



Nevada State Public Charter School Authority

2021 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** or **Rebecca Feiden, Executive Director** at **775.546.3021** or **Rebecca.Feiden@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	May	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, 2021	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 by July 31 - 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 warrant.

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.

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

Provide a written Executive Summary that includes the following:

- Mission Statement for next charter term. *Note that a change may require separate Authority approval.*

Sports Leadership and Management Academy of Nevada (SLAM) is dedicated to providing equitable, high quality education for all students. The network's mission and vision statements for their next charter term are as follows:

Mission: The mission of Sports Leadership and Management Academy of Nevada (SLAM) is to prepare students for postsecondary studies and careers through an engaging educational program emphasizing sports leadership and management career preparation.

Vision: The vision of SLAM is to provide viable innovative educational choices for students ultimately yielding college-bound and career-oriented graduates. SLAM students will develop advanced skills through unique, hands-on experience, utilizing community partnerships, innovative ideas, and state-of-the-art technologies essential for students to become successful scholars, professionals, and future leaders. SLAM students will thrive as contributing members of our local and global community.

- Key Design Elements of your school
 - What do you do plan to do and why?
- Proposed changes for the next charter term and rationale
 - Speak to programs, structure, and principles²

The key design elements, programs, structures, and principles of SLAM will remain unchanged during this new charter term. In regards to the school's educational plan, SLAM will continue to implement unique and innovative strategies aimed at student achievement, which have proven to be successful with all student populations.

2. **Renewal Application**

A. Application Form

Complete the provided template application (pg. 7 of this form) for the following:

- Academic Performance
- Operational Overview
- Financial Performance
- Organizational Performance
- Next Charter Term

Please see the required template below.

B. Written Narrative [Limited to 5 pages]

² Proposed changes may require separate approval by the Authority as required by statute, regulation or the charter contract.

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. Please discuss how the school engages families and provide information regarding trainings that the school provides for staff on the topics of family engagement and diversity, equity, and inclusion. Finally, please discuss the demographics of the school as compared to the community it serves, local district, SPCSA and statewide averages. Include any plans that the school may be considering to address any demographic gaps so as to align to the SPCSA Strategic Plan.

Enrollment

In the new charter term, Sports Leadership and Management (SLAM) will continue to use similar marketing and recruitment tactics as the past six years in advertising for enrollment. The school will ensure that all potentially interested students and parents have equal access to apply and enroll at the school. This plan includes recruiting and marketing initiatives to target the entire community and specific initiatives targeting economically disadvantaged students and families, those who may have limited English proficiency and/or special physical or academic needs or may be “at risk” of academic failure.

Through genuine community involvement and the collaboration between existing students, families, teachers, Board members, and community partners, SLAM Nevada will consistently focus on student recruitment by hosting events at the school’s campuses that are welcome to all community members and will welcome school tours during the school year to show families what the school is like in action and will also host parent information meetings in the evening. SLAM will also continue its efforts to recruit a diverse population by hosting a variety of recruitment and informational events at nearby parks, recreational centers, and retail stores children and families frequent. SLAM will use its waiting list to fill any vacancies that may occur by grade level

Retention

Based on data from 2018 to today, SLAM’s student attrition rates have averaged at 23.3% annually. Additionally, despite all of the challenges and obstacles that are traditionally associated with the demographics listed above, SLAM has continued to experience a high rate of student retention from year-to-year and currently has a waitlist of over 350 students.

Attendance

Attendance is extremely important and is a focus at SLAM Nevada. The state of Nevada tracks student attendance and the school is held accountable for students attending school. Aside from state reporting, students need to learn the life skill of arriving on time. This also aligns with our vision of students being successful in college and career. Students may earn attendance incentives for coming to school on time, every day. The incentives may be individual or whole class incentives. Accountability and consequences may occur for those who do not follow attendance protocol.

Discipline

The School’s student behavior philosophy is based on Positive Behavior Support (PBS). Positive Behavioral Support is a collaborative, assessment-based approach to developing effective interventions for problem behavior. The “use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change (Cohn).” Positive behavioral support can target the entire school as well and individual student behaviors, as “it does not

focus exclusively on the student, but also includes changing environmental variables such as physical setting, task demands, curriculum, instructional pace, and individualized reinforcement (Cohn).”

PBS emphasizes the proactive, educative, and reinforcement-based strategies that will achieve meaningful and long-lasting positive behaviors. When PBS strategies are implemented school-wide, it builds environments that are conducive to learning for all students. Research has shown that “schools that implement system-wide [PBS] interventions also report increased time engaged in academic activities and improved academic performance (Cohn).”

This discipline plan has helped to contribute to SLAM’s low discipline data which is detailed in the required state reporting submitted each year. With a student population of over 1000 students that historically is associated with high discipline problems, SLAM currently has only encountered one incident resulting in out of school suspensions and zero school expulsions for the most recent school year.

Faculty/Staff Retention

Over the past three years, SLAM has been able to retain 83%, on average, of its teaching staff. SLAM has been able to do this by supporting the development of its high-quality teaching staff. Strategic recruitment, frequent feedback through observations and evaluations, and supportive mentoring are all major components of this success. In the new charter term, SLAM will continue to implement these best practices to maintain a high teacher retention percentage.

To improve beyond its current staff retention rate, SLAM will continue a commitment to the implementation of instructional strategies and methods focused on the key areas of collaboration, communication, creativity, and critical thinking. SLAM will also continue to attract and retain highly qualified teachers who are committed to the ideas behind these strategies and willing to do the work necessary to create an engaging learning environment. The school administration will identify and hire effective teachers who have experience working with or a desire to work with at-risk students and will then provide the professional development and compensation plans necessary to ensure a high retention rate.

Community Engagement

Parental and community engagement is a fundamental aspect of the mission and vision of SLAM NV. The School encourages parents to be active participants in their children’s education through volunteer opportunities at the school. SLAM NV reaches out to parents and the community through the SLAM NV website, monthly newsletters, and event calendars, which are updated monthly to disseminate information and maintain open lines of communication. The school conducts workshops, parent meetings, open house events and email blasts to inform parents of involvement opportunities at the school throughout the school year. These include activities such as chaperoning field trips, assisting with class projects, helping in the library or office, speaking during Career Week, Family Day, etc.

Faculty and staff are also expected to encourage parental involvement through:

- Quarterly Parent/Teacher Conferences: hosted in the evenings at the School where parents can discuss topics that affect their children’s educational progress.
- Open houses, Career Fairs, Family Day: events held yearly to recruit new students, maintain communication and involvement between the School and the surrounding community.
- PTO: Parent Teacher Organization coordinates extra-curricular events involving the community.

Through the PTO and other such committees, parent and community members are also able to partake in

the school’s decision- making process. The school conducts parent workshops on education-related topics, such as decision- making regarding school performance and student assessment needs.

Parent satisfaction is critical to the success of the school. Thus, parents are active partners in the performance planning of relevant goals. As stated in the Bylaws, there is a parent representative on the Board and on the Board’s Academic Committee. The purpose of the Academic Committee is to review school data, ensure academic expectations and goals are being met, and provide insight to instructional activities that meet specific needs of the students. In addition, the public, especially parents, are notified of Board meetings and can be active participants at the Board meeting by providing public comment and bringing relevant matters to the Board’s attention.

SLAM NV’s career academy model offers students a unique opportunity to explore career options through partnerships with local business and sports franchises and academy electives in the areas of marketing, business, media communications and sports medicine. Furthermore, the Board includes individuals with numerous ties to Sports Management and Leadership careers in the community, which allows the school to develop collaborative partnerships within the community organizations.

SLAM provides several trainings for staff throughout the year to assist staff in understanding the diverse needs of the students/families attending the school. These trainings cover topics such as how to ensure academic success among student subgroups, as well as equity and diversity between staff and students.

School Demographics

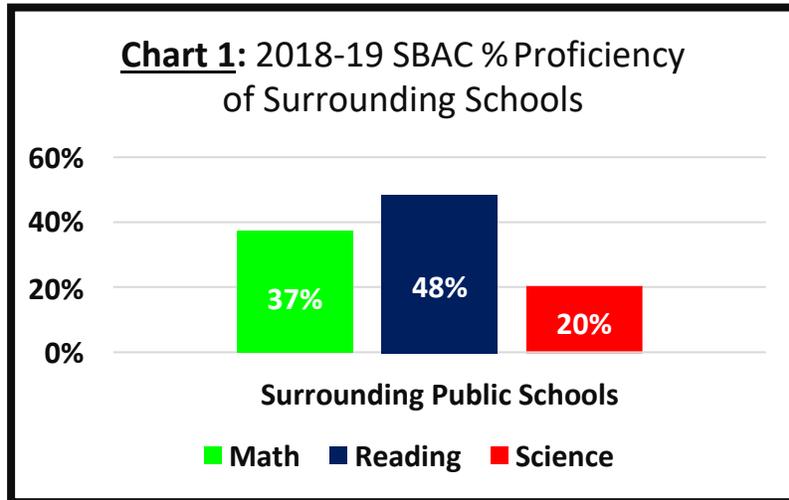
SLAM currently serves approximately 1,631 students for the 2021-22 school year. Below is a breakdown of the current demographics.

2021-22 SLAM Student Demographics	
Hispanic or Latino	938 students (57.7%)
White	251 students (15%)
Black or African American	196 students (12%)
Two or more races	152 students (9%)
Native Hawaiian or other Pacific	46 students (2.8%)
Asian	44 students (2.7%)
American Indian/Alaskan Native	4 students (.24%)

While obviously not exact over the past five years, SLAM has been serving a similar population demographic since it first opened its doors in 2016. Said differently, with Hispanic/Latino students being the largest ethnic category above all others, SLAM has been serving a traditionally educationally disadvantaged (or at-risk) student population for the last five years. Additionally, roughly 944 (57.8%) of all SLAM students qualify for Free-Reduced Lunch (FRL) services while 146 (9%) are identified as English Language Learners (ELL).

SLAM’s target community is located in the southeast corner of the Las Vegas Valley. This region is home to several under-performing public schools at the elementary, middle, and high school level. Additionally, many of these schools demonstrate significant achievement gaps for minority student subgroups.

On average, less than half of all students attending public schools within a three-mile radius of SLAM Academy achieved “Proficiency” on the 2018-19 NV-CRT exam in any subject. Please see Chart 1 below:



Additionally, SLAM serves areas of “high need” as designated by the SPCSA’s *2019 Needs Assessment* report. Around 94% of students currently enrolled at SLAM reside in zip codes with “Identified Academic Need” from the SPCSA’s *District Snapshot*. These zip codes include 89002, 89011, 89014, 89015, 89030, 89031, 89032, 89074, 89081, 89084, 89101, 89102, 89103, 89104, 89106, 89107, 89108, 89110, 89115, 89119, 89120, 89121, 89122, 89123, 89129, 89130, 89141, 89142, 89147, 89148, 89156, 89169, 89178, and 89183.

