STATE PUBLIC CHARTER SCHOOL AUTHORITY

2019 CHARTER SCHOOL REQUEST FOR AMENDMENT
TO CHARTER CONTRACT APPLICATION

For the: **Melissa Mackedon**

Date Submitted: April 15, 2019

Current Charter Contract Start Date: June 13, 2017

Charter Contract Expiration Date: June 30, 2023

Key Contact: Melissa Mackedon

Key Contact title: Chief Executive Officer

Key Contact email and phone: mmackedon@oanv.org | 775-423-5437

Date of School Board approval of this application: January 29, 2019

This Request For Amendment (RFA) is submitted to request a contract amendment regarding (place an "X" to the right of the specific RFA type(s) you are applying for):

1. Add Distance Education ___

2. Add Dual-Credit Program ___

3. Change Mission and/or Vision ___

4. Eliminate a Grade Level or Other Educational Services ___

5. EMOs: Entering, Amending, Renewing, Terminating Charter Contract with an EMO ___

6. Enrollment: Expand Enrollment in **Existing** Grade Level(s) and Facilities _X_

7. Enrollment: Expand Enrollment in **New** Grade Levels ___

8. Facilities: Acquire or Construct a New or Additional Facility that will not affect approved enrollment ___

9. Facilities: Occupy New or Additional Facility _

10. Facilities: Occupy a Temporary Facility ___

11. Facilities: Relocate or Consolidate Campuses ___

12. RFA: Transportation ___

13. Other changes ___

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A) EXECUTIVE SUMMARY

4 Pages or less per RFA

Provide a brief overview of your school, including:

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

   Oasis Academy Charter School is a single sight K-12 charter school located in Churchill County Nevada. According to the 2018-2019 Quarter 3 Average Daily Enrollment submitted to the Nevada Department of Education our current enrollment is 610. Oasis Academy´s initial charter was granted in June 2011 and opened in August 2011 with 180 K-8 students. In 2013, the school doubled in size and an additional class at each grade level K-8 was added, bringing the student count to 360. In 2015 the school expanded to include high school. In the spring of 2017, the board approved the slow growth of grades K-8, adding a third kindergarten in the fall of 2018, a third first grade in 2019, and so on. School leadership did not believe they needed to seek an amendment as the school was not increasing its student's population by 120% in any single year nor did we have an executed contract at the initial decision time; but in light of the executed contract language and an abundance of caution have decided to submit an amendment request.

   Oasis Academy has eight board members:

   > Karla Craig, Board Chair (RN, parent; governance committee)
   > Katie Dahl, Vice-Chair (Social Worker, parent; chair governance committee)
   > Frank Woodliff III, Treasurer (Architect; chair financial committee)
   > Lisa Bird, Secretary (Human Resources, Parent; chair academic excellence committee)
   > Samantha Gomes, Member (Teacher; governance and academic excellence committee)
   > Sage Hiibel, Member (Professor UNR, parent; financial committee)
   > Theresa Guillen, Member (Hygienist, parent; financial committee)
   > Mark Feest, Member (Attorney, parent; governance committee)

   Oasis Academy's key leadership team consists of:
   > Melissa Mackedon, CEO
   > Rochelle Tisdale, Chief Academic Officer
   > Dusty Casey, Chief Financial Officer
   > Michael Kelly, Chief Technology Officer
   > Natalie Lane, Academic Strategies Specialist
   > Andy Lenon, Head Counselor
   > Page Hiskett, Head of Student Services
   > Chairs of Board Committees

2. Statement and overview of the mission and vision

   The Charter School, in partnership with parents and community, strives to instill in its students' high standards for academic achievement, leadership, integrity, and responsible citizenship. The Charter School will create leaders one project at a time.

3. Specific statement of the request

   The Board of Oasis Academy, operating under a current contract with a start date of June 13, 2017 and a six-year expiration date of June 30, 2013 requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following (check all that apply):

   __ 1. Dual-Credit Programs

   __ 2. EMOs: Amend charter contract with an EMO

X 3. Enrollment: Expand enrollment in existing grades and facilities

__ 4. Enrollment: Expand enrollment in new grade levels

__ 5. Enrollment: Eliminate a grade level or other educational services

__ 6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment

__ 7. Facilities: Occupy additional sites

__ 8. Facilities: Relocate or consolidate campuses

__ 9. Facilities: Occupy a new or additional facility

__ 10. Other (specify): _____

(See full list above of RFA amendment types)

See Attachment 1 Board Agenda and Approved Minutes of Charter Amendment

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

Oasis Academy is seeking this amendment to offer a 5-star education to more students in Churchill County. We have an extensive waiting list in grade K-8. The demand for a third classroom is there. By adding a class per year, rather than an additional class at all grades K-8 all at once we can establish a solid educational foundation with our young learners and adequately deal with human resources concerns.

