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STATE PUBLIC CHARTER SCHOOL AUTHORITY**SUPPORTING DOCUMENT****S U B J E C T: Approval of August 24, 2015****SPCSA Board Meeting Minutes**

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|--------------------|---------------------|
| <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: September 28, 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

August 24, 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:

Kathleen Conaboy
Robert McCord
Adam Johnson
Melissa Mackedon
Elissa Wahl
Marc Abelman

In Carson City:

None

BOARD MEMBERS ABSENT

AUTHORITY STAFF PRESENT:

In Las Vegas:

Patrick Gavin, Director, State Public Charter School Authority
Joan Jurgensen, Education Program Professional, State Public Charter School Authority
Nya Berry, Education Programs Professional, State Public Charter School Authority
Traci House, Business Process Analyst, State Public Charter School Authority

In Carson City:

Jessica Hoban, Administrative Services Officer, 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:

Attendance Sheet Attached

In Carson City:

Attendance Sheet Attached

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.

Member McCord asked for a motion for a flexible agenda. Chair Conaboy agreed and called for a motion for a flexible agenda. Member Van motioned for flexible agenda, Member McCord seconded. There was no further discussion. The motion carried unanimously.

Chair Conaboy introduced the newest member to the SPCSA Board, Adam Johnson, who was nominated by the Charter School Association of Nevada and replaced Michael Van.

Agenda Item 1 – Public Comment

Deb Roberson spoke about an article that ran in the Las Vegas Review Journal. She said she felt the SPCSA should continue to strive for strong governance and accountability for the schools it sponsors. She asked the Authority to consider the opportunity for Quest Academy to undergo additional training in these areas to ensure their school's success.

Caroline McIntosh thanked the Authority for its continued support. She also spoke about the graduation Nevada Virtual Academy recently held.

John Hawk, COO of Nevada State High School, spoke about item 5 on the agenda regarding early renewal. He spoke about the success of NSHS and its increased enrollment of lower income students. He also added a letter in support of early renewal from their board president to the record.

Jamie Winters, representative of Nevada Connections Academy, spoke about NCA and the work they were doing to serve under privileged and credit deficient students. She said the data that is being measured by the state is not properly measuring these results and it is negatively impacting the ratings of NCA. She said NCA looks forward to working with the Nevada Department of Education and the SPCSA staff to find a better way to measure these data points so schools aren't negatively impacted when they are reaching out to credit deficient students.

Agenda Item 2 - Approval of July 13, 2015 SPCSA Board Meeting Minutes

Chair Conaboy asked for a motion for approval. Member Mackedon moved approval. Member Abelman seconded. Member Luna said she had sent her edits to Mr. Peltier. The motion carried unanimously.

Agenda Item 3 – Authority Update

Chair Conaboy introduced Adam Johnson. She said he work with Teacher for America and will bring substantial knowledge to the Authority. Chair Conaboy said Member Mackedon and Member McCord had been reappointed for second terms.

Chair Conaboy asked everyone to visit NDE's Legislative webpage, which had all of the bills that had passed that affected education in Nevada.

She spoke about the upcoming principals meeting between Authority staff and the charter schools they sponsor. She invited all of the schools to attend if their schedules allowed. She added the Legislative Committee on Education would be chaired by Melissa Woodbury and said topics mentioned in the principal's meeting may be worthy of bringing to LCE.

Chair Conaboy also spoke about transgender students' policy and had reached out to Dotty Merrill with the Nevada Association of School Superintendents and Senator Reid's office.

Agenda Item 4 – Director's Report

Director Gavin began by reminding the Authority there would be elections for offices for the Authority board at the next SPCSA board meeting since the majority of reappointments had been made. He also informed the board about the student projections for the 15-16 school year. He said there would be approximately 23,000 students enrolled in state-sponsored charter schools. He said the student population meant the SPCSA oversees 175 million dollars in state and federal funding.

He said staff would begin posting the three new positions that were approved in the 2015 legislative session. He said he hoped to have the positions open for recruitment at the beginning of October. He said there would be a deputy director, an accountant II, and an accounting assistant that would be open for recruitment.

Chair Conaboy asked Director Gavin to discuss the student data questions that had come up during the July SPCSA board meeting. He said staff was working with NDE and Infinite Campus to pilot the division of the student data information into smaller units. He said this would give the schools more flexibility and autonomy when it came to how they collected their student data.

He said staff was expecting up to 10 applications for the fall application cycle based on the number of letters of intent that had been received thus far.

Chair Conaboy also asked for Director Gavin to give an update on how the schools would have access to new revenue funds that had been approved during the past session. He said each revenue stream is different and how money is funded differs with each program. He said some of the funds would be allocated similar to federal grants and other funding sources would be based on student counts and would be fully implemented over a two year period. He said Special Education funds would be allocated on the model used prior to the 2015 legislative session but would transition to a different formula over the next biennium. He said he hoped this would create more equity with Special Education funding between district schools and state-sponsored charter schools. He said the new formulas would be weighted to consider the vast differences of the children attending schools across the state and the vast differences of the locations in which those students attend.

Agenda Item 5 - Criteria for High Stakes Review of Charter Contracts and Criteria for Closure, Reconstitution, or Restart of a Charter School

Director Gavin began by saying this would be the initial discussion regarding these topics and did not expect the board to take a vote at this meeting. He said staff had been wrestling with these topics and how the Authority would like staff to proceed. Director Gavin said the legislature passed several bills this session impacting charter school accountability, including SB509 and SB460. SB509 provides that the Authority must establish policy and regulation related to charter school renewal and the evaluation of the performance of charter schools. It also provides that the Department may adopt additional regulations related to academic performance criteria, which would include charter schools. As neither the Department nor the State Board has yet adopted regulations or policy in this area, it is important to note that subsequent action by those bodies may impact the criteria adopted by the SPCSA. Schools should be advised that the Authority will be obligated to consider any such additional criteria and may need to supplement or modify the criteria adopted pursuant to this recommendation based on subsequent action by other bodies.

SB460 provides for an accountability framework for alternative schools. This statute provides for the state board to adopt a different methodology to evaluate the performance of schools with a specific mission to serve particular categories of at-risk students. For such schools, the state board may approve accountability measurements beyond those currently reflected in the statewide system of accountability for public schools (NSPF/Star System). While the bill does not impact the responsibility of authorizers to adopt a separate performance framework for charter schools above and beyond the NSPF/Star System, it is likely that any change in the state accountability framework for alternative schools will impact the source data required to generate a charter school performance framework. As neither the Department nor the State Board has yet adopted regulations or policy in this area, it is important to note that subsequent action by those bodies may impact the criteria adopted by the SPCSA. Schools should be advised that the Authority will be obligated to consider any such additional criteria and may need to supplement or modify the criteria adopted pursuant to this recommendation based on subsequent action by other bodies.

SB509 and SB460 provide for additional accountability actions by authorizers due to academic, organizational, or financial performance issues:

Non-Renewal: The authorizer decision to end a written charter or charter contract at the end of a six year charter term.

Revocation/Termination: The revocation of a written charter or the termination of a charter contract results in the closure of a school and the dissolution of the legal entity.

Restart: a school which has its written charter revoked or its charter contract terminated may be restarted by a sponsor. This permits students to re-enroll in a new school which has no legal ties to the previous school. Burdensome contracts and leases cease to exist.

Reconstitution: The authorizer-imposed restructuring of the governance of a charter school. This may include either the replacement of all or almost all of a board's membership with a new board members or the replacement of the full governing board with the governing board of another school which would operate that school as an additional campus or campuses. Contracts and leases typically continue, except for those which are required to end based on statute or regulation or those a governing board elects to terminate in accordance with the terms. If the sponsor determines there are multiple high quality operators which are qualified and interested in operating the school, parents may be asked to cast an advisory vote to recommend their preferred operator.

Director Gavin also provided policy proposals to the Board. Within some statutory limits, the SPCSA Board has and should retain broad discretion regarding whether to reconstitute or to revoke/terminate a school and then subsequently restart it or not. To inform the SPCSA Board of all appropriate options, ensure that the process is effective at improving the overall performance of Authority schools and that all SPCSA students have access to a high quality public school choice, as defined by state law and the SPCSA performance framework, staff will propose the following policies and processes:

Adopt Policy Codifying SB509 Low-Performing Schools: Pursuant to SB509 (and aligned language in SB92), schools are low-performing if they do not meet any one of a number of academic performance thresholds defined in law and regulation. To ensure alignment with SB509, staff recommends that schools which currently fail to meet any academic performance threshold set forth in statute or regulation be subject to a Notice of Closure under the Authority intervention process and subject to reconstitution or revocation/termination followed by possible restarts early as the 2015-16 academic year.

Contractual Disclosure and Reconstitution Limitation Policy: All schools which are scheduled for renewal or have received Notice of Concern, Breach, or Closure will be required to submit a list of all contracts in excess of \$25,000. The submission will identify the contracting parties, the reason for the contract (including if it is a contract with an EMO), the annual amount, the expiration date of the contract, and any exit or termination clause. Staff recommends that any school which the Authority determines has a management contract which does not comply with the SB509 termination requirement in the event of reconstitution be ineligible for reconstitution.

Policy Providing for Notice of Closure to Trigger Reconstitution RFP Process: To maximize the opportunity for current Nevada schools and out-of-state CMOs to provide a seamless transition for students and families, staff recommends that the SPCSA Board authorize staff to begin a Reconstitution RFP process immediately following a staff determination that a school must be served with a Notice of Closure pursuant to law, regulation, or policy as well as immediately following any Board action to exercise its own authority to serve a school with a Notice of Closure absent staff action, e.g. in the event that the Board votes to revoke or terminates as result of a high stakes review identified in a charter contract. In the event that the policy preventing reconstitution in the case of non-compliant management agreement ultimately precludes reconstitution, SPCSA staff will work with respondents to the RFP to determine if restart under a new lease in the same building or a nearby facility is a viable option which it can recommend to the SPCSA Board.

Policy Providing for Rescission of a Vote to Revoke or Terminate in Favor of Reconstitution with a The Board of a New School or a CMO and for Rescission of a Vote to Reconstitute in Favor of a Vote to Revoke or Terminate: In the event that the SPCSA Board determines that viable, high quality operator is able to take over a school before it ceases operation or in the event that a previously identified operator is unable to follow through on a reconstitution, the SPCSA Board must reserve the right to rescind its previous vote and replace it with the alternate high stakes intervention.

Policy Providing for Expedited Renewal: While significant attention must be paid to those schools in the portfolio which are failing to meet academic, financial, or organizational targets, we also have a number of schools which are performing well in all three domains. The performance framework, approved in 2013, references the opportunity for high achieving schools to request expedited renewal. The resource constraints of the SPCSA have limited the Authority's ability to plan for such an eventuality, but it is important to note that there are multiple schools which currently meet or exceed all the criteria identified in the "Go Decision" column which will be up for renewal over the next several years. These include Somerset, Oasis, and Nevada State High School. The latter, which is up for renewal this year, has already made inquiries about the possibility of submitting an application for and receiving renewal by the end of the calendar year. Staff strongly recommends that the SPCSA adopt a policy permitting such an expedited renewal review and approval for the highest achieving schools in the portfolio beginning in the 2015-16 academic year.

Member McCord outlined the upcoming actions the board would have to take and recommended the proposals Director Gavin remain as draft proposals. He did caution that time was of the essence and if these proposals weren't finalized in the very near future, the Authority board would have difficulties with the renewal, new applicant, and possible revocations that are down the line. Director Gavin said that he would be taking the feedback he received from the board and placing the item on the September board meeting's agenda. Discussion continued between Director Gavin and the Authority regarding NDE's response to the star rating freeze and how this would affect the schools the SPCSA sponsored. Meetings were scheduled with the SPCSA and NDE regarding the issue and would be discussed in detail at the September board meeting.

Chair Conaboy asked if staff was considering eliminating the intervention ladder that currently exists in the performance framework. Director Gavin said that any matters that would cause a charter school to be considered for the Achievement School District (ASD) would automatically place the school in a high stakes review with the SPCSA. He said the intervention ladder was not meant to go away, but would be included in other matters that were listed in the framework.

Member McCord asked if there were provisions in Director Gavin's proposals for expedited closure in the event of extreme misconduct by a charter school. Director Gavin said there was language in statute that allowed for an expedited closure, but the school would still have an opportunity for a hearing before the SPCSA Board. Member Abelman commented on the focus on high performing and looked forward to the provisions that would allow those schools to grow. Member Luna asked what the differences would be for the expedited renewal of high performing charter schools as opposed to the normal renewal process. Director Gavin said he hopes high performing schools could send a one page letter to the Authority that states they are a 5 star school with no academic, financial or organizational issues and that they request to be renewed at the next SPCSA Board meeting. Member Mackendon suggested that schools use the school improvement plans as part of their renewal processes. It would be much more clear and concise and would provide a good outline of where the school thinks it is heading. Member McCord added the Authority should also ask the schools who receive the expedited review to consider replication so the success of their school can be shared across the state. Director Gavin agreed with Member McCord and said he would look into the statutes governing replication. Chair Conaboy said another addition to the expedited review would be to ask schools to consider their school-specific mission and goals and see if those align with the language in their charter contracts.

Agenda Item 6 - Discussion of Nevada Virtual Academy's timeline for the high stakes review based upon their 2013 renewal provisions

Director Gavin said the purpose of this item was to clarify the timeline for NVVA with regard to the high stakes review. He asked that the board delay the review until the first quarter of FY16, consistent with discussion at the August meeting with regard to other schools. This would give the school ample time to prepare and allow there to be a better picture of data that would be considered in the review. Chair Conaboy disclosed that she is a representative of K-12 as a government affairs liaison with McDonald Carano Wilson and would not be voting on the item.

Chair Conaboy asked Caroline McIntosh if she would like to add additional comment. Ms. McIntosh agreed it would be best for a better definition of the high stakes review timeline to allow her school to understand what would be expected of them during the review.

Member McCord moved for approval of the SPCSA staff proposal of delaying the high stakes review until the first quarter of FY16. Member Wahl seconded. There was no further discussion. The vote carried unanimously. Chair Conaboy abstained.

Agenda Item 9 - Quest Academy amendment request pursuant to NAC 386.325

Member Abelman recused himself from comment or a vote due to his history with Quest Academy as a parent. Director Gavin began by giving the staff recommendation. Quest Academy was approved by the State Board in July 2008 and opened that fall under a written agreement. It currently operates under a charter contract issued by the SPCSA in 2014. The school is currently in good standing in the academic framework. The school is currently in breach of contract due to organizational performance issues related to serious regulatory violations and is currently the subject of a forensic audit based on serious concerns related to recurring financial mismanagement and ongoing governance irregularities. Due to the concerns

raised in its initial review of the school's financial situation, the SPCSA has suspended the issuance of the school's financial framework for the 2013-14 fiscal year pending the conclusion of the forensic audit. It is anticipated that the forensic audit will be completed early this fall and that staff will make a recommendation to the board regarding sanctions and accountability actions based on the conclusions of that investigation.

Absent SPCSA Board approval of an amendment request to pursue a new or additional facility, Quest pursued and entered into a lease agreement for the Torrey Pines facility and has undertaken improvements and moved assets into the building. This is inconsistent with the process laid out in NAC 386.3265 which contemplates that schools will provide a copy of the proposed lease or acquisition documents as part of the amendment request. Consequently, the school had no authority to enter into this lease agreement until the Authority Board assented to the amendment request. This additional violation of regulation and the charter contract constitutes an additional breach which necessitates SPCSA action.

Recommendation: Approve with Conditions

While the school has now breached its contract on multiple occasions, the timing of this amendment request—following the first day of school on the approved school calendar—and the fact that the school has already entered into a lease and has financial obligations which can only be met if it receives DSA revenue for all pupils enrolled and attending school argue strongly for approval of the amendment request subject to additional conditions. While the Authority has every right to withhold approval of this amendment request, it is important to keep in mind that denial of would likely result in the school becoming insolvent midyear and would force hundreds of children and families to seek a new school with little or no notice. Such an outcome, if avoidable, would be less than ideal for students and their parents.

Due to the ongoing serious regulatory and contractual violations staff recommends that the Board make approval of this amendment request contingent upon the school agreeing to add a contractual provision whereby it agrees to abide by any accountability decision voted upon by the SPCSA board, including termination of the charter contract, reconstitution of the governing board with either new board members or the governing board of another charter school, or the termination of the contract and the restart of the school under a new charter contract with new adults and the same children. The school must further agree that the decision of the Authority board in this matter is binding and cannot be appealed or litigated.

In the event that the school is unwilling to agree to this provision, staff regrettably must recommend that the amendment request be denied. Under this scenario, the SPCSA board would retain the authority to close; reconstitute, or restart the school, but the school might well face insolvency prior to such an accountability action. There are options which would limit, to some degree, the impact on children and families. If necessary, SPCSA staff would notify all Quest families of the insolvency, closure, reconstitution, or restart via the parent notification functionality built into Infinite Campus. Contingent upon SPCSA board approval, Authority staff would also pursue additional options to provide families with a high quality charter school choice using the SPCSA's authority to reconstitute or restart an insolvent school to ensure that Quest students receive enrollment preference at a new school.

In the event that the school agrees to the recommended provision, staff further recommends that the contract be modified consistent with previous board action related to amendment requests. SB509 specifically permits a sponsor to require a holder of a written charter or charter contract that requests an amendment to agree to an amended and restated charter contract as a condition of approving such amendment requests. Consistent with the board's actions related to other schools in the portfolio, staff recommends that the restated contract and performance framework also specifically include the criteria set for in SB509 and other bills defining a low-performing charter or traditional public school and

clarifying that a school can be placed into breach of contract or served with notice of closure based on persistent underperformance. Staff request authority to work with counsel to develop language consistent with this intent and to make technical adjustments as necessary to ensure consistency with current law. Staff further request delegated authority to furnish the approved amendment language to the school and execute the final contract modification on behalf of the Board.

Chair Conaboy then called representatives of Quest Academy to discuss the amendment request. Deb Roberson, Head of School, spoke first. Ms. Roberson said none of the actions taken by Quest Academy were done out of maliciousness. Ms. Roberson spoke about the academic success of the schools and said that Quest does not turn away students as other charter schools have been known to do. She said the concerns that had been brought before the Quest Board by the SPCSA board were being addressed as quickly and succinctly as possible, however, some of those issues will take time to turn around. Jack Fleeman and Jennifer Anlange, members of Quest Academy's governing board, then spoke on behalf of the Fleeman. They both had been recently appointed to the board and had attended few meetings as a member. They spoke about the changes the Quest board had been implementing during the recent months to address the concerns brought up by SPCSA staff. They were implementing more policies and procedures that would create accountability with the financial decisions the school makes.

Member Johnson asked about the systemic issues that had gone on under previous Quest Boards. Mr. Fleeman spoke about the problems with nepotism that had infected the board along with some of the financial mismanagement of members of previous boards. He agreed that these types of issues were unacceptable for a school receiving public dollars. Tracy Truman, attorney for Quest Academy, spoke about some of the legal issues the school was dealing with. He hoped to clarify how far back the Authority would like to go with respect to the financial mismanagement at the school. Some of the issues went three years back and most individuals currently associated with Quest Academy as staff and board members were not present during that time. He said the changes in the boards leadership has shown promise and the members have both experience and passion and want to use that to help the school succeed. He said the board has been addressing the nepotism problems as best as they could.

Member McCord asked how the Montecito lease situation had evolved. Mr. Truman said the school had communicated a desire to extend their lease for an additional year with Imagine Schools. Imagine Schools declined the option and the lease terminated June 30, 2015. Mr. Truman said they had great difficulty in getting responses from Imagine Schools regarding the lease extension and did not have a final answer until Imagine Schools began advertising the new school that would be taking the place of Quest after they moved out. Member Wahl said that while she understood the difficulties with communication she said that was still not an acceptable reason for Quest to ignore the timelines that had been established.

Member Mackedon understood the difficulties with working with the SPCSA timelines. However, she noticed the lease had been uploaded into Epicenter in March without the Quest Board's approval. She thought that was very troubling because the board at Quest should be the final decider in decisions of that magnitude. Director Gavin added these type of facility issues were a recurring problem with Quest. They had to delay opening and starting school last year because of the same type of errors with managing the facility timelines. He said due to that problem last year he had approached the state superintendent to work on regulations to alleviate some of the problems for schools. Even with the changes to regulations, Quest still was unable to follow the facility timelines that had been laid out clearly for them. Chair Conaboy agreed with Director Gavin and said she hoped the board of Quest would look into facilitators that may assist them with meeting the timelines set for by SPCSA staff. Mr. Truman said they would be forming a Compliance Subcommittee on their board in order to ensure the rules and regulations of public bodies were being followed.

Mr. Truman said the major issue the school had with the recommendation by SPCSA staff was the requirement the school waive any opportunity to challenge decisions in court on appeal. Director Gavin said the SPCSA staff had requested the board of Quest hold a joint meeting with the Authority board in order to deliberate the recommendations contained in the report. Member Mackedon asked why this request was not followed through upon Mr. Fleeman said he was unaware of the request and there board was scheduled to meet on August 24 to discuss the recommendation report. Director Gavin said the conversation took place between SPCSA staff and Ms. Roberson regarding the joint meeting. Ms. Roberson said there were scheduling issues with the board members that made it impossible for the school to have their full board in attendance.

Chair Conaboy asked the students in audience who were there on behalf of Quest Academy to testify. Ally, spoke in favor of Quest Academy and said she didn't want to have the school close. Gabriel Zeigler spoke in favor of the school and on behalf of the board president. Her father said he hoped the school would remain open so it could continue to help the kids it serves. William Mackedori spoke in favor of Quest remaining open. He said it was the greatest school he had ever been to. Zachary Zeldaki also spoke in favor of Quest Academy remaining open. Tera Mackedori, parent of Quest Academy, spoke in favor of Quest to remain open and the day-to-day life that made Quest such a great school. She asked the Authority Board to work with Quest's governing board to assist them in getting the financial aspects of the school right. Ally's mother spoke in favor of Quest Academy remaining open and said Quest Academy had done a wonderful job making her daughter feel better about herself and allowed her to catch up on credits that she went behind on at Clark County School District. Greg, a former board member, spoke in favor of keeping Quest Academy open. He said that agreed with the SPCSA staff that Quest's board had fallen apart in the last year. He said he hoped the Authority could recognize the school was making great efforts to reduce the mismanagement of the school and allow them to keep educating children.

Chair Conaboy said the Authority wasn't in a position to fix the Quest Board. She said recommendations would be provided and it would be up to the school to follow through on those recommendations to ensure their good standing with the Authority. She appreciated the families that had come out in support of Quest Academy and hoped those same families would take their passion to the members of Quest's board since the Quest board is ultimately responsible for the school's success or failure.

Member Mackedon moved for approval of staff recommendation for Quest Academy's amendment request pursuant to NAC 386.325. Member Johnson seconded. There was no further discussion. The vote was unanimous. Member Abelman abstained.

Agenda Item 8- Mater Academy amendment request pursuant to NAC 386.325

Director Gavin outlined the amendment request by Mater Academy. Mater was approved by the SPCSA Board in January 2014 and opened in the fall of 2014. It currently operates under a charter contract. It has previously received approval to vacate its first incubator facility and occupy a new facility based on authority delegated to SPCSA staff. The school has not received any notices of concern or breach related to its academic, financial, or organizational performance. Results from internal assessments indicate that the school is making academic growth, but it is important to note that absent SBAC data it is impossible to determine what, if any, predictive value the school's commercially available testing system has related to SBAC performance.

As the school has only been in operation since 2014, there is no NSPF (Star System) data to consider in evaluating this request. The SPCSA board has the authority in regulation to grant permission to pursue

and occupy an additional facility absent an NSPF ranking. It is important to note that the school is a replication of a high achieving, intentionally diverse school model which has consistently ranked on the A or B level on Florida's statewide system of school accountability. Moreover, there is recent precedent for granting such requests from schools which replicate a high performing school model absent NSPF data. Pursuant to previously delegated authority, staff approved a request this winter from American Preparatory Academy to pursue and occupy an additional facility. APA is also a replication of a high performing school model from another state. As the school is under the charter contract and performance framework, the SPCSA staff and board also has significant authority and discretion to impose sanctions on Mater Academy should it not live up to the promise evidenced by other schools implementing the same academic model.

Recommendation: Approve with Conditions

The school meets the current criteria for approval for a new facility pursuant to the most recent revisions to NAC. As the school is submitting this request well in advance of executing on a lease or sale, staff requests that the initial approval be granted as a strategic amendment to acquire and operate a facility in the approximate identified area and serving the grade levels and student enrollment identified in the request. Staff further requests delegated authority to grant additional technical amendments and approvals upon receipt of documentation and other items required under NAC to occupy the building. This approval is consistent with the mechanism the Authority Board uses to permit the incorporation of pre-opening requirements for new schools into the charter contract without the delay and complexity attendant to additional SPCSA Board review.

SB509 specifically permits a sponsor to require a holder of a written charter or charter contract that requests an amendment to agree to an amended and restated charter contract as a condition of approving such amendment requests. Consequently, staff recommends that the Board make approval of this amendment request contingent upon the school executing an amended and restated charter contract which would be effective January 1, 2016 and would remain in effect until June 30, 2020—the end date of the current charter contract. Consistent with the board's actions related to other schools in the portfolio, staff recommends that the contract and performance framework specifically include the criteria set for in SB509 and other bills defining a low-performing charter or traditional public school and clarifying that a school can be placed into breach of contract or served with notice of closure based on persistent underperformance. Staff request authority to work with counsel to develop language consistent with this intent and to make technical adjustments as necessary to ensure consistency with current law. Staff further request delegated authority to furnish the approved amendment language to the school and execute the final contract modification on behalf of the Board.

Chair Conaboy asked about the success of the school and how it was measured since the star ratings had been frozen. Director Gavin said they had received internal measurements from the school and data that had been gathered by the SPCSA has shown the school is providing great support and education to at-risk student populations in Las Vegas.

Shelia Mouton, president of Mater Academy; Renee Fairless, Principal and Robert Anderson, treasurer, spoke on behalf of the Mater Academy. Ms. Moulton spoke about the work her team had done getting Mater Academy ready for students. Mr. Anderson spoke about the successful finances of the school. Ms. Fairless spoke about her history with Mater Academy and how rewarding it had been being the principal of the school. Member McCord disclosed that Ms. Fairless had been a teacher of one of his daughters and he had worked with Ms. Moulton at the Clark County School District, but did not believe the relationships would affect his vote on the agenda item.

Myson Dice, student at Mater Academy, spoke in favor of the amendment request. His father, Mr. Dice, spoke about the community he had come from and said Mater Academy had done great work cleaning their neighborhood up. The east side of Las Vegas is predominantly Mexican and African American and he was excited that a school wanted to open in their neighborhood. He said it brought the community together in ways he had not seen before. Yolanda Martinez and Rachel Richardson both spoke in favor of the amendment request and reiterated the benefits that had been discussed by everyone before them. Ms. Martinez said the school had helped her son find himself in a way that Clark County schools had not been able to. Member Johnson asked they would ensure the success of the first Mater Academy would be replicated at the second campus. Ms. Fairless said the culture is key to the success of the school. By keeping the school size smaller, parents felt like they have more of a connection with the school and the administration.

Member McCord moved for approval of staff recommendation of Mater Academy's amendment request pursuant to NAC 386.325. Member Abelman seconded. There was no further discussion. The motion carried unanimously.

Agenda Item 10 - Consideration of Willie H. Brooks Soar Academy request for an extension of Subsection 7 per NAC 386.240(1)

Director Gavin began with his recommendation report. At the Friday, June 12, 2015 SPCSA Board meeting, the SPCSA Board requested that the governing board of Willie H. Brooks Soar Academy submit into Epicenter evidence that it had met the preopening requirements and statutory and regulatory mandates required of charter school boards, including but not limited to evidence of quarterly board meetings and compliance with Open Meeting Law. Staff furnished the school with access to Epicenter on Monday, June 15, 2015 and has engaged in extensive email correspondence with the school since that time both to provide technical assistance and to address other questions. SPCSA staff has also met face to face with the school's representative to provide additional guidance and clarification. Despite significant technical assistance, the school has been unable to follow required SPCSA submission procedures or timelines. The school has required multiple extensions to submit basic documents and ultimately resorted to emailing documentation to a helpful SPCSA staff member due to the governing board and its designated representative's challenges in utilizing the online document management portal required of all SPCSA schools. This combination of failure to adhere to deadlines and the inability of the school to follow submission procedures has resulted in significant delays in the analysis of evidence furnished by the school. Moreover, this failure to follow established procedures also exposes the school to the risk that some detail may be missed which the school believes is significant but which is not clearly evident to reviewers due to the failure to provide complete and compliant information in the required format.

