Eagle Nevada Resubmitted Application Coversheet

Crosswalk of rubric deficiencies with application changes and clarifications

	Rubric Criteria		Summary of changes/clarification		
Mee	ting the Need				
1	Targeted Plan	Demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally serve the identified student populations, prevent at-risk students from dropping out, and/or provide more high-quality schools in underserved areas, as defined in the Academic and Demographic Needs Assessment.	Our prior response was structured to highlight one of the many key components that support the four subgroups of students identified in the Needs Assessment. Given that these components work together to create a personalized model that is effective for a wide range of at-risk students, this section was restructured to highlight Eagle's MTSS program, commitment to SEL, intentional data informed instruction, 1:1 technology, sufficient staffing, and parent involvement. This restructured information does not reflect any changes in our academic program.	2-4	
2		Demonstrates clear evidence of the involvement of parents, neighborhood, and/or community members representative of target population in the development of the plan.	To accelerate the receipt of input from parents, we distributed a parent survey in December to all parents on our interest list.	2-7	
3	Parent and Community Involvement	The committee to form demonstrates their ties to and/or knowledge of the target community.	We included additional community ties held by our Committee to Form.	2-12	
4		Identifies specific partnerships which are shown to be relevant to the needs of the target population, including partners located in the community that the applicant intends to serve.	Our response includes our most recent outreach efforts.	2-10	

Academic Plan			
5	Describes the specific services that will be provided for students within and outside the classroom, including curriculum and instruction and exposure to co-teaching.	The description of our services provided to ELL students and students with special needs was expanded to capture strategies and curriculum referenced throughout the application.	3-48
and Special	Devotes adequate resources and staff to meeting the needs of all students.	The number of Special Education and ELL staff was clearly specified (no staffing change), and a description of how our regular classroom teachers support our SEL program was added.	3-54, 3-57, 3-61
Populations 7	Provides a detailed plan for appropriate professional development to teachers and staff to ensure they can support and accelerate the learning of at-risk and special population students which is aligned to the budget and overall PD plan.	In addition to offering a comprehensive PD program at the beginning of the year, Professional Development is embedded in our continuous improvement process. We clarified that our specialist teachers are an integral part of the monthly data meetings.	3-54, 3-58
Operations Plan			
8	Proposed governance structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials.	The prior application proposed the minimum reporting schedule based on the required number of annual Board meetings per NRS 388A.320. The incoming Board has committed to meeting at least monthly; the draft reporting schedule has been adjusted accordingly.	4-6
9	Clear delineation of authority and working relationship between the governing body and school staff.	After submitting the initial charter application, Eagle's Committee to Form determined that the COO should report directly to the Governing Board instead of to the CMO. This created a disconnect between the written application and spoken responses during the capacity interview. The application has been adjusted throughout to reflect the COO reporting to the Governing Board.	4-6, 4-10

Demonstrates that the membership of the governing body will contribute the wide range of relevant knowledge, skills, and commitment needed to oversee a successful charter school, including but not limited to educational, financial, accounting, legal, and community experience and expertise, as well as special skill set to reflect school-specific programs, if applicable (e.g., STEM, fine arts, blended learning, alternative programs, etc.)

In the months leading up to Eagle's charter appeal, the Founding team has successfully connected with potential Board members who have specific experience in law, finance, and/or accounting. The Founding 4-4 team expects Fleege and Mallory to be replaced with qualified members by April 1st, 2021.

<u>Board</u> <u>Governance</u>

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11

12

The board articulates a clear, ambitious, datadriven set of standards and criteria that the school leader must satisfy in order to keep the school on track to achieve its vision. Additional Board goals have been added to clarify the initial goal of "meet/exceed the state financial targets" by extracting goals included in the SPCSA Financial Performance Framework. This, in concert with the clarification below that confirms that the School Leader is accountable 4-9 for the goals established in the Academic plan, presents clear, ambitious, and data driven goals that are representative of a successful Eagle school.

The board provides logical evidence that the school will achieve its target student outcomes pursuant to the NSPF and the SPCSA Performance Framework outcomes pursuant to the NSPF and the SPCSA Performance Framework (sic) if the school leader satisfies the standards set forth by the board.

We've clarified that the principal will be evaluated against the goals previously established in Tables 6, 7, and 8. Tables 7 and 8 are specifically drafted to address the following application question:
"...performance and growth goals that the school will set in order to meet or exceed SPCSA expectations as outlined in the SPCSA Academic Performance Framework indicators and to meet state expectations for student academic growth in accordance with the NSPF."

