



Nevada State Public Charter School Authority

2020 Charter Renewal Application
Per [NRS 388A.285](#) and [NAC 388A.415](#)

CHARTER SCHOOL RENEWAL APPLICATION AND GUIDELINES

Charter school authorizers are responsible for evaluating current charter schools' performance and achievement levels in the process of deciding whether to renew a school's charter. A strong renewal process is critical to protect charter school autonomy, students, and stakeholders and ensures schools are held to high standards.

In the following pages, we provide guidance around and outline the timeline for the renewal process with the hopes of making the process as seamless and smooth for schools and our Authorization team.

Please read through the renewal application and guideline carefully and reach out to **Mark Modrcin, Director of Authorizing** at **702.486.8271** or **mmodrcin@spsca.nv.gov**, with any questions.

All of us at the Nevada State Public Charter School Authority are excited to work with each of you and support the work schools are doing on behalf of Nevada students.

RENEWAL TIMELINE

Renewal Stage	Date (Fall)	Action
Optional Renewal Orientation	Mid – May/early June	Schools up for renewal will be invited to join an orientation to answer general questions, address common concerns, and learn more about the renewal process.
Renewal Report from the SPCSA	No later than June 30, 2020	SPCSA staff will provide each school up for renewal a copy of a summarizing performance report for the current charter term.
Letter of Intent	- Guidance provided on July 13 - Due no later than Sept 1	Schools complete this critical first step and submit a notice of intent to apply for charter renewal.
Release of renewal application and decision criteria	- Released no later than July 31 - Due by October 15 @ 5 p.m.	Schools complete the formal renewal application process, submitting required documents and evidence to support a renewal.
Staff Review of Renewal Application	Mid-October through mid-November	Staff reviews schools' applications and supporting documents, including previously conducted site evaluations, to provide an informed, evidence-based recommendation to SPCSA Board.
Staff Recommendation to the Authority ¹	Delivered at an Authority Board Meeting within 60 days of renewal submission or by a mutually agreed upon date	Staff submits recommendation to SPCSA Board based on thorough review. The Authority will discuss and make a decision about schools' renewal in an open meeting.

REQUIRED SUBMISSIONS

The completed renewal application and all required documents must be submitted as a Word document and a signed PDF into the Charter Renewal Application section in Epicenter by 5 pm PT on the due date. Note that changes contemplated within this section of the renewal application may constitute an amendment under NAC 388A.330. SPCSA staff and the Authority will work with individual schools to accommodate these amendment requests should circumstances arise.

1. **Executive Summary** [Limited to 5 pages]

¹ There are additional steps and provisions within [NAC 388A.415](#) should the Executive Director of the SPCSA recommend non-renewal, or if the Authority chooses to non-renew or deny a renewal application for a school.

- **Mission and Vision**

“Our mission is to empower students to acquire and value, knowledge and skills that will support them, as life-long learners and leaders, to contribute to the world and practice the core values of our school: respect, honesty, kindness, and excellence.

- *I am a Coyote, I am in charge of me.*
- *I am respectful, I am kind, I strive for excellence. “*

The governing body took on the task of reviewing and revitalizing the existing mission statement over this past year with the intent of creating a mission statement teachers, students, and staff could commit to and communicate easily. During this process, all stakeholders were included and became a voice in its creation to ensure it spoke to all involved with EIAA.

It is the governing body’s intent to create an institutional mission which provides for challenging and engaging curriculum with our first responsibility to differentiate instruction to meet the needs of all learners. By providing students, kindergarten through eighth grade, with an enhanced academic environment that is differentiated and addresses the academic ability in each subject, we will be able to ensure high academic standards are met. In carrying out our day-to-day activities we strive to support the development of creative, abstract, critical and higher order thinking skills through the implementation of STEAM, common core requirements, and the Next Generation Science Standards. The technology opportunities that have been developed also addresses the need for technology literacy and provides enriched learning opportunities while focusing on the implementation of STEAM in our institution.

The vision of EIAA is to improve the opportunities for pupils to learn and to encourage the use of effective teaching methods. EIAA’s purpose is to prepare students to continue to be lifelong learners while focusing on their strengths and improving skills within areas of need. Each classroom encourages, and supports, student-centered and inquiry-based learning and incorporates research-based, hands-on investigations that integrate mathematics, science and technology.

Administration has taken the position that, in order to reach our vision to its fullest, teachers must take an interest in their own personal growth by establishing annual thought-provoking yet measurable goals. The expectations are for each and every staff member to be their very best, be open to change, and implement new innovative strategies that have data driven results. It is the goal that each teacher establishes their own vision and mission statement, along with each classroom through the assistance of the students.

Elko Institute for Academic Achievement (EIAA) is dedicated to recruiting and partnering with families and students who are passionate life-long learners. EIAA has a strong parent organization working hand-in-hand with the EIAA governing body, administration, and teachers to ensure our students receive a tailored and dynamic educational experience. The learning community we wish to serve as a result of any relocation is the same community we are currently serving.