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

2022-23 SLAM Proposed School Calendar

August 2022						
Su	M	Tu	W	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
Su	M	Tu	W	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
Su	M	Tu	W	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
Su	M	Tu	W	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Su	M	Tu	W	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
Su	M	Tu	W	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
Su	M	Tu	W	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
Su	M	Tu	W	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
Su	M	Tu	W	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
Su	M	Tu	W	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- First Day of Quarter
- Holiday/ No School
- Professional Dev/No School
- Parent Teacher Conference
- Last Day of School
- Early Release Day

Instructional Days	
Q1	44
Q2	46
Q3	43
Q4	47
Total Days	180

SLAM's daily schedule for each school day is as follows:

Elementary: K-5

- 8:00 am – 3:00 pm
- Students may be dropped off beginning at 7:45 am
- Minimum Days: Oct 20, Jan. 13, March 16
 - 8:00 am – 11:30 am – with “Grab and Go” lunch provided

Secondary: 6-12

- 7:30 am – 2:20 pm

- Students may be dropped off at school beginning at 7:00 am.
- Secondary Minimum Days: Oct 20, Jan. 13, March 16
 - 7:30 am – 11:00 am – with “Grab and Go” lunch provided

Daily Schedule: Sample Elementary Schedule	
Reading/Language Arts	8:00 – 10:00
Recess	10:00-10:15
Mathematics	10:15 – 11:30
Lunch	11:30 – 12:10
Specials (STEM, Music, PE, Martial Arts)	12:10 – 1:00
Intervention/Enrichment	1:00 – 1:30
Science	1:30 – 2:00
Recess	2:00 – 2:15
Social Studies	2:15 – 2:45
Class Meeting	2:45 – 3:00

Daily Schedule: Gr. 6-12 Monday, Tuesday, Friday	
Period 1 (includes announcements)	7:30 – 8:20
Period 2	8:25 – 9:15
Period 3	9:30 – 10:10
Period 4	10:15 – 11:05
Lunch	11:05 – 11:35
Period 5	11:40 – 12:30
Period 6	12:35 – 1:25
Period 7	1:30 – 2:20

Daily Schedule: Gr. 6-12 Wednesday/Thursday Block Schedule	
Period 1/5 (includes announcements)	7:30 – 9:01
Period 2/8 (Bull Pen)	9:06 – 10:38
Lunch	10:38 – 11:08
Periods 3/6	11:13 – 12:44
Periods 4/7	12:49 – 2:20

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 remaining 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, plans to monitor for potential disproportionate discipline practices, and plans to address any opportunity gaps for specific student groups. This may include plans to close gaps in

proficiency and/or growth between different student groups (ex. race/ethnicity, FRL, EL, IEP).

Academic Plan and Visions for the New Charter Term

SLAM’s educational model is derived from research-based strategies proven successful in raising student achievement nationwide and will remain unchanged at SLAM. The program is based on the “career academy” concept and grounded on the philosophy of the three R’s: Rigor, Relevance, and Relationships. The three R’s represent the essential components that must be in place to effectively prepare students for the demands of the 21st Century. Attributed to the work of Dr. Bill Daggett³, the three R’s model has been linked by research to higher attendance and graduation rates, stronger test scores, and safer schools.

Campus Level Autonomies—A study conducted in 2008 by the University of California's Linguistic Minority Research Institute states, “poor academic achievement, as early as elementary school, is one of the strongest predictors of dropping out.” Students in grades K-5 will develop a foundation to think critically and apply knowledge across disciplines to support them in grades 6-12 and throughout their lives. Sports is used as the hook to engage students and develop their love for learning. There is an emphasis on sports science in the STEM fields through a STEM project-based learning courses as well as computer science courses.

Through this unique curriculum, students have opportunities to engage in both predictable and unpredictable real-world situations, which ensures relevance. Students are empowered to create positive relationships with peers, parents, teachers, and community mentors. This provides a framework for a seamless transition from elementary to middle school, high school, and beyond, producing career-oriented graduates.

Key Design Elements and Instructional Strategies

Rigor in the SLAM Academy Classroom:

As educators we are challenged to come up with the best practices in the classroom that will lead to the best results. SLAM Academy will remain innovative in its practices as students’ needs and strengths shift. We believe that our best practices should always be grounded in research but should always be transforming and moving toward the next best approach, tool, or strategy.

- *Differentiated Instruction:* Differentiated Instruction Centers will be set up throughout the classroom in various areas that allow students to work independently or in a small group setting, using instructional materials to explore and expand their skill development. During this time, students are engaged in a variety of activities that reinforce and extend learning without the assistance of the classroom teacher. Students will practice newly taught skills while using such materials as magnetic letters, sound letter cards, and math manipulatives to increase active participation and provide additional guided practice through multi-sensory approaches.
- *STEM Project-Based Learning:* The following is a project-based learning process compiled from various project-based, integrated STEM programs that were evaluated and proven to be effective

³ <http://www.leadered.com/our-philosophy/rigor-relevance-framework.php>

STEM education programs:

1. Reflection: expose students to problems so they can begin to think about something they want to investigate.
2. Research: this is a combination of student-lead and teacher-lead lessons. While it is intended to be student-centered, teachers will ensure that students are focused on learning the concepts relevant to the project.
3. Discovery: Students begin to understand what is known and what is still unknown. This is a good opportunity for students to collaborate with their peers and build on their strengths to come up with some potential solutions to the unknown.
4. Application: Students will model a solution (usually through creating an artifact) that sufficiently solves the problem.
5. Communication/Share: One of the most important parts of this process is allow students to present the model and solution to their peers and the community.

SLAM will hold a community open house once a quarter for students to show off their projects. The final step provides an opportunity for authentic assessment and real world expressing for making or breaking a deadline. Each quarter students will have an opportunity to investigate a topic of their choice within the STEM field. In the early grades students will learn the process of project-based learning with teacher-directed projects in the STEM field. As students get older, it will become less teacher-lead and more student-lead. As students' progress through each grade students will begin to think in more complex ways. Naturally they will be working in Quadrant D, the Adaptation quadrant where they are full immersed in putting their knowledge to use. The STEM Project-Based Learning course will increase motivation for learning.

For optimal instruction, students will be grouped in various ways and in flexible settings to accommodate varying instructional levels and learning styles. Teachers will utilize the methods of whole-group instruction, small-group instruction, individual instruction, and independent skill development to address the various needs of the students. In all content areas, the opportunity to develop differentiated instruction is evident. Teaching with diverse materials, such as books, videos, manipulatives, interactive notebooks, and online resources, making the content seem more relevant to the students. Teachers will attempt to teach around a topic, genre, idea or issue so students can explore the relationship between course content and the real world. In the classroom, material will be analyzed and deconstructed so students may understand the content more clearly. Discussion will also be encouraged to not only develop communication skills, but also to assess student understanding. Finally, the incorporation of writing tasks can provide insight into student intellect. Teachers will use differentiated instructional strategies that connect with individual student's learning needs. These instructional practices will include:

- *Systematic & Explicit Instruction:* The School will use formative and summative assessment data to realign the instructional framework and provide systematic and explicit instruction for content that is grade level appropriate. This instruction is structured and based on mastery learning.
- *Scaffolding:* Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year goes on, the student becomes more adept at skills and at directing his or her learning and becomes more autonomous.
- *Cooperative Learning:* Teachers will guide small-group learning, to increase communication and team-building skills. It is based on grouping small teams of students heterogeneously according to ability, interest, background, etc. Instruction involving collaboration among peers is important in

these grades, particularly in group discussions and some writing activities. Also important is student collaboration with teachers in the planning of learning tasks.

- *Inquiry-Based Learning*: To better understand what they read and hear, students benefit from an inquiry- and discovery-based environment. Based on the scientific method, this student centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem solving skills.
- *Information Processing Strategies*: Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, or webbing.
- *Close Reading*: Close Reading is a strategy used to help students understand the purpose in reading, seeing ideas in a text as being interconnected, looking for and understanding systems of meaning, engaging in a text while reading, getting beyond "surface" reading or skimming; formulating questions and seeking answers to the questions while reading. Close reading strategies can help students read with purpose and identify key evidence that will increase comprehension. It will impact the way students think while they read and give them tools to observe and analyze the text from multiple perspectives.
- *Word Walls*: Teachers will create effective word walls that consist of high frequency words, word patterns or phonic elements, and interesting, exciting words. Students will use word wall during lessons and activities to practice recognizing words quickly and accurately.
- *Technology*: Wonderworks is used as an intervention resource. If teachers feel that it does not provide enough rigor, teachers can deliver differentiated instruction and intervention using the i-Ready toolbox which identifies specific domains of need.
- *Multi-Modal Learning*: Learning mathematics through the use of multiple representations, including algebraic, numerical, graphical, and verbal methods, increases students' abilities to make mathematical connections and become effective communicators of mathematics.
- *Think-Pair-Share*: This strategy gets students to think critically and use each other as resources before going to the teacher. Students will think independently about the answer to a question they were prompted with. After, students share their response with a partner. They have an opportunity to discuss whether their answers agreed or if one or both need to go back to the drawing board. Next, they share responses with the entire class.
- *Think-alouds*: using explicit explanations of the steps of problem solving through teacher modeling metacognitive thought. Often students see a problem and hear the answer but don't know what happened in between. When a teacher works through what is going on in his/her brain as a problem is solved, students can begin to fill in the gaps.
- *Graphic organizers*: visual displays to organize information into things like trees, flowcharts, webs, etc. These help students to consolidate information into meaningful whole and they are used to improve comprehension of stories, organization of writing, and understanding of difficult concepts in word problems.
- *Student-generated word problems*: students create word problems for a specific math skill. Through the construction of a problem, students learn what to look for when solving word problems are assigned. It also makes mathematics relevant to their own lives.

Relevance in the SLAM Academy Classrooms:

- *SLAM-ified Lessons*—Teachers at SLAM Academy will be expected to "SLAM-ify" their lessons.

The integrity of “what” is being taught (i.e. NACS and NGSS Standards) will be maintained with fidelity; however, all teachers will be required to SLAM-ify “how” the standards are taught. By definition, SLAM-ify means to teach standards through sports concepts. This is yet another way for students to connect their core subject to the real-world. For example, in science, students may learn about friction by examining the effects of a ball or puck on different surfaces. In doing so, this will further enhance the relevance of the subject matter and allowing students to apply their knowledge across disciplines and in real world predictable and unpredictable situations.

Relationships in the SLAM Academy ELA Classrooms:

- *Student-Teacher Relationships*—Teachers will be intentional in creating safe, nurturing, democratic classrooms so that self-esteem and trust develop in students. Students need to feel comfortable to stand in front of the class to recite a poem or share an expository piece.
- *Student-Student Relationships*— Students will be given plenty of opportunities to foster positive relationships amongst each other in the classroom. For example, if the teacher is conducting a lesson on persuasive writing, students may be asked to team up and put together an outline supporting whether or not college-athlete should be paid or simply serve as one another’s study buddy on the upcoming vocabulary test.
- *Student-Community Relationships*—Students often communicate and collaborate with people beyond their classroom (i.e. community members, other students, experts and other staff members). This may be in the form of inviting a local artist to do a music or art lesson with the students. SLAM Academy recognizes that inspiration may come from outside of the classroom so the school will work hard to foster those relationships with local community members.