1	.3	There are no prohibited familial relationships between charter holder board members, charter holder board members and staff, or charter holder board members and EMO employees within the third degree of consanguinity or affinity nor any supervisory or business relationships.	We are confirming that Mallory will transition off of the Board prior to becoming an employee.	4-4
1		The organizational chart clearly indicates all positions delineating board and management roles and lines of authority	The organizational chart was updated to reflect the COO reporting directly to the Governing Board.	4-10
1	.5 <u>Leadership Team</u>	Structure demonstrates effective assignment of management roles and distribution of responsibilities for instructional leadership, curriculum, personnel, budgeting, financial management, management of state categorical revenue streams, special education and ELL programming, legal compliance, state reporting, external relations, and any unique, school specific staffing needs.	"Special Ed/ELL Directors and teachers" were specifically included as direct reports to the Principal in the organizational charts; this is not an operational change but was added to specifically ensure this reporting structure was clear.	4-10
1		If the school leader is not yet identified, the committee to form explains the method by which they will recruit and select a candidate who satisfies the criteria listed in the job description.	We've listed specific, national search firms that ECS has successfully engaged in the past.	4-11
1	/	Provides a comprehensive plan for coaching and support for school leadership	An overview of the typical principal training program was added.	4-13

18		Staffing plan aligns to the mission, vision, and proposed academic program.	A summary narrative was added to highlight how Eagle's staffing model supports students with special needs and ELL students.	4-15
19	Staffing Plan	Appropriately staffed to meet the needs of the expected student population, including special student populations.	A summary narrative was added to highlight how Eagle's staffing model supports students with special needs and ELL students.	4-15
20		Staffing plan aligns to the applicant's commitment to meet the needs identified in the Academic and Demographic Needs Assessment.	A summary narrative was added to highlight how Eagle's staffing model supports a robust commitment to SEL by incorporating SEL curriculum into the daily academic schedule.	4-16
21	Human	Articulates process for recruiting and hiring high quality teachers and leaders.	Preferred qualifications for teachers were added. Specific resources for job postings were added.	4-18, 4-19
22	Resources	Essential functions and processes, including background checks, payroll, benefits, and employee relations, are accounted for.	An "After Hire" summary was added to the Hiring Checklist; Paycom centralizes all of the required HR onboarding resources and functions.	4-20
23		The enrollment plan reflects an understanding of the Nevada context.	Eagle recognizes that upper grades can be more difficult to fill; we are flexible in adding additional sections for lower grades should demand warrant.	4-27
24	<u>Student</u>	The enrollment plan, including annual growth, is reasonable and supported by a clear rationale.	Specific examples of events that can be offered by a school in operation were added.	4-28
<u>!</u> 25	Recruitment and Enrollment	Articulates aggressive plan for recruiting eligible students to the school and describes specific actionable steps for ensuring the school is fully enrolled.	Specific examples of recruitment efforts that have been and will be conducted were added.	4-28
26		Demonstrated interest and intent to enroll commitments by a significant number of parents for Year 1.	We have compiled our additional interest forms; in total we have collected 323 interest forms representing over 500 students.	4-30. A13

27		Outlines comprehensive leadership development plans that include training aligned with incubation year goals as well as stated academic goals (these may be either designed by or outsourced by the operator)	Principal training milestones and the academic and performance goals were added.	4-31
_	ncubation Year Development	Outlines the function of any employees in Year 0, as well as the funding source for associated compensation.	Initial functions for the COO, Principal, and CMO were added.	4-31
29		The staffing outlined for Year 0 will enable the school to reach its Year 0 milestones and goals.	We clarified that .25FTE does not indicate the Principal and COO are employed quarter time, but their annual expense is .25FTE as we are projecting timelines of three and six months respectively.	4-31
30		Operations plan includes logical plans for all essential and program-specific non-academic services	We provided more detail on our plans for securing non-academic services.	4-32
31	<u>Services</u>	IT plans should include consideration of: User access control policies, limitation of access rights and procedures for removing access from departing employees.	Highlights of the technology policies included in our Staff Handbook were added.	4-35
32		Costs of services are realistic and align with budget and academic program.	Projected costs for non-academic services are unchanged from the initial and current budget; costs have been referenced in the narrative.	4-32
33		Committee to form articulate clear metrics and process for evaluating effectiveness of services.	Evaluation criteria for non-academic services were added.	4-32

34	<u>Facilities</u>	Identifies a viable educational facility or facilities that meets the needs of the students and accommodates the programmatic and operational needs of the school(s) over the charter term as described throughout the application—OR—outlines in detail the plan and timeline to identify and secure facilities as needed.	Our primary facility option was previously uploaded as a part of Attachment 19 and is referenced in the narrative.	4-37
35		If a facility has not yet been identified	Per conversation with SPCSA on 12/3/20, we have outlined our facility contingency scenario that aligns with this submission's revised approval timeline.	4-37
Financ	ial Plan			
36		There is appropriate segregation of financial duties which align to organizational chart and job descriptions.	A summary of Eagle's fiscal priorities was added. Fiscal policies were updated to reflect the COO's role (as an employee of the school) and to reference ECS as an entity (instead of tasking specific ECS staff members) for clarity.	5-1
37		School level budget priorities are consistent with the operator's model, including but not limited to: educational program, staffing, and facility	Clarifications on staffing and facility projections and our updated fiscal policies (all per prior responses) address this specific rubric concern.	N/A
<u>F</u> 38	Financial Plan	All funds from external sources are guaranteed with money in hand or letter of award and grant terms.	The \$150,000 Incubation Year funds are secured within the services agreement. Language has been added to reconfirm that those funds are not a loan and do not impact ECS' responsibilities under the services agreement.	A18, A21
39		Assumptions about facilities in all financial statements correspond to a conservative facility plan and account for possible contingencies.	Per above application improvements, we have included projected costs for non-academic services and created a contingency plan should our primary facility option not be viable on this amended timeframe.	N/A

