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STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Approval of March 16, 2015
SPCSA Board Meeting Minutes, Approval of
April 6, 2015; April 20, 2015; May 4, 2015 and
May 18, 2015 Legislative Update meetings

| | |
|------------------|---------------------|
| <u> / / </u> | Public Workshop |
| <u> / / </u> | Public Hearing |
| <u> / / </u> | Consent Agenda |
| <u> / / </u> | Regulation Adoption |
| <u> / / </u> | Approval |
| <u> / / </u> | Appointments |
| <u> / x/ </u> | Information |
| <u> / x/ </u> | Action |

MEETING DATE: June 12, 2015

AGENDA ITEM: 2

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Kathleen Conaboy, Chair, State Public Charter School Authority

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 5 mins

SUBMITTED BY: _____

NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY

March 16, 2015

Nevada Department of Education
Conference Room
9890 South Meadows Parkway
Las Vegas, Nevada

And

Nevada Department of Education
700 East 5th Street
Room 2135
Carson City, Nevada

MINUTES OF THE MEETING

BOARD MEMBERS PRESENT:

In Las Vegas:

Robert McCord
Marc Abelman

In Carson City:

Kathleen Conaboy
Elissa Wahl
Melissa Mackedon
Nora Luna

BOARD MEMBERS ABSENT

Member Van

AUTHORITY STAFF PRESENT:

In Las Vegas:

Traci House, Business Process Analyst, State Public Charter School Authority

In Carson City:

Patrick Gavin, Director, State Public Charter School Authority
Jessica Hoban, Administrative Services Officer, State Public Charter School Authority
Joan Jurgensen, Education Program Professional, State Public Charter School Authority
Angela Blair, Education Program Professional, State Public Charter School Authority
Kathy Robson, Education Program Professional, State Public Charter School Authority
Katie Higday, Management Analyst, State Public Charter School Authority

Danny Peltier, Administrative Assistant, State Public Charter School Authority

LEGAL STAFF PRESENT:

In Reno: Greg, not Shane
Shane Chesney, Senior Deputy Attorney General

AUDIENCE IN ATTENDANCE:

In Las Vegas:
Steve Werlein
Heidi Arbuckle
Ben Gerhardt
Deb Roberson
Ercan Aydogdu
Ryan Reeves
Nick Sarisahn
Victoria Knutson
Marlo Tsuchiyama
Jalen Tsuchiyama-Sando
Nick Pravica
Anastasia Jones
Connor Callahan
Danette Olmos-Green
Joan Sando

In Carson City:
Julie Krch
Mary Flanagan
Katie Dahl
Blaine Spires
Donna Wix
Laura Granier
Seth Rau
Jill Ross
Lauren Hulse
Halli Bayer
Adam Hawk

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE; APPROVAL OF AGENDA

President Conaboy called the meeting to order at 9:05am with attendance as reflected above.

Agenda Item 1 - Public Comment

No members of the public wished to make a comment.

Agenda Item 2 - Approval of January 26, 2014 Meeting Minutes

Member McCord moved for the approval of the meeting minutes. Member Mackedon seconded.

The motion was passed unanimously.

Agenda Item 3 – Authority Update

Chair Conaboy spoke about the National Governor's Association meeting she, Member McCord, and Director Gavin attended. It was focused on accountability and autonomy of charter schools. She said they found other states face similar issues that Nevada faces and she found the conversation they had with them to be very productive. Chair Conaboy also spoke about facility funding for charter schools that was written about by the Guinn Research Center.

Agenda Item 4 – Director's Report

Director Gavin said staff had conducted interviews to fill an Education Program Professional focused on Special Education. Director Gavin also discussed the various presentations that he had given to committees at the legislature.

Chair Conaboy said she had forgotten to ask for a motion for a flexible agenda in order to allow for Superintendent Erquiaga's schedule.

Member Luna motioned for a flexible agenda. Member Macedon seconded. The motion carried unanimously.

Agenda Item 6 - Oasis Academy waiver request to NAC 386.345

Katie Dahl, President of Oasis Academy's governing board, presented to the Authority. Member Mackedon recused herself. Ms. Dahl's testimony is below:

I am formally requesting a waiver to NAC 386.345. Although Oasis Academy's charter was approved prior to the passage of NAC 386.345, in light of the new regulation I am requesting a waiver. I was a founding board member of Oasis Academy and have served on the board of directors since we received our charter in June 2011. At that time we did notify the Nevada Department of Education in writing of the relationship between Melissa Mackedon, our administrator, and myself. Since that time I have actively served on the Board of Directors. I have recused myself from all matters involving Melissa Mackedon including the decision to hire her. I did not sit on the administrative hiring committee as a result of her candidacy and I did not vote on the matter. I have also recused myself from matters of her evaluation. A high functioning board of directors is crucial to the success of any charter school. I have taken the responsibility seriously and have attended both Nevada State School Board Member conferences as well as the National Alliance for Public Charter Schools most recent conference. I am a well-educated, well prepared board member who adds tremendous value to our board. Additionally, living in rural Nevada, it is not uncommon for traditional school board members to be related to employees of the school district. In the recent past, four of the seven Churchill County School Board Members were related, and in some instances, married to school district employees. That is the nature of the situation in rural Nevada. In light of our rural location, the extensive board member training I have had, as well as the recusal which I take, I am petitioning the SPCSA for a formal waiver for the NAC 386.345.

Director Gavin added that the regulations that had been most recently adopted allowed for an exception to NAC 386.345 due to the rural location of Oasis Academy. Director Gavin said SPCSA staff was comfortable with the Authority approving the waiver.

Member Luna asked how the board manages conflicts of interest at Oasis. Ms. Dahl said she recuses herself for all matters relating to Melissa Mackedon's employment. Member McCord also asked Director Gavin to clarify that Oasis Academy had listed this relationship in their original charter application that was approved by the State Board of Education and that they have taken the initiative to request an updated approval from the Authority Board. Director Gavin agreed with Member McCord that all the necessary steps had been taken by the board of Oasis Academy.

Member McCord moved for approval of Oasis Academy's request for a waiver to NAC 386.345. Member Abelman seconded. The motion carried unanimously with Member Mackedon recused.

Agenda Item 7 - Consideration, and possible action, to develop charter school amendment submission policy pursuant to NAC 386.325 *et seq.*

Director Gavin said while he was reviewing current regulations, he noticed requirements set forth with regard to charter school amendment requests and approvals. He said there were certain amendments that charter schools submit that need to be approved by the Authority. Those amendments include, but are not limited to; Facility amendments, EMO amendments, and addition of grade levels. He also noted that all charter school amendment requests need to be heard within 15 days of receipt. Director Gavin recommended developing a policy that amendments be submitted to the Authority no sooner than 15 days prior to a regularly scheduled board meeting, and no later than 10 days prior to a regularly scheduled board meeting. This allows for staff to have adequate time to review the amendment request, but also allows for amendment requests to be heard in the 15 day time window.

Member Wahl said she believed the type of amendments listed needed to be heard by the Authority. Member McCord asked if this was a change to NAC 386.325. Director Gavin said it was not meant as a change, but an effort to comply with NAC 386.325 with clearer policy for both staff and charter schools to understand. Member Mackedon said she hoped the Authority would find a balance between hearing every amendment request and not hearing any amendment requests. She said she felt some items would not rise to the level of Authority approval.

Chair Conaboy asked to table the item until later in the meeting to allow for staff and Deputy Attorney General Ott to develop language the Authority could vote on.

Agenda Item 9 - Learning Bridge of Nevada charter school presentation

Mary Flanagan, principal of Learning Bridge, and Julie Krch, governing board president spoke about The Learning Bridge. They said they have been working very hard to close the achievement gap. They have a robust enrollment and have pupils on the waiting list. They said they have had a wonderful relationship with White Pine County School District. Ms. Krch said The Learning Bridge has been a great addition to the Ely community.

Agenda Item 8 - Consideration of Governor Sandoval's policy, funding and education budget recommendations including but not limited to; Special Education Funding; Zoom, Victory, Kindergarten, Gifted and Talented; Charter School Harbor Master; Achievement School District; Distributive School Account

Superintendent Erquiaga and Deputy Superintendent Canavero highlighted the Governor's proposed budget for the 2015 legislative session. The budget proposal can be seen as Exhibit 1 at the conclusion of the minutes.

Chair Conaboy asked Superintendent Erquiaga to clarify how discretionary units would be distributed for Special Education funding. He said NDE and the State Board, along with language in their proposed bills, would help to make the distribution of the units more equitable for charter schools.

Agenda Item 11 - Consideration regarding the Application Review Team's recommendation of Elko Academy for Academic Achievement's charter school application renewal

Director Gavin read from the recommendation report, which can be seen below:

The Renewal Report for Elko Institute for Academic Achievement (EIAA) is a summary of the evidence collected by the State Public Charter School Authority (SPCSA) through its analysis of documentation, review of the school's Renewal Application, along with an analysis of academic performance throughout the charter term.

The decision to renew a charter for a subsequent six-year period is based on a comprehensive review of the school's performance guided by three questions:

- 1. Is the academic program a success?*
- 2. Is the school fiscally sound?*
- 3. Is the school a viable organization?*

This report is structured around three sections: Academic, Fiscal, and Organizational. Each section contains an overview of key findings based on a review of evidence and concludes with the Authority's determination on each of the three guiding questions.

Academic Program

Appendix A presents the EIAA academic results for the criterion referenced tests. Additionally, EIAA data from the Nevada School Performance Framework for the 2012-13 and 2013-2014 school years are presented in the Authority's Academic Profile. Percentile rankings were determined using the Nevada School Performance Framework attribution tables released annually. EIAA is identified as Meets Standards per the Authority's framework using results from the 2012-2013 and 2013-14 school year.

Elementary/Middle School Observations

- *AYP designations since EIAA opened and prior to the advent of the Nevada School Performance Framework have been consistent: the elementary and middle school made AYP in 2010, 2011, and 2012.*
- *Under the Nevada School Performance Framework, the elementary school program is rated as a 3 star school and the middle school program is currently rated as 4 star school.*
 - *Elementary School Star Ratings:*
 - *2011-12: 3 Star*
 - *2012-13: 3 Star*
 - *2013-14: 3 Star*
 - *Middle School Star Ratings:*

2011-12: Not Rated Due to Number of Grade Levels

- *2012-13: 4 Star*
- *2013-14: 4 Star*

- The school was ranked as Adequate on both the 2012-13 and 2013-14 SPCSA Academic Performance Frameworks.
- As measured by the 2013-14 NSPF attribution tables, the proficiency rate for grades 3-5 was 68 percent for Reading and 50 percent for Math.
- As measured by the 2013-14 NSPF attribution tables, the proficiency rate for grades 6-8 was 77 percent for Reading and 71 percent for Math.
- As measured by the 2013-14 NSPF attribution tables, the percentage of students meeting their Adequate Yearly Growth targets for grades 3-5 in Reading rank above the 75th percentile in the state and in Math rank above the 30th percentile in the state.
 - In 2013-14 the elementary school outperformed its comparison school by more than 30 points in Reading while it underperformed its comparison school by more than 17 points in Math
- As measured by the 2013-14 NSPF attribution tables, the percentage of students meeting their Adequate Yearly Growth targets for grades 6-8 in Reading rank above the 63rd percentile in the state and in Math rank above the 43rd percentile in the state.
 - In 2013-14 the middle school outperformed its comparison school by 1.67 points in Reading and more than 20 points in Math
- As measured by the 2013-14 NSPF attribution tables, the Median Growth Percentile for grades 3-5 is above the 59th percentile for Reading and above the 48th percentile in Math.
- As measured by the 2013-14 NSPF attribution tables, the Median Growth Percentile for grades 6-8 is above the 49th percentile for Reading and above the 70th percentile in Math.

Is the academic program at EIAA a success? Yes.

Fiscal Observations

Elko Institute for Academic Achievement's independent audit report annually shows that their financial statements present fairly, in all material respects, the respective financial position of the governmental activities, the aggregate remaining fund information, and the respective changes in financial position in conformity with accounting principles generally accepted in the United States of America. The auditor's consideration of internal control over financial reporting did not identify any deficiencies in internal control considered to be material weaknesses.

Elko Institute for Academic Achievement demonstrates fiscal strength in categories of Debt to Asset Ratio. In areas of available cash, there may be cause for concern. See Appendix B for the Authority's Financial Performance Framework and Profile.

Ongoing concern: Cash available at the end of the 2013-2014 school year supports less than one month of operations compared to 2012-2013, which began the year with more than three months. For the most recent three years of operation, expenditures have exceeded funding. Both items directly affect the resulting cash flow measure.

Is EIAA financially sound? Uncertain

The reason for uncertainty, rather than a 'No' response is based on an understanding that negative trends in available cash may be a result of required leasehold improvements in support of student safety which may not be reflective of typical ongoing operating costs for this school. The board will want to pay close attention to the school's presentation on its fiscal performance and plans in making its renewal determination.

Elko Institute for Academic Achievement has received no Notices of Concern or Notices of Breach for Organizational Non-Compliance since the inception of the Performance Framework.

Recommendation

The staff of the State Public Charter School Authority recommends Elko Institute for Academic Achievement's charter be renewed based on the school's overall academic and organizational performance on the condition that the school be subject to heightened monitoring of its financial status. The school will be served with a Notice of Concern based on the Authority's 2014-15 financial framework upon renewal and will be required to adopt an authority-approved fiscal improvement plan to increase its available cash position on a quarterly and annual basis and will be required to adopt and adhere to a budget where revenues exceed expenses on a quarterly and annual basis. The school will be required to achieve quarterly and annual targets for the 2015-16 and 2016-17 school years. Failure to comply with the terms of the fiscal improvement plan and achieve quarterly or annual objectives as measured by both quarterly financial reports and the annual independent audit will result in a Notice of Breach. In the event that the school is served with a Notice of Breach, the school will be required to adopt an authority-approved fiscal improvement plan to increase its available cash position on a monthly, quarterly, and annual basis and will be required to adopt and adhere to a budget where revenues exceed expenses on a monthly, quarterly, and annual basis. Failure to comply with the terms of the fiscal improvement plan and achieve monthly, quarterly, or annual objectives during either the 2015-16 or 2016-17 school year as measured by monthly and quarterly financial reports and the annual independent audit will result in a Notice of Closure.

Chair Conaboy asked that members of EIAA present. Connie Zeller, Leslie Olmos, and James Glenon spoke on behalf of the charter school. Ms. Zeller felt the fiscal finding that was identified in the recommendation report is only a snap shot and does not represent the full fiscal health of the school. EIAA had undertaken facility upgrades along with other projects; timing of issuing the fiscal report meant that it did not represent the actual fiscal health of the school. She said the school had growing pains during its first years of operation, but had worked hard to make the schools a success. Chair Conaboy asked how EIAA's experience has been with students transitioning from EIAA to high school. She said they have taken a proactive approach and stay in touch with the students as they enter their freshman year. She said they have had a nice working relationship with the Elko County School District.

Member Mackedon moved for renewal and transition to a performance contract for Elko Institute for Academic Achievement based upon staff's review of overall academic and organizational performance with the condition that the school would be subject to heightened monitoring of its financial status. Member Wahl seconded. The motion carried unanimously.

Agenda Item 10 - Consideration regarding the Application Review Team's recommendation of Alpine Academy's charter school application renewal

Chair Conaboy asked Jill Ross, principal of Alpine Academy, to discuss the school prior to the staff recommendation. Ms. Ross began by discussing the increased graduation rate Alpine has achieved in during the course of its charter. They started with 40% graduation rate and elevated it to 97%. She said Alpine also added college preparatory program to provide students the chance to earn dual credits. Chair Conaboy asked where the pupils who transitioned out of Alpine Academy ended up. Ms. Ross said most transition to other charter schools, but some do transition back to district schools.

Director Gavin then presented the recommendation report to the Authority:

The Renewal Report for Alpine Academy (Alpine) is a summary of the evidence collected by the State Public Charter School Authority (SPCSA) through its analysis of documentation, review of the school's Renewal Application along with an analysis of academic performance throughout the charter term.

The decision to renew a charter for a subsequent six-year period is based on a comprehensive review of the school's performance guided by three questions:

- 1. Is the academic program a success?*
- 2. Is the school fiscally sound?*
- 3. Is the school a viable organization?*

This report is structured around three sections: Academic, Fiscal, and Organizational. Each section contains an overview of key findings based on a review of evidence and concludes with the Authority's determination on each of the three guiding questions.

Academic Program

Appendix A presents the Alpine academic results for the criterion referenced tests. Additionally, Alpine data from the Nevada School Performance Framework for the 2012-13 and 2013-2014 school years are presented in the Authority's Academic Profile. Percentile rankings were determined using the Nevada School Performance Framework attribution tables released annually. Alpine is identified as Meets Standards per the Authority's framework using results from the 2012-2013 and 2013-14 school year.

High School Observations

- *AYP designations since Alpine opened and prior to the advent of the Nevada School Performance Framework have been consistent: the school made AYP in 2010, 2011, and 2012.*
- *Under the Nevada School Performance Framework, the school is currently rated as a 3 star school.*
 - *High School Star Ratings:*
 - *2012-13: 2 Star*
 - *2013-14: 3 Star*
- *The school was ranked as Approaches on the 2012-13 and as Adequate on the 2013-14 SPCSA Academic Performance Frameworks.*
- *As measured by the 2013-14 NSPF attribution tables, the proficiency rate for the school was 78.9 percent for Reading and 63.2 percent for Math.*
- *The school's graduation rate has consistently exceeded the SPCSA average:*
 - *2011: 50.00*
 - *2012: 40.00*
 - *2013: 78.43*
- *Alpine's 2014 four year graduation rate, which will be released formally in September 2015, is 97.56 percent.*

Is the academic program at Alpine a success? Yes.

Fiscal Observations

Alpine Academy's independent audit report annually shows that their financial statements present fairly, in all material respects, the respective financial position of the governmental activities, the aggregate remaining fund information, and the respective changes in financial position in conformity with accounting principles generally accepted in the United States of America. The auditor's consideration of

internal control over financial reporting did not identify any deficiencies in internal control considered to be material weaknesses.

Alpine Academy demonstrates fiscal strength in categories of Debt to Asset Ratio. In areas of available cash, there may be cause for concern. See Appendix B for the Authority's Financial Performance Framework and Profile.

Ongoing concern: Cash available at the end of the 2013-2014 school year supports less than one month of operations. For the most recent two years of operation, expenditures have exceeded funding. Both items directly impact the resulting cash flow measure.

Is Alpine financially sound? Uncertain

The reason for uncertainty, rather than a 'No' response is based on an understanding that negative trends in available cash may be a result of reduced revenue generated as a result of reduced enrollment in the most recent previous two school years. Importantly, current school year 2014-2015 enrollment has increased by approximately 36% over 2013-2014. If this positive trend continues, supported by a more conservative enrollment projection for the school's preliminary 2015-16 budget, the downward trend in revenue and available cash would be reversed.

The board will want to pay close attention to the school's presentation on its fiscal performance and plans in making its renewal determination.

Alpine Academy has received no Notices of Concern or Notices of Breach for Organizational Non-Compliance since the inception of the Performance Framework.

Is Alpine a viable organization? Yes

Recommendation

The staff of the State Public Charter School Authority recommends Alpine Academy's charter be renewed based on the school's overall academic and organizational performance on the condition that the school be subject to heightened monitoring of its financial status.

The school will be served with a Notice of Concern based on the Authority's 2014-15 financial framework upon renewal and will be required to adopt an authority-approved fiscal improvement plan to increase its available cash position on a quarterly and annual basis and will be required to adopt and adhere to a budget where revenues exceed expenses on a quarterly and annual basis. The school will be required to achieve quarterly and annual targets for the 2015-16 and 2016-17 school years. Failure to comply with the terms of the fiscal improvement plan and achieve quarterly or annual objectives as measured by both quarterly financial reports and the annual independent audit will result in a Notice of Breach. In the event that the school is served with a Notice of Breach, the school will be required to adopt an authority-approved fiscal improvement plan to increase its available cash position on a monthly, quarterly, and annual basis and will be required to adopt and adhere to a budget where revenues exceed expenses on a monthly, quarterly, and annual basis. Failure to comply with the terms of the fiscal improvement plan and achieve monthly, quarterly, or annual objectives during either the 2015-16 or 2016-17 school year as measured by monthly and quarterly financial reports and the annual independent audit will result in a Notice of Closure.

Member McCord moved for Alpine Academy's charter be renewed based on the school's overall academic and organizational performance on the condition that the school be subject to heightened monitoring of its financial status. Member Abelman seconded. The motion carried unanimously.

Agenda Item 11 - Consideration regarding the Application Review Team's recommendation of Silver Sand Montessori charter school application renewal

Chair Conaboy asked representatives from Silver Sands Montessori to speak about their school. Marlo Tsuchiyama, Head of School, spoke about the growth Silver Sands had undergone during the first five years of its charter. She said the school had reached its capstone grade with K-8 fully implemented in the school. She said the school had been designated as high achieving and consistently has 4 and 5 star ratings in the Nevada School Performance Framework. She said the school has strong parental support and strong support from the community. Chair Conaboy asked about the damage the school had during a recent flood. Ms. Tsuchiyama said a defective sprinkler had gone off inside the school which flooded much of the second story of the school. She said the schools had to battle against the insurance company to get the damages paid for. Chair Conaboy asked how students transitioning from Montessori learning back to traditional district schools worked. Ms. Tsuchiyama said many of the students transition to magnet schools and career technical schools instead of the more traditional district model.

Chair Conaboy then asked Director Gavin to present the staff recommendation report:

The Renewal Report for Silver Sands Montessori Charter School (Silver Sands) is a summary of the evidence collected by the State Public Charter School Authority (SPCSA) through its analysis of documentation, review of the school's Renewal Application along with an analysis of academic performance throughout the charter term.

The decision to renew a charter for a subsequent six-year period is based on a comprehensive review of the school's performance guided by three questions:

- 1. Is the academic program a success?*
- 2. Is the school fiscally sound?*
- 3. Is the school a viable organization?*

This report is structured around three sections: Academic, Fiscal, and Organizational. Each section contains an overview of key findings based on a review of evidence and concludes with the Authority's determination on each of the three guiding questions.

Academic Program

Appendix A presents the Silver Sands academic results for the criterion referenced tests. Additionally, Silver Sands data from the Nevada School Performance Framework for the 2012-13 and 2013-2014 school years are presented in the Authority's Academic Profile. Percentile rankings were determined using the Nevada School Performance Framework attribution tables released annually. Silver Sands is identified as Meets Standards per the Authority's framework using results from the 2012-2013 and 2013-14 school year.

Elementary/Middle School Observations

- AYP designations since Silver Sands opened and prior to the advent of the Nevada School Performance Framework have been consistent: the elementary and middle school made AYP in 2010, 2011, and 2012.*
- Under the Nevada School Performance Framework, both the elementary and middle school programs are currently rated as 5 star schools.*
 - Elementary School Star Ratings:*
 - 2011-12: 4 Star*

- 2012-13: 3 Star
- 2013-14: 5 Star
- Middle School Star Ratings:
- 2011-12: Not Rated
- 2012-13: 4 Star
- 2013-14: 5 Star
- The school was ranked as Adequate on both the 2012-13 and 2013-14 SPCSA Academic Performance Frameworks.
- As measured by the 2013-14 NSPF attribution tables, the proficiency rate for grades 3-5 was 82 percent for Reading and 75 percent for Math.
- As measured by the 2013-14 NSPF attribution tables, the proficiency rate for grades 6-8 was 75 percent for Reading and 57 percent for Math.
- As measured by the 2013-14 NSPF attribution tables, the percentage of students meeting their Adequate Yearly Growth targets for grades 3-5 in Reading rank above the 72nd percentile in the state and in Math rank above the 66th percentile in the state.
 - In 2013-14 the elementary school outperformed its comparison school by more than 13 points in Reading and more than 8 points in Math
- As measured by the 2013-14 NSPF attribution tables, the percentage of students meeting their Adequate Yearly Growth targets for grades 6-8 in Reading rank above the 79th percentile in the state and in Math rank above the 48thth percentile in the state.
 - In 2013-14 the middle school outperformed its comparison school by more than 13 points in Reading and more than 21 points in Math
- As measured by the 2013-14 NSPF attribution tables, the Median Growth Percentile for grades 3-5 is above the 49th percentile for Reading and above the 71st percentile in Math.
- As measured by the 2013-14 NSPF attribution tables, the Median Growth Percentile for grades 6-8 is above the 63rd percentile for Reading and above the 53rd percentile in Math.

Is the academic program at Silver Sands a success? Yes.

Fiscal

Silver Sands Montessori Charter School is fiscally sound in the near term as indicated by their maintenance of adequate liquid assets to pay increased lease liabilities over the next year and the maintenance of adequate cash to pay over two months of operating expenses. Their fiscal sustainability outlook is positive as evidenced by their sustained positive surplus margin over time and their positive annual cash flow.

Silver Sands Montessori School's independent audit report annually shows that their financial statements present fairly, in all material respects, the respective financial position of the governmental activities, the aggregate remaining fund information, and the respective changes in financial position in conformity with accounting principles generally accepted in the United States of America. The auditor's consideration of internal control over financial reporting did not identify any deficiencies in internal control considered to be material weaknesses.

Ongoing concern: None

Is Silver Sands financially sound? Yes

Recommendation

The staff of the State Public Charter School Authority recommends Silver Sands Montessori Charter School's charter be renewed based on the school's overall academic, financial, and organizational performance.

Member McCord moved for approval of the State Public Charter School Authority recommends Silver Sands Montessori Charter School's charter be renewed based on the school's overall academic, financial, and organizational performance. Member Mackedon seconded. The motion carried unanimously.

Agenda Item 7 - Consideration, and possible action, to develop charter school amendment submission policy pursuant to NAC 386.325 et seq.

Chair Conaboy asked the Board to consider the previously tabled agenda item to possibly take action on language in the amendment policy. Director Gavin read the proposed amendment policy to the Authority. The Authority then discussed what changes would be made amendment policy language because there was confusion about what the policy included. Material Amendments versus non-material amendments are considered differently when submitted to the SPCSA staff. The Authority referenced NAC 386.325 to further delineate between material and non-material amendments. Discussion continued between the Authority, Director Gavin, and Deputy Attorney General Ott.

Chair Conaboy read from the language Deputy Attorney General Ott authored: In order to fully comply with the letter of intent of NAC 386.325, 386.326, 386.3265,, "The SPCSA adopts this policy regarding acceptance, submission, review, approval and/or denial a request to amend a written charter or charter contract. The board of the SPCSA shall accept requests to amend a written charter or charter contract to acquire a new or additional facility and or to expand grade levels pursuant to NAC 386.325, NAC 386.326, and NAC 386.3265 between 15 and 10 days immediately prior to an SPCSA meeting as calendared on the SPCSA website. Any request to the SPCSA to amend the written charter or charter contract, to acquire an additional facility, or to expand grade levels pursuant to NAC 386.325, NAC 386.326, and NAC 386.3265 submitted outside the 10 – 15 day period immediately preceding the regularly scheduled SPCSA board meeting calendared on the SPCSA website shall be considered at the next regularly scheduled SPCSA Board meeting. The Director of the SPCSA shall exercise discretion to determine which requests for amendment other than those delineated herein merit review by the board. The Director of the SCPSA shall provide a list of all amendments requests considered by staff at the next SPCSA board meeting as an informational item."

Member Mackedon wanted to clarify that the new policy would not affect schools who had already submitted amendments. Chair Conaboy said the policy is prospective, not retrospective. Chair Conaboy then called for a motion.

Member McCord moved for the approval of the SPCSA amendment policy which states "In order to fully comply with the letter of intent of NAC 386.325, 386.326, 386.3265, the SPCSA adopts this policy regarding acceptance, submission, review, approval and or denial a request to amend a written charter or charter contracts. The board of the SPCSA shall accept requests to amend a written charter or charter contract to acquire a new or additional facility and/or to expand grade levels pursuant to NAC 386.325, NAC 386.326, and NAC 386.3265 between 15 and 10 days immediately prior to an SPCSA meeting as calendared on the SPCSA website. Any request to the SPCSA to amend the written charter or charter contract, to acquire an additional facility, or to expand grade levels pursuant to NAC 386.325, NAC 386.326, and NAC 386.3265 submitted outside

the 10 – 15 day period immediately preceding the regularly scheduled SPCSA board meeting calendared on the SPCSA website shall be considered at the next regularly scheduled SPCSA Board meeting. The Director of the SPCSA shall exercise discretion to determine which requests for amendment other than those delineated herein merit review by the board. The Director of the SPCSA shall provide a list of all amendment requests considered by staff at the next SPCSA board meeting as an informational item.” Member Wahl seconded. The motion carried unanimously.