Relationships in the SLAM Academy Mathematics Classrooms:

- *Student-Teacher Relationships*—Just as coaches challenge their athletes to step up to the plate, teachers will challenge their students; however, to maximize a student’s potential, students must first trust their teachers. Once students trust their teachers, teachers will be able to challenge them to push their limits. For the shy student in class, this may be working out a problem on the board and knowing that he or she is in a safe environment if it is done incorrectly.
- *Student-Student Relationships*—The community of learners is strong so that students are committed to their own success, as well as the success of their peers. Again, a team is only as strong as its weakest link. In math, there are plenty of opportunities for students to work together. Sometimes it’s beneficial for a student hear a problem broken down by another student. Similarly, it may motivate the struggling student to study more seeing that his peer is able to understand the material.
- *Student-Community Relationships*— A math teacher can enroll his or her class in fantasy football and have a local home-town star play along with them. This allows students to engage with positive mentors outside the walls of the building but see the local star outside his or her element. Students will be able to see that the local star is able to be successful on the field but also values education and takes school seriously. If students know that a NFL player is part of their Fantasy Football Competition, they will be more motivated to participate. Students will have fun while learning.

Improvements Undertaken since Charter Inception

During its second year of operation, SLAM Academy experienced a decline in student performance. The NSPF awarded the school a 2 Star rating as opposed to a 3 Star it earned the previous year. The leadership team took a closer look at the data and determined that the students, especially those within the various subgroups, did not experience much growth in their ELA (1% growth) and math (5% growth) courses. The

iReady assessments were being used, however, without much fidelity.

Leading into the school's third year, the leadership team created a plan to address the deficiencies discovered through a careful review of the academic supports needed to help raise student growth. Students participated in benchmark assessments to determine their strengths and weaknesses. The leadership team built into the school schedule 45 minutes extra of instruction and after school supports. With those extra minutes, intensive math and reading courses were built into students' schedules, USA Test Prep bell ringer questions/problems were added at the beginning of each class for students to answer and complete and Achieve 3000 was made available for students needing extra language supports. Data folders were created and used throughout the quarters and maintained by students, which contained WiDA, iReady, and SBAC scores which were analyzed more closely with interventions created and monthly check-ups to help move students along more readily. The leadership team also recognized students needed more time in the core classes. As a result, elective courses were replaced by intensive math and ELA classes with targeted interventions used based upon iReady data collected week to week as teachers progressed monitored students' understanding of specific skills. In order to carry this out, 14 teachers sold their preparation periods in order to offer these remedial and intensive courses. Additionally, an administrator was hired to oversee the EL and Zoom programs. To help motivate students to achieve at a greater rate, incentives such as field trips were sponsored and carried out throughout the school year. When students were caught up and refocused on achievement, they were permitted to return to their original elective courses.

SLAM Academy earned a 3 Star rating from the State for the 2018-19 school year. Although this is a fair score, we were not satisfied with the results of our efforts. We are still fine tuning our approach in order for our students to experience greater growth in their ELA and math courses.

Restorative Discipline

SLAM's Nevada Restorative Justice Plan (RJP) was approved by the Governing Board on February 23, 2021. The plan was developed to integrate with the school's Positive Behavior Plan (PBP) and create a model that is a more collaborative, inclusive, and positive approach to developing effective interventions for personal behavioral growth. In order to empower student's positive behavior, the school-wide model will create a safe and positive school climate, and help to foster positive relationships with teachers, peers, staff members and the community. The model is a three-tier problem-solving process that provides a continuum of tiered interventions with increasing levels of intensity and duration to prevent inappropriate behavior by means of reinforcing appropriate behavior. Students that are struggling with inappropriate behavior will be monitored frequently through the use of a Restorative Action Plan (RAP) and/or social contract. Since each child has a different social and emotional needs, it is vital that the RAP be unique to those needs. It is also important to collaborate with parents, teachers, and staff members in order for students to learn more about their own behavior and to work and support each other as a community of learners.

SLAM Nevada students are expected to show respect for themselves and others. Each classroom has a climate in which optimal learning can take place. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Misbehavior on the part of students can be generally corrected when parents and teachers work together.

These expectations apply to:

- All students
- Anyone who is on the school property
- Anyone who is in attendance at school or any school-sponsored activity
- Anyone whose conduct at any time or in any place has a direct and immediate effect on maintaining order and discipline in the school

Restorative Justice at SLAM Nevada begins with students learning either individually or via classroom instruction, to do what is *R-I-G-H-T*, and how to be:

RESPECTFUL (humble, polite, well-mannered, and considerate)

INSPIRATIONAL (motivating, stimulating, impactful, and energizing)

GRATEFUL (appreciative, thankful, and blessed)

HELPFUL (friendly, useful, and kindly)

THOUGHTFUL (nice, caring, understanding, and unselfish)

Monitoring for Disproportionate Discipline Practices

SLAM's disciplinary policies and practices comply with all applicable laws, regulations, and policies to ensure that disciplinary infractions involving all student subgroups involve appropriate team members and consider all relevant aspects of 504 Plans and IEPs. Specifically, SLAM will ensure that all students receive adequate due process, including, but not limited to a consideration of whether the behavior exhibited is a manifestation of a student's special needs. Additionally, SLAM maintains disciplinary records to track incidents involving minority and disabled students to ensure that serious disciplinary consequences are not disproportionately issued to these student populations.

Addressing Opportunity Gaps

Currently, the school has dedicated math and reading intervention teachers who are licensed in those specific content areas and has two instructional coaches to help support teachers as they collaborate on lesson plans, evaluate assessment data, and create additional supports to target specific interventions.

The priorities established to drive achievement are the utilization of the iReady assessment as it was designed to be implemented. It is scheduled as part of our day-to-day operations with built-in time to carefully analyze the results. Instruction is designed with these results in mind and additional supports are created more plentifully. PLCs have been instituted in order to have productive dialogue among the instructional staff with specific conversations centered around student growth in ELA and mathematics.

Furthermore, SLAM has hired a Data Analyst to address opportunity gaps and maintain accurate data files of student achievement and work with site based staff to interpret the data and plan for improved instructions. Essential duties include:

- Analyze and prepare reports from local, state, and national assessment data as it relates to individual's student performance and school improvement.
- Develop and maintain historical student and school data files to monitor track performance.
- Interpret and review assessment data with administrators and teachers; support the planning of

action steps.

- Compile data from multiple assessments to develop student, subject, grade-level, or school achievement profiles.
- Work with staff in schools in one-on-one and group settings to conduct training in the use of data to improve student results.

One of the most important aspects of ensuring the success of all students, especially low performing students, is to use data effectively, monitor academic progress and inform instruction, and encourage incremental progress over time. The school wide infusion of the Growth Mindset facilitates the encouragement of perseverance and grit. SLAM plans to implement an early warning system to identify students who need additional support to improve academic performance and stay engaged in school. This early warning system will include the following indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension;
- One or more suspensions, whether in school or out of school;
- Course failure in English, language arts or mathematics during any grading period; and
- A Level 1 score on SBAC assessments in ELA or mathematics, or for students in kindergarten through grade 3, a substantial reading deficiency (25th percentile and below) based on the state-wide adopted assessment, MAP.
- Stagnant growth based on the iReady tools.

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 in response to past performance, including board training and development.

Governing Board's Capacity & Success

SLAM's current members have the necessary skillset to support the growth plan. The diverse skillsets include expertise in employment and business law, accounting, education, special education, school administration, business administration, and sports leadership. As mentioned before, there is a vacant seat and SLAM will be seeking a parent member to fill that vacancy.

Pursuant to the terms in the attached Bylaws, the governing body consists of experienced educators and professionals with strong management backgrounds. This knowledge base allows the Board to provide the educational, financial and operational vision and governance which led to operational success by the School leader. Furthermore, the current Board also includes individuals with numerous ties to Sports Management and Leadership careers in the community, which allows the school to develop collaborative partnerships within the community organizations.

The Board has had a consistently diligent and committed team of highly qualified volunteers since its inception from a variety of relevant fields. Three of the six original committee to form members are still on

the governing board. Board turnover to this point has been mostly a result of natural transitions in Board member families. When vacancies arise, the board creates a description of the board member role with specific qualities the board is looking to add, ensuring compliance with statutory requirements and ensuring a diverse set of skills necessary to successfully oversee the school. The board advertises vacancies on the school's website and through direct communication (email, letters, etc.) to parents of enrolled students. SLAM's continuous cultivation of community resources ensures a wide pool of candidates in cases of succession.

As set forth in the School's bylaws, the Board conducts an annual continuing training program focused on governance, academic accountability, and financial oversight. These trainings also include participation in annual state and national charter school conferences.

For additional information, please refer to *Attachment 2 – Board Member Resumes* to view the current resumes of all Governing Board members for SLAM Nevada.

B. Required Supporting Documents

Please upload with your renewal application the following documents:

- Current resumes for all Governing Board members

Please refer to *Attachment 2 – Board Member Resumes* to view the current resumes of all Governing Board members for SLAM Nevada.

- Board Member Information Sheet / Roster (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.

Please see the Board Member Information Sheet/Roster below.

- Board Chair/Member Assurance Statement & Signature (see page 9 of this application)

Please see the Board Chair/Member Assurance Statement & Signature below.

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.

SLAM Academy of Nevada complies with the Model Financial Procedures for Charter Schools, developed by the NDE in 2008 and as may be revised by the SPCSA. The Board has adopted sound financial policies and accounting procedures in accordance with Nevada Law. These policies, identified in SLAM Academy of Nevada's adopted Financial Policies and Procedures Manual, ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a regular basis to ensure compliance with all

statutory and regulatory authorities. The Nevada SPCA Financial Framework is used as a tool to gauge Somerset’s short-term financial health and long-term financial sustainability. The financial measurements are as followed:

- Short-term Financial Health
 - Measure 1: Current Ratio
 - Measure 2: Days Cash-On-Hand
 - Measure 3: Enrollment Forecast Accuracy
 - Measure 4: Debt Default
- Long-term Financial Sustainability
 - Measure 1: Total Margin
 - Measure 2: Debt to Asset Ratio
 - Measure 3: Cash Flow
 - Measure 4: Debt Service Coverage Ratio

Since inception, SLAM Academy of Nevada has shown growth in all Nevada SPCSA Financial Framework measurements. Meeting most of the financial framework measurements to date. SLAM Academy of Nevada continues to grow with the introduction of the elementary school in 2021-2022 and will continue to abide by the procedures set forth allowing for the continued growth in all financial framework measurements.

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

- Budget for the current and upcoming fiscal year (FY23)⁴

Please see *Attachment 3 – Upcoming Budget (FY 2023)* for a copy of the school’s proposed budget for the upcoming fiscal year (FY 2023).

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.

Please see *Attachment 1 – Board Meeting Agenda & Minutes* for a copy of the agenda and draft minutes from the meeting where the Somerset Governing Board voted to approve the submission of this renewal application.

OVERSIGHT

⁴ Applicants should use the budget template provided by the SPCSA. Should there be questions, or if incomplete information submitted, SPCSA staff will reach out to the applicant for additional information.

SPCSA staff will include any Site Evaluations in the recommendation and provide documentation collected during visits to the Board as part of the renewal process. Additionally, SPCSA staff may consider and include the results of any subrecipient grant monitoring.