- **Outcomes**

Currently, EIAA has completed a 10-year facility lease and entered into a four-year extension with the current landlord. The governing body is actively considering all financial options to

construct a new facility within this timeframe. We purchased 9.33 acres of land across the street from Great Basin College with the hope of constructing a new facility within the next four years that will provide expansion opportunities that are currently unavailable. There were a number of options explored, such as leasing, lease with purchase options, renovating an existing facility, build, or extend the current lease, but it was the ultimate goal of the governing body to own the facility we select.

In the end, EIAA will continue to provide an educational learning environment at the highest level for the 198 students that currently attend EIAA. Our primary objective in serving this community aligns with our commitment to every student and their opportunity to succeed, both academically and personally. EIAA was established in 2009 in order to provide families with school choice when seeking a quality education for students within Elko County, and this will continue to be the case.

EIAA will also continue to place our primary focus on student achievement and student success, but with the proposed facility comes the opportunity for expansions the current facility does not offer. It is the goal of the governing body to increase our student capacity from one classroom for each of grades Kindergarten through eighth to two. This would double our student enrollment from 198 to 396 students.

- **Key Components of Our Educational Model**

While EIAA is a 2-star Elementary and 5-star Jr. High school in good standing with the Nevada State Public Charter School Authority, it is a continuous goal to improve student proficiency rates. These gains will take place through compelling and individualized professional development for all teaching staff, data driven instruction stemming from intricately kept student portfolios, and parent partnerships.

Progress in student achievement is what drive's improvement and the collection of data is the measure that determines the results. As the information becomes available, the instruction, methods of delivery, and content is measured against the results. As deficits are identified all of these are addressed accordingly.

Because we rely so heavily on student enrollment to operate, we must hold our institution to higher standards in order to be competitive with the public schools in Elko. The way we achieve this is to provide the highest quality of education using the most innovative techniques available. In order to accomplish this, we must have staff that is trained in the delivery system of these methods. Our institution prepares for these advances in technology and teaching methods through creative and intentional professional development for every staff member.

- **Values, Approach and Leadership Accomplishments**

EIAA administration has worked with staff to develop a schedule that continuously focuses efforts on the centralized goal of increasing student achievement. We were able to identify several areas in need of additional training, and EIAA administration has partnered with each teacher through the process of observations, individual meetings, and group meetings to identify any existing deficits needing to be addressed. In addition, the professional

development has assisted in identifying areas that need to be focused on with more depth and intentionality.

Administration has also made it a priority to bring professional development opportunities into the school that were both intensive and focused on data driven instruction. Decisions were based on weekly data points to create content adjustments as identified within every classroom. This took place throughout the year and will continue on an ongoing basis.

EIAA has made huge improvements in the relationships that have been established with both the community, its parents, and the students. Through intentional and concentrated efforts, relationships have been established and maintained with all stakeholders involved with EIAA. EIAA has taken great measures to rebuild its reputation and to establish total accessibility to its students and stakeholders for all school improvement needs that have been created over the last several years. We have become an educational institution that is not only competitive with the public-school system, but a leader in providing students with opportunities and success, and this can be attributed to the support of all stakeholders.

- **Key Supporters, Partners, and Resources**

EIAA's key supporters include all of our current stakeholders, including the governing body, administration, students, parents, teachers, staff, and community. EIAA involves all of these groups in the operations and planning process of the school through parent events, newsletters, calendars and classroom activities.

The PTSO has also become a very significant resource for EIAA in maintaining positive relationships with parents and stakeholders. The PTSO board has been actively involved in building and sustaining a positive relationship within the organization between teachers, parents, and administration. They serve in the classrooms daily, conduct food drives for families in need within our institution, recruit help from outside sources, as needed, and are persistent in their presence in the community to promote our causes.

There have been several businesses/individuals throughout the community that have become an integral part of our students' educational journey. Every classroom has participated in numerous field trips to businesses/industries in the community in order to enrich their understanding of the concepts being taught in the classroom. This experience provides hands-on, real world applications that authenticate what they are learning in the classroom. Some include, but not limited to, Great Basin College, Bureau of Land Management, Nevada Outdoor Schools, banking/finance, car dealerships, realtors, retail markets, architects, and civil engineers. The continued partnerships we have been able to create with these businesses/individuals over the years has demonstrated a commitment to not only our students' academic success, but also their future.

2. Renewal Application

A. Application Form

Complete the provided template application (pg. 6 of this form) for the following:

- Academic Performance
- Operational Overview
- Financial Performance
- Organizational Performance

- Next Charter Term

B. Written Narrative [Limited to 5 pages]

Provide any written narrative that addresses the enrollment, retention, attendance, discipline, faculty/staff retention, and other relevant information to support the data provided in the Application Form.

Student Enrollment:

EIAA has never been at full enrollment until this past year when we had the largest enrollment since inception, with exception to the first year. We were at full capacity with a waiting list of approximately 140 students. The school originally had two kindergarten classes, an AM and PM class, which consisted of 44 kindergarteners. This model was not successful in that the school realized they would have to merge and flex students into one first and one second grade classroom. EIAA's board filed for an amendment to include only one kindergarten class of 22 students to match the enrollment of the following grades. With the conclusion of the open enrollment, we determined that the 2020-21 school year would again begin at full capacity with an additional 100+ kids on the waiting list. This is a 15% increase in enrollment from the 2015 school year to current.