Based on a review of the Authority's records, Willie H. Brooks Soar Academy was approved by the State Board of Education and issued a subsection 7 charter in 2011. That charter was scheduled to expire on June 30, 2013 and was extended by the SPCSA for an additional year at the request of the school. SPCSA staff reviewed Pre-Opening requirements using the checklist established following the request for extension. Willie H. Brooks Soar Academy provided Board minutes for years 2011, 2012, 2013, 2014, and 2015. The Board minutes document turnover of governing body members across time and multiple instances where the school elected to amend its bylaws to address the fluctuating composition of the board. The instability and lack of commitment of the board evidenced in the minutes raise serious concerns about the depth and breadth of support and mission orientation of the initial governing board and successor board members.

In multiple instances, the school's minutes indicate that the governing board voted to amend elements of the charter, including the number of board members and the proposed starting grade level for the school.

There is no evidence that these amendments were submitted to either NDE or the SPCSA for review and approval either in the form of supporting documentation and exhibits or update agenda items on subsequent board materials.

There are additional discrepancies and omissions which demonstrate a lack of understanding of the importance of maintaining compliant minutes. The minutes submitted do not consistently reflect approval of previous meeting minutes and it is frequently unclear which minutes were approved at a particular meeting. In a number of cases, minutes labeled as draft were included and it is unclear when or if those draft minutes were subsequently reviewed and approved by the governing board. Specifically, the records submitted do not clearly identify which minutes were approved at a particular board meeting. Instead of identifying the specific meeting date in the agenda or minutes, references to minutes approval are either omitted in some agendas or the agenda and minutes simply state that minutes from previous meetings were approved. Moreover, agendas were submitted indicating meetings scheduled to be held, with no subsequent minutes provided to document that the meeting occurred nor the business conducted therein. Finally, based on discussion with the volunteer representative of the governing board, it appears that there are some cases where the minutes supplied which are not labeled as drafts may not be in final form—the representative noted that she needs to go in and make changes to some of the minutes when she has the time to do so. This raises concerns regarding the accuracy and completeness of the minutes which were supplied.

The minutes supplied provide little evidence that the governing board took appropriate action to ensure the timely opening of the school. Willie H. Brooks Soar Academy was not able to provide substantial documentation showing that the board had approved the acquisition of a location for operation in July 2011. While a copy of an email from a state employee to the volunteer representative of the school indicates that there was an NDE/SPCSA staff review of a proposed facility in August of 2011, the board minutes do not reflect review and approval of a lease agreement nor approval of any other elements necessary to meet the facilities pre-opening requirements. Board minutes suggest that while volunteer staff identified a location and that funds were disbursed from an undocumented source for facility improvement, the record is silent regarding any official board action to move forward with such activities. To the degree that such activities did occur, it does not appear that they were conducted following a formal vote by the governing board. Consistent with previous board discussions with volunteer staff, there is some evidence that the volunteer staff briefed the governing body on changes in the enrollment projections, with information indicated a 150 student projection in 2011 and a 50 student projection a year later in 2012. There is no evidence that the board engaged in any oversight or approval of these changes. There is no mention of any board review or approval of such a significant modification to the budget, for example.

Subsequent to the granting of a one-year extension, the SPCSA Board adopted a policy requiring that any holder of a subsection charter or charter contract submit a new charter application in the event that the school did not commence operations within two years of charter approval. The subsection 7 charter expired June 30, 2014 and pursuant to the aforementioned policy, was not renewed by the SPCSA Board.

Recommendation: Deny and Encourage Board to Apply in Winter 2016 Cycle

Staff deeply appreciated the passion and commitment of the Willie H. Brooks Soar Academy board and the dedicated volunteer staff who have continued to advocate on behalf of the school. Based on a review of the documentation furnished by the school's volunteer staff person and an assessment of the track record of the school during the period of its subsection 7 charter, it is not clear that the current board and founding team have sufficient capacity to execute on either the pre-opening requirements necessary to acquire and fully enroll and staff a school or the goals set forth in the charter application. Staff strongly

recommends that the board evaluate their previous application and founding team, research more recent developments in high quality charter school models serving a similar student population, and submit a new application in a future application cycle.

Chair Conaboy asked member so Willie H. Brooks Soar Academy to speak on behalf of the school. Tami Bass, head of school and Tommy Townsend, governing board president spoke for the school. Ms. Bass said she was disappointed with the recommendation of staff. She felt her school had not been treated fairly when they originally submitted an application with the State Board of Education and that there was possible discrimination in the decisions by that body. She said she felt her requests for assistance from the SPCSA staff were not met, which prohibited her from fully meeting the requests of the Authority board. Mr. Townsend agreed with Ms. Bass and said the community would be hurt with the decision by the Authority to not allow them to open their school.

Member Wahl encouraged the members of Willie H. Brooks Soar Academy to resubmit their application with the Authority for a possible 2016 startup. She disagreed with the accusation that racism had anything to do with the decisions made by either the State Board of Education or the Authority board. Member Wahl felt the lack of community support was what made opening the school difficult. She said that if there was more support for the school locally, there would have been no reason to deny its opening in the first place. Chair Conaboy said she hoped the group would rethink the model and how it would work fiscally and resubmit an application during the winter cycle of 2016.

Member Mackedon motioned for approval of staff recommendations to deny the request of Willie H. Brooks for an extension of Subsection 7 per NAC 386.240(1) and encourage the board to resubmit an application during the winter 2016 cycle. Member Wahl seconded. There was no further discussion. The motion passed unanimously.

Agenda Item 7 - School Eligibility for Inclusion in Authority Task Forces

Director Gavin gave the staff recommendation. As a result of legislation passed in 2015, the SPCSA has the authority to adopt a broad range of policies and regulations that impact both agency operations and the operations of our schools. These laws, policies, and regulations provide additional opportunities to hold low-performing schools accountable. At the same time, it will be important to balance accountability for low-performers with potential unintended consequences for our highest performing charter schools. Staff proposes that the SPCSA Board solicit input from school leaders, staff, and board members from the Authority's highest achieving schools in the development and review of policies and regulations which will impact the portfolio. While staff may ultimately make different recommendations and the SPCSA Board will ultimately have the final say on the adoption of policy and regulation, we believe that such input is critical and that both the collective recommendations of high performing schools and staff recommendations should be carefully considered by the Board. Staff recommends the following guiding principles be endorsed to ensure a diversity of voices:

- The right of a school to be heard does not imply the right to prevail
- No school (defined as a charter holder, not a campus) may have more than one representative of any kind (leader/staff/board member) on a task force

These schools have demonstrated a strong commitment to accountability in all domains, including academic, financial, and organizational accountability. We believe we can learn from our best schools and look forward to their input. While staff recommends that these proposed task forces not include either education management organizations or low-performing schools, it is important to note that constituencies which are not included in these advisory groups will still have ample opportunity to voice

their concerns through public comment and informal discussions with included schools and Authority members and staff. He gave examples of some of the issues that may be addressed during the task force. He said the Financial Framework may be an issue that SPCSA staff and schools could look at together in order to better measure the financial viability and security of the charter schools.

Chair Conaboy asked if this policy included all of the schools needed for a robust discussion. She referenced schools that may have a poor rating under the current frameworks, but may be included in the alternative framework being developed by NDE. She said she didn't want those schools to miss their opportunity to have their concerns and suggestions heard. Director Gavin clarified that schools would still have a chance to speak in these meetings, but the EMO would not be included. Member McCord suggested that schools not sponsored by the SPCSA still be invited to be on these taskforces so they could add their knowledge and concerns to the charter community as a whole. Member McCord also added that he would caution having too many requirements of schools for them to be able to be part of the task force because even if a school doesn't have the highest star rating, it doesn't mean that there are not people at the school site who could have valuable feedback for the charter movement as a whole. Director Gavin agreed with Chair Conaboy and Member McCord about the concerns they raised. Member Mackedon asked if the task forces had to all be approved by the Authority Board. Director Gavin said it could go either way depending on the task force and the issues that were being discussed. Member Johnson said he would like to see sustained performance as a measure to be included in the task force.

Chair Conaboy asked Caroline McIntosh, Nevada Virtual Academy, if she would still like to add public comment to this item which she had signed up for earlier in the meeting. Ms. McIntosh said she was delighted with the conversation and looked forward to working with Authority and the schools in the taskforces moving forward. She said she would also recommend adding members of the communities to these task forces to provide an outside look into the needs of charter schools.

Agenda Item 11 - Recommendation regarding NIAA Liaison

Erin Cranor, CCSD Trustee and member of the NIAA board, had been advocating on behalf of the SPCSA Authority to have a member represent charter schools on the NIAA board. It was placed on the agenda by the NIAA for the September 30 NIAA board meeting. Ms. Cranor asked Chair Conaboy to add this item to agenda to determine who would have the appointing authority for an NIAA board member if it was approved at the September 30 meeting. Member Mackedon said this is a pressing issue especially for rural charter high schools. The local districts have been assessing different fees for different students based on the school they attended. She said they were able to make it work this year, but hoped this issue could be resolved as soon as possible to prevent these type of problems from coming up in the future. She suggested that CSAN be the appointing authority because they represent all of the charter schools in the state including both district and state-sponsored,

Member Mackedon moved for the recommendation of CSAN to be the appointing authority for a possible liaison member on the NIAA board pursuant to the NIAA vote at their September 30 board meeting. Member Abelman seconded. Discussion continued

Member Wahl asked how the virtual schools would be considered with regard to the NIAA. Member Mackedon said there are a variety of issues that need to be discussed including, but not limited to, virtual schools.

Upon completion of the discussion, the authority voted unanimously for the recommendation of CSAN to be the appointing authority for a possible liaison member on the NIAA board pursuant to the NIAA vote at their September 30 board meeting.

Agenda Item 12 – Discussion of Board Retreat

Both Chair Conaboy and Director Gavin felt there should be a retreat for the Authority to discuss the myriad of changes that had taken place at the 2015 legislative session and to introduce new board members. Director Gavin said he would look at some dates for the Authority and send them out to the board.

Agenda Item 13 – Discussion of Director Annual Evaluation

Chair Conaboy clarified that this wasn't so much an employee review as it was a review of the director position and how to better align the job duties to the duties that had been identified by charter schools, legislation and national best practices. Member McCord said he has a few resources at West Ed, in which he is a board member, and may be able to assist the agency with respect to the work in education and education policy. He said the group would like to be involved with facilitation and not a direct evaluation of the director. Director Gavin also added that NACSA would be performing an evaluation of the SPCSA's authorizing practice that may shed light on some of the points Chair Conaboy and Member McCord as referenced. HE said having a qualified voice evaluate the SPCSA would not only be helpful for SPCSA staff but also be helpful for the relationship SPCSA staff has with the schools it sponsors.

Agenda Item 14 – Next SPCSA Board Meeting

The next board meeting was scheduled for September 28, 2015.

Agenda Item 15 – Public Comment

Ryan Reeves, Academica, said he looked forward to the creation of the task forces. He asked that EMO's be considered in the task force discussions especially regarding the business side of the charter schools including bonding, financial and facilities. He also said the CSAN conference was also being planned for November and said additional notices would be going out soon.

Agenda Item 16 – Adjournment

Member Abelman moved for adjournment. Member Wahl seconded. There was no further discussion. The motion carried unanimously.

The meeting adjourned at 3:34 pm

State Public Charter School Authority

Board Meeting

Las Vegas

8-24-2015

| Name | Representing | Email Address for SPCSA List serve |
|------------------------|-------------------------------------|------------------------------------|
| Ben Perazzo | NVPSA Director | bperazzo@nvpsa.org |
| Victoria Carreon | Guinn Center for Policy Priorities | vcarreon@guinncenter.org |
| Rebecca Fitzgerald | Academics | becca.fitzgerald@academicanv.com |
| Anthony L. Barney | Chartered for Excellence Foundation | office@anthonybarney.com |
| Greg Galyear | Quest Academy | g.galyear@questlv.com |
| Dana Parks | Quest Academy | d.parks@questlv.com |
| Shana Johnson | Quest Prep Academy | d.robertson@questlv.com |
| John Hawk | New St HS | jhawk@earlycollegenv.com |
| Caroline McIntosh | NV Virtual Academy | cncintosh@nvacademy.org |

| Name | Representing | Email Address for SPCSA List serve |
|--------------------|-----------------------------|---------------------------------------|
| Natasha Parker | Mater Academy | |
| Victor Portantaris | Mater Academy | |
| Rachael Richardson | Mater Academy | freedom2servehim@gmail.com |
| Brittanie Rivoli | Mater Academy | |
| Olivia Carbajal | Mater Academy | |
| Colen Brughurst | Academica/Mater | |
| Lauren Nelson | Mater Academy | |
| Erin Nakawatase | Mater Academy | |
| Tara Sims | Mater Academy | |
| Brooke Fowler | Mater Academy ¹¹ | |
| Wendy Siedlecci | Quest Academy | |
| Marley Sims | Mater Academy | |
| Sheila Montfort | Mater Academy | montfem@gmail.com |
| Coleen Haffert | Quest Academy | l.colan.haffert@questlv.com |
| Maria Lammner | | |

| Name | Representing | Email Address for SPCSA List serve |
|------------------|---------------|---|
| Debra Unbuck | CCSD - CCS | humboldt@interact.ccsd.net |
| Dan Tolson | CCSD - CCS | d.tolson@interact.ccsd.net |
| Felix Collins | Water Academy | ccs@interact.ccsd.net |
| Anna Cooks | Water Academy | agins@nsdard.wisn |
| Eben Ayres | Water Academy | eben.garcia@wateracademy.nu.org |
| Tamelle Voth | Quest | j.voth@questlv.com |
| Under Tandler | Quest | 1.reid@questlv.com |
| Tamire Tondryk | Beacon | tamire.tondryk@beacon.org |
| Kathryn Wilson | Water Academy | kathryn.wilson@wateracademy.nu.org |
| Michelle Cox | Water Academy | mt@wateracademy.nu.org |
| Rachel Hunt | Water Academy | mt rachel.hunt@wateracademy.nu.org |
| Tiffany Ferguson | Quest | t.ferguson@questlv.com |
| Toxa Wadsworth | Quest | |
| Julie Working | Quest Academy | j.working@questlv.com |
| Ercan Aydogdu | CASLU | ercan.aydogdu@caslu.edu.tr |

| Name | Representing | Email Address for SPCSA List serve |
|------------------|---------------|---------------------------------------|
| Stephanie Gabany | Quest Academy | Sgabany@questiv.com |
| Mixaly Arambula | Mater Academy | mixarambula@gmail.com |
| Joanna Carrillo | Mater Academy | |
| Yolanda Martinez | Mater Academy | yoluo810@yahoo.com |
| Angie Leyva | Mater Academy | angie4x@yahoo.com |
| Dense Arambula | Mater Academy | dase-arambula@live.com |
| Violette H Goins | Mater Academy | violettes@netscape.net |
| Robert Anderson | Mater Academy | Robert.Anderson@materacademy.org |
| Suzanne Martin | Mater Academy | |
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| Name | Representing | Email Address for SPCSA List serve |
|-------------------|---------------|---------------------------------------|
| Hazel S. Alfaro | Mater Academy | |
| Jackie W. Fleeman | Quest Academy | jask@pecanlagroup.com |
| Jim Endres | NVA/K12 | jendres@mcwla.wa.gov |
| T. Barber | Quest | t.barber@questhvac.com |
| TRACY TRUMAN | Quest | tjamestruman@gmail.com |
| Rachel Beck | Mater Academy | |
| Michelle Gibal | Mater | |
| Starsha Vang | Mater Academy | |
| Ashley Gaiburne | Mater Academy | |
| April McGill | Mater Academy | |
| Tyen J Reeves | | |
| Melissa Hester | Quest | |
| Olga Stoda | Mater Academy | |
| Blanca Gonzalez | Mater Academy | arceca172@igohan.com.mx |

| Name | Representing | Email Address for SPCSA List serve |
|--------------------|---------------|------------------------------------|
| Laquanda Hurtubise | Mater Academy | |
| Patricia Johnson | Mater Academy | |
| Kirsko Simmons | Mater Academy | |
| De Sady Bae | Mater | |
| Ashley Miller | Mater Academy | |
| SEANNA TURNER | Mater Academy | |
| Elise McDermott | Mater Academy | |
| Judith Alfaro | Mater Academy | |
| GREG BARBER | Caper Academy | |
| FERRI BARBER | | |
| ALIYA BARBER | | |
| SAMUJO BARBER | | |
| GARNEE BARBER | | |
| Callie Bray | Mater Academy | |
| Sol Avalos | Mater Academy | |

| Name | Representing | Email Address for SPCSA List serve |
|-----------------|---------------|--|
| Hies Scully | Mater Academy | |
| Annie Pakkala | Mater Academy | |
| Martha Sanchez | Mater Academy | |
| Mariano Olivas | Mater Academy | |
| Tiffany Carter | MATER Academy | |
| Jack Titman | mater academy | |
| Russell Weiser | Mater Academy | |
| Renae Fankes | Mater Academy | |
| Ashell Elliston | Mater Academy | qloshwan@yahoo.com amelliston@gmail.com |
| Marcus Hicks | MATER ACADEMY | |
| Heidi Osborne | Mater Academy | |
| Cathy Galvan | Mater Academy | |
| Sarah Jensen | Mater Academy | |
| Gina Mulano | Mater Academy | |

State Public Charter School Authority

Board Meeting

Carson City

8-24-2015

| Name | Representing | Email Address for SPCSA List serve |
|---------------|---------------------------|---------------------------------------|
| Steve Werlein | NEVADA Connections Acad | swerein@connectingeducation.com |
| Rit Kotlar | Silver State PCS | kkotlar@sshs.org |
| James Winter | Nevada Connection Academy | jame.winter@dybbw.com |
| ROBERT CARP | SELF | ROBERTCARP@GMAIL.COM |
| | | |
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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: September 28, 2015

AGENDA ITEM: 3

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): 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: September 28, 2015

AGENDA ITEM: 4

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Patrick Gavin, Director, SPCSA**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: Follow-up and possible action
on Criteria and Process for High Stakes Review
of Charter Contracts and Criteria for Closure,
Reconstitution, or Restart of a Charter School**

| | |
|--------------------|---------------------|
| <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: September 28, 2015

AGENDA ITEM: 5

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Patrick Gavin, Director, SPCSA

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

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

SUBMITTED BY: _____

BRIAN SANDOVAL
Governor

STATE OF NEVADA

PATRICK GAVIN
Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687 - 9174 · Fax: (775) 687 - 9113

BRIEFING MEMORANDUM

TO: SPCSA Board
FROM: Patrick Gavin
SUBJECT: Staff Recommendation re: Criteria and Process for High Stakes Review of Charter Contracts and Criteria for Closure, Reconstitution, or Restart of a Charter School
DATE: September 25, 2015

Overview of Charter School Accountability and High Stakes Decisions

The legislature passed several bills this session impacting charter school accountability, including SB509 and SB460.

SB509 provides that the Authority must establish policies ~~policy~~ and regulation related to charter school renewal and the evaluation of the performance of charter schools. It also provides that the Department may adopt additional regulations related to academic performance criteria which would include charter schools. As neither the Department nor the State Board has yet adopted regulations or policy in this area, it is important to note that subsequent action by those bodies may impact the criteria adopted by the SPCSA. Schools should be advised that the Authority will be obligated to consider any such additional criteria and may need to supplement or modify the criteria adopted pursuant to this recommendation based on subsequent action by other bodies.

SB460 provides for an accountability framework for alternative schools. This statute provides for the state board to adopt a different methodology to evaluate the performance of schools with a specific mission to serve particular categories of at-risk students. For such schools, the state board may approve accountability measurements beyond those currently reflected in the statewide system of accountability for public schools (NSPF/Star System). While the bill does not impact the responsibility of authorizers to adopt a separate performance framework for charter schools above and beyond the NSPF/Star System, it is likely that any change in the state accountability framework for alternative schools will impact the source data required to generate a charter school performance framework. As neither the Department nor the State Board has yet adopted regulations or policy in this area, it is important to note that subsequent action by those bodies may impact the criteria adopted by the SPCSA. Schools should be advised that the Authority will be obligated to consider any such additional criteria and may need to supplement or modify the criteria adopted pursuant to this recommendation based on subsequent action by other bodies.

Based on those statutory changes, the Authority is required to develop criteria for a broad range of authorizer accountability actions. Staff recommends that the following policy guidelines be adopted to serve as the criteria the Board shall consider when making decisions around such authorizer actions.

Board Policy Recommendations: 15-02

Definitions: Educational and Charter School Terminology and Authorizer Actions

The Elementary and Secondary Education Act (ESEA): One of several civil rights era laws related to education, the ESEA provides for federal funding to support schools in serving certain high needs populations, including students living in poverty (*i.e.* Title I of the ESEA). Most recently reauthorized by Congress as the *No Child Left Behind Act of 2001 (NCLB)*. NCLB built on the prior reauthorization, the *Improving America's Schools Act (IASA)*, by requiring each state to adopt a statewide testing system in grades 3-8 and in high school which was aligned to the standards adopted by states pursuant to IASA and George H.W. Bush's *Goals 2000* initiative. For the first time, public schools were required to disaggregate student achievement data by subgroup, including but not limited to by race, ethnicity, poverty status, and disability status. Schools were expected to make "Adequate Yearly Progress" both as a whole and across each subgroup to meet a set of proficiency goals and there were a variety of sanctions and interventions required for schools which did not meet their targets.

Individuals with Disabilities Education Act (IDEA): A second major education rights law, IDEA provides for students with disabilities to receive a Free and Appropriate Public Education (FAPE). IDEA is the primary federal law requiring special education services.

Section 504 of the Rehabilitation Act: A third major education rights law, Section 504 requires that entities receiving federal funds, including public school systems, cannot discriminate against students with disabilities. The definition of disability is significantly broader in Section 504 than in IDEA and includes temporary or permanent physical disabilities and other disabilities that do not necessarily require special education services.

Local Education Agency (LEA): As defined in ESEA, a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. All of Nevada's county school districts are deemed local education agencies based on state tradition.¹

Nevada State Board of Education (SBOE): the statewide decision-making body for most K-12 policies, including testing and eligibility for status as an alternative school and the framework for alternative schools. The SBOE has authority to adopt some regulations and policies which impact charter schools and the SPCSA in its authorizer and LEA roles.

Nevada Department of Education (NDE): Nevada's state education agency, which is headed by the State Superintendent of Public Instruction, one of Nevada's constitutional officers. The State Superintendent is

¹ Based on a keyword search of the Nevada Revised Statutes, the only reference to Local Education Agencies in Nevada law lies in three places: the section of NRS 386 related to the SPCSA; 2015's AB448, which created the Achievement School District; and a section of NRS 392C dealing with the Interstate Compact on Educational Opportunity for Military Children that clearly mirrors language from model legislation from other states. Following a similar search, the term does not appear to exist anywhere in the Nevada Administrative Code. Unless the term Local Education Agency was recently amended out of statute or regulation, it would appear that the only restriction on charter schools serving as their own LEAs and being treated as district equivalents prior to 2011 was NDE tradition and a staff or SBOE decision to restrict the definition of LEA to county school districts in the state's applications for ESEA funding.

appointed by the Governor. NDE has authority to adopt some regulations and policies which impact charter schools and the SPCSA in its authorizer and LEA roles.

Charter school authorizer: an entity which is empowered by law to approve, oversee, and close charter schools. Also termed a “sponsor.”

State Public Charter School Authority (SPCSA): A statewide charter school authorizer created in the 2011 Legislative Session. The SPCSA earned authority to adopt regulations related to its internal processes and policies, including school accountability, in the 2015 Legislative Session. It took over authority for some regulations and duties previously held by the SBOE and it can adopt parallel regulations which differ in varying degrees from those of the SBOE and NDE in key areas, including applicant approval, oversight, and school accountability. Pursuant to NRS 386.513, the SPCSA serves as the Local Education Agency for the purpose of distributing federal funds to its charter schools and to any charter school which may be authorized by a *Nevada System of Higher Education (NSHE)* institution in the future. Both based on the federal definition and on the specific limits of its LEA role in NRS 386.513, the SPCSA is neither a school district nor a district equivalent. In the Nevada context, the SPCSA’s role as an independent state agency, an LEA, and a portfolio authorizer is *sui generis*.

Achievement School District (ASD): A statewide charter school authorizer created in the 2015 Legislative Session. The ASD is an independent division of NDE which has the authority to convert low-performing traditional public schools to achievement charter schools. While the ASD is nominally a school district, the charter schools it sponsors will be their own LEAs and will be able to access federal funding directly from NDE.

Charter Contract: a legal agreement between a charter school and its authorizer. Created by NRS 386.527 (AB205 of the 2013 Session). A charter contract is required of all charter schools which open or are renewed after July 1, 2013. SB509 of the 2015 Legislative Session permits an authorizer to require that a charter school agree to an amended and restated charter contract if it seeks to amend its written charter or charter contract.

Written Charter: an agreement between a charter school and its authorizer consisting of the text of the original charter application and all subsequent amendments. The written charter is a legacy legal concept which will cease to exist on or before December 31, 2019 as charter schools which operate under written charters will either cease to operate due to closure, amendment and restatement, or approval by a charter school authorizer to operate under a charter contract via a transfer to another authorizer or approval of a renewal application.

ESEA Waiver: A policy of the current US Department of Education to waive key provisions of NCLB for states which agreed to comply with a series of conditions imposed by the federal government. The state currently operates under an ESEA waiver, which has been amended several times.

Nevada School Performance Framework (NSPF): The statewide system of accountability adopted in parallel with the ESEA waiver, the NSPF, aka the “star system,” ranks schools into five tiers of performance based on both student growth and the overall percentage of students meeting standards. The NSPF has been paused for the 2014-15 school year due to changes in testing and will likely be paused again in 2015-16 as a result of the statewide testing irregularity in the spring of 2015. This second pause in the NSPF will also require approval from the USDOE and an amendment to our current ESEA waiver. The NSPF is currently being revised to what has been dubbed NSPF 2.0 by NDE with input from an advisory group which includes representation from the SPCSA and NSHE. Pursuant to SB460, the NSPF will be expanded to include a parallel framework for alternative schools. That parallel framework is described herein as the *TBD Alternative NSPF*.

Charter School Performance Framework: NRS 386.528, a section of AB205 of the 2013 Legislative Session, requires that each charter school authorizer develop a performance framework in the areas of academic, financial,

and organizational performance for all schools in its portfolio. The framework must be incorporated into the charter contract. The SPCSA adopted the *State Public Charter School Authority Performance Framework (SPCSA Performance Framework or SPCSAPF)* in 2013. The current SPCSAPF includes an academic framework, a financial framework, and an organizational framework. The SPCSA academic framework is considered a national model by many observers and is viewed as more rigorous, nuanced, and comprehensive than the current NSPF. Due to multi-year data issues with the statewide system of accountability which informs some elements of the SPCSAPF, the Authority is currently consulting with counsel, NDE, and NACSA on technical revisions to ensure the enforceability of the academic framework in subsequent years. While an authorizer has the authority to develop custom performance frameworks for each school, budgetary limitations have necessitated the introduction of a single framework for all schools with some opportunities for schools to request and for the Authority to accept, reject, or modify rigorous, valid, and reliable mission-specific goals which complement or supplement, but do not supplant, those in the standard framework. Due to the comprehensive nature of the existing Authority framework and the high quality bar set for such goals, no school has requested adding additional mission-specific goals to date.

Intervention Ladder: the hierarchy of interventions that the SPCSA has the discretion and authority to take based on school performance. With the exception of those schools which are issued a *Formal Notice* in their charter contract at the time of renewal, all schools enter the Intervention Ladder in *Good Standing*. Schools typically enter the intervention ladder via a *Notice of Concern*. From a contractual perspective, a Formal Notice in the charter contract is also deemed to be a Notice of Concern. This is an initial warning related to the school's performance in the domains of academics, finance, and organizational performance. Schools which persist in having academic, financial, or performance issues or those that commit a serious violation or are found to have multiple violations in a particular domain are served with a *Notice of Breach*. Schools with further violations or those who commit such severe initial or ongoing violations that statute or policy demands immediate action will be served with a *Notice of Closure*.

| | Traditional SPCSA Performance Framework Intervention | SPCSA Contractual Intervention As Condition of Renewal |
|---|---|---|
| Level 1: First Offense <u>OR</u> Contractual Formal Notice of Prior Non-Performance | Notice of Concern | Formal Notice→Notice of Concern |
| Level 2: 2 nd Offense <u>OR</u> Serious/Multiple First Violation | Notice of Breach | Notice of Breach |
| Level 3/3 rd Offense <u>OR</u> Severe First Violation | Notice of Closure | Notice of Closure |

A school which improves its performance to the satisfaction of the Authority exits the Intervention Ladder and returns to Good Standing.