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 Frameworks. 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, and the SPCSA Organizational Framework will be used to assess the overall organizational capacity of the 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 by the Authority. Stated another way, a school may submit formal amendments for consideration by the Authority separately from the renewal application.

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.

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.

2021 WRITTEN APPLICATION FOR RENEWAL OF CHARTER

School Name & Contact Info	Name: Sports Leadership And Management Academy of Nevada Address: 1095 Fielders Street, Henderson, NV, 89011 Phone: 702-473-5735 Website: www.slamnvn.org		
School Leader Name & Contact Info	Name: Dan Triana Title: Principal, Sports Leadership And Management Academy of Nevada Contact info: 702-473-5735		
Governing Board Names & Contact Info <i>Add rows/names as may be necessary</i>	Chair/President	Name: Matthew Durham Email: matthew.durham@slamnvn.org Phone: 702-431-6250	
	Vice Chair/Vice President	Name: Tony Schwartz Email: tony.schwartz@slamnvn.org	
	Treasurer	Name: Adam Feldman Email: adam.feldman@slamnvn.org	
	Secretary	Name: Tiffany Bailey Email: tiffany.bailey@slamnvn.org	
	Member	Name: Phil Bateman Email: phil.bateman@slamnvn.org	
	Member	Name: Rodger Fairless Email: rodger.fairless@somersetnv.org	

ACADEMIC PERFORMANCE⁵

2019 NSPF Rating <i>Complete campus boxes as may be applicable</i>	SLAM (MS)	SLAM (HS)		
	★ ★ ★	N/A		
2018 NSPF Rating <i>Complete campus boxes as may be applicable</i>	SLAM (MS)	SLAM (HS)		
	★ ★	N/A		
2017 NSPF Rating <i>Complete campus boxes as may be applicable</i>	SLAM (MS)	SLAM (HS)		
	★ ★ ★	N/A		
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.			
	2016-17	2017-18	2018-19	2019-20
NDE-Validated Four-Year Graduation Rate	N/A	N/A	N/A	94%

⁵ For schools applying for a third charter term or beyond, 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.

OPERATIONAL OVERVIEW

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC DETAILS							
Total Student Enrollment [as of first day of school 2021] = 1,500							
Gender		Ethnicity / Race					
Female	Male	White	Black	Hispanic/Latino	Asian	Mixed Race	Other
43%	57%	15%	11%	58%	2%	9%	3%
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	
139	118	3	960	286		N/A	
Staff Retention				Discipline Data			
Number of Instructional Staff	Total Number of Staff	Percentage returning staff 2020-21	Percentage returning staff 2021-22	Number of out of school suspensions		Number of expulsions	
74	104	82%	83%	1		0	
Year-to-Year Mobility [Student Retention from Oct. 1 to Oct. 1] ⁶							
2016 - 2017		2017 - 2018		2018 - 2019		2019 - 2020	
N/A		76%		76%		80%	
						2020 - 2021	
						82%	

ACADEMIC PERFORMANCE

SPCSA Authority Academic Programmatic Audit Findings			
2019-20	No Notice	Notice of Concern	Notice of Breach
2018-19	No Notice	Notice of Concern	Notice of Breach
2017-18	No Notice	Notice of Concern	Notice of Breach
2016-17	No Notice	Notice of Concern	Notice of Breach
2015-16	Not Applicable		

FINANCIAL PERFORMANCE

SPCSA Authority Financial Programmatic Audit Findings			
2019-20	No Notice	Notice of Concern	Notice of Breach
2018-19	No Notice	Notice of Concern	Notice of Breach
2017-18	No Notice	Notice of Concern	Notice of Breach
2016-17	No Notice	Notice of Concern	Notice of Breach
2015-16	Not Applicable		

ORGANIZATIONAL PERFORMANCE

SPCSA Authority Organizational Programmatic Audit Findings			
2019-20	No Notice	Notice of Concern	Notice of Breach
2018-19	No Notice	Notice of Concern	Notice of Breach
2017-18	No Notice	Notice of Concern	Notice of Breach
2016-17	No Notice	Notice of Concern	Notice of Breach
2015-16	Not Applicable		

⁶ 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%.

NEXT CHARTER TERM

Current Enrollment Cap & Grade Spans for next charter term						
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Planned Enrollment Caps	1,736	1,780	1,835	1,860	1,860	1,860
Planned Grade Spans	K-12	K-12	K-12	K-12	K-12	K-12

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. These totals were provided in the school in the Performance Summary report submitted to the school by SPCSA staff on or before June 30.

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: _____

Date: 10/7/21

Signature of President/Chair of Governing Body: _____

Date Governing Body voted to approve application for renewal: 10-7-21



NOTICE OF PUBLIC MEETING
of the
Board of Directors of
Sports Leadership & Management Academy of Nevada

Notice is hereby given that the Board of Directors of Sports Leadership and Management Academy of Nevada (SLAM), a public charter school, will conduct a public meeting on October 7, 2021 beginning at 12:00 p.m. at 6630 Surrey St., Las Vegas, NV 89119. The public is invited to participate.

Attached hereto is an agenda of all items scheduled to be considered.

Please Note: The Board of Directors of SLAM Academy of Nevada may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item at any time.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance may contact Annette Christensen at (702) 431-6260 or annette.christensen@academicnv.com at least two business days in advance so that arrangements may be made.

The meeting agenda, support materials, and minutes are available at 6630 Surrey St., Las Vegas, NV 89119, via email at annette.christensen@academicnv.com, or by visiting the school's website at <https://www.slamacademy.org>. For copies of the meeting audio, please email annette.christensen@academicnv.com

Public comment may be limited to three minutes per person at the discretion of the Chairperson. **Please email annette.christensen@academicnv.com to submit or sign up for public comment.**

Attachment 1: Board Meeting Agenda & Minutes



The vision of SLAM NV is to provide viable innovative educational choices for students ultimately yielding college bound and career-oriented graduates. SLAM NV students will develop the advanced skills through unique, hand-on experience, utilizing community partnerships, innovative ideas, and state-of-the-art technologies essential for students to become successful scholars, professionals, and future leaders. SLAM NV students will thrive as contributing members of our local and global community.

Board of Directors

Matthew Durham - Board Chair

Tony Schwartz – Board Vice Chair

Tiffany Bailey – Board Secretary

Adam Feldman – Board Treasurer

Phil Bateman – Board Member

Roger Fairless – Board Member

Dan Triana – Principal

Jill Cribari – Principal

Meeting of the Board of Directors

October 7, 2021

AGENDA

1. CALL TO ORDER AND ROLL CALL

2. PUBLIC COMMENT

(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)

Attachment 1: Board Meeting Agenda & Minutes



3. ACTION & DISCUSSION ITEMS

(Action may be taken on those items denoted "For Possible Action")

- a. Approval of Minutes of the August 19, 2021 Board Meeting (For Possible Action)
- b. Interview of New Board Member Candidates: 1) Eric L. Tosi and 2) Lluvia Velez (For Discussion)
- c. Nomination and Election to Fill Ernie Jauregui's Vacant Board Position (For Possible Action)
- d. School Initiatives Report by Principal Dan Triana and Principal Jill Cribari (For Discussion)
- e. Presentation Regarding Prior Year School Data (For Discussion)
- f. Review and Approval of the Sports Leadership and Management Academy of Nevada Charter Contract Renewal Application (For Possible Action)
- g. Review and Discussion of SPCSA Governance Standards (For Discussion)

4. ANNOUNCEMENTS & NOTIFICATIONS

5. MEMBER COMMENT

6. PUBLIC COMMENT

(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)

7. ADJOURN MEETING

This notice and agenda has been posted on or before 9 a.m. on the third working day before the meeting at the following locations:

- 1) Henderson City Hall, 240 South Water Street, Henderson, Nevada
- 2) Las Vegas City Hall, 495 S. Main St., Las Vegas, Nevada
- 3) North Las Vegas City Hall, 2250 Las Vegas Blvd. North, North Las Vegas, Nevada
- 4) 6630 S. Surrey St., Las Vegas, Nevada 89119

Attachment 1: Board Meeting Agenda & Minutes



- 5) SLAM Academy - 1095 Fielders St., Henderson, Nevada 89011
- 6) notices.nv.gov

Attachment 1: Board Meeting Agenda & Minutes

MINUTES
of the meeting of the
BOARD OF DIRECTORS of
SPORTS LEADERSHIP & MANAGEMENT ACADEMY OF NEVADA
October 7, 2021

The Board of Directors of SLAM Academy of Nevada held a meeting on October 7, 2021 at 12:00 p.m. at 6630 Surrey St., Las Vegas, NV 89119.

1. Call to Order and Roll Call

Board Chair Matthew Durham called the meeting to order at 12:03 p.m. with a quorum present. In attendance were Board members Matthew Durham, Adam Feldman (via Zoom; left at 12:58 p.m.), Tiffany Bailey, Phil Bateman, and Tony Schwartz.

Board member Roger Fairless was not present.

Also present were Principals Dan Triana and Jill Cribari; as well as Academica representatives Colin Bringhurst, Marc Clayton, Kyle McOmber, and Ryan Reeves.

2. Public Comment and Discussion

There was no public comment or discussion.

3a. Approval of Minutes of the August 19, 2021 Board Meeting

Member Bateman moved to approve the minutes of the August 19, 2021 Board meeting. Member Schwartz seconded the motion, and the Board voted unanimously to approve.

3b. Interview of New Board Member Candidates: 1) Eric L. Tosi and 2) Lluvia Velez

The Board interviewed Mr. Tosi and Ms. Velez for the vacant Board of Directors position. Résumés for both candidates were contained in the support materials. The Board asked a series of questions of each candidate from the following focus areas:

- Interest in SLAM and Board member position
- Prior experience as a Board member
- Youth focused opportunities
- Overall Board member commitment and responsibilities

Attachment 1: Board Meeting Agenda & Minutes

- Experience with SLAM Academy of Nevada

Mr. Eric Tosi addressed the Board and replied with the following during the interview:

- Worked as the Chief Marketing Officer for the Vegas Golden Knights (VGK).
- Service was important to him personally and to the VGK organization.
- Had a personal appreciation for education.
- Felt that he would be able to offer opportunities and partnerships with the Board and the school that would be important and relevant to the community.
- Committed to serving in a capacity that would improve the lives of those students participating in the programs that were offered.
- Became aware of SLAM through Principal Cribari and her husband who also worked with the VGK.
- No prior Board of Director experience; served on an advisory board at UNLV.
- VGK had partnerships with CCSD and the community within Southern Nevada.

Ms. Lluvia Velez addressed the Board and replied with the following during the interview:

- Had enrolled her children in SLAM elementary and wanted to be more involved with the school.
- As a Realtor, she would be able to set her own schedule to be available when needed.
- Desired to give back to the school as a parent and to the community as a business women.
- No prior Board of Director experience.
- Felt she had the personality, characteristics, and drive to fill the vacant position.
- Had a strong desire to help, motivate, and inspire change for the betterment of the school and for those around her.