Adde	endum			
40		The plan to scale the model to new sites is adequately resourced and staffed appropriately.	We confirm that this application is for one school and additional schools would be considered only after Eagle has demonstrated success on the NSPF and SPCSA Financial Frameworks.	6-2
41	Scale Strategy	Includes plan to infuse NV schools with the essential elements of the organization's model.	The essential elements of Eagle's model are written into this application; these elements are our commitment. By directly involving the founder of Eagle Academy in the expansion and ensuring our incoming principal has the opportunity to be trained at existing Eagle campuses, we are ensuring fidelity to the model.	6-3
42		Clear, appropriate delineation of roles and responsibilities between the management organization and the school sites.	The initial application utilized a RACI (Responsible, Accountable, Consult, Inform) chart to define the specific role each entity played for every function. This chart has been restructured to only highlight the responsibilities for each entity.	6-5
43		Organization charts clearly indicate lines of authority between the board, network, and schools.	The Organizational charts have been expanded to include the School Level organizational charts presented in Figures 4 & 5.	A22
44	School Management	Clear rationale for selection of Educational Management Organization (EMO/CMO)/Charter Management Organization (CMO).	The selection of ECS occurred in concert with the Eagle model being identified as the desired model for replication.	6-9
45	<u>Contracts</u>	Demonstrates capacity and commitment of the governing board to oversee the EMO/CMO effectively.	The criteria for evaluating the CMO annually, which are aligned to the performance goals of the school and included in the services agreement, was referenced.	6-9

Amended Attachments

Attachments 1-6, 8-12, 16, 17, 19, 20, 23, and 24 are not included as they are unchanged.

Attachment #	Name	Summary of changes
<u>7</u>	Job Descriptions	Draft job descriptions were updated to reflect Eagle NV's organizational charts.
<u>13</u>	Parent Interest Forms	Parent interest forms collected within the past month were added (323 total signatures).
<u>14</u>	Incubation Year Planning Table	Dates were updated to reflect the amended application timeline.
<u>15</u>	Operational Execution Plan	Dates were updated to reflect the amended application timeline.
<u>18</u>	Budget Narrative	The budget is unchanged. Specific reference to the \$150,000 Incubation Year funds was added.
<u>21</u>	Services Agreement	The \$150,000 Incubation Year funds are secured within the services agreement. Language has been added to reconfirm that those funds are not a loan and do not impact ECS' responsibilities under the services agreement.
<u>22</u>	CMO Organizational Charts	The CMO Organizational charts have been expanded to include the School Level organizational charts presented in Figures 4 & 5.

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2020 CALL FOR QUALITY CHARTER SCHOOLS Updated April 10, 2020

Resubmission to application dated 7/14/20

Schools Opening Fall 2021 and Beyond

MS Word Application Template

Previous versions of this application had been divided into four tracks. However, this version incorporates all four tracks into one standard application along with an addendum that must be completed by certain applicants. Please see the addendum to determine if you are required to answer those additional questions. Should you have questions about the application, you can contact Mark Modrcin (mmodrcin@spcsa.nv.gov).

1. SPCSA Charter Proposal Cover Sheet

Identify the **primary point of contact** for your Committee to Form. 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 Committee to Form 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:	Nick Fleege						
Mailing address:							
Street/PO Box:							
City:			State	IL	Zip		
Phone Number: day			evening		l		
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							—
Name of team or entity appl	ying: Eag	le Charter Schoo	ls of Nevada				

NRS 388A.240 Membership of committee to form charter school.

- 1. A committee to form a charter school must consist of:
- (a) One member who is a teacher or other person licensed pursuant to <u>chapter 391</u> of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing;
 - (b) One member who:
 - (1) Satisfies the qualifications of paragraph (a); or
- (2) Is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;
- (c) One parent or legal guardian who is not a teacher or employee of the proposed charter school; and
- (d) Two members who possess knowledge and expertise in one or more of the following areas:
 - (1) Accounting;
 - (2) Financial services;
 - (3) Law; or
 - (4) Human resources.
- 2. In addition to the members who serve pursuant to subsection 1, the committee to form a charter school may include, without limitation, not more than four additional members as follows:
 - (a) Members of the general public;
 - (b) Representatives of nonprofit organizations and businesses; or
- (c) Representatives of a college or university within the Nevada System of Higher Education.
- 3. A majority of the persons who serve on the committee to form a charter school must be residents of this State at the time that the application to form the charter school is submitted to the Department.
 - 4. As used in subsection 1, "teacher" means a person who:
- (a) Holds a current license to teach issued pursuant to <u>chapter 391</u> of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing; and
 - (b) Has at least 2 years of experience as an employed teacher.

