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REQUIRED ATTACHMENTS

1. Letters of Community Support/Partnership
2. Leadership Team Job Descriptions
3. Resumes and Student Achievement Data for School Leader
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
11. College/University Dual Credit Agreement Documentation or Attestation
12. Operational Execution Plan
13. Proof of Facility Commitment or Attestation
14. Insurance Coverage
15. Budget Narrative
16. Financial Plan Workbook
17. EMO/CMO/Replication School Historical Financial Documents – Not applicable
18. EMO/CMO/Replication School Achievement and Audit Data – Not applicable
19. Regional Director Resume and/or Job Description – Not applicable
20. Network Organizational Charts – Not applicable
21. Budget for the Operator at the Regional Network Level – Not applicable
22. EMO Audits and Historical Financial Documents – Not applicable
23. EMO Services Contract – Not applicable

OPTIONAL APPENDICIES

1. BES Follow On Support
2. Core Tenets, Sage Collegiate
3. Family Engagement, detailed
4. Curriculum & Instructional Components
5. Professional Development at Sage Collegiate
6. Sage Collegiate PD Staff Readings
7. Student Professional Attire Policy
8. Daily Schedule in Depth
9. Day in the Life Scenarios, extended versions
10. Additional Behavior Management Details

1. SPCSA CHARTER PROPOSAL COVER SHEET

Identify the primary point of contact for your team. Barring a change in the makeup of the founding group, this will likely be the liaison identified in the Notice of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact is expected to ensure that your team receives all general communications promptly. Please note that, as with all aspects of your application, names and contact information of the Primary Contact will become public information. Please note that neither the Primary Contact nor any other member of the Committee to Form may be an employee of a proposed vendor, including an educational management organization.

Primary Contact Person SANDRA KINNE
Mailing Address 10303 Songsparrow Court, Las Vegas, NV 89135
Phone Number 310.697.9655
Fax Number
Email sandratkinne@yahoo.com; sagecollegiate@gmail.com
Name of Team/Entity
Applying
Track SAGE COLLEGIATE PUBLIC CHARTER SCHOOL
 ☒ Track A
 ☐ Track B
 ☐ Track C
 ☐ Track D

Provide a brief description of your school that includes the name, the mission, grades served and other information you would like to include in a brief communication of this type. Your description will be used by the sponsor to provide information to the public about applicants and, for approved schools, new charter schools.

SAGE COLLEGIATE Public Charter School is a proposed K-8 school. Its mission is: With a commitment to excellence for all and a belief in the power of an education, SAGE COLLEGIATE Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity.

We propose to open with K-2 in the Fall 2020, and as a slow growth school, add one grade level each year until we are at capacity in 2026-27 with 520 students.

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

| Full Name | Current Job Title and Employer | Position with Proposed School |
|--------------------|---|-------------------------------|
| Sandra Kinne | Currently slated to be a 3 rd grade teacher with CCSD | Proposed Executive Director |
| Christopher Parker | Director of Advising at the Howard R. Hughes College of Engineering of the University of Nevada – Las Vegas | Proposed Board Member |
| Mia Arterberry | Manager of School Partnerships, Carnegie Learning | Proposed Board Member |

Does this applicant team, charter management organization, or education management organization have charter school applications under consideration by any other authorizer(s) in the United States?

☐ Yes ☒ No

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

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

Does this applicant team, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2018-19 or 2019-20 school years?

☐ Yes ☒ No

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

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

School Name (add lines as needed):

| Proposed School Name(s)* | Opening Year | Grades served Year 1 | Grades served at capacity |
|---------------------------------------|--------------|----------------------|---------------------------|
| Sage Collegiate Public Charter School | 2020-21 | K-2 | K-8 |

| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
|--------------|------------|------------|------------|------------|------------|------------|------------|
| K | 56 | 56 | 56 | 56 | 56 | 56 | 56 |
| 1 | 56 | 56 | 56 | 56 | 56 | 56 | 56 |
| 2 | 56 | 56 | 56 | 56 | 56 | 56 | 56 |
| 3 | - | 56 | 56 | 56 | 56 | 56 | 56 |
| 4 | - | - | 56 | 56 | 56 | 56 | 56 |
| 5 | - | - | - | 56 | 60 | 60 | 60 |
| 6 | - | - | - | - | 60 | 60 | 60 |
| 7 | - | - | - | - | - | 60 | 60 |
| 8 | - | - | - | - | - | - | 60 |
| 9 | - | - | - | - | - | - | |
| 10 | - | - | - | - | - | - | |
| 11 | - | - | - | - | - | - | |
| 12 | - | - | - | - | - | - | |
| Total | 168 | 224 | 280 | 336 | 400 | 460 | 520 |

(a) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

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

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


If yes, identify the EMO/ESP:

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

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

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

Applicant Certification:


Signature
Pandra Kinne
Printed Name

15 July 2019
Date

2. 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*

MISSION

With a commitment to excellence for all and a belief in the power of an education, Sage Collegiate Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity.