Definitions of Recent Statutory and Contractual Innovations:

Existing law and SB509 and SB460 provide for several accountability actions by authorizers due to academic, organizational, or financial performance issues for schools under written charters or charter contracts:

Non-Renewal: The authorizer decision to end a written charter or charter contract at the end of a six year charter term following the evaluation of an *Application to Convert a Written Charter to a Charter Contract* or an *Application to Renew a Charter Contract*.

Revocation/Termination: The revocation of a written charter or the termination of a charter contract resulting in the closure of a school and the dissolution of the legal entity. Revocation of a written charter or termination of a charter contract is based on a vote cast by the Authority Board following the issuance of a Notice of Closure by staff based on delegated authority pursuant to policy or based on a direct board vote. For a school with persistent or serious performance issues which the SPCSA deems merit closure, the Authority may issue a Notice of Closure and vote to close the school during or at the end of the academic year without accepting or reviewing an application for renewal.² The issuance of a Notice of Closure triggers a 30 day statutory *Cure Period* during which a school may make efforts to improve its performance. The Authority has no legal obligation to provide a school with guidance as to what actions may result in a decision to allow ongoing operation. Pursuant to statute, a school and an authorizer can negotiate a shorter or longer cure period, but the authorizer has no obligation to give a school additional time to take corrective actions. The statute provides for

Auto-Closure: Pursuant to AB205 (2013), SB460, and SB509, an authorizer is required to revoke a written charter or terminate a charter contract after a school has performed at the 1 Star level in any three years out of a five year period beginning in 2013-14 and excluding the 2014-15 school year. Due to the requirements of current law and the status of the statewide system of accountability, it is unlikely that any school will be eligible for auto-closure until the end of the 2017-18 school year. Initially, auto-closure was termed the 3 strikes rule as it was originally approved by the governor as a provision requiring closure in the event of three consecutive years of 1 star performance. Auto-closure is mandatory for schools that perform at such low levels. SB509 also provides that an authorizer may aggregate star rating calculations across school levels (elementary/middle/high school) or look at the performance of different school levels over the five year period in making a determination of persistent underperformance for the purposes of invoking the auto-closure provision or otherwise making a closure decision.

Restart: a school which has its written charter revoked or its charter contract terminated may be restarted by an authorizer. This permits students to re-enroll in a new school which has no legal ties to the previous school. Burdensome contracts and leases cease to exist.³ If the authorizer determines there are multiple high quality operators which are qualified and interested in operating the school, parents may be asked to cast an advisory vote to recommend their preferred operator, which will give preference to students previously enrolled. Alternately, the revocation or termination may result in a situation where another operator elects to negotiate directly with the landlord or lienholder to assume the lease or deed and operate a new charter school or charter school campus with an entirely new student body. Under circumstances where the new operator does not offer a program at the grade levels served by the closed charter school, the Authority would oversee the transfer of those students to other schools by the governing body of the closed charter school.

Reconstitution: The authorizer-imposed restructuring of the governance of a charter school. This may include either the replacement of all or almost all of a board's membership with a new board members or the replacement of the full governing board with the governing board of another school which would operate that school as an additional campus or campuses. Contracts and leases typically continue, except for those which are required to end based on statute or regulation or those a governing board elects to terminate in accordance with the terms. If the sponsor determines there are multiple high quality operators which are qualified and interested in operating the school, parents may be asked to cast an advisory vote to recommend their preferred operator. After a school is reconstituted and the governing body is replaced by the governing body of another school, the new governing body can petition the authorizer to amend its written charter or charter contract to consolidate the operations of the reconstituted school into those of the surviving school.

Contractual Provisions:

³ Created in SB460, restart is a new policy which is subject to regulation by NDE to provide, among other things, for students from the closed school to have first preference to enroll in a restarted school serving the same grade levels.

While the broader set of authorizer actions defined in statute pertain to both schools under written charters and those under charter contracts, the innovation of the charter contract has introduced additional authorizer actions and options which may be implemented when they do not conflict with a statutorily mandated action, such as auto-closure. Most notably, the SPCSA pioneered the innovation of the *High Stakes Review*, a provision which typically blends both a formal notice at the time of renewal or amendment and restatement with an accelerated timeline for review and the issuance of a high stakes decision which is subject to the provisions of contract law instead of the broader set of statutes and regulations that govern actions which are driven by statute instead of the contract. Under such circumstances, the school explicitly agrees to abide by the decision of the authorizer with regard to revocation/termination or renewal.

Recommended General Criteria for Authorizer Action:

Below is an overview of the general criteria for authorizer action. It is followed by a series of flowcharts which illustrate the broader set of decisions and considerations which must be made under each of the authorizer actions discussed above based on statute and best practice. While the authorizer actions described above represent a continuum of high stakes decisions regarding the ongoing operation of a charter school, they can best be classified first as a clear “go/no go” decision. *Does the school merit ongoing operation? Or is some significant change necessary?*

| | <i>Go Decision: Allow On-Going Operation At High Stakes Review/Allow Renewal</i> | <i>No Go Decision: Require Non-Renewal, Revocation, Reconstitution, or Restart</i> |
|--------------------------|---|---|
| Academic Criteria | <ol style="list-style-type: none"> 1. School’s elementary, middle, and high school programs are all at the 2 Star Level or Above on Regular Nevada School Performance Framework (NSPF) for at more than 2 of the past 5 years (since 2011-12 and excluding 2014-15) OR School is Classified as Eligible for TBD Alternative NSPF by SBOE and is determined to be in Good Standing (definition TBD)⁴ AND 2. School Does Not operate an elementary, middle, or high school program that is a Focus or Priority School Under Federally-Approved Definition AND 3. None of school’s elementary, middle, or high school program Meets Any Other Low-Performing Definition in Statute or Regulation (Graduation Rate, Level of Achievement, etc).⁵ AND 4. School Has Not received a Notice of Concern or Notice of Breach for Academic Reasons in Past 2 Years Prior to Renewal or High Stakes Review (Under regular SPCSA Academic Performance Framework OR TBD Alternative Academic Performance Framework) OR School Has Received A | <ol style="list-style-type: none"> 1. School operates an elementary, middle, or high school program that is 1 Star on Regular NSPF for any 3 out of past 5 years (since 2011-12 and excluding 2014-15) OR School is Classified as Eligible for TBD Alternative NSPF by SBOE and is not determined to be in Good Standing (definition TBD)⁶ OR 2. School operates an elementary, middle, or high school program that is a Focus or Priority School Under Federally-Approved Definition OR 3. School operates an elementary, middle, or high school program that Meets Any Other Low-Performing Definition in Statute or Regulation (Graduation Rate, Level of Achievement, etc).⁷ OR 4. School Has received a Notice of Concern or Notice of Breach for Academic Reasons in Past 2 Years Prior to Renewal or High Stakes Review (Under regular SPCSA Academic Performance Framework OR to-TBD |

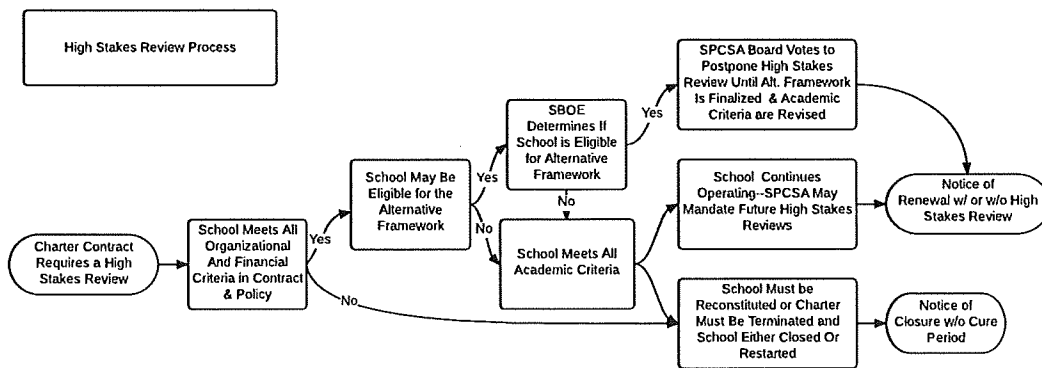
⁴ Per SB460, the SBOE is authorized to identify schools eligible for an alternative Nevada School Performance Framework which meet certain criteria set forth in statute and regulation. The rulemaking process for that has begun. Renewal or high-stakes review procedures for schools that may seek eligibility will be postponed until Q1 2016 to provide for adoption of SBOE regulations.

⁵ Both SB92 and SB509 expand the definition of low-performing school in Nevada. The rulemaking process for that has begun.

⁶ See footnote 1 3.

⁷ See footnote 2 4.

| | <i>Go Decision: Allow On-Going Operation At High Stakes Review/Allow Renewal</i> | <i>No Go Decision: Require Non-Renewal, Revocation, Reconstitution, or Restart</i> |
|--------------------------------|---|--|
| | Notice of Concern or A Notice of Breach in Past Year Under Either Authority Academic Framework <u>AND</u> Issue Has Been Resolved to Satisfaction of SPCSA Board | Authority Alternative Academic Performance Framework <u>AND</u> Issue Has Been Not Been Resolved to Satisfaction of SPCSA Board |
| Financial Criteria | <ol style="list-style-type: none"> 1. School <u>Has Not</u> Received A Notice of Concern or A Notice of Breach in Past 2 Years Under Authority Financial Framework <i>OR</i> 2. School <u>Has</u> Received A Notice of Concern or A Notice of Breach in Past 2 Years Prior to Renewal or High Stakes Review Under Authority Financial Framework <u>AND</u> Issue Has Been Resolved to Satisfaction of SPCSA Board | <ol style="list-style-type: none"> 1. School <u>Has</u> Received A Notice of Concern or a Notice of Breach in Past 2 Years Prior to Renewal or High Stakes Review Under Authority Financial Framework <u>AND</u> Issue Remains Unresolved to Satisfaction of SPCSA Board <i>OR</i> 2. School <u>Has</u> Received A Notice of Concern in Past 2 Years Prior to Renewal or High Stakes Review Under Authority Financial Framework <u>AND</u> Breach Remains Unresolved to Satisfaction of SPCSA Board <i>OR</i> 3. School Has Received a Notice of Closure in Past Year Under SPCSA Financial Framework <u>AND</u> Issue Remains Unresolved to Satisfaction of SPCSA Board |
| Organizational Criteria | <ol style="list-style-type: none"> 1. School <u>Has Not</u> Received A Notice of Concern or Notice of Breach in Past Two Years Under Authority Organizational Framework <i>OR</i> 2. School <u>Has</u> Received A Notice of Concern or A Notice of Breach in Past 2 Years Prior to Renewal or High Stakes Review Under Authority Organizational Framework <u>AND</u> Issue Has Been Resolved to Satisfaction of SPCSA Board | <ol style="list-style-type: none"> 1. School <u>Has</u> Received A Notice of Breach in Past 2 Years Prior to Renewal or High Stakes Review Under Authority Organizational Framework <u>AND</u> Issue Remains Unresolved to Satisfaction of SPCSA Board <i>OR</i> 2. School <u>Has</u> Received A Notice of Concern in Past 2 Years Prior to Renewal or High Stakes Review Under Authority Organizational Framework <u>AND</u> Issue Remains Unresolved to Satisfaction of SPCSA Board <i>OR</i> 3. School Has Received a Notice of Closure in Past Year Under SPCSA Financial Framework <u>AND</u> Issue Remains Unresolved to Satisfaction of SPCSA Board <i>OR</i> 4. School Has Received a Notice of Concern or a Notice Breach on organizational matter that the either NDE, the SBODE, or the SPCSA Board determines, either jointly or successively or in their sole and individual discretion, calls into question the integrity of any data point in the state or Authority Academic Framework, including without limit a violation of any statute, regulation, or policy related to student admission, enrollment, or |



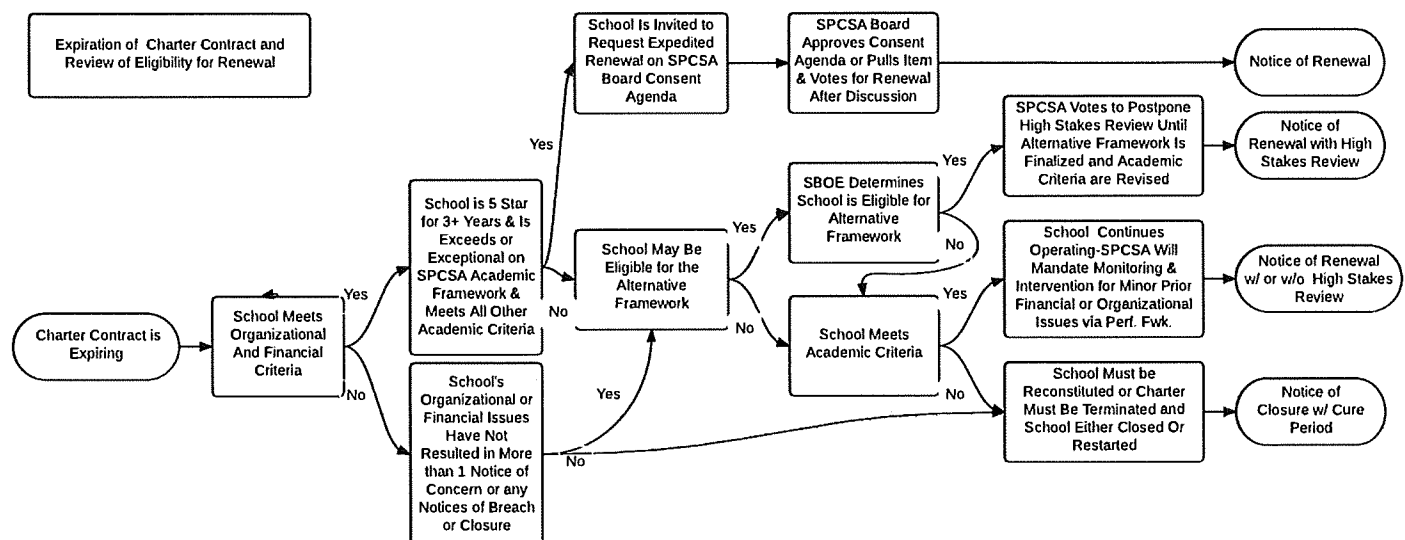
By breaking these questions down into clear yeses and nos, the board can arrive at an appropriate conclusion:

- A Notice of Closure without the possibility of a Cure Period, as this is subject to contract law, followed by closure, restart, or reconstitution
- A Notice of Renewal with or without a high stakes review

Renewal of Charter Contract

For schools that have expiring charter contracts, the proposed process based on the policies and criteria discussed herein and those previously adopted by the board asks the following questions:

- Is the school meeting all organizational and financial criteria set forth in law or policy?
- Is the school sufficiently high achieving to merit expedited renewal?
- Does the school meet all other academic criteria?
- Is the school eligible for the alternative framework¹⁰?



By breaking these questions down into clear yeses and nos, the board can arrive at an appropriate conclusion:

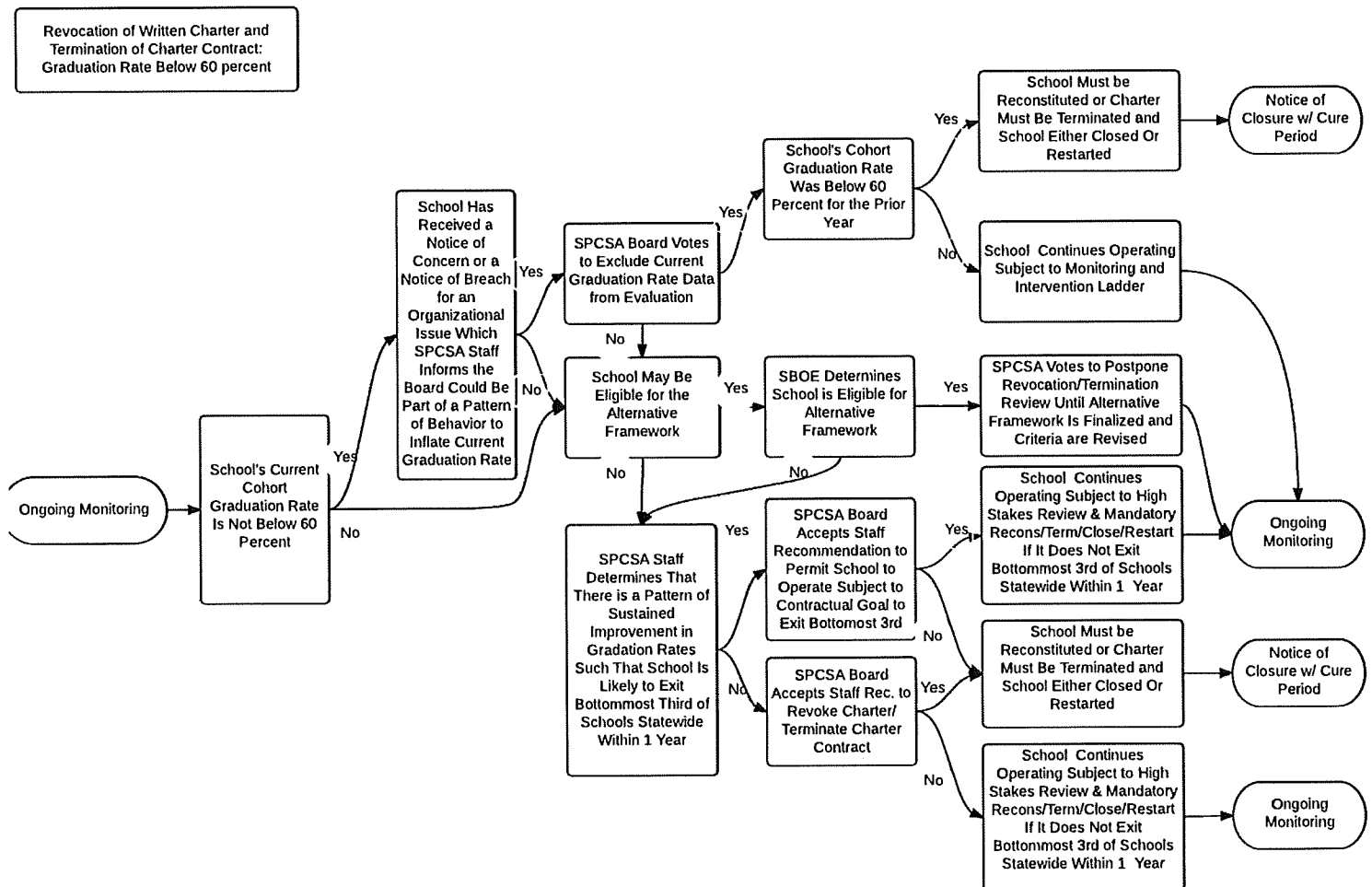
- A Notice of Closure with a Cure Period (discussed below on page 12)
- A Notice of Renewal with or without a high stakes review

¹⁰ Depending on the process adopted by the SBOE, it may be possible to remove this element of the process in 2016 or thereafter.

Revocation or Termination Due to Graduation Rate Below 60 Percent

For schools that the SPCSA has the authority to terminate pursuant to the 60 percent graduation rate minimum in SB509, the proposed process based on the policies and criteria discussed herein and those previously adopted by the board asks the following questions:

- Is the school's current graduation rate below 60 percent?
- Is the school eligible for the alternative framework¹¹?
- Have there been any operational compliance issues necessitating a Notice of Concern or Notice of Breach which staff inform the Board could be intended to inflate the graduation rate?
- Does the SPCSA Board agree that the operational compliance issues could be intended to inflate the graduation rate?
- Is the school's historic graduation rate below 60 percent?
- Is there a sustained pattern of improvement sufficient to support a conclusion that the graduation rate is likely to exit the bottommost third of high schools statewide within one year?



By breaking these questions down into clear yeses and nos, the board can arrive at an appropriate conclusion:

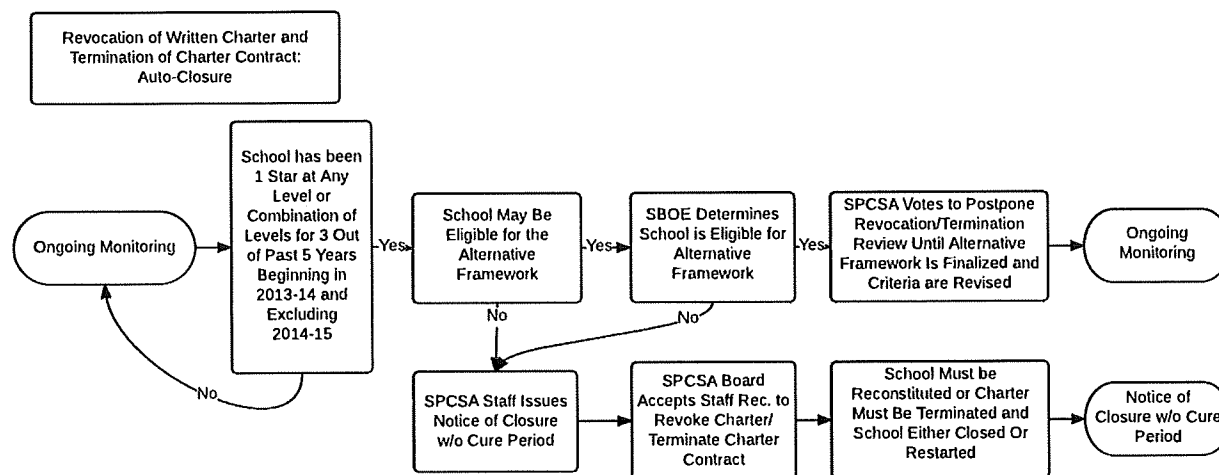
- A Notice of Closure with a Cure Period (discussed below on page 12)
- School remains open with Ongoing Monitoring

¹¹ Depending on the process adopted by the SBOE, it may be possible to remove this element of the process in 2016 or thereafter.

Revocation or Termination Due to Auto-Closure Requirement

For schools that the SPCSA is expected terminate pursuant to the auto-closure provision, the proposed process is based on existing statute, the policies and criteria discussed herein, and those previously adopted by the board. The process asks the following questions:

- Has the school been rated as 1 star at any level or in aggregate, based on the Authority's calculations, in any three of the past five years beginning in 2013-14 and excluding 2014-15?
- Is the school eligible for the alternative framework¹²?



By breaking these questions down into clear yeses and nos, the board can arrive at an appropriate conclusion:

- A Notice of Closure without a Cure Period
- School remains open with Ongoing Monitoring

Revocation or Termination Due to Unacceptable Academic Performance Above the Auto-Closure Threshold

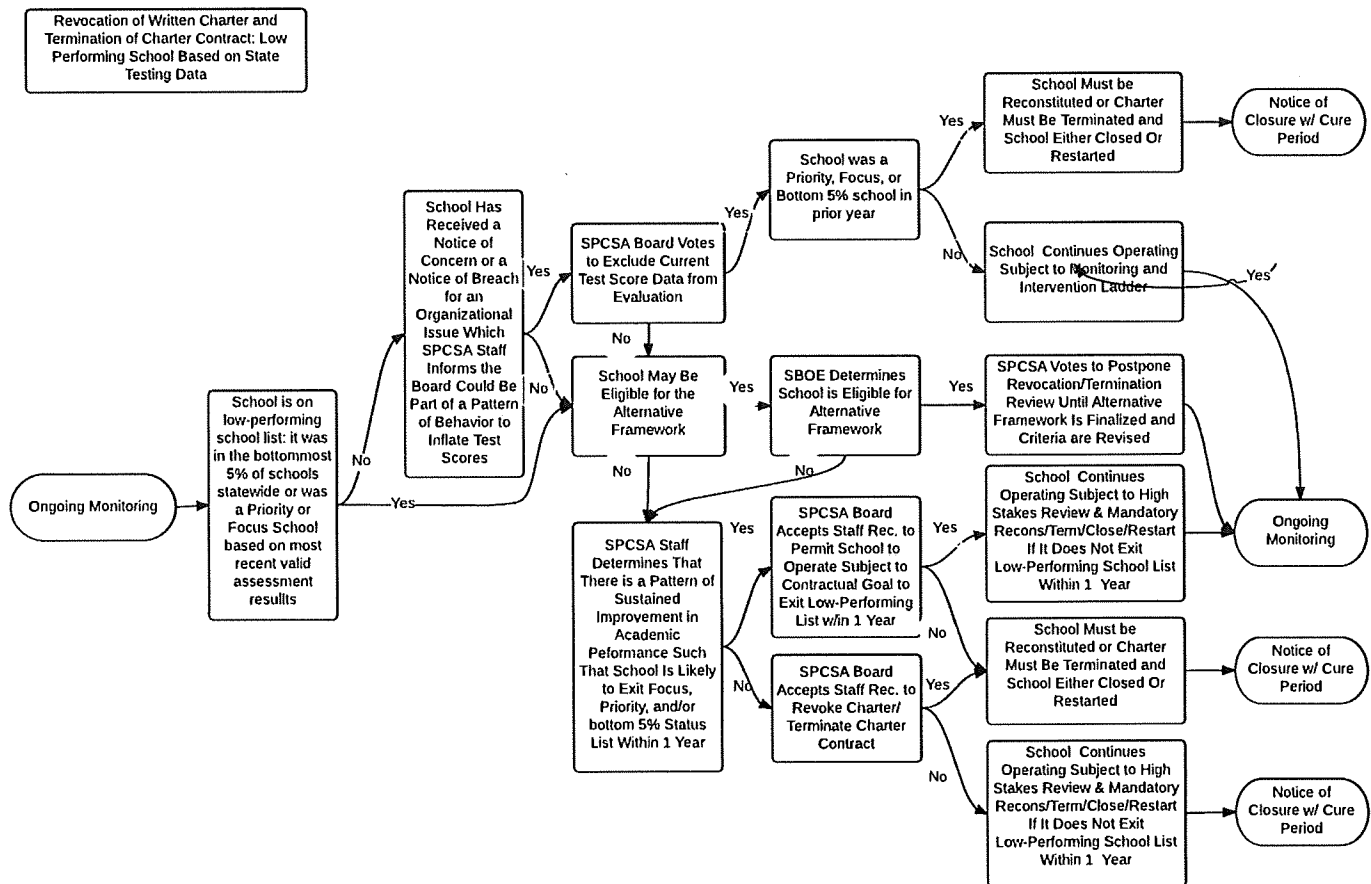
For schools that the SPCSA has the authority to terminate pursuant to the additional academic criteria in SB509, the proposed process based on the policies and criteria discussed herein and those previously adopted by the board asks the following questions:

- Is the school in the bottommost 5 percent of schools statewide?
- Is the school a Focus School?
- Is the School a Priority School?
- Can the school be classified by the SPCSA or NDE as academically underperforming under any other definition set forth in statute or regulation?
- Is the school eligible for the alternative framework¹³?
- Have there been any operational compliance issues necessitating a Notice of Concern or Notice of Breach which staff inform the Board could be intended to inflate test scores?
- Does the SPCSA Board agree that the operational compliance issues could be intended to inflate test scores?

¹² Depending on the process adopted by the SBOE, it may be possible to remove this element of the process in 2016 or thereafter.

¹³ Depending on the process adopted by the SBOE, it may be possible to remove this element of the process in 2016 or thereafter.

- Is there a sustained pattern of improvement sufficient to support a conclusion that the school is likely to exit the Focus, Priority, and/or bottommost 5 percent status within one year?