Unfortunately, with COVID-19 and the insecurities on the structure of the school systems for this current school year, several parents chose to home school their students to establish stability and assurances of a consistent educational environment. We lost 13 students after we announced our intent of opening under the Distance Learning protocol with a 25% capacity cap. On the other hand, we have also added new students from the district because of the ability to serve 25% of our high-risk students and to serve each student at least one time per week, if necessary.

In the past, EIAA has struggled to fill our Jr. High for multiple reasons. We have lost students because parents wanted them to have an opportunity to play sports, and due to EIAA not having a facility where this could be incorporated, they felt their student would have a better chance of making the high school team if they attended the public school. This past year indicates that this trend is changing. We were at full capacity in the 2019-20 school year, and even though we started at full capacity, with a waitlist, in the 2020-21 school year, we are short by 4 students after the announcement that school was not in person.

We have also had several students who transferred from Elko County School District into our middle school credit deficient per our charter. EIAA worked with these parents and students to provide opportunities to make up credits; however, students came over with no credits and were unable to make them up leading to grade retentions. One aspect in EIAA's favor is the overall growth EIAA students have obtained while here and how successful our Jr. High students have been moving into high school. With a full enrollment in seventh grade and eighth grade, EIAA should not have to experience another large group of students coming in credit deficient.

Student Retention/Attendance/Discipline

The increased number of returning students and increased sibling enrollment is another source of information that conveys parents are satisfied with their child's education. The loyalty demonstrated by our parents has increased dramatically over the past three years. We have experienced a sustained student base that was not present before, and on top of that, the waiting lists are increasing substantially. All of which indicates our community has started gaining trust in our overall goals, objectives, and values.

In the 2018-19 school year, we identified attendance as a deficiency in our ratings and determined this was one area needing to be addressed. A reward program was implemented where classroom attendance was calculated monthly and the class with the highest percentage of attendance over a month period would receive a trophy, be recognized throughout the school and rewarded with an ice cream party. This program brought the attendance from 80% to over 90% on a regular basis. These higher percentages have continued throughout the year,

Fortunately, discipline has never been an area that has caused concern within EIAA. We have experienced the usual and customary incidents that are typical to an elementary/middle school setting and these occurrences are typically handled through communications with parents. By maintaining an open communication channel with all our parents, we have continued to build relationships and gain the trust needed in most situations.

As identified, our Life Skills Coach works with teachers, parents and students to provide additional support in areas of concern. She has introduced several programs within the school that focuses on areas identified as "at risk" and executes weekly schedules in order to meet the needs of each of these students through individual, small group, and classroom instruction.

We have also built a positive working relationship with the Elko County School Resource officer when an issue arises needing additional support. They have always been an advocate for our school and continue to support us whenever we need their services.

Staff Retention

Over the past 9 years, we have been able to sustain a constant level of staff members with the longest starting the second year the school opened. The average time served for the 19 staff members is five and a half years with only one new employee in the current school year.

EIAA administration has partnered with each teacher through the process of observations, individual meetings, and group meetings to identify any existing deficits that need to be addressed. In addition, the professional development has assisted in identifying areas that need to be focused on with more depth and intentionality. We are now a leader in matching curriculum to student ability, and we actively promote self-efficacy and encourage students to think critically, produce creatively, develop special talents and embrace challenges. The initiative adopted and embraced by both staff and administration is to ensure our teaching methods and performance surpass those that have been established as standard making us the leading force in providing the greatest educational experience for our students.

An essential foundation in building our school sustainability, which ultimately results in high achieving students, is a centrally dynamic staff who are deeply proficient in the Common Core standards, and who understand and implement best practices. Highly intentional professional development plays a vital role in this process. Effective professional development is the vehicle that drives our staff forward creating positive change with the result of high achieving students becoming the main goal and establishing strong relationships with NNRPDP.

C. Required Supporting Documents

Please upload with your renewal application the following documents:

- Proposed calendar for the first year of the new charter term
- Daily schedule for all grade levels

3. Academic Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the academic vision and plans for the next charter term. This should include detailed descriptions of key design elements, programs, structures, principles, that are remain unchanged as well as those that may be changing. For any proposed changes, please provide a rationale. This section should also include a description of any academic improvements that the charter school has undertaken or plans to implement as well as a description of the proposed Restorative Discipline plan for the upcoming term and plans to monitor for potential disproportionate discipline practices. Finally, please also provide a description of how the school plans to address the opportunity gaps for students attending the school, this may include plans to close gaps in proficiency and/or growth between different student groups (ex. race/ethnicity, FRL, EL, IEP).

Our academic plan centers around closing all achievement gaps through the implementation of highly effective strategies so all of our students achieve their maximum academic potential. EIAA is in a position unique from most public schools. Because we are a small rural school, administration has been able to establish invaluable relationships with all stakeholders in order to achieve our overall goals. We have worked diligently to create a learning environment that is extraordinary offering our students opportunities that will not be found in the public-school system. The partnerships that we have been able to establish within the community, along with the commitments from parents, staff and students, have afforded an elevated level of achievements and success with our students.

EIAA focuses its efforts on providing a learning environment that endorses higher expectations using extremely motivating curriculum standards with a large emphasis on technology. Unlike the public-school system. EIAA concentrates on creating real-world learning opportunities by utilizing the expertise of individuals and businesses within the community and contacting those individuals outside the community that can provide invaluable information. The learning opportunities also include using the natural resources available.