VISION

We believe all children are entitled to a high-quality, rigorous, college preparatory education regardless of their zip code, socio-economic status, home language, race, or ethnicity. As Clark County School District Superintendent Jesus Jara has stated, *“Right now the Clark County School District is serving about 320,000 students. Each one of these kids only has one shot at school.”*¹ There is an urgency in Clark County right now to ensure **all** of our students have an equitable opportunity to attain an education that prepares them to get to and through college, to be on a path for a life of opportunity, and to be able to compete in a global community.

To be full participants in our global society and effective learners in the 21st century, and to be able to create lives of economic and social opportunities for themselves and their families, all of our children must have equitable access to educational attainment. This includes mastering foundational academic skills and ensuring character development, to include developing the hope and determination that will drive them to success in school and life. Our proposal aligns with the vision outlined by the new Nevada Governor, Steve Sisolak, who said education in the state is a priority for his new administration. *“The budget and priorities that I will outline tonight are focused on this objective: making sure that Nevada’s economic recovery reaches every family, that our schools prepare every child to reach their potential, that our health care system is there for every Nevadan that needs it. ... There is no issue more important to me than making sure every child in every classroom gets a great education.”*²

We have studied the best practices of high-performing urban charter schools across the country³, and we have analyzed current research on effective best practices to put students in low-income, low-performing communities on a clear, measurable, and unfaltering path to college. As research shows, replication of best practices is most successful when school leaders adhere to the model while adjusting for community needs. *“The key is in capturing the essence of what made the original model successful, while still allowing for some local adaptation.”*⁴

¹ <https://ccsd.net/district/superintendent/>.

² Sisolak, State of the Union address, January 2019.

http://gov.nv.gov/uploadedFiles/govnewnv.gov/Content/News/Press/2019_Images/Sisolak_SOTS.pdf.

³ In completing the Building Excellent Schools (BES) Fellowship, Lead Founder and Proposed Executive Director, Sandra Kinne visited and analyzed more than 50 high-performing charter schools across the country, as discussed throughout this petition.

⁴ Lake, Robin J. “Identifying and Replicating the ‘DNA’ of Successful Charter Schools.” Center on Reinventing Public Education, May 2007.

In response to significant need, we propose Sage Collegiate - a high- expectations, high-achieving K-8 charter school for the children of Las Vegas that replicates the exemplary models of high-performing charter schools across the country and uses the autonomies of a charter to draw upon the most current research and to shape the school design to particular needs and desires of our local community.

PROPOSED MODEL AND TARGETED COMMUNITY

Sage Collegiate Public Charter School will open in August 2020 with 168 students: 56 each in Kindergarten, 1st, and 2nd grade. Each year, using a slow growth model, we will add one grade level of 56 students in K-5. In Year 5, our first year of Middle School (6th - 8th grade), we will add 60 students in 6th grade and increase our 5th grade enrollment from 56 to 60. We will continue to add 60 students in 5th through 8th grade until we are at full enrollment in the 2026-27 school year with 520 students.

This innovative strategy of slow growth allows us to strategically increase our impact through establishing our ambitious culture and academic program that support high levels of achievement for all learners and all subgroups. We will have a strong capacity to professionally develop staff and grow a standards-driven curriculum strategically year-by-year, as well as develop, implement, and sustain a strong assessment system to monitor student achievement against ambitious and measurable annual goals.

As research shows, the slow-growth model is far more effective and produces stronger academic achievement than a full-growth model. *“Schools that pursue a Slow Grow strategy to growth generally outperform schools that open with their full grade span enrolled. Fiscal considerations notwithstanding, staggered growth appears to be a preferable option from the standpoint of academic performance.”*⁵ This enrollment strategy will allow students to experience a small school model and allowing for a more supportive environment that targets the individual needs of students.

As we had intended to apply to the ASD, we have identified three areas of critical need for schools of choice and high-quality, high-performing schools and where there are significant numbers of 1- and 2-star schools within a community. Identified by ranked preference, these are the communities in which we have explored opening:

1. the 89107-zip code and neighboring zip codes (89108), where there are at least 12 schools identified as 1- and 2-star schools and no schools of choice, including Red Rock Elementary, Culley Elementary, and Reed Elementary;
2. the 89115-zip code and neighboring zip codes, where there are at least 10 schools identified at 1- and 2-star schools, including Manch Elementary Lowman Elementary, and Von Tobel Middle School;
3. the 89101-zip code and neighboring zip codes, where there are at least 8 schools identified as 1- and 2-star schools and single school of choice that is a 2-star school, including Hollingsworth Elementary, Ronnow Elementary, and Martin Middle School.

Our priority area is that of the 89107- and 89108 zip codes given the lack of high performing schools and the lack of schools of choice. We discuss this priority further in the Facilities section of the Operations Plan (section 5).

EXPECTED OUTCOMES

We detail our academic and organizational goals in depth in Section 4: Academic Outcomes, Driving for Results. We’ve included general goals in this Executive Summary as follows:

- **Goal 1: Students will achieve mastery in English Language Arts.**

⁵ Peltason, Emily H., and Margaret E. Raymond. “Charter School Growth and Replication: Volume 1.” Center for Research on Education Outcomes. January 30, 2013.