Agenda Item 5 – Legislative Update

Director Gavin discussed the legislative agenda for the SPCSA and education generally in 2015. He said there had been significant growth in the 4 and 5 star status of schools sponsored by the SPCSA. While there are still too many 1 and 2 star schools, he said the schools that have opened during the tenure of the SPCSA have shown better results than some of the polder schools. Director Gavin said this was evidence that the application and approval process the SPCSA implemented was showing good results. He said the goals of the 2015 session are to continue to build strong policy that allows the SPCSA to continue to recruit and sponsor high quality charter schools. Director Gavin also identified the graduation rate of SPCSA sponsored schools is only 54%, however the rate has shown dramatic improvement from year-to-year and should meet the state average very soon. From there he said, the SPCSA should be a leader in graduation rates across the state.

Director Gavin said a main focus of the SPCSA during the session is reviewing existing statute and seeing if there are laws that act as barriers to sponsoring high quality charter schools. Director Gavin felt there were some statutes that were not allowing staff and the Authority board to recruit high functioning Charter Management Organizations, and he felt it would be beneficial to explore those and see if there was anything that could be changed. Director Gavin also spoke about charter school governing board reconstitution. He said other states have begun to use this as an option to address underperforming charter schools. When a school is not performing up to its potential, the SPCSA would have the Authority to change the governing board of the charter school while allowing the charter school to stay open.

Chair Conaboy asked the board to weigh in on Authorizer discretion with regard to automatic charter school closures for persistent underperformance. Chair Conaboy said there had been consternation amongst some of the schools to have automatic closure without Authorizer discretion. Member Wahl added that she doesn't believe a school should stay open indefinitely if it is not a high quality school. She said the goal of the SPCSA should be to sponsor high quality schools and not prop up underperforming schools.

Director Gavin also spoke about the long term goals he hopes the SPCSA can accomplish. He said that as a fee-based agency with a rapidly growing portfolio in an evolving sector, the staffing needs will change significantly between the biennia. He said a non-classified staffing model would maximize flexibility. He hopes the Authority board will be given regulatory powers with regard to the charter schools it sponsors. He said that while the SPCSA has a supportive State Board of Education and Superintendent of Public Instruction, they have statewide priorities, and cannot move quickly enough to respond to agency and charter-specific issues; current rules are generically made for districts and state agencies regardless of context, timelines, etcetera.

Chair Conaboy urged members of the Authority to contact their legislators and to urge others they knew to do so, too. She said she hopes the SPCSA will become more known within the legislature over session, so when speaking of education, charter schools are always included in the conversation.

Chair Conaboy asked Director Gavin to also clarify how underperforming campuses within a single charter could be closed without revoking the entire charter. Director Gavin said he has draft language that could handle that concern because currently there is no law that allows for only a portion of a charter school to close without revoking the entire charter.

Agenda Item 8 - Agenda Item 8 - Consideration of Governor Sandoval's policy, funding and education budget recommendations including but not limited to; Special Education Funding; Zoom, Victory, Kindergarten, Gifted and Talented; Charter School Harbor Master; Achievement School District; Distributive School Account

Chair Conaboy asked the Authority to consider the resolution in support of Governor Sandoval's policy, funding and education budget recommendation.

Member Mackedon moved for the approval of Governor Sandoval's budget with the investment of approximately \$750 million in new spending to include charter schools wherever practicable. Member Abelman seconded. There was no discussion. The motion carried unanimously.

Agenda Item 13 – Member Comment

None

Agenda Item 12 – Next meeting date

The next regularly scheduled meeting for the SPCSA will be June 12, 2015.

Agenda Item 14 – Public Comment

None

Member Luna moved for adjournment. Member Abelman seconded. The motion carried unanimously.

The meeting adjourned at 5:06 pm

Exhibit 1

EDUCATION INITIATIVES FOR THE NEW NEVADA

Governor Sandoval's Proposed Program of Accountability

"We will make investments from early learning through high school graduation... We will tie those investments to performance, with targeted grants wherever possible. There will be no blank check."

Governor Brian Sandoval

January 15, 2015

Governor Sandoval has proposed targeted investments in Nevada's system of education, from preschool through college. A heavy emphasis is placed on K-12 student success. But the Governor is cognizant that Nevadans deserve a return on their educational investment. His plan therefore contains significant accountability measures to ensure new spending is used only for its intended purposes and that results are achieved.

Spending is Restricted to Specific Purposes

Each of the categorical grant programs proposed in the Governor's Recommended Budget is focused on specific interventions and programs that help students and educators – and the money can only be spent for that purpose, whether it's literacy, special education, career and technical education, or the purchase of new technology. Many programs require competitive applications from the districts and charter schools. Most funds are restricted from collective bargaining and will be allocated by the State Department of Education according to strict performance guidelines and per pupil allotments. The programs will then be monitored to ensure compliance.

Third Party Evaluations

The Governor has also included funding for external evaluation of the various programs in his budget. The Department must contract with an outside evaluator (or team of evaluators, depending on the scope of service available) to determine if the programs are succeeding. Too often we rely on the grant recipients, in this case school districts, to tell us if we are achieving results. Future sessions of the Legislature will have concrete information about performance and whether to continue or stop funding in each of the new programs.

District Accountability

The Governor has said he will support legislation that changes how local school boards and school districts operate. This will include a bill to provide local districts the option of appointing some school board members, and a requirement to engage the community in a conversation about whether some board members should be appointed if the existing board loses the confidence of local voters, fails to improve school performance, or makes material errors in critical financial reports to the State. Another bill will provide local cities the option of breaking up large urban districts and will allow small rural districts to consolidate in order to better serve students and save tax dollars. The current governance model dates from 1955 when there were only 237,000 people in the entire state; we now have twice that many *students* in our schools. Local voters should have a voice in changing this antiquated system if they are dissatisfied.

Ending Underperformance

In his State of the State Address, Governor Sandoval spoke out against chronic underperformance in our schools, saying "we must draw a line in the sand" with a means to place underperforming schools within the control of the State Department if necessary. Legislation this session will call for the creation of a State-managed Achievement School District to improve the most persistently underperforming schools. Following the lead of states like Louisiana and Tennessee, by School Year 2016-17 Nevada may see 6-10 schools

removed from district management and individually matched with a nationally recognized charter school organization that has a track record of turning around low performing schools.

Modernizing the Nevada Plan

While the Governor's Budget makes significant shifts in how the State will provide per pupil funding, his legislative proposals will also modernize an antiquated law that provides for only a single "count day" of enrollment and allows little to no transparency about how schools are funded. The Nevada Plan for School Finance was written in 1967 and hasn't been updated since; the Governor believes it's time for increased transparency and modernization to ensure we are getting our money's worth. He will also support legislative efforts to ensure money reaches the classroom in key programs and local allocation models.

Pay for Performance

The Governor is introducing legislation to exempt district pay-for-performance compensation plans from collective bargaining and to require districts to set aside sufficient funding to provide bonuses to highly effective teachers and principals and incentivize our best educators to teach and lead in at-risk or underperforming schools.

Collective Bargaining Reform and Other Measures

The Governor is working closely with legislative leadership to pass the right reforms of our collective bargaining laws. We must ensure that districts are spending money where it is needed most and that a return on educational investment is not overshadowed by employee compensation models. He will also support legislative efforts to revise the delayed system of educator evaluation so it can be used as soon as possible in making sound personnel decisions.

Targets and Benchmarks

For the first time, the Nevada Department of Education is setting broad statewide targets to be achieved through its work – including the programs funded in the Governor's Budget. Three primary areas include students reading by the end of third grade, middle school students who are ready for high school, and high school graduation with lower remediation rates. The State Board of Education reviews these targets and benchmarks annually as part of the State Plan to Improve the Achievement of Pupils, which can be found here:

http://www.doe.nv.gov/Boards_Commissions_Councils/State_Board_of_Education/State_Improvement_Plan/.

EDUCATION INITIATIVES FOR THE NEW NEVADA

Governor Sandoval's Recommended Budget: 2015-17 Biennium

Governor Sandoval has proposed a plan to modernize Nevada's PreK-12 education system. Saying that "we live in a state that is transforming before our eyes," the Governor recommends significant investments in our schools. These programs will serve the full spectrum of grades and the diverse needs of students and educators. A partial list of the Governor's key investment proposals is included below; full details are available at <http://budget.nv.gov/StateBudget/Upcoming/>.

EARLY LEARNERS

FUND PRESCHOOL DEVELOPMENT GRANT MATCH \$10 MILLION

The recent federal grant to expand quality and access in preschool services in identified high need communities (Churchill, Clark, Lyon, Nye, and Washoe) includes a match requirement. The grant will double the number of students at risk being served and provide access to full-day programs with quality control. For the biennium, the State match equals just over \$10 million. Federal dollars received during the first year of this grant total \$6.4 million (\$43 million over four years).

EXPAND FULL DAY KINDERGARTEN \$85 MILLION

Completes the expansion of Full Day Kindergarten, reaching all schools by the second year of the biennium, including class-size reduction funding at 21:1. Also includes money for portables where space is not available. This represents a total investment of approximately \$85 million over the biennium.

READ BY GRADE THREE \$27.2 MILLION

State General Fund of \$4.9 million in FY 2016 and \$22.3 million in FY 2017 to support activities found to be effective in improving the academic achievement of students in reading in grades Kindergarten through third grade (e.g., literacy coaches, grants, contracts, etc.). The Department will establish a grant program to augment reading proficiency programs in schools (district and charter) not served with Zoom or Victory reading centers/programs. Literacy plans with performance measures will be required from elementary schools that apply; the State Literacy Plan will provide a foundation. A policy bill will be introduced in the Senate to refine and carry out the provisions of the appropriation.

MODERNIZING THE NEVADA PLAN

ADD SPECIAL EDUCATION WEIGHTS \$25 MILLION

In the second year of the biennium, special education units will be converted to an equivalent per pupil "weighted" formula. This will begin an increase in weighted formula funding over each year of subsequent biennial budgets until the desired weight (estimated to be twice the basic per pupil guarantee) is achieved, as recommended by the SB 500 Task Force during the recent Interim Study. An additional \$25 million is appropriated to fund this expansion in the second year.

ESTABLISH SPECIAL EDUCATION CONTINGENCY ACCOUNT \$5 MILLION

A State General Fund appropriation of \$5 million in the second year of the biennium will be placed in a new account to reimburse districts and charter schools for extraordinary expenses related to the education of students with disabilities. In the first year of the biennium, the Department will establish regulations concerning the reimbursement qualifications and procedures; the State Board will review and approve.

EXPAND ZOOM SCHOOLS PROGRAM**\$50 MILLION**

Appropriates additional State General Fund of \$25 million in each year of the biennium. This will fund twice the number of current schools in Clark and Washoe (24 additional) in the first year of the biennium. When kindergarten becomes fully funded (outlined above), Zoom funds will be freed up and used to expand to additional schools. Middle and high schools should be included in this biennium's pilot. The pilot will be evaluated by an external evaluator, contracted for by the NDE, and spending information will be used to modernize the Nevada Plan next biennium by shifting to funding "weights" as recommended by the SB 500 Task Force.

CREATE A VICTORY SCHOOLS PROGRAM**\$50 MILLION**

Appropriates \$25 million in the State General Fund in each year of the biennium to create a new Victory Schools Program. The funding will be allocated by the Department to underperforming schools (lowest student achievement levels) in the 20 poorest zip codes in the state. Specific services will be required, especially in the areas of wrap-around and family engagement. This program will be implemented in a similar fashion to the Zoom Schools Program. The Department will identify all schools throughout the state; schools will be managed by the local district under the conditions of a submitted plan and grant award. The pilot program will be evaluated by an external evaluator, and spending information will be used to modernize the Nevada Plan with "weights" in future years.

FUND GIFTED AND TALENTED STUDENTS**\$10 MILLION**

Increases the state program by \$10 million over the biennium to assist districts in educating students who qualify for Gifted and Talented Education (GATE) programs. Only students who have been identified through State-approved assessment/processes are eligible. Funds will be distributed on a per pupil basis based on a count day(s) reporting mechanism to be established by the Department. Calculations for future "weights" will be determined through this pilot program. Current State spending on GATE is less than \$200,000/year.

MIDDLE SCHOOL AND HIGH SCHOOL**NEVADA READY 21 TECHNOLOGY GRANTS****\$48.4 MILLION**

State General Fund of \$23.2 million in each fiscal year to implement Nevada Ready 21 Technology Grant Program. This program is a One-to-One Program (see attached proposal). This is a 6-year program, whereby Middle School will be the focus for the first three years and High School will follow. Funding will be distributed via the Commission on Educational Technology in order to build whole-school capacity for instructional technology. The Commission's Nevada Ready 21 plan calls for every student to have access to the two most important educational opportunities available: (1) skilled educators who value connected, personalized, student-centered learning, and (2) continuous access to a personal, portable device that is connected wirelessly to the Internet. There is additional funding for Wide Area Network incentives and staffing to manage the program.

CAREER & TECHNICAL EDUCATION (CTE) EXPANSION**\$8 MILLION**

State General Fund of \$4.0 million in each fiscal year to augment existing budget line item from Agency Request to GOVREC. The funding will be utilized to expand programs identified by workforce sector councils.

COLLEGE AND CAREER READINESS GRANTS**\$8 MILLION**

State General Fund of \$8 million over the biennium for College and Career Readiness Grants. The Department will create a new category of school aid for high schools to offer innovative programs targeted to improve the graduation rate and readiness upon exit. This expands existing work (e.g., access to dual credit courses) and is tied to the administration of the new 11th grade College and Career Readiness assessment (ACT) that will give schools information on students' readiness for post-secondary education or employment. Competitive grants would be awarded to the school districts and charter schools.

JOBS FOR AMERICA'S GRADUATES (JAG) EXPANSION**\$4.6 MILLION**

State General Fund increase of \$4.6 million over the biennium (up from \$1.5 million in the current budget) to support expansion of JAG to 50 schools throughout the state. JAG is a dropout prevention and career readiness program with a national track record of success.

ADVANCED PLACEMENT**\$1.2 MILLION**

The Department's request includes \$1.2 million over the biennium to expand student participation in Advanced Placement courses through additional teacher preparation and targeted grants to improve participation and passage rates among key population groups.

INVESTING IN CHANGE**GREAT TEACHING AND LEADING FUND****\$9.8 MILLION**

Create a new fund in the General Fund for the Department to incentivize professional development and improvements to the educator pipeline. In the first year, the focus will be full implementation of the Nevada Educator Performance Framework (NEPF), new science standards, teacher recruitment and training, and leadership training and development. After the first year, the State Board will coordinate activities by establishing annual criteria for the Fund, to include Regional Professional Development Programs. Entities which can receive the grants include the RPDPs, school districts, higher education institutions, employee associations, and nonprofit organizations. Almost \$10 million of new funding is provided over the biennium.

SOCIAL WORKER GRANTS**SAFE AND RESPECTFUL LEARNING ENVIRONMENT OFFICE****\$36.2 MILLION**

Appropriates \$11.9 million in FY 2016 and \$24.3 million in FY 2017 to create a new grant program for schools to provide a social worker or other licensed mental health worker. Includes a mental health screening survey, to be administered in the first year in order to identify schools in need. This program will operate as a block grant to local districts based on identified needs. It also includes State General Fund of \$300,000 in each fiscal year to create a new Safe and Respectful Learning Environment Office in the Department. The Director will report to the Superintendent of Public Instruction.

UNDERPERFORMING SCHOOLS TURNAROUND**\$10 MILLION**

State General Fund of \$5.0 million in each fiscal year to assist in turning around persistently underperforming schools. Currently, the only funding for such schools is provided by the federal government. These funds will be used for vendor contracts, performance management assessment, staff incentives, and other services targeting student achievement in the lowest performing schools. The funds will provide a path to success before takeover of these schools (and placement in the proposed Achievement District) becomes necessary.

CHARTER SCHOOL HARBOR MASTER**\$20 MILLION**

State General Fund of \$10 million in each fiscal year of the biennium will be utilized to match private philanthropy in establishing a fund to recruit best-in-class national charter management organizations to Nevada and help develop local human capital. Funds could be used to augment basic per pupil guarantee requirements for no more than two years and to provide access to construction capital or facilities. These funds will be a direct distribution to an established 501(c)(3) organization once each year upon proof of the match.

EDUCATION REFORMS FOR THE NEW NEVADA

Highlights of Governor Sandoval's Recommended Reforms

- **Ensure every student is reading at grade level by grade three**
- **Protect student data**
- **Modernize the Nevada Plan for School Finance**
 - Move the state toward “weighted formulas” where students with differing needs receive additional dollars based on a percentage of the base amount. Start with investments in three categories:
 - ✓ Special Education Students
 - ✓ English Language Learners
 - ✓ Gifted and Talented Learners
 - ✓ Poverty
 - Adjust when we count student enrollment
 - Increase transparency in the funding model
- **Temporary rollover of bonding authority for the construction and maintenance of local schools, with state oversight**
- **Opportunity Scholarships for poor students to attend private school**
- **Appointment of local school boards**
- **Allow local governments to create smaller schools districts in urban counties and consolidate school districts in rural counties**
- **Collective bargaining reform in our school system**
- **Expand breakfast in the classroom**
- **New Office for Safe and Respectful Learning**
- **Achievement School District to manage chronically underperforming schools**

NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY

April 6, 2015

Nevada Department of Education
Conference Room
9890 South Meadows Parkway
Las Vegas, Nevada

And

Nevada Department of Education
700 East 5th Street
Room 2135
Carson City, Nevada

MINUTES OF THE MEETING

BOARD MEMBERS PRESENT:

In Las Vegas:

Marc Abelman
Robert McCord

In Carson City:

Kathleen Conaboy

Conference Call Line

Melissa Mackedon
Nora Luna
Elissa Wahl

BOARD MEMBERS ABSENT

Member Van

AUTHORITY STAFF PRESENT:

In Las Vegas:

Traci House, Business Process Analyst, State Public Charter School Authority

In Carson City:

Patrick Gavin, Director, State Public Charter School Authority
Jessica Hoban, Administrative Services Officer, State Public Charter School Authority
I know almost all staff were at one of these meetings. Were they at both?

Joan Jurgensen, Education Program Professional, State Public Charter School Authority
Angela Blair, Education Program Professional, State Public Charter School Authority
Kathy Robson, Education Program Professional, State Public Charter School Authority
Katie Higday, Management Analyst, State Public Charter School Authority
Danny Peltier, Administrative Assistant, State Public Charter School Authority

LEGAL STAFF PRESENT:**In Carson City:**

Greg Ott Deputy Attorney General

AUDIENCE IN ATTENDANCE:**In Las Vegas:**

Michelle Hall
Heidi Arbuckle
Ben Gerhardt
Lee Iglody
Rich Moreno

In Carson City:

Steve Werlein
Donna Wix

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE; APPROVAL OF AGENDA

President Conaboy called the meeting to order at 8:35am with attendance as reflected above.

Agenda Item 1 - Public Comment

No members of the public wished to make a comment.

Agenda Item 2 - Consideration regarding Senate Bills 200, 460, 509 and Assembly Bill 395 and other bills relating to education

Director Gavin spoke about the various bills that were being heard by the legislature that had direct effect on the State Public Charter School Authority. The summary of the bill follows:

The federal No Child Left Behind Act of 2001 requires each state to have a single, statewide system of accountability applicable to all pupils. (20 U.S.C. §§ 6301 et seq.) In 2011, the United States Department of Education made it possible for states to apply to the Department for a waiver of some of the provisions of the Act. In August 2012, the Nevada Department of Education received approval from the United States Department of Education to implement an accountability system for public schools that allows for a waiver from some of the specific provisions of the Act. This approval is conditioned on the Nevada Department of Education tracking the performance of pupils in public schools, including measuring, reporting and supporting the achievement of pupils. Since the approval of the waiver, the Nevada Department of Education has developed the Nevada School Performance Framework for the statewide system of accountability for public schools. (NRS 385.347) Existing law requires the statewide system of accountability to: (1) include a method to rate each public school; (2) include a method to implement consequences, rewards and supports for public schools based upon the ratings; and (3) establish annual measurable objectives and performance targets for public schools. (NRS 385.3594) Section 2 of this bill requires the State Board of Education to adopt regulations that prescribe: (1) an alternative performance framework to evaluate certain schools which serve certain populations; and (2) the manner in which such schools will be included in the statewide system of accountability. Section 3 of this bill requires a public school, including, without limitation, a charter school, that wishes to be rated using the alternative performance framework prescribed by the State Board to request the board of trustees of the school district or sponsor of the charter school, as applicable, to apply to the State Board on behalf of the school for approval to be rated using the alternative performance framework. If approved, section 3 provides that the board of trustees of the school district or the sponsor of a charter school, as applicable, must apply to the State Board on behalf of the school to be rated using the alternative performance framework. Section 3 also prescribes eligibility requirements for a school to be rated using the alternative performance framework. The No Child Left Behind Act of 2001 requires each state to have a single, statewide system of accountability applicable to all pupils, challenging academic content standards and periodic examinations on those challenging academic standards. (20 U.S.C. §§ 6301 et seq.) Existing law establishes certain requirements for the statewide system of accountability for public schools. (NRS 385.3594) Section 3.25 of this bill requires the statewide system of accountability to include a method to provide grants and other financial support, to the extent that money is available from legislative appropriation, to public schools receiving one of the two lowest ratings of performance pursuant to the statewide system of accountability for public schools. Existing law requires the sponsor of a charter school to revoke the written charter or terminate the charter contract of a charter school if the charter school receives three consecutive annual ratings established as the lowest rating possible indicating underperformance of a public school, as determined by the Department of Education pursuant to the statewide system of accountability for public schools. (NRS 386.5351) Section 4 of this bill instead requires the sponsor of a charter school to revoke the written charter or terminate the charter contract of a charter school or restart the charter school under a new charter contract if the charter school receives an annual rating established as the lowest possible rating indicating underperformance for any 3 out of 5

years. Section 4 requires the Department to adopt regulations governing procedures for the restart of a charter school under a new charter contract. Section 4 also prohibits the Department from considering a school's annual rating pursuant to the statewide system of accountability based upon the performance of a school for the 2014-2015 school year.

Member Wahl spoke about her testimony regarding SB460. She said she was neutral in her testimony because while she was in support of the Alternative Framework, she had some reservations that were included in the bill. She asked the committee to consider a definition for credit deficient. She said section 4, subsection 2, of SB460 was the main reason she could not fully support the bill. She hoped for more concrete timeframes for when the Authority would need to close a school.

Member Mackedon said during her testimony that she was in support of SB460, but she had a lot of concerns regarding the changes to the auto closure portion of the bill. Chair Conaboy felt that the Authority should retain discretion with regard to closure of charter schools. She said she and Director Gavin had spoken to NDE regarding restarting schools and hoped that could be added to NRS in order to affect change at the school, without disrupting the pupils lives too severely.

Member McCord felt SB460 was a poorly written bill. He said language in it is inconsistent with the goals of the SPCSA Member Abelman also agreed that section 4 was poorly written. Member Wahl hoped amendments could be provided to tighten up section 4 of SB460.

Member Wahl motioned to strike Section 4, subsection 2 of SB460. There was no second. The motion was not considered.

Chair Conaboy then moved on SB509 and asked Director Gavin to summarize, which follows:
Existing law establishes the State Public Charter School Authority, requires the Authority to appoint a Director and authorizes the Authority to sponsor charter schools. (NRS 386.490-386.515) Sections 10, 12-14 and 18 of this bill change the title of the Director of the Authority to "Executive Director," and section 13 authorizes the Executive Director to pursue other businesses and hold other offices with the approval of the Authority. Section 11 of this bill requires the Authority to consist of persons who are experts on authorizing, developing and operating charter schools. Sections 15 and 16 of this bill revise provisions governing the staff of the Authority. Section 18 of this bill prohibits the Executive Director and the Authority from accepting any gift or donation from a charter management organization, a committee to form a charter school or the governing body of a charter school. Sections 32 and 33 of this bill require the Authority to adopt regulations that prescribe: (1) the process to apply to the Authority to form a charter school, renew a charter contract or amend a written charter or charter contract; (2) the contents of such applications; and (3) the procedure by which such applications will be evaluated. Sections 35, 45 and 46 of this bill revise certain other duties of the Authority. In addition to the Authority, existing law also authorizes the board of trustees of a school district or a college or university within the Nevada System of Higher Education to sponsor a charter school with the approval of the Department of Education. (NRS 386.515) Sections 17, 19 and 20 of this bill provide for a board of trustees of a school district or college or university within the System that sponsors a charter school to enter into certain agreements with the Authority. Sections 19 and 20 also revise the duties of the sponsor of a charter school, including the requirements of the policies and practices that a sponsor is required to adopt. Existing law requires an application to form a charter school to be submitted by a committee to form a charter school. (NRS 386.520, 386.525) Sections 21 and 22 of this bill authorize a charter management organization to apply to form a charter school. Section 2 of this bill defines the term "charter management organization" to mean a nonprofit organization that operates multiple charter schools. Section 21 also revises the required contents of an application to form a charter school. Sections 21 and

36 of this bill authorize a charter management organization to request a waiver of requirements concerning the composition of a governing body. Section 22 revises the manner in which a sponsor is authorized to solicit and review applications to form a charter school. Existing law authorizes the sponsor of a charter school to amend a written charter or charter contract upon the request of the governing body of a charter school. (NRS 386.527) Sections 4 and 53 of this bill require the sponsor of a charter school to hold a public hearing concerning requests to amend a written charter or charter contract to: (1) expand the grade levels served by the charter school; (2) significantly increase or decrease enrollment; (3) acquire additional facilities to expand the enrollment of the charter school; or (4) consolidate the operations of multiple charter schools. Such an amendment may not be made unless approved by the governing board of the sponsor. Sections 5 and 54 of this bill prescribe the circumstances under which the operations of multiple charter schools can be consolidated. For any charter school approved before June 11, 2013, existing law requires the sponsor of the charter school to grant a written charter to the governing body. For any charter school approved on or after that date, existing law requires the sponsor to enter into a charter contract with the governing body. Because all written charters and charter contracts must be for terms of 6 years, all written charters will expire by June 11, 2019. (NRS 386.527) Sections 23 and 24 of this bill authorize a sponsor to require, as a condition of granting a request for an amendment, the replacement of a written charter with a charter contract for the period during which written charters may still be effective. Existing law requires each charter contract to include a performance framework for the charter school. (NRS 386.528) Section 25 of this bill: (1) requires each sponsor to adopt a performance framework and incorporate it in the charter contract; (2) allows a sponsor to aggregate and disaggregate data for reporting and accountability purposes; and (3) authorizes the State Board of Education to adopt regulations requiring a sponsor to aggregate or disaggregate data. Section 26 of this bill revises the contents of an annual report submitted by a sponsor to a governing body. Existing law authorizes a sponsor to revoke a written charter or terminate a charter contract under certain conditions and requires a sponsor to take such action if the charter school demonstrates persistent underachievement. (NRS 386.535, 386.5351) Sections 5 and 27-29 of this bill: (1) authorize a sponsor to reconstitute, under certain circumstances, the governing body of a charter school in such situations; and (2) revise the conditions under which such action is authorized or required. Sections 6, 30 and 31 of this bill authorize the sponsor of a charter school whose written charter has been revoked or whose charter contract has been terminated to recruit a governing body of another charter school to replace the closed charter school with another campus of the other charter school. Sections 6 and 55 of this bill require a pupil who attended a charter school whose written charter has been revoked or whose charter contract has been terminated to be given priority in admission to the replacement charter school under such circumstances. Sections 6 and 57 provide that: (1) if the governing body of a charter school is reconstituted, the new governing body may terminate the employment of any employees of the charter school; and (2) if a written charter is revoked or a charter contract is terminated and a charter school is replaced, the governing body of the replacement charter school is not required to employ any employee of the previous charter school. Sections 52 and 57 of this bill exclude the rights of a governing body to terminate the employment of or refuse to reemploy employees at such schools from the scope of collective bargaining. Sections 34 and 39 of this bill revise requirements concerning services, including transportation, provided by the board of trustees of a school district to pupils at a charter school. Existing law: (1) prohibits a person who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude from serving on the governing body of a charter school; and (2) requires a member of a governing body to read and understand certain materials. (NRS 386.549) Section 7 of this bill requires a newly appointed member of a governing body to undergo a criminal background check and prohibits a person who has been convicted of a felony or an offense involving moral turpitude from serving as a member of a governing body. Sections 36 and 37 of this bill require a member of a governing body to receive training under certain circumstances. Sections 40 and 41 of this bill prohibit a contract between a

governing body and a person who assists with the operation, management and provision of educational services at a charter school from containing certain provisions. Section 45 of this bill authorizes a charter school to use higher standards for graduation than those required by the State or a school district in which the charter school is located. Section 46 of this bill requires a charter school to notify the parent of a pupil who is under the age of 18 years before the pupil is suspended or expelled.

