STATE PUBLIC CHARTER SCHOOL AUTHORITY

2016 CALL FOR QUALITY CHARTER SCHOOLS WINTER CYCLE REQUEST FOR PROPOSALS

Schools Opening Fall 2017 and Beyond

Released October 30, 2015

Application Track C: Start-Up Applicant (Committee to Form) Seeking to Replicate A High Performing Charter School Without EMO Support or CMO Affiliation

Section I: Introduction from Board Chair Kathleen Conaboy

Dear Charter Applicant,

On behalf of the State Public Charter School Authority and our 23,000 incredible students, we thank you for your interest in applying to operate a high-performing school in Nevada. Whether you are applying to operate a single charter or to add to an existing network of schools, we understand the tremendous amount of work and commitment required to open and run a high-performing school.

The development and release of this Call for Quality Charter Schools and Request for Proposals (RFP) marks the SPCSA's fourth generation of charter authorizing and reflects the sweeping education reforms adopted during the 2015 Legislative Session. Some of those statutory changes will not take effect until the winter of 2016 and some regulations may not come into effect immediately. However, we have designed this process to assist applicants during the winter 2016 application cycle in meeting the new requirements now. Hopefully, this approach will mitigate the need to modify your plans in the near term.

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 charters only to those teams who clearly demonstrate the academic vision and financial and operational capacity necessary to govern and operate high-performing schools. We welcome applicants who seek to serve students in our urban core, our growing suburbs, and 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. To that end, we will continue to partner with experienced evaluators locally and across the country to review the applications we receive. We are confident that we have created a demanding, thorough, and transparent application and review process.

As you complete your application, please feel free to contact our team with any questions via charterstarters@spcsa.nv.gov. We also operate a listserv at CharterStarters@listserv.state.nv.us and a Twitter account at @NevadaCharters which we invite you to follow for updates throughout this and future application cycles.

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

Sincerely,

Kathleen A. Conaboy
Board Chair

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 RFP 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 team or proposal AND including the term "not applicable" within the sentence.

- All questions, including those identified as "Not Applicable" and tables not utilized must be left in the document. Responses may not exceed 100 pages of narrative responses and tables, meaning that the final submission, including all RFP questions (which constitute 23 pages), must be equal to or less than 123 pages. 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.
- Attachments are not included in the narrative page limit.
- All required attachments should be clearly labeled and uploaded in the file format specified and with the file names provided.
- Applicants MUST submit applications electronically following instructions provided by the SPCSA. All other attachments may be formatted at the applicant's discretion. All documents, other than budget documents and data submissions better suited to Excel, must be submitted as PDF documents. All PDF documents, other than those individual pages containing signatures which are inserted into converted documents, must be submitted as fully converted (not scanned) documents.[1]
    - Application Coversheet
    - Proposal Narrative Template—*Note: There are four separate RFPs outlining different applicant models. Please select the correct one. Applicants are encouraged to bookmark each section of the PDF document to facilitate thorough review.*
    - Charter School Board Member Information Sheet Template—*Note: There are separate Start Up and Experienced CMO Board Member versions.*
    - Board Membership Template
    - Incubation Year Planning Table
    - Financial Plan Workbook (submit in Excel)

- The following is a list of attachments to accompany the application:
    1. Letters of Community Support/Partnership (preferably PDF conversion but may be scanned to PDF)[2]
    2. Leadership team job descriptions
    3. Resumes and student achievement data for school leader (*Note: identified school leader is strongly recommended for Start-Up applicants)*
    4. Competencies used for school leader selection
    5. Teacher evaluation tool(s)
    6. School leader evaluation tool(s)
    7. Board Member Template
    8. Board Member Information Sheets
    9. Board Bylaws, Code of Ethics and Conflict of Interest Policies
    10. Incubation Year Planning Table

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[1] Please note that the application submission portal has two file limitations: an individual file can be no more than 10 megabytes in size. Moreover, there is an overall limit per submission form of 20 megabytes. Applicants are strongly encouraged to limit the number of scanned pages and use appropriate tools to reduce the size of scanned pages to prevent uploading issues.