3c. Nomination and Election to Fill Ernie Jauregui's Vacant Board Position

Member Durham opened the floor for discussion and nominations. Member Bailey stated that both were strong candidates and had something to offer the school; adding that, based upon the vision of SLAM Academy of Nevada, she would like to nominate Mr. Tosi. Member Bateman asked Principal Triana for his thoughts. Principal Dan Triana addressed the Board and stated that they had been trying to develop partnerships with the professional industry; adding that having another professional sports franchise connected to SLAM Academy of Nevada would be more beneficial. Principal Triana also stated his admiration for Ms. Velez and knew that there would be other ways to involve her at the school. Member Bateman asked if the vacant position was an open position. Mr. Colin Bringham addressed the Board and replied affirmatively.

Member Bailey moved to nominate Eric Tosi to fill the Board vacancy, and the Board voted unanimously to approve.

Attachment 1: Board Meeting Agenda & Minutes

3d. School Initiates Report by Principal Dan Triana and Principal Jill Cribari

Principal Jill Cribari addressed the Board and reported on the following elementary school initiatives:

- Building update
- Baseline iReady data
- Enrollment update
- T-ball

Principal Triana reported on the following secondary school initiatives:

- Enrollment update
- Defusing threats to the school
- Baseline iReady data
- Pep talks with middle school student by grade level
- CIP Plan
- Spirit and Homecoming week
- Athletics update

Member Schwartz asked how long the school had been requiring the students to take two ELA and two math classes each semester. Principal Triana replied that they had initiated the double schedule since the beginning of the current school year; adding that they had started requiring the double schedule a few years ago to increase proficiency levels.

3e. Presentation Regarding Prior Year School Data

Ms. Jessica Barr addressed the Board and stated that SLAM had not been immune to the nation-wide trends relating to overall test scores and proficiency levels post pandemic. She reported that, out of the total number of state charter schools that she served, her average school had dropped 7-10% in ELA proficiency and 15-20% in math from 2018/2019; adding that learning loss had come from the pandemic and that urgent steps were needed to bring students back to proficiency.

Ms. Barr also explained that other trends were seen; adding that student populations that were highly vulnerable before the pandemic now had exacerbated vulnerabilities. Ms. Barr stated that vulnerable populations were students who had IEPs, academically challenged, ELL students, and economically disadvantaged students; adding that, as a Title I school, the majority of SLAM students fell into this category. She continued that, although SLAM took some hits, they had experience in working hard to correct negative scores and would be able to do it again. Ms. Barr then reviewed the prior year baseline data as contained within the support materials.

Attachment 1: Board Meeting Agenda & Minutes

Ms. Barr began with the overall middle school academic achievement data. She reported that 33.8% of students had met, or exceeded, grade-level expectations in ELA and 15.4% in math; adding that the pooled math proficiency was 25% and included science and Nevada Alternate Assessment. Ms. Barr stated that the overall achievement trends showed that SLAM had decreased to where they had been four years prior; adding that overall growth indicated that only 37.3% of students achieved their ELA targets and 19% of students achieved their math targets.

Ms. Barr explained that growth trends and overall ELA and math performance levels would be discussed with administration and teachers in the following week; adding that performance levels would help determine where focus should be placed at the school. Ms. Barr reported that she and her team had been able to diagnose every student's strengths and deficits so that teachers would be able to quickly address student needs. Ms. Barr stated that, although many students were not currently proficient, they were ready to access the content; adding that she and her team would be strategic when meeting with staff.

Member Bateman asked if all students took the SBAC. Principal Triana replied that around 90% of the students had taken the test; adding that it had been a good representation of the whole student body. Member Bateman asked if the data could be broken down to illustrate new students vs. continuing students. Ms. Barr replied affirmatively; adding that she would not want to go too far with that data since 85% of the students were not proficient in math, and that the focus should be to move forward. Member Durham asked if the other 10% of students who had not taken the test would have affected the overall scores. Principal Triana replied that many accelerated students had not participated in the test; adding that there was still work to do with those who had taken the test. Further discussion ensued regarding the academic trends that had been affected by the pandemic.

Member Schwartz asked for clarification regarding how the meeting would go with Ms. Barr and the teachers. Principal Triana replied that it would be an in-person meeting with the data presented and broken down by grade level. Ms. Barr also replied that everything that had happened on last year's SBAC would determine the goals that the State would be expecting for the school to achieve for this school year's STAR rating. Ms. Barr further explained that they would be reviewing and discussing the overall themes by grade level and school with the teachers, and making sure that they had a clear understanding of how to utilize the individual student level data for each of their students. Ms. Barr also stated that teachers would be able to reflect on their performance from the past year using their winter data. Member Bailey stated that they would also be able to look at their monthly growth data from iReady. Principal Triana stated that they would also be able to see which teachers were moving the data more effectively than others, which would allow for opportunities of sharing best practices from stronger teachers. Further discussion ensued regarding tutoring opportunities after school and teacher incentives.

Ms. Barr stated that, prior to meeting with the teachers, she would be meeting with administration to go over explicit strategic planning. She explained that they would be reviewing

Attachment 1: Board Meeting Agenda & Minutes

each indicator and ensure that SLAM had specific resources and tools that would be needed to intervene with each indicator; adding that they would determine ways to measure progress in each indicator. Ms. Barr also stated that Principal Triana would share the planning strategies with the Board in order for them to be actively involved in helping students get back to where they had been before the pandemic. Member Bailey asked if the focus would be primarily on the middle school students. Principal Triana replied affirmatively. Further discussion ensued regarding the schedule for testing and receiving results.

Member Durham noted that the ACT scores had not indicated much of an impact for the high school from the pandemic. Ms. Barr replied affirmatively; adding that the impact had mainly been seen in elementary and middle school. She continued that there would be a drop in the high school, middle school, and elementary data in the next two to three years due to the impact of the pandemic on the middle school and elementary students. Ms. Barr was happy to announce that if the high school had been given a STAR rating it would have been near the 5-STAR rating; adding that the administration had adopted a high school assessment called CERT that would provide accurate measurements for high school standards and growth. CERT would also be able to provide richer data on how advanced 8th graders and 9th graders were projected to perform on the ACT by the time they were juniors.

Ms. Barr reviewed the ACT results as found in the support materials; adding that the scores showed minimal impact with consistent overall composite scores despite the pandemic. Ms. Barr stated that SALM ranked well compared to other Nevada schools; adding that their ranking would increase as proficiency increased in the elementary, middle, and high school. Ms. Barr also stated that in order to be competitive at a national level she would ensure that SLAM could look at its data authentically for state and national expectations. Ms. Barr highlighted that SLAM's overall writing and ELA scores had come out strong compared to other Nevada juniors.

Member Bateman asked if all Nevada juniors were required to take the ACT. Principal Triana replied affirmatively. Member Bailey asked if the CERT assessment would include 9th through 11th graders. Principal Triana replied affirmatively. Ms. Barr stated that the CERT assessment mimicked the ACT exactly; adding that CERT used the same five tested areas with the same time limits and number of questions. Member Durham stated that, overall, the pandemic had affected the education of all students; adding that there was a plan for helping SLAM students to meet proficiency standards going forward.

3f. Review and Approval of the Sports Leadership and Management Academy of Nevada Charter Contract Renewal Application

Mr. Bringhurst stated that SLAM's initial charter was due for renewal; adding that the application deadline was October 15th with the Charter Authority reviewing the application around December. Mr. Kyle McOmber addressed the Board and stated that there should not be any issues

Attachment 1: Board Meeting Agenda & Minutes

with the renewal process; adding that he had had a conversation with Mark Modrcin, Director of Authorizing for the Charter Authority, and he had not seen a problem with the application going forward. Mr. Bringhurst stated that this would be a simple process when compared to receiving approval to add the elementary; adding that the Authority would have the prior year performance data, and that several Board members would be asked to participate in front of the Charter Authority Board at the meeting.

Member Bailey moved to approve the Sports Leadership and Management Academy of Nevada charter contract renewal application. Member Schwartz seconded the motion, and the Board voted unanimously to approve.

3g. Review and Discussion of SPCSA Governance Standards

Mr. Bringhurst stated that he wanted to make the Board aware that the State Public Charter School Authority (SPCSA) was developing governance standards to assist and hold Boards responsible; adding that the framework would keep Boards accountable, and that the standards would be present at the meetings. Member Durham asked the Board to review the standards and then contact Mr. Bringhurst or Mr. Clayton with any questions. Member Bailey stated that the SPCSA had asked if the Board had been through official training at their last review. Mr. Bringhurst replied that the Board had been through an Open Meeting Law training a few years ago; adding that it was time for the Board to engage in another official training.

4. Announcements & Notifications

There were no announcements or notifications.

5. Member Comment

Member Durham stated that he appreciated Member Tosi for being with them and that he looked forward to working with him on the Board.

6. Public Comment and Discussion

There was no public comment or discussion.

Attachment 1: Board Meeting Agenda & Minutes

7. Adjournment

The meeting was adjourned at 1:26 p.m.

Approved on: _____

Secretary of the Board of Directors
SLAM Academy of Nevada

DRAFT

**Philip C. Bateman
1621 Cave Spring Drive
Henderson, NV 89014**

OBJECTIVE:

To fill an opening on the SLAM Academy of Las Vegas Board of Directors, in any board capacity needed. My financial knowledge, background, and skills, as well as non-profit board experience will be valuable to the Board of Directors.

PERTINENT BOARD EXPERIENCE:

SLAM Academy of Nevada PTO Founder/Board Member –November, 2017 to Present

Incorporated the PTO and prepared IRS Form 1023 to be recognized as a non-profit entity. Created initial board structure and recruited board members. Duties include budget preparation, preparing deposits, checks and bank reconciliations. Prepare monthly financial statements and give financial reports to the Board and general membership at meetings. Prepare annual Form 990.

Somerset Academy Emerson/Stephanie PTO Board Treasurer –September, 2013 to Present

Assisted board with preparation and submission of IRS Form 1023 to be recognized as a non-profit entity. Current and prior duties include budget preparation, preparing deposits, checks and bank reconciliations. Prepare monthly financial statements and give financial reports to the Board and general membership at meetings. Prepare annual Form 990.

Las Vegas Revolution FC Board Treasurer –July, 2016 to Present

Assisted soccer club founder with preparation and submission of IRS Form 1023 to be recognized as a non-profit entity. Current duties include preparing deposits, checks, cashflow projections, and financial analysis. Prepare monthly financial statements and give financial reports to the Board, as requested. Prepare annual Form 990.

Arroyo Mesa Townhomes Homeowners Association Board Treasurer – 2002 to Present

Serve on three member board that governs the common area of Arroyo Mesa in Henderson, Nevada. Duties include review of monthly financial statements, preparation of the annual budget, presenting financial reports at quarterly board meetings, in addition to approving contracts and invoices and coordinating collection efforts.

MountainSide Condominium Association, Inc. Board Treasurer – 2014 to Present

Serve on five member board that governs the common area of Mountainside Condominiums (a Marriott Vacation Club Timeshare) in Park City, Utah. Duties include review of monthly financial statements, approving the annual \$10 million dollar budget, assist with investment decisions for the property, and approving contracts and projects.