5. Description of proposed target model and target communities.

Churchill County Nevada is the proposed target community, though we do serve a small percentage of students from Lyon County. Churchill County is home to approximately 24,000 residents. According to the 2010 United States Census the following is the demographic breakdown:

White	84.2%
African American	2.5%
American Indian	5.4%
Asian	3.3%
Native Hawaiian & Other Pacific Islanders	0.4%
Two or More Races	4.2%
Hispanic of Latino	14.1%

6. Statement of outcomes you expect to achieve across the network of campuses

Oasis Academy expects to provide a 5-star education to 72 students at each grade level K-8 by 2026.

7. Key components of your educational model for the expanded school

Nothing about the educational model will change with the addition of a third classroom at each grade level K-8.

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

Oasis Academy has been a top performing school in the state of Nevada since it started in 2011. A few recent accomplishments include 100% graduation rate in 2018. Additionally, Data Insights ranks Oasis Academy students on the SBAC as follows:

Subject	Grade	% Proficient	Ranking in State

Math	3	73.1	102
Math	4	88.1	45
Math	5	72.8	100
Math	6	84.2	31
Math	7	92.8	11
Math	8	91.1	13
Reading	3	91.8	32
Reading	4	88.7	43
Reading	5	69.0	114
Reading	6	96.8	7
Reading	7	97.8	4
Reading	8	88.2	17

Oasis Academy has been awarded the following competitive grants and awards:

> Read by Three 16-17
> College and Career Readiness, 17-18, 18-19, 19-20
> Pennington Foundation Grant, 18-19
> Best New Business, Fallon 2012
> Designated Governor's STEM School, 2019

9. Key supporters, partners, or resources that will contribute to your expanded school's success.

Oasis Academy Families are a key partner as well as the City of Fallon and Western Nevada College.

B) MEETING THE NEED

TARGETED PLAN

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

Oasis Academy wishes to serve rural Nevada students, specifically, the youth of Churchill County via slow growth expansion, growing by one grade level per year (kindergarten 2018-2019, first grade 2019-2020, second grade 2020-2021, etc.). By serving a rural community, Oasis Academy is serving a group of students inequitably represented by school choice, as the unique needs of rural communities are often obscured by those of their urban and rural counterparts. Churchill County is no exception to this trend, offering very little school choice to its citizens. Prior to Oasis Academy opening in 2011, the only public-school option was the traditional district, Churchill County School District, which has chronically underperformed. The Board of Directors believe that students in Churchill County deserve a high-quality education and Oasis Academy has been offering that since 2011. Oasis Academy has always had an extensive wait list and continues to do so. Currently, there are just under 400 students who have applied for enrollment in the 2019-2020 school year.

Presently, Oasis Academy meets the SPCSA strategic plan measure of being within ten percentage points of sending schools in all underserved populations except one, FRL students. Through this expansion effort, Oasis Academy hopes to increase the percentage of FRL and ELL students served. Current comparisons of special populations between the local district and the charter school are:

	Churchill County School District	Oasis Academy
Special Education	14.34%	10.65%
ELL	7.35%	2%
FRL	47.1%	20.49%

(2) Explain how your expansion model or RFA, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

The mission of the SPCSA is to improve and influence public education in Nevada by sponsoring public charter schools that prepare all students for college and career success. Oasis Academy has consistently been a top school in the SPCSA portfolio, helping to advance the mission. By offering additional seats to rural Nevada students the school would further not only the SPCSA mission but also serve the needs of the community. Currently there are just under 400 students who have applied for enrollment in the 2019-2020 year with a week remaining in the open enrollment period, a number consistent with historical trends. Additionally, Oasis Academy continues to accept applications for active duty military personal throughout the year who move into the area outside the open enrollment period.

GROWTH RATE AND RATIONALE

(1) 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).

At this time, Oasis Academy is not proposing any additional campuses. The growth being proposed is at the K-8 level as outlined below:

	Additional Seats Added	Total K-8 Student Population
2018-2019	25, kinder	475
2019-2020	25, first	500
2020-2021	25, second	525
2021-2022	25, third	550
2022-2023	25, fourth	575
2023-2024	25, fifth	600
2024-2025	25, sixth	625
2025-2026	25, seventh	650
2026-2027	25, eighth	675

Presently, Oasis Academy is approved for 50 students at each grade level, K-8; however, at this time the Board of Directors has determined not to have any class size over 24. As a result, in the 2018-2019 school year we enroll 18 less students in the K-8 than we are approved to enroll.

    a. 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.