Ë The term does not include a person who is employed as a substitute teacher.

Names, roles, and current employment of all persons on the committee to form (add lines as needed). Note that the Committee to Form may be different than the proposed Governing Board:

Full Name	Current Job Title and Employer	Position with Proposed School
Nick Fleege	Founder; EvolvingEd	None
Jai Mallory	Director of Business Management; Eagle Academy PCS	Chief Operating Officer
Monica Johnson	Special Event and Group Coordinator; Aria & MGM Hotels	Governing Board Member
Fatima Cotton	Special Education Teacher; Durango High School	Governing Board Member
Mary Scott	Assistant Principal; Clark County School District	Governing Board Member

Does this Committee to Form, charter	management or	rganization, or education manageme	ent
organization have charter school appl	ications under (consideration by any other	
authorizer(s) in the United States?	□ Yes	x No	

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this Committee to Form, charter n	nanagement (organization, or educa	tion management
organization have new schools schedule	ed to open el	sewhere in the United	States in the
2019-20 or 2020-21 school years?	□Yes	x 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
Eagle Charter Schools of Nevada (common name: Eagle NV)	2021	K-5	K-8

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

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
K	108	108	108	108	108	108
1	108	108	108	108	108	108
2	108	108	108	108	108	108
3	108	108	108	108	108	108
4	108	108	108	108	108	108
5	108	108	108	108	108	108
6		108	108	108	108	108
7			108	108	108	108
8				108	108	108
9						
10						
11						
12						
Total	648	756	864	972	972	972

Proposed Location

If an exact location has not been determined, please provide a detailed description of the proposed contact location including, geographic area, cross streets, and neighborhood.

Campus Location	Coun ty	Zip Code(s) to be Served by School
Summary of location: Eagle will locate in Clark county in an area that serves a high number of students who attend low performing schools. By utilizing the resources available publically and specifically though Opportunity 180's research, we identified target zip codes in Clark County that have few, in if any, high performing schools. Our open enrollment policies will extend preference to at-risk students and students currently assigned to low-performing schools. Below are details of a possible campus location, we will work toward formally putting the campus under contract once our charter application is approved.	Clark	All zip codes in Clark County with an intentional focus on: • 89104 • 89106 • 89115 • 89121 • 89122
Sahara Ave and McLeod Drive	Clark	 89104 (campus location) 89106 (directly adjacent) Remaining zip codes in Clark County

Nevada law currently permits an operator to contract with a for-profit, Education Management Organization or a non-profit, Charter Management Organization.

organization (EMO) or services? X Yes	ool intend to contract or partner with charter management organization (CM		
If yes, identify the name of the EMO or CMO and specify which designation:	Eagle Charter Schools, Inc.		
charter school applica			
	proposed school a charter management formed for the purpose of applying fo	` ,	
If yes, identify the CMO and any affiliated NV non-profit:	Eagle Charter Schools of Nevada, In formed to hold the charter and, as paill have a services agreement with Inc.)	part of this charter application,	
a member of the comm without limitation, an assisted the committee about that person and		by another entity, including, ion, or if such a person or entity pplicant must disclose information	
charter school, or by an organization, AND/OR school, or another enti-	epared by a person who is not a memb nother entity including, without limitat did a person who is not a member of t ty including, without limitation, an edu a preparing the application? Yes	tion, an educational management he committee to form the charter	
If yes, what is the name of the person(s) and/or entity(s)?			
	ons this person(s) and/or entity(s) and the dates of such affiliation.		
Please provide a resum	ne for the person(s) and or entity(s)?		
Applicant Certification	12/14/2	20	

Nick Fleege
Printed Name:

Note: <u>NAC 388A.260</u> requires that applicants submit a version of the application which excludes or redacts from the application and any related material to be shared with the public. All applicants should be prepared to submit a version of their application that complies with this regulation, if requested.

Date

Table of Contents (Resubmission; Clean)

Meeting the Need	8
Academic Plan	25
Operations Plan	98
Financial Plan	139
Addendum	146
Attachment 1	Not Included; No Change
Attachment 2	Not Included; No Change
Attachment 3	Not Included; No Change
Attachment 4	Not Included; No Change
Attachment 5	Not Included; No Change
Attachment 6	Not Included; No Change
Attachment 7	158
Attachment 8	Not Included; No Change
Attachment 9	Not Included; No Change
Attachment 10	Not Included; No Change
Attachment 11	Not Included; No Change
Attachment 12	Not Included; No Change
Attachment 13	171
Attachment 14	444
Attachment 15	448
Attachment 16	Not Included; No Change
Attachment 17	Not Included; No Change
Attachment 18	456
Attachment 19	Not Included; No Change
Attachment 20	Not Included; No Change
Attachment 21	465
Attachment 22	483
Attachment 23	Not Included; No Change
Attachment 24	Not Included: No Change

2. Meeting the Need

MISSION AND 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 and vision for the proposed school and briefly describe how they serve as the foundation for the proposed school, including:
 - (a) The key components of your educational model
 - (b) The outcomes you expect to achieve
 - (c) Key supporters, partners, or resources that will contribute to your school's success

Mission

Eagle NV's (Eagle) mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity and problem-solving abilities. We emphasize cognitive, social, and emotional growth by engaging children as active learners in an inclusive learning environment. Eagle's mission is rooted in the unwavering belief that all students, regardless of zip code or ethnicity, deserve high quality educational choice.