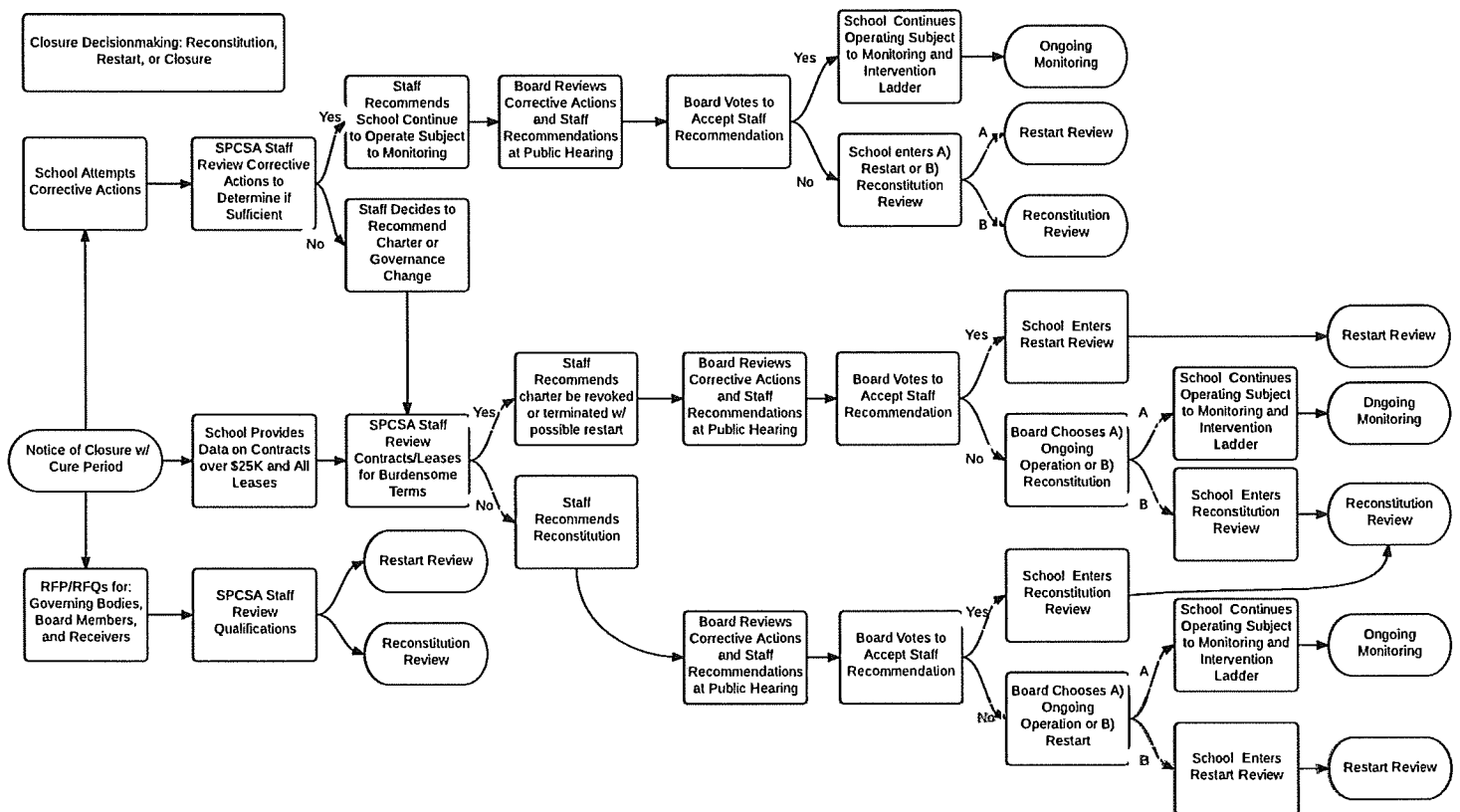
By breaking these questions down into clear yeses and nos, the board can arrive at an appropriate conclusion:

- A Notice of Closure with a Cure Period (discussed below on page 12)
- School remains open with Ongoing Monitoring

Cure Period Process Following Notice of Closure and Roadmap to Reconstitution, Restart, or Closure

With the exception of those cases involving a High Stakes Review under a Charter Contract and the statutory auto-closure provision, a charter school has a statutory right to a cure period. The statute provides that this cure period must be at least 30 days unless the school and the authorizer agree to a shorter timeline. The process below assumes that the school elects to attempt to implement corrective actions instead of opting to surrender the charter. The proposed process below is based on the policies and criteria discussed herein, new law, and those policies previously adopted by the board. In this process, staff and board ask the following questions:

- Are the corrective actions sufficient to merit ongoing operation?
- Are there qualified receivers, board members, or whole governing boards sufficient to allow the school to operate on either a short term basis via a receiver or long-term under new board members or as part of a network of schools?
- Are there burdensome leases, contracts, or other legal entanglements which necessitate the closing down the entity?



By breaking these questions down into clear yeses and nos, the board can arrive at an appropriate conclusion:

- School remains open with Ongoing Monitoring
- School enters the Reconstitution and Restart Review cycle

Policy Proposals

Within some statutory limits, the SPCSA Board has and should retain broad discretion regarding whether to reconstitute or to revoke/terminate a school and then subsequently restart it or not. To inform the SPCSA Board of all appropriate options, ensure that the process is effective at improving the overall performance of Authority schools, and that all SPCSA students have access to a high quality public school choice, as defined by state law and the SPCSA performance framework, staff recommends the following supporting policies and processes:

Adopt Policy Codifying SB509 Low-Performing Schools: Pursuant to SB509 (and aligned language in SB92), schools are low-performing if they do not meet any one of a number of academic performance thresholds defined in law and regulation. To ensure alignment with SB509, staff recommends that schools which currently fail to meet any academic performance threshold set forth in statute or regulation be subject to a Notice of Closure under the Authority intervention process and subject to reconstitution or revocation/termination followed by possible restart as early as the 2015-16 academic year.

Contractual Disclosure and Reconstitution Limitation Policy: All schools which are scheduled for renewal or have received a Notice of Concern, Breach, or Closure will be required to submit a list of all contracts in excess of \$25,000. The submission will identify the contracting parties, the reason for the contract (including if it is a contract with an EMO), the annual amount, the expiration date of the contract, and any exit or termination clause. Staff recommends that any school which the Authority determines has a management contract which does not

comply with the SB509 termination requirement in the event of reconstitution be ineligible for reconstitution. This is a critical component of both the Closure Decision-making Process and the Reconstitution and Restart Review Cycle.

Policy Providing for Notice of Closure to Trigger Reconstitution RFP Process: To maximize the opportunity for current Nevada schools and out-of-state CMOs to provide a seamless transition for students and families, staff recommends that the SPCSA Board authorize staff to begin a Reconstitution RFP process immediately following a staff determination that a school must be served with a Notice of Closure pursuant to law, regulation, or policy as well as immediately following any Board action to exercise its own authority to serve a school with a Notice of Closure absent staff action, *e.g.* in the event that the Board votes to revoke or terminate as a result of a high stakes review identified in a charter contract. In the event that the policy preventing reconstitution in the case of non-compliant management agreement ultimately precludes reconstitution, SPCSA staff will work with respondents to the RFP to determine if restart under a new lease in the same building or a nearby facility is a viable option which it can recommend to the SPCSA Board. This is a critical component of both the Closure Decision-making Process and the Reconstitution and Restart Review Cycle.

Policy Providing for Rescission of a Vote to Revoke or Terminate in Favor of Reconstitution with a The Board of a New School or a CMO and for Rescission of a Vote to Reconstitute in Favor of a Vote to Revoke or Terminate: In the event that the SPCSA Board determines that a viable, high quality operator is able to take over a school before it ceases operation or in the event that a previously identified operator is unable to follow through on a reconstitution, the SPCSA Board must reserve the right to rescind its previous vote and replace it with the alternate high stakes intervention. This is a critical component of the Reconstitution and Restart Review Cycle.

Policy Providing for Expedited Renewal: While significant attention must be paid to those schools in the portfolio which are failing to meet academic, financial, or organizational targets, we also have a number of schools which are performing well in all three domains. The performance framework, approved in 2013, references the opportunity for high achieving schools to request expedited renewal. The resource constraints of the SPCSA have limited the Authority's ability to plan for such an eventuality, but it is important to note that there are multiple schools which currently meet or exceed all the criteria identified in the "Go Decision" column above which will be up for renewal over the next several years. These include Somerset, Oasis, and Nevada State High School. The latter, which is up for renewal this year, has already made inquiries about the possibility of submitting an application for and receiving renewal by the end of the calendar year. Staff strongly recommends that the SPCSA adopt a policy permitting such an expedited renewal review and approval for the highest achieving schools in the portfolio beginning in the 2015-16 academic year. Consistent with SPCSA Board guidance, this process would be aligned with the written charter renewal process outlined on page 8 and the charter contract renewal process discussed on page 9. This process would require a qualifying school to submit a one-page letter requesting expedited renewal, a copy of its current school improvement plan, and a copy of a plan for disseminating the best practices it has successfully implemented to other charter schools in Nevada and around the country.

Policy Providing for Revision and Technical Changes to the Performance Framework: The academic portion of the SPCSA Performance Framework is considered a national model for charter school academic accountability. It is weighted heavily towards academic growth and it rates schools based in large part on the impact they have on students versus the impact of each student's zoned school in their district of residence on their own students. As the Board is aware, the complications of the SBAC rollout will result in not one, but at least two years without any growth data. This will significantly hamper the SPCSA's efforts to comply with its statutory obligation to issue an academic framework on an annual basis. SPCSA staff are in ongoing discussions with NDE leadership, NACSA staff, and other state agencies to devise an appropriate short term solution. The general approach being explored by NDE involves delegating responsibility to districts and schools to develop multiple measures. This presents challenges for a small statewide authorizer, and it is contrary to the Authority's own guidelines regarding

mission-specific metrics, which mandates that they be rigorous, valid, and reliable. This effectively excludes most teacher or school created assessments. Moreover, the likelihood that the Authority's existing and new, legislatively approved staff can effectively oversee, support, and analyze the implementation and results up to 23 different third party assessments is highly unlikely unless there is a dramatic shift in our statutory responsibilities or a significant increase in our legislatively approved budget. Based on a historic review of the performance frameworks and performance management policies from other authorizers which have experienced similar disruptive changes in state testing, including those which have similar resource constraints due to appropriation limitations, staff recommend the expansion of the Authority's current additional assessment, the ACT Aspire, which was incorporated into the Performance Framework as a high school measure, to measure student outcomes in grades 3-10. This assessment, which is aligned with the statewide college and career readiness assessment, the ACT, can be obtained without resorting to an additional lengthy procurement and has the advantage of being supportable by existing staff without additional training or adding significant additional headcount to the Authority. Staff seeks board approval to implement this change to the performance framework and to continue to seek all necessary approvals to purchase this assessment through an expanded contract.

Additional Federal Considerations

Federal policy identifies the mechanisms we define in statute as reconstitution and restart as school improvement methods which are particularly appropriate to charter school authorizers and to portfolio LEAs like the SPCSA, as they do not require the level of day-to-day authorizer/LEA support that the more common turnaround and transformation models more frequently used by school districts. The latter two models assume, for example, that the LEA is the direct employer of school staff and that it has the capacity and authority to terminate or reassign staff. This is also consistent with the types of improvement interventions outlined in SB92. The state's NCLB waiver also recognizes the distinctions between these models.

Under our current statute and agency mandate and resourcing, the SPCSA's authority to support the more district-oriented interventions is constrained to a degree which may make low-performing SPCSA charter schools less competitive applicants for federal school improvement grants and other discretionary federal dollars allocated to low-performing schools. Both federal law and the NCLB waiver assume a robust, district-driven improvement process. Staff are continuing to work with NDE and the Governor's finance office to address the tensions between our statutory and appropriation constraints and the broader set of federal expectations for LEAs versus our statutory mandate to implement and model best authorizing practices. In the long term, however, it is likely that this tension will only be resolved by a statutory change which makes SPCSA charter schools their own LEAs, much like the charter schools to be authorized by the Achievement School District. In the interim, however, it is important to note that the new statutory powers granted by SB509 and other legislation may also provide the SPCSA with the opportunity to access these competitive dollars for the purpose of supporting the reconstitution and restart of schools in the portfolio, including the engagement of external experts to evaluate school performance and make appropriate recommendations regarding the criteria for approving RFP respondents. Consequently, staff request SPCSA Board approval to directly compete for such federal grants in the future and to seek NDE approval to amend the grant applications submitted on behalf of schools the SPCSA Board chooses to close to support this crucial work.

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT**S U B J E C T: Charter School Closure****Overview and Procedures**

| | |
|-------------------|---------------------|
| <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: September 28, 2015

AGENDA ITEM: 6

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Patrick Gavin, Director, SPCSA**FISCAL IMPACT:****BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):****LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 25 mins****SUBMITTED BY:** _____

BRIAN SANDOVAL
Governor

STATE OF NEVADA

PATRICK GAVIN
Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687 - 9174 • Fax: (775) 687 - 9113

BRIEFING MEMORANDUM

TO: SPCSA Board
FROM: Patrick Gavin
SUBJECT: Staff Overview of Closure Process
DATE: September 25, 2015

Background:

Both the NRS and current NAC contemplate a closure process whereby most of the responsibility for unwinding the affairs of a school which is not renewed or has had its written charter revoked, its charter contract terminated are delegated to the governing body and staff of the school. While there are some penalties for non-compliance with the closure expectations set forth in law and regulation, these primarily fall on the shoulders of the licensed personnel required to serve on the board of the charter school. It is unclear how enforceable such provisions would be, especially in cases where the licensed persons resigned prior to the closure of the school. Moreover, while the delegation of such tasks to the governing body and staff makes sense in the context of Nevada's philosophy of small government, it is unclear whether parties who proved unable to effectively and accountably operate a charter school which met the academic, financial, and organizational performance expectations necessary to merit ongoing operation would suddenly see the error of their ways and conduct an orderly and accountable wind-down of the academic program, operations, and business affairs of the school following a Notice of Closure. It is important to note that the addition of the receiver provision in SB509 was intended, in part, as an authorizer-directed mechanism to appropriately safeguard pupil welfare, public assets, and public funds in the event that the school board and leader proved inadequate to the task.

The attached overview, adopted from materials developed in Colorado and supplemented with Nevada-specific expectations and insights from other states, provides an outline of the activities essential to the orderly closure of a public charter school. In the event of a charter school closure, this will serve as the framework upon which the school-specific project plan will be based.

Nevada Charter School Sample Closure Framework

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Introduction

Closing a charter school can present many challenges, given the data that must be compiled and analyzed, public meetings that must be held, and the political considerations that must be addressed before a charter school chooses to voluntarily close or before the authorizer votes to not renew or to revoke the written charter or terminate the charter contract.

Given the challenges, a carefully developed, detailed school closure plan is a high priority. An orderly closure process providing for continuity of instruction until the closure date, identifying new school options for students, and meeting the school's financial, legal, and operational obligations is in the best interest of all parties. This checklist of tasks in a template format was developed to assist authorizers and charter schools with the closure process.

This document draws heavily on several sources:

1. Colorado Charter School Sample Closure Framework (2011).
 2. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
 3. Colorado Charter School Institute Closure Project Plan (2010).
 4. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
 5. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
 6. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.
- Colorado charter school authorizers were helpful in reviewing this document to enhance usability and completeness. Additional feedback from authorizers and charter schools will be gathered over time to improve this document to ensure it continues to reflect best authorizing practices.

Background

Whenever a charter school closes, there are many tasks that must be completed; however, the tasks associated with the winding up of business will be different for each authorizer and charter school, reflecting the circumstances surrounding the closure.

These circumstances include the following:

1. Timing of closure – during or at the end of a school year.
2. Reasons for closure – for example, financial mismanagement, student performance, or lack of enrollment.
3. Charter school capacity – the extent to which the charter school can accomplish the tasks associated with closure.
4. Relationship of the parties – can the authorizer and the school work together cooperatively to close the school?
5. Expectation of closure – whether the authorizer and charter school expected and planned for the closure.
6. Student reassignment – the availability of space, school options, and impact on school districts that will be receiving students.

The circumstances outlined above will be affected by whether or not the closure is voluntary.

Voluntary closure typically occur when either the school does not seek renewal of its charter or when the school recognizes that it is no longer academically or financially viable. Involuntary closure may occur when a charter renewal application is denied, but may also be precipitated by charter revocation due to a financial crisis or persistent low academic achievement. In such circumstances, the school and authorizer may have genuine disagreements about the school's performance. In other cases a charter school may believe that renewal is pro forma, ignoring the accountability-for-autonomy agreement that is the foundation of the charter school contract. In these circumstances, closure is unexpected in addition to being involuntary.

In rare circumstances, an involuntary closure may be mandated by an authorizer during a school year. In this case, closure is usually related to financial mismanagement, a threat to property, and/or student and staff safety. An involuntary closure, and especially one which must occur midyear, is likely

to present the authorizer with many more difficulties than a voluntary closure.

When the charter school closure is involuntary, it is possible that a charter school may attempt to appeal the decision. While there is no statutory basis for such appeals, the experience of authorizers in other states leads Nevada authorizers to anticipate that some form of litigation may be attempted by schools which face closure.

Regardless of how the process unfolds, the authorizer's staff should meet with the charter school board and principal immediately after the initial closure decision to determine who will send letters to the school districts that are materially affected and to the school's parents notifying them of the decision. Ideally, all parties will agree on the content of the letters.

Whether or not closure is scheduled during or after the school year is a key factor in developing the closure plan. An end-of-year closure is almost always in students' best academic and social interests; in addition, it simplifies the financial issues associated with the closure.

Regardless of the specifics of the closure plan, there are three primary goals to be accomplished in the winding up of the school's affairs:

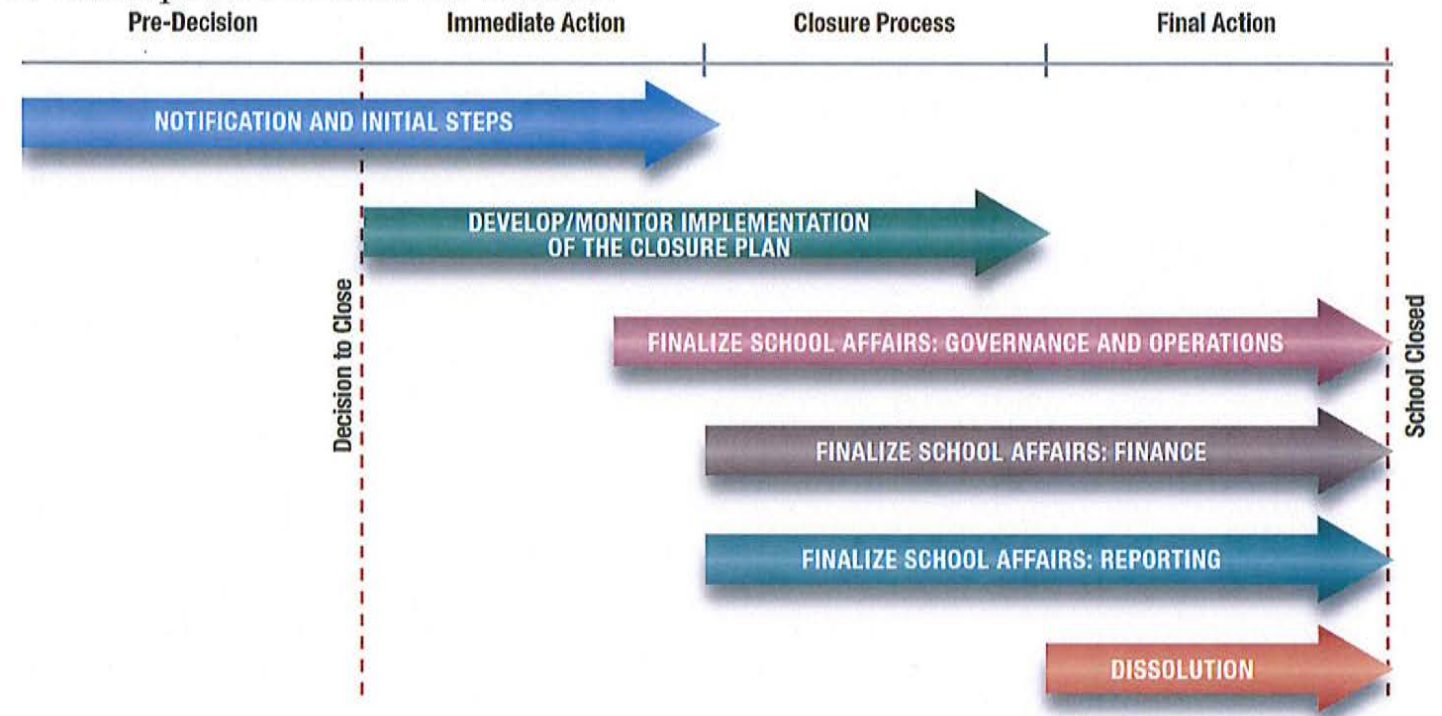
1. Providing educational services in accordance with the charter contract until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school's financial, legal and reporting obligations.

These goals should be given the highest priority during the closure process.

Based on the circumstances surrounding the closure, not all tasks in this framework may apply. The authorizer and charter school should meet prior to starting closure proceedings and agree which tasks will be necessary and how the authorizer

wants to superintend the closure. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The closure process has many tasks, which are illustrated in the chart below: 1) notification to affected school districts and families; 2) developing and monitoring the closure plan; 3) winding up the school's affairs in governance and operations, finance, and reporting; and 4) dissolution. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and dates of completion.

A Conceptual Timeline for Closure



Notification and Initial Steps

| Description of Required Actions | Responsible Party | Completion Date | Status |
|--|-------------------|-----------------|--------|
| Notify School Districts Materially Impacted Within two days of the authorizer's decision to close the charter school, notify districts materially impacted by the closure decision, including: <ol style="list-style-type: none"> 1. Possible appeals and timeline for final decision. 2. Copy of the letter sent to parents. 3. Closure FAQ. 4. Information about the plan being developed to ensure an orderly closure process. 5. Contact information for questions. | | | |
| Notify Parents / Guardians of Closure Decision Within one day of the authorizer's decision to close the charter school, authorizer staff and charter staff/board collaborate to ensure that parents / guardians are notified regarding the closure decision. Such notification includes: <ol style="list-style-type: none"> 1. Assurance that instruction will continue through the end of the school year or the date when instruction will cease. 2. Assurance that after a final decision is reached, parents/students will be assisted in the reassignment process. 3. FAQ about the charter closure process. 4. Contact information for parents/guardians with questions. | | | |
| Review Budget <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. 2. Emphasize the legal requirement to limit expenditures to only those in the approved budget, while delaying approved expenditures that might no longer be necessary until a revised budget is approved. 3. Acknowledge that there are unique expenditures associated with closure for both the authorizer and school and that the parties will meet to identify these expenditures and funding sources. Based on precedent from other states, schools should reserve a minimum of \$75,000 for costs related to dissolution and closure. 4. Ensure that the school continues to collect revenues included in the school's budget, if applicable. | | | |
| Meet with Charter School Faculty and Staff Principal and charter board chair meet with the faculty and staff to: <ol style="list-style-type: none"> 1. Discuss reasons for closure and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Discuss plans for helping students find new schools. 4. Identify date when last salary check will be issued, when benefits terminate, and last day of work. 5. Describe assistance, if any, that will be provided to faculty and staff to find new positions. | | | |
| Send Additional and Final Notifications Notify parents and affected school districts in writing after key events and when the closure decision is final. In the letter to parents after the closure decision is final, include: <ol style="list-style-type: none"> 1. The last day of instruction. 2. Any end-of-the-year activities that are planned to make the transition easier for parents and students. 3. Assistance that will be provided to families in identifying new schools. This may include a list of school options, choice fairs, individual meetings with families, and prospective school visitations. | | | |

Develop/Monitor Implementation of the Closure Plan

| Description of Required Actions | Responsible Party | Completion Date | Status |
|--|-------------------|-----------------|--------|
| Establish Transition Team, Develop Closure Plan, and Assign Roles Transition team includes: 1. Lead person from authorizer staff. 2. Charter school board chair. 3. Lead administrator from the charter school. 4. Lead finance person from the charter school. Develop plan, exchange contact information and assign roles. | | | |
| Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include: 1. Reassignment of students. 2. Return or distribution of assets. 3. Transfer of student records. 4. Notification to entities doing business with the school. 5. The status of the school's finances. 6. Submission of all required reports and data to the authorizer and/or state. | | | |
| Submit Final Report Submit a final report to the authorizer detailing completion of the closure plan. | | | |

Finalize School Affairs: Governance and Operations

| Description of Required Actions | Responsible Party | Completion Date | Status |
|--|-------------------|-----------------|--------|
| Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability. | | | |
| Notify Commercial Lenders / Bond Holders Within 10 days after the final decision on the charter school closure and after all appeals have been exhausted, notify banks, bond holders, etc., of the school's closure and a likely date as to when an event of default will occur as well as the projected date of the last payment by the school toward its debt. | | | |
| Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or when the charter contract expires. <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. 3. The school and the management company agree when other services including business services will end. | | | |
| Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility and vehicles, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. | | | |
| Maintain Corporate Records Maintain all corporate records related to: <ol style="list-style-type: none"> 1. Loans, bonds, mortgages and other financing. 2. Contracts. 3. Leases. 4. Assets and asset distribution. 5. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. 6. Governance (minutes, bylaws, policies). 7. Employees (background checks, personnel files). 8. Accounting/audit, taxes and tax status, etc. 9. Personnel. 10. Employee benefit programs and benefits. 11. Any other items listed in the closure plan. Determine where records will be stored after dissolution. | | | |

Finalize School Affairs: Governance and Operations (continued)

| Description of Required Actions | Responsible Party | Completion Date | Status |
|--|-------------------|-----------------|--------|
| Notify Employees and Benefit Providers Formally notify all employees of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. COBRA) and eligibility for Unemployment Insurance pursuant to any regulations. Notify benefit providers of pending termination of all employees, to include: <ol style="list-style-type: none"> 1. Medical, dental, vision plans. 2. Life insurance. 3. Cafeteria plans. 4. 403(b), retirement plans. 5. PERS. Consult legal counsel as specific rules and regulations may apply to such programs. | | | |
| Notify Contractors and Terminate Contracts <ol style="list-style-type: none"> 1. Notify all contractors of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. | | | |
| Transfer Student Records and Testing Material Send student records, including final grades and evaluations, to the authorizer, including: <ol style="list-style-type: none"> 1. Individual Education Programs (IEPs) and all records regarding special education and supplemental services. 2. Student health / immunization records. 3. Attendance record. 4. Any testing materials required to be maintained by the school. 5. Student transcripts and report cards. 6. All other student records. Document the transfer of records to include: <ol style="list-style-type: none"> 1. The number of general and special education records transferred. 2. Date of transfer. 3. Signature and printed name of the charter school representative releasing the records. 4. Signature and printed name of the authorizer's representative who receives the records. | | | |
| Inventory assets Inventory school assets, and identify items: <ol style="list-style-type: none"> 1. Loaned from other entities. 2. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. 3. Belonging to the EMO/CMO, if applicable, or other contractors. 4. Purchased with federal grants (dispose of such assets in accordance with federal regulations). 5. Purchased with Public Charter School Program startup funds (transfer assets to another charter school within the district or state). Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. | | | |
| Notify Food and Transportation Services and Cancel Contracts Cancel school district or private food and/or transportation services for summer school and the next school year. | | | |

Finalize School Affairs: Finance

| Description of Required Actions | Responsible Party | Completion Date | Status |
|--|-------------------|-----------------|--------|
| Review and Revise School Budget 1. Review the school's budget and overall financial condition. 2. Make revisions that take into account closure and associated expenses while prioritizing continuity of instruction. 3. Identify acceptable use of reserve funds. | | | |
| Maintain IR S 501(c)(3) Status (if applicable) Maintain IRS 501(c)(3) status, including: 1. Notify IRS regarding any address change. 2. File required tax returns and reports. | | | |
| Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing the school's grants that the school will be closing. | | | |
| List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. 1. This list is not the same as the contractor list, above, but may include contractors. 2. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. A UCC search should be performed to identify secured creditors. 3. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. | | | |
| Notify Creditors Notify all creditors of the school's closure and request a final bill. | | | |
| Notify Debtors Contact all debtors and request payment. | | | |
| Determine PERS Obligations Contact PERS to determine remaining liabilities for employee retirement program. | | | |
| Itemize Financials Review, prepare and make available the following: 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. | | | |
| Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets. | | | |
| Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and other obligations of the school, and all funds owed to the school, showing: 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed. | | | |

Finalize School Affairs: Finance (continued)

| Description of Required Actions | Responsible Party | Completion Date | Status |
|---|-------------------|-----------------|--------|
| Complete Final Financial Audit Complete a financial audit of the school in accordance with the Charter Schools law by a date to be determined by the authorizer well in advance of the deadline for operating schols. | | | |
| Reconcile with NDE/Authorizer Reconcile NDE/authorizer billings and payments, including special education payments or other “lagged” payments. If the school owes NDE/ authorizer money, it should list NDE/ authorizer as a creditor and treat it accordingly. | | | |

Finalize School Affairs: Reporting

| Description of Required Actions | Responsible Party | Completion Date | Status |
|--|-------------------|-----------------|--------|
| Prepare End-of-Year Reports Prepare and submit all required end-of-year reports to the authorizer. | | | |
| Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information. | | | |

Dissolution

| Description of Required Actions | Responsible Party | Completion Date | Status |
|---|-------------------|-----------------|--------|
| Dissolve the Charter School 1. The charter school board adopts a resolution to dissolve that indicates to whom the assets of the school will be distributed after all creditors have been paid. 2. Unless otherwise provided in the bylaws, the members (if any) or board votes on the resolution to dissolve. | | | |
| Notify Known Claimants Give written notice of the dissolution to known claimants within 90 days after the effective date of the dissolution. | | | |
| End Corporate Existence A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including: <ol style="list-style-type: none"> Collecting its assets. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws and applicable law and regulation. Discharging or making provision for discharging its liabilities. Doing every other act necessary to wind up and liquidate its assets and affairs. | | | |
| Notify IRS Notify the IRS of dissolution of the school and its 501(c)(3) status and furnish a copy to the authorizer. | | | |

STATE PUBLIC CHARTER SCHOOL AUTHORITY**SUPPORTING DOCUMENT****S U B J E C T: Update on Fall 2015 Charter
School Applications received**

| | |
|-------------------|---------------------|
| <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: September 28, 2015

AGENDA ITEM: 7

NUMBER OF ENCLOSURE(S): 1

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

BRIAN SANDOVAL
Governor

STATE OF NEVADA

PATRICK GAVIN
Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687 - 9174 • Fax: (775) 687 - 9113

BRIEFING MEMORANDUM

TO: SPCSA Board
FROM: Patrick Gavin
SUBJECT: Agenda Items 7 & 8: Fall Application Cycle Update and Winter Cycle Plans
DATE: September 28, 2015

Item 7: Fall Application Cycle:

The SPCSA received 9 Notices of Intent by the 5 pm deadline on August 14, 2015. Of those, four applicants submitted applications. One of those applications was deemed administratively incomplete and the novice applicant is being encouraged to reapply. Staff have also offered to provide informal feedback following the October 26, 2015 Board meeting to ensure that the applicant is prepared to submit a stronger application during the Winter Cycle. The applicant will also be encouraged to work with CSAN to complement the existing strengths of their proposal with additional content and thought in other key areas.