Oasis Academy sees many advantages to utilizing a slow growth model. Primarily, this allows us to establish a firm educational foundation of early literacy and number sense skills. When Oasis Academy doubled in size in 2013, adding an additional teacher and 20 students at each grade level the gap in student proficiency was significant. This model allows us to avoid those gaps on such a large scale. Additionally, the slow growth approach allows us to deal with human resources needs, specifically, classroom teachers. Based on our current applicant pool and our in-house teacher pipeline program the leadership team feels confident that we can add a qualified teacher each year. Lastly, this model allows us to deal with our logistical space issues. By using a slow growth approach, we can adequately house students until we are able to build a new facility.

At this time there is not geographic expansion planned outside of Churchill County.

    (2) Specifically identify the key risks associated with this growth plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them.

    Examples may include:

      a. Inability to secure facilities/facilities financing;
      b. Difficulty raising philanthropic funding;

c. Insufficient talent pipeline/difficulty recruiting faculty;

d. **Insufficient leadership pipeline/difficulty recruiting school leaders;**

e. Misalignment between the founding school and leader and new campuses and leaders, and;

f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.

The key risk Oasis Academy faces with the slow growth approach filling teacher staffing needs. The risk is being mitigated through an in-house teacher pipeline program we call the "IA to Classroom Pipeline." Oasis Academy hires 2-3 instructional aides each year who are either currently enrolled in or are committed to enroll in a teacher training program. As they work through their teacher training program, they work at Oasis Academy as an instructional aide, working side by side with master teachers. They get exposure to the school's curriculum, culture, in house professional development and other school initiatives. Upon completion of their program, we hire them with confidence as a classroom teacher. We hired our first teacher from the "IA to Classroom Pipeline" in 2017-2018, another candidate has been hired for the 2019-2020 school year, and a third candidate will do her student teaching in second grade in 2019-2020, and then be hired for the expansion second grade in 2020-2021. Currently, there are two additional instructional aides in the "IA to Classroom Pipeline." In addition to the in-house pipeline program, on average, 3 military spouses apply annually for teaching positions. Churchill County is home to Naval Air Station Fallon, the Navy's largest training facility for pilots and Navy Seals. Typically, families are stationed in Churchill County for three years. Oasis Academy has established a reputation in the Naval community as being a desirable place to work and as such, military spouses reach out to the school inquiring about jobs as soon as they get their orders for NAS Fallon.

Currently, three Oasis Academy classroom teachers have expressed interest in or are actively working on their administrative endorsement which will provide adequate numbers for a leadership pipeline.

Another potential risk is the inability to secure adequate facilities when the school realizes full enrollment in 2026-2027. Currently Oasis Academy has four properties under consideration for a future permanent site. The school has saved the money to purchase the land and is already working with USDA to determine if that will be a workable funding source for the building. The school recognizes that an amendment request will be necessary when a final determination is made on the site. Due to long runway before reaching full enrollment, the leadership team does believe this risk is relatively small.

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

Not applicable, the school has never replicated

PARENT AND COMMUNITY INVOLVEMENT

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

Primarily the community has been involved in the school expansion as they have applied through the open enrollment process, indicating a high demand in the community. Every year more than one hundred parents apply for the 72 kindergarten spots we fill.

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

Oasis Academy engages the community through informational nights. We advertise our open enrollment window in local papers, as well as through targeted social media campaigns. Based on our lottery lists these campaigns have successfully engaged our community. To increase our ELL population, we also began advertising in Spanish in key

businesses and in key church congregations. Early indicators show that these efforts have been working as the last three students we enrolled in the high school have all been ELL students (currently our high school is not full and we enroll all students who apply throughout the school year). Consequently, the younger siblings of ELL students are automatically moved to the sibling list, are exempt from the lottery, guaranteeing their enrollment in the school when a spot opens.

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

The school does not require any volunteer hours from parents, but parents who are able are encouraged to volunteer. On average Oasis Academy has 20 volunteers a day working in the school in a variety of capacities including but not limited to: lunchroom duties, morning traffic duty, math facts, site words, etc.