Daily activities and Classroom experience

Our mission drives our instructional approach. Students are given opportunities to work together as an entire class, in small groups, and through independent learning activities as Eagle offers creative and imaginative learning opportunities while building a sense of joy for life-long learning. Core content areas are emphasized. Students are provided with opportunities for enrichment activities every day. Small groups and rotations allow for differentiation in the classroom. Personalized learning is further supported by several types of "push in" services that allow us to serve students at a variety of academic levels in the same manner.

Students will experience structured, active, and technology-rich classrooms. As elementary students eat breakfast, music is playing in the background and the song lyrics are tracking on the Smartboard. Short, whole-class instruction will transition to small group instruction and rotations; groupings are informed from Exit tickets, teacher observations, ongoing AIMS-Web progress monitoring, and NWEA MAP assessment results. Social Emotional Learning (SEL) is purposefully taught to build student confidence, emphasize collaboration, and set positive goals. Within this instructional milieu, students will use Chromebooks for individualized work, interact with Smartboards together via their Chromebooks, and then move to a variety of small group engagements utilizing other types of learning strategies. Multi-Tier System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) provide seamlessly integrated supports for

students' individualized needs within our groupings.

Vision

We believe in investing in the entire child. Our students will have a strong academic foundation and also become confident individuals with positive self-esteem. A student's social and emotional development is just as critical as their cognitive growth, and our SEL curriculum will be incorporated into every student's daily academic routine in order to achieve this high level of cognitive growth. Community and family involvement complement our commitment to developing the entire student and are critically important to our vision; we pride ourselves in being "parent advocates" and supporting parents in their personal and professional development as we work together as partners in order to provide the highest level of education possible to each student.

Content knowledge is necessary, but no longer sufficient, to be successful in our constantly-connected and ever-shrinking world. Students at Eagle need to be respectful, effective communicators, creative problem solvers, critical and reflective thinkers, self-directed and life-long learners, and proficient users of technology. Our school and staff will provide students with a safe and secure learning environment so that they will take advantage of a wide variety of resources and learning strategies. When our scholars leave Eagle, the goal is for all to be technologically literate students who demonstrate high-order thinking skills. Eagle scholars will be intrinsically motivated to achieve success as mathematical thinkers, proficient readers and writers, explorers of scientific inquiry, and creators and appreciators of the arts. This positions our students to continue taking ownership over their education as they progress through secondary school and to college and/or their career. Many of the careers our students will embrace at age 18, 22, or 26 don't yet exist, so it is our task to ensure that students are equipped with both the academic and the technological skills necessary to be successful in a dynamic, global marketplace.

Key Components

The key components of our model include personalized and differentiated instruction complete with a robust Multi-Tiered System of Supports, a commitment to incorporating social and emotional learning throughout our academic program for all students, and outreach and support for parents as we involve them in their student's education.

Outcomes we expect

The success of Eagle will be measured via a variety of goals, including goals for academic success, Social-Emotional Learning, and parent involvement. Our academic goals recognize that incoming students may be several years behind grade level. Our two primary academic goals are met when students either close this achievement gap by demonstrating 1.5+ years of growth annually or by demonstrating grade level proficiency and out-performing the comparative District schools by 20%. Our academic goals are purposefully analyzed and evaluated by subgroup so that students from traditionally underserved subgroups (low income, Special Education, ELL, minority, and academically at risk) are specifically monitored and supported. Our commitment to developing the

whole child is reinforced by including SEL goals with our academic goals. Student attendance and reduced discipline incidents will be the metrics we use to gauge the effectiveness of our SEL program. Eagle knows that involved, informed, and engaged parents are hugely beneficial to the growth and development of our students. Parent involvement and engagement is measured as a reflection of our success as a campus.

Eagle's academic model is centered on differentiated instruction, tiers of support, and the inclusion of social and emotional education within the core curriculum. By using data to inform instruction, purposefully identifying and reflecting on best practices, and educating students on the correct academic and emotional level, Eagle's scholars will have the opportunity to grow to their fullest potential.

These results are possible because our collective leadership team (including the Committee to Form, our CMO (Eagle Charter Schools, Inc., and key staff members)) has a demonstrated track record of success and is directly aligned with the mission of Eagle. All students are deserving of high quality educational options and how quickly a student learns something is not the determining factor in how ultimately capable that student is. Our leadership team shares this common set of values, and these are the same values we will be looking for when building the rest of our team at Eagle.