[2] As noted above, applicants are strongly encouraged to limit the number of scanned pages due to file size limitations which are inherent to the application submission portal.

11. College/University Dual Credit agreement documentation (if applicable)
12. Operational execution plan
13. Proof of Facility Commitment (if applicable)
14. Insurance coverage
15. Budget narrative
16. Financial Plan Workbook
17. Replication School historical financial documents
18. Replication School achievement and audit data

- When submitting resumes and biographies of committee to form members, proposed board members and staff, label each document with the individual's affiliation with the proposed school (planning/committee to form member, board member, principal, teacher, etc.) and combine the files into a single converted PDF document. Bookmarking of individual sections is strongly encouraged to enhance readability and facilitate a thorough review.
- Complete all sheets in the Financial Plan Workbook.
- Review all elements of your application for completeness before submitting. Incomplete applications will not be accepted, and applicants are not able to amend, revise, or supplement their application after it has been submitted unless the SPCSA, at its sole discretion, requests additional information or the SPCSA board votes to reject the application and the applicant chooses to resubmit a revised application during the statutory resubmission window.
- Applicants are strongly encouraged to maintain final Microsoft Word versions of all written materials. In the event that an unsuccessful applicant elects to resubmit an application with additional content and documentation during the statutory resubmission window, the applicant will be expected to use the Track Changes function to identify any additions or deletions to the application. Specific format requirements for such resubmissions will be furnished to applicants prior to the beginning of the resubmission window.
- Applicants are reminded that all application submissions are public records and are posted on the SPCSA web site. Once a school is approved, it is expected that the complete charter application and any subsequent amendments will be posted on the school's web site or will otherwise be made available via electronic means upon request from any member of the public. To ensure the broadest range of accessibility for public documents, the SPCSA strongly encourages applicants to consult the Accessibility Guidance offered by our peer authorizer, the Massachusetts Department of Elementary and Secondary Education: http://www.doe.mass.edu/nmg/MakingAccessibleDocuments.pdf and http://www.doe.mass.edu/nmg/accessibility.html. The usage of the Microsoft styles feature discussed earlier will also help to facilitate accessibility.

Submission Instructions

1. To be eligible to submit a full proposal for the Winter 2016 application cycle, **applicants must first submit the Notice of Intent by 5:00 pm PT on December 1st, 2015**. Applicants who have submitted a Notice of Intent for a previous round must submit a new Notice of Intent to allow for planning of reviewing activities and other authorizing work. The Winter 2016 Cycle Notice of Intent to Apply is a web form which can be accessed at https://charterapp.wufoo.com/forms/k17ubi0w10d1u9s/.

2. Applications should be prepared using the templates and online submission process established by the SPCSA.

3. In order to complete and submit your RFP packet, you will need to meet the following minimum technology requirements:

    a. A local copy of Microsoft Office Word 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 Gannt 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 RFP documents and local copies of your RFP submission

4. Applicants may upload proposals up to 5:00 pm PT on January 15, 2016. Once the proposal is submitted, applicants will be unable to access, edit, or revise proposals. The SPCSA Director, may, at his sole discretion, grant a brief extension of the application window in the event that the Authority observes a connectivity or server issue related to the portal. Applicants are strongly encouraged to upload application documents well before the deadline.

5. The submission portal is located at https://charterapp.wufoo.com/forms/z10dsxap1bga8t5/. The portal will automatically shut down access to all applications at 5:00 pm PT on January 15, 2016. Be sure to allow adequate time to upload all documents well before the deadline. Late submissions, including applications that are partially uploaded, will not be accepted. *Please note that the application submission portal has two file size limitations: an individual file can be no more than **10 megabytes** in size. Moreover, there is an overall limit per submission form of **20 megabytes** in total. Applicants are strongly encouraged to limit the number of scanned pages and use appropriate tools to reduce the size of scanned pages to prevent uploading issues.*

6. You will upload each element of the application (e.g., Cover Sheet, Proposal, Financial Workbook, attachments, etc.) separately using the online portal.