Oasis Academy holds not only a back to school night prior to the school year starting, but also has a kindergarten practice day each year the week before the school year starts. This allows not only the students, but their parents to practice the drop off and pick up routines as well as school routines (hanging up back packs, going to lunch, etc.). While the students go to school, we host a breakfast Q & A for parents, providing them an opportunity to ask questions. Additionally, Oasis Academy conducts the traditional parent conferences and family reading and math nights. As a project-based learning school parents are invited in regularly at every grade level to see project presentations. Most recently, Oasis Academy has started an ¨I'm All Ears" program. I'm All Ears is an agenda free meeting held one day a month in both the morning and evening where parents can come and ask any question they want.

Oasis Academy also has a Family Engagement Committee whose purpose is to plan family friendly events that make all families feel welcome and a part of the school community; for example, they hold a free family movie nights at the school or a free family dance night. Originally this group was started to welcome and engage military families who were new to the area, but it serves the same purpose for all new families.

(4) Discuss the community resources that will be available to students and parents at the expanded school. Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as an **Attachment** (N/A), existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Many local organizations work with Oasis Academy annually. All new students would benefit from those partnerships. Some of the community organizations include, but are not limited to: Rotary, Veterans of Foreign Wars, Soroptimist, Lions Club, Social Services, Naval Air Station Fallon School Liaison Office, Lead Green, and Junior Achievement. Specific examples of work those organizations do at Oasis Academy include Rotary's annual 8th grade leadership summit, Lyons Club free vision and glasses program, Junior Achievement financial literacy classes for all K-8 classes, and River Wranglers environmental studies on our local water shed with all 5th grade and high school biology students. This is rural Nevada, we do not have any official MOUs or contracts with these organizations, rather it is an unspoken rule that we work collaboratively together to improve the quality of life and opportunities for Churchill County Youth.

There will be a continuation of community resources at the school available to all new families; for example, the Naval child care facility drops off and picks up students daily as do other after hour care programs in the community.

Lastly, the business community is very supportive of our project-based learning model and career exploration program. Different professionals and experts from various industries come to the school to introduce topics to

students or to serve as panelist on project presentations. Specific examples include the mayor coming in to talk to first grade during their civics unit, engineers from NV energy coming in to introduce electricity to fourth grade, and local business owners serving on a panel hearing 5th grade business plans.

(5) Describe the school's ties to and/or knowledge of the target community. How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?

The school is very tied to the community. Many of the founders of the school were born and raised in the community and had a passion for improving it. Most of the current Board of Directors were born and raised in the community and/or own or manage businesses in the community. Members of the Oasis Academy staff serve on other community boards and organizations including, but not limited to: Fallon Youth Club (our equivalent of Boys and Girls Club),Lead Green a youth leadership initiative, community athletic league boards, local church boards from several denominations, Western Nevada College Foundation Board and the Churchill County Youth Advisory Committee.

(6) Identify any organizations, agencies, or consultants that are partners in planning and expanding the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

Not applicable, no other organizations or agencies are involved in the expansion of the school.

C) ACADEMIC PLAN

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

MISSION & VISION "No Change"

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

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

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

CURRICULUM & INSTRUCTIONAL DESIGN "No Change"

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

(1) Historical Performance
   a) **Performance Data:** schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.
       a. 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.
       b. ***Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.***
   b) **Interventions**: Please explain any past performance that has not met the organization's expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

(2) Academic Vision and Theory of Change

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

(3) Performance Management

   a) **Measuring Progress:** Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole.
       a. What performance management systems, processes, and benchmarks will the school use to formally assess this progress?

b. Explain how the school addresses underperformance and describe the corrective action plan procedures.

d) **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.

e) **College Readiness (HS Only):** Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.

f) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?

g) **Compliance:** Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment Template.xlsx) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.

h) **Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.

i) **Remediating Academic Underperformance:** Describe the school's approach to help remediate students' academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1 of the expansion, year 3, year 5, and beyond? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?

j) **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model.

k) **Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

l) **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.

m) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE "No Change"

(1) Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.

(2) Describe the structure of the school day and week for both the proposed new grades and for existing grades. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

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

DISTANCE EDUCATION "Not Applicable"

(Distance Education Expansion Amendments)

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

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

(1) Describe the system of course credits that the school will use.

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

(3) Describe how the school will ensure students participate in assessments and submit coursework.

(4) Describe how the school will conduct parent-teacher conferences.

(5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

PRE-KINDERGARTEN PROGRAMS "Not Applicable"

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

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

(1) Identify whether the school plans to offer pre-kindergarten in the first year of operation at the new campus or in any subsequent year of the charter term.