- **Goal 2: Students will be proficient in Mathematics.**
- **Goal 3: Students will be proficient in Science.**
- **Goal 4: Students will be proficient in Social Studies.**

KEY COMPONENTS

Sage Collegiate's school design is built on the relentless belief that all children can succeed; high expectations and access to opportunity are fundamental for all children regardless of zip code, race, ethnicity, or socio-economic status; and a warm-strict environment provides the most productive learning environment. Our focus areas are literacy, college readiness, and character development. In a community where 25% of students are identified as English Learners,⁶ 64% of children qualify for free/reduced lunch – a proxy of poverty⁷, and less than a quarter of residents have a college degree,⁸ literacy and college readiness are critical foundations for a life of opportunity.

Informed by current research⁹ and practice-proven successes of the highest-achieving charter schools serving the highest-need communities, and to guarantee the success of all learners, Sage Collegiate is built upon seven tenets in which we firmly believe

1. College starts in Kindergarten.
2. Literacy is everything.
3. Structure + zest = All scholars learn.
4. We lead with urgency.
5. Exemplary teachers, exemplary results.
6. Data drives instruction.
7. It takes a village.

We discuss these tenets more in depth in **Appendix 2**.

At the root of our work, grounded in our beliefs, are our school's core values. We know character development is a critical life skill for children, and effective character-building of scholars must be informed by extensive research and based upon proven practices shown to be effective with similar communities, serving similar needs, and towards ambitious academic and life goals. What matters most, Paul Tough writes in *How Children Succeed*, is whether we are able to help children develop their non-cognitive skills like persistence, self-control, curiosity, and grit.¹⁰ Grounded in this research and with students' non-cognitive growth as a critical part of our school design, we have seven core values we teach, honor, and demonstrate daily and which are exemplified by school leaders, teachers, staff, and scholars through our words, actions, and learning. At Sage Collegiate, we are: Audacious, Brilliant, Curious, Determined, and we have Zest, Integrity, and Purpose.

PROPOSED SCHOOL LEADERSHIP

Lead Founder and proposed Executive Director Sandra Kinne is an experienced educator, who began teaching in 1999 in the Compton Unified School District as a Teach For America corps member. She was voted by her peers at "Teacher of the Year" at King Elementary for the 2005-2006 school year, and served in many leadership roles as a teacher, including School Site Council chairperson, Leadership Team member, lead teacher for the Gifted and Talented program at both Kennedy and King Elementary schools, and as an elected CEA representative. Ms. Kinne brings a cumulative 10 years of teaching experience, including in a special education school for emotionally disturbed students, BOCES – Kasson Road, and at

⁶ <https://newsroom.ccsd.net/wp-content/uploads/2018/10/Fast-Facts-2018-19-Eng.pdf>

⁷ Ibid.

⁸ <https://www.census.gov/quickfacts/clarkcountynevada>

⁹ Specific research includes "The 90 90 90: A Case Study" (<http://www.tehamaschools.org/files/90.pdf>), The Character Lab (<https://characterlab.org/>), and Paul Tough's *How Children Succeed*.

¹⁰ Tough, Paul. *How Children Succeed*. NY: First Mariner Books, 2012.

a K-8 urban charter school, Southside Academy Charter School, in Syracuse, NY, where 97% of students qualified for free or reduced lunch.

Ms. Kinne served for three years as an instructional coach in the Las Vegas Valley with 1st- and 2nd-year teachers in the Clark County School District, was a School Director for six months at two sites as part of Teach For America's Summer Institute in Phoenix, and was an Assistant Principal at a Title I middle school in Monterey Peninsula Unified School District. She brings experience in research evaluation and consulting on education projects – including PBS Kids. She holds a B.A. from Syracuse University, M.A. Ed. from Loyola Marymount University, and M.P.A. from Columbia University. Additionally, Ms. Kinne has a 'Clear' Teaching Credential and a Preliminary Administrative Services credential in the State of California. She has transferred both to Nevada and will complete the requirements for the full reciprocity of the credentials by Spring 2021.

Our proposed school leader, as well as our committee to form and founding board are all committed and value high expectations, urgency in the work, and equitable education for all students, particularly those in high-needs, high-potential communities here in Las Vegas. Our team embodies the key components and character traits and habits embodied in the school's values and core tenets, and our proposed school leadership and governing board are focused on building, leading, and sustaining a high-performing school committed to excellence, with a belief in the power of an education, and educating students for academic achievement, college success, and a life of opportunity.

KEY PARTNERSHIPS

Confirmed and planned key partners, based on existing relationships within the community, include the following: Building Excellent Schools, CSAN, EdTec, thinkLaw, Opportunity 180, Leaders in Training, Teach For America, Democracy Prep at the Agassi Campus, Futuro Prep, Nevada Rise Academy, Nevada Prep Academy, and Equipo Academy. Additionally, we plan to pursue a working relationship with ANet, Communities in School, Nevada Succeeds, Three Square, TNTP, and United Way in the year prior to opening. Through BES and Ms. Kinne's completion of the Fellowship, we have a network of schools nationwide with whom we can partner and from which to learn, including Equitas Academy in Los Angeles, CA; Brooke Charter Schools in Boston, MA; Etoile Academy in Houston, TX; Persistence Prep and Buffalo Collegiate in Buffalo, NY; and Great Lakes Academy in Chicago, IL.