7. To permit the Authority to address public transparency requirements during board meetings, two complete paper copies of the application must be received within 5 business days of the submission of the online application. Each paper application must include an assurance that it is identical to the electronic submission. The SPCSA reserves the right to direct applicants to submit additional paper copies. The paper copy of the application will not be reviewed by staff or external reviewers.

8. Charter proposals are read and scored by an external team of evaluators from Nevada and across the nation, each of whom has expertise in academics, operations, and/or finance, as well as the communities being served.

Guidance and Resources for Applicants

Applicants are encouraged to familiarize themselves with **current** Nevada law and regulations relating to charter schools. As Nevada's statutes and regulations are continuing to evolve, it is advisable to monitor and evaluate all changes to ensure that any proposed elements meet current expectations. The Authority does not have the capacity or the statutory authority to provide individual guidance or legal advice. Charter school applicants 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, applicants should anticipate that many of these regulations will be revised to reflect the most current law during the fall of 2015 and the winter of 2016 as Nevada continues to adopt best authorizing and oversight practices and policies from other leading charter school states.

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 recently received a federal Charter Schools Program grant. Charter school applicants 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. A copy of the approved CSP grant application can be found at http://bit.ly/1R0aeJf. Please note that CSP grant funds are highly competitive and there is no guarantee that an approved charter school applicant will be awarded a CSP grant from the Nevada Department of Education or that the amount will meet the full startup needs of the school. It is important to note that, pursuant to federal law and the conditions of the grant program, these funds cannot be used to pay for facilities.

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 have continued to evolve and our process has become increasingly more rigorous. Consequently, applicants are strongly cautioned against excessive borrowing of language from "boilerplate" Nevada charter application material and sample resources that are widely available on the internet, including legacy materials on a variety of state web sites, including documents maintained for a subset of existing schools on the SPCSA website.

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

Applicants are encouraged to avoid quoting entire statutes or regulations, or including documents that can referred to rather than provided in their entirety in the application. Do not print materials off the Nevada Department of Education's website or the State Public Charter School Authority's website for inclusion in the application; the Review Team can access those websites if necessary. Including documents and statutes and regulations in their entirety will result in an unmanageably large application. Rather than quoting or including the entire text of statute, regulation and/or documents in the application, include only relevant excerpts or summarize the statute, regulation or document. Do not hesitate to provide citations of relevant statutes or regulations along with a thoughtful, original discussion of *how* the school intends to implement the requirements of the law, regulation, or process in a way which is *fully aligned* with the mission, vision, and program outlined in the application. 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 Winter 2016 Application and Application Cycle

The table below details some of the differences between eligible applicant types and tracks:

	Track A: Start-Up Applicant	Track B: Start-Up Applicant Contracting with EMO	Track C: Start-Up Applicant Independently Replicating a Proven School Model	Track D: Experienced Non-Profit Applicant Which Already Governs High Achieving Charter Schools
Eligible Applicant	Committee to Form	Committee to Form	Committee to Form	Non-Profit Charter Management Organization Which Directly Holds Charters in NV or Other States or Nevada Non-Profit Affiliate of Such a CMO
May Applicant Contract with Education Management Organization (For Profit/Non-Profit)?	No-Not Permitted for Track A	Yes-Required for Track B	No-Not Permitted for Track C	Yes-Permitted But Not Required for Track D
School Type(s)	New School Model Created by Applicant	New School Model or Successful Existing School Model Developed by EMO	Replication: Successful Existing School Model Which Applicant Wants to "Clone" in New Location	Successful School Model Developed by CMO

With the Winter 2016 charter application cycle, the State Public Charter School Authority has adopted a multiple track application format which features questions focused on the particular academic, financial, organizational, and governance opportunities and challenges associated with a variety of common applicant profiles, including those individuals seeking to start a school on their own, those groups which have elected to contract with an education management organization, and successful governing boards of charter schools which are seeking to oversee new schools in Nevada.