Discussion following Director Gavin's summary included questions regarding the moral turpitude language in the bill. Dan Tafoya, Clark County School District, felt it was onerous for charter sponsors to decide whether someone who had been convicted of an offense of moral turpitude would be allowed to serve on the board. He also agreed with Member McCord and Member Wahl that a convicted felon should not be allowed to serve on a charter school board.

Member McCord questioned the weighted lottery in the bill. He recommended that a definition should be added to NRS to clarify exactly what a weighted lottery is, and what it meant. Member McCord asked about the language regarding hiring employees from large school districts, and whether that would limit the pool of prospective applicants. Director Gavin said Member McCord had a good point and would look at striking the descriptive language.. Director Gavin and the Board discussed national best practices and their relationships to components of the bill.

Chair Conaboy then asked Director Gavin to proceed to SB200. Director Gavin began a summary, which follows:

Existing law authorizes the formation and operation of charter schools. (NRS 386.490-386.610) Before enrolling children who are otherwise eligible for enrollment, existing law authorizes a charter school to enroll a child if he or she is the child of: (1) an employee of the charter school; (2) a member of the committee to form the charter school; or (3) a member of the governing body of the charter school. (NRS 386.580) This bill authorizes a charter school to give the same preference in enrollment provided to such children to a child of a person who resides on or is employed on a federal military installation if the charter school is located on such property.

. Director Gavin explained why this bill was important to the proposed charter school at Nellis Air force Base.

Director Gavin then gave a summary to AB395, which follows:

Under existing law, officers and employees of the Executive Department of the State Government are in either the classified or unclassified service, unless otherwise provided by specific statute. (NRS 284.013, 284.140, 284.150) Under existing law, the State Public Charter School Authority appoints a Director, who is in the unclassified service and who serves a term of 3 years. (NRS 386.511) Section 4 of this bill removes the term of 3 years for the Director and instead provides that the Director serves at the pleasure of the Authority. Existing law also authorizes the Authority to employ such staff as is necessary to carry out its powers and duties, who are in the classified service. (NRS 386.5125) Section 5 of this bill removes the employees of the Authority from the classified service and places them in the unclassified service, and further provides those employees serve at the pleasure of the Director. In addition, section 5 transfers the authority to employ staff from the seven-member Authority to the Director of the Authority. Under existing law, the State Public Charter School Authority is required to sponsor the charter schools in Nevada whose applications it has approved. In addition, if approved by the Department of Education, the board of trustees of a school district and a college or university within the Nevada System of Higher Education are authorized to sponsor charter schools in Nevada. (NRS 386.490-386.649) The Department of Education is authorized under existing law to adopt administrative regulations governing charter schools and is specifically required to adopt regulations governing: (1) the process for submission to a

sponsor of an application to form a charter school, renew a charter contract or request an amendment of a written charter or charter contract, and the contents of the application; and (2) the criteria and type of investigation that must be applied by a sponsor in determining whether to approve such an application. (NRS 386.540) Section 10 of this bill transfers from the Department to the State Public Charter School Authority the duty to adopt regulations governing the process for submission and approval, and the contents of, applications to form, renew a charter contract or request an amendment of a written charter or charter contract for a charter school sponsored by the Authority. With certain exceptions, section 10 also authorizes the Authority to adopt such regulations as necessary to carry out its powers and duties concerning the charter schools that it sponsors. However, under section 16 of this bill, the current regulations of the Department governing all charter schools remain in effect and will be enforced by the Authority with respect to charter schools sponsored by the Authority until the Authority amends those regulations. The Authority will continue to be subject to the regulations adopted by the Department on other matters such as reporting requirements by sponsors of charter schools, including the reporting of information for inclusion in the annual report of accountability. (NRS 385.347) Charter schools sponsored by the Authority will also continue to be subject to any regulations adopted by the Department governing procedures for accounting and budgeting and performance and financial audit.. (NRS 386.540)

Many of the components of SB509 and AB395 were the same. However, AB395 allowed for the SPCSA to be waived from the State Budget Act in order to be freer to recruit and hire employees. The Authority felt the Budget Act was burdensome to the hiring process and eliminated many qualified candidates due to the constraints Central Payroll puts on the application process.

Agenda Item 3 – Next Meeting date

The next meeting of the Authority will be April 20, 2015.

Public Comment

None

Member Abelman moved for adjournment. Member Luna seconded. The motion carried unanimously.

The meeting adjourned at 11:43 am

NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY

April 20, 2015

Nevada Department of Education
Conference Room
9890 South Meadows Parkway
Las Vegas, Nevada

And

Nevada Department of Education
700 East 5th Street
Room 2135
Carson City, Nevada

MINUTES OF THE MEETING

BOARD MEMBERS PRESENT:

In Las Vegas:

Robert McCord

In Carson City:

Kathleen Conaboy

Elissa Wahl

Conference Call Line

Melissa Mackedon

Nora Luna

Elissa Wahl

BOARD MEMBERS ABSENT

Michael Van

Marc Abelman

AUTHORITY STAFF PRESENT:

In Las Vegas:

Traci House, Business Process Analyst, State Public Charter School Authority

Patrick Gavin, Director, State Public Charter School Authority

In Carson City: were all staff present??

Jessica Hoban, Administrative Services Officer, State Public Charter School Authority

Joan Jurgensen, Education Program Professional, State Public Charter School Authority
Angela Blair, Education Program Professional, State Public Charter School Authority
Kathy Robson, Education Program Professional, State Public Charter School Authority
Katie Higday, Management Analyst, State Public Charter School Authority
Danny Peltier, Administrative Assistant, State Public Charter School Authority

LEGAL STAFF PRESENT:

In Las Vegas:

Greg Ott, Deputy Attorney General

AUDIENCE IN ATTENDANCE:

In Las Vegas:

Michelle Hall
Heidi Arbuckle
Ben Gerhardt
Lee Iglody
Rich Moreno

In Carson City:

Steve Werlein
Donna Wix

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE; APPROVAL OF AGENDA

President Conaboy called the meeting to order at 8:35am with attendance as reflected above.

Agenda Item 1 - Public Comment

No members of the public wished to make a comment.

Agenda Item 2 - Consideration regarding Senate Bills 200, 460, 509 and Assembly Bill 395 and other bills relating to education

Director Gavin began by updating the Authority on the bills that had been discussed at the prior meeting. He said the language of SB460 had been updated. He said NDE may have an issue with closure and restart of charter schools. He also spoke about SB509, which also has been amended. He said he had not seen the official language yet, so he couldn't comment on the proposed changes. Chair Conaboy asked about restarting a charter school and how that affects contracts the existing school was involved with. Director Gavin said there was no mechanism in place to allow a charter school sponsor to negotiate new contracts on behalf of the governing board. Greg Ott, Deputy Attorney General, added there is concern when the law tries to invalidate third party contracts; existing law provides protection for the third parties. He said keeping a charter school open while invalidating contracts would be problematic, but felt the use of contract persuasion would be a way to allow for a school to restart and modify contract language. He said a school could be given an option to stay open with the mandate that current contracts would need to be renegotiated. If the school declined to renegotiate existing contracts, the school would have its charter revoked, thus nullifying any existing contract the school may be currently involved in.

Chair Conaboy asked Director Gavin to comment on how operators would react to the contract language in SB509. Director Gavin said the operators that would be recruited to come to Nevada would be satisfied with the language because they are built around operating high quality schools.

Director Gavin discussed SB200, which changed the enrollment requirements of certain charter schools that were located on a military base:

Existing law authorizes the formation and operation of charter schools. (NRS 386.490-386.610) Before enrolling children who are otherwise eligible for enrollment, existing law authorizes a charter school to enroll a child if he or she is the child of: (1) an employee of the charter school; (2) a member of the committee to form the charter school; or (3) a member of the governing body of the charter school. (NRS 386.580) This bill authorizes a charter school to give the same preference in enrollment provided to such children to a child of a person who resides on or is employed on a federal military installation if the charter school is located on such property.

Director Gavin then moved on to SB460 which provisions related to the statewide accountability system for public schools. It mainly dealt with the alternative performance framework. Chair Conaboy asked how the bill would affect schools that serve credit deficient students. Director Gavin said NDE would define "credit deficiency" in order to better score the schools who serve those pupils.

Chair Conaboy asked Director Gavin to speak about the "pause year" that the Board of Education has approved because of issues with the new SBAC testing. Director Gavin said due to the issues with the tests it would be too difficult to accurately score schools for their star ratings, since some schools were unable to finish their testing. He said SPCSA staff would work with NDE, charter schools, and legal counsel to determine how this would affect the rating of SPCSA-sponsored charter schools in their performance framework.

Director Gavin then moved onto AB395, which revises provisions relating to the SPCSA. AB395 allows for the SPCSA to be waived from the State Budget Act in order to be more flexible in recruiting and hiring employees. The Authority felt the Budget Act was burdensome to the hiring process and eliminated many qualified candidates due to the constraints Central Payroll puts on the application process. The provision removing the SPCSA from the State Budget Act was not received well by Assembly committee members, which Director Gavin said would most likely cause the SPCSA to submit an amendment striking that language from the proposed law.

Director Gavin then spoke about SB509 which makes various changes to provisions governing charter schools. He said the bill had not changed since the April 6 meeting. He said he had been working with various stakeholders to ensure their concerns with SB509 were addressed and that the bill would receive full support moving forward. Chair Conaboy asked about admissions lotteries. Director Gavin said the concept of a weighted lottery started with the idea of creating more diverse charter schools by allowing for underserved populations to receive more lottery openings to allow them to have a better chance of being enrolled at the charter school. Chair Conaboy asked how Priority and Focus schools were identified. Director Gavin said graduation rates for high schools and overall ratings for elementary and middle schools were the metrics that would be used. Member Luna and Chair Conaboy both expressed their desire to ensure that local entities would have equitable opportunities to submit applications as the national operators. Director Gavin said there would be language in the charter applications that would help to identify and assist local groups in their proposals and to ensure communities have input on governing boards of charter schools that decide to open in their neighborhoods.

The Board and Director Gavin also discussed AB448, which creates the achievement school district; the ASD will convert low performing district schools into charter schools managed by high quality charter management organizations.

Agenda Item 3 – Next meeting date

The Authority will meet again on May 4, 2015

Agenda Item 4 – Public Comment

None

Chair Conaboy called for a motion to adjourn.

Member McCord motioned for adjournment. Member Mackedon seconded. The motion carried unanimously.

The meeting adjourned at 9:52 am

NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY

May 18, 2015

Nevada Department of Education
Conference Room
9890 South Meadows Parkway
Las Vegas, Nevada

And

Nevada Department of Education
700 East 5th Street
Room 2135
Carson City, Nevada

MINUTES OF THE MEETING

BOARD MEMBERS PRESENT:

In Las Vegas:

Robert McCord

In Carson City:

Kathleen Conaboy

Elissa Wahl

Conference Call Line

Melissa Mackedon

Nora Luna

Elissa Wahl

BOARD MEMBERS ABSENT

Michael Van

Marc Abelman

AUTHORITY STAFF PRESENT:

In Las Vegas:

Traci House, Business Process Analyst, State Public Charter School Authority

Patrick Gavin, Director, State Public Charter School Authority

In Carson City: please check staff attendance

Jessica Hoban, Administrative Services Officer, State Public Charter School Authority

Joan Jurgensen, Education Program Professional, State Public Charter School Authority
Angela Blair, Education Program Professional, State Public Charter School Authority
Kathy Robson, Education Program Professional, State Public Charter School Authority
Katie Higday, Management Analyst, State Public Charter School Authority
Danny Peltier, Administrative Assistant, State Public Charter School Authority

LEGAL STAFF PRESENT:**In Las Vegas:**

Greg Ott, Deputy Attorney General

AUDIENCE IN ATTENDANCE:**In Las Vegas:**

Eve Brier
Deb Roberson
Teresa Gregory
Orlando Dos Santos
Ben Gerhardt
Ercan Aydogdu

In Carson City:

Jaime Winter

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE; APPROVAL OF AGENDA

President Conaboy called the meeting to order at 8:35am with attendance as reflected above.

Agenda Item 1 - Public Comment

No members of the public wished to make a comment.

Agenda Item 2 - Consideration regarding Senate Bills 200, 460, 509 and Assembly Bill 395 and other bills relating to education

Director Gavin began by updating the Authority about the hearing for SB509 in Senate Finance. He said no major concerns were raised and he expected the bill to be in a work session in the coming days. Chair Conaboy asked Director Gavin to comment on the SPCSA's agency budget closing. Director Gavin said most of the requests in the budget were approved and it would allow for the SPCSA to grow its capacity to monitor and sponsor high quality charter schools. Chair Conaboy said Director Gavin, Jessica Hoban and she met with Senator Kieckhefer regarding the SPCSA's budget proposal and he was very supportive of the needs of the agency.

Director Gavin said he had met with the chair of the Senate Education Committee, Becky Harris, about changes that needed to be made in SB509. She recommended to vote the bill out of the Senate and to address proposed changes when it received a hearing in the Assembly Education Committee.

Director Gavin said SB200 had been approved by the Senate and the Assembly Education Committee and would receive a vote before the whole Assembly soon. Member Wahl added that she was confident SB509 would gain passage in both houses due the response it received in its committee hearings.

Director Gavin spoke about the SB491, Charter Harbor Master bill. He said the bill *provides for the award of a grant of money for use in Fiscal Year 2015-2016 and Fiscal Year 2016-2017 to a nonprofit organization to aid the establishment and operation of high quality charter schools to serve pupils who live in poverty. A nonprofit organization that receives such a grant is required to use the money to: (1) recruit, encourage and develop natural persons to assume leadership roles in the formation and operation of high quality charter schools for pupils who live in households that have household incomes that are less than the federally designated level signifying poverty; and (2) recruit charter management organizations to operate such charter schools. The nonprofit organization is also required to match the grant with its own money. This bill also requires the nonprofit organization that receives the grant to prepare an annual report concerning the use of the money awarded and submit the report to the Budget Division of the Department of Administration and the Interim Finance Committee.*

Chair Conaboy discussed the changes to funding for Special Education and said she hopes the new formulas will create more equity with the distribution of funds to districts and charter schools. She said that all of the funding bills were contingent on passage of the policy bills. The Distributive School Account was also discussed:

The Distributive School Account (DSA) provides direct state financial aid to school districts and charter schools for K-12 public education in Nevada. The funding formula, identified by NRS 387.121 as the "Nevada Plan," provides school districts a guaranteed dollar amount of basic state support per student plus additional funds for categorical programs such as special education, class-size reduction, and reimbursement of certain student transportation costs. School districts and charter schools receive either monthly or quarterly apportionments from these on the basis of student enrollment. Each school district is guaranteed a specific amount per student, which is developed through a formula that considers the demographic, economic, and wealth characteristics of the district. Allotments of licensed employees and

related costs are determined from tables that recognize the differences in costs between rural and urban school districts as well as small and large districts. Transportation costs are incorporated into the allocation process. For purposes of calculating basic support, enrollment includes students enrolled in grades one through twelve, students in ungraded special education classes, and six-tenths of the count of students enrolled in kindergarten and in preschool programs for children with special needs. Special education is funded on an amount-per-unit basis as established by each session of the Legislature. Pursuant to NRS 387.1233, school districts and charter schools are partially protected from decreases in enrollment through a one-year "hold harmless" statutory provision, which guarantees payment based on the highest enrollment in the current or prior year unless the decrease is greater than 5%, in which case the payment guarantee is based on the higher of the prior two years' enrollment. The DSA is funded by a General Fund appropriation, sales taxes on out-of-state sales, income from federal mineral land leases, interest from the Permanent School Fund, and a portion of the state taxes on slot machines. In addition to the state funds received by the school districts through the DSA, the school districts receive the 2.25% local school support sales tax that is part of the DSA guarantee; the abated \$0.75 per \$100 of assessed valuation property/mining tax, one-third of which is part of the DSA guarantee; governmental services taxes; franchise taxes; and various other local and federal revenues. Statutory Authority: NRS Chapter 387.

Chair Conaboy and Director Gavin both said continued dialogue with school leaders will be vital for the successful implementation of the various education bills that may pass during the 2015 session. Director Gavin said collaboration will allow for schools to be informed and not miss opportunities that were provided to them by the passage of these bills and budgets.

Agenda Item 3 – Next Meeting Date

The State Public Charter School Authority will meet on June 12, 2015

Agenda Item – 4 Public Comment

None

Chair Conaboy called for a motion for adjournment

Member McCord motioned to adjourn. Member Mackedon seconded. The motion carried unanimously.

The meeting adjourned at 9:27 am

STATE PUBLIC CHARTER SCHOOL AUTHORITY**SUPPORTING DOCUMENT****S U B J E C T: Authority Update**

| | |
|------------------|---------------------|
| <u> / / </u> | Public Workshop |
| <u> / / </u> | Public Hearing |
| <u> / / </u> | Consent Agenda |
| <u> / / </u> | Regulation Adoption |
| <u> / / </u> | Approval |
| <u> / / </u> | Appointments |
| <u> / x/ </u> | Information |
| <u> / / </u> | Action |

MEETING DATE: June 12, 2015

AGENDA ITEM: 3

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Kathleen Conaboy, Chair, State Public Charter School Authority**FISCAL IMPACT:****BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):****LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 15 mins****SUBMITTED BY:** _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY**SUPPORTING DOCUMENT****S U B J E C T: Director's Report**

| | |
|------------------|---------------------|
| <u> / / </u> | Public Workshop |
| <u> / / </u> | Public Hearing |
| <u> / / </u> | Consent Agenda |
| <u> / / </u> | Regulation Adoption |
| <u> / / </u> | Approval |
| <u> / / </u> | Appointments |
| <u> / x/ </u> | Information |
| <u> / / </u> | Action |

MEETING DATE: June 12, 2015

AGENDA ITEM: 4

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Patrick Gavin, Director, State Public Charter School Authority**FISCAL IMPACT:****BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):****LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 15 mins****SUBMITTED BY: _____**

STATE PUBLIC CHARTER SCHOOL AUTHORITY**SUPPORTING DOCUMENT****S U B J E C T: Legislative Update**

| | |
|------------------|---------------------|
| <u> / / </u> | Public Workshop |
| <u> / / </u> | Public Hearing |
| <u> / / </u> | Consent Agenda |
| <u> / / </u> | Regulation Adoption |
| <u> / / </u> | Approval |
| <u> / / </u> | Appointments |
| <u> / x/ </u> | Information |
| <u> / / </u> | Action |

MEETING DATE: June 12, 2015

AGENDA ITEM: 5

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Patrick Gavin, Director, State Public Charter School Authority; Senator Becky Harris**FISCAL IMPACT:****BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):****LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 30 mins****SUBMITTED BY:** _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

**S U B J E C T: Discussion and possible action
regarding the recruitment and hiring of a
management consulting firm to assist the SPCSA
staff with organizational operations**

| | |
|--------------------|---------------------|
| <u> / / </u> | Public Workshop |
| <u> / / </u> | Public Hearing |
| <u> / / </u> | Consent Agenda |
| <u> / / </u> | Regulation Adoption |
| <u> / / </u> | Approval |
| <u> / / </u> | Appointments |
| <u> / x/ </u> | Information |
| <u> / x / </u> | Action |

MEETING DATE: June 12, 2015

AGENDA ITEM: 6

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Patrick Gavin, Director, State Public Charter School Authority

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 25 mins

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

**S U B J E C T: Discussion and possible action
regarding the 2015 SPCSA Call for Quality
Charter Schools**

| | |
|-------------------|---------------------|
| <u> / / </u> | Public Workshop |
| <u> / / </u> | Public Hearing |
| <u> / / </u> | Consent Agenda |
| <u> / / </u> | Regulation Adoption |
| <u> / / </u> | Approval |
| <u> / / </u> | Appointments |
| <u> / x/ </u> | Information |
| <u> / x / </u> | Action |

MEETING DATE: June 12, 2015

AGENDA ITEM: 7

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Patrick Gavin, Director, State Public Charter School Authority

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 25 mins

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2015 CALL FOR QUALITY CHARTER SCHOOLS

REQUEST FOR PROPOSALS

Schools Opening Fall 2016 and Beyond

Released June 14, 2015

Section I. Introduction from Board Chair Kathleen Conaboy

Dear Charter Applicant,

On behalf of the State Public Charter School Authority and our 20,100 incredible students, we sincerely thank you for your interest in applying to operate a high-performing school in our state. Whether you are applying to operate a single charter or to add to an existing network of schools, we understand the tremendous amount of work and commitment required to open and run a high-performing school.

The development and release of this Call for Quality Charter Schools and Request for Proposals (RFP) marks the SPCSA's fourth generation of charter authorizing and is a direct result of the sweeping education reforms adopted during the 2015 Legislative Session. While some of those statutory changes will not take effect until the winter or fall of 2016 and some regulations may not come into effect immediately, we have designed this process to assist applicants who submit charter school proposals during the fall 2015 application cycle in meeting any new requirements with limited changes to their plans.

The SPCSA is committed to quality in every aspect of our operation, and we firmly believe that quality authorizing leads to quality schools. We want to be clear that we are committed to authorizing charters only to the teams we believe demonstrate the capacity necessary-in academics, finance, and operations to operate high-performing schools. Our goals are too ambitious, and the nature of our work too difficult, for us to provide our students and families with anything less than the very best the charter community can provide. To that end, we will continue to partner with experienced evaluators locally and across the country to review the applications we receive. We are confident that we have created a demanding, thorough, and transparent application and review process.

As you complete your application, please feel free to contact us with any questions. You can direct questions to Danny Peltier at dpeltier@spcsa.nv.gov.

Again, thank you for your interest in joining our effort to build the possible and deliver a high quality public school option to every student in Nevada.

Sincerely,

Kathleen Conaboy
Board Chair, State Public Charter School Authority

Section II. Instructions

OPERATOR APPLICANT INSTRUCTIONS

Specifications

- This RFP may be completed with responses following each question (e.g., Parent and Community Involvement, Driving for Results, Human Resources, etc.).
- All narrative elements of the application must be typed with 1-inch page margins and 11-point Cambria font, single-spaced.
- All headings must be in 11, 12, or 14 point Cambria font.
- Tables may be in either 11 or 10 point Cambria font.
- Each major section (Executive Summary, Meeting the Need, Academic Plan, etc.) must begin on a separate page, as indicated in the RFP document.
- All pages must be consecutively numbered in the footer.
- References and citations should be placed in the footer.
- If a particular question does not apply to your team or application, simply respond with an explanatory sentence identifying the reason this question is not applicable to your team or proposal AND including the term “not applicable” within the sentence.
- All questions, including those identified as “Not Applicable” and tables not utilized must be left in the document. Responses may not exceed 100 pages, meaning that the final submission, including all introductory sections and RFP questions (which constitute 34 pages), must be equal to or less than 134 pages.
- Attachments are not included in the narrative page limit.
- All required attachments should be clearly labeled and uploaded in the file format specified and with the file names provided.
- Applicants MUST submit applications electronically following instructions provided by the SPCSA. All other attachments may be formatted at the applicant’s discretion. All documents, other than budget documents and data submissions better suited to Excel, must be submitted as PDF documents. All PDF documents, other than those containing signatures, must be submitted as converted (not scanned) documents.
 - Application Coversheet
 - Statement of Assurances
 - Proposal Narrative Template; *Note: There are two separate RFPs outlining different needs. Please select the correct one. Applicants are encouraged to bookmark each section of the PDF document to facilitate thorough review.*

- Charter School Board Member Information Sheet Template; *Note: There are separate Start Up and Experienced Operator versions.*
- Board Membership Template
- Board Member Information Sheet
- Incubation Year Planning Table
- Financial Plan Workbook (submit in Excel)
- The following is a list of attachments to accompany the application:
 1. Letters of Community Support/Partnership (preferably PDF conversion but may be scanned to PDF)
 2. Student/Parent Handbook
 3. Leadership team job descriptions
 4. Resumes and student achievement data for school leader (*if applicable; Note: identified school leader is strongly recommended for Start-Up applicants*)
 5. Competencies used for school leader selection
 6. Regional Director resume or job description (*if applicable*)
 7. Teacher evaluation tool(s)
 8. School leader evaluation tool(s)
 9. EMO/CMO/Network organizational charts (*if applicable*)
 10. Board Member Template
 11. Board Member Information Sheets
 12. Board Bylaws, Code of Ethics and Conflict of Interest Policies
 13. Incubation Year Planning Table
 14. EMO agreement documentation (*if applicable*)
 15. College/University Dual Credit agreement documentation (*if applicable*)
 16. Operational execution plan
 17. Proof of Facility Commitment (*if applicable*)
 18. Insurance coverage
 19. Budget narrative
 20. Financial Plan Workbook
 21. CMO Local Network Budget (*if applicable*)
 22. EMO/CMO/Replication School historical financial documents (*if applicable*)
 23. EMO/CMO/Replication School academic data
- When submitting resumes and biographies, label each document with the individual's affiliation with the proposed school (board member, principal, teacher, etc.) and combine the files into a single PDF document. Bookmarking of individual sections is strongly encouraged to enhance readability and facilitate a thorough review.
- Complete all sheets in the Financial Plan Workbook.
- Review all elements of your application for completeness before submitting. Incomplete applications will not be accepted, and applicants are not able to amend, revise, or supplement their application after it has been submitted unless the SPCSA board votes to reject the application and the applicant chooses to resubmit a revised application during the statutory resubmission window.

- Applicants are strongly encouraged to maintain final Microsoft Word versions of all written application materials. In the event that an unsuccessful applicant elects to resubmit an application during the statutory resubmission window, the applicant will be expected to use the Track Changes function to identify any additions or deletions to the application. Specific format requirements for such resubmissions will be furnished to applicants prior to the beginning of the resubmission window.

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

Submission Instructions

1. To be eligible to submit a full proposal for the fall 2015 application cycle, **applicants must first submit the Notice of Intent by 5:00 pm PT on August 14th, 2015**. The 2015 Notice of Intent to Apply is a web form which can be accessed at <https://charterapp.wufoo.com/forms/k17ubi0w10d1u9s/>.
2. Applications should be prepared using the templates and online submission process established by the SPCSA.
3. In order to complete and submit your RFP packet, you will need to meet the following minimum technology requirements:
 - a. A local copy of Microsoft Office Word 2013 and Microsoft Office Excel 2013
 - b. A local copy of Adobe Reader Version XI or higher
 - c. Microsoft Internet Explorer Version 9 or above OR Google Chrome Version 40 or above
 - d. A reliable Internet connection
 - e. A laptop or desktop computer with at least 50 Mb of free space to store downloaded RFP documents and local copies of your RFP submission
4. Applicants may upload proposals up to 5:00 pm PT on August 28th, 2015. Once the proposal is submitted, applicants will be unable to access, edit, or revise proposals.
5. **The submission portal is located at <https://charterapp.wufoo.com/forms/zuhmmzn1bfqy3j/>. The portal will automatically shut down access to all applications at 5:00 pm PT on August 28, 2015. Be sure to allow adequate time to upload all documents before the deadline. Late submissions, including applications that are partially uploaded, will not be accepted.**
6. You will upload each element of the application (e.g., Cover Sheet, Proposal, Financial Workbook, attachments, etc.) separately using the online portal.

7. For administrative purposes, one complete paper copy of the application must be received within 5 business days of the submission of the online application. The paper application must include an assurance that it is identical to the electronic submission. SPCSA reserves the right to direct applicants to submit additional paper copies.
8. Charter proposals are read and scored by an external team of evaluators from Nevada and across the nation, each of whom has expertise in academics, operations, and/or finance, as well as the communities being served.