(2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.

(3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.

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

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS "Not Applicable"

(New High School Amendments Only)

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

(1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.

(2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

(3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

SPECIAL POPULATIONS "No Change"

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

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

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

- SPCSA schools are to ensure streamlined access for all students requiring special programs.
- SPCSA schools develop programs to support the needs of their students.
- SPCSA schools do not counsel or kick any students out.
- SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.
- 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.

- SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.

Special Education

(1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.

(2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?

    a) (*Elementary Schools Only*) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?

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

(3) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

    a) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.

(4) Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?

(5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

Staffing

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

(1) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?

(2) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.

(3) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special

education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

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

(5) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

D) FINANCIAL PLAN

This section must be completed for all applications.

SYSTEMS AND PROCESSES

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

Oasis Academy adheres to a strict financial plan as authorized by its Board of Directors with policies and procedures outlined in the Financial Policies manual in Attachment 2.   Budgeting and accounting have always been handled internally and managed by the school's CFO and CEO, with the Board of Director's Finance Committee providing oversight and Board recommendations. Payroll and benefits processing are currently handled by a third-party vendor, PayPros of Nevada, who was selected and approved by the Board after an internal review from management and the Finance Committee. Payroll preparation and benefits tracking is conducted internally and reconciled monthly with the payroll vendor. Furthermore, a contracted Accountant is utilized for regular reviews of the bookkeeping, as well as for audit preparation. Required annual financial audits are conducted by a contracted accounting firm in accordance with NDE and SPCSA regulations (see Attachments 3,4,5 Financial Audit.)

BUDGET NARRATIVE

(1) **Attachment ___.** Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

Oasis Academy has an impeccable track record of sound fiscal management as evidenced by year-over-year 'clean' audits since the school's inception. School leadership and the Board of Directors have established a conservative approach to budgeting and accounting in order to maintain a strong financial position for the school. Revenues outside of statutory per-pupil funding are never considered in the preliminary budgeting process, and a conservative approach to enrollment and expenditures is always exercised. The Board has set a goal of 8% roll-over annually and has emphasized zero operating deficiencies (outside of 1-time capital expenditures).

    (a) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of **Attachment ___.** Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.

    Oasis Academy takes a conservative approach to budgeting, in which only historical DSA per-pupil amounts are used. Outside revenues, including proposed grants and donations, are never considered in operating budgets unless they have been verifiably awarded. Per-pupil DSA rates are always based on known amounts, which are usually the prior year's figures (unless informed otherwise by NDE). Oasis Academy used outside financing in the form of a short-term capital/equipment loan from the SPCSA in FY2015 and

paid that obligation in full within the same fiscal year. Currently, there are no plans to use debt for operating expenditures. For Fiscal Year 2020, Oasis is basing its revenue on NDE projected rates for DSA and Local Tax revenue for Churchill County in the amounts $6,929 and $1,174 respectively. Furthermore, Oasis has been officially awarded the Career and College Readiness grant for a two-year term beginning in FY2020 and ending in FY2021. Those estimates are also included in revenue projections. Enrollment projections are calculated using the prior year's figures, as well as current wait lists. Again, a conservative approach is used in projecting enrollment when preparing budgets and future forecasts.

(b) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.

Oasis personnel costs are based on staffing needs and pupil-teacher ratios as outlined and approved by the Board of Directors. Currently, pupil-teacher ratios of 24/1 for kindergarten-eighth grade and 25/1 for ninth-tenth grades are approved operating policy. Eleventh and twelfth grades are completed in the jump start program at WNC's Fallon campus in partnership with WNC. Supplies and equipment costs are based on both historical usage and future needs and are accounted for and detailed as necessary in the school's detailed budget workbook (see Attachment 6 FY20 Tentative Budget Workbook).

(c) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.

As stated above, Oasis Academy's Board of Director's strives for an 8% ending rollover annually and zero operating deficiencies. This practice was put in place specifically to address future risk, including potential fluctuations in funding. Currently, Oasis Academy's projected ending fund balance for FY2019 is $1,621,602, which is approximately 27% of the annual budget. Leadership and the Board has specifically increased the rollover balance year-over-year to address future potential expenditures and DSA fluctuations, such as: a new staff compensation model, a future permanent facility, and proposed cuts to the Churchill County DSA per-pupil funding rate. Additionally, the annual budget accounts for 3% contingency of all expenditures in accordance with NDE guidelines.

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

See 'c' above.