EIAA has also developed a collective setting that promotes a shared responsibility for all students within our organization; no matter the grade they are currently enrolled. By focusing on each student's educational potential, we strive to elevate those students into those curriculum lessons that allow the fostering of student's strengths. Recognizing a student's

ability to exceed current grade curriculum in specific content areas and allowing them the opportunity to move up for instruction is one way we become a leader in innovative teaching methods. Because our organization is based on a 22 to 1 class size, we have a unique opportunity to achieve this improvement that the public-school system does not.

More specifically, we have worked to implement data driven instruction by creating student portfolios and meeting together once a month to discuss each student's strengths and areas of improvement. These meetings are detailed in nature with staff focusing on which personalized strategies will best benefit each student and how best to implement them for maximum growth. It is important this process remain in place and it be refined to ensure it is streamlined and effective. Additionally, EIAA implemented a PBS/RTI model to ensure any obstacles interfering with maximum student achievement are being addressed. This program remains in place with continued support by all stakeholders. An important component of this program is the gathering of data and the implementation of interventions specifically designed to address the challenges each student needs support in whether they be behaviorally or academically based, or a combination of both. Interventions are currently in place for those students who have demonstrated a need for them with continuous evaluation and revision as needed.

An extensive analysis of our reading levels and growth measures across all grade levels revealed that the Lucy Caulkins Readers/Writers Workshop being implemented at the middle school level was providing heightened growth levels across the board. Due to this insight, we determined we would implement this program school-wide. Other programs that have been applied on a school-wide basis as a result of data collected are Eureka math and Words Their Way. These programs will continue as long as the data indicates successful growth models.

Improvement initiatives are constantly being reviewed and enriched. Several of these initiatives have been introduced by stakeholders themselves who have a vested interest in the success of EIAA, which would not have occurred if they were not convinced we were worth the efforts. One of the largest initiatives undertaken is forming partnerships with our business and industry leaders to create motivating curriculum directly related to real world applications. Teachers are only able to successfully create inspiring and diverse curriculum with the assistance of our community stakeholders. This is only one example of how we have used the information regarding stakeholder satisfaction to build invaluable relationships.

There are several programs EIAA began executing in the past couple of years that have had a huge impact on student success: 1. The Leader In Me initiative began in the 2018-19 school year instilling the role of 'being a leader' into each of our classrooms. Every student has a Leadership Binder where they are setting and tracking both short and long-term goals, tracking growth through assessments and data tracking. 2. Our Life Coach has also been instrumental in creating Girls Circle, Boys Circle, life skills within each classroom, defined groups as needed, and individual support to name a couple of the most successful.

EIAA has adopted a Restorative Discipline Plan, School Improvement Plan, and Literary Plan:

According to the Literacy Plan, by June 2021 EIAA will move 10% of our students from tier 2 to tier 1 instruction using multiple formative and summative assessments to track progress, by

June 2021 EIAA will move 5% of its students from tier 3 to tier 2 instruction using multiple formative and summative assessments to track progress both utilizing NWEA-MAP, I-Ready, SBAC, and DRA data, and finally, it was our goal by Sept. 18th, 2020, EIAA will have leadership notebooks implemented for each student to track success criteria and goal setting, using progress monitoring and formative assessments on a weekly basis. This goal has been met with every classroom developing/using student Leadership binders where students are responsible for tracking individual progress. These goals will be tracked in collaboration with parents, students, and teachers to ensure the effectiveness of interventions and to determine “next steps” in the classroom Response to Intervention plans.

EIAA’s Restorative Practices have been adopted with the intent of pro-actively developing relationships and a sense of community, as well as repairing the community when harm is done. After conflict or harm, Restorative Practices provides a way of thinking about, talking about, and responding to issues and problems by involving all participants, and facilitating a conversation where each participant is asked to discuss their feelings and opinions, identify what happened, describe how it affected those involved, and find solutions to repair the harm. When successfully integrated throughout the school culture and climate, Restorative Practices creates safe and productive learning spaces where students develop social and emotional skills, along with strong relationships with peers and adults. These practices support the whole student in academics as well as socially and emotionally.

EIAA has taken a deep dive into our data over the last two years. While analyzing our data it was found that we had quite a few holes in our tier one instruction causing holes throughout the school in student learning. The last two years we have worked closely with NNRPDP to implement and provide professional Development for new curricula to strengthen our tier one instruction. During the 2017-2018 school year, EIAA worked to implement Eureka Math. During the 2018-2019 school year, EIAA worked to implement Reader's and Writer's Workshop. Now that our core tier one instruction is in place we can focus on subgroups and tier two instruction with interventions. EIAA is using 2019-2020 school year to implement and use the Data Wise structure for our data process. It is our goal to provide teachers with professional development on interpreting and comparing data from multiple assessments (Learner Centered Problem) and how to implement new teaching strategies targeted to areas of need identified by data (Problem of Practice). In addition, we have hired a learning strategist and a third-party evaluator to evaluate our data and professional development plan moving forward (Impact Evaluation and Assessment Services).