Guidance and Resources for Applicants

Applicants are encouraged to familiarize themselves with current Nevada law and regulations relating to charter schools.

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

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

- SB509: Balances additional operating flexibility for charter schools with broad changes in charter school authorizing and accountability:
https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB509_EN.pdf
- SB460: Provides for an accountability framework to evaluate the performance of a small subset of schools which exclusively or primarily serve opportunity youth, students with disabilities, and other particularly vulnerable populations:
https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB460_EN.pdf
- SB208: Codifies existing minimum expectations regarding the notification of families when a new charter school is scheduled to open in a community:
https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB208_EN.pdf
- SB390: Permits but does not require charter schools to give admissions preference to students who attend overcrowded schools or underperforming schools within a 2 mile radius of a campus:
https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB390_EN.pdf

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

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

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

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

Due to the legislative changes during the 2015 session, applicants should anticipate that many of these regulations will be revised to reflect the most current law during the fall of 2015 and the winter of 2016 as Nevada continues to adopt best authorizing and oversight practices and policies from other leading charter school states.

This revised application is one of the first efforts to incorporate those changes.

Additional Guidance and Resources for Start-Up Applicants

The Nevada charter school movement and the SPCSA have undergone dramatic changes in the past four years as a result of legislative changes in the 2013 legislative session and the sweeping education reforms adopted during the 2015 legislative session. As noted above, the policy and operating landscape for charter schools has undergone significant shifts, including some changes which have yet to be codified into regulation and standard practice.

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

As they plan their schools, the Committees to Form of Start-Up charter schools are encouraged to reach out not only to Nevada's leading 4 and 5 star schools, but also to the top performing charter schools in leading charter school markets, including not only states in the western United States, but also schools in places like New York, Massachusetts, and the District of Columbia.

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

Section III. Request for Proposals

Application – SCHOOLS OPENING FALL 2016

All applicants must submit their response to the Request for Proposals (RFP) no later than 5:00 pm PT on August 28th, 2015. Applications should include only the information requested below. Applications should be no more than 100 pages (not including the requested attachments) and must be submitted via the submission platform.

Please submit an application that addresses the following questions / issues. There are no page limits for individual sections except for the Executive Summary. The total application may not exceed 100 pages (not including the requested attachments).

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

The purpose of this RFP is to assess the potential of charter applicants to produce high-quality student outcomes.

Executive Summary

4 Page Limit

Provide a brief overview of your proposed school, including:

- Proposed model and target community
- The outcomes you expect to achieve
- The key components of your educational model
- The values, approach, and leadership accomplishments of your school leader or leadership team
- Key supporters, partners, or resources that will contribute to your school's success

MEETING THE NEED

TARGETED PLAN

- (1) Identify the specific community you wish to serve and describe your interest in serving this specific community.
- (2) Explain how your model, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

PARENT AND COMMUNITY INVOLVEMENT

- (1) Describe the role to date of any parents, neighborhood, and/or community members involved in the development of the proposed school.
- (2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the school. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?
- (3) Describe how you will engage parents in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.
- (4) Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.
- (5) Describe the group's ties to and/or knowledge of the target community. What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city?
- (6) Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the group is new to Nevada, describe how your previous work has prepared you to establish relationships and supports in this new community.

ACADEMIC PLAN

MISSION & VISION

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

- (1) Provide the mission of your proposed school and describe how that mission will inform your school's daily activities and students' classroom experience.
- (2) Describe the vision for your school, clearly illustrating what success will look like in terms of life outcomes for students and the impact on the local community and/or larger society.
 - a. Articulate clear guiding purposes and priorities that are meaningful, measurable, and attainable.
- (3) A charter school must have as its stated purpose at least one of the goals set forth in NRS 386.520. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school. The six statutory purposes are:
 - a. Improving the academic achievement of pupils;
 - b. Encouraging the use of effective and innovative methods of teaching;
 - c. Providing an accurate measurement of the educational achievement of pupils;
 - d. Establishing accountability and transparency of public schools;
 - e. Providing a method for public schools to measure achievement based upon the performance of the schools; and
 - f. Creating new professional opportunities for teachers.

TRANSFORMATIONAL CHANGE

The SPCSA is committed to authorizing applicants that seek transformational change for the communities they serve, meaning that the operator:

- *Puts forth a model that will result in double-digit academic gains, and*
- *Has a solid plan to move schools toward the top 25% in Nevada. School progress is evaluated based on the SPCSA's Charter School Performance Framework (CSPF) and the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education.*

- (1) Articulate your approach to education. Describe the most essential features of your school that ensure it will meet the SPCSA's ambitious academic goals. Specifically describe how your students, many of whom will not be proficient initially, will experience and practice academic rigor during the first year and subsequent years in which your school is progressing toward the SPCSA's academic goals.

- (2) Describe the fundamental features of your educational model that will drive outcomes in your proposed school. Key features may include:
 - Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)
 - Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)
 - Structures (e.g., blended learning, small learning communities, small class sizes, etc.)
- (3) Describe the mechanisms by which the fundamental features you described in (2) will dramatically influence student success. Please provide evidence from your own experience and/or valid research.
- (4) How will you drive growth among students at all achievement levels, accelerating the achievement of those who are most behind?

CURRICULUM & INSTRUCTIONAL DESIGN

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

- (1) Describe the proposed academic program and how it complies with the requirements of NRS 386.550 and NRS 389.018.
- (2) Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.
- (3) Describe the school's approach to help remediate students' academic underperformance. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. What student academic support resources should your school expect from the EMO or CMO (if applicable)? How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?
- (4) Describe how you will identify the needs of all students. Identify the research-based programs, strategies and supports you will utilize to provide a continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model.
- (5) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

- (6) Describe the enrichment opportunities that will be available to students performing at or above grade level as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.
- (7) Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

PROGRAMS OF DISTANCE EDUCATION *(Distance Education Applicants Only)*

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

For applicants which do not propose to offer a program of distance education, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- (3) Describe how the school will ensure students to participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS *(High School Applicants Only)*

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

- (1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.
- (2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).
- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements,

including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

DRIVING FOR RESULTS

The SPCSA will evaluate the performance of every charter school annually, and for renewal, replication, and replacement (restart or reconstitution) purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework, the Nevada School Performance Framework adopted by the Nevada Department of Education, and applicable law and regulation. The academic performance standards consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations and state law and regulation and SPCSA policies, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants are expected to propose additional mission-specific goals to complement or supplement, but not replace, the SPCSA's performance standards with school-specific, mission-driven academic, financial, or organizational goals. All such indicators, measures, and metrics are expected to be rigorous, valid, and reliable.

- (1) Describe the mission-specific academic goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.
- (2) In the table below, outline the clearly measurable annual performance and growth goals that the school will set in order to meet or exceed SPCSA expectations for the Charter School Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education. You may add or delete rows as needed. Also:
 - a. Describe your presumed baseline and explain how it was set.
 - b. Articulate how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, campuses (for invited multi-site applicants), and the entire school – throughout the school year, at the end of the academic year, and for the first three years of operation.

| Goal | Evaluation Tool and Frequency | Baseline | 2016-17 | 2017-18 | 2018-19 |
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- (3) In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student-learning needs and ensure progress towards SPCSA and state proficiency targets and describe how they will be used.
- How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?
 - Explain how you will know that your proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school's curriculum, performance goals for the school and the SPCSA, and state standards.
 - Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide and classroom level. Explain what would trigger such corrective actions and who would be responsible for implementing them.
 - Articulate how interim assessments will be used to inform instruction. How will teachers and school leaders be trained in their use?
 - Regardless of grade levels served, new charter schools will not receive an NSPF or CSPF rating until after the completion of their first full year. Therefore, in the table below, identify specific interim performance goals and assessments that you will use to confirm that the school is on-track to meet ambitious academic goals throughout the school's first year with students. You may add or delete rows as needed.

| Goal | Assessment | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|------|------------|-----------|-----------|-----------|-----------|
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- (4) Describe the process for collecting and storing data, including the information system(s) used.
- (5) Experienced Operators Only: Describe the process for collecting and reporting data across the network of schools. *If this is your first school, please explain that this is not applicable.*

AT-RISK STUDENTS AND SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2016-17 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will

necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to the full continuum of services. All applicants submitting proposals to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students the full continuum of services.

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

- 1. SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.*
- 2. SPCSA schools are to ensure streamlined access for all students requiring special programs.*
- 3. SPCSA schools develop programs to support the needs of their students.*
- 4. SPCSA schools do not counsel or kick any students out.*
- 5. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.*
- 6. If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.*
- 7. SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.*

At-Risk Students

- (1) How do you define "at-risk" students? What are the methods for identifying at-risk students through academic and behavioral processes?
- (2) Describe your RTI model in detail, including the interventions and the anticipated proportion of the student body served at each tier level.
- (3) What interventions will be offered for students exhibiting early signs of behavioral concerns? How will individual behavior plans for students be implemented and monitored?

Special Education

- (1) Track Record: Please explain the extent to which one or more members of the founding school team (e.g., founding board, instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.
- (2) Identification: How will the school identify students in need of additional supports or services?
 - a. *(Elementary Schools Only)* How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?
 - b. *(Middle and High Schools)* How will the school identify and serve students who require special education services and develop transition plans?

- c. (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?
- (3) Continuum of Services: How will the operator provide a full continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served.
- (4) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?
- (5) Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools.
- (6) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities?
- (7) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.
- (8) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?
- (9) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with disabilities?
- (10) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

English Language Learners

- (1) Identification: What methods will you employ to identify English Language Learners? How will you work to avoid misidentification?

- (2) Placement: How will the results of the W-APT assessment and other identification and program placement decisions be communicated to staff and parents?
- (3) Staffing: How will you ensure qualified staffing to meet the needs of ELL students? What staff will be responsible for administering the W-APT to new students and the WIDA MODEL assessments on an ongoing basis? Note: Nevada law requires licensure (TESOL endorsement) for the primary teacher providing ELL services in pull-out and inclusive environments at all charter schools..
- (4) Curriculum and Instruction: What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English Language Learners?
- (5) Monitoring: What plans are in place for monitoring and evaluating the progress and success of ELL students, including the process for exiting students from ELL services as needed?
- (6) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of ELLs?
- (7) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to ELLs. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

Homeless/Migrant Services

- (1) Identification: What methods will you employ to identify families who qualify for homeless and/or migrant services? How will you work to avoid misidentification?
- (2) Meeting the Need: How will you ensure that identified families receive the required services within the mandated timeframe?
- (3) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students who qualify for homeless and/or migrant services. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

SCHOOL STRUCTURE: CULTURE

- (1) Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
- (2) During the incubation year, how will you incorporate parent and community input into the plan for developing a positive school culture?

- (3) Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.
- (4) Discuss your approach to reinforcing positive student behavior and ensuring that all students remain on track to achieve the academic and social objectives set out in the mission of your school.
- (5) Describe how the school plans to align staff and students around high expectations for student behavior.
- (6) Please describe how you will measure school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school's success in creating a positive culture.
- (7) Describe the school's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods. How will you measure the success of your social and emotional remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents and invest them in supports?

SCHOOL STRUCTURE: STUDENT DISCIPLINE

- (1) Provide, as Attachment 2, the school student/parent handbook which includes the following.
 - a. Vision/Mission
 - b. School Calendar
 - c. Operation Hours
 - d. Daily Schedule
 - e. Activity Schedule
 - f. Attendance/Truancy Policy
 - g. Uniform Policy
 - h. Discipline Policy
 - i. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.
 - i. Suspension/Expulsion Policy
 - i. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.
 - j. Parent Grievance Policy
 - k. Student Agreement (academics/behavior)
 - l. Parent Agreement (academics/behavior)
 - m. Teacher Agreement (academics/behavior)
- (2) Who will be responsible for implementing the school's discipline policy? Who will ensure that accurate disciplinary records are maintained? Who will report discipline data to the school and the SPCSA? How will you use this data to make needed changes for school culture?

- (3) How will you ensure that discipline practices don't disproportionately penalize more vulnerable student populations?
- (4) In the table below, outline your quarterly goals around student behavior (*add rows as needed*).

| Goal | Metric/Evaluation Tool | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|------|------------------------|-----------|-----------|-----------|-----------|
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- (5) How do you plan to reward and acknowledge those students/staff members who meet these goals?

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

- (1) Discuss the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.
- (2) Describe the structure of the school day and week. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.
- (3) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

A DAY IN THE LIFE & SCENARIOS

- (1) Describe a typical school day from the perspective of a student in a grade who will be served in your first year of operation.
- (2) Describe a typical day for a teacher in a grade that will be served in your first year of operation.

- (3) A new student, Ruby, has enrolled at your school and during the registration process her mom informed the office manager that she has Down Syndrome. This student is eligible to attend the school. Based on the IEP information that her mom brought in, the student is included in the general education program for 60% of her day. How will you plan to ensure your school is prepared to meet the needs of students like Ruby and/or what adjustments will be made (e.g., in scheduling, staffing, etc.) to account for students with unanticipated needs?
- (4) You have been operating a school for the past three years and have just received your school-level state test data for the most recent year (see table below).
- (a) Your annual accountability targets for each subject require that you grow the whole-school %Proficient/Advanced of your SWD students by 8 percentage points to approach, 10 points to meet and 12 points to exceed expectations from year to year. Explain the trends you see in the performance of your Students with Disabilities (SWD, both over time and as compared to the non-SWD population, in the table below. What are your initial thoughts about this data? What are your next steps? Who needs to be part of the team to address this? What further information do you need and how will you obtain it? Keep in mind that the SWD subgroup includes a range of disabilities, including Specific Learning Disabilities, Autism, Emotional Disturbance and Intellectual Disabilities.

| Data for All Tested Grades | | | Math | | | | RLA | | | |
|----------------------------|--------------------------------|-------------|---------------|---------|----------|---------|---------------|---------|----------|---------|
| Yr. | Subgroup | valid tests | pct_below_bsc | pct_bsc | pct_prof | pct_adv | pct_below_bsc | pct_bsc | pct_prof | pct_adv |
| 2012 | All Students | 131 | 30.6 | 51.1 | 14.5 | 3.8 | 29.8 | 49.6 | 16.8 | 3.8 |
| | Students with Disabilities | 23 | 26.2 | 47.8 | 13 | 13 | 34.9 | 30.4 | 13 | 21.7 |
| | Non-Students with Disabilities | 108 | 31.4 | 51.9 | 14.8 | 1.9 | 28.7 | 53.7 | 17.6 | 0 |
| 2013 | All Students | 116 | 26.7 | 40.5 | 25 | 7.8 | 46.5 | 41.4 | 11.2 | 0.9 |
| | Students with Disabilities | 20 | 50 | 50 | 0 | 0 | 75 | 25 | 0 | 0 |
| | Non-Students with Disabilities | 96 | 21.9 | 38.5 | 30.2 | 9.4 | 40.7 | 44.8 | 13.5 | 1 |
| 2014 | All Students | 113 | 30.1 | 38.9 | 24.8 | 6.2 | 44.2 | 43.4 | 12.4 | 0 |
| | Students with Disabilities | 14 | 57.2 | 28.6 | 7.1 | 7.1 | 57.2 | 35.7 | 7.1 | 0 |

| | | | | | | | | | | |
|--|--------------------------------|----|------|------|------|-----|------|------|------|---|
| | Non-Students with Disabilities | 99 | 26.2 | 40.4 | 27.3 | 6.1 | 42.5 | 44.4 | 13.1 | 0 |
|--|--------------------------------|----|------|------|------|-----|------|------|------|---|

OPERATIONS PLAN

LEADERSHIP TEAM

- (1) Describe the proposed organizational model; include the following information:
 - a. Organizational charts for year one **and** one for when the school is at full capacity
 - b. Job descriptions for each leadership role (provide as Attachment 3)
 - c. Resumes of all current leadership (provide as Attachment 4). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any Start-Up application (0-1 schools at the time of applying) for any school which wishes to open in the 2016-17 school year.
 - i. Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 4)
- (2) Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
 - a. School leadership, operations, and governance;
 - b. Curriculum, instruction, and assessment;
 - c. At-risk students and students with special needs;
 - d. Performance management; and
 - e. Parent and community engagement.
- (3) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 5).
- (4) Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.
- (5) Explain your school leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the school leader's guidance?
- (6) What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

LEADERSHIP FOR EXPANSION (*EXPERIENCED OPERATORS ONLY*)

- (1) Describe the operator's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.
- (2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 6). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
 - a. If a regional director candidate has not yet been identified, provide the job description (as Attachment 6) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that experienced operator applicants proposing to open schools in the 2016-17 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the application or by the time of the capacity interview. The SPCSA reserves the right to require such applicants to defer opening until the 2017-18 school year and to add additional criteria to the pre-opening requirements for such schools.

STAFFING

- (1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. Experienced operators should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

Proposed New School

| Year | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|---------|---------|---------|
| Management Organization Positions | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| Total Back-Office FTEs | | | | | | |
| School Staff | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| Principals | | | | | | |
| Assistant Principals | | | | | | |
| Add'l School Leadership Position 1 [Specify] | | | | | | |
| Add'l School Leadership Position 2 [Specify] | | | | | | |
| Add'l School Leadership Position 3 [Specify] | | | | | | |
| Classroom Teachers (Core Subjects) | | | | | | |
| Classroom Teachers (Specials) | | | | | | |
| Student Support Position 1 [e.g., Social Worker] | | | | | | |
| Student Support Position 2 [specify] | | | | | | |
| Specialized School Staff 1 [specify] | | | | | | |
| Specialized School Staff 2 [specify] | | | | | | |
| Teacher Aides and Assistants | | | | | | |
| School Operations Support Staff | | | | | | |
| Total FTEs at School | | | | | | |

Network (Experienced Operators Only)

| Year | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---------|---------|---------|---------|---------|---------|
| Number of elementary schools | | | | | | |
| Number of middle schools | | | | | | |
| Number of high schools | | | | | | |
| Total schools | | | | | | |
| Student enrollment | | | | | | |
| Management Organization Positions | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| Total Back-Office FTEs | | | | | | |
| Elementary School Staff | | | | | | |
| Principals | | | | | | |
| Assistant Principals | | | | | | |
| Add'l School Leadership Position 1 [Specify] | | | | | | |
| Add'l School Leadership Position 2 [Specify] | | | | | | |
| Add'l School Leadership Position 3 | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| [Specify] | | | | | | |
| Classroom Teachers (Core Subjects) | | | | | | |
| Classroom Teachers (Specials) | | | | | | |
| Special Education Teachers | | | | | | |
| ELL/TESOL Teachers | | | | | | |
| Student Support Position 1 [e.g., Social Worker] | | | | | | |
| Student Support Position 2 [specify] | | | | | | |
| Specialized School Staff 1 [specify] | | | | | | |
| Specialized School Staff 2 [specify] | | | | | | |
| Teacher Aides and Assistants | | | | | | |
| School Operations Support Staff | | | | | | |
| Total FTEs at Elementary Schools | | | | | | |
| Middle School Staff | | | | | | |
| Principals | | | | | | |
| Assistant Principals | | | | | | |
| Add'l School Leadership Position 1 [Specify] | | | | | | |
| Add'l School Leadership Position 2 [Specify] | | | | | | |
| Add'l School Leadership Position 3 [Specify] | | | | | | |
| Classroom Teachers (Core Subjects) | | | | | | |
| Classroom Teachers (Specials) | | | | | | |
| Student Support Position 1 [e.g., Social Worker] | | | | | | |
| Special Education Teachers | | | | | | |
| ELL/TESOL Teachers | | | | | | |
| Student Support Position 2 [specify] | | | | | | |
| Specialized School Staff 1 [specify] | | | | | | |
| Specialized School Staff 2 [specify] | | | | | | |
| Teacher Aides and Assistants | | | | | | |
| School Operations Support Staff | | | | | | |
| Total FTEs at Middle Schools | | | | | | |
| High School Staff | | | | | | |
| Principals | | | | | | |
| Assistant Principals | | | | | | |
| Deans | | | | | | |
| Add'l School Leadership Position 1 [Specify] | | | | | | |
| Add'l School Leadership Position 2 [Specify] | | | | | | |
| Add'l School Leadership Position 3 [Specify] | | | | | | |
| Classroom Teachers (Core Subjects) | | | | | | |
| Classroom Teachers (Specials) | | | | | | |
| Special Education Teachers | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| ELL/TESOL Teachers | | | | | | |
| Student Support Position 1 [e.g., Social Worker] | | | | | | |
| Student Support Position 2 [specify] | | | | | | |
| Specialized School Staff 1 [specify] | | | | | | |
| Specialized School Staff 2 [specify] | | | | | | |
| Teacher Aides and Assistants | | | | | | |
| School Operations Support Staff | | | | | | |
| Total FTEs at High Schools | | | | | | |
| Total Network FTEs | | | | | | |

HUMAN RESOURCES

- (1) Describe your strategy, plans, and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design.
Note: experienced applicants with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements beginning in the first year of operation for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) or contact the Authority for additional information.
- (2) Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.
- (3) Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.
- (4) Outline the procedures for hiring and dismissing school personnel, including conducting criminal background checks.
- (5) Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 7, as well as any supporting protocols or documentation.
- (6) Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 8, your leadership evaluation tool(s), as well as any supporting protocols or documentation.
- (7) Explain how staffing plans for non-classroom staff will ensure high-quality teacher support, family and student support, smooth school operations, and compliance with all applicable Nevada and SPCSA laws, regulations, policies, and procedures.

- (8) Does your organization have a proactive succession plan? If so, please provide a detailed description for how potential school leaders will be cultivated and developed.
- (9) Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. Include an estimate of the costs of leader and teacher turnover.
- (10) Does your organization utilize a Human Resources Information System (HRIS)? If so, please provide the name of the system you are / will be using.
- (11) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, please detail the areas that will require additional support and the costs and criteria for selecting such services. If not, please provide a detailed description of how these functions will be managed.

SCALE STRATEGY (*EXPERIENCED OPERATORS ONLY*)

- (1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the parent organization and the new schools.
- (2) If your organization operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.
- (3) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new school that you plan to open.
- (4) Explain any shared or centralized support services the network organization will provide to schools in Nevada.
- (5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals of the network. Please also include how the organization will measure successful delivery of these services. In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract provided later in Attachment 14. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit entity. Beginning January 1, 2016, sponsors will also be permitted to grant charters directly to non-profit Charter Management Organizations which directly hold charters in other states or to Nevada non-profit corporations which were formed for the sole purpose of submitting an application in conjunction with such a Charter Management Organization.
- (6) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

| Function | Network/Management Organization Decision-Making | Local Board Decision-Making | School Leader Decision-Making |
|---|---|-----------------------------|-------------------------------|
| Performance Goals | | | |
| Curriculum | | | |
| Professional Development | | | |
| Data Management and Interim Assessments | | | |
| Promotion Criteria | | | |
| Culture | | | |
| Budgeting, Finance, and Accounting | | | |
| Student Recruitment | | | |
| School Staff Recruitment and Hiring | | | |
| HR Services (payroll, benefits, etc.) | | | |
| Development/ Fundraising | | | |
| Community Relations | | | |
| IT | | | |
| Facilities Management | | | |
| Vendor Management / Procurement | | | |
| Student Support Services | | | |
| Other operational services, if applicable | | | |

(7) Provide, as Attachment 9, the following organization charts (including both network management and schools within the network):

- a. Year 1 network as a whole
- b. Year 3 network as a whole
- c. Year 6 network as a whole

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

STUDENT RECRUITMENT AND ENROLLMENT

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

- (1) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.
 - a. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.
 - b. What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.
 - c. What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing particular populations of students?
- (2) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

(3) Complete the following tables for the proposed school to open in 2016-17. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2016.

- a. Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions)

| Grade Level | Number of Students | | | | | |
|-------------|--------------------|---------|---------|---------|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| Pre-K | | | | | | |
| K | | | | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| Total | | | | | | |

- b. Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

| Grade Level | Number of Students | | | | | |
|-------------|--------------------|---------|---------|---------|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| Pre-K | | | | | | |
| K | | | | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| Total | | | | | | |

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

| Grade Level | Number of Students | | | | | |
|-------------|--------------------|---------|---------|---------|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| Pre-K | | | | | | |
| K | | | | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| Total | | | | | | |

- (4) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns. Start-Up applicants proposing to open with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model detailed throughout the application that demonstrate that the proposed school is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

BOARD GOVERNANCE

- (1) Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- (2) Describe the governance structure of the proposed school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.
- (3) Please submit board member information in the provided Board Member Template (provide as Attachment 10). Please note that at least 75% of the board for SY 2016-2017 must be identified by the capacity interview (September/October 2015).
- (4) Provide, as Attachment 11, a completed and signed Board Member Information Sheet for each proposed Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board

member as relates to both service on a public charter school board and to the specific needs of this particular proposed charter school.

- (5) If the current applicant team does not include the full founding board, explain how and when the additional board members will be identified.
- (6) If this application is being submitted by an existing Charter Management Organization, please respond to the following (or explain if not applicable):
 - a. To what extent does the governance model of the charter management organization applicant require a waiver from the governance provisions of the charter school law pursuant to SB509 (2015 session)? If the charter management organization is from another state, how does the board of the charter management organization intend to balance fidelity to its mission with appropriate input and oversight from Nevada residents? Note: the Board of the State Public Charter School Authority strongly believes that governance is one of the key innovations of the charter school movement and it is interested in engaging in a thoughtful dialogue with best-in-class charter management organizations regarding unique and innovative governance models.
 - b. Will the existing non-profit board govern the new school, or has the CMO formed a new non-profit corporation governed by a separate board?
 - c. If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
 - d. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.
- (7) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 12, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.
- (8) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.
- (9) Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?
- (10) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.
- (11) Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.

- (12) Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.
- (13) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.
- (14) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

| Goal | Purpose | Outcome Measure |
|------|---------|-----------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

INCUBATION YEAR DEVELOPMENT

- (1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2015-2016) to ensure that the school is ready for a successful launch in fall 2016. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 13.
- (2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.

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

SCHOOL MANAGEMENT CONTRACTS

If the applicant does not intend to enter into a management contract with a for-profit or non-profit education management organization (EMO), please explain that this sub-section is "Not Applicable" and skip to the next sub-section.

- (1) How and why was the EMO selected?
- (2) Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- (3) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- (4) Please provide the following in Attachment 14:
 - a. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
 - b. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session);
 - c. As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
 - d. Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.

DUAL-CREDIT PARTNERSHIPS

If the charter school will provide a program where a student may earn college credit for courses taken in high school, please provide answers to the following questions. Other applicants may provide a sentence explaining why this section is not applicable.

- (1) : Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.
- (2) Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.
- (3) Discuss the scope of the services and resources that will be provided by the college or university.
- (4) Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.
- (5) Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.
- (6) Identify any employees of the college or university who will serve on the governing body of the charter school.
- (7) Provide as Attachment 15, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application.

SERVICES

- (1) Provide, as Attachment 16, a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.
 - a. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - b. Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - c. Facilities maintenance (including janitorial and landscape maintenance)
 - d. School health and nursing services
 - e. Purchasing processes
 - f. Safety and security (include any plans for onsite security personnel)

- (2) **Technology:** Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support.
- (3) **Student Information Management:** Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. If you are new to Nevada, explain your plan to determine Nevada specific reporting requirements. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.
- (4) **Data Security:** SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

FACILITIES

- (1) Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.
- (2) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility. Please include the organization's plans to finance the facility, including:
 - a. Total project cost
 - b. Financing and financing assumptions
 - c. Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.
- (3) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 17. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 17, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions.
- (4) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.
- (5) Explain the organization's plan to maintain the independent facility.

ONGOING OPERATIONS

- (1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan?
- (2) Provide, as Attachment 18, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

FINANCIAL PLAN

- (1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.
- (2) As Attachment 19, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for budget narrative in Attachment 19. Include the following:
 - a. Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
 - b. Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
 - c. Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
 - d. Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections d and e.
 - e. Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
 - f. Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
 - g.

- (3) Submit the completed Financial Plan Workbook for the proposed school as Attachment 20.
- (4) *Experienced Operators Only*: Submit, as Attachment 21, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion).
- (5) Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.
- (1) *Experienced Operators—including CMOs and EMOs*: Provide, as Attachment 22, historical financial documents for the CMO or EMO, including audited financial records. This may be provided in the format of your choosing. Note that there are limited statutory exceptions related to the disclosure of proprietary information for private, for-profit entities proposing to contract with public bodies. Applicants proposing to contract with an education management organization are required to have the entity provide such information to them for evaluation by a qualified financial professional and attach a certification of compliance by that third party. Education management organizations which are reluctant to provide audited financial statements for inclusion in the application to the SPCSA are directed to contact the SPCSA and request that the agency work with its Deputy Attorney General to arrange for a private review of these materials immediately following the submission of the proposal. *If this is your first school, please explain that this is inapplicable.*

In developing your budget, please use the figures listed on the SPCSA web site to estimate per pupil funding.