Successful applicants for each track will share many of the same characteristics.

Successful Applicants Will Demonstrate…

	Track A	**Track B**	**Track C**	**Track D**
Governance	Strong Founding Team with Capacity to Transparently and Accountably Govern Multi-Million Dollar Public Entity	Strong Founding Team with Capacity to Transparently and Accountably Govern Multi-Million Dollar Public Entity	Strong Founding Team with Capacity to Transparently and Accountably Govern Multi-Million Dollar Public Entity	Strong Governing Team with Proven Track Record of Transparently and Accountably Governing a Multi-Million Dollar Public Entity
Leadership	School Leader with Exemplary Track Record of Academic Results with Similar Model/Population	School and Network Leaders with Exemplary Track Record of Academic and Operating Results with Similar Model/Population	School Leader with Exemplary Track Record of Academic Results with Similar Model/Population	School and Network Leaders with Exemplary Track Record of Academic and Operating Results with Similar Model/Population Strong Operating Team with Track Record of Transparently and Accountably Operating a Multi-Million Dollar Public Entity
Academic Accountability	Promising School Model Likely to Produce 4/5 Star Results with Target Population	Proven School Model With Track Record of Producing 4/5 Star Results with Target Population	Proven School Model With Track Record of Producing 4/5 Star Results with Target Population	Proven School Model With Track Record of Producing 4/5 Star Results with Target Population
Fiscal Accountability	Strong School Financial Model Likely to Result in Increasing Annual Fund Balances Strong Business Plan Worthy of Public Investment	Strong School Financial Model With Track Record of Increasing Annual Fund Balances Track Record of Clean Audits	Strong School Financial Model With Track Record of Increasing Annual Fund Balances Strong Business Plan Worthy of Public Investment	Strong School and Network Financial Model With Track Record of Increasing Annual Fund Balances Track Record of Clean Audits
Business Relationships	Transparent and Appropriate Client/Vendor Relationship with Any Identified Service Providers	Transparent and Appropriate Client/Vendor Relationship with Reputable EMO and other Identified Service Providers	Transparent and Appropriate Client/Vendor Relationship with Any Identified Service Providers	Transparent and Appropriate Client/Vendor Relationship with Any Identified Service Providers

Prospective applicants who are unsure of which application track is most suitable for their particular proposal are encouraged to contact the State Public Charter School Authority by phone at 775-687-9174 or via email at charterstarters@spcsa.nv.gov.

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 application 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 capacity interview process and background research and due diligence on both proposed members of the governing board and proposed staff members.

Developing a high quality charter school application is a challenging and time-consuming endeavor that requires extensive collaboration by all members of the committee to form the charter school. Reading and making recommendations on charter applications and applicants is also a time-consuming activity for SPCSA board members, staff, and the external evaluators whom the Authority works with 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 function. Consequently, schools are cautioned that timelines for review and feedback may be subject to change or modification.

The SPCSA plans to open a Summer application cycle for the first time in July 2016. Schools approved in this cycle would be able to open no earlier than Fall 2017. Due to the short amount of time between charter approval and opening, successful applicants under this timeline likely will be experienced applicants and those replicating a proven model with significant external support. Due to the timing of this application window, applicants who are denied and elect to resubmit their application for reconsideration will be unable to participate in the Summer 2016 Cycle. Prospective applicants who are unable to submit an application which meets their own high standards during the summer round are strongly encouraged to begin working on an application for the Summer 2016 or Winter 2017 cycles as soon as possible. Developing a high quality charter school is a challenging, but rewarding endeavor. The application process is rigorous by design. Many of the nation's most successful charter schools experienced setbacks and initial denials and had to go back and significantly revisit their initial plans and assumptions and expand their capacity and level of commitment. While there are likely to be some changes to the timeline, process, and format in future application cycles and even the addition of new application models and cycles for specific applicant types and strategically important programs as SPCSA policy and capacity evolves, the essential questions will remain the same.