3. MEETING THE NEED

TARGETED PLAN

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

As we had intended to apply to the now-dissolved ASD, we have identified three areas of critical need for schools of choice and high-quality, high-performing schools and where there are significant numbers of 1- and 2-star schools within a community. Identified by preference, these are the communities in which we have proposed to open:

1. the 89107-zip code and neighboring zip codes (89108), where there are 12 schools identified as 1- and 2-star schools and no schools of choice
2. the 89115-zip code and neighboring zip codes, where there are 10 schools identified at 1- and 2-star schools
3. the 89101-zip code and neighboring zip codes, where there are 8 schools identified as 1- and 2-star schools and single school of choice

Our priority area is that of the 89107- and 89108-zip codes given the lack of high performing schools and the lack of schools of choice, and as such, that is the focus of our response.

Figure 1. Schools in 89107 & 89108 zip codes, within 5 miles of Red Rock Elem.

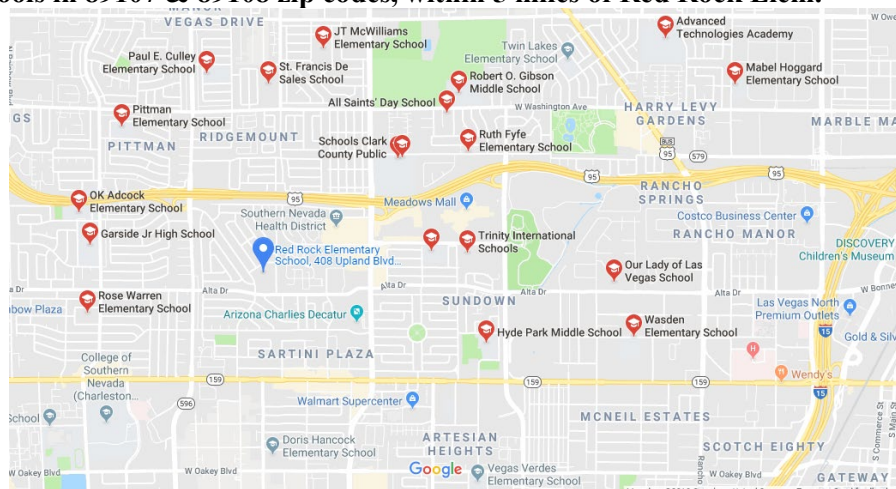
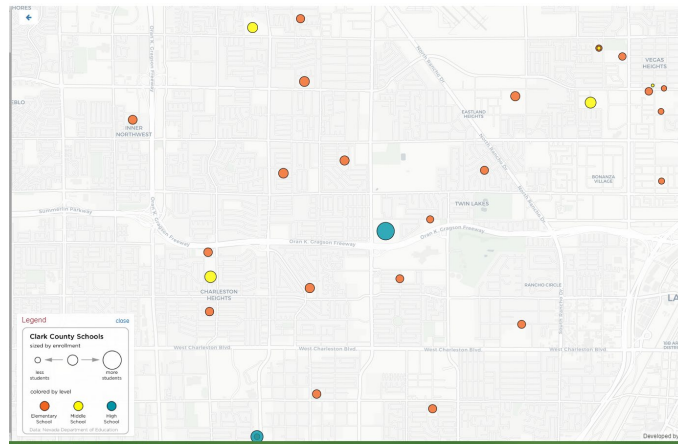


Figure 1, above, shows all of the schools within a 5-mile radius of Red Rock Elem, a perpetually under-performing, 1-star school in CCSD. **Figure 2**, below, highlights the concentration of 1 and 2-star schools within the 89107 and 89108 zip codes, as monitored by Opportunity 180, a local organization aimed at adding more high-quality public school seats in neighborhoods of greatest need in Las Vegas.

Figure 2. 1- and 2-star schools in 89107 & 89108¹¹

¹¹ <https://opportunity180.org/school-map.html>.



Our interest in serving this specific community is based on the demonstrated need. Specifically, within a 5-mile radius of Red Rock Elementary¹², a perpetually low-performing K-5 school, there are more than a dozen schools serving students in grades K-8 for a total of at least 13,856 students. Of these schools, 72% of students are in 1- or 2-star schools, with just 24% of students in 3-star schools and .03% of students in the 89107 in 4- or 5- star schools. Within 5 miles of Red Rock Elementary, there is a single public school with more than a 3-star status: Mabel Hoggard Elementary, which is a 5-star school – and a nationally-recognized magnet school. It serves 477 students, and its student demographics include 100% FRL and 30% ELL populations. This shows that it is possible for students in the 89107 zip codes to have high achievement, and there is a need for more options for high-performing, alternative schools of choice in this community.

Because of the current realities for families and students in Las Vegas, we recognize the importance of providing students with a high-quality education that leads to academic achievement and a life of opportunity. Less than a quarter, 23%, of Las Vegas residents have a bachelor's degree,¹³ compared to 33% nationwide.¹⁴ The median income is \$53,000, which is lower than the national average of \$61,000,¹⁵ while 16 percent of residents live in poverty.¹⁶ We have a responsibility to provide options for families so their students have opportunities to change their academic and life trajectory.