DRAFT

SPCSA CHARTER PROPOSAL COVER SHEET

Identify the **primary point of contact** for your team. Barring a change in the makeup of the founding group, this will likely be the liaison identified in the Notice of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact is expected to ensure that your team receives all general communications promptly. Please note that, as with all aspects of your application, names and contact information of the Primary Contact will become public information.

Primary contact person: _____
Mailing address: _____

Street/PO Box: _____

City: _____ **State** _____ **Zip** _____

Phone Number: _____ *day* _____ *evening* _____

Fax Number: _____ **Email:** _____

Primary contact for facilities planning: _____

Phone Number: _____ **Email:** _____

Name of team or entity applying: _____

☐ Start-Up Applicant

☐ Experienced Applicant (holds 2 or more charters that have been in operation for 3 or more years).

Names, roles, and current employment of all persons on applicant team (add lines as needed):

| Full Name | Current Job Title and Employer | Position with Proposed School |
|-----------|--------------------------------|-------------------------------|
| | | |
| | | |

Does this applicant team, charter management organization, or education management organization have charter school applications under consideration by any other authorizer(s) in the United States? ☐ Yes ☐ No

If yes, complete the table below, adding lines as needed.

| State | Authorizer | Proposed School Name | Application Due Date | Decision Date |
|-------|------------|----------------------|----------------------|---------------|
| | | | | |
| | | | | |

Does this applicant team, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2015-16 or 2016-17 school years? ☐ Yes ☐ No

If yes, complete the table below, adding lines as needed.

| Proposed School Name | City | State | Opening Date |
|----------------------|------|-------|--------------|
| | | | |
| | | | |

School Name (add lines as needed):

| Proposed School Name(s)* | Opening Year | Grades served Year 1 | Grades served at capacity |
|--------------------------|--------------|----------------------|---------------------------|
| | | | |

Nevada law currently permits an operator to contract with for-profit and non-profit education management organizations and education service providers.

Does the proposed school intend to contract or partner with an education management organization (EMO) or education service provider (ESP) or other organization to provide school management services? ☐ Yes ☐ No

If yes, identify the EMO/ESP:

Effective January 1, 2016, Nevada law will also permit authorizers to enter into charter contracts to nonprofit charter management organizations which directly hold a charter in another state as well as to Nevada non-profit corporations formed for the purpose of applying for a charter in conjunction with such a CMO.

Is the applicant for the proposed school a charter management organization (CMO) or a Nevada non-profit corporation formed for the purpose of applying for a charter in conjunction with a CMO? ☐ Yes ☐ No

If yes, identify the CMO and any affiliated NV non-profit:

START-UP SCHOOL PROPOSED BOARD MEMBER

[illegible]

EXPERIENCED APPLICANT BOARD MEMBER F

[illegible]

[illegible]

Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 2015-2016) to ensure that the school is ready for a successful launch in fall 2016. Feel free to add rows as needed.

| <i>2015-2016 Planning Year Milestones (SMART Goals) by Work Stream</i> | Activity | Key Personnel | Milestone Date(s) |
|---|-----------------|--------------------------|------------------------------|
| <i>INSTRUCTION</i> | | | |
| | | | |
| <i>TALENT</i> | | | |
| | | | |
| <i>OPERATIONS</i> | | | |
| | | | |
| <i>TECHNOLOGY</i> | | | |
| | | | |
| <i>FINANCE</i> | | | |
| | | | |
| <i>PARENT & COMMUNITY ENGAGEMENT</i> | | | |
| | | | |
| <i>SCHOOL SYSTEMS & CULTURE</i> | | | |
| | | | |
| <i>OTHER</i> | | | |
| | | | |

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Overview of Pre-K grant
including but not limited to development,
implementation and management of grant and
sub-grantee relationship with Nevada

Department of Education

| | |
|------------------|---------------------|
| <u> / / </u> | Public Workshop |
| <u> / / </u> | Public Hearing |
| <u> / / </u> | Consent Agenda |
| <u> / / </u> | Regulation Adoption |
| <u> / / </u> | Approval |
| <u> / / </u> | Appointments |
| <u> / x/ </u> | Information |
| <u> / / </u> | Action |

MEETING DATE: June 12, 2015

AGENDA ITEM: 8

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Patrick Gavin, Director, State Public Charter School Authority; Nya Berry,
Education Programs Professional, SPCSA

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 25 mins

SUBMITTED BY: _____

Prekindergarten Program State Public Charter School Authority

What is State PreK?

The Nevada state-funded Pre-Kindergarten program was first funded during the 2001 legislative session with the major goal being school readiness for Nevada's prekindergarten children by providing high quality early education that also supports parent involvement as outlined in the original document *Public Support of Pre-Kindergarten Education for School Readiness* in Nevada (2000).

A rich body of research shows that pre-k can promote children's success in kindergarten, diminish the achievement gap and facilitate long-term outcomes such as high school graduation and college entry. The 2015 Nevada Legislature has approved matching funds to support the 4 year PreK expansion program. SPCSA is planning to implement 320 seats in Clark County and 100 seats in Washoe County over the next 4 years.

"We see how Early Childhood experiences are important to lifelong outcomes, how the early environment literally becomes embedded in the brain and changes its architecture."

Andrew S. Garner

PreK Content Standards

For the first time in Nevada's history, content standards have been developed to describe appropriate outcomes for children at the end of their preschool experience and entering kindergarten. The standards have been developed based on the research that supports the significance of the early years in future student achievement and can be used by all early childhood education programs in Nevada as a guide for child outcomes for preschool. The standards are a published list of descriptions of what most children should know and be able to do before they enter kindergarten. The standards are focused on the following six areas: Creative Arts; Language/Literacy; Math; Physical Development/Health; Science; Social Studies/Social Emotional (www.NevadaRegistry.org)

Nevada PreK Requirements & Guidelines • •

All PreK teachers must have an EC license or ECE endorsement.

All programs must utilize the approved NV Pre-K Content Standards.

Class sizes and child/staff ratios must not exceed National Association for the Education of Young Children (NAEYC) recommendations: 4-yr olds 20:2

All programs must use Early Childhood and Parenting Outcome Indicators in order to demonstrate the effectiveness of the program.

Children enrolled in the program must be under Kindergarten age (5 years old on or before September 30) and Pre-K age of 4 years old.

Programs primarily serve families who are low-income and have maximum income of 200% of Federal Poverty

All programs must be full school day.

All programs must participate in the statewide program evaluation system (annual and longitudinal)

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

**S U B J E C T: Appoint SPCSA Board Member
to preside over Nevada Virtual Academy**

Amendment request

| | |
|------------------|---------------------|
| <u> / / </u> | Public Workshop |
| <u> / / </u> | Public Hearing |
| <u> / / </u> | Consent Agenda |
| <u> / / </u> | Regulation Adoption |
| <u> / / </u> | Approval |
| <u> / / </u> | Appointments |
| <u> / x/ </u> | Information |
| <u> / / </u> | Action |

MEETING DATE: June 12, 2015

AGENDA ITEM: 9

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Kathleen Conaboy, Chair, SPCSA**FISCAL IMPACT:****BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):****LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 5 mins****SUBMITTED BY:** _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Nevada Virtual Academy
amendment request pursuant to NAC 386.325

| | |
|------------------|---------------------|
| <u> / / </u> | Public Workshop |
| <u> / / </u> | Public Hearing |
| <u> / / </u> | Consent Agenda |
| <u> / / </u> | Regulation Adoption |
| <u> / / </u> | Approval |
| <u> / / </u> | Appointments |
| <u> / x/ </u> | Information |
| <u> / x/ </u> | Action |

MEETING DATE: June 12, 2015

AGENDA ITEM: 10

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Patrick Gavin, Director, State Public Charter School Authority;
Representatives of Nevada Virtual

FISCAL IMPACT: _____

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY): _____

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 60 mins

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

**S U B J E C T: Beacon Academy amendment
request pursuant to NAC 386.325**

| | |
|-------------------|---------------------|
| <u> / / </u> | Public Workshop |
| <u> / / </u> | Public Hearing |
| <u> / / </u> | Consent Agenda |
| <u> / / </u> | Regulation Adoption |
| <u> / / </u> | Approval |
| <u> / / </u> | Appointments |
| <u> / x/ </u> | Information |
| <u> / x / </u> | Action |

MEETING DATE: June 12, 2015

AGENDA ITEM: 11

NUMBER OF ENCLOSURE(S): 1

**PRESENTER(S): Patrick Gavin, Director, State Public Charter School Authority;
Representatives of Beacon Academy**

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 60 mins

SUBMITTED BY: _____



Beacon Academy Of Nevada
STATEWIDE/ONLINE/TUITION-FREE/PUBLIC/CHARTER HIGH SCHOOL

Request Letter for Beacon Academy Charter Amendment

*State Public Charter School Authority
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
775-687-9174*

Dear Mr. Gavin,


On behalf of the Beacon Academy of Nevada (BANV) Governing Body, I respectfully request your approval of a material amendment to our charter. It is our intent to rectify our enrollment numbers for the 2014-2015 school year. According to the Contract between BANV and the SPCSA, article 2.3.3. states that we submit a material amendment when our total enrollment increases or decreases 10% from the prior school year. During the 2014-2015 school year, the total enrollment dropped to 524 students for semester one and 557 students for semester two. During the 2013-2014 school year, 804 students counted toward total enrollment. This is a significant drop in our total enrollment. This change in total enrollment was not done intentionally and has been attributed to the uncertainty of our charter renewal.


On March 25, 2015, the BANV Governing Body made a motion to request a material amendment for the 2014- 2015 school year in regards to decreasing our total enrollment from 804 students to 524 for semester one and 557 for semester two. The Governing Body acknowledges that this is more than a 10% decrease from the prior school year.

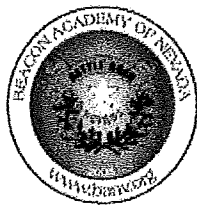
The *BANV* Governing Body approved this request on March 25, 2015 at a board meeting held in compliance with Nevada Open Meeting Laws.

Please contact Tambre Tondryk, Principal of Beacon Academy if you have any questions regarding this request.

Sincerely,


Ernest Freggiaro
BANV Governing Body, President


Tambre Tondryk
Principal, BANV



Beacon Academy Of Nevada
STATEWIDE/ONLINE/TUITION-FREE/PUBLIC/CHARTER HIGH SCHOOL

Request Letter for Beacon Academy Charter Amendment

*State Public Charter School Authority
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
775-687-9174*

Dear Mr. Gavin,

On behalf of the Beacon Academy of Nevada (BANV) Governing Body, I respectfully request your approval of a material amendment to our charter. It is our intent to modify our current plan of study, which requires a student to take 6 courses simultaneously (or four for qualifying seniors), which was approved by the Nevada Department of Education in the BANV Distant Education Plan.

On January 21, 2015 the BANV Governing Body made a motion to accept the proposed plan of study for the 2015- 2016 school year which will allow students to complete three courses each quarter, rather than 6 courses simultaneously in grades 9 –11, or two courses each quarter rather than four courses simultaneously in grade 12 for qualifying students. The proposed plan of study also permits BANV to continue to offer classes in the traditional manner, 6 courses per semester if this plan is better suited to the student's needs.

If approval is granted by the SPCSA Board of Trustees, these changes will be effective for the 2015-2016 school year.

The *BANV* Governing Body approved this request on January 21, 2015 at a board meeting held in compliance with Nevada Open Meeting Laws.

Please contact Tambre Tondryk, Principal of Beacon Academy if you have any questions regarding this request.

Sincerely,

Ernest Freggiaro

BANV Governing Body, President

Tambre Tondryk

*Tambre Tondryk
Principal, BANV*



Request Letter for Beacon Academy Charter Amendment

*Beacon Academy of Nevada
7360 W. Flamingo Rd.
Las Vegas, NV 89147
4/25/2015*

*State Public Charter School Authority
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
775-687-9174*

Dear Mr. Gavin,

On behalf of the Beacon Academy of Nevada (BANV) Governing Body, I respectfully request your approval of a material amendment to our charter. It is our intent to increase our total enrollment by 20% for the 2015-2016 school year. According to the Contract between BANV and the SPCSA, article 2.3.3 states that we must submit a material amendment when our total enrollment increases or decreases 10% from the prior school year. During the 2014-2015 school year, the total enrollment dropped to 524 students for semester one and 557 students for semester 2. It is our intent to increase our enrollment to 630 students for the 2015 – 2016 school year, which is still far below the 804 total enrollment for the 2013-2014 school year.

On April 22, 2015, the BANV Governing Body made a motion to request a material amendment for the 2015- 2016 school year in regards to increasing our total enrollment to 630. The Governing Body acknowledged that this is a 20% increase in total enrollment from the prior school year. It further acknowledges that during the 2014-2015 school year, BANV had Hold Harmless in effect, and was being funded based on a total enrollment of 804 students. The tentative budget for 2015-2016 was submitted based on a 630 student enrollment.

The *BANV* Governing Body approved this request on April 22, 2015 at a board meeting held in compliance with Nevada Open Meeting Laws.

Please contact Tambre Tondryk, Principal of Beacon Academy if you have any questions regarding this request.

Sincerely,

Ernest Freggiaro
Ernest Freggiaro
BANV Governing Body, President

Tambre Tondryk
Tambre Tondryk
Principal, BANV

7360 W. Flamingo Rd. ~ Las Vegas, NV 89145 ~ 888-844-8020 ~ 702-538-9500

www.banv.org



Request Letter for Beacon Academy Charter Amendment

*Beacon Academy of Nevada
7360 W. Flamingo Rd.
Las Vegas, NV 89147
4/25/2015*

*State Public Charter School Authority
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
775-687-9174*

Dear Mr. Gavin,

On behalf of the Beacon Academy of Nevada (BANV) Governing Body, I respectfully request your approval of a material amendment to our charter. It is our intent to increase our total enrollment by 20% for the 2015-2016 school year. According to the Contract between BANV and the SPCSA, article 2.3.3 states that we must submit a material amendment when our total enrollment increases or decreases 10% from the prior school year. During the 2014-2015 school year, the total enrollment dropped to 524 students for semester one and 557 students for semester 2. It is our intent to increase our enrollment to 630 students for the 2015 – 2016 school year, which is still far below the 804 total enrollment for the 2013-2014 school year.

On April 22, 2015, the BANV Governing Body made a motion to request a material amendment for the 2015- 2016 school year in regards to increasing our total enrollment to 630. The Governing Body acknowledged that this is a 20% increase in total enrollment from the prior school year. It further acknowledges that during the 2014-2015 school year, BANV had Hold Harmless in effect, and was being funded based on a total enrollment of 804 students. The tentative budget for 2015-2016 was submitted based on a 630 student enrollment.

The *BANV* Governing Body approved this request on April 22, 2015 at a board meeting held in compliance with Nevada Open Meeting Laws.

Please contact Tambre Tondryk, Principal of Beacon Academy if you have any questions regarding this request.

Sincerely,

Ernest Freggiaro
BANV Governing Body, President

Tambre Tondryk
Tambre Tondryk
Principal, BANV

7360 W. Flamingo Rd. ~ Las Vegas, NV 89145 ~ 888-844-8020 ~ 702-538-9500

www.banv.org

Beacon Academy of Nevada

State Public Charter School Authority Academic Performance Framework

Guidance Document for 2013-2014

The chart below outlines the student achievement data elements that are incorporated into the State Public Charter School Authority Academic Performance Framework for **High Schools**. Each data element is assigned an SPCSA point score based on one of the following two rubrics:

| MGP Reading, MGP Math, Sub-Group Proficiency GAP Reading, Sub-Group Proficiency GAP Math, Reading Proficiency, Math Proficiency, 4 th Year Grad Cohort, and 5 th Year Grad Cohort | | | |
|---|------------|---------------------------|-------------------|
| Actual Score Ranges | Color Code | Designation | SPCSA Point Value |
| ≥95 | EX | Exceptional | 97.5 |
| ≥75 and <95 | EC | Exceeds | 85.0 |
| ≥50 and <75 | AD | Adequate | 62.5 |
| ≥25 and <50 | AP | Approaches | 37.5 |
| ≥5 and <25 | U | Unsatisfactory | 15.0 |
| <5 | C | Critical | 2.5 |
| | NA | Missing or Not Applicable | |

| Proficiency Reading Comparison School and Proficiency Math Comparison School | | | |
|--|------------|---------------------------|-------------------|
| Actual Score Ranges | Color Code | Designation | SPCSA Point Value |
| ≥30 | EX | Exceptional | 97.5 |
| ≥15 and <30 | EC | Exceeds | 85.0 |
| ≥0 and <15 | AD | Adequate | 62.5 |
| ≥-15 and <0 | AP | Approaches | 37.5 |
| ≥-30 and <-15 | U | Unsatisfactory | 15.0 |
| <-30 | C | Critical | 2.5 |
| | NA | Missing or Not Applicable | |

| High School Measures | | | | |
|---|--------|--------------|----------------|-----------------------|
| Growth | | | | |
| Data Element | Source | Actual Score | Assigned Value | Assigned Score |
| MGP Reading | NSPF | 51 | Adequate | 62.5 |
| MGP Math | NSPF | 27 | Approaches | 37.5 |
| Add the Growth Assigned Scores and divide by the number of scores to determine the average. | | | | $100 \div 2 = 50$ |
| Multiply the average by 40% to obtain the weighted score. | | | | $50 \times 40\% = 20$ |

| Status | | | | |
|---|-------------------------------------|--------------|----------------|---------------------------|
| Data Element | Source | Actual Score | Assigned Value | Assigned Score |
| Sub-Group Proficiency GAP Reading | NSPF | 10.93 | Exceeds | 85 |
| Sub-Group Proficiency GAP Math | NSPF | -12.48 | Approaches | 37.5 |
| Reading Proficiency | NSPF | 91.2 | Exceeds | 85 |
| Math Proficiency | NSPF | 68.9 | Adequate | 62.5 |
| Proficiency Reading Comparison | Calculated from Count Day File/NSPF | -6.85 | Approaches | 37.5 |
| Proficiency Math Comparison | Calculated from Count Day File/NSPF | -25.86 | Unsatisfactory | 15 |
| Add the Status Assigned Scores and divide by the number of scores to determine the average. | | | | $322.5 \div 6 = 53.8$ |
| Multiply the average by 30% to obtain the weighted score. | | | | $53.8 \times 30\% = 16.1$ |

| College and Career Readiness | | | | |
|--|--------|--------------|----------------|---------------------------|
| Data Element | Source | Actual Score | Assigned Value | Assigned Score |
| 4 th Year Grad Cohort | NSPF | 37.61 | Approaches | 37.5 |
| 5 th Year Grad Cohort | NSPF | 16.67 | Unsatisfactory | 15 |
| Add College & Career Readiness Assigned Scores. Divide by the number of scores to determine average. | | | | $52.5 \div 2 = 26.25$ |
| Multiply the average by 30% to obtain the weighted score. | | | | $26.25 \times 30\% = 7.9$ |

To calculate the overall High School score and designation, add Growth weighted score, Status weighted score, and College and Career Readiness weighted score. Use the Designations chart to determine the High School rating.

$20 + 16.1 + 7.9 = 44$
Approaches

| Designations Chart | |
|--------------------|-------------------|
| Point Range | Designation/Color |
| 95.0 - 100.0 | Exceptional |
| 75.0 - 94.9 | Exceeds |
| 50.0 - 74.9 | Adequate |
| 25.0 - 49.9 | Approaches |
| 5.0 - 24.9 | Unsatisfactory |
| 0.0 - 4.9 | Critical |

STATE PUBLIC CHARTER SCHOOL AUTHORITY**SUPPORTING DOCUMENT**

**S U B J E C T: Mater Academy amendment
request pursuant to NAC 386.325**

| | |
|-------------------|---------------------|
| <u> / / </u> | Public Workshop |
| <u> / / </u> | Public Hearing |
| <u> / / </u> | Consent Agenda |
| <u> / / </u> | Regulation Adoption |
| <u> / / </u> | Approval |
| <u> / / </u> | Appointments |
| <u> / x/ </u> | Information |
| <u> / x / </u> | Action |

MEETING DATE: June 12, 2015

AGENDA ITEM: 12

NUMBER OF ENCLOSURE(S): 1

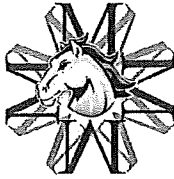
**PRESENTER(S): Patrick Gavin, Director, State Public Charter School Authority;
Representatives of Mater Academy**

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 60 mins

SUBMITTED BY: _____



MATER ACADEMY
of Nevada

Dear State Public Charter School Authority,

Please allow this letter to amend the Mater Academy of Nevada Charter enrollment priorities. At the April 23, 2015 Board of Directors meeting, the Board unanimously decided to amend the lottery.

The following language in from B.3.7 of the Mater Academy of Nevada Application. The additional lottery exemption that will amend the charter is included in **bold, italicized, and underlined**.

As long as the school's enrollment is less than it can accommodate (as determined by NAC 386.353), the school "shall enroll pupils...in the order in which applications are received." "...[I]f more pupils...apply for enrollment...than the number of spaces which are available..." the school shall use a lottery to determine who will be enrolled.

- A child of a person who is:
 - a member of the committee to form the school or the governing body; or
 - employed by the school;
- Sibling of a pupil who is currently enrolled in the school;
- **A student who is enrolled in the Mater Academy of Nevada state-funded Pre-Kindergarten or other early childhood educational program at the charter school (should this program be developed and approved by the School's Sponsor in the future);**
- A child who resides within the school district and within 2 miles of the school;
- Pursuant to NRS 386.580(8)(e)2)(d), a child who is in a particular category of being 'at risk' as defined in NRS 386.500. Specifically, Mater Academy will provide priority enrollment to members of economically disadvantaged families and pupils who are limited English proficient. Determination of 'at risk' status will be determined in the student's enrollment application by obtaining information regarding the student's qualifications for "free and reduced lunch" under the National School Lunch Program, the student's qualification for English Language Learner status in a public school, or (for students who have not previously been enrolled in a Public School which tests for English Language proficiency) the completion of a home language survey.

As a public school, we will not close, cap, delay, postpone or otherwise limit enrollment except as allowed by NAC 386.353.

As stated in the Cover Sheet for our charter school application and elaborated upon in B.3 (Required Element 9) of the application, we will not limit enrollment to a certain number of pupils or ratio of teachers to pupils, pursuant to NAC 386.353.

For the situations identified below, only, our school will establish and advertise an pre-enrollment window from February 1 to February 15 during which it will accept applications. The pre enrollment process identifies pupils who are assured enrollment beginning 120 days before the date on which the charter school will open.

- Approaching our first year of operation;
- When adding a new grade; and
- For annual enrollment in our school's lowest grade.

We will announce and advertise these opening and closing dates of the pre-enrollment window to the community in which we plan to operate.

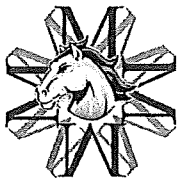


MATER ACADEMY
of Nevada

The following are key points regarding how we will manage an enrollment window and select and enroll pupils from our school's enrollment waiting list:

1. If the number of applications received during an enrollment window does not exceed the number of spaces available, including by grade, all pupils who applied shall be enrolled in our school.
2. If the number of applications received during the window exceeds the number of spaces available, including by grade, all enrollment applications received during the window will be subject to the lottery. The lottery will be conducted immediately after the close of the enrollment window.
3. Pupils whose applications are not selected by the lottery, if they wish, will be placed on an enrollment waiting list in the order determined by the lottery.
4. Pupils who seek enrollment after the lottery in 2 and 3, above, is conducted (after the window closes) will be added to the enrollment waiting list, but are not immediately assigned an enrollment order number; instead, another lottery will be conducted only when all the pupils assigned enrollment order numbers by the first lottery have been enrolled in the school.
5. An enrolled pupil will not be required to re-enroll. That is, once a pupil has been enrolled, they will be able continue their schooling at the school. Our school may ask for some sort of assurance from a pupil that the pupil intends to return to the school for the next grade, but pupils will not be denied the opportunity to return to our school for the next grade level, once enrolled in the school.
6. Any pupil seeking enrollment but denied enrollment due to lack of space will be offered the opportunity to be added to an enrollment waiting list.
7. As space becomes available, pupils from the waiting list will be enrolled in the school.
8. The waiting list enrollment order will be determined by lottery.
9. A pupil seeking enrollment in a grade that is not full shall be enrolled immediately; the pupil's enrollment will not be delayed until some future time, including until a semester break or the next school year.
10. A pupil who is the first on a waiting list shall be enrolled immediately upon the creation of space in the pupil's grade; the pupil's enrollment may not be delayed until some future time, including until a semester break or the next school year.
11. Our school will not "close enrollment" except as described in NAC 383.353. Enrollment is always "open" in that our school will always accept enrollment applications. Applications received after an enrollment window closes are placed on an enrollment waiting list if the school or grade is "full" per NAC 386.353. Pupils will be chosen for enrollment from the waiting list as described above.
12. The Committee to Form our Charter School includes a person who intends to enroll their child in the school; the same applies to our school's first governing body (board) which will be formed before the school's first enrollment will be determined.

If/when we add new, higher grades, the pupils in our school's formerly highest grade will automatically be enrolled in the school's new next grade.



MATER ACADEMY
of Nevada

On behalf of the Mater Academy of Nevada Board of Directors, your positive consideration of our request is greatly appreciated. Should you require further information, please contact me via e-mail at moultfam@gmail.com or by phone at 702-596-9977.

Sincerely,

A handwritten signature in cursive script that reads "Sheila Moulton". The signature is fluid and elegant, with a long, sweeping underline.

Sheila Moulton
Board of Directors Chair
Mater Academy of Nevada

STATE PUBLIC CHARTER SCHOOL AUTHORITY**SUPPORTING DOCUMENT****S U B J E C T: Silver State Charter Schools
amendment request pursuant to NAC 386.325**

| | |
|------------------|---------------------|
| <u> / / </u> | Public Workshop |
| <u> / / </u> | Public Hearing |
| <u> / / </u> | Consent Agenda |
| <u> / / </u> | Regulation Adoption |
| <u> / / </u> | Approval |
| <u> / / </u> | Appointments |
| <u> / x/ </u> | Information |
| <u> / x/ </u> | Action |

MEETING DATE: June 12, 2015

AGENDA ITEM: 13

NUMBER OF ENCLOSURE(S): 1

**PRESENTER(S): Patrick Gavin, Director, State Public Charter School Authority;
Representatives of Silver State Charter Schools**

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 60 mins

SUBMITTED BY: _____

Silver State Charter School

Governing Body Meeting March 31, 2015

**Minutes of the Tuesday, March 31, 2015
The Governing Body of Silver State Charter Schools
Meeting Held at 788 Fairview Drive, Carson City, NV 89706**

Members Present: Edie Grub, Christina Saenz, Johanna Davis, Shane Watson, Jeanette Geary, Kimberly Pilant and Maureen Stair

Members Absent: None

Administrators Present: Steve Knight and Blaine Spires

Administrators Absent: None

Finance: Kellie Grahmann

Legal Counsel: Ryan Russell

Call to Order: The meeting was called to order by President Edie Grub at 6:04 p.m. with attendance reflected above.

Pledge of Allegiance: Led by Shane Watson

Roll Call: Roll call of members; all are in attendance; there is a quorum

General Public Comment: Maureen Stair informs the Board and Public that the breakfast for the Legislators has been postponed to a later date when they are not so busy with committees and sessions.

Approval of the Agenda: Motion to accept the agenda made by Christina Saenz; seconded by Shane Watson; unanimously approved

Approval of the Minutes

January 20, 2015 Minutes of the Governing Body Meeting: Motion to accept the January 20, 2015 Minutes subject to typographical changes is made by Maureen Stair; seconded by Jeanette Geary; unanimously approved

February 17, 2015 Minutes of the Governing Body Meeting: Motion to accept the February 17, 2015 Minutes subject to typographical changes is made by Maureen Stair; seconded by Jeanette Geary; unanimously approved

ACKNOWLEDGEMENT OF GIFTS: Kimberly Pilant acknowledges that the gift of the stove for the Special Ed class has been donated by Cxyz's Appliance and that a thank you letter will be sent out.