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

Not applicable.

FINANCIAL PLAN

(1) Submit a completed financial plan for the proposed school as an **Attachment_7** (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).

Attachment 7 '10-year forecast and historical financials'.

NETWORK LEVEL BUDGET

(1) Submit, as an **Attachment___,** a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

NOT APPLICABLE

HISTORICAL FINANCIALS

(1) Provide, as an **Attachment**_7, 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.

AUDIT DATA WORKSHEET

(1) Complete the audit data worksheet in **Attachment___**. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment**_3,4,5.

SIX-YEAR DEVELOPMENT PLAN

(1) 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.

See 10-year financial forecast Attachment 7, and the 10-year staffing plan Attachment 8_.

FINANCIAL MANAGEMENT AND OVERSIGHT

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

As outlined above, NO outside agencies or management organizations are utilized in Oasis Academy's financial management. The school's CEO and CFO, in conjunction with the Board Finance Committee, directly oversee the financial management of the school and continually provide detailed reports, analysis and recommendations to the Board of Directors throughout the school year.

E) OPERATIONS PLAN

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

ORGANIZATION "No Change"

(1) Historical performance
    (a) Performance Data: schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state. Please provide a narrative demonstrating that the school meets the organizational criteria for approval.
    (b) Interventions: Please explain any past organizational/compliance performance that has not met expectations. How did the governing body diagnose the under-performance, how were appropriate intervention(s) determined by the governing body, how are they being implemented by staff, and how is the governing body monitoring implementation of the interventions on a monthly basis?
    (c) What are the key areas in which the existing school or schools/campuses need to improve, as determined by the governing body, and what are the priorities to drive further success?

(2) Organization governance structure & board development:

    (a) Describe how the organization's governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board's roles and responsibilities, and the Board's development priorities and (2) the Board's relationship to individual campuses
    (b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.
    (c) Identify any Board development requirements relative to the organization's governance needs at each stage of growth.
    (d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.

(3) Organization charts and decision-making authority:

    (a) Provide the following organizational charts:
        (i) Current
        (ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)
        (iii) Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

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

(4) Describe the proposed organizational model; include the following information:

a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an **Attachment___**)

b) Resumes of all current leadership (provide as an **Attachment___**).

c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment___**)

(5) Describe the leadership team's individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:

(a) School leadership;

(b) School business operations and finance;

(c) Governance management and support to the Board;

(d) Curriculum, instruction, and assessment;

(e) At-risk students and students with special needs;

(f) Performance management; and

(g) Parent and community engagement.

(6) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as an **Attachment___**).

(7) Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.

(8) Explain your campus instructional leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader's guidance?

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

LEADERSHIP FOR EXPANSION "No Change"

(1) Describe the operator's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

(2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as an Attachment___). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.

(3) If a regional director candidate has not yet been identified, provide the job description (as an Attachment___) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2018-19 school year, identify the regional leader (Regional Director, Executive Director, etc.) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2018-19 school year and to add additional criteria to the pre-opening requirements for such campuses.

STAFFING

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

See Attachment 9 Provided Staffing and Enrollment Workbook.

2. HUMAN CAPITAL STRATEGY "No Change (exception recruitment)"

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

(1) Recruitment: Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.

Oasis Academy has developed an in-house teacher pipeline program we call the "IA to Classroom Pipeline." Oasis Academy hires 2-3 instructional aides each year who are either currently enrolled in or are committed to enroll in a teacher training program. As they work through their teacher training program, they work at Oasis Academy as an instructional aide, working side by side with master teachers. They get exposure to the school's curriculum, culture, in house professional development and other school initiatives. Upon completion of their program, we hire them with confidence as a classroom teacher. We hired our first teacher from the "IA to Classroom Pipeline" in 2017-2018, another candidate has been hired for the 2019-2020 school year, and a third candidate will do her student teaching in second grade in 2019-2020, and then be hired for the expansion second grade in 2020-2021. Currently, there are two additional instructional aides in the "IA to Classroom Pipeline." In addition to the in-house pipeline program, on average, 3 military spouses apply annually for teaching positions. Churchill County is home to Naval Air Station Fallon, the Navy's largest training facility for pilots and Navy Seals. Typically, families are stationed in Churchill County for three years. Oasis Academy has established a reputation in the Naval community as being a desirable place to work and as such, military spouses reach out to the school inquiring about jobs as soon as they get their orders for NAS Fallon.

Currently, three Oasis Academy classroom teachers have expressed interest in or are actively working on their administrative endorsement which will provide adequate numbers for a leadership pipeline.