Of the three applicants who remain, two are for schools in northern Nevada. The other application is for Clark County. Two applications are affiliated with existing Nevada operators—a replication of a Clark County school in Washoe County and a new school model being proposed by the leadership team of a Washoe County-sponsored charter school seeking to open a new school in Carson City. The third application is a replication of a school model from Phoenix, Arizona. External Reviewer assignments and capacity interview arrangements are currently in process for all three applicants.

Item 8: Winter Application Cycle:

Staff recommend that the following changes be made to the winter cycle:

1. Notice of Intent deadline of either December 1 or December 15 to allow additional time to work with state purchasing and the finance office to recruit and contract with external reviewers
2. The deadline for Applications: January 15
3. Depending on the option chosen by the Board, we could proceed on several paths:
 - a. Option 1: Utilize the same RFP templates with minimal changes based on staff and applicant feedback with application going live by October 1. This would keep the same general timeline and process in place, though the additional timeline flexibility offered by SB509 would permit additional time for review
 - i. This would likely result in capacity interviews in mid-February and staff recommendations to the Board by March 31.

- b. Option 2: Use the new authority under SB509 to bifurcate the process:
 - i. Round 1: An initial submission window where experienced applicants and schools with EMOs submit only their performance data and novice applicants without EMOs submit their governance and academic plans along with a short, conceptual budget. Applicants would be selected to move to Round 2 based capacity interview, track record, and strength of plan by February 15.
 - ii. Round 2: Invitational round where applicants submit full applications and possibly a follow-up interview. Applications would be due March 15 with recommendations to the board by April 30.
- c. Option 3: Stick with Option 1 for the Winter Cycle and continue redesign of process to more closely resemble Option 2 for the new Summer Round with a contemplated June 1 Notice of Intent and a July 1 Application deadline. This has the advantage of not switching things up on applicants who may already be planning to submit in the winter.
- d. Option 4: To be combined with any of the preceding three options: Provide for priority review of top-tier experienced CMO applicants (Track D) and top-tier replication models (Track C), i.e. Charter School Growth Fund portfolio members and Building Excellent Schools fellows supported by Opportunity 180 to apply on a rolling basis with a staff commitment to review and make a recommendation to the Board within 75 days.

STATE PUBLIC CHARTER SCHOOL AUTHORITY**SUPPORTING DOCUMENT****S U B J E C T: Winter 2016 Charter
Application Cycle implementation plan**

| | |
|--------------------|---------------------|
| <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: September 28, 2015

AGENDA ITEM: 8

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Patrick Gavin, Director, SPCSA**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: Timeline, Criteria and Process
of Fall 2015 Charter amendment cycle plan
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: September 28, 2015

AGENDA ITEM: 9

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Patrick Gavin, Director, SPCSA

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

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

SUBMITTED BY: _____

BRIAN SANDOVAL
Governor

STATE OF NEVADA

PATRICK GAVIN
Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687 - 9174 · Fax: (775) 687 - 9113

BRIEFING MEMORANDUM

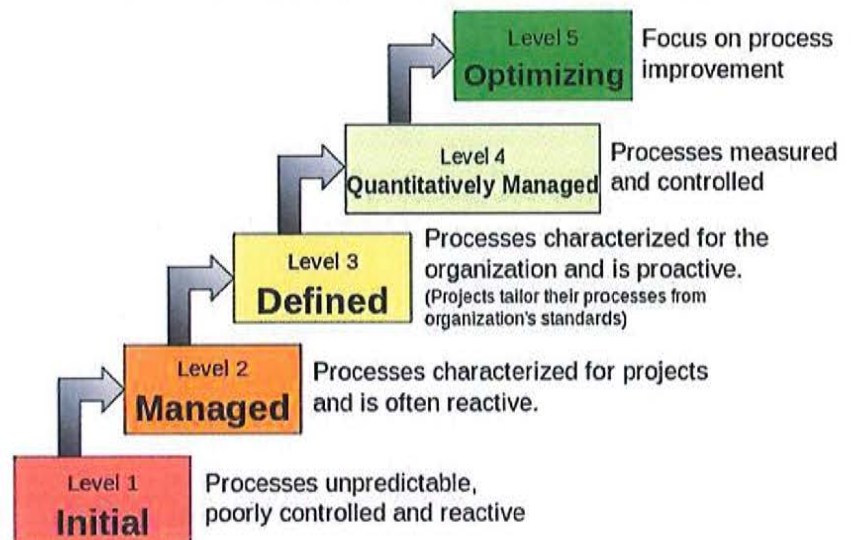
TO: SPCSA Board
FROM: Patrick Gavin
SUBJECT: Staff Recommendation re: Timeline, Criteria, and Process of Fall 2015 Charter amendment cycle plan pursuant to NAC 386.325
DATE: September 25, 2015

Background:

SB509 provides that the SPCSA must adopt criteria for evaluating amendment requests to add new facilities. In contrast to historic regulatory language, it also requires that the Authority evaluate both the track record of the school which is seeking the amendment in the areas of academic, financial, and organizational performance, and it requires that the Authority assess the capacity of the school to operate a high quality multi-site school network.

Authorizers are increasingly concerned with issues like consistency of implementation, student equity and outcomes, and the capacity of boards and organizations to meet the challenges that accompany significant changes in scale. Recognizing the crucial role of governance in driving exemplary performance, the Authority is continuing to engage in ongoing discussions with NACSA and Board on Track (fka the High Bar) regarding this evolving area of authorizer practice both via research and through participation in discussions with the new National Charter School Governance Institute. Through that research, SPCSA staff have identified a compelling metaphor, the Capability-Maturity Model, which may have significant implications for how we will come to evaluate the effectiveness of boards and schools and determine their capacity of boards to take on new challenges. Based on lessons learned from other industries, including defense, software development, and social enterprise, the Capability-Maturity Model

Characteristics of the Maturity levels



may also have implications for how the SPCSA ultimately organizes and deploys its own authorizing and performance management functions and processes.

Current Process:

The current amendment process for adding additional facilities is both opportunistic and ad-hoc. SPCSA staff frequently learn that a school is contemplating adding a new facility after receiving a call or an email from a school inquiring about the next board agenda. This results in a last minute scramble to accommodate schools and evaluate the request. As we have observed, expanding to additional facilities can be a high risk endeavor both for the Authority and for schools. Opportunistic expansion can strain resources, expose systemic weaknesses, and lead to significantly diminished performance across all domains. It is also evident that the current process set forth in NAC requires additional scaffolding in the form of policy and process to provide appropriate clarity to schools, SPCSA staff, and the Board. In this area, it is clear that the SPCSA itself is functioning at the lowest tier of the Capability-Maturity Model. Based on our new statutory responsibility and experience with the current process, it is clear that we need to make significant changes.

Policy Recommendations:

- 1) Approve 2015-16 Tiered Eligibility Criteria Based on School Performance Data:

Schools with Limited Nevada Track Record Whose CMO/EMO Operator Has Operating History

| Growth Limit | Academic Criteria | Fiscal Criteria | Organizational Criteria | Board Capacity (Future Years) |
|--|---|--|--|--------------------------------------|
| 1-3 Campuses OR Enrollment of 1,000 or Less | Other state data: 4 Star Equivalent or Above At All Levels for Two Consecutive Years AND similar trend data from SPCSA-mandated assessment or SPCSA-approved internal assessment ¹ | <u>Other State Data:</u> Good Standing Equivalent in Financial Framework for 2 Consecutive Years AND No Notices of Concern or Breach in Past 2 Years | <u>Other State Data:</u> Good Standing in Organizational Framework for 3 Consecutive Years AND No Notices of Concern or Breach in Past 2 Years | Level 2 |
| 4-6 Campuses OR Enrollment of 1,001 to 2,500 | Other state data: 4 Star or Above At All Levels for 3 Consecutive Years AND similar trend data from SPCSA-mandated assessment or SPCSA-approved internal assessment | <u>Other state data:</u> Good Standing in Financial Framework for 3 Consecutive Years AND No Notices of Concern or Breach in Past 3 Years | <u>Other state data:</u> Good Standing in Organizational Framework for 3 Consecutive Years AND No Notices of Concern or Breach in Past 3 Years | Level 3 |
| 7-9 Campuses OR Enrollment of 2,501 to 5,000 | <u>Nevada Data:</u> 5 Star on At Least 2 Levels and 4 Star on 1 Level for 3 Consecutive Years | <u>Nevada Data:</u> Good Standing in Financial Framework for 4 Consecutive Years AND No Notices of Concern or Breach in Past 3 Years | <u>Nevada Data:</u> Good Standing in Organizational Framework for 4 Consecutive Years AND No Notices of Concern or Breach in Past 3 Years | Level 4 |
| 10-13 Campuses OR Enrollment of 5,001-7,500 | <u>Nevada Data:</u> 5 Star or Above on At All Levels for 4 Consecutive Years | <u>Nevada Data:</u> Good Standing in Financial Framework for 4 Consecutive Years AND No Notices of Concern or Breach in Past 4 Years | <u>Nevada Data:</u> Good Standing in Organizational Framework for 4 Consecutive Years AND No Notices of Concern or Breach in Past 4 Years | Level 5 |

¹ Reliance on internal assessment data would be de-emphasized contingent upon adoption and purchase of Authority-wide assessment tool.

| Growth Limit | Academic Criteria | Fiscal Criteria | Organizational Criteria | Board Capacity (Future Years) |
|--|--|--|---|-------------------------------|
| 14-17 Campuses OR Enrollment of 7,501-10,000 | <u>Nevada Data:</u> 5 Star or Above on At All Levels for 5 Consecutive Years | <u>Nevada Data:</u> Good Standing in Financial Framework for 5 Consecutive Years AND No Notices of Concern or Breach in Past 5 Years | <u>Nevada Data:</u> Good Standing in Organizational Framework for 5 Consecutive Years AND No Notices of Concern or Breach in Past 5 Years | Level 5 |

Nevada Charter Schools with a Significant Operating History in Nevada

| Growth Limit | Academic Criteria | Fiscal Criteria | Organizational Criteria | Board Capacity (Future Years) |
|--|--|--|---|-------------------------------|
| 1-3 Campuses OR Enrollment of 1,000 or Less | 3 Star or Above At All Levels for Two Consecutive Years | Good Standing in Financial Framework for 2 Consecutive Years AND No Notices of Concern or Breach in Past 2 Years | Good Standing in Organizational Framework for 3 Consecutive Years AND No Notices of Concern or Breach in Past 2 Years | Level 2 |
| 4-6 Campuses OR Enrollment of 1,001 to 2,500 | 4 Star or Above At All Levels for 3 Consecutive Years | Good Standing in Financial Framework for 3 Consecutive Years AND No Notices of Concern or Breach in Past 3 Years | Good Standing in Organizational Framework for 3 Consecutive Years AND No Notices of Concern or Breach in Past 3 Years | Level 3 |
| 7-9 Campuses or Enrollment of 2,501 to 5,000 | 5 Star on At Least 2 Levels and 4 Star on 1 Level for 3 Consecutive Years | Good Standing in Financial Framework for 4 Consecutive Years AND No Notices of Concern or Breach in Past 3 Years | Good Standing in Organizational Framework for 4 Consecutive Years AND No Notices of Concern or Breach in Past 3 Years | Level 4 |
| 10-13 Campuses OR Enrollment of 5,001-7,500 | 5 Star or Above on At All Levels for 4 Consecutive Years | Good Standing in Financial Framework for 4 Consecutive Years AND No Notices of Concern or Breach in Past 4 Years | Good Standing in Organizational Framework for 4 Consecutive Years AND No Notices of Concern or Breach in Past 4 Years | Level 5 |
| 14-17 Campuses OR Enrollment of 7,501-10,000 | <u>Nevada Data:</u> 5 Star or Above on At All Levels for 5 Consecutive Years | <u>Nevada Data:</u> Good Standing in Financial Framework for 5 Consecutive Years AND No Notices of Concern or Breach in Past 5 Years | <u>Nevada Data:</u> Good Standing in Organizational Framework for 5 Consecutive Years AND No Notices of Concern or Breach in Past 5 Years | Level 5 |

2) Restrict new facility amendment requests to two submissions windows per year. This is double the number of amendment request windows offered by some other statewide authorizers.

a. Bi-annual cycle:

i. November/March in 2015-16

1. Short review/approval window in November '15 and December decision

2. Application goes live in January '16; due March 1 with a July decision

ii. October/March in 2016+

1. Fall Application goes live in July; due October 1 with a January decision

2. Spring Application goes live in January; due March 1 with a July decision

iii. Allows time for review, board evaluation, and strategic planning by school

- 3) Tier board approvals based on number of students to be served, thereby allowing schools some flexibility and allow schools to request permission to expand to multiple new facilities over a 1-2 year period in a single request, subject to the limitations described above.
- 4) Require schools that seek to operate larger multi-site schools to commit to key initiatives essential to diversifying the non-White, ELL, Special Education, and free and reduced priced lunch populations on their campuses through a menu of required and optional initiatives such as:

| Required Initiatives | Optional Initiatives ² |
|--|--|
| <ul style="list-style-type: none"> • Commit to serving the full continuum of students with disabilities once the network serves a population of more than 1,500 students • Supplement, and, as necessary, supplant social media and online marketing in favor of comprehensive grassroots outreach plans targeted at communities of color, families living in poverty, families whose home language is not English, and families of students with disabilities to attract and retain a student population which is reflective of the surrounding zoned schools • Conduct weighted lotteries if the variance in key student populations between the local zoned schools and the charter school campuses is greater than 15 percentile points | <ul style="list-style-type: none"> • Utilize policy innovations such as micro-schools³ and charter school co-location to support the development of programs serving high need student populations and the piloting of innovative models • Partner with other charter schools or the local school district on cluster programs to serve the very small numbers of students with disabilities for whom a self-contained or other full-day placement setting is the appropriate placement • Participate in the federal pre-K grant • Participate in the free and reduced-price lunch program • Conduct weighted lotteries • Actively engage in other dissemination activities approved by the SPCSA |

- 5) Approve the attached Expansion Amendment Request format (Attachment 2) as a means of improving the process and increasing the quality of new site expansion across Nevada or authorize staff to publish it with the technical changes and corrections requested by the Board during this meeting.

² Must select multiple options, with larger schools ultimately adopting all initiatives as a condition of additional growth

³ See outline in Attachment

Attachment: Micro-Schooling:

1. Purpose
 - a. Incubate new schools and academic models
2. Need
 - a. Authorizing, is by necessity, somewhat risk averse: <http://educationnext.org/understanding-incentives-charter-authorizing/>
 - b. Both through the proliferation of “proven models” and the risk aversion cited above, charter schooling has become less innovative and parents have less choices of models than they once did: <http://www.fastcompany.com/3046738/most-creative-people/charter-schools-have-an-awkward-secret-theyre-not-very-good-at-innovati>
 - c. The current national authorizing context and Nevada’s overall track record related to charter school quality necessitates authorizing strategies which advantage the proven model and the well-connected; applicants with less of a track record (http://www.nytimes.com/2015/09/13/nyregion/matthew-leveys-charter-school-quest.html?ref=education&_r=0) or less of access to social and financial capital have to apply multiple times
3. Legal context:
 - a. Charter amendment is issued for 3 year term allowing for innovation and experimentation with oversight of the network leader and the governing body of the charter school
 - b. Micro-school is issued a separate school code by the SPCSA Director to provide for separate tracking of performance data
 - c. Amendment can be revoked for performance issues and any grounds which would apply to a standard charter
 - d. All micro-schools are subject to bi-annual high stakes review following the release and analysis of state test scores and any assessment data for other tests approved by the SPCSA
 - e. Following successful first bi-annual review, micro-schools have two options:
 - i. Continue to partner with the board and leader of the host charter school and serve as a school within a school to meet a particular need of that school
 1. Micro-school and board negotiate budget, facilities, and other operational details
 2. Micro-school may continue to use separate school code if approved by SPCSA Director
 - ii. Micro-school notifies board of incubating charter school of its intent to apply to the SPCSA for a charter
 1. If approved, newly chartered school has several options
 - a. Facility
 - i. Lease/sublease space from the incubating charter school
 - ii. Acquire its own facility
 1. Petition B&I for bonding, using academic track record of micro-school
 - b. Operating Relationship
 - i. Enter into consortium with incubating charter school or other charter schools to provide specific services (e.g. as special education cluster program)
4. Operating Context
 - a. Micro-schools are co-located at existing or new campuses of multi-site charter schools
 - i. Micro-school has separate leader

- ii. Micro-school develops separate advisory board with significant expertise in such as needs of student population, academic model, fundraising, and other key competencies (if model is successful, this advisory group would likely serve as nucleus of committee to form/charter school governing body post-incubation)
- b. Enrollment:
 - i. Serves 30-50 students in year 1
 - ii. Serves no more than 150 students in year 3
- c. Mission/Vision
 - i. Serves a particular population OR has innovative model
 - 1. Example populations:
 - a. Students with a particular disability
 - i. Deaf/hard of hearing
 - ii. Autism
 - iii. High cost/low incident disabilities
 - b. Students who are designated as opportunity youth
 - i. Significantly over-age/under-credit (as defined by NDE/SBOE regulations)
 - ii. Adjudicated youth
 - iii. Chronic discipline issue
 - iv. Chronically truant
 - v. Dropouts
 - 2. Example innovative models:
 - a. Virtual/distance learning
 - b. Blended learning/flipped classroom
 - c. Single sex schools
 - d. Rejected SPCSA charter applicants who need additional time to refine proof of concept and develop expertise in key areas
 - e. EMOs/CMOs with strong track records that have concerns about jumping into the Nevada marketplace
 - f. EMOs/CMOs with mixed track records that seek to develop or refine their academic model in a context that is lower risk for both the operator and the authorizer
 - g. Other models with limited track record that meet a significant need

Special Education Program Options

Serve full continuum of students with disabilities via one or more of the following models:

- 1) Maximizing inclusion of students with appropriate classroom supports
- 2) Cluster and Inclusion programs at campuses in each county of location
- 3) Consortium (contract/inter-local agreement) with the local school district in the county of location
 - a) Shared cluster programs
 - b) Shared related service providers
- 4) Consortium (contract/inter-local agreement) with other charter schools in the county of location
 - a) Shared cluster programs
 - b) Shared related service providers
- 5) Launching one or more co-located micro-schools serving a particular population of students with disabilities (e.g. an autism program) that provides services to students who are enrolled in the charter school or in other

charter schools with which the school has entered into a special education consortium with the charter school with the intention of incubating that micro-school to apply for a separate charter with the SPCSA after 2-3 years of operating history

- 6) Co-location and consortium agreement with a charter school serving a particular population of students with disabilities (e.g. an autism charter school) to provide cluster services to that population
- 7) Adopt weighted lottery to provide greater access to SWDs

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2015 CHARTER SCHOOL EXPANSION AMENDMENT REQUEST

Schools Requesting to Operate Additional Campuses

*Released September 28, 2015
Applications Due by November 1, 2015*

Section I: Introduction from Board Chair Kathleen Conaboy

Dear Charter School Governing Body,

On behalf of the State Public Charter School Authority and our 23,000 incredible students, we thank you for your interest in amending your written charter or charter contract to expand a high-performing school in Nevada to serve additional students on new campuses under an amended and restated charter contract. Whether you are applying to expand from a single Nevada charter school campus or to add new campuses to an emerging network of schools here in the Silver State, we understand the tremendous amount of work and commitment required to expand a quality school and achieve operational excellence across multiple sites while maintaining fidelity to your mission, vision, and academic model.

The development and release of this Amendment Request format reflects the sweeping education reforms adopted during the 2015 Legislative Session and our recognition of the opportunities and challenges that many of our existing multi-site operators have faced as they have grown their schools to serve multiple communities. Multi-site charter schools are large, complex public entities which may serve thousands of students and employ hundreds of staff. The 2015 Legislature recognized this reality and requires that an authorizer review the track record of the charter school with relation to academic, financial, and organizational performance and determine whether the school has the capacity to operate additional campuses with a high degree of quality and consistency across all domains.

We have designed this process to allow governing bodies and leadership teams to assist in this process through an evaluation of their own capacity and determine where they will need to invest additional resources to ensure success. As with all submissions to the State Public Charter School Authority, this amendment request is intended to be a document which is the result of deep, thoughtful engagement by the governing body and staff employed by the school. While the Authority acknowledges and appreciates the contribution of vendors and contractors, including education management organizations, to the growth and vitality of the state's charter school movement, it is important to emphasize that the sole legal accountability for the promises and commitments made by the school to students, parents, families, the surrounding community, and to the people of Nevada and their authorized representative, the State Public Charter School Authority, lies with the governing body of the school and its direct, authorized employees.

The SPCSA is committed to quality in every aspect of our operation, and we firmly believe that quality authorizing leads to quality schools. We are committed to granting expansion amendments only to those schools who clearly demonstrate the academic track record and financial and operational capacity and business planning necessary to govern and operate high-performing networks of schools. We particularly welcome amendment requests from schools who seek to serve at risk students in our urban core, develop intentionally diverse populations in our growing suburbs, and the underserved populations of our rural and Native American communities.

Our statutory responsibility compels us to provide our students and families with the very best options the charter community can provide. We are confident that we have created a demanding, thorough, and transparent amendment request and review process.

As you complete your amendment request, please feel free to contact our team with any questions. Again, thank you for your interest in recommitting to this vital work and investing more of your time and talents in our effort to build and deliver a high quality public school option to every student in Nevada.

Sincerely,

Kathleen A. Conaboy
Board Chair

DRAFT

Section II: Instructions

OPERATOR APPLICANT INSTRUCTIONS

Specifications

- It is the responsibility of the applicant to ensure that the content is complete, detailed, and easily understood and followed by reviewers; external experts; and parents, families, and the general public.
- This request may be completed with responses following each question (e.g., the questions following the headings *Parent and Community Involvement*, *Driving for Results*, *Human Resources*, etc.). Please leave the text of the question in the document to facilitate review and public transparency.
- All narrative elements of the application must be typed with 1-inch page margins and 11-point Cambria font, single-spaced.
- All headings must be in 11, 12, or 14 point Cambria font.
- Tables may be in either 11 or 10 point Cambria font.
- Each major section (Executive Summary, Meeting the Need, Academic Plan, etc.) must begin on a separate page, as indicated in the RFP document.
- All pages must be consecutively numbered in the footer, including all attachments.
- The table of contents must identify the page number of each major section of the narrative and each required attachment.
- Schools are encouraged to utilize Microsoft Word's cross-referencing features to allow for automatic updates to page numbers within the document for any element discussed in more than one section. Simply referring reviewers to content in another section or expecting reviewers to seek out and infer an answer from information which may or may not be found in an attachment is unacceptable and will be deemed unresponsive. Petitioners are expected to exercise appropriate judgement in balancing responsiveness with excessively duplicative content. It is highly advisable to answer the question posed and refer the reviewer to additional contextual information that will inform review with transitional and referential phrases such as "As discussed in greater detail in the Section __ beginning on page __, the school will..." and "Reviewers seeking more information on __ may wish to refer to the section labeled __ beginning on page __. More specifically, the school will..."
- References and citations should be placed in the footer.
- The name of each major section and attachment, e.g. "Attachment 1," etc. must be placed in the footer to facilitate easy review and navigation of the materials. Bookmarking of individual sections and attachments in Acrobat is strongly encouraged to enhance readability and facilitate a thorough review.
- Schools are encouraged to use Microsoft Word's styles features (<http://shaunakelly.com/word/styles/stylesms.html>) to manage formatting, provide for

bookmarking and cross-referencing, and facilitate the generation of the table of contents and other features through the heading styles functionality.

- If a particular question does not apply to your team or application, simply respond with an explanatory sentence identifying the reason this question is not applicable to your school AND including the term “not applicable” within the sentence.
- All questions, including those identified as “Not Applicable” and tables not utilized must be left in the document. Tables which are accompanied with directions permitting the school to modify the number of rows and to customize the designated content may be changed as indicated.
- Applicants **MUST** submit amendment requests electronically in Epicenter, the statewide document management center for school submissions to the State Public Charter School Authority. All documents, other than budget documents and data submissions better suited to Excel, must be submitted as PDF documents. All PDF documents, other than those individual pages containing signatures or facilities documentation, must be submitted as converted (not scanned) documents.
- The following is a list of attachments to accompany the application:

Attachments Necessary to Assess Facility Compliance

1. A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
2. Agenda for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
3. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
4. If a facility has been identified, the physical address of the facility and supporting documentation verifying the location, including the Assessor’s Parcel Number and a copy of the Assessor’s Parcel Map for the proposed facility **OR**, if a facility has not been identified, a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
5. If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement **OR** a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
6. If a facility has been identified, a copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet **OR**, if a facility has not been identified, a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265
7. If a facility has been identified, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection

with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school **OR** a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265

8. Full Certificate of Occupancy **OR** a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265
9. Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation **OR** a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265.
10. Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265

Attachments Necessary to Assess School Capacity

11. Letters of Community Support/Partnership (preferably PDF conversion but may be scanned to PDF)
12. School and network leadership team job descriptions
13. Resumes and student achievement data for proposed school leader (if available)
14. Competencies used for school leader selection
15. Regional Director resume or job description
16. CMO/Local Network organizational charts
17. New Board Member Information Sheets
18. Incubation Year Planning Table
19. EMO agreement documentation (*if school will contract with a non-profit or for-profit EMO for additional services or this expansion will result in additional payments to an existing EMO*) **OR** an assurance that the school is not contracting with an EMO
20. Operational execution plan
21. Budget narrative
22. Financial Plan
23. Local Network Budget

24. For schools which replicate an EMO or CMO model from another state which do not yet have Nevada performance data: school performance data sheet and data from network's internal assessments demonstrating that the Nevada school is performing at a level similar to schools in other geographies. Please also provide historical financial documents for the entity including audited financial records for the entity and, if any of the schools operated by the management organization are technically separate entities, audited financials for each such school as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. This may be provided in the format of your choosing.

25. School Data Worksheet

- When submitting resumes and biographies of proposed new board members and staff, label each document with the individual's affiliation with the proposed school (board member, principal, teacher, etc.) and combine the files into a single converted PDF document.
- Review all elements of your request for completeness before submitting. Incomplete requests will not be accepted, and schools are not able to amend, revise, or supplement their request after it has been submitted unless the SPCSA, at its sole discretion, requests additional information or the SPCSA board votes to reject the request and the applicant chooses to resubmit a revised request at a later date.
- Schools are strongly encouraged to maintain final Microsoft Word versions of all written materials. In the event that a school elects to resubmit a request with additional content and documentation, the school will be expected to use the Track Changes function to identify any additions or deletions to the application. Specific format requirements for such resubmissions will be furnished to applicants upon request.