Silver State Charter School

Governing Body Meeting March 31, 2015

ACKNOWLEDGEMENT OF SERVICE AWARDS: None

1. Discussion and possible action to accept, reject, or continue review of Silver State Charter School Financial Reports. Appearance by Kellie Grahmann.

Kelly Grahmann reports to the Governing Body the state of Silver State Charter School's finances and her ongoing training of the new software program she is using.

Discussion and questions ensue.

Motion to accept the financial reports is made by Maureen Stair; seconded by Christina Saenz; unanimously approved

Public Comment: None

2. Discussion and possible action to adopt, adopt with conditions, continue, or deny the proposed Silver State Charter School contracts with parents and students for student engagement and attendance. Appearance by interested students, parents and Blaine Spires.

Blaine Spires and the school staff see some issues in current school attendance and engagement policies and wish to address the same in next year's school policies with the following proposed modifications:

1. Students will be required to be on campus Tuesdays, Wednesdays and Thursdays. This schedule is in alignment with the school bus schedule and will not be in conflict with students and parents personal and/or work schedules.
2. There is no financial impact to the part of the budget allocated to running the school buses as there is no change to their schedule.
3. Students will be, tentatively, required to be on campus Tuesdays through Thursdays from 8:30 a.m. to 3:30 p.m. These hours are not yet solidified and may be subject to change. The Governing Body is assured that established hours will be in place by the beginning of next school year. The objective is to provide more subject specific content and teacher support to the students than is currently provided.
4. There may be an initial financial impact to the school as these proposed policies are implemented and fluctuation in student registration, count day numbers, staffing, and etc. result. The proposed "tentative" budget for the next fiscal year reflects the Administration's understanding and their fiscal recovery plan from the above mentioned impact.
5. A parent survey and staff survey will be sent out on the proposed attendance changes for feedback. The results will be brought before the Board Members at the next Governing Body meeting.

Silver State Charter School

Governing Body Meeting March 31, 2015

6. These policy changes are designed to meet the newly mandated rigor of Common Core.

Public Comment: Public comment included appreciation for the superior support parents and students receive from the Administration and staff at Silver State Charter Schools.

Motion to continue the agenda item based on more needed information is made by Kimberly Pilant; seconded by Maureen Stair; unanimously approved.

3. Discussion only on presentation by Silver State Charter School Student Council on its current activities and plans. Appearance by Student Council members.

Stephanie Parks, Student Council President, addresses the Governing Body. The Council is focusing on their upcoming Prom set for April 17th at the Gold Dust West. This years' theme is "Under the Sea".

The Council has started a prom closet where students can find gowns, dresses, tuxes, suits, etc. for prom. Stephanie puts in the request that accessories and shoes are needed donations for the closet.

Kenneth Geary, Student Council member, addresses the Governing Body. The Council has opened up a student store to generate revenue to help fund the prom. They have been operating for the last four weeks on Tuesdays through Thursdays during the lunch hour and have risen over \$100 in revenue.

Jonathan Carrick, Student Council member, addresses the Governing Body. Jonathan states that the next item on the council's agenda is Secretary's Day. Student Council members will be handing out muffins with pinwheels signed by each Student Council member.

Public Comment – None

4. Discussion and possible action to adopt, adopt with conditions, continue, or deny the proposed Silver State Charter School Strategic Planning Goals and Action Plan. Appearance by Blaine Spires.

Kimberly Pilant recuses herself from discussions and voting as she has a child in 7th grade.

Blaine Spires, Vice Principle of Silver State Charter Schools, addresses the Governing Body and presents his strategic plan and proposals that address the current framework and how they are affecting Silver State Charter Schools.

Mr. Spires presents to the Governing Body the background history that justifies his proposal. They points and highlights are, as follows:

1. The Vision Statement of the School
2. The Mission Statement of the School
3. The changing times that charter schools face as reflected in legislation and regulations
4. How the school has performed since the framework changes mandated in 2011

Silver State Charter School

Governing Body Meeting March 31, 2015

5. Nevada School Performance Framework - how Silver State Charter Schools has been rated since the 2011-2012 school years
6. The implications of the ratings on Silver State Charter Schools

Mr. Spires Proposals:

1. That the School Board draft an amendment to our charter to no longer serve grades 7 and 8.
2. Rationale: The middle school has been underperforming and has a one star rating. The high school is not performing on that level and is therefore, not labeled as underperforming.
3. Closing the middle school will allow for the high school to address the following:
 - Allow additional room for the high school to educate students three days a week
 - This amendment would allow the limited resources of the school to focus on high school academics and attendance
4. Options – Mr. Spires presents to the Governing Body his projected forecasts of success if his Proposals are implemented and current legislation remains the same
5. Strategic Goals
 - Modify the school calendar to allow all staff to be on campus for extended hours Monday through Thursday.
 - Students will be required to be on campus from roughly 8:30 a.m. to 3:30 p.m. Tuesday, Wednesday, and Thursday. Students will be able to be on campus from 7:30 a.m. to 4:30 p.m. Monday through Thursday
 - Staff will not work Fridays. This will save on building costs and personnel costs. All staff will work 7:30 a.m. to 4:30 p.m. four days a week
 - Monday's will replace the structure of Fridays. Monday will be collaboration, staff meetings, tutoring sessions and fieldtrips
 - Movement will be similar as it is today when students are on campus, but students will simply be here longer.

Christina Saenz asks if a "phase out" of the middle school is possible. Mr. Spires answers in the affirmative that, as current legislation stands, we would have one year to phase out the Middle School. This would allow current 7th graders to complete 8th grade before moving on to high school. Silver State Charter Schools would no longer register 7th graders after this school year.

Public Comment: Public comment included the request that the Governing Body to seriously consider the "Middle School phase-out" option so that current 7th grade students are not negatively impacted by the decision to close down the Middle School, and general comments regarding pending legislation

Silver State Charter School

Governing Body Meeting March 31, 2015

Jacki Bennett addresses her comments to the Governing Body. Jacki is currently a paid and full time teacher at Silver State Charter Schools and has had a child attend and graduate from Silver State Charter Schools in 2012.

Public comment also included support for the proposed attendance and structural changes proposed for the high school.

Motion is made by Jeanette Geary to adopt the Strategic Planning Goals and Action Plan, as presented, with a phase out, but with the condition that this Board will allow the Administration to pursue a charter amendment to phase out the middle school, unless circumstances change that make the middle school still viable, and that if circumstances do change that this item will be brought back before the Board for further evaluation; seconded by Christina; unanimously approved.

5. Discussion and possible action to approve, approve with conditions, continue, or deny the proposed the Silver State Charter School's calendar as per NAC387.120 for school year 2016. Appearance by Blaine Spires.

Blaine Spires addresses the Governing Body regarding next years' school calendar. The proposed calendar will reflect the four day school week. Silver State is required by law to have a school start date and end date the same as the district schools. Therefore, next years' school start date is August 17, 2015 and an end date of May 26, 2016.

Any Monday that is a holiday will be made up that Friday to keep the amount of school days in compliance with state law.

Professional development days would be on Fridays as they come up through the year. The staff will be will come in for 5 working hours on these days.

Silver State Charter Schools will be the first charter school to try a four day week.

Public Comment: Public comment included general statements/questions about the proposed calendar.

Motion is made by Kimberly Pilant that the Board accept the calendar, as presented, with the condition that it coincides with the Carson City School District calendar and any other requirements that need to be met; seconded by Maureen; unanimously approved.

6. Discussion and action to approve, approve with conditions, continue, or deny the Silver State Charter Schools tentative Budget as per NAC 387.720 for Fiscal Year 2016. Appearance by Kellie Grahmann.

Kelly Grahmann addresses the Governing Body. She has based the tentative Budget for Fiscal Year 2016 on a continued Middle School. Since the Governing Body has motioned to phase out the middle school then the Budget is obsolete. However, the tentative Budget must be submitted by April 15, 2015 leaving no time for another meeting and no means to continue the agenda item.

Silver State Charter School

Governing Body Meeting March 31, 2015

Christina Saenz points out that, since this is the tentative budget, it should be submitted, as is. The final Budget hearing is not until May which would enable the Governing Body to review numbers and scenarios at that time.

Public Comment: None

Motion is made by Jeanette Geary to accept the tentative Budget, as presented, for 350 students; seconded by Kimberly Pilant; unanimously approved.

7. Discussion and possible action to direct staff on relation to Staff Reports. Discussion may include the executive director on recent litigation activities between Silver State Charter and a former lessee. Appearance by Steve Knight.

Steve Knight addresses the Governing Body. Litigation was started approximately 1 ½ years ago when Silver State Charter Schools was advised by then council, Jeff Blank, to evict a former lessee. The lessee counter sued for damages caused by the disruption of her business and lost revenue. The result was that the arbitrator awarded the plaintiff \$30,000.00 in damages and awarded Silver State \$4,800.00 in damages with a difference, owed by Silver State Charter School of, \$25,200.00.

No action was taken.

8. Discussion and possible action to accept, accept with conditions, continue, or deny the resignation of Maureen Stair as a member of Silver State Charter School governing body. Appearance by Maureen Stair.

Maureen Stair addresses the Governing Body. Maureen reads her letter of resignation to the Governing Body.

Public comment: None

Motion is made by Christina Saenz to accept Maureen Stair's resignation effective at the end of six months or as soon as a replacement can be found; seconded by Shane Watson; unanimously approved.

FINAL PERIOD OF PUBLIC COMMENT: Public comment included advocacy for the middle school not closing down, questions about studies on test scores, thanks to the members who participated in mock interviews, and praise of the mock interview program

REQUEST FOR AGENDA ITEMS: None

Meeting is adjourned

Silver State Charter Schools

7-8 Middle School (775) 882-8200

Fax (775) 883-9130

9-12 High School (775) 883-7900

788 Fairview Drive, Carson City, NV 89701
www.SSHS.org

April 30, 2015

Nevada State Public Charter School Authority
1749 N. Stewart Street Suite 40
Carson City, NV 89706

RE: Request to Amend Charter

Dear Mr. Gavin,

Per NRS 386.527 Silver State Charter Schools is requesting an amendment to our charter. At the school's governing body meeting on March 31, 2015, the governing board approved moving forward through the appropriate channels to close the middle school and no longer serve grades 7 and 8 at the discretion of the school's administrative team. The draft minutes are attached from the March 31, 2015 meeting, with agenda item 4 highlighted. I have attached our mission, vision and educational philosophy as well. We are requesting that we be able to phase out the middle school over a two-year period. For FY16 we would no longer serve 7th grade pupils and phase out 8th grade by FY17.

All currently enrolled 7th grade pupils in the 2014-15 school year would be allowed to roll over to 8th grade and allow additional 8th grade students to enroll to a maximum of 50. The public meeting held on March 31, 2015 provided the parents of all 7th graders the opportunity to speak and be part of the public process. All the parents of currently enrolled 7th grade pupils were contacted by the principal and invited to attend the meeting. The governing body believes that a phase out would be best for students that have been successful in our non-traditional setting.

The reason for our decision is that although the middle school has been open for almost six years, the school has not performed well academically under the new Nevada School Performance Framework, nor has it financially supported itself. Reported statistics do not take into account the amazing transformations we have seen of students in our non-traditional setting.

The following portions of the existing charter will be amended for the 2015-16 school year:

Part 2: Educational Program

2.2 The grade level or level proposed to be taught at the charter school and the anticipated enrollment in each such grade level for the first year of operation.

- Silver State Middle School is amending the charter to remove grade 7. The school will retain 8th grade for the 2015-16 school year. As of April 3, 2015 there are 42 7th grade students enrolled. These students will be given the opportunity to move to 8th grade and complete their middle school credits with Silver State Middle School. We will cap enrollment at 50 pupils to ensure a class size ratio of 25 to 1. If a pupil withdraws, the school will enroll another pupil in that pupils place. Enrollment will not go above 50, but must be at least 35 to be financially viable.

Section 2.6(a) will remain the same to serve grade 8 for the 2015-16 school year. 8th grade will remain distance education using only approved Nevada Department of Education courses by Aventa/K12 and Accelerate Education and other Nevada Department of Education approved courses as needed. Silver State Middle School will continue to follow all provisions of NAC 389.445(3) for students in 8th grade.

An additional amendment will be submitted next school year (2015-16) to request a 8th grade be removed.

Thank you for the time to review this proposed amendment. We look forward to working with you to make any necessary adjustments.

Together in education,



Blaine Spires
Assistant Administrator



Steve Knight
Superintendent



Edie Grub
Governing Body President

Silver State Charter Schools

A.1: Mission, Vision and Educational Philosophy

A.1.1: Purpose:

Silver State Charter School's purpose under NRS 386.520 (2)(b) and outlined in section 5.8 of our charter states the following:

The mission of Silver State Charter Schools is to provide a quality, public secondary alternative high school to meet the specific educational needs and concerns of students that are in danger of dropping out of high school, recover students that have withdrawn from school, students that are behind in credits, students that are unable to attend high school during normal hours, disabled homebound students, students who are parents and have young children at home, precluding their daily attendance. Silver State Charter Schools will improve the opportunities for the students to learn by offering a comprehensive high school curriculum that will be offered with a flexible individualized delivery utilizing online curriculum and 24/7 availability. Our staff will be there to help the student both during the day and early evening. Our staff will be highly experienced licensed educators that will spend the extra time, and the extra care, and encourage the use of effective methods of teaching to motivate and nurture the students to success. Emphasis will be to prepare the student to prepare for the world of work and adulthood while completing all the required classes to earn a high school diploma.

A.1.2 Mission:

Our mission is to prepare high school students for career, college, and community participation by educating them using a non-traditional blended learning environment. We will continue to strive to meet our original purpose of increasing graduation rates and reducing dropouts for all the surrounding schools by attracting students that need an alternative to the traditional classroom. Our emphasis is placed on preparing the student for career and/or college while completing all the requirements to earn a high school diploma by utilizing effective methods of teaching to nurture students. Our method and delivery system will create new professional opportunities for teachers to learn.

A.1.3 Vision:

Silver State Charter Schools is committed to providing a nurturing environment for those seeking an alternative to traditional education. Students can excel with the support of highly-qualified educators who strive to retain and graduate all students. We create an environment for students that promotes tolerance, acceptance, and respect for themselves and others. The staff of Silver State Charter Schools aspires to foster and develop productive citizens with the skills needed to contribute to society in a positive way.

A.1.4 Philosophy:

The philosophy of Silver State Charter Schools is that school should be a place where students want to be. SSCS exists to serve all students in a non-traditional way that improves the opportunities of its students to learn. All students deserve an education that fits their needs while maintaining high standards that the 21st century requires. All students are capable of learning. Silver State Charter Schools embraces this philosophy by blending highly effective instruction with online curriculum that students can work on at their own pace. Our highly experienced licensed educators are available to help students in the early morning hours, throughout the day, and into the early evening, spending the extra time and the extra care to increase student achievement. Emphasis is placed on preparing the student for career and/or college while completing all the requirements to earn a high school diploma.

**NEVADA DEPARTMENT OF EDUCATION
APPLICATION TO OPERATE AN ALTERNATIVE SCHEDULE
PURSUANT TO NRS 388.090 OR NRS 386.550
SCHOOL YEAR 2015-2016**

| | | |
|--|--|--|
| District/Charter School Name Silver State Charter Schools | Beginning Date of School Year August 17, 2015 | Ending Date of School Year May 26, 2016 |
| Address 788 Fairview | City, Zip Carson City, 89701 | Telephone 775-883-7900 |
| Authorized Contact Person's Name Blaine Spires | Title Assistant Administrator | E-Mail bspires@sshs.org |

I hereby certify that, to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the District/Charter School's meeting held on March 31, 2015 required to be submitted to the State Superintendent of Public Instruction on or before December 31, 2015. This written report must include a description of the alternative schedule and an evaluation of the effect of the program.

Signature of District Superintendent or Authorized Person (include title) Date 4/14/15

1. The district/charter school is applying to operate the schools noted in this application on an alternative instruction schedule due to the following reason. Please check **one** of the following:

- ☐ **A.** The district requests to operate on an alternative instruction schedule at one or more rural schools in accordance with NRS 388.090.2. The district is in a rural or remote area, whereby the population of the county is less than 100,000.
- ☐ **B.** The district requests to operate on an alternative instruction schedule at one or more rural schools in accordance with NRS 388.090.2. Although the population of the county is more than 100,000, the district has schools in a rural or remote area.
- ☐ **C.** The district requests to operate on an alternative instruction schedule in accordance with NRS 388.090.3 due to enrollment growth or overcrowding. Please provide the supporting documentation to justify the claim of growth or overcrowding.
- ☐ **D.** The district requests to operate on an alternative instruction schedule in accordance with NRS 388.090.2.b due to providing regular professional development to educational personnel.
- ☐ **E.** The charter school requests to operate on an alternative instruction schedule in accordance with NRS 386.550.1 due to reasons described in item 2 of this application.

2. What is the purpose for which the school charter school is requesting an alternative schedule?

Silver State Charter Schools is requesting an alternative schedule to better serve our unique student population. Our blended method of instruction allows for longer school days. We can provide better instruction in four school days versus our current five. Students will be allowed on campus from 8:00am to 4:30pm on Mondays and 7:30am to 4:30pm on Tuesday, Wednesday and Thursdays. This is similar to the hours we currently have (7:30am to 5:00pm Monday thru Thursday and 9:30am to 3:00pm Friday). However, per our distance education model, all students have access to all of their courses on a continual basis.

Section 2.8 of our charter references NAC 387.131 and states the following: “the minimum amount of time a student will spend each school day will be 330 minutes as determine by a combination of time spent in class and / or time spent on-line with distance education courses.” Students have access to their courses and curriculum 24 hours a day, 7 days a week as long as they have an internet connection. The highly qualified teaching staff will be available four days a week, as outline above, which give all students 2,130 minutes of access to a teacher over the course of a week, for a total of 150 school days. This equates to a total of 80,957.5 minutes of access to a teacher over the course of the school year.

We will begin on the same day as Carson City School District, the district in which we are located. Our end date will be 3 school days early than Carson High School (May 26th versus June 2nd). This difference has to do with professional development days and adjusted schedules throughout the school year. Our professional development days will be conducted on Fridays when students are not present on campus.

3. What problems does the school district/charter school hope to alleviate through an alternative schedule?

Students are currently only required to be on campus one day a week for a four hour session. This is fundamental to our blended environment. Teachers work two different sessions, 7:30 to 3:00 or 9:30 to 5:00. We are in the process of adjusting our attendance policy. However, a four-day week will allow all teachers to be on campus to serve all students for extended school day hours. In order to have all teachers on campus for our extended school days we would not be able to have all the teaching staff on campus Fridays. Not having school on Friday would save an average of 16% on building costs and support staff cost.

The effect on the instructional program will improve student achievement and increase rigor with a four-day school week. The ultimate goal is to have more students on campus more often with access to all of their teachers through extended school days. Historically, Fridays are not a busy day for student attendance on campus. Because students always have access to their courses they can work and continue to e-mail teachers and receive feedback over the weekend. The school will also be able to save money and resources by not operating a building on Fridays. This savings in money allows us to provide more resources to teachers and students.

4. List the names and addresses of all schools that will offer an alternative schedule of instruction if this application is approved.

| School Name | School Address | Grade Levels |
|----------------------------|---|--------------|
| Silver State High School | 788 Fairview Dr. Carson City, NV 89701 | 9-12 |
| Silver State Middle School | 900 Mallory Way Carson City, NV 89701 | 7-8 |
| | | |

Attach additional sheets if necessary.

5. For school year 2015-2016, how many pupils are estimated to attend the schools covered by this application?

| |
|-----|
| 380 |
|-----|

6. The bell schedule for schools operating on an alternative schedule will be:

| Bell Schedule | Kindergarten | Grades 1-2 | Grades 3-6 | Grades 7-12 |
|------------------------------|--------------|------------|------------|----------------|
| Classes Begin | | | | No bell system |
| Lunch/Nutrition Break Begins | | | | |
| Lunch/Nutrition Break Ends | | | | |
| Lunch/Nutrition Break Begins | | | | |
| Lunch/Nutrition Break Ends | | | | |
| Classes End | | | | |

Note: Recess Breaks are **included** in class time. Do **NOT** include Lunch/Nutrition Breaks as class time. If the bell schedule is not exactly the same for each school or each day of the school week, attach a separate bell schedule as appropriate.

7. The school schedule for the first school month of the schools covered by this application will be the following:

Daily Minutes of Attendance by Grade
Sunday Monday Tuesday Wednesday Thursday Friday Saturday
Week 1

| | | | | | | | |
|---------------|--|-----|-----|-----|-----|---|--|
| Kindergarten | | | | | | | |
| Grade 1,2 | | | | | | | |
| Grade 3-6 | | | | | | | |
| Grade 7-12 | | 450 | 480 | 480 | 480 | 0 | |
| Week 2 | | | | | | | |
| Kindergarten | | | | | | | |
| Grade 1,2 | | | | | | | |
| Grade 3-6 | | | | | | | |
| Grade 7-12 | | 450 | 480 | 480 | 480 | 0 | |
| Week 3 | | | | | | | |
| Kindergarten | | | | | | | |
| Grade 1,2 | | | | | | | |
| Grade 3-6 | | | | | | | |
| Grade 7-12 | | 450 | 480 | 480 | 480 | 0 | |

| Week 4 | | | | | | | |
|--------------|--|-----|-----|-----|-----|---|--|
| Kindergarten | | | | | | | |
| Grade 1,2 | | | | | | | |
| Grade 3-6 | | | | | | | |
| Grade 7-12 | | 450 | 480 | 480 | 480 | 0 | |

Note: Attach additional schedules if all schools do not operate on the same schedule. The district/charter school must attach an applicable school calendar covering the schools with changed schedules as provided to the Nevada Department of Education in accordance with NAC 387.120.

8. NAC 387.131 requires that **kindergarten** pupils receive a minimum of **21,600** minutes of instruction per school year. Kindergarten requires **120 daily minutes** per school day x 180 school days = 21,600 minutes per school year. How many minutes of instruction per school year will be received by Kindergarten pupils attending schools in the district that operate on an alternative instruction schedule?

Please check your calculations

N/A

9. NAC 387.131 requires that pupils in **grades one and two** receive a minimum of **43,200** minutes of instruction per school year. First and second grade requires **240 daily minutes** per school day x 180 school days = 43,200 minutes per school year. How many minutes of instruction per school year will be received by pupils in grades one and two that are attending schools in the district that operate on an alternative instruction schedule?

Please check your calculations

N/A

10. NAC 387.131 requires that pupils in grades **three, four, five and six** receive a minimum of **54,000** minutes of instruction per school year. Grades three, four, five and six require **300 daily minutes** per school day x 180 school days = 54,000 minutes per school year. How many minutes of instruction per school year will be received by pupils in grades three, four, five and six that are attending schools in the district that operate on an alternative instruction schedule?

Please check your calculations

N/A

11. NAC 387.131 requires that pupils in grades **seven through twelve** receive a minimum of **59,400** minutes of instruction per school year. Grades seven through twelve require **330 daily minutes** per school day x 180 school days = 59,400 minutes per school year. How many minutes of instruction per school year will be received by pupils in grades seven through twelve that are attending schools in the district that operate on an alternative instruction schedule?

Please check your calculations

80,957.5 minutes

Submit:

1. School Calendar per NAC 387.120
2. Alternative Schedule Application, Completed
3. For school district applications, a copy of a letter from a representative of the local teachers association agreeing to the alternative schedule is also required.

FOR DEPARTMENT OF EDUCATION USE ONLY

The application to offer an alternative schedule of instruction per week at the aforementioned schools is recommended/not recommended for approval.

School District/Charter School:

| | | |
|---------------|-------------|--------------------------------|
| Date Approved | Fiscal Year | Recommendation for Approval By |
|---------------|-------------|--------------------------------|

DEPARTMENT OF EDUCATION APPROVAL

| | |
|---|------|
| <div style="border: 1px solid black; height: 80px; margin-bottom: 10px;"></div> | |
| DALE A.R. ERQUIAGA, Superintendent of Public Instruction | Date |

Silver State Charter Schools
 State Public Charter School Authority Academic Performance Framework
Guidance Document for 2013-2014

The chart below outlines the student achievement data elements that are incorporated into the State Public Charter School Authority Academic Performance Framework for **Middle Schools**. Each data element is assigned an SPCSA point score based on one of the following two rubrics:

| MGP Reading, MGP Math, AGP Reading, AGP Math, GAP Reading AGP, and GAP Math AGP | | | |
|---|------------|---------------------------|-------------------|
| Actual Score Ranges | Color Code | Designation | SPCSA Point Value |
| >95 | EX | Exceptional | 97.5 |
| >75 and <95 | EC | Exceeds | 85.0 |
| >50 and <75 | AD | Adequate | 62.5 |
| >25 and <50 | AP | Approaches | 37.5 |
| >5 and <25 | U | Unsatisfactory | 15.0 |
| <5 | C | Critical | 2.5 |
| | NA | Missing or Not Applicable | |

| AGP Reading Comparison School and AGP Math Comparison School | | | |
|--|------------|---------------------------|-------------------|
| Actual Score Ranges | Color Code | Designation | SPCSA Point Value |
| ≥20 | EX | Exceptional | 97.5 |
| ≥10 and <20 | EC | Exceeds | 85.0 |
| ≥0 and <10 | AD | Adequate | 62.5 |
| ≥-10 and <0 | AP | Approaches | 37.5 |
| ≥-20 and <-10 | U | Unsatisfactory | 15.0 |
| <-20 | C | Critical | 2.5 |
| | NA | Missing or Not Applicable | |

Middle School Measures

| Growth | | | | |
|---|-------------------------------------|--------------|----------------|-------------------------|
| Data Element | Source | Actual Score | Assigned Value | SPCSA Assigned Score |
| MGP Reading | NSPF | 4.5 | Critical | 2.5 |
| MGP Math | NSPF | 14 | Unsatisfactory | 15 |
| AGP Reading | NSPF | 11.4% | Unsatisfactory | 15 |
| AGP Math | NSPF | 0% | Critical | 2.5 |
| AGP Reading Comparison School | Calculated from Count Day File/NSPF | -49.83% | Critical | 2.5 |
| AGP Math Comparison School | Calculated from Count Day File/NSPF | -37.88% | Critical | 2.5 |
| GAP Reading AGP | NSPF | 9.1% | Unsatisfactory | 15 |
| GAP Math AGP | NSPF | 0% | Critical | 2.5 |
| Add the Growth Assigned Scores and divide by the number of scores to determine the average. | | | | $57.5 \div 8 = 7.2$ |
| Multiply the average by 60% to obtain the weighted score. | | | | $7.2 \times 60\% = 4.3$ |

| Status | | | | |
|---|--------|--------------|----------------|----------------------|
| Data Element | Source | Actual Score | Assigned Value | SPCSA Assigned Score |
| Reading Proficiency | NSPF | 21.3% | Unsatisfactory | 15 |
| Math Proficiency | NSPF | 6.7% | Unsatisfactory | 15 |
| Add the Status Assigned Scores and divide by the number of scores to determine the average. | | | | $30 \div 2 = 15$ |
| Multiply the average by 40% to obtain the weighted score. | | | | $15 \times 40\% = 6$ |

| | |
|--|--|
| To calculate the overall Elementary School score and designation, add the Growth weighted score and the Status weighted score. Use the Designations chart below to determine the Middle School rating. | 4.3 + 6 = 10.3 Unsatisfactory |
|--|--|

| Designations Chart | |
|--------------------|-------------------|
| Point Range | Designation/Color |
| 95.0 - 100.0 | Exceptional |
| 75.0 - 94.9 | Exceeds |
| 50.0 - 74.9 | Adequate |
| 25.0 - 49.9 | Approaches |
| 5.0 - 24.9 | Unsatisfactory |
| 0.0 - 4.9 | Critical |

Silver State Charter Schools
 State Public Charter School Authority Academic Performance Framework
Guidance Document for 2013-2014

The chart below outlines the student achievement data elements that are incorporated into the State Public Charter School Authority Academic Performance Framework for **High Schools**. Each data element is assigned an SPCSA point score based on one of the following two rubrics:

| MGP Reading, MGP Math, Sub-Group Proficiency GAP Reading, Sub-Group Proficiency GAP Math, Reading Proficiency, Math Proficiency, 4 th Year Grad Cohort, and 5 th Year Grad Cohort | | | |
|---|------------|---------------------------|-------------------|
| Actual Score Ranges | Color Code | Designation | SPCSA Point Value |
| ≥95 | EX | Exceptional | 97.5 |
| ≥75 and <95 | EC | Exceeds | 85.0 |
| ≥50 and <75 | AD | Adequate | 62.5 |
| ≥25 and <50 | AP | Approaches | 37.5 |
| ≥5 and <25 | U | Unsatisfactory | 15.0 |
| <5 | C | Critical | 2.5 |
| | NA | Missing or Not Applicable | |

| Proficiency Reading Comparison School and Proficiency Math Comparison School | | | |
|--|------------|---------------------------|-------------------|
| Actual Score Ranges | Color Code | Designation | SPCSA Point Value |
| ≥30 | EX | Exceptional | 97.5 |
| ≥15 and <30 | EC | Exceeds | 85.0 |
| ≥0 and <15 | AD | Adequate | 62.5 |
| ≥-15 and <0 | AP | Approaches | 37.5 |
| ≥-30 and <-15 | U | Unsatisfactory | 15.0 |
| <-30 | C | Critical | 2.5 |
| | NA | Missing or Not Applicable | |

| High School Measures | | | | |
|---|--------|--------------|----------------|-------------------------|
| Growth | | | | |
| Data Element | Source | Actual Score | Assigned Value | Assigned Score |
| MGP Reading | NSPF | 45 | Approaches | 37.5 |
| MGP Math | NSPF | 31 | Approaches | 37.5 |
| Add the Growth Assigned Scores and divide by the number of scores to determine the average. | | | | $75 \div 2 = 37.5$ |
| Multiply the average by 40% to obtain the weighted score. | | | | $37.5 \times 40\% = 15$ |

| Status | | | | |
|---|-------------------------------------|--------------|----------------|---------------------------|
| Data Element | Source | Actual Score | Assigned Value | Assigned Score |
| Sub-Group Proficiency GAP Reading | NSPF | -3.57 | Exceeds | 85 |
| Sub-Group Proficiency GAP Math | NSPF | -7.38 | Adequate | 62.5 |
| Reading Proficiency | NSPF | 80.7 | Exceeds | 85 |
| Math Proficiency | NSPF | 65.5 | Adequate | 62.5 |
| Proficiency Reading Comparison | Calculated from Count Day File/NSPF | -16.69 | Unsatisfactory | 15 |
| Proficiency Math Comparison | Calculated from Count Day File/NSPF | -30.20 | Critical | 2.5 |
| Add the Status Assigned Scores and divide by the number of scores to determine the average. | | | | $312.5 \div 6 = 52.1$ |
| Multiply the average by 30% to obtain the weighted score. | | | | $52.1 \times 30\% = 15.6$ |

| College and Career Readiness | | | | |
|--|--------|--------------|----------------|------------------------|
| Data Element | Source | Actual Score | Assigned Value | Assigned Score |
| 4 th Year Grad Cohort | NSPF | 22.16 | Unsatisfactory | 15 |
| 5 th Year Grad Cohort | NSPF | 23.76 | Unsatisfactory | 15 |
| Add College & Career Readiness Assigned Scores. Divide by the number of scores to determine average. | | | | $30 \div 2 = 15$ |
| Multiply the average by 30% to obtain the weighted score. | | | | $15 \times 30\% = 4.5$ |

To calculate the overall High School score and designation, add Growth weighted score, Status weighted score, and College and Career Readiness weighted score. Use the Designations chart to determine the High School rating.