Figure 3:¹⁷ Targeted Community School Performance

| School | Star-Status | Grade levels | Population | FRL % | ELL % |
|------------------|-------------|--------------|--------------|-------|-------|
| Red Rock ES | 1-star | K-5 | 798 students | 100% | 34% |
| EW Griffith | 1-star | K-5 | 574 students | 100% | 38% |
| Paul E Culley ES | 1-star | K-5 | 858 students | 100% | 41% |
| Doris Reed ES | 1-star | K-5 | 631 students | 100% | 29% |

¹² Lead Founder and Proposed ED Sandra Kinne is well-acquainted with Red Rock ES. As an MTLD with Teach For America, she coached 1st and 2nd year corps members there for three years. She has a strong relationship with the current principal and TFA alum who still teach there. Additionally, as of the submission of this petition, she will work as a 3rd grade teacher at Red Rock ES for the 2019-20 school year, which will allow her to build relationships with families and communities who may consider Sage Collegiate as an option for the 2020-21 school year.

¹³ <https://www.census.gov/quickfacts/lasvegascitynevada>.

¹⁴ <https://www.census.gov/newsroom/press-releases/2017/cb17-51.html>.

¹⁵ <https://www.census.gov/newsroom/press-releases/2018/income-poverty.html>.

¹⁶ Ibid.

¹⁷ <http://nevadareportcard.com/di/>

| | | | | | |
|---------------------------------------|--------|-----|---------------|------|-----|
| Doris Hancock ES | 1-star | K-5 | 650 students | 100% | 28% |
| Ruth Frye ES | 2-star | K-5 | 468 students | 100% | 32% |
| Vegas Verdes ES | 2-star | K-5 | 618 students | 100% | 42% |
| Howard Wasden ES (on border of 89107) | 2-star | K-5 | 585 students | 100% | 23% |
| OK Adcock ES | 2-star | K-5 | 680 students | 100% | 35% |
| Rose Warren ES | 2-star | K-5 | 652 students | 100% | 50% |
| Garside JHS | 2-star | 6-8 | 1208 students | 83% | 33% |
| JT McWilliams ES | 2-star | K-5 | 770 students | 100% | 48% |
| Bertha Ronzone ES | 2-star | K-5 | 894 students | 100% | 38% |
| Twin Lakes ES | 2-star | K-5 | 599 students | 100% | 58% |
| Hyde Park MS (Magnet school) | 3-star | 6-8 | 1582 students | 56% | 17% |
| Pittman ES | 3-star | K-5 | 578 students | 100% | 37% |
| Gibson MS | 3-star | 6-8 | 1234 students | 84% | 32% |
| Mabel Hoggard ES (Magnet school) | 5-star | K-5 | 477 students | 100% | 30% |

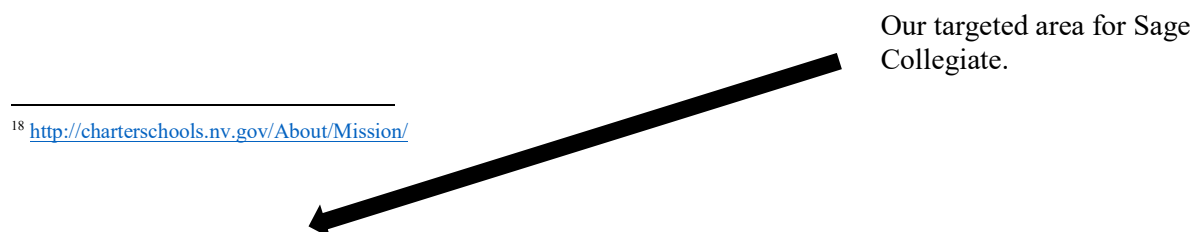
2. Explain how your model, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

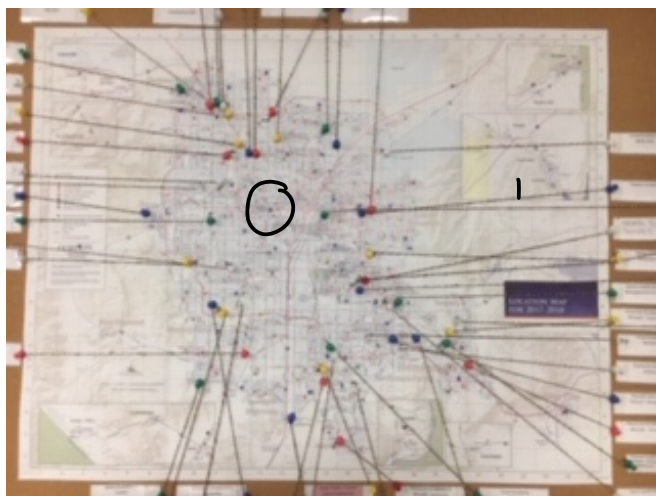
The commitment to serve this population is based on the experiences of the proposed Executive Director, who school-based and coaching experiences is solely grounded in Title I schools, as well as the proposed founding board, who have extensive experience in high-need schools, communities, and organizations.