Key supporters, partners, and resources

Through the services agreement with Eagle Charter Schools, Inc. (ECS), Eagle NV is positioned to effectively replicate the proven model of Eagle Academy in Washington D.C. Complete with providing proprietary curricular resources, accounting services, professional development, operational support, and a host of other services, this partnership allows Eagle NV to position itself as a growing organization instead of simply a new one.

Joe Smith (founder of Eagle Academy and CEO of ECS) and Jai Mallory, (incoming COO and current Director of Business Management of Eagle Academy), are key members of the team that is positioned to expand the Eagle model to Clark County. For 17 years, Eagle Academy has consistently been ranked among the highest performing charter schools in Washington D.C., while serving a student population that is 100% low income and at a campus that is surrounded by some of the lowest performing traditional public schools in the District. Eagle is looking forward to partnering with ECS and duplicating this proven model for the students and families of Clark County.

- (2) A charter school must have as its stated purpose at least one of the goals set forth in NRS 388A.246. 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.

Eagle will fulfill all six of these statutory goals; we have selected "a" and "d" as our top two formal, stated purposes. "Improving the academic achievement of pupils" and "Establishing accountability and transparency of public schools" are the purposes of Eagle.

Improving the academic achievement of pupils

Increased academic achievement is the foundation of our mission. Various measures of academic success are the leading inputs behind most public and private school rating systems. Statutory purposes that measure teacher inputs are valuable, but not as important as measuring outputs of student success. Our mission specifies our commitment to the "cognitive, social, and emotional growth" of students, which aligns with and expands on this purpose.

Establishing accountability and transparency of public schools

In support of our mission, we believe in community involvement, being advocates for entire families, and transparency. Transparency builds trust, and that trust among a multitude of stakeholders is critical to our success. Beyond our specific outreach efforts, we are also committed to becoming an accredited school. We understand that this is a long term goal that is not required, but it reiterates our commitment to being fully transparent and accountable.

TARGETED PLAN

(1) Explain how the educational model you wish to implement meets the needs of the community you wish to serve.

Summary

As further demonstrated in our response to the Academic and Demographic Needs assessment, the model, mission, and vision of Eagle are specifically designed to meet the needs of at risk students who attend low performing schools. By offering tiered levels of support, we recognize that each student has unique academic and SEL needs, and we are committed to personalizing instruction.

Our sincere desire to be true advocates and partners with parents is a critically important component of working in low income communities.

Identifying our Target Community

Our commitment is absolute; we will serve a community with a high number of students who attend one- and two-star schools. Real estate availability and other external factors may shift during the charter application process, so location viability will be continuously evaluated in the coming months. Aligning ourselves with other individuals and organizations who are already executing serving at-risk Nevada students allows us to work in concert and make larger strides toward closing the achievement gap. Annually, Opportunity 180 commissions a "Priority Footprint Map" using school performance data from the state of Nevada and enrollment and overcrowding information provided by school districts in Clark County. This map highlights the areas of Clark County that have the highest number of students that attend low performing¹ schools.

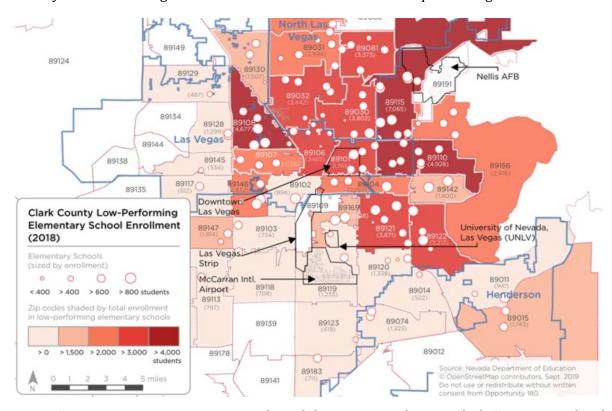


Figure 1. Priority Footprint Map² – number of elementary students in Clark County attending low performing schools

¹ "low performing" is defined as a school that received a one- or two-star rating on the Nevada School Performance Framework

² Opportunity 180. (2019) *Priority Footprint Map;* Retrieved from Opportunity 180 website https://opportunity180.org/data-research/

Using the Priority Footprint Map and feedback from local real estate agents, Eagle identified three zip codes in Clark County as our areas of focus: 89104/89106, 89115, and 89121/89122. In accordance with AB 462, these zip codes are then further examined at the neighborhood level as we identify campus locations that specifically fulfill the "Academic Needs" designation. In evaluating possible campus locations in Clark County, we are eager for the opportunity to offer high quality seats to students that otherwise have few, if any, options.

Zip Code	Median Income	% Hispanic	% African American
89121	\$39,528	42.9%	10.4%
89115	\$36,050	54.5%	20.1%
89104	\$35,484	58.6%	8.1%

Table 1³ – One Mile Demographic Information for 3 possible campus locations

After working with local real estate brokers and neighborhood stakeholders, we have identified multiple possible campus locations that are currently available and would serve our target communities. Currently, we have identified four potential campus locations: three different vacant lots in 89121 and a repurpose opportunity on the border of 89104/89106. Eagle will continue to research and monitor possible campus solutions in our three areas of focus.