4. Organizational Viability and plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current Governing Board’s capacity, skills, and qualifications for continued successful implementation of the school’s design, as well as a growth plan for adding/replacing board members that support the school’s success. This section should also include a description of any organizational improvements that the charter school has undertaken or plans to implement.

- Board Governance

The board is composed of seven members that consist of parents and representatives of nonprofit organizations and businesses. Most of the members of the Board must reside in this State and consist of business leaders, parents, PTSO representatives, and retired educators.

EIAA's Governing Body will receive annual training. The Elko Institute for Academic Achievement Governing Board believes that the efficiency and performance of the board itself directly affects the efficiency and performance of EIAA's system as a whole. Therefore, the board will conduct an annual evaluation of its own work. The evaluation will be a positive and constructive process aimed at improvement rather than criticism and shall include a strategic plan. Board members shall evaluate the board as a whole and not individuals serving on the board.

When a board vacancy occurs either by resignation or for any other reason the chairman of the board shall declare a vacancy. For two weeks after the vacancy has been declared the board will accept board member applications which shall include a resume. At the next regularly scheduled board meeting all candidates shall attend. During open session the board will interview each candidate. The board will then move into closed session to discuss the possible filling of any vacancies. The board will make a motion to fill any vacancies in open session. EIAA shall notify its sponsor and the Department of Education within 10 business days of the selection of a new board member and provide both agencies with the new member's resume and affidavit as required pursuant to NRS 386.549(1). A person may serve on the board only if he/she submits the required paperwork as listed above and has not been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude. A board member may not be an employee of the school including without limitation an administrator or teacher, or a contractor of the board or school.

The board shall be solely responsible for adopting, repealing, or amending policies for EIAA. Board members shall serve without compensation but may be reimbursed for any necessary expenses incurred while performing their duties as members of the board as approved by the board chairperson. Any contract with the school involving a member of the board, or the board member's family shall be approved by the board with the interested member abstaining. Each board member is responsible to make known to the board any circumstances that could involve a potential conflict of interest.

The board may decide to recognize a single parent teacher organization for the school, subject to any rules, requirements and/or restrictions the board may impose upon that organization. In such event, one board member shall be selected by the recognized parent teacher organization for the school.

The board shall establish a regular date, time, and place for regular meetings, which meetings shall occur no less frequently than once a quarter and shall be held at EIAA. Special meetings of the board may be called at any time by the Chairperson or by a majority of the board. Notice and conduct of all meetings shall comply with the Nevada Open Meeting Law. Minutes of each board meeting shall be taken and shall be approved by the board and be kept at the school. An agenda must be produced for each board meeting. A quorum shall be present at all board meetings.

Any member of the board may be removed by the affirmative vote of two-thirds of the governing body excluding the member who is under consideration for removal, whenever in the board's judgment such removal would serve the best interests of the school.

To the extent permitted by law, any member of the board may participate in a meeting of such board by means of a conference phone call so long as all persons participating in the meeting can hear each other. Participation in that manner shall be equivalent to physical presence at the meeting.

Any board member may call a closed session during any special or regular board meeting for issues concerning personnel or other matters requiring confidentiality in accordance with the Nevada Open Meeting Law. All persons except board members may be excluded from such closed sessions at the discretion of the chair. No action may be taken in a closed session. Robert's Rules of Order shall be utilized by the board for all meetings. At each meeting, time shall be set aside for public comment in accordance with the Open Meeting Law. The chairperson may impose any reasonable requirement and restrictions on speakers during the public comment period, to the extent permitted by law.

The officers of the board shall include a Chair, Vice-Chair, Secretary, and Treasurer. The Board shall elect these positions on an annual basis.

Powers and Duties of the President:

It shall be the duty of the president to preside at meetings of the board of Directors. The president shall make and sign all contracts and agreements in the name of EIAA which are authorized by the board of directors. The president shall have the ability to sign all check drafts for EIAA. The president shall be the executive officer of the school, and shall have the supervision and, subject to the control of the Board of Directors, the direction of the School's affairs, with full power to execute all resolutions and orders of the board of directors not especially entrusted to some other officer of the school. S/He shall perform such duties as shall be prescribed by the Board of Directors.

Powers and Duties of the Vice-President:

The Vice-President of the of the school shall generally assist the president and shall perform such duties as may be assigned by the board of directors. In the event of death, resignation, absence, or inability to act of the president, he/she shall assume and discharge pro tempore the powers and duties of the president of the school.

Powers and Duties of the Secretary:

The Secretary shall be ex officio secretary of the Board of Directors. He/she shall keep the minutes of all meetings of the Board of Directors and shall serve all notices to directors. In general, he/she shall perform all the duties incident to his/her office.

Powers and Duties of the Treasurer:

The Treasurer shall have the custody of all the funds and securities of the school. When necessary or proper, he/she shall endorse on behalf of the School for checks, notes, and other obligations. He/She shall have the care and custody of the stocks, bonds, certificates, vouchers, evidences of debts, securities, and such other property belonging to the School as the Board of Directors shall designate.

The board members have always been an active participant in all aspects of the school from programs, fundraisers, to classroom activities. EIAA's Governing Body fully comprehends the importance of an effective and dedicated Governing Board. Current Board members focus their efforts on recruiting additional Board members with varying areas of expertise in order to ensure EIAA's Governing Board is diverse and proficient in creating the necessary policies to provide guidance and direction to both Administration and staff.