$15 + 15.6 + 4.5 = 35.1$
 Approaches

| Designations Chart | |
|--------------------|-------------------|
| Point Range | Designation/Color |
| 95.0 - 100.0 | Exceptional |
| 75.0 - 94.9 | Exceeds |
| 50.0 - 74.9 | Adequate |
| 25.0 - 49.9 | Approaches |
| 5.0 - 24.9 | Unsatisfactory |
| 0.0 - 4.9 | Critical |

Silver State Charter Schools
 State Public Charter School Authority Academic Performance Framework
Guidance Document for 2013-2014

The chart below demonstrates the calculations used to determine a school's Overall School Rating.

| Overall School Rating | | | | |
|---|--------------------------------------|---|----------------------------|---------------------------------------|
| School Level | Total Points/ Designation | # of Students @ School Level | Total # of Students | Percentage of Total Population |
| Middle School | 10.3 Unsatisfactory | 97 | 428 | $97 \div 428 = 23\%$ |
| Multiply Total Points times the Percentage of Total Population to obtain Weighted Points for Middle School. | | | | $10.3 \times 23\% = \mathbf{2.37}$ |
| High School | 35.1 Approaches | 331 | 428 | $331 \div 428 = 77\%$ |
| Multiply Total Points times the Percentage of Total Population to obtain Weighted Points for High School. | | | | $35.1 \times 77\% = \mathbf{27}$ |

| | |
|---|---------------------------------------|
| Add the Weighted Points for Middle and High schools to determine the overall school points total. | $2.37 + 27 = 29.37$ |
| Use the Designations chart to determine the Overall School Rating. | Approaches |

| Designations Chart | |
|---------------------------|--------------------------|
| Point Range | Designation/Color |
| 95.0 - 100.0 | Exceptional |
| 75.0 - 94.9 | Exceeds |
| 50.0 - 74.9 | Adequate |
| 25.0 - 49.9 | Approaches |
| 5.0 - 24.9 | Unsatisfactory |
| 0.0 - 4.9 | Critical |

STATE PUBLIC CHARTER SCHOOL AUTHORITY**SUPPORTING DOCUMENT**

**S U B J E C T: Coral Academy amendment
request pursuant to NAC 386.325**

| | |
|------------------|---------------------|
| <u> / / </u> | Public Workshop |
| <u> / / </u> | Public Hearing |
| <u> / / </u> | Consent Agenda |
| <u> / / </u> | Regulation Adoption |
| <u> / / </u> | Approval |
| <u> / / </u> | Appointments |
| <u> / x/ </u> | Information |
| <u> / x/ </u> | Action |

MEETING DATE: June 12, 2015

AGENDA ITEM: 14

NUMBER OF ENCLOSURE(S): 1

**PRESENTER(S): Patrick Gavin, Director, State Public Charter School Authority;
Representatives of Coral Academy**

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 60 mins

SUBMITTED BY: _____

Central Office

3039 W. Horizon Ridge Pkwy. Suite 120
Henderson, NV 89052
702-776-6529 | 702-776-6569 (Fax)

Tamarus Campus

8185 Tamarus St.
Las Vegas, NV 89183
702-269-8512 | 702-269-3258 (Fax)

**Windmill Campus**

2150 Windmill Pkwy.
Henderson, NV 89052
702-485-3410 | 702-722-2718 (Fax)

Sandy Ridge Campus

1051 Sandy Ridge Ave.
Henderson, NV 89052
702-776-8800 | 702-776-8803 (Fax)

CORAL ACADEMY OF SCIENCE LAS VEGAS

June 9, 2015

BY EMAIL (pgavin@spcsa.nv.gov) AND FAX (775-687-9113)

Patrick J. Gavin

Director

Nevada State Public Charter School Authority

1749 N. Stewart Street, Suite 40

Carson City, NV 89706

Re: Bond Issuer Explanation

Dear Mr. Gavin:

Orrick, Herrington & Sutcliffe LLP ("Bond Counsel") has been requested by the Nevada State Public Charter School Authority to outline the legal authority that allows the Public Finance Authority ("PFA") to issue revenue bonds (the "Bonds") and loan the proceeds thereof to the Coral Academy of Sciences, Las Vegas ("Coral"). Bond Counsel response is as follows:

Section 66.0304 to the Wisconsin Statutes (the "Act") provides the authority for two or more political subdivisions in the State of Wisconsin to create a commission to issue bonds under such Section of the Wisconsin Statutes. Under the Act, the PFA was formed upon execution of a Joint Exercise of Powers Agreement Relating to the Public Finance Authority dated as of June 30, 2010 as amended by an Amended and Restated Joint Exercise of Powers Agreement Relating to the Public Finance Authority dated September 28, 2010 among Adams County, Wisconsin, Bayfield County, Wisconsin, Marathon County, Wisconsin, Waupaca County, Wisconsin and the City of Lancaster, Wisconsin (together, the "Members").

Pursuant to the Act, PFA is a unit of government and a body corporate and politic separate and distinct from, and independent of, the State of Wisconsin and the Members. The PFA was established by local governments, primarily for local governments, for the public purpose of providing local governments a means to efficiently and reliably finance projects that benefit local governments, and nonprofit organizations and other eligible private borrowers in Wisconsin and throughout the country. Specifically, pursuant to Subsection (5)(d) of the Act, "[t]he proceeds of a bond issued under this section may be used for one or more projects located within or outside of [the State of Wisconsin]."



However, local approval of the transaction is required as well. Under the Act, financing for all “capital improvement projects” located outside the State of Wisconsin requires approval from at least one political subdivision within whose boundaries the capital improvement project is located. The Coral financing team will be requesting approval from a political subdivision in the State of Nevada prior to the issuance of the Bonds in accordance with the Act and Section 147(f) of the Internal Revenue Code.

In addition, Stifel, Nicolaus & Company, Incorporated, as the underwriter of the Bonds (the “Underwriter”) provides the below explanation as to why the PFA was chosen as issuer of the Bonds instead of the Nevada Department of Business and Industry (the “DBI”). As outlined above, the PFA has the legal authority to issue the Bonds, so the choice was a business decision.

- 1) PFA issued bonds in 2014 and loaned the proceeds thereof to Coral. Because of this, the Coral financing team has a familiarity with PFA as an issuer of bonds and with its streamlined application/approval process. This will lower transaction costs and be an economic savings to Coral.
- 2) DBI has a very limited history as a charter school bond issuer (only one other charter school bond issued). With the uncertainty of the DBI process and the familiarity with the PFA process, there is a risk that substantial transaction costs would arise relating to a DBI bond issuance that may be able to be avoided with a PFA bond issuance.
- 3) Because both PFA and DBI provide the same federal tax exempt treatment to the interest of the Bonds, there is no investor preference as to the issuer of the Bonds and thus there would be no economic effect to Coral.

Thank you for your time and attention.

Sincerely,

Ercan Aydogdu
Executive Director
Coral Academy of Science Las Vegas
1051 Sandy Ridge Ave.
Henderson, NV 89052

Central Office

3039 W. Horizon Ridge Pkwy. Suite 120
Henderson, NV 89052
702-776-6529 | 702-776-6569 (Fax)

Tamarus Campus

8185 Tamarus St.
Las Vegas, NV 89183
702-269-8512 | 702-269-3258 (Fax)

**Windmill Campus**

2150 Windmill Pkwy.
Henderson, NV 89052
702-485-3410 | 702-722-2718 (Fax)

Sandy Ridge Campus

1051 Sandy Ridge Ave.
Henderson, NV 89052
702-776-8800 | 702-776-8803 (Fax)

CORAL ACADEMY OF SCIENCE LAS VEGAS

June 9, 2015

BY EMAIL (pgavin@spcsa.nv.gov) AND FAX (775-687-9113)

Patrick J. Gavin

Director

Nevada State Public Charter School Authority

1749 N. Stewart Street, Suite 40

Carson City, NV 89706

Re: Proposed Charter Amendment by
Coral Academy of Science Las Vegas:
Uploaded Documents

Dear Mr. Gavin:

As you know, Coral Academy of Science Las Vegas ("Coral Academy") has asked the State Public Charter School Authority (the "Authority") to consider and approve, at the upcoming June 12, 2015 meeting, Coral Academy's proposed amendment to its charter. The amendment would allow Coral Academy to open a new school campus on Nellis Air Force Base. If the Authority approves the amendment and a proposed bond financing transaction this Fall is successful, then Coral Academy anticipates breaking ground in November and opening the new campus at some point during the 2016-17 school year.

In support of Coral Academy's amendment request, on June 2, 2015, the school transmitted the following documents to the Authority:

- An executed version of the cover page of Coral Academy's existing charter;
- A letter dated March 16, 2015 from Mr. Joseph DiRosario, Deputy Director of the relevant Nellis Air Force Base headquarters unit, announcing Coral Academy as the successful bidder in the Base's public solicitation for a charter school builder/operator (the "Nellis RFS");



- A letter dated May 21, 2015 from Mr. Joseph DiRosario, Deputy Director of the relevant Nellis Air Force Base headquarters unit, in support of Coral Academy and its amendment request;
- The agenda of the May 30, 2015 meeting of the Board of Directors of Coral Academy (listing the amendment of the Charter to add the new campus as item D); and
- The draft minutes of the May 30, 2015 meeting of the Board of Directors of Coral Academy (noting the Board's unanimous approval of item D).

If the Authority would like any other documents, please just let me know.

As Mr. DiRosario's May 21, 2015 letter notes, Coral Academy and Nellis Air Force Base are still working out the terms and conditions of the ground lease governing their relationship, and certain Air Force approvals must be obtained. As of today, the parties have settled on an approach, which is far more beneficial to Coral Academy than the original Nellis RFS terms contemplated. As soon as the leasing process is finalized (and all Air Force approvals obtained), Coral Academy would be happy to confirm to you the terms of the ground lease transaction.

Thank you for your time and attention.

Sincerely,

Ercan Aydogdu
Executive Director
Coral Academy of Science Las Vegas
1051 Sandy Ridge Ave.
Henderson, NV 89052

CORAL ACADEMY OF SCIENCE LAS VEGAS - CHARTER SCHOOL

**Adopted
December 2006**

**Revised and proposed to be amended
May 30, 2015**

A handwritten signature in black ink, appearing to read 'Hasan Deniz', is written over a horizontal line.

**Hasan Deniz, Ph.D.
President of the Governing Body**



**DEPARTMENT OF THE AIR FORCE
HEADQUARTERS 99TH MISSION SUPPORT GROUP (ACC)
NELLIS AIR FORCE BASE NEVADA**

Mr. Joseph P. DiRosario
Deputy Director
4420 Grissom Ave, Ste 205
Nellis AFB NV 89191-6522

MAR 16 2015

Coral Academy of Science Las Vegas
3039 Horizon Ridge Parkway, Ste 120
Henderson NV 89052

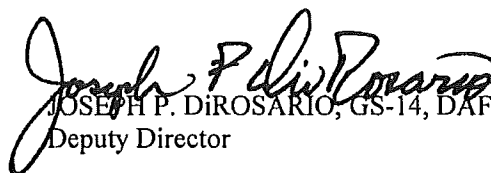
Dear Coral Academy of Science Las Vegas

Reference: Charter School Solicitation, Nellis Air Force Base (AFB) Charter School, 2015

Thank you for your response to the referenced solicitation. The Nellis AFB Charter School Selection Panel has completed their evaluation of responses to the Request for Qualifications under the referenced solicitation and selected Coral Academy of Science Las Vegas (CASLV) for the construction and operation of a charter school on Nellis AFB.

The panel determined that CASLV was the most qualified charter to enter into lease negotiations to construct a new school facility and administer a comprehensive educational program in accordance with applicable local, state, and federal laws and regulations.

The 99th Civil Engineer Squadron will contact you shortly to proceed with the lease negotiations pursuant to the referenced solicitation. If you have any questions, or desire additional information, please contact me at 702-652-6551 or e-mail me at joseph.dirosario@us.af.mil.


JOSEPH P. DIROSARIO, GS-14, DAF
Deputy Director

PLEASE POST

A G E N D A

CORAL ACADEMY OF SCIENCE LAS VEGAS

REGULAR (ANNUAL) MEETING OF BOARD OF TRUSTEES

Date: Saturday, May 30, 2015
Time: 11:00 AM
Location: CASLV Windmill Campus
 2150 Windmill Pkwy. Henderson, NV 89074

This agenda has been posted at the following locations:

Coral Academy of Science Las Vegas, Green Valley Library, Enterprise Library, James Gibson Library, Paseo Verde Library, Whitney Library, CASLV website at www.caslv.org, and Nevada Public Notice website at <http://notice.nv.gov>

The Board may take items on the agenda out of order; may combine two or more items for consideration; may table an agenda item to be considered in a future meeting; or may remove an item from the agenda.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend the meeting. Please contact Mr. Fatih Ozer at 702-776-6529 ext.102 at least 48 hours before the time of the meeting so that arrangements may conveniently be made.

All items are action or possible action items unless denoted otherwise.

Call to order

Roll Call

Pledge of Allegiance

Public Comments

Comments from the public are welcome at this time. A "Citizen's Request to Speak" card should be filled out and submitted to the Board president prior to this session. The Board will neither deliberate nor take any action on a matter raised during public comments session unless the matter itself has already been specifically included on the agenda as an action item.

Public comments may be limited to five minutes per person at the discretion of the Board.

A. Adoption of the Agenda

Closed Session

Expulsion request for Student A. No action will be taken by the Board during the closed session.

PLEASE POST

B. Approval of expulsion request for Student A

C. Consent Agenda

Consent agenda items generally do not require any Board discussion and can be voted upon in one motion. A Trustee may request any of these items to be considered separately.

- i. Approval of the April 11, 2015 meeting minutes
- ii. Approval of the Student and Employee Handbook updates
- iii. Approval of the Summer Camp Policy update
- iv. Approval of the Agreement between CASLV and Champions
- v. Approval of purchase of the elementary English Language Arts textbook/e-books
- vi. Approval of purchase of the MS and HS textbooks/e-books and chromebooks

D. Request to amend the charter for an additional site

E. Approval of the final budget in compliance with NAC 387.725 (1)

F. Approval of Reimbursement Resolution Agreement

G. Approval of the Borrower Counsel, Bond Counsel, Underwriter, and the Financial Advisor

H. Approval of most qualified professional design services and project management bidders and giving authority for selection and negotiation to the Executive Director

I. Review & Awarding of RFP responses for Educational Services

J. New Board Member Election

K. Review of terms of Board Members

L. Information items (No action needed)

- i. Annual Performance Evaluation of Executive Director
- ii. Annual Performance Evaluation of Special Education Services
- iii. Financial Update
- iv. Executive Director's Progress Report

Public Comments

Comments from the public are welcome at this time. A "Citizen's Request to Speak" card should be filled out and submitted to the Board president prior to this session. The Board will neither deliberate nor take any action on a matter raised during public comments session unless the matter itself has already been specifically included on the agenda as an action item.

M. Adjournment

MEETING MINUTES

CORAL ACADEMY OF SCIENCE LAS VEGAS

REGULAR (ANNUAL) MEETING OF BOARD OF TRUSTEES

Date: Saturday, May 30, 2015
Scheduled time: 11 AM
Location: CASLV Windmill Campus
 2150 Windmill Pkwy. Henderson, NV 89074

Audio recording of this meeting is available for public inspection.

All items are action or possible action items unless denoted otherwise.

Call to order

The meeting was called to order on Saturday, May 30, 2015 at 11:11 AM.

Roll Call

Present:

Hasan Deniz, Brin Gibson, Carolyn Marshall, Arlene Hayman, and Feyzi Tandogan are present.

Absent:

Seyhmus Baloglu and Ann Diggins are absent.

Pledge of Allegiance

Public Comments

There were no public comments.

A. Adoption of the Agenda

The Board unanimously decided to remove items "ii. Approval of the Student and Employee Handbook updates" and "iv. Approval of the Agreement between CASLV and Champions" from the consent agenda to be discussed as separate items.

Mr. Gibson made a motion to adopt the agenda with the changes to the consent agenda. Dr. Deniz seconded. Motion carried unanimously.

Closed Session

**The Board went into a closed session at 11:18 AM.*

**The Board went back to open session at 11:55 AM.*

B. Approval of expulsion request for Student A

Dr. Deniz made a motion to expel *Student A* from CASLV. Mr. Gibson seconded. Motion carried unanimously.

C. Consent Agenda

- i. Approval of the April 11, 2015 meeting minutes
- ii. Approval of the Student and Employee Handbook updates
- iii. Approval of the Summer Camp Policy update
- iv. Approval of the Agreement between CASLV and Champions
- v. Approval of purchase of the elementary English Language Arts textbook/e-books
- vi. Approval of purchase of the MS and HS textbooks/e-books and chromebooks

Mr. Ercan was present to answer the Board's questions regarding the consent agenda items.

Dr. Deniz moved to approve all consent agenda items except for item ii. and item iv. Ms. Hayman seconded. Motion carried unanimously.

**At this point, the Board started discussing consent agenda item "ii. Approval of the Student and Employee Handbook updates" as a separate item.*

Mr. Ercan answered the Board's questions regarding the changes in both of the handbooks.

The Board requested that "skirts" is kept as an option under dress code in the Elementary Student Handbook.

The Board requested the public display of affection policy to be reworded.

The Board discussed the possibility of including hair length limitation for boys and girls in the handbook. Mark Gardberg, the legal counsel for CASLV, mentioned that differentiating boys and girls would not be advisable.

The Board advised the Administration to be careful about including lengthy list of items regarding restrictions in the employee handbook under dress code.

Ms. Marshall made a motion to approve the Student and Employee Handbooks with current updates and Board suggestions. Dr. Deniz seconded. Motion carried unanimously.

**At this point, the Board started discussing consent agenda item "iv. Approval of the Agreement between CASLV and Champions" as a separate item.*

Mr. Ercan explained the need for a change in the way the Coral Care operates. He also answered the Board's questions regarding the agreement.

Mr. Gardberg, the legal counsel, informed the Board that he requested Champion to include the terms of termination and terms of background check on employees in the Agreement.

Mr. Gibson pointed out that it is required by law to have the background checks completed prior to the employee's start date.

Mr. Gibson moved to approve the agreement between CASLV and Champions. Ms. Hayman seconded. Motion carried unanimously.

D. Request to amend the charter for an additional site

Mr. Ercan gave an update on the Nellis AFB project. He answered the Board's questions regarding the project itself as well as the teacher recruitment.

Dr. Deniz made a motion to approve the request to amend the charter for an additional site. Mr. Tandogan seconded. Motion carried unanimously.

E. Approval of the final budget in compliance with NAC 387.725 (1)

Nick Sarisahn, the Director of Finance, gave an update on the final budget. He answered the Board's questions regarding the budget.

Dr. Deniz moved to approve the final budget in compliance with NAC 387.725 (1), and Ms. Hayman seconded. Motion carried unanimously.

F. Approval of Reimbursement Resolution Agreement

Mr. Gardberg informed the Board about the agreement and answered the Board's questions.

Mr. Ercan and Mr. Sarisahn also answered some of the Board's questions and addressed their concerns.

Mr. Gibson made a motion to approve the reimbursement resolution agreement. Mr. Tandogan seconded.

Motion carried unanimously.

G. Approval of the Borrower Counsel, Bond Counsel, Underwriter, and the Financial Advisor

The financial advisor joined the meeting via telephone conference at 1:37 PM. He informed the Board members and answered their questions. The phone conference ended at 1:50 PM.

Dr. Deniz moved to approve the borrower counsel, bond counsel, underwriter, and the financial advisor. Ms. Hayman seconded. Motion carried unanimously.

H. Approval of most qualified professional design services and project management bidders and giving authority for selection and negotiation to the Executive Director

Mr. Ercan gave an update on the history and current status of the bids.

Mr. Gardberg informed the Board that the statutory requirement is to pick the best architect based upon the grading system and then negotiate with them; so the Board will need to give authority to the Executive Director to negotiate with the top bidder and not top three.

Mr. Sarisahin pointed out that they received one bid for the construction management and one bid for the project management.

Mr. Gibson moved to authorize Mr. Ercan to begin negotiations with the top bidder for design services, and if that doesn't work, move on to the second top bidder; and to authorize Mr. Ercan to begin negotiations with the project management and construction management bidders. Dr. Deniz seconded. Motion carried unanimously.

I. Review & Awarding of RFP responses for Educational Services

Mr. Ercan gave an update on the history and current status of the bids. Mr. Gibson moved to approve using Accord's educational services for the upcoming school year. Dr. Deniz seconded, and the motion carried unanimously.

J. New Board Member Election

Dr. Deniz reminded that the applications received for the vacant position were already shared with the Board members.

Ms. Marshall recommended Ms. Beth Kazelskis to be considered for this position.

Ms. Marshall made a motion to elect Ms. Beth Kazelskis as a parent representative and a member of the Board. Ms. Hayman seconded. Motion carried unanimously, and Ms. Kazelskis was elected as the new Board member of CASLV.

With this election, Ms. Marshall's second term on the Board has expired.

K. Review of terms of Board Members

The Board decided to consider this item as an information item and not as an action item.

The Board discussed the possibility of changing the way the terms of Board Members are established.

L. Information items (No action needed)

Following items were presented to the Board, by the corresponding individuals, and questions/concerns of the Board were addressed.

- i. Annual Performance Evaluation of Executive Director - Ercan Aydogdu
- ii. Annual Performance Evaluation of Special Education Services - Ercan Aydogdu
- iii. Financial Update - Nick Sarisahin
- iv. Executive Director's Progress Report - Ercan Aydogdu

Public Comments

There were no public comments.

M. Adjournment

Dr. Deniz made a motion to adjourn the meeting. Ms. Hayman seconded. Motion carried unanimously and the meeting ended at 3:28 PM.



DEPARTMENT OF THE AIR FORCE
HEADQUARTERS 99TH MISSION SUPPORT GROUP (ACC)
NELLIS AIR FORCE BASE NEVADA

MAY 21 2015

Mr. Joseph P. DiRosario
Deputy Director
4420 Grissom Ave, Ste 205
Nellis AFB NV 89191-6522

Nevada State Public Charter School Authority
1749 North Stewart Street, Suite 40
Carson City NV 89706

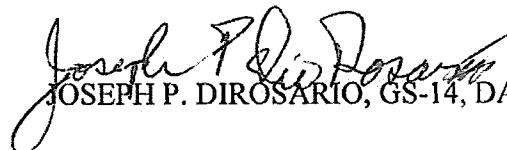
Dear Sir or Madam

Reference Nellis AFB's support for Coral Academy of Science Las Vegas' Charter Amendment, on 8 January 2015, Nellis AFB published a request for proposals seeking a charter school operator to build and operate a school on the base. After weighing the bidders, a Nellis AFB committee selected Coral Academy of Science Las Vegas (CASLV) as the top bidder, and further approvals from the base and Air Force Civil Engineer Center are currently being solicited. We are excited about working with CASLV on this project.

My understanding is, CASLV needs the Authority's approval to amend its Charter before it may provide education at the future on-base campus. I am writing to put my full support behind CASLV's request for such approval, and to kindly request that it be given as soon as convenient. If you have any follow-up questions about this letter of support, or the project as a whole, please contact me at 702-652-6551.

Thank you for your time and attention.

Sincerely


JOSEPH P. DIROSARIO, GS-14, DAF

PLEASE POST

A G E N D A

CORAL ACADEMY OF SCIENCE LAS VEGAS

REGULAR (ANNUAL) MEETING OF BOARD OF TRUSTEES

Date: Saturday, May 30, 2015
Time: 11:00 AM
Location: CASLV Windmill Campus
2150 Windmill Pkwy. Henderson, NV 89074

This agenda has been posted at the following locations:

Coral Academy of Science Las Vegas, Green Valley Library, Enterprise Library, James Gibson Library, Paseo Verde Library, Whitney Library, CASLV website at www.caslv.org, and Nevada Public Notice website at <http://notice.nv.gov>

The Board may take items on the agenda out of order; may combine two or more items for consideration; may table an agenda item to be considered in a future meeting; or may remove an item from the agenda.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend the meeting. Please contact Mr. Fatih Ozer at 702-776-6529 ext.102 at least 48 hours before the time of the meeting so that arrangements may conveniently be made.

All items are action or possible action items unless denoted otherwise.

Call to order

Roll Call

Pledge of Allegiance

Public Comments

Comments from the public are welcome at this time. A "Citizen's Request to Speak" card should be filled out and submitted to the Board president prior to this session. The Board will neither deliberate nor take any action on a matter raised during public comments session unless the matter itself has already been specifically included on the agenda as an action item.

Public comments may be limited to five minutes per person at the discretion of the Board.

A. Adoption of the Agenda

Closed Session

Expulsion request for Student A. No action will be taken by the Board during the closed session.

PLEASE POST

B. Approval of expulsion request for Student A

C. Consent Agenda

Consent agenda items generally do not require any Board discussion and can be voted upon in one motion. A Trustee may request any of these items to be considered separately.