For the Winter 2016 application cycle, all applicants are currently contemplated to be on the same review timeline:

Notice of Intent	December 1, 2015
Full Application Submitted	January 15, 2016
Initial Technical Review to Confirm Eligibility and Completeness	January 2016
Requests for Clarification (at discretion of SPCSA staff)	Late January 2016
Review of Applications by Internal and External Reviewers	February--March 2016
Capacity Interviews	Mid-February 2016
Reviewer Conference and Generation of Staff Recommendations	Mid-March 2016
SPCSA Board Meeting: Public Hearing: Staff Recommendation, Applicant Presentation, & Board Vote	April 2016
Denied Applicants Receive Staff Feedback	April 2016
Applicants Determine if They Will Amend and Resubmit for Reconsideration; Notify SPCSA Staff Within 10 Days of Receipt of Staff Feedback; and Make Changes to Application	April-May 2016
Resubmitted Applications Due	Mid-May 2016
Review of Applications by Internal and External Reviewers	Mid-May 2016/ Early-June 2016
Reviewer Conference and Generation of Staff Recommendations	Early June 2016
SPCSA Board Meeting: Public Hearing: Staff Recommendation, Applicant Presentation, and Board Vote	June 2016

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Section III: Request for Proposals

Application – SCHOOLS OPENING FALL 2017

All applicants must submit their response to the Request for Proposals (RFP) no later than 5:00 pm PT on January 15th, 2016. Applications should include only the information requested below. Applications should be no more than 100 pages (not including the requested attachments) and must be submitted via the submission platform.

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

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

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

EXECUTIVE SUMMARY

4 Page Limit

Provide a brief overview of your proposed school, including:

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

MEETING THE NEED

TARGETED PLAN

(1) Identify the community you wish to serve and describe your interest in serving this specific community.

MEETING THE NEED

TARGETED PLAN

(1) Identify the community you wish to serve and describe your interest in serving this specific community.

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

PARENT AND COMMUNITY INVOLVEMENT

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

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

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

(4) Discuss the community resources that will be available to students and parents. Describe any strategic partnerships the 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 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

(5) Describe the group's ties to and/or knowledge of the target community. What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city?

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

ACADEMIC PLAN

MISSION & VISION

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

(1) Provide the mission of your proposed school and describe how that mission will inform your school's daily activities and students' classroom experience.

(2) Describe the vision for your school, clearly illustrating what success will look like in terms of life outcomes for students and the impact on the local community and/or larger society.

   (a) Articulate clear guiding purposes and priorities that are meaningful, measurable, and attainable.

(3) A charter school must have as its stated purpose at least one of the goals set forth in NRS 386.520. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school. The six statutory purposes are:

   (a) Improving the academic achievement of pupils;
   (b) Encouraging the use of effective and innovative methods of teaching;
   (c) Providing an accurate measurement of the educational achievement of pupils;
   (d) Establishing accountability and transparency of public schools;
   (e) Providing a method for public schools to measure achievement based upon the performance of the schools; and
   (f) Creating new professional opportunities for teachers.

TRANSFORMATIONAL CHANGE

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

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

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

(2) Describe the fundamental features of your educational model that will drive outcomes in your proposed school. Key features may include:

- Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)
- Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)
- Structures (e.g., blended learning, small learning communities, small class sizes, etc.)

(3) Describe the mechanisms by which the fundamental features you described in (2) will dramatically influence student success. Please provide evidence from your own experience and/or valid research.

(4) How will you drive growth among students at all achievement levels, accelerating the achievement of those who are most behind?

(5) Provide, as Attachment 18, academic performance data for the school model being replicated by the applicant and contact information for each campus and charter school authorizer in the appropriate tabs of the spreadsheet.

CURRICULUM & INSTRUCTIONAL DESIGN

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

(1) Describe the proposed academic program and how it complies with the requirements of NRS 386.550 and NRS 389.018.

(2) Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.

(3) Describe the school's approach to help remediate students' academic underperformance. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. What student academic support resources should your school expect from the EMO or CMO (if applicable)? How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?

(4) Describe how you will identify the needs of all students. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model.