Applicants are reminded that all requests for facilities or enrollment expansion amendments are public records and are posted on the SPCSA web site. Once a request is approved, it is expected that the complete charter application and the approved amendments will be posted on the school's web site or will otherwise be made available via electronic means upon request from any member of the public. 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>. The usage of the Microsoft styles feature discussed earlier will also help to facilitate accessibility.

Eligibility Requirements

To be eligible to submit an expansion amendment in the fall 2015 expansion amendment cycle, a school must be in good standing in all three domains of the Authority's academic, financial, and organizational performance frameworks and it must not be considered a low-performing school or otherwise ineligible according to any definition set forth in law or regulation. Ineligible schools include, but are not limited to those schools which operate an elementary, middle, or high school

rated below the three star level; schools which operate an elementary, middle, or high school program that is a priority or focus school; schools which operate high schools with graduation rates below 60 percent; and schools rated at the approaches, unsatisfactory, or critical level on the Authority Performance Framework either in aggregate or at the elementary, middle, or high school level.

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

Schools are advised that fiscal or organizational issues which are discovered during the review process, including issues related to or raised in the annual independent audit which is due to the Authority on December 1, 2015, will result in denial of the expansion amendment request.

Submission Instructions

1. **Schools must submit their complete amendment request into the Charter Amendment section of Epicenter by 5:00 pm PT on November 1, 2015**
2. In order to complete and submit your request, you will need to meet the following minimum technology requirements:
 - a. A local copy of Microsoft Office Word 2007 and Microsoft Office Excel 2007

- b. A local copy of Adobe Acrobat Standard or Professional or a third party PDF-creation solution that allows for converting, combining, and consecutively paginating files into portable document format
 - c. A local copy of Microsoft Office Project and Microsoft Office Visio or other software or a school-selected suitable web-based equivalent (e.g. Lucidchart for flowcharts) with the capacity to produce detailed Gantt charts, flowcharts, and explanatory graphics for inclusion in the Microsoft Word narrative or the requested attachments
 - d. Microsoft Internet Explorer Version 9 or above OR Google Chrome Version 40 or above
 - e. A reliable Internet connection
 - f. A laptop or desktop computer with at least 50 Mb of free space to store downloaded amendment request documents and local copies of your submission
3. Schools may upload amendment requests up to 5:00 pm PT on November 1, 2015. Once the request is submitted, schools will be unable to access, edit, or revise the documents

Guidance and Resources for Applicants

Schools are encouraged to familiarize themselves with **current** Nevada law and regulations relating to charter schools. As Nevada's statutes and regulations are continuing to evolve, it is advisable to monitor and evaluate all changes to ensure that any proposed changes to the charter meet current expectations. The Authority does not have the capacity or the statutory authority to provide individual guidance or legal advice. Charter schools are encouraged to consult the Charter School Association of Nevada and an attorney who is well versed in charter school law for guidance in interpreting those elements of statute and regulation for which the Authority has not incorporated its policy expectations in this document.

Nevada Revised Statutes: NRS 386.490 et seq. contains the vast majority of law pertaining to charter schools: <https://www.leg.state.nv.us/NRS/NRS-386.html#NRS386Sec490>.

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 charter schools which have a mission to exclusively serve opportunity youth, students with disabilities, and other particularly vulnerable populations:
https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB460_EN.pdf
- SB208: Codifies existing minimum expectations regarding the notification of families when a new charter school is scheduled to open in a community and changes the expectations around recruiting and enrolling students: https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB208_EN.pdf.

- SB390: Permits but does not require charter schools to give admissions preference to students who attend overcrowded schools or underperforming schools within a 2 mile radius of a campus: https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB390_EN.pdf
- SB200: Permits but does not require charter schools on military bases to give admissions preference to students of personnel residing on or employed by the military base: https://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB200_EN.pdf

Nevada Administrative Code: As a state with a biennial legislature, Nevada relies heavily on its regulatory framework to provide guidance on the interpretation and execution of its laws. The provisions of NAC 386.010 through 386.47 govern the administration of the state's charter school program: <https://www.leg.state.nv.us/NAC/NAC-386.html>.

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, schools 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 amendment request document is one of the first efforts to incorporate those changes.

Pursuant to SB509, the Authority may require that schools enter into amended and restated charter contracts as a condition of granting an amendment; this mechanism allows us to require schools to develop additional technical amendments and contractual changes as statutory and regulatory requirements evolve.

Additionally, the State of Nevada is currently an applicant for a federal Charter Schools Program grant. It is likely that the Authority and the Department of Education will learn the outcome of that grant application in the fall of 2015. Charter school applicants and expansion candidates are strongly encouraged to review the federal non-regulatory guidance related to the Charter Schools Program and to consult the eligibility and approval criteria for those grants as they plan an initial application or expansion.

Additional Guidance and Resources for Schools

The Nevada charter school movement and the SPCSA have undergone dramatic changes in the past four years as a result of legislative changes in the 2013 legislative session and the sweeping education reforms adopted during the 2015 legislative session. As noted above, the policy and operating

landscape for charter schools has undergone significant shifts, including some changes which have yet to be codified into regulation and standard practice.

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

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

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

Overview of the Fall 2015 Expansion Amendment Cycle

With the Fall 2015 charter expansion amendment cycle, the State Public Charter School Authority has adopted a format which features questions focused on the particular academic, financial, organizational, and governance opportunities and challenges associated with multi-site operation.

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

The expansion request is evaluated based on the strength of the plan in each of those domains, while applicants are evaluated based on their *capacity* to execute the program they've proposed both based on the coherence, thoroughness, and thoughtfulness of each element of the application and on the data gathered during both the (discretionary) capacity interview process and background research and due diligence on both proposed members of the expanded governing board and proposed staff members. Successful requests will share many of the same characteristics.

Successful Amendment Requests Will Demonstrate...

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

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

It is important to note that in contrast to other statewide independent charter school board authorizers with similarly sized portfolios, the SPCSA currently has very limited staff approved to manage school communications, the charter application process, the amendment request process, the pre-opening process for new charter schools and new campuses, performance management of existing charter contracts, or the process for renewing and closing charter schools based on performance issues. All State Public Charter School Authority employees other than the Director are primarily funded as either state agency fiscal support staff or as staff to the agency's district-like local education agency funding.

¹ Such fund balance increases are intended to track free cash on hand, and should be exclusive of any capital refresh, expansion, or bond-mandated reserves budgeted for and maintained by the school.

Consequently, schools are cautioned that timelines for review and feedback may be subject to change or modification.

For the Fall 2015 amendment cycle, all requests are projected be on the same review timeline:

| | |
|--|---------------------|
| Full Request Submitted | November 1 2015 |
| Initial Technical Review to Confirm Eligibility and Completeness | Early November 2015 |
| Requests for Clarification (at discretion of SPCSA staff) | Early November 2015 |
| Review of Amendment Request by Internal and Possible External Reviewers | Mid November 2015 |
| Capacity Interviews (At SPCSA Director Discretion) | Mid November 2015 |
| Reviewer Conference and Generation of Staff Recommendations | Late November 2015 |
| SPCSA Board Meeting: Public Hearing: Staff Recommendation, School Presentation, & Board Vote | December 4, 2015 |

The SPCSA also plans to open a Spring expansion amendment cycle for the first time in the spring of 2016. New campus amendments approved in this cycle would be for sites scheduled to open no earlier than Fall 2017. Schools that are unable to submit an amendment request which meets their own high standards during the fall round are strongly encouraged to begin working on an application for the spring cycle as soon as possible. While there are likely to be some changes to the timeline, process, and format once new laws become effective in January, the essential questions will remain the same.

Section III: Request for Amendment

CAMPUSES OPENING FALL 2016 AND BEYOND

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

Please keep in mind that your amendment request is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to 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 will limit the possibility that an essential point is missed by a reviewer due to a lack of clarity and specificity.

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they transition from being single site or small multi-site charter schools into charter management organizations with the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

EXECUTIVE SUMMARY

4 Page Limit

Provide a brief overview of your school, including:

- An overview of the mission and vision for the expanded school network
- Proposed model and target communities
- The outcomes you expect to achieve across the network of campuses
- The key components of your educational model for the expanded school
- The values, approach, and leadership accomplishments of your school or network leader and leadership team
- Key supporters, partners, or resources that will contribute to your expanded school's success

MEETING THE NEED

TARGETED PLAN

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

GROWTH RATE AND RATIONALE

- (1) Describe the school's six-year growth plan for developing new schools in Nevada and other states. Please describe the proposed scope of growth over the next 6 years, including both the schools that the campuses the school has already been approved to open, those it is currently applying to open and any additional campuses that it anticipates applying to open in the next six years (number of campuses, locations, proposed six-year enrollment projections, and grade configuration/type of schools).
 - (a) Provide a rationale for the proposed six-year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well-positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion.
- (2) Specifically identify the key risks associated with this growth plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them. Examples may include:
 - a. Inability to secure facilities/facilities financing;
 - b. Difficulty raising philanthropic funding;
 - c. Insufficient talent pipeline/difficulty recruiting faculty;
 - d. Insufficient leadership pipeline/difficulty recruiting school leaders;
 - e. Misalignment between the founding school and leader and new campuses and leaders, and;
 - f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.
2. Discuss lessons learned during the school's past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each

challenges encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

PARENT AND COMMUNITY INVOLVEMENT

- (1) Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed expansion of the 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 new campus(es) or grade levels. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?
- (3) Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.
- (4) Discuss the community resources that will be available to students and parents at the expanded school. Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as Attachment 11, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.
- (5) Describe the school's ties to and/or knowledge of the target community. How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?
- (6) Identify any organizations, agencies, or consultants that are partners in planning and expanding the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

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) Explain whether the proposed mission and vision for the network is different from the existing school's mission and vision and how they differ. Describe the reasoning behind any modifications. Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision.

CURRICULUM & INSTRUCTIONAL DESIGN

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

(1) Historical Performance

- (a) **Performance Data:** schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state. However, a school is welcome to provide any additional historical academic performance metrics that fall outside of the operator's contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning's STAR, etc.). If provided, describe student performance on these metrics. ***Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.***
- (b) **Interventions:** Please explain any past performance that has not met the organization's expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

(2) Academic Vision and Theory of Change

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

(3) Performance Management

- (a) **Measuring Progress:** Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole. What performance management systems, processes, and benchmarks will the school use to formally assess this progress? Explain how the school addresses underperformance and describe the corrective action plan procedures.
- (b) **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.
- (c) **College Readiness (HS Only):** Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.
- (d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?

PROGRAMS OF DISTANCE EDUCATION (*Distance Education Expansion Amendments*)

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

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

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

PRE-KINDERGARTEN PROGRAMS (*All Operators Currently Operating or Proposing to Operate Pre-K*)

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the

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

- (1) Identify whether the school plans to offer pre-kindergarten in the first year of operation at the new campus or in any subsequent year of the charter term.
- (2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.
- (3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.
- (4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

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

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

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

SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2016-17 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All operators submitting amendment requests to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services that will expand to the full continuum if the school will grow to serve more than 1,500 students as a result of this amendment request.

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

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

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

Special Education

- (1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.
- (2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?

- (a) (*Elementary Schools Only*) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?
 - (b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?
 - (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 school provide a broad and eventually 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. Provide a chart which graphically illustrates the full continuum of services which identifies, by disability and level of severity, the means by which all students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.
 - (4) Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?
 - (5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?
 - (6) Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities across a broader and eventually full continuum? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.
 - (7) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broader and eventually full continuum?
 - (8) 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.
 - (9) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broader and eventually full continuum, and the extent to which your special education program complies with relevant federal

and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

- (10) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?
- (11) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broader and eventually full continuum. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

OPERATIONS PLAN

(12) Organization Governance Structure & Board Development:

- (a) Describe how the organization's governance structure will adapt to oversee and support the 5-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board's roles and responsibilities, and the Board's development priorities and (2) the Board's relationship to individual campuses
- (b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.
- (c) Identify any Board development requirements relative to the organization's governance needs at each stage of growth.
- (d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.

(13) Organization Charts and Decision-Making Authority:

(a) Provide the following organizational charts:

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

The organization charts should represent the all national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an education management

organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable.*

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

- (a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as Attachment 12)
- (b) Resumes of all current leadership (provide as Attachment 13).
- (c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of Attachment 13)

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

- (a) School leadership;
- (b) School business operations and finance;
- (c) Governance management and support to the Board;
- (d) Curriculum, instruction, and assessment;
- (e) At-risk students and students with special needs;
- (f) Performance management; and
- (g) Parent and community engagement.

(16) 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 14).

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

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

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

LEADERSHIP FOR EXPANSION

- (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 15). 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 15) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2016-17 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2017-18 school year and to add additional criteria to the pre-opening requirements for such campuses.

STAFFING

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

Proposed New Campus(es)

| Year | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|---------|---------|---------|
| Management Organization Positions | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| Total Back-Office FTEs | | | | | | |
| School Staff | | | | | | |
| Principals | | | | | | |
| Assistant Principals | | | | | | |
| Add'l School Leadership Position 1 [Specify] | | | | | | |
| Add'l School Leadership Position 2 [Specify] | | | | | | |
| Add'l School Leadership Position 3 [Specify] | | | | | | |
| Classroom Teachers (Core Subjects) | | | | | | |
| Classroom Teachers (Specials) | | | | | | |
| Student Support Position 1 [e.g., Social Worker] | | | | | | |
| Student Support Position 2 [specify] | | | | | | |
| Specialized School Staff 1 [specify] | | | | | | |

| | | | | | | |
|--------------------------------------|--|--|--|--|--|--|
| Specialized School Staff 2 [specify] | | | | | | |
| Teacher Aides and Assistants | | | | | | |
| School Operations Support Staff | | | | | | |
| Total FTEs at School | | | | | | |

Network

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

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

HUMAN CAPITAL STRATEGY

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multi-site charter school. Explain key selection criteria and any special considerations relevant to your school design.

Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements.

Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.

- (1) **Recruitment:** Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.
- (2) **Leadership Pipeline:** Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:
 - How the school plans to identify leadership internally and externally;
 - Who will be responsible for hiring leaders;
 - Formal and informal systems that will prepare leaders for their responsibilities;
 - The school's philosophy regarding internal promotions;
 - The timing for identifying leaders in relation to the launch of a new campus; and,
 - Internal or external leadership training programs.
- (3) **Professional Development:** Identify the school's plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.
- (4) **Performance Evaluations and Retention:** Identify the school's approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?
- (5) **Compensation:** Explain the board's compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.

SCALE STRATEGY

- (1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.
- (2) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.
- (3) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.
- (4) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.
- (5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in Attachment 19. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.
- (6) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

| Function | Mgmt Org Decision-Making | Network Leader Decision-Making | Board Decision- Making | Campus Leader Decision-Making |
|------------------------------------|-----------------------------|-----------------------------------|---------------------------|----------------------------------|
| Performance Goals | | | | |
| Curriculum | | | | |
| Professional Development | | | | |
| Data Mgmt & Interim Assessments | | | | |
| Promotion Criteria | | | | |
| Culture | | | | |
| Budgeting, Finance, and Accounting | | | | |

| | | | | |
|---|--|--|--|--|
| Student Recruitment | | | | |
| School Staff Recruitment & Hiring | | | | |
| HR Services (payroll, benefits, etc.) | | | | |
| Development/ Fundraising | | | | |
| Community Relations | | | | |
| IT | | | | |
| Facilities Mgmt | | | | |
| Vendor Management / Procurement | | | | |
| Student Support Services | | | | |
| Other operational services, if applicable | | | | |

STUDENT RECRUITMENT AND ENROLLMENT

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

- (1) Explain the plan for student recruitment and marketing for the new campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

NOTE: In evaluating expansion requests, the Authority will consider the likelihood of the new charter school campuses significantly increasing the ethnic, socio-economic, linguistic, and special needs diversity of the charter school to at least the level reflected by the attendance zones where

the charter school will operate facilities before approving the proposal. To do so, the Authority will consider the school's past performance in recruiting and retaining such populations. Schools are expected to provide a detailed discussion of their track record in this area for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch. Schools which do not represent their communities and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving the full continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of all enrolled students; (4) a weighted lottery² which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.

- (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 of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?
- (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. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2016 and fall 2017.
 - (a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative)

| Grade Level | Number of Students |
|-------------|--------------------|
|-------------|--------------------|

² See <http://www.publiccharters.org/wp-content/uploads/2015/09/CCSP-Weighted-Lottery-Policy-factsheet-updated-GS-8-27-2015-2.pdf> for one possible approach in this evolving area of charter school policy.

| | 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.
- (a) Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.
 - (b) Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

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 expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.
- (3) Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of Attachment 17). Please note that at least 75% of new board members for SY 2016-2017 must be identified at the time of the submission of the expansion request.

- (4) Provide, as part of Attachment 17, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.
- (5) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?
- (6) Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.
- (7) Describe the board's history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?
- (8) 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.
- (9) 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.
- (10) 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.
- (11) 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.
- (12) 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 18.
- (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 school does not intend to amend an existing management contract or enter into a new management contract with a for-profit or non-profit education management organization (EMO), please explain that this sub-section is "Not Applicable" and skip to the next sub-section.

- (1) How and why was the EMO selected?
- (2) Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- (3) Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.

- (4) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- (5) Please provide the following in Attachment 19:
 - (a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
 - (b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;
 - (c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
 - (d) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
- (6) Provide a brief overview of the organization's history.
- (7) List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
- (8) Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff

regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

- (9) List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

SERVICES

- (1) Provide, as Attachment 20, 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) 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, including the management of user rights and privileges.
- (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 in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

- (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 school's capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.
- (2) Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.
- (3) If a proposed facility has been identified and requires no construction or renovation prior to the commencement of instruction, please provide:
 - (a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as Attachment 4
 - (b) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as Attachment 5
 - (c) A copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet as Attachment 6
 - (d) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as Attachment 7
 - (e) A copy of the Certificate of Occupancy at Attachment 8
 - (f) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as Attachment 9
 - (g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as Attachment 10
- (4) If a proposed facility has not been identified or the proposed facility requires any construction or renovation prior to the commencement of instruction, please provide:

- (a) Either a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 4 **OR** the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as Attachment 4
- (b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 5 **OR**, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as Attachment 5
- (c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 6 **OR**, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance that the school will submit final documentation in compliance with NAC 386.3265 as Attachment 6
- (d) Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 7 **OR**, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as Attachment 7
- (e) A detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as Attachment 8

- (f) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as Attachment 9
 - (g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as Attachment 10
- (5) For schools which are seeking to occupy multiple facilities over several years, please list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.
- (a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third party financing, etc.
 - (b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of Attachment 8. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of Attachment 9.
- (6) Please include the organization's plans to finance these facilities, including:

- (a) Total project cost for each facility
- (b) Financing and financing assumptions
- (c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc. for each facility and for the network as a whole

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? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?
- (2) Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.

FINANCIAL PLAN

- (3) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
- (4) As Attachment 21, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative in Attachment 21. 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 in a clearly identified component of Attachment 10. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
 - (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 e and f.
 - (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.
- (5) Submit a completed financial plan for the proposed school as Attachment 21 (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
 - (6) Submit, as Attachment 22, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
 - (7) Provide, as Attachment 23, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
 - (8) Complete the audit data worksheet in Attachment 24. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in Attachment 23.
 - (9) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment

request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

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

DRAFT

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

**S U B J E C T: Silver State 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: September 28, 2015

AGENDA ITEM: 10

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Patrick Gavin, Director, SPCSA; Representatives of Silver State Charter School

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 45 mins

SUBMITTED BY: _____

BRIAN SANDOVAL
Governor

STATE OF NEVADA

PATRICK GAVIN
Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687 - 9174 • Fax: (775) 687 - 9113

BRIEFING MEMORANDUM

TO: SPCSA Board
FROM: Patrick Gavin
SUBJECT: Agenda Items 10: Amendment Request from Silver State Charter School
DATE: September 28, 2015

Background:

Silver State Charter School seeks approval to change the school schedule and operating structure of the school mid-year. The school, which is among the lowest performing in the state and has a written charter which is scheduled to expire at the end of the 2015-16 school year, is in receipt of Notices of Breach due to both academic and organizational performance. The school, which has a new leader, is seeking to move from a 4 day school week to a 5-day school week and is seeking to convert the school from an open campus program with a more flexible student schedule to a closed campus program with a more structured approach. There has been some staff and student objection to this mid-year change.

Analysis:

The school's history of poor performance in multiple domains is well documented and it has been evident for some time that the school needed to make dramatic changes to reverse its trajectory. From a general programmatic perspective, the proposed changes seem reasonable and, had they been implemented in prior years, might well have resulted in some improvement in the school's academic performance. It is important to note, however, that there will be little or no opportunity for the school to provide sufficient valid and reliable data on the impact of this change prior to any decision to close the school or to invite the school to submit a renewal application. The Authority must base both its staff recommendations and its Board decisions on clear and unambiguous results, not on last ditch efforts, however sincere and well-thought through. Consequently, it is unlikely that the disruption caused by such midyear changes will be mitigated by any impact the prospect of ongoing operation.

Conversely, the school's long track record of underperformance raises the specter of several hundred young people being under-served under the current academic model. To the extent that these changes can have some impact on the academic outcomes for the school's remaining student body, there is merit in implementing such changes.

Recommendation:

Based on the potential for some positive academic impact on the students enrolled at the school, however limited, staff recommend that the Board approve this amendment request with the proviso that no last minute initiative, however laudable, will influence the Board's evaluation of the school's performance for the purposes of upholding any Notice of Closure or arriving at a decision to renew or not renew the school.

MEMORANDUM

TO: SPCSA, Attn: Patrick or Danny
FROM: Edie Grub *Edie Grub*
DATE: September 14, 2015
RE: Charter Amendments Requested for September 28,
2015 Board Meeting of SPCSA

Please consider the following charter amendments at the September 28, 2015 board meeting of SPCSA. The date for approval is critical as letters must be sent out to parents and software and computers must be procured in order to start the program in Term 2 (vital for student achievement):

- **Mission Statement Amendment**
- **Vision Statement Amendment**
- **Academic Programming Amendment**

Each of these items is contained within the materials uploaded to Epicenter. If you have questions, please contact Kit Kotler, Executive Director, Academics at 775-883-7900 x 112. Thank you.

SILVER STATE CHARTER SCHOOLS

September 8, 2015

Silver State Charter Schools

788 Fairview Drive

Carson City, NV 89701

Public Meeting of the Board and Selection Committee

MINUTES OF THE MEETING

BOARD MEMBERS PRESENT:

Edie Grub
Christina Saenz
Kimberly Pilant
Jeanette Geary

BOARD MEMBERS ABSENT

Johanna Davis
Shane Watson

STAFF AND AUDIENCE MEMBERS PRESENT

Krystal Hoefling, Teacher
Donna Unsinn, Staff Member
Ryan Russell, Attorney for the Board
Ruth Kotler, Executive Director, Academics

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

President Edie Grub called the meeting to order at 6:03 pm with attendance as reflected above. The Pledge of Allegiance was led by Member Christina Saenz. Member Kimberly Pilant made a motion to approve the agenda; Member Jeanette Geary seconded the motion. There was no further discussion. The motion carried unanimously.

Agenda Item 1-Public Comment

None

Agenda Item 2- Approval of Minutes

Member Geary made a motion to approve the minutes of July 8, 2015, July 14, 2015, July 21, 2015, and August 18, 2015 minus the minutes of June 16, 2015 which were already approved and noting that the correct spelling of her name as "Jeanette" not "Jen." Member Pilant seconded the motion. There was no further discussion. The motion passed unanimously.

Agenda Item 3-Acknowledgement of Gifts

None

Agenda Item 4-Acknowledgement of Service Awards

None

Agenda Item 5-Discussion and Possible Action to Accept, Reject, or Continue Review of SSCS Financial Reports-Kellie Grahmann

Item pulled from the agenda; presenter absent from the meeting due to an unexpected bus issue.

Agenda Item 6-Discussion and Possible Action to Approve, Approve with Conditions, Modify or Reject Renewing SSCS Previous Policy Designation of SSCS as Serving a High "At Risk" Population-Kit Kotler

Due to the fact that a large percentage of our students are "at risk" we should renew our previous policy of being designated as such. Member Geary made a motion that the Executive Director, Academics develop proper wording of such a policy and to bring back all things necessary to the board at a later date to see if it is a benefit to use the "at risk" designation. The motion was seconded by Member Saenz. There was no further discussion. The motion passed unanimously.

Agenda Item 7-Discussion and Possible Action to Approve, Approve with Conditions, Modify or Reject Renewing SSCS Previous Policy Designation of the SSCS Focus on Alternative Students by Revising the Schools Mission Statement-Kit Kotler

Our mission statement should reflect the students we are serving. Member Pilant motioned and Member Geary seconded the motion to revise our mission statement to the following: "Silver State Charter Schools promote a safe, supportive, alternative learning environment to support the unique needs of our students." There was no further discussion. The motion passed unanimously.

Agenda Item 8-Discussion and Possible Action to Approve, Approve with Conditions, Modify or Reject a Revision to the Visions Statement to Extend our Mission Statement and to be Measurable-Kit Kotler

Member Pilant moved and Member Geary seconded a motion to revise our vision statement to: "Collaborating together, our educational community believes:

- Every student can learn.

- Diversity is a strength that we celebrate.
- Our highly qualified teachers meet student learning needs utilizing a program best suited to their needs.
- Since student belief about his or her own ability to persevere and achieve is the greatest predictor of student success, our teachers work continuously to build student skills, self-confidence, and self-esteem.
- Our teachers will be successful in working with student to increase achievement when students put forth the necessary effort to succeed.”

There was no further discussion. The motion carried unanimously

Agenda Item 9-Discussion and Possible Action to Adopt, Adopt with Conditions, Continue or Deny a Policy to Administer a Culture and Climate Survey, in the fall and spring, for Data Gathering, Analysis, Dissemination and Planning-Kit Kotler

After discussion suggesting Survey Monkey as the survey mechanism, Member Geary motioned and Member Pilant seconded a motion to conduct a culture and climate survey of parents, staff, and students, as identified above, in the fall and spring. There was no further discussion. The motion carried unanimously.

Agenda Item 10-Discussion and Possible Action to Adopt, Adopt with Conditions, Continue or Deny a Policy to Set Student Achievement Goals for 2015-2016 at a 15% increase in Math and Reading Achievement in All Grades Tested-Kit Kotler

Member Pilant moved and Member Saenz seconded a motion to set student achievement goals in math and reading for 2015-2016 to a 15% increase in all grades tested. There was no further discussion. The motion passed unanimously.

Agenda Item 11-Discussion and Possible Action to Approve, Approve with Conditions, Modify or Reject a Motion to Rescind the Charter Amendment Approved Last Summer and Replace it with a Policy that Opens the School Monday through Friday, from 8:30-4:00, for Instruction and Support from Teachers in our On-Site and Distance Learning Programs-Kit Kotler

Discussion by Kit Kotler and all Board Members revisiting the school's schedule and what will best meet student needs. Dr. Kotler's observation is that in the current schedule for term #1, students have not been scheduled for classes on Mondays or Fridays, teachers take every Friday off, and since teachers work nine hours per day with students on Tuesday, Wednesday, and Thursday (as well as working on Monday for nine hours) there is mostly likely a violation of the state mandated contact hours with student as well as being less ineffective the longer the day goes and the more classes they teach. Some teachers are teaching as many as five elective classes during one period. The revised schedule will still enable SSCS to meet state requirements for days and minutes of support to students, and we will be able to offer one additional class per term for students, giving our students one extra credit per year over Carson City Schools. Member Pilant moved and Member Geary seconded a motion to submit a charter amendment that supports students Monday through Friday from 8:30-4:00pm, beginning in the second term of the current year (October 17). Krystal Hoeftling, Dean, stated that teachers were

supportive of the action and she, personally, felt it would be very beneficial for students. There was no further discussion; the motion passed unanimously.

Agenda Item 12-Final Public Comments

A public comment was made by Executive Assistant, Donna Unsinn, stating how happy she was with Dr. Kotler's work and reassuring the board that it was obvious they had made the right choice for an Executive Director, Academics. Krystal Hoefling, Dean, agreed, noting that she had learned more from Dr. Kotler in the past three weeks than she had with the previous administration.

