify keypartnerships 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.

#### **Professional Development:** Identify the school’s plan to meet professional development needs of staff hired as a result of this expansion.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.

### SCALE STRATEGY

#### 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 campuses.

#### 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.

#### Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each expanded section that you plan to open.

### 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.

#### 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.

#### 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.

#### 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 lottery[[2]](#footnote-2) 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.

#### 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.

#### 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.

#### 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?

#### 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?

#### Complete the following tables for the proposed school to open in 2017-18 or later. As necessary, please change the starting year in the table to reflect a full six-year enrollment profile for each campus. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening under this amendment.

##### Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Number of Students | | | | | |
| 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| Pre-K |  |  |  |  |  |  |
| K |  |  |  |  |  |  |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |

##### Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Number of Students | | | | | |
| 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| Pre-K |  |  |  |  |  |  |
| K |  |  |  |  |  |  |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |

##### 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 | | | | | |
| 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| Pre-K |  |  |  |  |  |  |
| K |  |  |  |  |  |  |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |

#### 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.

##### 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.

##### 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.

#### Please provide a completed marketing plan consistent with this narrative as attachment 13. The sample template may be found at: <http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Community-Marketing-Plan-Template.doc>.

### BOARD GOVERNANCE

#### 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.

#### 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?

#### 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.

### INCUBATION YEAR DEVELOPMENT

#### Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2016-2017) to ensure that the new sections are ready for a successful launch in fall 2017 or later. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 12.

#### Explain who will work on a full-time or nearly full-time basis immediately following approval to lead expansion of the campus(es) and the plan to compensate these individuals.

### SCHOOL MANAGEMENT CONTRACTS

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), please explain that this sub-section is “Not Applicable” and skip to the next sub-section.

#### How and why was the EMO selected?

#### 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).

#### 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.

#### 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.

### SERVICES

#### 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.

##### Facilities maintenance (including janitorial and landscape maintenance) for these new sections

##### Safety and security (include any plans for onsite security personnel) for these new sections

#### Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this 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.

#### Provide, as attachment 14, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

### FACILITIES

#### If the facility requires no construction or renovation after the date of this submission and prior to the commencement of instruction, please provide:

##### The physical address of the facility and supporting documentation verifying the location, including the Assessor’s Parcel Number and a copy of the Assessor’s Parcel Map for the proposed facility as Attachment 4

##### A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as Attachment 5

##### 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

##### 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

##### A copy of the Certificate of Occupancy at Attachment 8

##### 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

##### 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

#### 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, please provide:

##### Either a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 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

##### 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

##### 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

##### 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

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

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

##### 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

### ONGOING OPERATIONS

#### 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.

## FINANCIAL PLAN

#### 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.

#### As Attachment 15, present an updated 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 Attachment 15. Include the following:

##### Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

##### 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.

##### 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.

##### 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.

##### Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

##### Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

#### Submit a completed financial plan for the proposed expanded school campus(es) as Attachment 16 using the Nevada Department of Education’s required charter school budget forms (<http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Charter_Schools/Documents/charterbudget.xlsx>). The materials submitted 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).

#### Submit, as Attachment 17**,** a detailed budget for the operator at the network level (schools may wish to consult the Nevada Department of Education’s required charter school budget forms (<http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Charter_Schools/Documents/charterbudget.xlsx>), The materials 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).

#### Provide, as Attachment 18, 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.

#### Complete the audit data worksheet in Attachment 19. 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 18.

#### 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.

#### 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.

1. Such fund balance increases are intended to track free cash on hand, and should be exclusive of any capital refresh, expansion, or bond-mandated reserves budgeted for and maintained by the school. [↑](#footnote-ref-1)
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. [↑](#footnote-ref-2)