(5) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

(6) Describe the enrichment opportunities that will be available to students performing at or above grade level as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.

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

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

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its application to the SPCSA. For applicants who do not propose to offer a program of distance education, please provide a brief statement explaining that the questions in this section are not applicable.

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

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

(3) Describe how the school will ensure students 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

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 or 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 *(High School Applicants Only)*

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

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

DRIVING FOR RESULTS

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

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

(1) Describe the mission-specific academic goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.

(2) In the table below, outline the clearly measurable annual performance and growth goals that the school will set in order to meet or exceed SPCSA expectations for the Charter School Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education. You may add or delete rows as needed. Also:

(a) Describe your presumed baseline and explain how it was set.
(b) Articulate how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, campuses (for invited multi-site applicants), and the entire school – throughout the school year, at the end of the academic year, and for the first three years of operation.

Goal	Evaluation Tool and Frequency	Baseline	2017-18	2018-19	2019-20

(3) In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student-learning needs and ensure progress towards SPCSA and state proficiency targets and describe how they will be used.

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

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4

(4) Describe the process for collecting and storing data, including the information system(s) used beyond the statewide Infinite Campus system.

AT-RISK STUDENTS AND SPECIAL POPULATIONS

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

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

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

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.*

At-Risk Students

(1) How do you define "at-risk" students? What are the methods for identifying at-risk students through academic and behavioral processes?

(2) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level.

(3) What interventions will be offered for students exhibiting early signs of behavioral concerns? How will individual behavior plans for students be implemented and monitored?

Special Education

(1) Track Record: Please explain the extent to which one or more members of the founding school team (e.g., founding board, instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.

(2) Identification: How will the school identify students in need of additional supports or services?

  (a) (*Elementary Schools Only*) How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?
  (b) (Middle and High Schools) How will the school identify and serve students who require special education services and develop transition plans?
  (c) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

(3) Continuum of Services: How will the operator provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served.

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

(5) Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools.

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

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

(8) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

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

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

English Language Learners

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

(2) Placement: How will the results of the W-APT assessment and other identification and program placement decisions be communicated to staff and parents?

(3) Staffing: How will you ensure qualified staffing to meet the needs of ELL students? What staff will be responsible for administering the W-APT or the WIDA MODEL to new students? What staff will be accountable for ongoing monitoring of the performance of ELL students? Note: Nevada law requires licensure (TESL endorsement) for the primary teacher providing ELL services in pull-out and inclusive environments at all charter schools.

(4) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of ELL students?

(5) Curriculum and Instruction: What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English Language Learners?

(6) Monitoring: What plans are in place for monitoring and evaluating the progress and success of ELL students, including the process for exiting students from ELL services as needed?

(7) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of ELLs?

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

Homeless/Migrant Services

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

SCHOOL STRUCTURE: CULTURE

(1) Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

(2) During the incubation year, how will you incorporate parent and community input into the plan for developing a positive school culture?

(3) Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

(4) Discuss your approach to reinforcing positive student behavior and ensuring that all students remain on track to achieve the academic and social objectives set out in the mission of your school.

(5) Describe how the school plans to align staff and students around high expectations for student behavior.

(6) Please describe how you will measure school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school's success in creating a positive culture.

(7) Describe the school's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods. How will you measure the success of your social and emotional remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents and invest them in supports?

SCHOOL STRUCTURE: STUDENT DISCIPLINE

(1) Describe the school's discipline policy. Discuss the practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.

(2) Describe the procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.

(3) Who will be responsible for implementing the school's discipline policy? Who will ensure that accurate disciplinary records are maintained? Who will report discipline data to the school and the SPCSA? How will you use this data to make needed changes for school culture?

(4) How will you ensure that discipline practices don't disproportionately penalize more vulnerable student populations?

(5) Describe the core principles of the school's proposed parent grievance policy.

(6) Discuss any required dress code or uniform policy.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

(1) Discuss the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.