(2) Leadership Pipeline: Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:

  1) How the school plans to identify leadership internally and externally;

  2) Who will be responsible for hiring leaders;

  3) Formal and informal systems that will prepare leaders for their responsibilities;

  4) The school's philosophy regarding internal promotions;

  5) The timing for identifying leaders in relation to the launch of a new campus; and,

  6) Internal or external leadership training programs.

(3) Professional Development: Identify the school's plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.

(4) Performance Evaluations and Retention: Identify the school's approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?

(5) **Compensation**: Explain the board's compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.

SCALE STRATEGY "No Change"

(1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.

(2) 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.

(3) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.

(4) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.

(5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in **Attachment___**. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.

(6) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

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

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

STUDENT RECRUITMENT AND ENROLLMENT

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

(1) 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.

Not applicable, no new campus.

(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 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.

Oasis Academy has an excellent student retention rate. The board has determined to exclude students from the retention count who leave the school based on military reassignment, rather they count the students who withdraw and return to a traditional public school in Churchill County, another charter school, a private school in Churchill County, or homeschool. The results over the last four years are:

	Number of K-8 Withdrawals
2016	12/360
2017	8/360
2018	10/432
2019 (as of April 10, 2019)	11/456

Current comparisons of special populations between the local district and the charter school are:

	Churchill County School District	Oasis Academy
Special Education	14.34%	10.65%
ELL	7.35%	2%
FRL	47.1%	20.49%

Historical Demographic Information:

	14-15	15-16	16-17	17-18	18-19
OA, AM IN/AK Native	4.4	8.7	5.1	4.2	3.7
CCSD, AM IN/AK Native	5.82	5.5	6.16	5.96	
OA, Asian	2.7	2.6	2.5	3.5	3.7
CCSD, Asian	1.95	1.65	1.14	1.69	
OA, Hispanic	9.7	10.8	12.7	11.71	13.8
CCSD, Hispanic	20.96	21.26	21.78	23.12	
OA, Black	1.1	2.2	2.3	1.8	1.5
CCSD, Black	1.55	1.53	1.56	1.75	
OA, White	77.5	75.9	73.4	75	72.8
CCSD, White	62.61	62.51	61.86	60.17	
OA, Pacific Islander	----	-----	------	.05	-----
CCSD, Pacific Islander	.66	.76	.69	.71	
OA, 2+ Races	3.6	3.2	3.3	3.5	3.8
CCSD, 2+ Races	6.45	6.78	6.54	6.61	

(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

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[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.

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.

Oasis Academy advertise the open enrollment window in local papers, as well as through targeted social media campaigns. Based on our lottery lists these campaigns have successfully engaged our community. To increase our ELL population, we also began a grass roots organization, advertising in Spanish in key businesses and in key church congregations. Early indicators show that these efforts have been working as the last three students we enrolled in the high school have all been ELL students (currently our high school is not full, and we enroll all students who apply throughout the school year). Consequently, the younger siblings of ELL students are automatically moved to the sibling list, are exempt from the lottery, guaranteeing their enrollment in the school when a spot opens.

(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.

Oasis Academy holds open enrollment in accordance with Nevada Law, maintaining open enrollment for a minimum of 45 days. Historically that window has spanned from early March to mid-April; for example, in 2019 the open enrollment period was March 1, 2019 to April 18, 2019, lottery April 19, 2019. At the November 28, 2018 board meeting, the Board of Directors approved a change in the open enrollment period going forward to a December to February window.

(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.

Presently, Oasis Academy is approved for 50 students at each grade level, K-8; however, at this time the Board of Directors has determined not to have any class size over 24. As a result, in the 2018-2019 school year we enroll 18 less students in the K-8 than we are approved to enroll. Please see Attachment 9, Provided Staff Enrollment Workbook for targeted and budgeted enrollment projections. This information is monitored by the CEO and CFO as well as the Board of Directors.

(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?

All current staff have been trained in the legal enrollment requirements. All future staff will receive the same training at the annual fall training or upon initial hire.

(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?

Oasis Academy's recruitment plans will remain the same. Oasis Academy immediately backfills all vacancies via the sibling wait list or lottery whichever is applicable. It is in the school's best financial interest to fill those slots immediately and the school strives to have a new student in seat within 2 school days of a withdrawal. If there are siblings waiting to get in for a particular grade the backfill enrollment happens simultaneously with the withdrawal.

(8) Complete the following tables for the proposed school to open in 2019-20. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2019 and fall 2020.