The mission of the SPCSA is: The SPCSA improves and influences public education in Nevada by sponsoring public charter schools that prepare all students for college and career success and by modeling best practices in charter school sponsorship.¹⁸ However, about 80% of the schools currently in the SPCSA portfolio do not serve students in high-needs, low-income communities where the majority of schools are 1- and 2- star schools. In fact, the SPCSA's current portfolio fails so much to address the needs of those most at-risk that in Clark County, the schools' locations make a 'donut' – isolating the center of the community with not only a dearth of high performing schools but a lack of schools of choice.

Our proposed area for locating – in the 89107/89018 communities – would put Sage Collegiate right in the middle of the SPCSA's 'donut', create an opportunity for choice in a region without options, and provide a high-quality opportunity in a part of town that sorely lacks high-performing schools.

Figure 4: SPCSA map of its authorized and operating schools, June 2019





Additionally, in multiple board meetings and in public commentary, board members, including Board Chair Jason Guinasso, have repeatedly expressed hope for applicant schools to better serve communities where need is greatest and choice options are limited to non-existent. As Chair Guinasso wrote in December 2018, *“The SPCSA must find a way to lead the state’s efforts to successfully serve all children, regardless of their demographic classification. As Nevada’s only statewide authorizer, we have to do a better job of authorizing schools that will provide high quality education to all students.. ... There is also simply no question that we need more high-quality charter schools in high-risk and low-income communities and neighborhoods.”*¹⁹

As then-candidate, now SPCSA Executive Director Rebecca Feiden said in her public interview before the Board on March 8, 2019, serving students in in low-income communities and where the need is greatest is a priority for her. *“The charter authority and charter schools in general are poised to be an accelerator on the state’s progress, but we’ve got to make sure that we serve the kids that need it the most as well as kids throughout the community. We need to reinforce...that we serve all kids. I think we all have an obligation that all students deserve access to great schools.”*²⁰

Further, the Nevada State Legislature recently passed AB 462, which includes the stipulation that the SPCSA complete the Academic and Demographic Needs Assessment, to determine “the academic needs of pupils and the needs of any pupils who are at risk of dropping out of school.”²¹ Per the preview of the Assessment at the June 28, 2019 SPCSA Board meeting, charter school applicants should aim to meet the needs of one or both of these criteria.²² Sage Collegiate does both.

First, we propose to serve significant populations of FRL students and EL students given the proposed community’s need and demographics, as well as the increasing population of these demographics within CCSD as a whole. Secondly, we propose to serve students from low-income families, as are 96% of students at the identified 18 schools in the community in which we intend to locate. As the American Psychological Association reports, students from low-income households are five times more likely to

¹⁹ “More than a free lunch.” *The Nevada Independent*, Dec. 17, 2018. <https://thenevadaindependent.com/article/more-than-a-free-lunch>

²⁰ State Public Charter School Authority. <https://www.youtube.com/watch?v=j1B7I8Zlbhg&feature=youtu.be>.

²¹ <http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-and-Demographic-Needs-Assessment-Update.pdf>.

²² <http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Needs-Assessment-Preview-2019-06-28.pdf>

drop out of high school than their peers from high-income families.²³ At Sage Collegiate, we know these facts and aim to address them to ensure all of our students have the K-8 education that prepares them to go to a strong high school, get to and through college, and have a life of opportunity.

There need for high-quality school options in Las Vegas's most underserved communities is great. The focus on the 89107/89018 zip code is intentional due to the absence of schools of choice within the area and with a scarcity of high-performing traditional district schools. Sage Collegiate is prepared to be the great school to which all students in the 89107 and 89018 deserve access.

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.

Sage Collegiate considers community involvement and input critical in ensuring the founding and long-term success of a high achieving school that addresses the community's needs. Our proposed ED first began working in the proposed community as an instructional coach with Teach For America in 2012. As a Manager of Teacher Leadership Development with Teach For America-Las Vegas Valley, Ms. Kinne worked with 1st and 2nd year teachers for three years at Red Rock Elementary, for two years with teachers at Reed Elementary in the 89108 community, and one year each at both Vegas Verdes ES and Gibson MS in the targeted area. She is familiar with the communities, the desires of families for their children, and the need for school option.

Additionally, identified proposed board members, Chris Parker and Mia Arterberry, have considerable experience in community engagement. Mr. Parker is involved with Candlelighters Internationals and has actively engaged in community outreach, and Ms. Arterberry is a former teacher and dean at the Andre Agassi campus, near our targeted community, as well as a former instructional coach with TenSquare where she worked with Quest Academy, another school near our targeted community.

Given Ms. Kinne's most recent role, as well as the original intent to apply to the ASD, there has been limited community engagement thus far. However, as of the submission of this application, Ms. Kinne will be a 3rd grade teacher at Red Rock Elementary in the 2019-20 school year, allowing her to better engage with families in the proposed area of location, and the plan of action to support family and community effort with the development of the school is below.

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?