- i. Approval of the April 11, 2015 meeting minutes
- ii. Approval of the Student and Employee Handbook updates
- iii. Approval of the Summer Camp Policy update
- iv. Approval of the Agreement between CASLV and Champions
- v. Approval of purchase of the elementary English Language Arts textbook/e-books
- vi. Approval of purchase of the MS and HS textbooks/e-books and chromebooks

D. Request to amend the charter for an additional site

E. Approval of the final budget in compliance with NAC 387.725 (1)

F. Approval of Reimbursement Resolution Agreement

G. Approval of the Borrower Counsel, Bond Counsel, Underwriter, and the Financial Advisor

H. Approval of most qualified professional design services and project management bidders and giving authority for selection and negotiation to the Executive Director

I. Review & Awarding of RFP responses for Educational Services

J. New Board Member Election

K. Review of terms of Board Members

L. Information items (No action needed)

- i. Annual Performance Evaluation of Executive Director
- ii. Annual Performance Evaluation of Special Education Services
- iii. Financial Update
- iv. Executive Director's Progress Report

Public Comments

Comments from the public are welcome at this time. A "Citizen's Request to Speak" card should be filled out and submitted to the Board president prior to this session. The Board will neither deliberate nor take any action on a matter raised during public comments session unless the matter itself has already been specifically included on the agenda as an action item.

M. Adjournment

MEETING MINUTES

CORAL ACADEMY OF SCIENCE LAS VEGAS

REGULAR (ANNUAL) MEETING OF BOARD OF TRUSTEES

Date: Saturday, May 30, 2015
Scheduled time: 11 AM
Location: CASLV Windmill Campus
 2150 Windmill Pkwy. Henderson, NV 89074

Audio recording of this meeting is available for public inspection.

All items are action or possible action items unless denoted otherwise.

Call to order

The meeting was called to order on Saturday, May 30, 2015 at 11:11 AM.

Roll Call

Present:

Hasan Deniz, Brin Gibson, Carolyn Marshall, Arlene Hayman, and Feyzi Tandogan are present.

Absent:

Seyhmus Baloglu and Ann Diggins are absent.

Pledge of Allegiance

Public Comments

There were no public comments.

A. Adoption of the Agenda

The Board unanimously decided to remove items "ii. Approval of the Student and Employee Handbook updates" and "iv. Approval of the Agreement between CASLV and Champions" from the consent agenda to be discussed as separate items.

Mr. Gibson made a motion to adopt the agenda with the changes to the consent agenda. Dr. Deniz seconded. Motion carried unanimously.

Closed Session

**The Board went into a closed session at 11:18 AM.*

**The Board went back to open session at 11:55 AM.*

B. Approval of expulsion request for Student A

Dr. Deniz made a motion to expel *Student A* from CASLV. Mr. Gibson seconded. Motion carried unanimously.

C. Consent Agenda

- i. Approval of the April 11, 2015 meeting minutes
- ii. Approval of the Student and Employee Handbook updates
- iii. Approval of the Summer Camp Policy update
- iv. Approval of the Agreement between CASLV and Champions
- v. Approval of purchase of the elementary English Language Arts textbook/e-books
- vi. Approval of purchase of the MS and HS textbooks/e-books and chromebooks

Mr. Ercan was present to answer the Board's questions regarding the consent agenda items.

Dr. Deniz moved to approve all consent agenda items except for item ii. and item iv. Ms. Hayman seconded. Motion carried unanimously.

**At this point, the Board started discussing consent agenda item "ii. Approval of the Student and Employee Handbook updates" as a separate item.*

Mr. Ercan answered the Board's questions regarding the changes in both of the handbooks.

The Board requested that "skirts" is kept as an option under dress code in the Elementary Student Handbook.

The Board requested the public display of affection policy to be reworded.

The Board discussed the possibility of including hair length limitation for boys and girls in the handbook. Mark Gardberg, the legal counsel for CASLV, mentioned that differentiating boys and girls would not be advisable.

The Board advised the Administration to be careful about including lengthy list of items regarding restrictions in the employee handbook under dress code.

Ms. Marshall made a motion to approve the Student and Employee Handbooks with current updates and Board suggestions. Dr. Deniz seconded. Motion carried unanimously.

**At this point, the Board started discussing consent agenda item "iv. Approval of the Agreement between CASLV and Champions" as a separate item.*

Mr. Ercan explained the need for a change in the way the Coral Care operates. He also answered the Board's questions regarding the agreement.

Mr. Gardberg, the legal counsel, informed the Board that he requested Champion to include the terms of termination and terms of background check on employees in the Agreement.

Mr. Gibson pointed out that it is required by law to have the background checks completed prior to the employee's start date.

Mr. Gibson moved to approve the agreement between CASLV and Champions. Ms. Hayman seconded. Motion carried unanimously.

D. Request to amend the charter for an additional site

Mr. Ercan gave an update on the Nellis AFB project. He answered the Board's questions regarding the project itself as well as the teacher recruitment.

Dr. Deniz made a motion to approve the request to amend the charter for an additional site. Mr. Tandogan seconded. Motion carried unanimously.

E. Approval of the final budget in compliance with NAC 387.725 (1)

Nick Sarisahin, the Director of Finance, gave an update on the final budget. He answered the Board's questions regarding the budget.

Dr. Deniz moved to approve the final budget in compliance with NAC 387.725 (1), and Ms. Hayman seconded. Motion carried unanimously.

F. Approval of Reimbursement Resolution Agreement

Mr. Gardberg informed the Board about the agreement and answered the Board's questions.

Mr. Ercan and Mr. Sarisahin also answered some of the Board's questions and addressed their concerns.

Mr. Gibson made a motion to approve the reimbursement resolution agreement. Mr. Tandogan seconded.

Motion carried unanimously.

G. Approval of the Borrower Counsel, Bond Counsel, Underwriter, and the Financial Advisor

The financial advisor joined the meeting via telephone conference at 1:37 PM. He informed the Board members and answered their questions. The phone conference ended at 1:50 PM.

Dr. Deniz moved to approve the borrower counsel, bond counsel, underwriter, and the financial advisor. Ms. Hayman seconded. Motion carried unanimously.

H. Approval of most qualified professional design services and project management bidders and giving authority for selection and negotiation to the Executive Director

Mr. Ercan gave an update on the history and current status of the bids.

Mr. Gardberg informed the Board that the statutory requirement is to pick the best architect based upon the grading system and then negotiate with them; so the Board will need to give authority to the Executive Director to negotiate with the top bidder and not top three.

Mr. Sarisahn pointed out that they received one bid for the construction management and one bid for the project management.

Mr. Gibson moved to authorize Mr. Ercan to begin negotiations with the top bidder for design services, and if that doesn't work, move on to the second top bidder; and to authorize Mr. Ercan to begin negotiations with the project management and construction management bidders. Dr. Deniz seconded. Motion carried unanimously.

I. Review & Awarding of RFP responses for Educational Services

Mr. Ercan gave an update on the history and current status of the bids. Mr. Gibson moved to approve using Accord's educational services for the upcoming school year. Dr. Deniz seconded, and the motion carried unanimously.

J. New Board Member Election

Dr. Deniz reminded that the applications received for the vacant position were already shared with the Board members.

Ms. Marshall recommended Ms. Beth Kazelskis to be considered for this position.

Ms. Marshall made a motion to elect Ms. Beth Kazelskis as a parent representative and a member of the Board. Ms. Hayman seconded. Motion carried unanimously, and Ms. Kazelskis was elected as the new Board member of CASLV.

With this election, Ms. Marshall's second term on the Board has expired.

K. Review of terms of Board Members

The Board decided to consider this item as an information item and not as an action item.

The Board discussed the possibility of changing the way the terms of Board Members are established.

L. Information items (No action needed)

Following items were presented to the Board, by the corresponding individuals, and questions/concerns of the Board were addressed.

- i. Annual Performance Evaluation of Executive Director - Ercan Aydogdu
- ii. Annual Performance Evaluation of Special Education Services - Ercan Aydogdu
- iii. Financial Update - Nick Sarisahn
- iv. Executive Director's Progress Report - Ercan Aydogdu

Public Comments

There were no public comments.

M. Adjournment

Dr. Deniz made a motion to adjourn the meeting. Ms. Hayman seconded. Motion carried unanimously and the meeting ended at 3:28 PM.

EXECUTIVE SUMMARY
NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY

Friday, June 12, 2015

Re: Purchase of real property or buildings by Coral Academy of Science, Las Vegas

I. Overview

Coral Academy of Science, Las Vegas (hereinafter, the “School” or “CASLV”) proposes to enter into a ground lease and to construct educational facilities located at 10.18 more or less acres of land situated within the N. ½ Section 5, Township 20 S., Range 62 E., M.D.M., located at Nellis Air Force Base, Clark County, Nevada, at a street address on Stafford Drive, Las Vegas, NV 89191, constituting a portion of the Clark County Assessor Parcel Numbers 140-05-501-001, 140-04-101-001, and 123-32-701-001 (the “Facility” or the “Nellis Campus”). CASLV proposes finance the construction of the Facility through the issuance of revenue bonds (the “Bonds”) by the Public Finance Authority. In connection with the project, the School is seeking approval by the Authority, as sponsor, solely in respect of the proposed real property or building purchase, pursuant to the authority granted by Nevada Revised Statutes Section 386.560.

II. The School

CASLV is a K-12 charter school that began operation in 2007. The School operates on three campuses serving grades K-12. Total 2013-2014 enrollment for CASLV at all campuses is 1,379 students. The Sandy Ridge Campus is located at 1051 Sandy Ridge Avenue in Henderson, Nevada, and serves grades 6-12 with 663 students enrolled in the 2013-2014 school year. The Tamarus Campus of CASLV is located at 8185 Tamarus Street in Las Vegas, Nevada and serves grades K-2 with 362 students enrolled for the 2013-2014 school year. The Windmill Campus of CASLV is located at 2150 Windmill Parkway in Henderson, Nevada and serves grades 3 through 5 with 354 students enrolled in 2013-2014 school year.

III. The Facility

The Facility is to be located on a land area of approximately 10.18 acres at the Nellis Air Force Base. CASLV will be opening a new campus at the Facility. The Nellis Campus will serve grades K through 8 and will be designed for 800 to 1,000 students. The Facility will be up to 50,000 square feet and will include a playground, parking, and landscaping.

As part of the ground lease between CASLV and the United States Government, CASLV will be obligated to provide in-kind consideration equal to the amount determined fair market rental value under the ground lease. Once the Bonds close and the proceeds are used to construct the Facility, estimated debt service payments due by the School will be approximately \$75,000 to \$85,000 monthly for 25 years. Estimates are subject to market conditions.

IV. Plan of Financing

The Public Finance Authority will be the issuer of the Bonds. Its board will act on the approval of the issuance of the Bonds later this summer. The proceeds of the Bonds will be loaned by the Public Finance Authority to CASLV. In addition, the Board of County Commissioners of the County of Clark will hold a public hearing and subsequently act upon the approval of the issuance of the Bonds, as required by the Internal Revenue Code and the Public Finance Authority. Proceeds of the Bonds will be loaned to CASLV, as borrower, and used by CASLV to construct the Facility, to make certain required deposits, and to pay for costs of issuance of the bonds. The Bonds are expected to receive a “BB” rating or better from Standard & Poor’s Ratings Service. Orrick, Herrington & Sutcliffe LLP serves as bond counsel; Stifel, Nicolaus & Company, Inc., is the underwriter; Urban Futures, Inc., serves as financial advisor to the School; and Fennemore Craig, P.C. and Hansberger & Klein LLP serve as counsel to the School. The issuance of the Bonds is expected to occur around November 2015.



DEPARTMENT OF THE AIR FORCE
HEADQUARTERS 99TH MISSION SUPPORT GROUP (ACC)
NELLIS AIR FORCE BASE NEVADA

Mr. Joseph P. DiRosario
Deputy Director
4420 Grissom Ave, Ste 205
Nellis AFB NV 89191-6522

MAR 16 2015

Coral Academy of Science Las Vegas
3039 Horizon Ridge Parkway, Ste 120
Henderson NV 89052

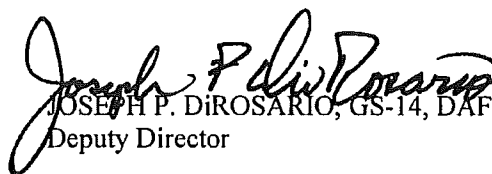
Dear Coral Academy of Science Las Vegas

Reference: Charter School Solicitation, Nellis Air Force Base (AFB) Charter School, 2015

Thank you for your response to the referenced solicitation. The Nellis AFB Charter School Selection Panel has completed their evaluation of responses to the Request for Qualifications under the referenced solicitation and selected Coral Academy of Science Las Vegas (CASLV) for the construction and operation of a charter school on Nellis AFB.

The panel determined that CASLV was the most qualified charter to enter into lease negotiations to construct a new school facility and administer a comprehensive educational program in accordance with applicable local, state, and federal laws and regulations.

The 99th Civil Engineer Squadron will contact you shortly to proceed with the lease negotiations pursuant to the referenced solicitation. If you have any questions, or desire additional information, please contact me at 702-652-6551 or e-mail me at joseph.dirosario@us.af.mil.


JOSEPH P. DIROSARIO, GS-14, DAF
Deputy Director

Coral Academy of Science-Las Vegas

State Public Charter School Authority Academic Performance Framework

Guidance Document for 2013-2014

The chart below outlines the student achievement data elements that are incorporated into the State Public Charter School Authority Academic Performance Framework for **Elementary Schools**. Each data element is assigned an SPCSA point score based on one of the following two rubrics:

| MGP Reading, MGP Math, AGP Reading, AGP Math, GAP Reading AGP, and GAP Math AGP | | | |
|---|------------|---------------------------|-------------------|
| Actual Score Ranges | Color Code | Designation | SPCSA Point Value |
| ≥ 95 | EX | Exceptional | 97.5 |
| ≥ 75 and < 95 | EC | Exceeds | 85.0 |
| ≥ 50 and < 75 | AD | Adequate | 62.5 |
| ≥ 25 and < 50 | AP | Approaches | 37.5 |
| ≥ 5 and < 25 | U | Unsatisfactory | 15.0 |
| < 5 | C | Critical | 2.5 |
| | NA | Missing or Not Applicable | |

| AGP Reading Comparison School and AGP Math Comparison School | | | |
|--|------------|---------------------------|-------------------|
| Actual Score Ranges | Color Code | Designation | SPCSA Point Value |
| ≥ 20 | EX | Exceptional | 97.5 |
| ≥ 10 and < 20 | EC | Exceeds | 85.0 |
| ≥ 0 and < 10 | AD | Adequate | 62.5 |
| ≥ -10 and < 0 | AP | Approaches | 37.5 |
| ≥ -20 and < -10 | U | Unsatisfactory | 15.0 |
| < -20 | C | Critical | 2.5 |
| | NA | Missing or Not Applicable | |

Elementary School Measures

Growth

| Data Element | Source | Actual Score | Assigned Value | SPCSA Assigned Score |
|---|-------------------------------------|--------------|----------------|------------------------------------|
| MGP Reading | NSPF | 61.5 | Adequate | 62.5 |
| MGP Math | NSPF | 56 | Adequate | 62.5 |
| AGP Reading | NSPF | 77.7% | Exceeds | 85 |
| AGP Math | NSPF | 63.1% | Adequate | 62.5 |
| AGP Reading Comparison School | Calculated from Count Day File/NSPF | 11.29% | Exceeds | 85 |
| AGP Math Comparison School | Calculated from Count Day File/NSPF | 11.46% | Exceeds | 85 |
| GAP Reading AGP | NSPF | 70.8% | Adequate | 62.5 |
| GAP Math AGP | NSPF | 62.5% | Adequate | 62.5 |
| Add the Growth Assigned Scores and divide by the number of scores to determine the average. | | | | $567.5 \div 8 = 70.9$ |
| Multiply the average by 60% to obtain the weighted score. | | | | $70.9 \times 60\% = \mathbf{42.5}$ |

Status

| Data Element | Source | Actual Score | Assigned Value | SPCSA Assigned Score |
|---|--------|--------------|----------------|--------------------------------|
| Reading Proficiency | NSPF | 90.7% | Exceeds | 85 |
| Math Proficiency | NSPF | 86.6% | Exceeds | 85 |
| Add the Status Assigned Scores and divide by the number of scores to determine the average. | | | | $170 \div 2 = 85$ |
| Multiply the average by 40% to obtain the weighted score. | | | | $85 \times 40\% = \mathbf{34}$ |

To calculate the overall Elementary School score and designation, add the Growth weighted score and the Status weighted score. Use the Designations chart below to determine the Elementary School rating.

$42.5 + 34 = 76.5$
Exceeds

Designations Chart

| Point Range | Designation/Color |
|--------------|-------------------|
| 95.0 - 100.0 | Exceptional |
| 75.0 - 94.9 | Exceeds |
| 50.0 - 74.9 | Adequate |
| 25.0 - 49.9 | Approaches |
| 5.0 - 24.9 | Unsatisfactory |
| 0.0 - 4.9 | Critical |

Coral Academy of Science-Las Vegas

State Public Charter School Authority Academic Performance Framework

Guidance Document for 2013-2014

The chart below outlines the student achievement data elements that are incorporated into the State Public Charter School Authority Academic Performance Framework for **Middle Schools**. Each data element is assigned an SPCSA point score based on one of the following two rubrics:

| MGP Reading, MGP Math, AGP Reading, AGP Math, GAP Reading AGP, and GAP Math AGP | | | |
|---|------------|---------------------------|-------------------|
| Actual Score Ranges | Color Code | Designation | SPCSA Point Value |
| ≥ 95 | EX | Exceptional | 97.5 |
| ≥ 75 and < 95 | EC | Exceeds | 85.0 |
| ≥ 50 and < 75 | AD | Adequate | 62.5 |
| ≥ 25 and < 50 | AP | Approaches | 37.5 |
| ≥ 5 and < 25 | U | Unsatisfactory | 15.0 |
| < 5 | C | Critical | 2.5 |
| | NA | Missing or Not Applicable | |

| AGP Reading Comparison School and AGP Math Comparison School | | | |
|--|------------|---------------------------|-------------------|
| Actual Score Ranges | Color Code | Designation | SPCSA Point Value |
| ≥ 20 | EX | Exceptional | 97.5 |
| ≥ 10 and < 20 | EC | Exceeds | 85.0 |
| ≥ 0 and < 10 | AD | Adequate | 62.5 |
| ≥ -10 and < 0 | AP | Approaches | 37.5 |
| ≥ -20 and < -10 | U | Unsatisfactory | 15.0 |
| < -20 | C | Critical | 2.5 |
| | NA | Missing or Not Applicable | |

Middle School Measures

Growth

| Data Element | Source | Actual Score | Assigned Value | SPCSA Assigned Score |
|---|-------------------------------------|--------------|----------------|------------------------------------|
| MGP Reading | NSPF | 50 | Adequate | 62.5 |
| MGP Math | NSPF | 59 | Adequate | 62.5 |
| AGP Reading | NSPF | 77.9% | Exceeds | 85 |
| AGP Math | NSPF | 52.1% | Adequate | 62.5 |
| AGP Reading Comparison School | Calculated from Count Day File/NSPF | 7.71% | Adequate | 62.5 |
| AGP Math Comparison School | Calculated from Count Day File/NSPF | 6.68% | Adequate | 62.5 |
| GAP Reading AGP | NSPF | 46.2% | Approaches | 37.5 |
| GAP Math AGP | NSPF | 37.5% | Approaches | 37.5 |
| Add the Growth Assigned Scores and divide by the number of scores to determine the average. | | | | $472.5 \div 8 = 59.1$ |
| Multiply the average by 60% to obtain the weighted score. | | | | $59.1 \times 60\% = \mathbf{35.5}$ |

Status

| Data Element | Source | Actual Score | Assigned Value | SPCSA Assigned Score |
|---|--------|--------------|----------------|-------------------------------------|
| Reading Proficiency | NSPF | 76.4% | Exceeds | 85 |
| Math Proficiency | NSPF | 71.5% | Adequate | 62.5 |
| Add the Status Assigned Scores and divide by the number of scores to determine the average. | | | | $147.5 \div 2 = 73.75$ |
| Multiply the average by 40% to obtain the weighted score. | | | | $73.75 \times 40\% = \mathbf{29.5}$ |

To calculate the overall Elementary School score and designation, add the Growth weighted score and the Status weighted score. Use the Designations chart below to determine the Middle School rating.

$35.5 + 29.5 = 65$
Adequate

Designations Chart

| Point Range | Designation/Color |
|--------------|-------------------|
| 95.0 - 100.0 | Exceptional |
| 75.0 - 94.9 | Exceeds |
| 50.0 - 74.9 | Adequate |
| 25.0 - 49.9 | Approaches |
| 5.0 - 24.9 | Unsatisfactory |
| 0.0 - 4.9 | Critical |

Coral Academy of Science-Las Vegas

State Public Charter School Authority Academic Performance Framework

Guidance Document for 2013-2014

The chart below outlines the student achievement data elements that are incorporated into the State Public Charter School Authority Academic Performance Framework for **High Schools**. Each data element is assigned an SPCSA point score based on one of the following two rubrics:

| MGP Reading, MGP Math, Sub-Group Proficiency GAP Reading, Sub-Group Proficiency GAP Math, Reading Proficiency, Math Proficiency, 4 th Year Grad Cohort, and 5 th Year Grad Cohort | | | |
|---|------------|---------------------------|-------------------|
| Actual Score Ranges | Color Code | Designation | SPCSA Point Value |
| ≥95 | EX | Exceptional | 97.5 |
| ≥75 and <95 | EC | Exceeds | 85.0 |
| ≥50 and <75 | AD | Adequate | 62.5 |
| ≥25 and <50 | AP | Approaches | 37.5 |
| ≥5 and <25 | U | Unsatisfactory | 15.0 |
| <5 | C | Critical | 2.5 |
| | NA | Missing or Not Applicable | |

| Proficiency Reading Comparison School and Proficiency Math Comparison School | | | |
|--|------------|---------------------------|-------------------|
| Actual Score Ranges | Color Code | Designation | SPCSA Point Value |
| ≥30 | EX | Exceptional | 97.5 |
| ≥15 and <30 | EC | Exceeds | 85.0 |
| ≥0 and <15 | AD | Adequate | 62.5 |
| ≥-15 and <0 | AP | Approaches | 37.5 |
| ≥-30 and <-15 | U | Unsatisfactory | 15.0 |
| <-30 | C | Critical | 2.5 |
| | NA | Missing or Not Applicable | |

| High School Measures | | | | |
|---|--------|--------------|----------------|------------------------------------|
| Growth | | | | |
| Data Element | Source | Actual Score | Assigned Value | Assigned Score |
| MGP Reading | NSPF | 69 | Adequate | 62.5 |
| MGP Math | NSPF | 87 | Exceeds | 85 |
| Add the Growth Assigned Scores and divide by the number of scores to determine the average. | | | | $147.5 \div 2 = 73.8$ |
| Multiply the average by 40% to obtain the weighted score. | | | | $73.8 \times 40\% = \mathbf{29.5}$ |

| Status | | | | |
|---|-------------------------------------|--------------|----------------|------------------------------------|
| Data Element | Source | Actual Score | Assigned Value | Assigned Score |
| Sub-Group Proficiency GAP Reading | NSPF | n/a | n/a | n/a |
| Sub-Group Proficiency GAP Math | NSPF | n/a | n/a | n/a |
| Reading Proficiency | NSPF | 86.8 | Exceeds | 85 |
| Math Proficiency | NSPF | 89.5 | Exceeds | 85 |
| Proficiency Reading Comparison | Calculated from Count Day File/NSPF | 13.57 | Adequate | 62.5 |
| Proficiency Math Comparison | Calculated from Count Day File/NSPF | 21.22 | Exceeds | 85 |
| Add the Status Assigned Scores and divide by the number of scores to determine the average. | | | | $317.5 \div 4 = 79.4$ |
| Multiply the average by 30% to obtain the weighted score. | | | | $79.4 \times 30\% = \mathbf{23.8}$ |

| College and Career Readiness | | | | |
|--|--------|--------------|----------------|------------------------------------|
| Data Element | Source | Actual Score | Assigned Value | Assigned Score |
| 4 th Year Grad Cohort | NSPF | 53.3 | Adequate | 62.5 |
| 5 th Year Grad Cohort | NSPF | 50 | Adequate | 62.5 |
| Add College & Career Readiness Assigned Scores. Divide by the number of scores to determine average. | | | | $125 \div 2 = 62.5$ |
| Multiply the average by 30% to obtain the weighted score. | | | | $62.5 \times 30\% = \mathbf{18.8}$ |

To calculate the overall High School score and designation, add Growth weighted score, Status weighted score, and College and Career Readiness weighted score. Use the Designations chart to determine the High School rating.

$29.5 + 23.8 + 18.8 = 72.1$
Adequate

| Designations Chart | |
|--------------------|-------------------|
| Point Range | Designation/Color |
| 95.0 - 100.0 | Exceptional |
| 75.0 - 94.9 | Exceeds |
| 50.0 - 74.9 | Adequate |
| 25.0 - 49.9 | Approaches |
| 5.0 - 24.9 | Unsatisfactory |
| 0.0 - 4.9 | Critical |

Coral Academy of Science-Las Vegas

State Public Charter School Authority Academic Performance Framework

Guidance Document for 2013-2014

The chart below demonstrates the calculations used to determine a school's Overall School Rating.

| Overall School Rating | | | | |
|---|------------------------------|------------------------------|---------------------|--------------------------------------|
| School Level | Total Points/ Designation | # of Students @ School Level | Total # of Students | Percentage of Total Population |
| Elementary School | 76.5 Exceeds | 354 | 1017 | $354 \div 1017 = 35\%$ |
| Multiply Total Points times the Percentage of Total Population to obtain Weighted Points for Elementary School. | | | | $76.5 \times 35\% = \mathbf{26.8}$ |
| Middle School | 65 Adequate | 466 | 1017 | $466 \div 1017 = 46\%$ |
| Multiply Total Points times the Percentage of Total Population to obtain Weighted Points for Middle School. | | | | $65 \times 46\% = \mathbf{29.9}$ |
| High School | 72.1 Adequate | 197 | 1017 | $197 \div 1017 = 19\%$ |
| Multiply Total Points times the Percentage of Total Population to obtain Weighted Points for High School. | | | | $72.1 \times 19\% = \mathbf{13.7}$ |
| Add the Weighted Points for Elementary, Middle, and High schools to determine the overall school points total. | | | | $\mathbf{26.8 + 29.9 + 13.7 = 70.4}$ |
| Use the Designations chart to determine the Overall School Rating. | | | | Adequate |

| Designations Chart | |
|--------------------|-----------------------|
| Point Range | Designation/Color |
| 95.0 - 100.0 | Exceptional |
| 75.0 - 94.9 | Exceeds |
| 50.0 - 74.9 | Adequate |
| 25.0 - 49.9 | Approaches |
| 5.0 - 24.9 | Unsatisfactory |
| 0.0 - 4.9 | Critical |

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

**S U B J E C T: Consideration of Willie H.
Brooks Soar Academy request for an extension
of Subsection 7 per NAC 386.240(1)**

| | |
|------------------|---------------------|
| <u> / / </u> | Public Workshop |
| <u> / / </u> | Public Hearing |
| <u> / / </u> | Consent Agenda |
| <u> / / </u> | Regulation Adoption |
| <u> / / </u> | Approval |
| <u> / / </u> | Appointments |
| <u> / x/ </u> | Information |
| <u> / x/ </u> | Action |

MEETING DATE: June 12, 2015
AGENDA ITEM: 15
NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Tami Bass, Willie H. Brooks Soar Academy

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 30 mins

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT**S U B J E C T: Next Board Meeting**

| | |
|------------------|---------------------|
| <u> / / </u> | Public Workshop |
| <u> / / </u> | Public Hearing |
| <u> / / </u> | Consent Agenda |
| <u> / / </u> | Regulation Adoption |
| <u> / / </u> | Approval |
| <u> / / </u> | Appointments |
| <u> / x/ </u> | Information |
| <u> / x/ </u> | Action |

MEETING DATE: June 12, 2015

AGENDA ITEM: 16

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Kathleen Conaboy, Chair, SPCSA**FISCAL IMPACT:****BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):****LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 5 mins****SUBMITTED BY:** _____