Attachment 2: Governing Board Resumes

Philip C. Bateman
Page 2

Toastmasters International District 33 Board Finance Manager – 2010/2011; 2012/2013; 2016/2017; 2017/2018 Fiscal Years and Board Secretary – 2015-2016 Fiscal Year

Serve on executive board that governs Toastmasters District 33, which includes southern Nevada, and south central California. Duties included budget preparation, preparing deposits, checks, and bank reconciliations, in addition to preparing and distributing board minutes. Prepare monthly financials and administrative report that are submitted to Toastmasters International accounting staff and District 33 leadership.

Toastmaster International Windjammers Club 2628 Board Treasurer – 2001 to Present

Serve on this seven member board that governs the Windjammers Club of Toastmasters International. Duties include budget preparation, preparing deposits, checks, and bank reconciliations. Prepare monthly financials and give financial reports to the Board and general membership at weekly meetings.

PROFESSIONAL SUMMARY:

Hilburn & Lein, CPAs – Shareholder/Audit Engagement Partner – February 1994 to Present

Responsible for all audit, review, and compilation engagements. Supervise staff and perform all technical review of financial statement files. Prepare federal and state income tax returns for individuals, corporations, partnerships, and nonprofit entities. Perform various business consulting for clients, such as business entity formation, budgets, and financial statement analysis. Responsible for the firm Quality Control Program and coordination of annual inspections and peer reviews. Attend many homeowner association board meeting and present financial reports and audits, answering questions, and assisting boards in financial matters.

PROFESSIONAL DESIGNATIONS:

Certified Public Accountant, State of Nevada #2774 – February 1996 to Present
Certified Fraud Examiner – December 2004 to Present
Member of the AICPA, ACFE, Nevada Society of CPAs, Institute for Internal Controls

EDUCATION:

Masters in Accounting, Southern Utah University – June, 1991
Bachelors in Science, Accounting Major, Southern Utah University – December, 1990

REFERENCES:

Teri Haulman – SLAM Academy PTO Board Member/Somerset Academy Stephanie PTO President 2015
702-274-6725 terihaulman@gmail.com

Cindy Kraszewski – Real Properties Management Group – Manager of Arroyo Mesa Townhomes
702-933-7764 ckraszewski@rpmginc.com

Guy Dawson– Toastmasters International District 33 Director
702-845-6129 gdaws2004@yahoo.com

Attachment 2: Governing Board Resumes

Tiffany Bailey



3797 Via Di Girolamo Ave. • Henderson, NV 89052 • Phone: 702-373-2184 • E-Mail: Tiffany.Bailey@pinecrestnv.org

Objective

To broaden and expand my knowledge within the field of educational management and help to support the ongoing progression of another Academics school system by serving as a board member for SLAM Academy.

Leadership Experience

Assistant Principal Pinecrest Academy Inspirada August 2016 - Present

- Directly work with and assist the building Principal with a variety of responsibilities. Examples include, but not limited to:
 - Ensuring proper implementation of system wide “Instructional Model” within each classroom
 - Hiring and staffing for licensed and support staff
 - Professional development within system-wide monthly data days
- Supervision and evaluation of teachers and support staff utilizing
- Oversee Special Education department
- Frequent classroom observations and feedback conversations
- Assist with day-to-day operations of school including student discipline and parent concerns
- Assist teachers with implementation and understanding of Nevada Academic Content Standards and adopted school programs (i.e. Everyday Math, Wonders Literacy Series, iReady, Accelerated Reader, ST Math, etc.)
- School-Wide Incentive Programs
- Assist in managing afterschool programs including morning/afternoon care (TEAMS) and athletics
- Develop and help plan/support field trips that align to instruction
- Maintain school website and social media communication

Assistant Principal Wallin Elementary School, CCSD August 2013 - August 2016

- Directly work with and assist the building Principal with a variety of responsibilities. Examples include, but not limited to:
 - Conducting research on best practices to increase student achievement including school site visits in Nevada, California and Massachusetts
 - Assisted with implementation of best practices including: blended learning, ongoing/continuous professional development, Close Reading strategies, character education, increasing independent reading and technology integration
 - School Performance Plan
 - Empowerment/Innovative School including Completion of annual flex budget
 - Hiring and staffing for licensed and support staff
 - Professional development (including district-wide staff development and site based “Late Start Wednesday”)
- Supervision and evaluation of teachers and support staff utilizing the Nevada Educator Performance Framework (NEPF) evaluation system
- Frequent classroom observations and feedback conversations in alignment with the NEPF Instructional and Professional Responsibilities Standards and Indicators
- Assist with day-to-day operations of school including student discipline and parent concerns
- Oversee Response to Intervention (RTI) and the Special Education department
- Assist teachers with implementation and understanding of Nevada Academic Content Standards and adopted school programs
- School-Wide Incentive Programs
- Oversee tutoring programs utilizing PASS Grant funds
- Maintain school website and social media communication

Instructional Manager Wallin Elementary School, CCSD December 2010 - August 2013

- As Instructional Manager, the same duties were performed as listed above, with the exception of supervision and evaluation of teachers and staff

Skills Summary

- | | | |
|---|----------------------------------|---|
| ▪ Supervision/Evaluation using NEPF | ▪ IEP's & 504's | ▪ School Improvement Planning |
| ▪ Nevada Academic Content Standards/
Common Core State Standards | ▪ Response to Intervention (RTI) | ▪ Infinite Campus |
| ▪ Empowerment/Innovative School | ▪ Progressive Student Discipline | ▪ Tutoring Programs |
| ▪ Flex Budget/Hiring & Staffing | ▪ Opening a New School | ▪ Technology |
| ▪ Testing Coordinator & Data Analysis | ▪ Homogeneous Grouping | ▪ Marketing |
| ▪ Professional Development | ▪ Safety Planning | ▪ Social Media and Website Management |
| ▪ School-Wide Scheduling | ▪ Doral Leadership Academy | ▪ State of Nevada STEM Designated
School |
| | ▪ State of Nevada STEM Training | |



Professional Experience

Pinecrest Academy of Nevada, Inspirada	Academica, Henderson, NV	August 2016-Present
<ul style="list-style-type: none">Assistant Principal, 2016-Present		
Shirley and Bill Wallin Elementary School	CCSD, Henderson, Nevada	August 2010-August 2016
<ul style="list-style-type: none">Assistant Principal, 2012-PresentInstructional Manager, 2011-2012Split Duties (½ day Instructional Manager, ½ day Kindergarten Teacher), 2010-2011Teacher, Third Grade, August 2010-December 2010Empowerment Team Member, 2010-2013New School Dedication Planning Committee for Wallin E.S., 2010Staff Development Committee Planning & Presenting, 2007-2013Administration Conference, 2009		
Elise L. Wolff Elementary School	CCSD, Henderson, Nevada	August 2005-August 2010
<ul style="list-style-type: none">Teacher/Grade Level Chair, Fourth Grade (2009-2010)Teacher/Grade Level Chair, First Grade (2005-2009)Response to Intervention (RTI) Co-ChairStaff Development Committee Planning & Presenting, 2007-2013Teacher Induction and Mentoring Department Cadre Member, 2009-2010Differentiated By Design Cadre Member, 2007-2008Classroom Assessment for Student Learning (CASL) Member, 2007-2008Sheltered Instruction Observation Protocol (SIOP) Cadre, 2004		
Richard Rundle Elementary School	CCSD, Las Vegas, Nevada	August 2003-August 2005
<ul style="list-style-type: none">Teacher, Third Grade (2004-2005)Teacher, Fourth Grade (2003-2004)		

Education

UNIVERSITY OF NEVADA, LAS VEGAS	M. ED. EDUCATIONAL LEADERSHIP
<ul style="list-style-type: none">UNLV Cohort Program VII, Class of 2009CCSD, K-12 Leadership AdministrationK-12 Nevada License Certification, School Administrator	
UNIVERSITY OF NEVADA, LAS VEGAS	B.A. CURRICULUM AND INSTRUCTION
<ul style="list-style-type: none">Elementary EducationK-8 Nevada License Certification, Teaching	

References

Michael O'Dowd, Principal
Pinecrest Academy Inspirada
2333 Canyon Retreat Drive
Henderson, NV 89044
(702) 799-5776
Michael.Odowd@pinecrestnv.org

Carrie Buck, Executive Director
Pinecrest Academy Nevada
225 Grand Cadence Drive
Henderson, NV 89015
(702) 592-9740
Carrie.Buck@pinecrestnv.org

Carmen Benedict, Parent & UNLV Instructor
3 Darcy Ct.
Henderson, NV 89052
(702) 277-6808 (c)
(702) 837-9612 (h)
jcbenedict1997@gmail.com

Attachment 2: Governing Board Resumes

Attachment 27
Attachment B.2.1
Committee members names, resumes, and teacher licensure

MATTHEW L. DURHAM, ESQ.

Office: 7251 W. Lake Mead Blvd., Suite 525, Las Vegas, NV 89128 · (702) 851-1100 · mld@paynefears.com

PROFILE	<p>Bar admissions: State of Nevada, State of Texas, United States District Court of Nevada, United States Court of Appeals for the Ninth Circuit</p> <p>Practice areas: Employment and business litigation, including discrimination and harassment, wrongful termination, wage and hour, unemployment benefits, business torts, commercial contract disputes, real property disputes, and construction defect</p> <p>Professional Memberships: Duke Alumni Association, J. Reuben Clark Law Society, Clark County Bar Association, Southern Nevada Society for Human Resource Management, Henderson Chamber of Commerce</p> <p>Publications: NRCP16.1(a): In Full Disclosure, 19 <i>Nevada Lawyer</i> 9; Uniformed Service Members: The Oft-Overlooked Protected Class, 33 <i>Comminque</i> 6&7</p>
EXPERIENCE	<p>Payne & Fears LLP, Las Vegas, NV <i>Partner</i>, July 2006 – Present</p> <p>Winstead Sechrest & Minick, Dallas, TX <i>Attorney</i>, July 2005 – July 2006</p> <p>Winstead Sechrest & Minick, Dallas, TX <i>Summer Associate</i>, 2004</p> <p>Hughes & Luce <i>Summer Associate</i>, 2004</p> <p>The Honorable Lloyd D. George, Senior U.S. District Court Judge District of Nevada, Las Vegas, NV <i>Judicial Extern</i>, Summer 2003</p>
EDUCATION	<p>Duke University School of Law, Durham, NC <i>Juris Doctor</i>, May 2005 President: J. Reuben Clark Law Society, Student Chapter Nominee: Justin Miller Award for Integrity Member: Mock Trial Board Member: Duke Law All-Star Softball Team</p> <p>Brigham Young University, Provo, UT <i>Bachelor of Arts</i>, Communications, August 2002 <i>Minor: Spanish</i></p>
SERVICE	<p>Boy Scouts of America, Henderson, NV; Durham, NC <i>Assistant Patrol Leader</i></p> <p>Church of Jesus Christ of Latter-day Saints, Bilbao, Spain <i>Volunteer Representative</i>, May 1996 - June 1998</p>
PERSONAL	<p>Enjoy sports and playing guitar. Fluent in Spanish. Earned Eagle Scout. Two-time Nevada State High School Baseball Champion.</p>

Attachment 2: Governing Board Resumes

Attachment 27
Attachment B.2.1
Committee members names, resumes, and teacher licensure

Rodger J. Fairless

943 Armillaria St.
Henderson, NV 89011
Home Phone (702) 566-1359
Work Phone (702) 799-8940
Email rfairless@cox.net

Objective: To attain a full-time instructional position at the high school or college level.