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

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

A DAY IN THE LIFE & SCENARIOS

(1) Describe a typical school day from the perspective of a student in each grade span (elementary, middle, and high school) that will be served in your first year of operation.

(2) Describe a typical day for a teacher in a grade that will be served in your first year of operation.

(3) A new student, Ruby, has enrolled at your school and during the registration process her mom informed the office manager that she has Down Syndrome. This student is eligible to attend the school. Based on the IEP information that her mom brought in, the student is included in the general education program for 60% of her day. How will you plan to ensure your school is prepared to meet the needs of students like Ruby and/or what adjustments will be made (e.g., in scheduling, staffing, etc.) to account for students with unanticipated needs?

(4) A new student, Alejandra, has enrolled at your school. After reviewing the enrollment packet and speaking to your registrar you learn this student is an ELL student and her mother has brought a friend to serve as an interpreter. Some of the records you received from the parent indicate the child has a 4 in listening, a 4 in speaking, a 2 in Writing and a 1 in Reading. How will you plan to ensure your school is prepared to meet the needs of ELL students like Alexandra and/or what adjustments will be made to the daily schedule to account for unanticipated needs? How will you communicate and work with parents like Alexandra's?

(5) You have been operating a school for the past three years and have just received your school-level state test data for the most recent year (see table below).

(a) Your annual accountability targets for each subject require that you grow the whole-school Percent Proficient/Advanced of your SWD students by 8 percentage points to approach, 10 points to meet and 12 points to exceed expectations from year to year. Explain the trends you see in the performance of your Students with Disabilities (SWD), both over time and as compared to the non-SWD population, in the table below. What are your initial thoughts about this data? What are your next steps? Who needs to be part of the team to address this? What further information do you need and how will you obtain it? Keep in mind that the SWD subgroup includes a range of disabilities, including Specific Learning Disabilities, Autism, Emotional Disturbance and Intellectual Disabilities.

Data for All Tested Grades			Math				RLA			
Yr.	Subgroup	valid tests	pct_below_bsc	pct_bsc	pct_prof	pct_adv	pct_below_bsc	pct_bsc	pct_prof	pct_adv
2012	All Students	131	30.6	51.1	14.5	3.8	29.8	49.6	16.8	3.8
	Students with Disabilities	23	26.2	47.8	13	13	34.9	30.4	13	21.7
	Non-Students with Disabilities	108	31.4	51.9	14.8	1.9	28.7	53.7	17.6	0
13	All Students	116	26.7	40.5	25	7.8	46.5	41.4	11.2	0.9

	Students with Disabilities	20	50	50	0	0	75	25	0	0
	Non-Students with Disabilities	96	21.9	38.5	30.2	9.4	40.7	44.8	13.5	1
2014	All Students	113	30.1	38.9	24.8	6.2	44.2	43.4	12.4	0
	Students with Disabilities	14	57.2	28.6	7.1	7.1	57.2	35.7	7.1	0
	Non-Students with Disabilities	99	26.2	40.4	27.3	6.1	42.5	44.4	13.1	0

OPERATIONS PLAN

LEADERSHIP TEAM

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

(a) Organizational charts for year one **and** one for when the school is at full capacity
(b) Job descriptions for each leadership role (provide as Attachment 2)
(c) Resumes of all current leadership (provide as Attachment 3). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any Start-Up application for any school which wishes to open in the 2017-18 school year.
(d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 3)

(2) Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

(a) School leadership, operations, and governance;
(b) Curriculum, instruction, and assessment;
(c) At-risk students and students with special needs;
(d) Performance management; and
(e) Parent and community engagement.

(3) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 4).

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

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

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

STAFFING

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

Proposed New School

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
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						

HUMAN RESOURCES

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

(2) Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

(3) Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.

(4) Outline the procedures for hiring and dismissing school personnel, including conducting criminal background checks.

(5) Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 5 as well as any supporting protocols or documentation.

(6) Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 6**,** your leadership evaluation tool(s), as well as any supporting protocols or documentation.

(7) Explain how staffing plans for non-classroom staff will ensure high-quality teacher support, family and student support, smooth school operations, and compliance with all applicable Nevada and SPCSA laws, regulations, policies, and procedures.