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

Grade Level	Number of Students

	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25
Pre-K						
K						
1						
2…						
10						
11						
12						
Total						

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

Sample Excerpt

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25
Pre-K						
K…						
12						
Total						

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

Sample Excerpt

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25
Pre-K						
K						
12						
Total						

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

Please see Attachment 9, Provided Staff and Enrollment Workbook

BOARD GOVERNANCE "No Change"

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

(1) Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.

(2) Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

(3) Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment___**). Please note that at least 75% of new board members for SY 2018-2019 must be identified at the time of the submission of the expansion request.

   a. Provide, as part of **Attachment___**, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.

   b. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?

   c. 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.

   d. 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?

   e. 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.

   f. Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.

   g. Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

   h. 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.

       i.   What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

Goal	Purpose	Outcome Measure

INCUBATION YEAR DEVELOPMENT "Not Applicable"

(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2019-2020) to ensure that the school is ready for a successful launch in fall 2020. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment 18**.

NSHS uses a Gantt chart to display its successful start-up plan for fall 2020 in the areas of student enrollment and registration, human resources, program development, finances, procurement of supplies, securing facilities, and governance. The school establishes the following milestones including: receiving approval to expand from authorizer, finalizing negotiations on facility, receiving approval on any necessary city use permits, receiving certificate of occupancy, configuring technology for online access, open online registration, commencing the process to send payment vouchers to colleges, starting the first day of the school's two-week course

(2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.

NSHS has a planning team consisting of the Chief Academic Officer (CAO), Chief Operations Officer (COO), Academics and Accountability Director (AAD), and Finance and Operations Director (FOD). These four individuals were either founding members of the school or alumni of the school and have been operating together at the school in one capacity or another since 2010. They also facilitated the successful expansion of the Summerlin, Downtown, Sunrise, Meadowwood, and Southwest Campuses and are successfully implementing by a vote of their colleagues, the school's organizational process. The school is looking to fill the vacancy of an Executive Director (ED) and a Marketing and Engagement Director (MED) to assist with this new expansion.

(3) Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals

The Director of Site Administration (DSA) from the Henderson Campus who lives in the targeted area will support the school in its expansion and has brought several resources to recruit students in the area including: contacts from the feeder schools, administrative experience for the school district, and a passion to succeed at this new opportunity. The CAO and COO are able to maximize their time by delegating and elevating several items related to the school opening to the this individual and the school's leadership team at each of the other sites through the networks "cost allocation policy." During the months of January to August, it is anticipated that the CAO and the COO will devote 10 – 15 hours per week on new site operation. The DSA will devote 10 – 15 hours per week to opening the new site while the remaining hours will be dedicated to the learning experience at the current flagship school. This will allow a home base for students looking to register with the school and equally provide for parents an opportunity to see the campus in action.

SCHOOL MANAGEMENT CONTRACTS "Not Applicable"

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

(1) How and why was the EMO selected?

(2) 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).

(3) 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.

(4) 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.

(5) Please provide the following in **Attachment___:**

    a. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;

    b. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;

    c. As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.

    d. Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.

    e. Provide a brief overview of the EMO/CMO's history.

    f. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

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

    h. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal

or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

SERVICES "No change"

(1) Provide **Attachment___** describing how the school leadership team will support operational execution.

(2) Provide narrative or evidence illustrating the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below.

(3) In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.

    i. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
    j. Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
    k. Facilities maintenance (including janitorial and landscape maintenance)
    l. Safety and security (include any plans for onsite security personnel)
    m. Other services

(4) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

(5) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

(6) Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

(7) Provide, as an **Attachment___,** a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

ONGOING OPERATIONS "No Change"

(1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?

(2) Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is

intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.

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

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

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

Year	2017-2018	2018-2019	2019-202	2020-2021	2021-2022	2022-2023
Enrollment	450	450	450	450	450	450

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

Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Enrollment	475	500	525	550	575	600

The above tables represent the K-8 school enrollment only, not the high school, as this amendment request pertains only to K-8. When Oasis Academy amended its charter to add a high school it was approved for 100 9th and 10th graders, and unlimited 11th and 12th graders as those students are all full time dual enrolled students. Attachment 9 , Provided Staff and Enrollment Workbook indicates that 11th and 12th grade would not exceed 150.

As previously mentioned, Oasis Academy is approved to have 50 students at each grade level grades K-8, but the Board of Directors has determined at this time not to have any class exceed a 24-student count, so each grade is filled, by design, to forty-eight.