EIAA's Governing Body continues to focus their efforts on developing plans for building a new school and for expanding the number of students served. Currently, this is not a possibility in our facility in which we still have four years remaining in an existing lease.

- Administration

There are currently one and a half administrators serving in the Principal/Vice Principal capacity. The Principal is a full-time administrator, and the Vice Principal serves a dual role as teacher/administrator.

Both the Governing Body and the Administrative staff work conscientiously to procure additional resources for our staff. Additional focus is placed on the quality of our facility. All Board members and staff work together to ensure condition of our school is the safest learning environment possible. Last year we were able to procure a grant which included an entire lockdown/lockout security system that was never available before, and during the most recent pandemic, health concerns became the primary focus to ensure students continued to receive the highest level of academic in the safest environment possible.

While it does create budget constraints, EIAA continues to limit our classroom sizes to no more than 22 students. This is done with a high level of intentionality so each student enrolled at EIAA receives the uniquely differentiated instruction they so richly deserve. Our focus is ultimately on the success of each student enrolled at our school. We continue to create student portfolios for each student and to utilize our professional development sessions to discuss within pods how we may best create dynamic instruction for each student based upon their strengths and areas of challenge.

The Administrator shall be responsible for properly accounting for all funds received and all expenses incurred in the operation of EIAA. The Administrator shall exercise his/her responsibility to the highest ethical standards and shall conform to generally accepted principles for governmental accounting. Such accounting shall be done in a manner that is easily reviewed by EIAA's board and lends itself to auditing. Financial statements will be made available to board members on a monthly basis.

Administration focuses their efforts on staff retention and professional development through the creation and implementation of specific and detailed policies. EIAA's Administration is constantly developing plans to enhance their own collective knowledge with respect to charter schools, education, and funding.

B. Required Supporting Documents

Please upload with your renewal application the following documents:

- Current resumes for all Governing Board members
- Board Member Information Sheet / Roster (see page 7 of this application). Note that only names, contact information and Board leadership information are required. Information provided in this section should match Epicenter.
- Board Member Assurance Statement & Signature (see page 9 of this application)

5. Fiscal Soundness and Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current fiscal state of the school and plans during the upcoming charter term to ensure it remains financially viable. This section should also include a description of any financial improvements that the charter school has undertaken or plans to implement.

Please upload with your renewal application the following school board-approved documents:

- Budget for the current and upcoming fiscal year (FY22 and FY23)²

The number of students enrolled has a direct effect on our financial state. The fluctuation of DSA funds received over the last several years has been minimal. EIAA has consistently been receiving approximately \$8,000/student for a period of three years. It has been revealed that this will change but have not received final notification of the new formula.

Though it is our goal to maintain full capacity, currently we have eight vacancies with new students coming in weekly. Prior to this year and the COVID restrictions, we were at capacity with over 140 on the waiting list. This is the highest enrollment we have had since our inception.

EIAA's Governing Body and Administration work diligently to ensure all of EIAA's funds are governed with the upmost of fiduciary responsibility. The most prominent goal is ensure sustainability for EIAA through the creation and implementation of a streamlined and effective budget as well as an annual audit. EIAA is continuously working on locating and implementing additional funding streams to diversify our revenue sources in order to realize sustainability.

EIAA shall be audited annually at the close of each fiscal year. The Board shall appoint an independent auditor licensed to practice in Nevada, and knowledgeable in government/non-profit accounting to conduct the audit. The independent auditor shall submit a report to the

² There is no template for the budget as part of the renewal applications. Should there be questions, or if incomplete information submitted, SPCSA staff will reach out to the applicant for additional information.

Board that includes the audited financial statements and an opinion regarding those financial statements.

EIAA also relies heavily on grants in order to operate on a day-to-day basis. The following are examples of grants that have been received for the 2018 through 2020 school years:

Computer Science Grant: The grant ensures that every teacher, aide, and administrator would be provided the support and services needed to prepare them for rigorous and engaging Project Based Learning in every classroom, along with the capability of producing quality 3D printing products that are a result of these projects.

Title IV A: This grant is for evidence-based curriculum throughout the year for mental health and suicide prevention for students, parents, and staff. One such program is *One Circle Foundation*, called *Girls Circle* and *Boys Council*. Another program being implemented is *Ending the Silence*. *Ending the Silence* is for students, parents, and staff to learn indicators of mental illness, how to help them-selves, friends, and family members who might need support. NAMI Basics is a program designed for parents and other family caregivers of children and adolescents with emotional and behavioral difficulties.

Title II-A: These funds are provided to support an increase in student achievement through strategies, such as improving teachers and principal quality, and increasing the number of highly qualified teachers in the classroom and highly qualified principals in school.

Great Teaching and Leading: The purpose of this program is to provide professional development, programs of preparation, peer assistance/review, and leadership training and development for teachers, administrators, and other licensed educational personnel.

Social Worker in Schools:

Individuals with Disabilities Education Act (IDEA): Funds under this program are combined with state and local funds to provide Free Appropriate Public Education (FAPE) to children with disabilities. Permitted expenditures include salaries of special education teachers and costs associated with related services, such as speech therapists and psychologists.