Going forward, the proposed Board and ED, will actively engage in community building through multiple means to gather feedback, input, and additional supporters prior to opening the school.

Planned outreach activities include, but are not limited to:

- Notification of enrollment opportunities at Sage Collegiate through publicity fliers and brochures, the Sage Collegiate website and social media
- Development of all marketing materials (including fliers, posters, brochures, and websites) in English and Spanish

²³ "Poverty and High School Drop outs. American Psychological Association. The SES Indicator. May 2013.
<https://www.apa.org/pi/ses/resources/indicator/2013/05/poverty-dropouts>.

- Door-to-door outreach to families throughout the zip codes of 89107 and 89108 with an emphasis on the 10-block radius of our future facility location
- Information sessions and flier distribution at local community meetings and events and at organizations that work with youth, families, and adults, including local day cares and the CSN's Early Children Education Lab,
- Branches of the Las Vegas-Clark County Library District, including West Charleston Library
- Information booths and flier distribution at local businesses, laundromats, grocery stores, WIC centers, libraries, restaurants, community events, fairs, carnivals, shopping centers, social services agencies, housing projects, faith-based organizations, medical centers, and apartment complexes
- Local print and broadcast media, including the local radio stations, newscasts, and major newspapers, as well as through social media
- Home Visits with families, post-lottery
- Multiple informational sessions to allow families to apply to Sage Collegiate and learn more about our planned educational program

Once school has begun, we also, as discussed below, plan monthly Cafecitos and regular family events, to which the community at-large may be invited (i.e., Fall Festival). Below, we detail a plan for family engagement during the life of the school. These efforts, including Home Visits and Family Orientation begin weeks before the first day of school. One of our core tenets is "It Takes a Village," and we wholeheartedly recognize the importance and value in engaging families.

3. Describe your plan for engaging parents/families in the life of the school, in addition to any proposed governance roles related to students' parents/guardians. Explain the plan for building family-school partnerships that strengthen student support and academic outcomes and how the school will encourage parental involvement. Describe any expectations for parent volunteering.

First and foremost, per state regulation, parents/family members will **not** be required to volunteer their time.²⁴ However, we welcome parents/family members to volunteer their time, should they choose to do so. Per Senate Bill 187,²⁵ volunteers will be required to complete a background check. When possible, the school will cover the costs for parent volunteers of up to 10% of our student population (on a first-come, first-serve basis each year) to support families' engagement and participation in volunteering. Secondly, as discussed in the Governance section, as required by NRS 388A.320²⁶, one member of the Board must be a parent of an enrolled student. Our plan is to have that person on board by September 30, 2020, based on the planned enrollment for the 2020-21 school year.

Sage Collegiate recognizes the role families²⁷ play in students' success. One of our core tenets is that it takes a village; parents are our partners, and we are grounded in and by our community. Family participation in scholars' learning is fundamental to their success. We know that when families and teachers have high standards for children, then students generally exceed expectations.²⁸ We communicate proactively and clearly with all families, engaging them in conversations about school policies and practices, including academic expectations, homework, uniform, attendance, and behavior. Families in the

²⁴ [https://www.leg.state.nv.us/Register/RegsReviewed/\\$R131-16A.pdf](https://www.leg.state.nv.us/Register/RegsReviewed/$R131-16A.pdf)

²⁵ https://www.leg.state.nv.us/Session/79th2017/Bills/SB/SB287_EN.pdf

²⁶ <https://www.leg.state.nv.us/NRS/NRS-388A.html#NRS388ASec320>.

²⁷ For clarification purposes, the words families and parents are used interchangeably at Sage Collegiate to represent individuals with the extended family of a student or persons with a legitimate interest in the student and who are the student's legal guardian(s).

²⁸ Benner, A. and R. Mistery. (2007) "Congruence of mother and teacher educational expectations and low-income youth's academic competence." *Journal of Educational Psychology*. Volume 99, No.1.

89107 and 89108 have limited options for school choice and restricted access to high-performing schools, especially at the elementary level.

Toward our mission, we have developed a comprehensive, inclusive, ambitious plan for engaging scholars' families in Sage Collegiate. Parents have a choice in enrolling in Sage Collegiate, and we first make them aware of this choice and then involve them in the life of the school. Parents are involved on an individual level and through organized parent groups. We proactively and intentionally reach out to families to develop strong relationships, strengthen our connection with them through the year, and ensure a healthy partnership toward our mission.

We recognize our responsibility to facilitate and ensure the full participation of all families, including families with limited English proficiency, parents with and of students with disabilities, and parents of migratory children, and we have the necessary conditions in place to ensure effective outreach practices and to provide clear, understandable information for all families. We understand and appreciate that an effective partnership between school and home sets students up for success. Our commitment to families in our shared village is demonstrated in several key ways: (1) Home Visits for all new families and annual Family Orientations for all families, (2) Cafecitos, (3) monthly Family Nights and tri-annual Conferences, (4) bi-annual College Campus tours, (5) daily, weekly, and monthly formal communication, (6) opportunities to provide feedback and inform school growth through semi-annual surveys, (7) Families for Sage Collegiate and opportunities to volunteer, and (8) monthly board meetings with public comment time at all meetings. We detail these events and critical family engagement pieces, as well as provide a draft calendar for 2020-21 family events, in **Appendix 3**. All documents sent home, including newsletters, report cards, and weekly reports, will be provided in English and in Spanish, and translators and/or bilingual staff will be available at all events.