Experience:

- 2008 – Present **C.T. Sewell Elementary School, Henderson, NV**
Physical Education Instructor and Certified Temporary Tutor
- Developed lesson plans
 - Taught students with various athletic abilities and accommodated the individual needs and abilities of students
 - Implemented departmental goals and objectives
 - Implemented lessons based on Common Core Standards
 - Tutored students who needed additional assistance with their core, academic studies
 - Collaborated with teachers in various departments to develop a plan of action in relation to tutoring students who needed additional assistance
- 2005 – 2007 **Advanced Technologies Academy, Las Vegas, NV**
Physical Education Teacher
- Developed lesson plans
 - Taught students with various athletic abilities and accommodated the individual needs and abilities of students
 - Implemented departmental goals and objectives
 - Implemented lessons based on Common Core Standards
- 1999 – 2005 **Green Valley High School, Henderson, NV**
Careers Instructor and In-House Suspension Supervisor
- Developed lesson plans
 - Implemented the careers curriculum based on the goals and objectives outline in the Common Core Standards
 - Supervised students who were given in-house suspension
 - Provided assistance to students who were given in-house suspension
- 1991 – 1999 **Green Valley High School, Henderson, NV**
Physical Education Instructor
- Developed lesson plans

Attachment 2: Governing Board Resumes

Attachment 27
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Committee members names, resumes, and teacher licensure

- Established and implemented departmental goals and objectives
- Participated in teacher education program for the Clark County School District
- Developed lesson plans
- Taught students with various athletic abilities and accommodated the individual needs and abilities of students
- Coached Varsity Baseball

1979 – 1991

Valley High School, Las Vegas, NV

Physical Education and Health Instructor

- Developed curriculum for physical education department
- Supervised student teachers
- Implemented departmental goals and objectives
- Developed lesson plans
- Taught students with various athletic abilities and accommodated the individual needs and abilities of students
- Coached Varsity Baseball

1977 – 1979

Eldorado High School, Las Vegas, NV

Physical Education Instructor and Baseball Coach

- Developed lesson plans
- Implemented departmental goals and objectives
- Taught students with various athletic abilities and accommodated the individual needs and abilities of students
- Coached Varsity Baseball

1977

Von Tobel Junior High School, Las Vegas, NV

Physical Education Instructor

- Developed lesson plans
- Implemented departmental goals and objectives
- Taught students with various athletic abilities and accommodated the individual needs and abilities of students

Coaching Experience:

1992 – 1998

Green Valley High School, Henderson, NV

Head Varsity Baseball Coach

- Developed the program for new High School
- Won State Championships, Division Championships, and Zone Championships
- Rated 12th in the nation for High School by USA Today

1990 – 1991

University of Nevada Las Vegas, Las Vegas, NV

Assistant Baseball Coach

Attachment 2: Governing Board Resumes

Attachment 27
Attachment B.2.1
Committee members names, resumes, and teacher licensure

- 1979 – 1989 **Valley High School, Las Vegas, NV**
Head Varsity Baseball Coach
- Won State Championships, Division Championships, and Zone Championships
 - Nationally Ranked High School Teams by USA Today and Collegiate Baseball

- 1977 – 1979 **Eldorado High School, Las Vegas, NV**
Head Varsity Baseball Coach
- State Runner-up Champions, Division Champions, and Zone Champions

Education:

- 1978 **University of Nevada, Las Vegas, Las Vegas, NV**
Masters of Education
- 1974 **Southern Utah State College, Cedar City, UT**
Bachelors of Science in Physical Education with a minor in Health Education

Certifications:

- 10/14/1982 **State of Nevada Department of Education**
 - Special 9-12 Driver Education Certification
- 09/01/1975 **State of Nevada Department of Education**
 - Secondary 7-12 Physical Education Certification
- 09/01/1975 **State of Nevada Department of Education**
 - Secondary 7-12 Health Certification

Accomplishments:

- 2013 NIAA Hall of Fame Inductee
- 2013 Rancho High School Hall of Fame Inductee
- 2005 Southern Utah University Hall of Fame Inductee
- 2004 National High School Athletic Coaches Association Hall of Fame Inductee
- 2003 Southern Nevada Hall of Fame Inductee
- 1999 Las Vegas Review Journal The Best of Las Vegas “Our Pick” Best Local Coach
- 1998 N.F.I.C.A. District Seven Coach of the Year
- 1996 Teacher of the Month at Green Valley High School
- 1993 Tops Amateur Baseball Coach of the Year
- 1993 Olympic Festival Coach for the West
- Selected # 2 Among the Top 25 Local Coaches for the Century

Attachment 2: Governing Board Resumes

Attachment 27
Attachment B.2.1
Committee members names, resumes, and teacher licensure

- Selected as one of the Top 50 Sports Figures of Nevada for the Century by Sports Illustrated Magazine
- Head Varsity Baseball Coach for 20 years
 - 573 Total Games through 1998 with a Record of 493 Wins and 80 Losses
- State Baseball Championships won in 1998, 1997, 1994, 1993, 1989, 1988, 1986, 1985, 1983, and 1981
- Zone Baseball Championships won in 1998, 1997, 1994, 1993, 1986, 1985, 1983, 1981, and 1978
- Coach of Nationally Ranked Teams in 1998, 1996, 1995, 1994, 1993, 1989, 1988, 1986, 1985, and 1984
- District Seven Coach of the Year in 1997, 1995, and 1994
- USA Baseball Amateur Baseball Coach of the Year in 1995 and 1994
- National High School Athletic Coaches Association Nominee for Coach of the Year in 1997, 1995, 1994, 1993, 1989, 1988, and 1986
- Southern Nevada Coach of the Year in 1994, 1989, 1986, 1985, 1983, 1981, and 1978
- San Francisco Giants Area Code Coach in 1997, 1996, and 1995
- Golden Gator Award from Green Valley High School in 1998, 1997, 1996, 1995, 1994, and 1993
- United States Senate Certificate of Commendation
- State of Nevada Declaration of Accomplishment
- City of Henderson Certificate of Commendation

Players Drafted into Professional Baseball

- Greg Maddux (Four-Time Cy Young Award Winner) – Atlanta Braves
- Luke Anderson – Colorado Rockies
- Shaw Casey – Florida Marlins
- Steve Chitren – Oakland A's
- Nick Day – Pittsburgh Pirates
- Kevin Eberwein – San Diego Padres
- Mike Geer – Cleveland Indians
- Chad Hermansen (First Round Draft Choice) – Pittsburgh Pirates

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Rodger J. Fairless

943 Armillaria St.
Henderson, NV 89011
(702) 566-1359
rfairless@cox.net

References

Jeff Horn
Principal
Green Valley High School
460 Arroyo Grande Blvd
Henderson, NV 89014
(702) 799-0950

Dave Bechtel
Principal
Basic High School
400 Palo Verde Dr.
Henderson, NV 89015
(702) 799-8000

Dr. Carrie Buck
Principal
Pinecrest Academy of Nevada
1360 S. Boulder Hwy
Henderson, NV 89015
(702) 749-3500

Matthew Durham
Attorney
Payne & Fears
7251 W. Lake Mead Blvd Suite 525
Las Vegas, NV 89128
(702) 851-1307

Judge David Gibson
Judge
838 Park Ln
Henderson, NV 89015
(702) 565-0085
(702) 275-6183

Attachment 2: Governing Board Resumes

ADAM FELDMAN

2921 Capobella Ave. | Henderson, NV 89044
925.389.1915 | Afeldman@Raiders.com

EXPERIENCE

Oakland Raiders

Sr. Director, Ticket Operations

Director, Ticket Operations

Ticket Operations Manager

May 2018 – Present

March 2012 – April 2018

May 2009 – February 2012

- Oversee Archtics ticket system for sales and services teams in both Oakland and Las Vegas
- Monitor all ticket inventory in both Oakland and Las Vegas markets
- Execute renewal and sales plans for 15,000 accounts and 50,000+ seats and suites in Oakland
- Maintain communication plan for 40,000+ PSL Deposit Holders and 17,000+ PSL accounts in Las Vegas
- Interact with and help manage 30+ sales and service representatives across both markets
- Develop and train staff on all ticket operational policies and procedures
- Main point of contact for all ticketing communication with team sponsors and partners
- Assist Revenue, Planning and Analytics and Business Development with ticketing needs
- Construct pre-sales and on-sales for all ticketed events at Allegiant Stadium
- Determine dynamic pricing of all Raiders single game inventory
- Assist accounting with financial control policies for ticketing and box office
- Manage box office gameday staff of 6-8
- Facilitate ticket integration with new stadium access controls and 3rd parties
- Ensure proper audit control over ticketing system
- Coordinate gameday procedures with stadium management team
- Influence decisions on land acquisition for parking and ancillary revenue
- Collaborate with creative team for ticket stock and season ticket member communication
- Coach and train Ticket Operations Manager

The Raider Image

Accounts Payable

May 2006 – April 2009

- Managed all accounts payable for 17 Raider Image stores across CA and distribution center
- Maintained and updated Raider Image website on Raiders.com
- Assisted with store and distribution center inventory audits

EDUCATION

University of Arizona – Tucson, AZ – Bachelor of Science in Business Administration, Finance

LEADERSHIP AND OTHER QUALIFICATIONS

- Participated in Maccabi Games (Youth Jewish Olympics) from 2005-2010 as both a basketball player and coach
- Head coach for Girls Under 16 Basketball Team from 2007-2010
- Head coach for Girls JV Basketball Team at San Ramon Valley High School in 2007

REFERENCES

Available upon request

Attachment 2: Governing Board Resumes



Tony Schwartz

Mission

To do God's bidding with people that I love.

Experience

STUDENT PASTOR, CENTRAL CHRISTIAN CHURCH; LAS VEGAS, NEVADA - 2005-PRESENT

Oversee a staff team and adult volunteers to reach junior high students and lead them toward a personal relationship with Jesus Christ.

STUDENT PASTOR, OAKBROOK CHURCH; KOKOMO, INDIANA - 2000-2005

Built teams for the purpose of leading junior high and high school students to a relationship with Jesus Christ.

STUDENT PASTOR, WILLOW CREEK COMMUNITY CHURCH; SOUTH BARRINGTON, ILLINOIS - 1988-2000

Helped to develop leaders, adult volunteers and student leaders for the purpose of reaching and leading junior high and high school kids to a personal relationship with Jesus Christ.