Teachers School Supplies Reimbursement: The purpose of this program is to provide funding to reimburse teachers school supplies purchased out-of-pocket.

EIAA has been recognized for its solid financial standings over the last few years, and the school's audits have demonstrated a fiscal responsibility that would be conducive to our financial obligations in the proposed facility.

EIAA is examining several options for the relocation of a new school. It is ultimately the goal of the governing body to own the facility in which we relocate. The experiences we have gained through our long-term lease over the past ten years has motivated this decision. The constraints that occur with a lease can become a hindrance to the overall vision of the school.

It is the plan of EIAA to construct a facility that not only meets the current needs but also offers the opportunity to expand into two classrooms for each grade level, a gymnasium, and kitchen which are currently not available. It is the intent of EIAA to accomplish this with grants, loans and investments. It is EIAA's position to take a proactive stance on pursuing every prospective avenue available to obtain a new facility for its students. With this expansion, we would be seeking to expand from one classroom per grade to two increasing the student capacity from 198 to 396 realizing this is all subject to approval by the Charter Authority.

Following is a review of EIAA financials for the past three years:

- Statement of Revenues, Expenditures and Changes in Fund Balance
 - Fiscal year ending 2018, the EIAA had \$308,623 in excess revenues over expenditures
 - Fiscal year ending 2019, the EIAA had \$271,168 in excess revenues over expenditures
 - Fiscal year ending 2020, the EIAA anticipates to show a deficit of \$25,500; however, the deficit is driven by the fact the EIAA purchased \$830,000 in land for a future school site and only financed \$400,000 of the purchase. If you add back the \$430,000 in expenditures used with cash reserves, the EIAA would have once again showed a positive \$400,000 in revenue over expenditures
- Current Ratio for Balance Sheet Governmental Funds has increased for the last three years
 - Fiscal year ending 2018 – 4.5
 - Fiscal year ending 2019 – 6.3
 - Fiscal year ending 2020 – 9.3
- Cash for EIAA has increased from the last three years to \$1,227,197 and this after expending \$430,000 of cash on hand to purchased land.
 - Fiscal year ending 2018 – \$567,660
 - Fiscal year ending 2019 – \$940,843
 - Fiscal year ending 2020 – \$1,227,197
- Debt for EIAA jumped from \$71,333 to \$417,998 with the purchase of land financed with \$400,000 in loan proceeds.
 - Fiscal year ending 2018 – \$71,333
 - Fiscal year ending 2019 – \$47,292
 - Fiscal year ending 2020 – \$417,998
- Fund Balance for Balance Sheet Governmental Funds has increased for the last three years
 - Fiscal year ending 2018 – \$644,025
 - Fiscal year ending 2019 – \$915,193
 - Fiscal year ending 2020 – \$1,171,320

6. Additional Information from the Governing Board Supporting Renewal

Please provide any information or data that the governing body of the charter school determines supports the renewal of the charter contract. This information must include:

- If applicable, external evaluations or academic data submitted within this section must be independently audited and verified by the person performing the evaluation as required by [NAC 388A.415](#).
- Agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application

OVERSIGHT

SPCSA staff will include any Site Evaluations and/or Site Visit Summaries in the recommendation and provide documentation collected during visits to the Board as part of the renewal process.

Renewal decisions for schools operating under written charters are based on historic performance data as evidenced by both the NSPF Performance Framework as well as the SPCSA Performance Framework. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the report but will be given less weight when considered by the Authority in making renewal decisions. Additionally, renewal decisions will be based on the overall financial and organizational health of the public charter school. Evidence from both the financial framework and financial audits will be used to assess the overall financial health of a school. The Epicenter platform will be used to inform the assessment of the organizational health of a school, and to help determine whether or not the school is compliant under local, state and federal law.

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed based on past performance. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application, as called for in Section 6 of this application template. Failure to submit the agenda and draft minutes into the appropriate areas in Epicenter prior to filing the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff. The inclusion of the agenda and draft minutes with the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

ACCESSIBILITY TO INDIVIDUALS WITH DISABILITIES

All charter school applications and renewals are required to be ADA compliant as described by Section 508 of the Rehabilitation Act of 1973 (refer to 29 U.S.C. 794d). This statute requires access to and use of Federal executive agencies' and information technology (ICT) by individuals with disabilities. Compliance with Section 508 is mandatory for all entities receiving federal funds-including the SPCSA and its charters.