District and Community needs

Across Clark County, tens of thousands of elementary school students attend low performing schools. In our areas of focus, no District schools are considered high performing⁴. The chart below summarizes the need for high quality seats for students, and, in accordance with AB 462, our preferred location has eight District elementary schools within three miles that are 1- or 2-star schools ("Market" tab; Attachment 19).

Zip Code	# low performing Elementary + Middle Schools	# high performing Elementary plus middle schools	% of students assigned to a low performing school
89121	10 out of 11 schools	0	6057/6090 = 99.5%
89104	3 out of 5 schools	0	2267/3964 = 57.2%
89106	6 out of 6 schools	0	100% (3545 students)

Table 2 – Summary of Performance and Enrollment statistics at District Zoned Schools by zip code⁵

³ "Nevada Demographics – Get Current Census Data for Nevada." *Nevada Demographics*, https://www.nevada-demographics.com/ Accessed 16 Jun 2020

⁴ "high performing" is defined as a school that received a four- or five-star rating on the Nevada School Performance Framework

⁵ "Opportunity 180." Great Schools. All Kids., www.greatschoolsallkids.org/. Accessed 20 Dec. 2019

SPCSA's mission

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.⁶ Eagle's model is positioned to fully address the components of SPCSA's mission.

- College and Career Success
 - Beyond their strong academic foundation, Eagle graduates will demonstrate the skills and abilities that will prepare them for a future career that may not yet exist today. Successful students will collaborate, communicate effectively, define and solve problems, think critically, reflect and improve, treat others will respect, be proficient with technology, find intrinsic motivation and demonstrate other 21st Century Skills that countless research outlets have identified as critically important for student success in our dynamic, digital society. Eagle will offer a rich, personalized academic program alongside an intentional commitment to developing the social emotional learning (SEL) traits of self-awareness, self-control, and interpersonal skills. These are the skills and character traits that will set our students up for success in High School, college and careers.
- Modeling Best Practices
 - Since the first charter school opened in 1992, educators have been working to create new and/or improved models that best serve students. Thanks to the efforts of yesterday's innovators and educators, we are now better at differentiating, personalizing, utilizing data, communicating, and countless other instructional skills and techniques. Eagle is positioned to benefit from those improved skills and techniques. By partnering with ECS, Eagle NV will be able to directly build on the proven successes of Eagle Academy in Washington, D.C. Instructional best practices will be replicated, and we will continue to innovate and improve the Eagle model as we meet the individual needs of Clark County students.
- (2) During the 2019 legislative session, AB 462 required the SPCSA to develop an Academic and Demographic Needs Assessment. A copy of this document can be found here. Given the demographic and academic needs as defined below, please describe how your proposed school would meet one or more of the needs defined in the Academic and Demographic Needs Assessment. Note that the SPCSA will evaluate charter applications based upon both the public charter school application rubric and the proposed school's plans to meet statewide academic and demographic needs found within the Needs Assessment.

⁶ "Mission." *State Public Charter School Authority*, <u>www.Charterschools.nv.gov/About/Mission/</u>. Accessed 30 Dec. 2019

- (a) Demographics: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally serve the following student groups, each of which has been identified as persistently underperforming based on data provided by the Nevada Department of Education: Students qualifying for free or reduced-price lunch, English Learners, and students with IEPs. Successful applicants will demonstrate the capacity to support these student groups in achieving academic performance at or above the state average.
- (b) Academic Needs: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally provide access to 3, 4 and 5-Star schools in zip codes where students are attending a 1- or 2-Star school. A map and list of zip codes will be provided; SPCSA charter schools will be removed from the data set used to identify zip codes.
- (c) Academic Need: Applicants meeting this need will propose a public charter school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to prevent at-risk students from dropping out of school. Models may include but are not limited to programs designed for student groups that are most at-risk of dropping out or programs aimed at enabling credit-deficient students to get back on track to graduate. Applicants should demonstrate a strong understanding of grade-level appropriate indicators for successful high school completion, such as early literacy, attendance, and credit sufficiency and plans to enable students to successfully meet these milestones.

Eagle is positioned to specifically meet both the demographic and academic needs as defined in the Academic and Demographic Needs Assessment. Our campus location and lottery preferences will ensure our student population is primarily composed of low income students who attend low performing schools.

By incorporating personalized and differentiated instruction inclusive of a robust MTSS program, a commitment to SEL, intentional data informed instruction, 1:1 technology, sufficient staffing, and parent involvement, our entire model works in concert to support students with special needs, ELL students, low income students, and students that are academically at risk. Research tells us that building relationships, teaching language skills across the curriculum, speaking and teaching at an appropriate pace, differentiating, and effective use of technology are essential strategies that benefit ELL students⁷; our model embraces each of these strategies for all students.