Request for Agenda Items-

A request was made by Krystal Hoefling, Dean, to add in a report from the Student Council; Member Grub requested that we add for the next agenda (1) PERS Hiring and (2) Reduction in Force (RIF), and (3) All items from the prior agenda that had been requested that did not make it on the current agenda such as approving the independent auditor for 2014-2015 (management letter so President Grub can sign it), etc.

Next Meeting-

Scheduled for 9-16-15 at 6:00pm

Adjournment-

President Grub adjourned the meeting at 6:55pm

Proposal to Modify Academic Programming at
Silver State Charter Schools (SSCS)

September 1, 2015

A charter school amendment was requested by prior SSCS administration and approved that limited the school to being open Monday through Thursday for students. Observations by replacement administration have revealed the following:

- The implementation of the amendment is not observed by faculty and staff, i.e., students are not being taught classes on Mondays. That leaves three days in the week in which students are being educated. Current administration believes that it is insufficient time in which to support student increases in achievement or graduation rates.
- Teachers are currently working nine hours per day, Monday through Thursday, in order to give themselves every Friday off (three day weekend). Most likely this represents a violation of state law mandating the number of contact hours teachers can have with students on a daily basis.
- More importantly, the manner in which courses were scheduled leaves the teachers with too many courses to teach per period and with a combination of distance learning students and on-site students in each class. In fact, the current schedule does not even permit teachers to provide administration with accurate lesson plans that meet expectations for engaging all students in learning, aligning instruction and classroom assessments with the common core, and using data to guide instructional decisions.
- Perhaps most importantly is the fact that we cannot expect professional teachers to be highly effective with classes of students beyond five or six hours at most. The current schedule is simply overwhelming and does not meet the best interests of teachers or students.

The following amendment to the charter contract is requested so that we can put the structures and people in place to build a foundation for academic excellence in teaching and learning (schedule attached):

Two programs are proposed; Silver State Elite and our Distance Learning Program. Silver State Elite will be for students who are prepared to come to school from approximately 8:30-4:00 Tuesday, Wednesday, and Thursday. The school campus would be closed, which would alleviate safety issues and the problems we are experiencing with students smoking and using inappropriate language with individuals from nearby businesses. It also resolves attendance problems and provides us with additional time to support students, using a block schedule. Students, many of whom come to school hungry, would have access to lunch. Silver State Elite

6/9

would be for serious students that want a full blown academic program with AP and enrichment courses, clubs, and access to an array of technological advancements leading to readiness for college or career. School administration has investigated improved online courses that are interactive and aligned to core curriculum standards. In addition, reading and math diagnostics are available with remediation resources to lift students to appropriate grade level work. As students' progress through each course, teachers will monitor achievement as compared to common core standards. If a student is deficient in being able to demonstrate and apply particular standards, the teacher can assign additional resources to shore up weak areas in a student's portfolio of standards mastered. Teachers will be expected to engage all students in inquiry or project-based lessons that build skills aligned to core standards.

The Silver State Distance Learning Program serves students who, for a variety of reasons, are unable to attend school onsite on a regular basis. The same interactive software will be available to these students. Teachers will proactively reach out to students on a daily basis, each hour during scheduled classes on Mondays and Fridays from 8:30-4:00pm, to ensure that their academic needs are being met and that they are staying current with the pacing of the course. Students in the distance learning programs will be invited to field trips, clubs, and other activities that will enhance their online experience while building social-emotional skills. Special needs students will be fully served in both programs.

It has come to our attention that a number of students enter our program without having access to computers or the Internet. Participation in the Elite program will resolve the issues for some; in other cases, we will write for grant funds to provide Chromebooks and Internet connections at home for the duration of the program.

In addition to the two programs, it has been observed that teachers need a wealth of professional development in order to deepen their skills and adequately meet student needs. E-tutorials and onsite training and instructional coaching will be carried out by the Executive Director, Academics, beginning in September, 2015 to meet teacher needs. Professional development in conducting daily formative assessments, summative assessments, common unit assessments and common semester benchmarks aligned to the core standards will be a part of the training. In addition, teachers will learn how to engage all students in learning using cooperative and collaborative strategies, use inquiry-based and project-based learning, prepare curriculum maps, and implement the Gradual Release of Responsibility model within their classrooms to maximize student ownership of learning.

Access to learning materials for students will be available 24/7, regardless of the program selected. This proposal also keeps us within the number of days/hours/minutes mandated by the state. The Board and Administration of Silver State Charter Schools believe that this programming and these methods will best meet the academic needs of our students, which is

our primary focus. With this schedule and programs in place, we envision closing achievement gaps among students, meeting our obligations to our students and the State, and more quickly achieving academic excellence. We will also be participating in the Western Nevada College Jump Start program so that eligible students can attain an Associate's Degree at the same time they graduate from Silver State Charter Schools. Thank you.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|---------|---------|-----------|----------|---------|
| | Virtual | Elite | Elite | Elite | Virtual |
| 8:30-9:00 | | | | | |
| 9:00-10:30 | | | | | |
| 10:30-12:00 | | | | | |
| 12:00-12:30 | | | | | |
| 12:30-1:00 | | | | | |
| 1:00-2:30 | | | | | |
| 2:30-4:00 | | | | | |

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

**S U B J E C T: Update on Quest Academy
Forensic Audit report and staff recommendation
for action regarding possible additional
oversight, further investigation, or other actions
deemed necessary by the board as authorized by
statute or charter contract**

| | |
|--------------------|---------------------|
| <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: September 28, 2015

AGENDA ITEM: 11

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Patrick Gavin, Director, SPCSA; Greg Ott, Deputy Attorney General

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 45 mins

SUBMITTED BY: _____

BRIAN SANDOVAL
Governor

STATE OF NEVADA

PATRICK GAVIN
Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687 - 9174 · Fax: (775) 687 - 9113

BRIEFING MEMORANDUM

TO: SPCSA Board
FROM: Patrick Gavin
SUBJECT: Quest Academy Recommendation
DATE: September 28, 2015

Based on the information provided in the attached documents, staff recommends that the board make the following two-part resolution:

- 1) As the audit has revealed a pattern of self-dealing transactions by past members of this school's board, and because the ramifications of those decisions continue to impact the school, I move that SPCSA staff be directed to take immediate actions to work with the school for the installment of a receiver as soon as possible.
- 2) As the auditors received no cooperation from the Chartered For Excellence Foundation, which claimed it was not subject to auditor's requests for information, but significant public money continues to flow from the school to this foundation that was established by former board members, and because of other potentially troubling issues revealed by the audit, including a pattern of awarding contracts without board approval, the execution of excessive contracts that appeared of no benefit to the school, I move that staff be directed to forward the full audit results to the Attorney General's public integrity unit for further investigation of any and all issues raised in the audit results.

Nevada State Public Charter School Authority

Final Summary

Quest Preparatory Academy

The Final summary below will provide an overview of the assessment and analysis of Quest Preparatory Academy located in Las Vegas, Nevada for the review period, School years July 1, 2013 to June 30, 2014 and July 1, 2014 to June 30, 2015. To gain an understanding of Quest Preparatory Academy's operations, information was collected from interviews conducted with Quest Preparatory Academy staff and former and current Governing Board Members, Governing Board minutes, Bank Statements, Accounting records in QuickBooks, and agreements and contracts entered into on behalf of Quest Preparatory Academy. Nevada Administrative Code (NAC), Nevada Revised Statutes (NRS), and Quest Charter Academy Governing Board Bylaws were read to determine compliance with the therein prescribed procedures. In this summary, an overview of the following areas will be provided:

- Chartered for Excellence Foundation
- Nepotism
- Contract Execution Before Governance Approval
- Public Employee Retirement System

In addition, the 2013-2014 Annual Independent Audit Report issued by WSRP, LLC on October 31, 2014 was read and an interview was conducted with Bryce Wisan, Partner at WSRP, LLC. The 2013-2014 Annual Independent Audit Report included an Unqualified Opinion on the financial statements of Quest Preparatory Academy with an emphasis of matter regarding "Going Concern". According to Quest Preparatory Academy financial statement Note 19 – Going Concern, "the School's monthly expenses were higher than its funding for the first three months of the school year. Those factors create an uncertainty about the School's ability to continue as a going concern."

Chartered For Excellence Foundation¹

Chartered for Excellence Foundation (CFEF) is a foundation that was created by David Olive, then Governing Board President of Quest Preparatory Academy, as a non-profit purportedly for the benefit of Quest Preparatory Academy. During the investigation, a number of potential conflicts of interest between Quest Preparatory Academy and CFEF were observed. CFEF was incorporated on January 31, 2014. The registering agent is listed as Anthony Barney and original officers were as follows: Kelli Miller (secretary), David Olive (listed as president and director), and Debra Roberson (treasurer) and Anthony Barney (director). **At the time of incorporation, all these individuals were also affiliated with Quest Preparatory Academy.** The executed independent contractor agreement between Quest Preparatory Academy and CFEF, was signed by David Olive as the president of the Governing Board on behalf of Quest Preparatory Academy and by Kelli Miller on behalf of CFEF as the Secretary on May 17, 2014. **At the time of this agreement, both David Olive and Kelli Miller were part of Quest Preparatory Academy – David Olive as the Governing Board President and Kelli Miller as the Director of Innovation and Grants.** In February 2015, Anthony Barney resigned from the Quest Preparatory Academy Governing Board and was hired as CFEF's attorney (paid position) in June 2015. As of August 20, 2015, CFEF's website names David Olive, Debra Roberson and Stephanie Gabany, Executive Administrative Assistant for Quest Preparatory Academy, as the Board of Directors of CFEF. Debra Roberson and Stephanie Gabany resigned from the Board of Directors of CFEF in June and July 2015, respectively.

¹ NRS 281A.420 prescribes requirements regarding disclosure of conflicts of interest.

"This document is subject to the confidentiality provisions of Nevada Law, including but not limited NRS 179A.070(2), *Donrey of Nevada v. Bradshaw*, 106 Nev. 630, and 83 Op. Att'y General No. 3."

Nevada State Public Charter School Authority

Final Summary

According to an email received from David Olive on July 17, 2015, "Quest Preparatory Academy currently has an executed lease with Chartered for Excellence. Given light of the circumstances surrounding your audit of Quest Preparatory Academy it should suffice to know that no employees of Quest Preparatory Academy work for Chartered for Excellence, sit as a serving member of the governance board of Chartered for Excellence or have affiliation with Chartered for Excellence outside a landlord/ tenant relationship."

Bridger Campus²

According to a copy of a building and improvement lease provided by Spencer Gunnerson³, Governing Board President of Quest Preparatory Academy prior to David Olive, CFEF leased the Bridger Campus property from CSP – Bridger Ave., LLC on July 9, 2014 for an amount of \$27,066.67 per month (subject to 3% per annum increase) with a term of 25 years. According to the Nevada Secretary of State records, CSP-Bridger Ave. LLC, is an active limited liability company, which was incorporated in Nevada on July 9, 2014. The sole manager and registered agent for this company is listed as Lawrence W. Rieder, a Nevada resident. On August 6, 2014 CFEF sub-leased the Bridger campus property to Quest Preparatory Academy for an amount of \$41,778 per month (subject to 3% per annum increase) for a term of 25 years. The lease was signed by Kelli Miller (Director of CFEF) on behalf of CFEF and David Olive (Governing Board President of Quest Preparatory Academy) on behalf of Quest Preparatory Academy. At this time, David Olive was the President of both CFEF board and Quest Preparatory Academy's Governing Board. Quest Preparatory Academy began making monthly lease payments in January 2015 for \$41,778 to CFEF. According to Spencer Gunnerson, the landlord of the property, CSP-Bridger Ave., LLC, leased CFEF the Bridger property to be sub-leased to Quest Preparatory Academy based upon an oral agreement that the lease amount of \$27,066.67 be passed directly through CFEF to Quest Preparatory Academy.

Nepotism⁴

Three relatives of David Olive, then Governing Board President of Quest Preparatory Academy, were hired for positions at Quest Preparatory Academy. Kaye Lynn Olive, David Olive's mother was hired on February 24, 2014 as a Business Office Specialist for an annual salary of \$35,000. Subsequently, at end of October 2014, Kaye Lynn Olive was moved to the payroll department to assist Teresa Barber, Human Resources Manager of Quest Preparatory Academy. According to Teresa Barber, Kaye Lynn Olive was let go because there had been "little mistakes" in payroll. Her last day was August 14, 2015. John Thomas Olive, David Olive's uncle, was hired on May 18, 2014 as the Properties and Maintenance Manager for an annual salary of \$45,000. In January 2015, David Olive became an independent contractor and resigned in June 2015. James B. Olive, David Olive's father was hired on July 7, 2014 as the Facilities Project Manager for an annual salary of \$60,000. James B. Olive had no prior facilities project management experience. James Olive resigned from his position at Quest Preparatory Academy on July

² NAC 386.3265 prescribes requirements regarding the amendment of written charter and request to occupy new or additional facility. NRS 281A.420 prescribes requirements regarding disclosure of conflicts of interest.

³ The unexecuted Building and Improvement lease provided by Spencer Gunnerson was signed by Kelli Miller on behalf of CFEF as the Director of CFEF, but the lease was not signed by the landlord, CSP-Bridger Ave., LLC.

⁴ NRS 281.210 prohibits Officers of State, political subdivision and Nevada System of Higher Education from employing relatives and describes exceptions and penalties.

"This document is subject to the confidentiality provisions of Nevada Law, including but not limited NRS 179A.070(2), Donrey of Nevada v. Bradshaw, 106 Nev. 630, and 83 Op. Att'y General No. 3."

Nevada State Public Charter School Authority

Final Summary

23, 2015. According to the “conditions of hiring” of the Employment contract for Quest Preparatory Academy, employment is conditioned upon satisfactory completion of a background check and satisfactory completion of a drug test. According to Teresa Barber, Human Resources Manager of Quest Preparatory Academy, drugs tests were not on file for Kaye Lynn, John and James Olive. The HR file shows Kaye Lynn Olive was fingerprinted and background check results were negative. There is no record of fingerprint and background checks in the HR file for John and James Olive.

Contracts Execution before Governance Approval

Salary Increase

David Olive, then Governing Board President of Quest Preparatory Academy, unilaterally executed and approved a new contract for Debra Roberson on June 1, 2014 prior to presentation and approval of the Governing Board. The contract increased her salary from the Governing Board approved level of \$108,000 as the Quest Principal to \$175,000, and changed her role from Quest Principal to Superintendent. The contract was signed by David Olive and Lee Miller, then Human Resources Manager of Quest Preparatory Academy, based on the incorrect assumption that the salary could be increased to reflect the added responsibilities of an additional campus and increased student enrollment for the school year 2014-2015. The board voted to adopt the \$175,000 Superintendent contract for Debra Roberson at the November 14, 2014 Governing Board meeting.

Sprint Contract

On July 7, 2014, David Olive, then Governing Board President of Quest Preparatory Academy, signed a 36 month contract with Sprint Solutions, Inc. without Governing Board approval. The contract committed Quest Preparatory Academy to purchase a minimum of 2,000 devices (laptops and iPads) and each device had a monthly service charge of \$59.99. At the full term of 36 months, the total price of contract would have been \$4,319,280. The enrollment for school year end 2014 and 2015 was 863 and 1,460, respectively. Due to technology issues and the large contract cost, at the meeting on July 11, 2015, the Governing Board voted to approve a proposed \$390,000 settlement agreement between Sprint Solutions, Inc. and Quest Preparatory Academy, and authorized Timothy Zeidler, current Governing Board President, to sign on behalf of Quest Preparatory Academy. The settlement agreement was signed on July 13, 2015. According to the agreement, “the settlement amount represents \$338,000 for services previously provided by Sprint and \$52,000 for equipment previously provided by Sprint.” According to QuickBooks payables information, Quest Preparatory Academy started making payments to Sprint on March 16, 2015. Since then, a total of \$137, 059.44 in payments has been paid to Sprint. Chartered for Excellence Foundation asked parents to make a \$100 payment to CFEF for a technology fee. According to Melisa Hester, this was not related to the Sprint Contract.

Bridge Loan⁵

David Olive, then Governing Board President of Quest Preparatory Academy, and Kelli Miller, then Director of Innovations & Grants of Quest Preparatory Academy, signed a factoring agreement between Quest Preparatory Academy and Charter Asset Management Fund, LP for \$200,000, dated September

⁵ NRS 241.020 requires meetings to be open and public and also states exceptions to this requirement.

“This document is subject to the confidentiality provisions of Nevada Law, including but not limited NRS 179A.070(2), Donrey of Nevada v. Bradshaw, 106 Nev. 630, and 83 Op. Att’y General No. 3.”

Nevada State Public Charter School Authority

Final Summary

25, 2014 at cost of \$10,704.94 prior to approval from the Governing Board. The Governing Board of Quest Preparatory Academy voted to approve the \$200,000 factoring agreement dated September 25 on October 1, 2014. On October 7, 2014, prior to Governing Board approval, David Olive and Kelli Miller entered into a factoring agreement on behalf of Quest Preparatory Academy for \$400,000 from Charter Asset Management Fund, LP at a cost of \$28,435.26. At the Governing Board meeting on October 21, 2014, no presentation was made to disclose the additional loan taken on Quest Preparatory Academy's behalf. The Governing Board voted to ratify the \$400,000 agreement at the Governing Board meeting on November 14, 2014. Deposits from Charter Asset Management Fund, LP, were used to cover payroll due to the delay in increased Distributive School Account (DSA) payments.

Public Employee Retirement System⁶

In August 2013, PERS froze Quest Preparatory Academy's account due to overpayments each month. In December 2014, Teresa Barber became the Human Resources Manager. She determined the error was due to an incorrect calculation of the contribution rate for employee salaries and began working with PERS representatives to resolve the issue. In December 2014, David Olive, then Governing Board President of Quest Preparatory Academy, verbally told Teresa Barber to not make payments until the issue was resolved. In February 2015, payments to PERS were resumed. According to PERS documentation, provided by the State Public Charter School Authority (SPCSA) on August 31, 2015, Quest Preparatory Academy is \$538,948.51 behind on their PERS contributions. On September 1, 2015, an arrangement was made between Quest Preparatory Academy and PERS to pay off the past due amount of \$320,191.52. Under this agreement, repayment was to begin September 2015 and will be made every two weeks until December 2015, at which time Quest Preparatory Academy will be caught up with their PERS payments. The PERS attorney was consulted prior to accepting Quest Preparatory Academy's proposal, however, a written agreement has not been received by Quest Preparatory Academy.

⁶ NRS 286.288 defines the responsibility related to inaccurate or misleading information of participating public employers.

"This document is subject to the confidentiality provisions of Nevada Law, including but not limited NRS 179A.070(2), Donrey of Nevada v. Bradshaw, 106 Nev. 630, and 83 Op. Att'y General No. 3."

Forensic Analysis

Quest Preparatory Academy

Quest Preparatory Academy

Chartered For Excellence Foundation –

Conflicts of Interest

Observation



All individuals that were part of Chartered for Excellence Foundation (CFEF) when it was incorporated on January 31, 2014, were also associated to Quest Preparatory Academy, either as a Governing Board member or through employment.

Key Findings

- CFEF was incorporated on January 31, 2014. The registering agent is listed as Anthony Barney and original officers were as follows: Kelli Miller (secretary), David Olive (listed as president and director), Debra Roberson (treasurer) and Anthony Barney (director). **At the time of incorporation, all these individuals were also affiliated with Quest Preparatory Academy.**
- The executed independent contractor agreement between Quest Preparatory Academy and CFEF, was signed by David Olive as the president of the Governing Board on behalf of Quest Preparatory Academy and by Kelli Miller on behalf of CFEF as the Secretary on May 17, 2014. **At the time of this agreement, both David Olive and Kelli Miller were part of Quest Preparatory Academy**
- In February 2015, Anthony Barney resigned from the Quest Preparatory Academy Governing Board and was hired as CFEF's attorney (paid position) in June 2015.
- Debra Roberson and Stephanie Gabany resigned from the Board of Directors of CFEF in June and July 2015, respectively.
- Email received from David Olive on July 17, 2015, "Quest Preparatory Academy currently has an executed lease with Chartered for Excellence. Given light of the circumstances surrounding your audit of Quest Preparatory Academy it should suffice to know that **no employees of Quest Preparatory Academy work for Chartered for Excellence, sit as a serving member of the governance board of Chartered for Excellence or have affiliation with Chartered for Excellence outside a landlord/ tenant relationship.**"

Quest Preparatory Academy

Chartered For Excellence Foundation – Bridger Campus

Allegation



David Olive, entered into, and signed a lease on behalf of CFEF with CSP – Bridger Ave., LLC for the Bridger Campus and CFEF sub-leased the property to Quest Preparatory Academy at a higher amount.

Key Findings

- According to a copy of the lease, CFEF leased the Bridger Campus property from CSP – Bridger Ave., LLC on July 9, 2014 for \$27,066.67 per month with a term of 25 years. This lease was signed by Kelli Miller on behalf of CFEF but was not signed by CSP – Bridger Ave., LLC.
- On August 6, 2014 CFEF sub-leased the Bridger campus property to Quest Preparatory Academy for an amount of \$41, 778 per month for a term of 25 years.
 - The lease was signed by Kelli Miller on behalf of CFEF and David Olive on behalf of Quest Preparatory Academy.
 - **At this time, David Olive was the President of both CFEF board and Quest Preparatory Academy's Governing Board.**
- **Timothy Zeidler, current Governing Board President , did not know about the per month amount difference of \$14,771.33 between the two leases before becoming the Governing Board President on July 11, 2015.**
 - The difference in amount between the two leases, came to light when Timothy Zeidler received an email from CFEF's attorney Anthony Barney regarding Quest Preparatory Academy being behind on their monthly sub-lease payments to CFEF.
 - Timothy Zeidler immediately forwarded the email to Quest Preparatory Academy's attorney Tracy Truman and as of September 17, 2015, **Tracy Truman is in the midst of discussion with Anthony Barney.**
 - **In his opinion, he would not have agreed to the current sub-lease terms because it is for an "absurd amount".**

Quest Preparatory Academy

Nepotism

Allegation



David Olive, then Governing Board President of Quest Preparatory Academy, was able to use his influence and power in getting Quest Preparatory Academy to hire his family members.

Key Findings

- Kaye Lynn Olive (Mother) – hired on February 24, 2014, as a Business Office Specialist for an annual salary of \$35,000. Teresa Barber wanted to terminate Kaye Lynn Olive due to the “little mistakes” she made in payroll but was unable to do so because she was David Olive’s mother.
- John Thomas Olive (Uncle) – hired on May 16, 2014, as the Properties and Maintenance Manager for an annual salary of \$45,000
- James B. Olive (Father) – hired on July 7, 2014, as the Facilities project Manager for an annual salary of \$60,000. **If Teresa Barber was to get his resume today, she would not hire him because he had no project management experience.**
- **If Teresa Barber was to hire a Facilities Project Manager and a Properties and Maintenance Manager today, the offered salary would be \$45,000 and \$35,000 respectively.**
- Employment at Quest Preparatory Academy is conditioned upon satisfactory completion of a background check and a drug test. According to Teresa Barber, Human Resources Manager of Quest Preparatory Academy, there are no drug tests in the HR file for Kaye Lynn, John and James Olive, and only Kaye Lynn Olive was fingerprinted.
- According to a letter dated February 20, 2015, approval was granted by Dale A.R Erquiaga, Superintendent of Public Instruction, pursuant to the provisions of NRS 281.210(2)(a) for Kaye Lynn Olive, James B. Olive and John Thomas Olive to work for Quest Preparatory Academy. **All three of these individuals were hired by Quest Preparatory Academy in 2014.**
 - According to NAC 386.345, **only the State Public Charter School (SPCS) has the authority to approve a person who is related by blood or marriage to an employee of the governing body or charter school.**

Quest Preparatory Academy

Contract Execution Before Governance Approval - Bridge Loan

Allegation



David Olive, then Governing Board President of Quest Preparatory Academy, entered into, and signed a bridge loan agreement on behalf of Quest Preparatory Academy prior to presentation and approval of the Governing Board.

Key Findings

- On September 24, 2014, funds in the amount of \$200,000 from Charter Asset Management Fund, LP were wired into Quest Preparatory Academy's operating account, account ending 7909.
- **On September 25, 2014, David Olive and Kelli Miller signed on behalf of Quest Preparatory Academy, a factoring agreement with Charter Asset Management Fund, LP for \$200,000.**
- On October 1, 2014, David Olive presented for board approval an unsecured Promissory Note in the amount of \$200,000 at a cost of \$10,704.94 from Charter Asset Management Fund, LP. The Governing Board voted to approve the \$200,000 loan.
- **On October 7, 2014, David Olive and Kelli Miller signed on behalf of Quest Preparatory Academy a factoring agreement for \$400,000 with Charter Asset Management Fund, LP at a cost of \$28,435.26.**
- On October 7, 2014, funds in the amount of \$400,000 were deposited into the operating account ending 7909 from Charter Asset Management Fund, LP.
- According to the October 1, 2014 and October 21, 2014 Governing Board minutes there was no discussion of the October 7, 2014 factoring agreement.
- On November 14, 2014, the Governing Board voted to **ratify** the contract with Charter Asset Management Fund, LP in the amount of \$400,000.

Quest Preparatory Academy

Contract Execution Before Governance Approval - Sprint Solutions Inc.

Allegation



David Olive, then Governing Board President of Quest Preparatory Academy, appears to have unilaterally made the decision to award a contract to Sprint Solutions, Inc. prior to seeking Governing Board approval.

Key Findings

- On July 7, 2014, David Olive, signed a 36 month contract with Sprint Solutions, Inc.
 - If fully executed, the total price of the contract would have been \$4.3 million.
 - The contract committed to purchase of 2,000 devices and each device had a monthly service charge of \$59.99 (enrollment for school year end 2014 and 2015 was 863 and 1,460, respectively.)
- According to the Governing Board meeting minutes, **there was no discussion, reference, evaluation or approval by the Governing Board for the proposed contract between Quest Preparatory Academy and Sprint Solutions, Inc. prior to David Olive's signing of the contract.**
 - **The first documented discussion** around the Sprint Solutions, Inc. contract was found in the December 29, 2014, Governing Board meeting minutes. According to the minutes, "Board determination is needed to address whether or not to continue the Sprint Technology Services Contract as it currently exists for the school's computers and service or to exercise the termination clause in the contract with Sprint." **"President Olive: Issues with service and hardware. Options to terminate contract. Have held off on payment to Sprint due to non-performance on contract. May not be fiscally responsible to continue with service contract."**
- On July 11, 2015, **due to continuous technological issues and high contract cost, the Governing Board voted to approve a proposed \$390,000 settlement agreement. The agreement was signed on July 13, 2015. \$390,000 represents \$338,000 for services and \$52,000 for equipment previously provided by Sprint.**

Quest Preparatory Academy

Contract Execution Before Governance Approval - Salary Increase

Allegation



David Olive, then Governing Board President of Quest Preparatory Academy, unilaterally executed and approved a salary increase to Superintendent Debra Roberson's contract, prior to presentation for consideration and approval of the Governing Board.

Key Findings

- On May 6, 2013, Debra Roberson, then interim Principal of Quest Preparatory Academy, was chosen as the permanent Principal of Quest Preparatory Academy.
- On June 18, 2013, the Governing Board voted to approve a two year Principal contract for Debra Roberson for \$108,000.
- On May 20, 2014, David Olive sent an email to Lee Miller stating "After much consideration I think that we need to change Deb's title to Superintendent and pay her \$175,000 a year effective June 1st. This would be due to the number of campuses we will have this year."
- On June 5, 2014, David Olive and Lee Miller signed a contract for Debra Roberson for the position of Superintendent. The contract for Superintendent of Quest Preparatory Academy was from June 1, 2014 to June 30, 2020 for an annual salary of \$175,000
- On October 27, 2014, Debra Roberson sent an email to Morgan McAdorey requesting that her salary be adjusted to \$108,000.00 until full board approval.
- The Governing Board voted to **adopt** the contract signed by David Oliver and Lee Miller for one year.

Quest Preparatory Academy

Public Employee Retirement System

Observation



Quest Preparatory Academy fell behind on the monthly contributions due to the Public Employee Retirement System (PERS).