2020 WRITTEN APPLICATION FOR RENEWAL OF CHARTER

School Name & Contact Info	Name: Elko Institute for Academic Achievement (EIAA) Address: 1031 Railroad Street, Ste, Elko, NV 89801 Phone:775-738-3422 Website: https://www.eiaanv.net/	
School Leader Name & Contact Info	Name: Ashley Perkins Title: Principal Contact info: aperkins@eiaanv.net	
Governing Board Names & Contact Info <i>Add rows/names as may be necessary</i>	Chair/President	Name: Dennis Zimmerman Email: mardenz2@hotmail.com Phone:775-753-4774
	Vice Chair/Vice President	Name: Laila Miguel Email: lailabuehn@gmail.com
	Treasurer	Name: Rama Paris Email: pr_paris@yahoo.com
	Secretary	Name: Monique Sorenson Email: mdh4982@hotmail.com
	Member	Name: Hiliary Wilson Email: hiliary15@yahoo.com
	Member	Name: Sharon Owen Email:sowen@usc.edu
	Member	Name: Nathan Mildren Email: nate_mildren@gmail.com
	Member	Name: Email:

ACADEMIC PERFORMANCE³

2019 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Campus 1 (name)	Campus 2 (name)	Campus 3 (name)
	EIAA Elementary: 2 Star	EIAA Middle: 5 star	
	Campus 4 (name)	Campus 5 (name)	Campus 6 (name)
2018 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Campus 1 (name)	Campus 2 (name)	Campus 3 (name)
	EIAA Elementary: 3 star	EIAA Middle: 5 star	
	Campus 4 (name)	Campus 5 (name)	Campus 6 (name)
2017 NSPF Rating	Elementary School Rating	Middle School Rating	High School Rating
	3 star	4 star	

³ For schools applying for a third charter term, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority’s consideration.

2015 NSPF Rating (Frozen from 2014)	Elementary School Rating	Middle School Rating	High School Rating	
	Not rated	Not rated		
CSI or TSI Identification	Please list any years in which your school was identified as a CSI (Comprehensive Support and Improvement) or TSI (Targeted Support and Improvement) school by NDE.			
	2015-16	2016-17	2017-18	2018-19
NDE-Validated Four-Year Graduation Rate	N/A	N/A	N/A	N/A

OPERATIONAL OVERVIEW

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC DETAILS							
Total Student Enrollment [as of first day of school 2020] = 198							
Gender		Ethnicity / Race					
Female	Male	White	Black	Hispanic/ Latino	Asian	Mixed Race	Other
93	102	127	4	46	7	10	1
Special Populations				Students on Waitlist			
Students w/disabilities (number)	ELLs (number)	Homeless Students (number)	Free/Reduced Lunch Eligibility (number)	Number of Students on Waitlist		Percentage of Waitlist Students w/Preference Status	
26	0	0	63	139		31	
Staff Retention				Discipline Data			
Number of Instructional Staff	Total Number of Staff	Percentage returning staff 2019-20	Percentage returning staff 2020-21	Number of out of school suspensions		Number of expulsions	
11	19	95	90	0		0	
Year-to-Year Mobility [Student Retention from Oct. 1 to Oct.1] ⁴							
2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020			

ACADEMIC PERFORMANCE

SPCSA Authority Academic Programmatic Audit Findings			
2019	Good Standing	Notice of Concern	Notice of Breach

⁴ To calculate student retention, subtract the number of students from year 2 not returning from year 1, and divide this result by the total number of students in year 1. For example, if there were 5 students in year 1, and 1 student did not return in year 2, the retention calculation would be: (5-1)/5, or 80%.

2018	Good Standing	Notice of Concern Breach	Notice of
2017	Good Standing	Notice of Concern Breach	Notice of
2016	Good Standing	Notice of Concern Breach	Notice of
2015	Good Standing	Notice of Concern Breach	Notice of

FINANCIAL PERFORMANCE

SPCSA Authority Financial Programmatic Audit Findings			
2019	Good Standing	Notice of Concern Breach	Notice of
2018	Good Standing	Notice of Concern Breach	Notice of
2017	Good Standing	Notice of Concern Breach	Notice of
2016	Good Standing	Notice of Concern Breach	Notice of
2015	Good Standing	Notice of Concern Breach	Notice of

ORGANIZATIONAL PERFORMANCE

SPCSA Authority Organizational Programmatic Audit Findings			
2019	Good Standing	Notice of Concern Breach	Notice of
2018	Good Standing	Notice of Concern Breach	Notice of
2017	Good Standing	Notice of Concern Breach	Notice of
2016	Good Standing	Notice of Concern Breach	Notice of
2015	Good Standing	Notice of Concern Breach	Notice of

NEXT CHARTER TERM

Current Enrollment Cap & Grade Spans for next charter term						
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Planned Total Enrollment	198	198	198	198	198	198

Planned Grade Spans	k-8	k-8	k-8	k-8	k-8	k-8
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Note: the enrollment cap and grade span information provided above should match current levels approved by the Authority, including previously approved amendments (such as expansions/new campuses) that have yet to take effect.

Should the school propose a change in the enrollment cap or grade configuration during the upcoming charter term, please outline this change and provide a short rationale and additional information for the proposed change. Note that a change to the enrollment cap or grade configuration requires separate Authority approval.)

BOARD MEMBER ASSURANCE STATEMENT

I certify that the governing body of this charter school has voted that the school and its staff will adhere to the renewal process expectations outlined in the Renewal Guidelines. The information provided in this charter renewal application is true and correct. I also certify that the governing body of this charter school understands that any academic, financial, or organizational performance data collected during the period of the current charter term which is analyzed and reported following a renewal vote may be considered by the Authority in making performance and accountability decisions in the subsequent charter term.

Signature of Head of School:

✓ Ashley Perkins

Date: October 6, 2020

Signature of President/Chair of Governing Body:

Dennis Zimmerman

Date Governing Body voted to approve application for renewal:

May 28, 2020