Education

- Lake Forest Graduate School of Management; Masters of Business Administration - 1997 Graduate
- Wheaton College; Bachelor of Arts / Political Science - 1988 Graduate

Referrals

Dan Webster - Mentor / Authentic Leadership Inc.; 616-405-5171

Jud Wilhite - Senior Pastor / Central Christian Church; 702-835-4004

Mark Malin - Senior Pastor / Oakbrook Church; 765-455-1100

Bill Hybels - Senior Pastor / Willow Creek Community Church; 847-765-5000

1593 Boundary Peak Way, Las Vegas, NV 89135 702-769-2356
tony@centralonline.tv

Attachment 3: Budget for FY 2023

SLAM Academy of Nevada - FY23	Operating	Weights	SPED	NSLP	Total
Statewide Base (w/ District Adj)	\$ 7,293				7,293
Total Students (FTEs)	1,736				1,736
Kinder	100	-	-	-	100
1st Grade	100	-	-	-	100
2nd Grade	100	-	-	-	100
3rd Grade	75	-	-	-	75
4th Grade	75	-	-	-	75
5th Grade	100	-	-	-	100
6th Grade	180	-	-	-	180
7th Grade	180	-	-	-	180
8th Grade	180	-	-	-	180
9th Grade	180	-	-	-	180
10th Grade	180	-	-	-	180
11th Grade	150	-	-	-	150
12th Grade	136	-	-	-	136
Total Students (FTEs)	1,736	-	-	-	1,736
PRIOR YEAR NUMBERS					
SPED Count	-	-	194	-	194
ELL Count	-	92	-	-	92
GATE Count	-	-	-	-	-
FRL %				52.25%	52%
FRL (At-Risk) Count	-	666	-	-	666
TEACHING STAFF					
Classroom Teachers	62.00	-	-	-	62.00
SPED Teachers	-	-	8.00	-	8.00
Art Teacher	2.00	-	-	-	2.00
Music	2.00	-	-	-	2.00
PE Teacher	2.00	-	-	-	2.00
Dance	-	-	-	-	-
Technology (STEM)	1.00	-	-	-	1.00
Theatre	-	-	-	-	-
Spanish / Language	1.00	-	-	-	1.00
Additional Elective Teachers	1.00	-	-	-	1.00
Total Teaching Staff	71.00	-	8.00	-	79.00
ADMIN & SUPPORT					
	Operating	Weights	SPED	NSLP	Total
Principal	2.00	-	-	-	2.00
Assistant Principal	3.00	-	-	-	3.00
ELL Coordinator(s) / RB3 / SW	-	1.00	-	-	1.00
Counselor/ Student Support Advocate / Dean	2.00	1.00	-	-	3.00
Curriculum Coach	-	1.00	-	-	1.00
Office Manager	2.50	-	-	-	2.50
Registrar	2.00	-	-	-	2.00
Clinic Aide/ FASA	1.00	-	-	-	1.00
Receptionist	2.00	-	-	-	2.00
Teacher Assistants (SPED Included)	-	2.00	8.00	-	10.00
Campus Monitor/Custodian	5.00	-	-	-	5.00
Cafeteria Manager	-	-	-	3.00	3.00
SPED Facilitator	-	-	1.00	-	1.00
Speech Pathologist	-	-	-	-	-
School Psychologist	-	-	-	-	-
OT	-	-	-	-	-
School Nurse	-	-	-	-	-
Gate Teacher	-	-	-	-	-
Total Admin & Support	19.50	5.00	9.00	3.00	36.50
Total # Teachers	71.00	-	8.00	-	79.00
Total # Admin & Support	19.50	5.00	9.00	3.00	36.50
Total Staff	90.50	5.00	17.00	3.00	115.50
Total Salaries & Benefits as % of Expenses					
					56%
Instruction Salaries as % of Total Salaries					
					75%
Admin & Support Salaries as % of Total Salaries					
					25%
Rent as % of Revenues					
					17%

Attachment 3: Budget for FY 2023

REVENUE (@ 100%)		Operating	Weights	SPED	NSLP	Total
3110	State Base Budget Revenue	12,660,648	-	-	-	12,660,648
4500	National School Lunch Program (NSLP)	-	-	-	921,263	921,263
4500	SPED Funding (Part B)	-	-	184,300	-	184,300
3115	SPED Discretionary Unit	-	-	534,470	-	534,470
	ELL Weight	-	153,456	-	-	153,456
3200	Gifted and Talented Education (GATE)	-	-	-	-	-
	At-Risk Weight	-	164,551	-	-	164,551
	OTHER:	-	-	-	-	-
1510	Interest Income	-	-	-	-	-
	OTHER:	-	-	-	-	-
	OTHER:	-	-	-	-	-
Total Revenues		12,660,648	318,007	718,770	921,263	14,618,689

EXPENSES		Operating	Weights	SPED	NSLP	Total
Personnel Costs - Unrestricted Salaries						
104	Principal	242,449	-	-	-	242,449
104	Assistant Principal(s)	248,132	-	-	-	248,132
105	Curriculum Coach	-	60,192	-	-	60,192
105	ELL Coach/RBG3/SWxS	-	61,200	-	-	61,200
105/106	Counselor / Student Support Advocate / Dean	117,300	56,100	-	-	173,400
101/103	Teachers Salaries	3,346,500	-	-	-	3,346,500
101	Prior Grant/Categorical Positions	-	-	-	-	-
101	SPED Teachers	-	-	378,500	-	378,500
107	Office Manager/ Registrar / Banker	188,228	-	-	-	188,228
107	Secretary & FASA	64,220	-	-	-	64,220
102	Teacher Assistants (including SPED)	-	39,600	158,400	-	198,000
107	Campus Monitors	129,360	-	-	-	129,360
107	Cafeteria Manager	-	-	-	-	-
Total Unrestricted Salaries		4,336,189	217,092	536,900	-	5,090,182
Personnel Costs - Restricted Salaries						
	Lead Principal Staff	-	-	-	-	-
	SPED Facilitator	-	-	63,240	-	63,240
	Speech Pathologist	-	-	-	-	-
	School Psychologist	-	-	-	-	-
	OT	-	-	-	-	-
	School Nurse	-	-	-	-	-
	GATE	-	-	-	-	-
	NSLP Manager	-	-	-	-	-
	Cafeteria Manager - NSLP	-	-	-	58,320	58,320
	On Campus Sub	43,200	-	-	-	43,200
Total Restricted Salaries		43,200	-	63,240	58,320	164,760
Total Salaries and Wages		4,379,389	217,092	600,140	58,320	5,254,942
230	PERS - 29.75%	1,302,868	64,585	178,542	17,350	1,563,345
	Insurances/Employment Taxes/Other Benefits	779,225	39,619	109,526	10,643	939,013
150	Incentives / Bonuses	79,646	5,381	11,730	791	97,547
	Stipend	-	-	-	-	-
250	Tuition Reimbursements	9,000	-	-	-	9,000
	Subst. Teachers (10 days/Teacher)	77,500	-	13,600	-	91,100
Total Benefits and Related		2,248,239	109,585	313,397	28,784	2,700,005
Total Payroll / Benefits and Related		6,627,628	326,678	913,537	87,104	7,954,947
Supplies		Operating	Weights	SPED	NSLP	Total
	Consumables	176,180	-	-	-	176,180
561	Duel Enrollment - Student Fees/Texbooks	-	-	-	-	-
	Zion's FFE Lease - payments	285,000	-	-	-	285,000
	Cash instead of Zion Lease - Curriculum/Tech/Furniture	-	-	-	-	-
610	Office Supplies	22,568	-	-	3,500	26,068
610	Classroom Supplies	46,872	-	-	-	46,872
610	Copier Supplies	5,758	-	-	-	5,758
610	Nursing Supplies	4,615	-	-	-	4,615
610	SPED Supplies	-	-	21,825	-	21,825
	Athletics/Extra	50,000	-	-	-	50,000
Total Supplies		590,993	-	21,825	3,500	616,318

Attachment 3: Budget for FY 2023

	Purchased Services					
320	Data Analysts Education Contracted Services	-	18,000	-	-	18,000
300	Special Education Contracted Services	-	-	230,920	-	230,920
310	Contracted Services: Crossing Guards	-	-	-	-	-
310	Management Fee	781,200	-	-	-	781,200
310	Payroll Services	24,220	1,200	4,080	720	30,220
340	Audit/Tax	42,400	-	-	-	42,400
340	Legal Fees	8,500	-	-	-	8,500
352	IT Services - Monthly	72,912	-	-	-	72,912
350	IT Set-up Fees	21,500	-	-	-	21,500
591	State Administrative Fee (1.25%)	158,258	-	-	-	158,258
320	Affiliation Fee - Inc. (1/2 of 1%)	63,303	-	-	-	63,303
330	Affiliation Fee - Professional Development (1/2 of 1%)	63,303	-	-	-	63,303
	Total Purchased Services	1,235,597	19,200	235,000	720	1,490,517
	General Operations					
533	Telephone	7,500	-	-	-	7,500
535	Internet	10,000	-	-	-	10,000
534	Cell Phones	-	-	-	-	-
531	Postage	1,800	-	-	-	1,800
535	Website	8,400	-	-	-	8,400
443	Copier / Printing	30,000	-	-	-	30,000
651	Infinite Campus	12,500	-	-	-	12,500
	Total General Operations	70,200	-	-	-	70,200
	Insurances					
521	Property Insurance	37,969	-	-	-	37,969
522	Liability Insurance	10,971	-	-	-	10,971
523	Other Insurances	26,807	-	-	-	26,807
	Total Insurances	75,747	-	-	-	75,747
	Other	Operating	Weights	SPED	NSLP	Total
570	NSLP - Lunch	-	-	-	884,273	884,273
540	Advertising / Marketing	-	-	-	-	-
580	Travel Reimbursement	2,500	-	-	-	2,500
340	Background and Fingerprinting	3,280	-	-	-	3,280
810	Dues and Fees	9,000	-	-	-	9,000
	Loan Payments / Interest Expense	-	-	-	-	-
900	Other Purchases	2,000	-	-	-	2,000
	Total Other	16,780	-	-	884,273	901,053
	Facilities					
622	Public Utilities	182,400	-	-	-	182,400
621	Natural Gas	-	-	-	-	-
411	Water / Sewer	34,800	-	-	-	34,800
421	Garbage / Disposal	34,800	-	-	-	34,800
490	Fire and Security alarms	15,000	-	-	-	15,000
422	Contracted Janitorial	140,816	-	-	-	140,816
610	Custodial Supplies	52,080	-	-	-	52,080
430/431	Facility Maintenance / Repairs / Capital Outlay	60,000	-	-	-	60,000
420	Lawn Care	15,500	-	-	-	15,500
420	Snow Removal	-	-	-	-	-
431	AC Maintenance & Repair	12,500	-	-	-	12,500
	Total Facilities	547,896	-	-	-	547,896
	Total Expenses Before Bldg	9,164,841	345,878	1,170,362	975,597	11,656,677
	Scheduled Lease Payment	2,518,652	-	-	-	2,518,652
	Scheduled Bond Payment	-	-	-	-	-
	Scheduled Bond Payment	-	-	-	-	-
	Assessments / HOA / SID	-	-	-	-	-
	Surplus (Revenues-Total Expenses-Lease-Bond)	977,154	(27,870)	(451,592)	(54,333)	443,359
		7.7%	-8.8%	-62.8%	-5.9%	3.0%

SLAM Academy of Nevada - FY23

Operating

Weights

SPED

NSLP

Total