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.*

Sage Collegiate intends to be a community partner as we create a community within the school. We look forward to providing community resources through leveraged partnerships with local organizations, as outlined in **Figure 5**.

Figure 5: Planned Community Partners

| Planned Partner | Purpose | Costs | Connection to Mission/Vision |
|------------------------|--|-------|--|
| Smith Center | Academic Field Trips, Literacy, Performing Arts | Free | Academic Achievement, Literacy Enrichment |
| Springs Preserve | Academic Field Trips, Science, History | Free | Academic Achievement; Science; Accessible curricular experience for all students, including ELLs |
| Secret Garden (Mirage) | Academic Field Trips, Professional Development opportunities | Free | Academic Achievement, Accessible curricular experience for all students, including ELLs; |

| | | | |
|---|---|--|--|
| | | | Professional Development opportunity for teachers/staff |
| Discovery Museum | Academic Field Trips | Group costs vary; | Academic Achievement; Literacy, Science, Math; Accessible curricular experiences for all students, including ELLs; |
| Las Vegas-Clark County Library District | Academic Field Trips, Resources | Free | Academic Achievement, Literacy; STEM-based workshops; Art workshops |
| Boys and Girls Club of Southern Nevada | Academic and Non-Academic Enrichment- after school and during academic breaks | Fee based. Annual fee of \$35 for children 5-12; | After school care which assists working families with students at Sage Collegiate |
| UNLV | Summer Academic Enrichment camps | Free – must apply and be accepted into summer reading program. | Emphasis on literacy, college opportunity. |

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?

All members of the Committee to Form and proposed school leadership/board are residents of Las Vegas. Experiences and length of residency vary, but all are committed to the community and the long-term success and sustainability of Sage Collegiate. The proposed board and school leadership have extensive knowledge and involvement in the community, be it as board members on other non-profit boards, as former teachers and coaches in local schools, or as long-term, permanent residents of the community in which they were educated.

We have engaged in community conversations related to education and have begun attending ongoing events in order to better understand others' perspectives of the needs and desires of families for their children's education. Through the continued planning, start-up, and operational periods, Board members and school leadership will actively engage in community events, hosts informational sessions, offer programming and learning opportunities through partners (i.e., workshops at the Boys and Girls Club), and tabling at libraries and existing community events.

Given the Lead Founder's previous community engagement success, as well as at least one proposed board member's prior engagement with the community given her school-based experiences, as well as the extensive ties to the community of the current team, we are confident we will be able to build relationships, make connections, and continue to learn from the community through extensive planned engagement. See Section 2, above, for more detail on our engagement strategy.

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.

Building Excellent Schools (BES)

Lead Founder and proposed Executive Director Sandra Kinne completed the Building Excellent Schools' Fellowship, and BES remains a partner in this effort. BES will provide Follow-On Support (FOS)²⁹ to Sage Collegiate through its Start-Up year (Y0), and through, at least, the first two years of operation.

Opportunity 180

Additionally, Sage Collegiate is working closely in partnership with Opportunity 180, a local non-profit founded in 2015 with a vision of providing 25,000 quality public school seats in Clark County within 10 years. As a harbormaster in Nevada, Opportunity 180 supports the founding and development of high-quality charter schools through provided support with facility and talent pipeline access, as well as individualized direct supports as needed to ensure students have access to high-performing schools.³⁰

Abacus Education Partners

In its 13th year of operation, Abacus has worked with more than 150 charter schools across 19 states, providing strategic planning, and financial modeling services. Ms. Kinne received more than 40 hours of financial and operations training from Abacus, gathering industry-leading tools and templates to ensure development of robust, thoughtful operational systems and fiscal policies.

EdTec

Headquartered in San Francisco, EdTec³¹ is a back-office provider that specializes in working with charter schools. The organization currently works with 300 charter schools across 9 states. EdTec has helped charter schools close the achievement gap and improve public education with its comprehensive support with accounting and bookkeeping services, payroll, budgeting, financial reporting, forecasting, grant writing support, and compliance and data management services. Ms. Kinne worked closely with a small team to build out and develop a five-year budget, and the VP of Client Management and Financial Compliance will be available to provide training to the school's founding board upon authorization. EdTec will likely be the school's back-office provider based on local school leaders' recommendations, availability of back-office providers in Las Vegas, and the costs of back-office providers. The final determination for long-term back-office support will be made by the Board.

Teach For America & TNTP

Both national organizations have local partnerships with traditional district and public charter schools. Ms. Kinne has already engaged in conversations about the proposal for Sage Collegiate and begun discussions on how to partner with and leverage the pipeline of teacher talent within each organization. Further discussions and likely partnership will be entered into upon authorization.

²⁹ <https://buildingexcellentschools.org/fellowship/>

³⁰ <https://opportunity180.org/>

³¹ <https://edtec.com/>