Key Findings

- In August 2013, PERS froze Quest Preparatory Academy's account due to overpayments, which were caused by incorrect calculation of the contribution rate for employee salaries.
- Teresa Barber, Human Resource Manager of Quest Preparatory Academy began working on resolving the PERS issue in December 2014 when she joined the Human Resources department.
- In December 2014, David Olive, then Governing Board President of Quest Preparatory Academy, **verbally told Teresa Barber not to make any payments to PERS until the issues were resolved.**
- According to Teresa Barber, **PERS payments for November 2014, December 2014 and January 2015 are still outstanding.**
- **Resumed making payments in February 2015 (the resumed payments were not for the previously missed payments).**
- According to the PERS documentation related to Quest Preparatory Academy, provided by the State Public Charter School Authority (SPCSA) on August 31, 2015, **total estimated amount due is \$538,948.51**
- On September 1, 2015, Teresa Barber had a conversation with Kabrina Feser and Charyl Lacombe, representatives from PERS. **During this conversation, an arrangement was made with PERS to pay off the past due amount of \$320,191.52. Under the agreement, the payments will begin in September 2015 and will be made every two weeks until December 2015, by then Quest preparatory Academy will be caught up on the past due payments to PERS.**

Combined Timeline

Legend

2013

2014

2015

Feb 24: Kaye Lynn Olive was hired by QPA.

May 20: David Olive sent an email to Lee Miller stating "After much consideration I think that we need to change Deb's title to Superintendent and pay her \$175,000 a year effective June 1st. This would be due to the number of campuses we will have this year."

Jan 31: CFEF incorporated on with the following officers:
• David Olive,
• Anthony Barney,
• Debra Roberson
(all Quest Preparatory Academy [QPA] employees)

Aug: PERS froze QPA's account.

2013

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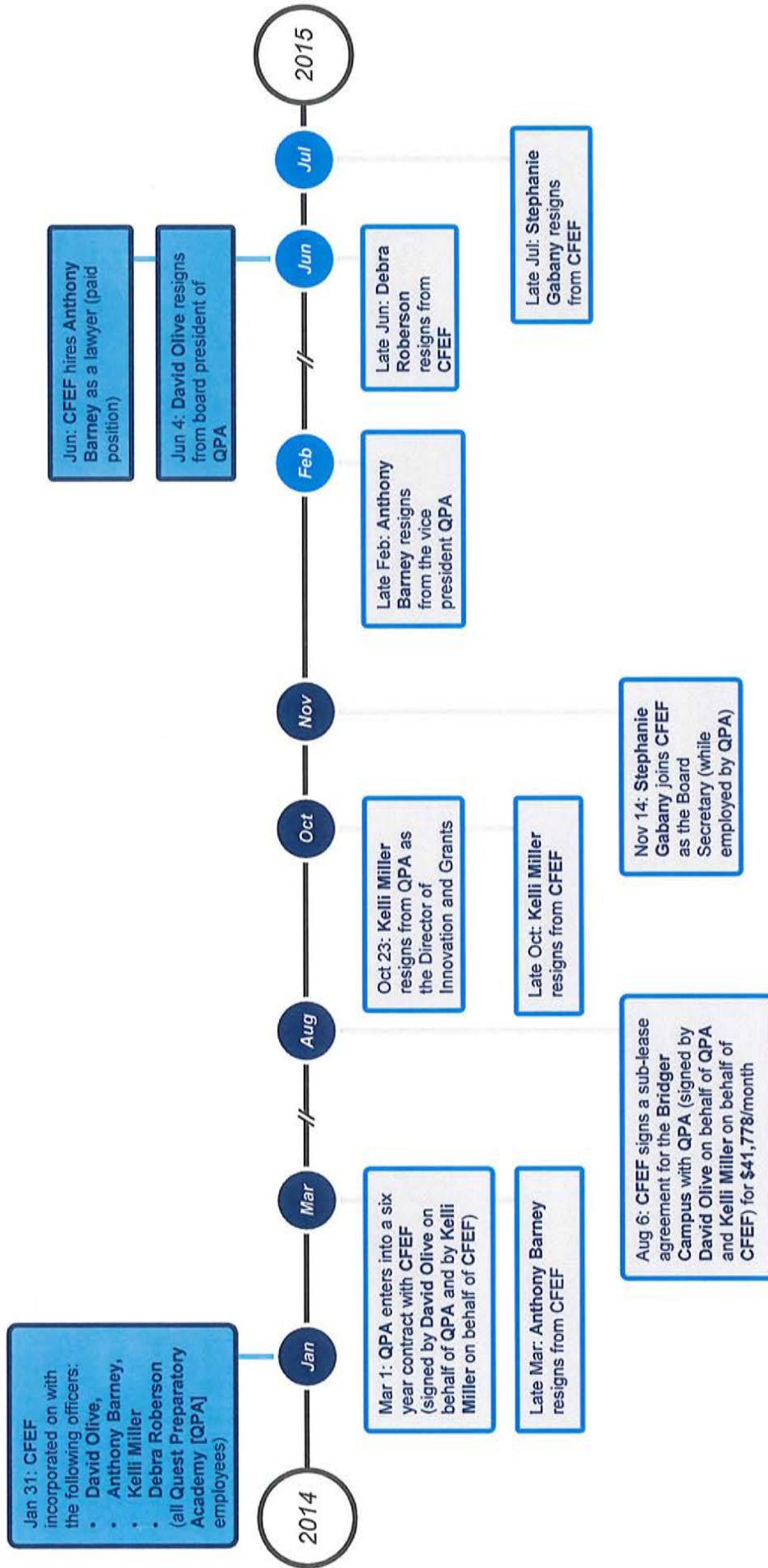
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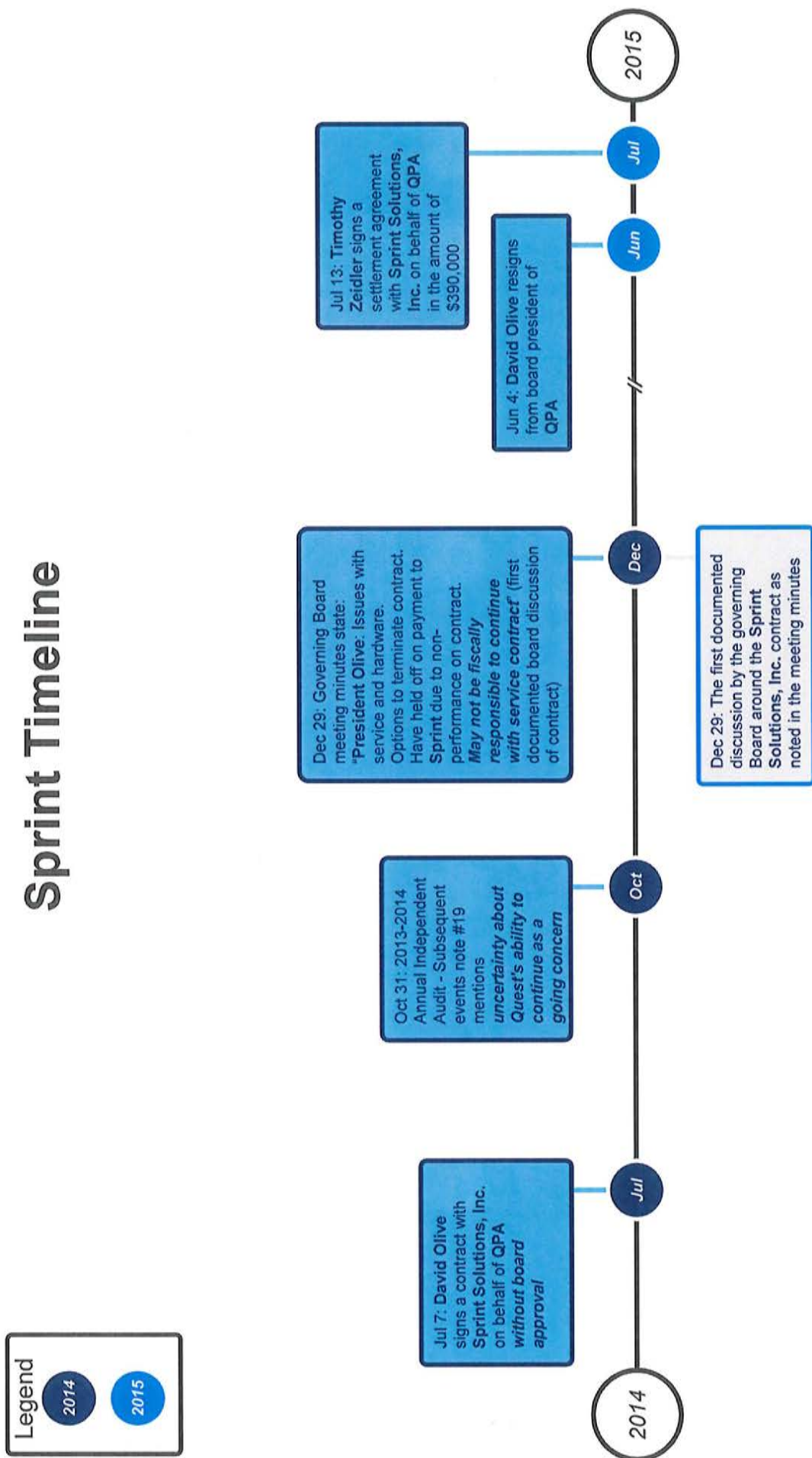
Jan

Feb

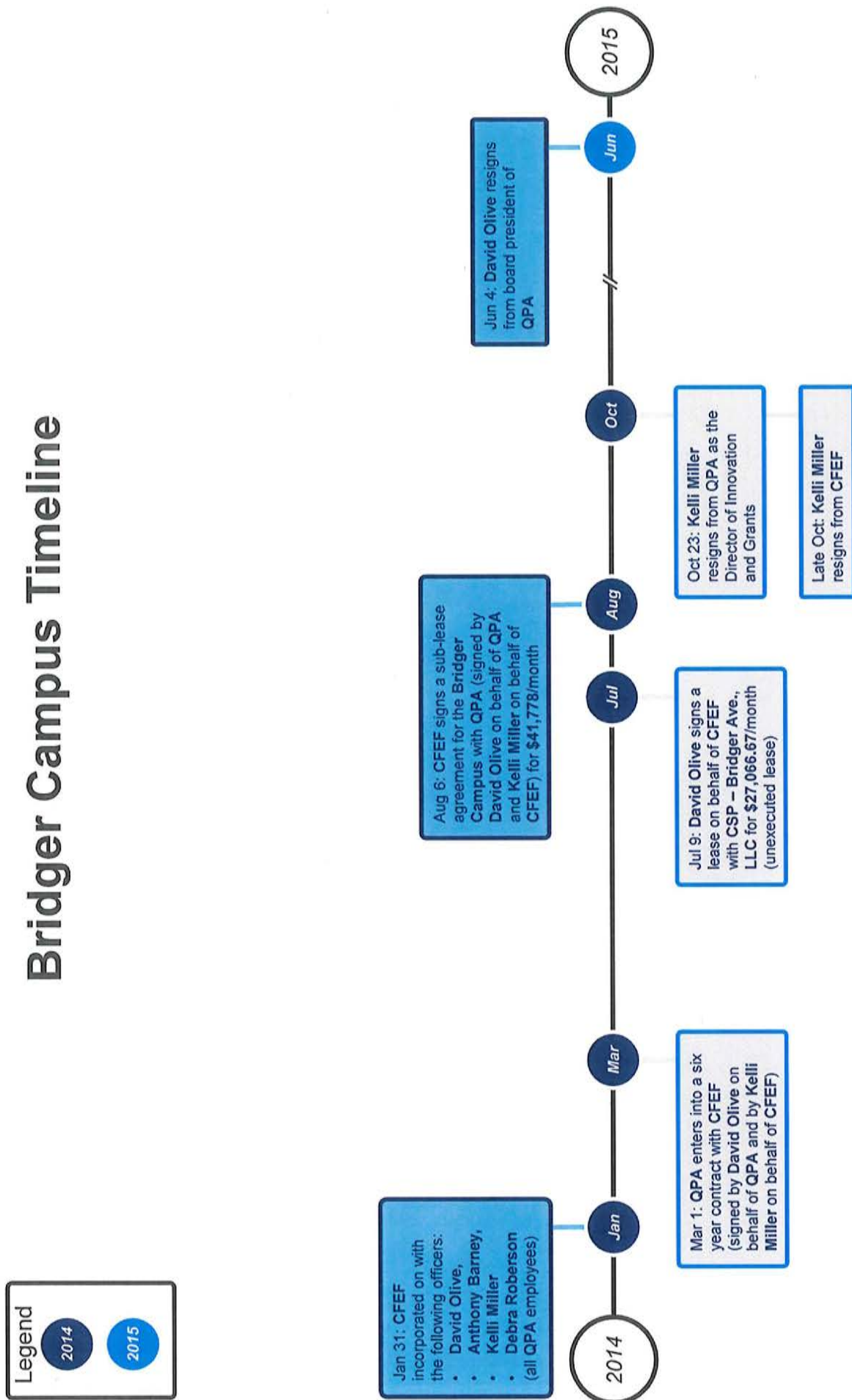
Conflict of Interest Timeline



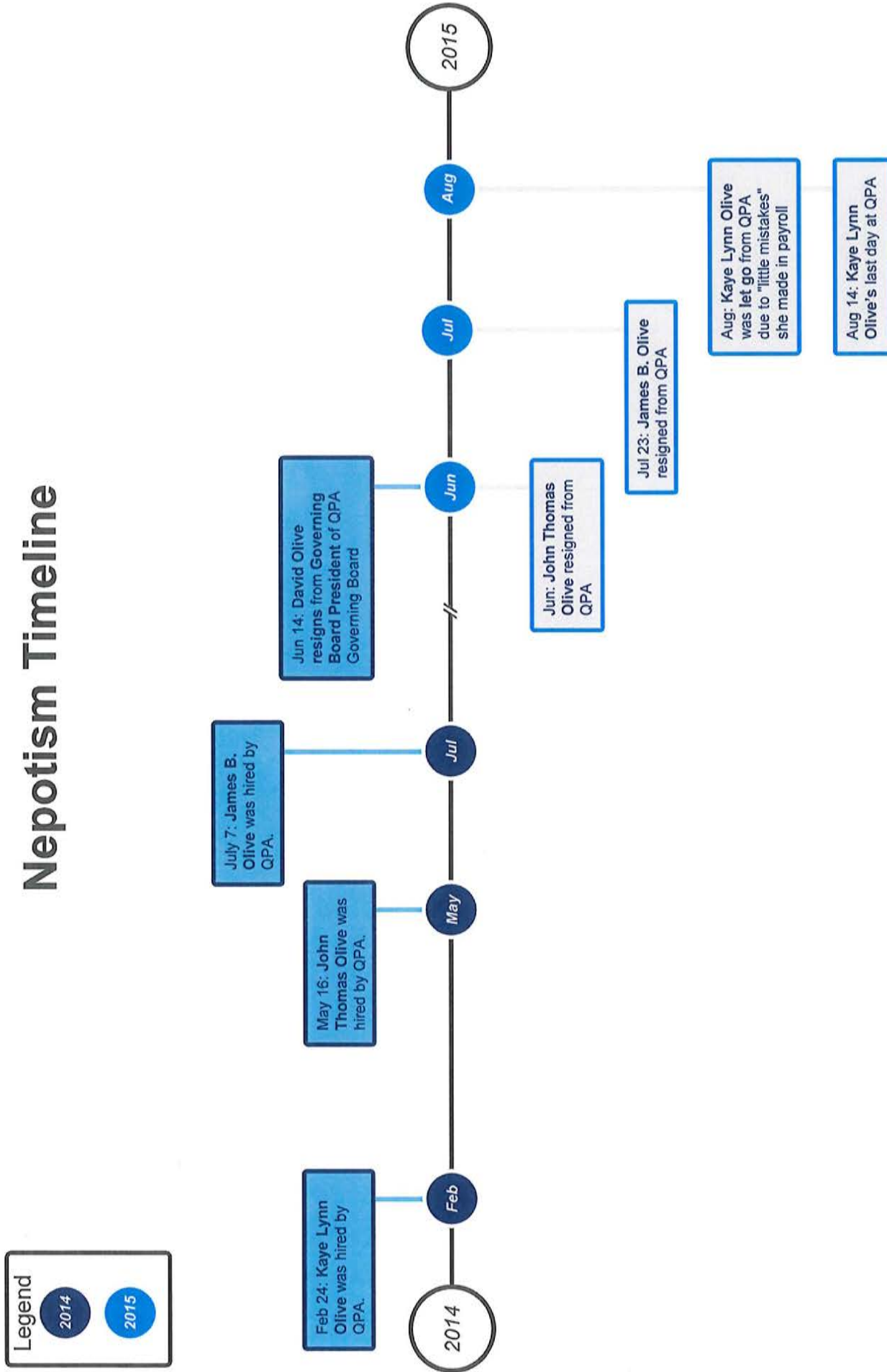
Sprint Timeline



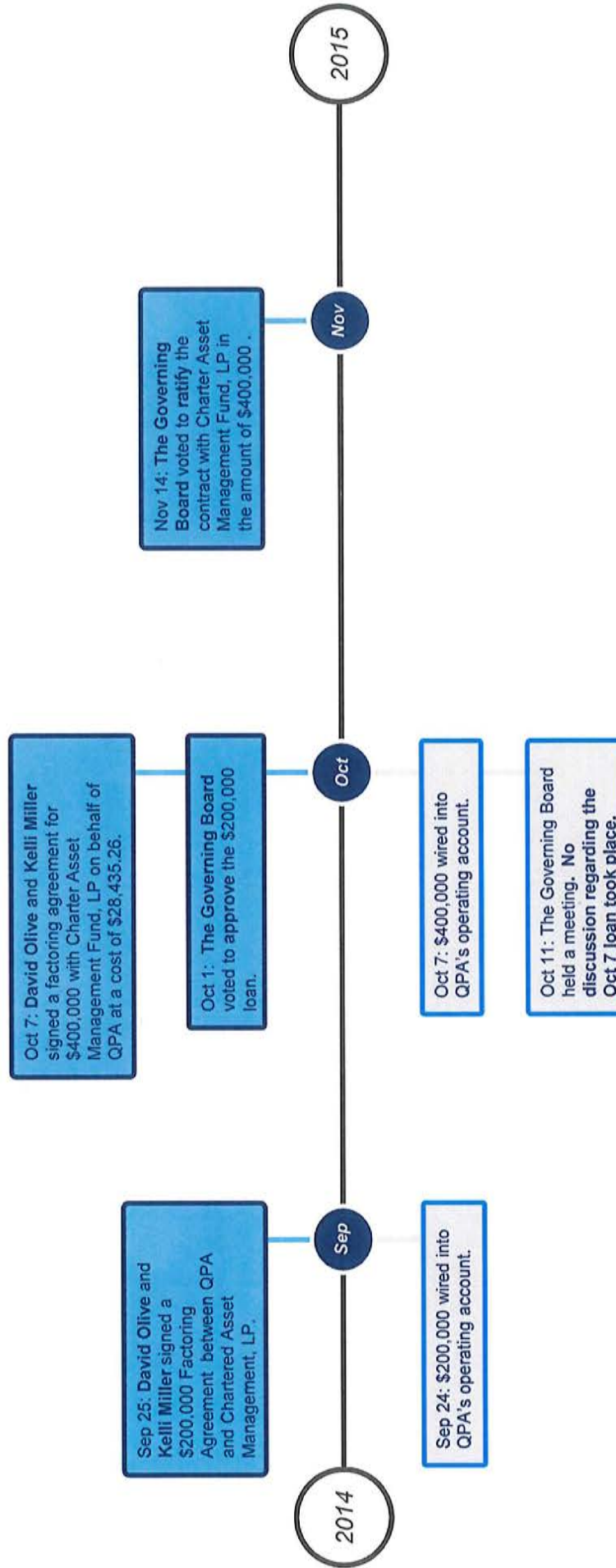
Bridger Campus Timeline



Nepotism Timeline

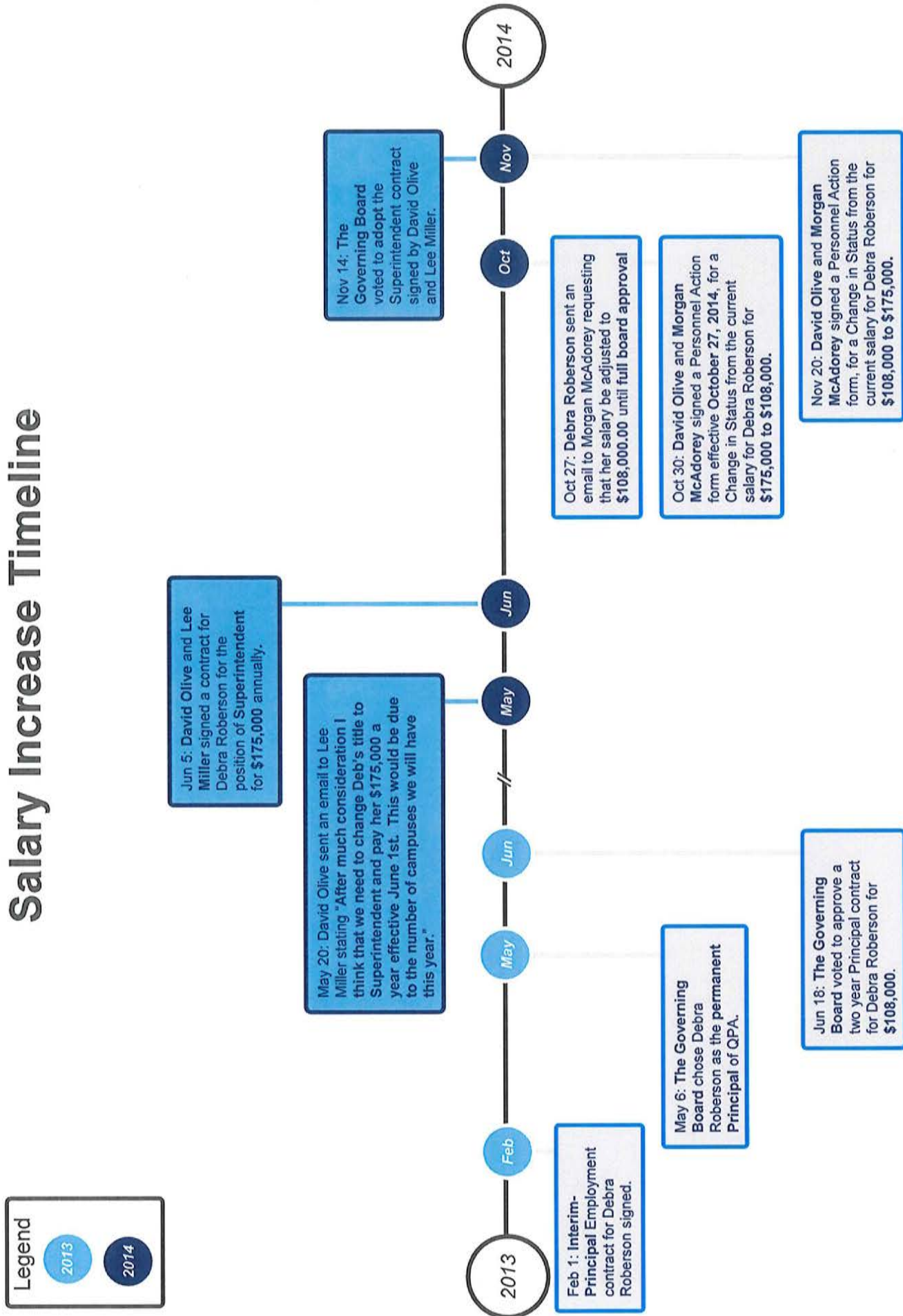


Bridge Loan Timeline

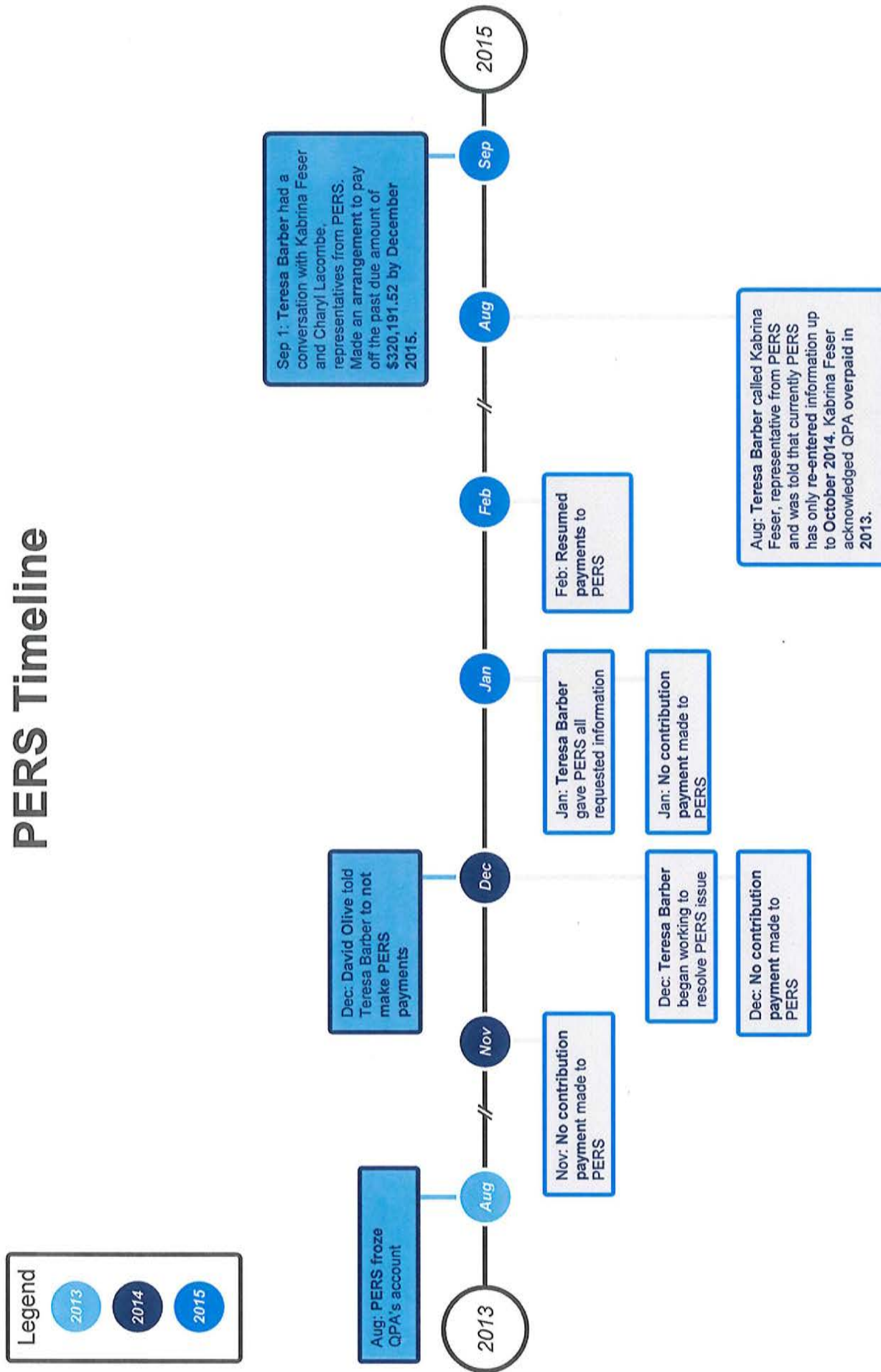


¹¹This document is subject to the confidentiality provisions of Nevada Law, including but not limited to NRS 179A.070(2), Donrey of Nevada v. Bradshaw, 106 Nev. 630, and 83 Op. Att'y General No. 3.

Salary Increase Timeline



PERS Timeline



STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

**S U B J E C T: Beacon Academy update with
meeting enrollments targets set at the July 13,
2015 SPCSA 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: September 28, 2015

AGENDA ITEM: 12

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Patrick Gavin, Director, SPCSA; Representatives of Beacon Academy

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 45 mins

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Nevada Virtual Academy
update with meeting enrollments targets set at
the July 13, 2015 SPCSA 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: September 28, 2015

AGENDA ITEM: 13

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Patrick Gavin, Director, SPCSA; Representatives of Nevada Virtual Academy

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 45 mins

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Update regarding new Open
Meeting Law provisions passed at the 2015
Legislative session

| | |
|--------------------|---------------------|
| <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: September 28, 2015

AGENDA ITEM: 14

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Greg Ott, Deputy Attorney General**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 of Board retreat
continued**

| | |
|-------------------|---------------------|
| <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: September 28, 2015

AGENDA ITEM: 15

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Patrick Gavin, Director, SPCSA

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: Discussion of Director annual
evaluation**

| | |
|--------------------|---------------------|
| <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: September 28, 2015

AGENDA ITEM: 16

NUMBER OF ENCLOSURE(S): 1

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