(8) Does your organization have a proactive succession plan? If so, please provide a detailed description for how potential school leaders will be cultivated and developed.

(9) Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. Include an estimate of the costs of leader and teacher turnover.

(10) Does your organization utilize a Human Resources Information System (HRIS)? If so, please provide the name of the system you are / will be using.

(11) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, please detail the areas that will require additional support and the costs and criteria for selecting such services. If not, please provide a detailed description of how these functions will be managed.

STUDENT RECRUITMENT AND ENROLLMENT

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

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

   (a) What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

(b) What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

(c) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students?

(2) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

(3) Complete the following tables for the proposed school to open in 2017-18. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2017.

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

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
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					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
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					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Total						

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

BOARD GOVERNANCE

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

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

(3) Summarize the qualifications and experience of proposed members of the governing body of the school. Please submit board member information in the provided Board Member Template (provide as Attachment 7). *Please note that all statutory roles on the Committee to Form must be filled as a condition of application. At least 75% of additional board members for SY 2017-18 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board.*

(4) Provide, as Attachment 8, a completed and signed Board Member Information Sheet for each proposed Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular proposed charter school.

(5) If the current applicant team does not include the full founding board, explain how and when the additional board members will be identified.

(6) If this application is being submitted by an existing Charter Management Organization, please respond to the following (or explain if not applicable):

   (a) To what extent does the governance model of the charter management organization applicant require a waiver from the governance provisions of the charter school law pursuant to SB509 (2015 session)? If the charter management organization is from another state, how does the board of the charter management organization intend to balance fidelity to its mission with appropriate input and oversight from Nevada residents? Note: the Board of the State Public Charter School Authority strongly believes that governance is one of the key innovations of the charter school movement and it is interested in engaging in a thoughtful dialogue with best-in-class charter management organizations regarding unique and innovative governance models.

   (b) Will the existing non-profit board govern the new school, or has the CMO formed a new non-profit corporation governed by a separate board?

   (c) If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.

   (d) If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

(7) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 9, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

(8) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

(9) Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?

(10) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

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

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

(13) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

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

Goal	Purpose	Outcome Measure

INCUBATION YEAR DEVELOPMENT

(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2016-2017) to ensure that the school is ready for a successful launch in fall 2017. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 10.

(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.

DUAL-CREDIT PARTNERSHIPS

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

(2) Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.

(3) Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.

(4) Discuss the scope of the services and resources that will be provided by the college or university.

(5) Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.

(6) Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.

(7) Identify any employees of the college or university who will serve on the governing body of the charter school.

(8) Provide as Attachment 11, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application.

SERVICES

(1) Provide, as Attachment 12, a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

(a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
(b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
(c) Facilities maintenance (including janitorial and landscape maintenance)
(d) School health and nursing services
(e) Purchasing processes
(f) Safety and security (include any plans for onsite security personnel)

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

(3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. If you are new to Nevada, explain your plan to determine Nevada specific reporting requirements. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

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

FACILITIES

(1) Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

(2) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility. Please include the organization's plans to finance the facility, including:

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

(3) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 13. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 13, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must

be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions.

(4) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

(5) Explain the organization's plan to maintain the independent facility.

ONGOING OPERATIONS

(1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan?

(2) Provide, as Attachment 14, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

FINANCIAL PLAN

(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.

(4) As Attachment 15, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for budget narrative in Attachment 15. Include the following:

   (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
   (b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
   (c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
   (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections 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 the completed Financial Plan Workbook for the proposed school as Attachment 20.

(6) Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

(7) : Provide, as Attachment 17, historical financial documents for the school being replicated (or, in the case of a model with multiple exemplars, documents for each school identified in Attachment 18), including three years of audited financial records for each school. This may be provided in the format of your choosing.

(8) Provide both the achievement and audit data requested in the data request template as Attachment 18.

In developing your budget, please ensure that the school does not operate at a loss during any year—this is prohibited by Nevada law.