These key components are summarized below:

Robust MTSS Program

Eagle will incorporate the typically structured Multi-Tiered System of Supports framework as structured remediation and intervention efforts for students. NWEA-MAP will provide

⁷ "6 Essential Strategies for Teaching ELLs." *Edutopia* https://www.edutopia.org/article/6-essential-strategies-teaching-english-language-learners Accessed 4 Dec. 2020

universal screening data points for all students, our SEL curriculum will be intertwined in our tiers of support, professional development on MTSS will be ongoing as we continuously work to refine best practices, and regular data monitoring is used to inform instruction and keep students, parents, teachers, and admin all working toward common goals.

Students with special needs, ELL students, low income students, and academically at risk students will all benefit from the tier support provided by a classroom structured around MTSS and small group instruction. Push in services for students with Special needs and ELL students work seamlessly in the regular classroom as the certified Special Education or ELL teacher joins the regular classroom teacher to offer two small groups of instruction happening simultaneously. Students are grouped and regrouped on academic and behavior needs so that "just in time" instruction can happen for all students.

We expect to use three tiers of MTSS Support:

- o Tier 1 Whole Class instruction and remediation
- Tier 2 Small Group interventions
 Our differentiated approach to student groupings and instruction allows this level of support to occur seamlessly within our general classroom setting. Students receiving Tier 2 services will have weekly progress reports available for parents; this is especially important when monitoring and responding to students with special needs and ELL students.
- Tier 3 Intense, Individualized (or very small group) support
 In addition to our regular classroom teachers, we will have support personnel to
 help provide these services to students who need the highest level of support. All students receiving Tier 3 support receive weekly progress reports.

• Commitment to Social Emotional Learning (SEL)

We will incorporate Social Emotion Learning (SEL) into our regular instruction and goals. Our projected curriculum, Second Step, will be utilized for all students as we make a conscious effort to instill social-emotional skills. Classroom teachers will lead Second Step classes once a week for 20-30 minutes and reinforce the SEL lesson throughout the week. Building self-regulation and executive function skills allows our students to pay attention, remember directions, and better control their behavior. Students will continue to develop these skills as they mature, allowing them to make friends, manage emotions, and solve problems.

Students will have SEL goals alongside academic goals, and our SEL program allows for personalized behavior goals and plans to be developed in the same manner academic goals and plans are. MTSS allows Eagle to offer SEL instruction in small groups to students who are working on the same maturity, confidence, social, or behavior goal. By including Social Emotional Learning throughout our curriculum, our scholars will have opportunities to self-reflect, collaborate, and become more mature. This complements our parent advocacy efforts as we work to support the entire family and community.

Intentional data informed instruction

At Eagle, data plays an important role in driving our instructional decisions and improvements. At the initial level of data analysis, our teachers are constantly checking for understanding and performing Daily Exit tickets in order to gauge progress each day for each student. This allows teachers to adjust in "real time" in order to reteach and expand as necessary.

Our formal data evaluation process involves our students in the conversations about their progress and successes. AIMSweb delivers progress monitored data on an on-going basis and we administer the NWEA MAP assessment three times a year. Both of these data sources inform our monthly data meetings, which have three parts:

- O Data team meeting The data team consists of the teacher, principal, and support instructional staff (including specialists, therapists, and interventionists) as applicable. Each month, the team meets to discuss each student's current progress on academic, behavior, and social emotional goals. Best practices are identified, wins are celebrated, goals are adjusted, and notes are kept in order to build a history and portfolio to reflect on in coming months and years. This structure ensures progress reports are produced at least monthly for all students; which is especially important for our four at-risk subgroups.
- PLC meeting Grade level teams (PLCs) will meet monthly to analyze student, subgroup, and cohort data as a team; best practices will be identified shared and this provides opportunities for ongoing professional development. The principal participates in these meetings and, with support from ECS, compiles reports to identify trends, analyze whole-school progress across grades and student subgroups, project future academic results, and report to the Governing Board.
- Student data meeting We believe in involving students as active participants in their education and goal setting from Day 1. Students will participate in monthly data meetings with their teachers to establish, track, evaluate, and adjust academic goals, identify obstacles, and celebrate successes.

• 1:1 technology

1:1 technology allows all students to be working on a task that is developmentally or academically appropriate to them. This is specifically beneficial for students with a learning disability, students who are academically at risk, and gifted students. Additionally, ELL students can automatically translate words and information in order to interact with the curriculum in both their native language and in English.

• Sufficient Staffing

Eagle anticipates that 30% of our students will require ELL support and 14% of our students will have special needs, and we have staffed our campus appropriately with three certified Special Education teachers and three ELL/Reading Specialist teachers in year 1.

Additionally, Eagle will hire a full time psychologist in year 1. This position will support the

students with the most significant SEL needs. Second Step, our projected SEL curriculum, will be incorporated into the instruction delivered by our classroom teachers. Incorporating SEL into the daily curriculum and equipping all teachers to be able to provide SEL instruction turns many social, emotional, and behavioral potential problems into learning opportunities. Our overall commitment to restorative justice and our PRIDE room (in lieu of in-school suspensions) further reinforce Eagle's commitment to SEL development.

Parent involvement

As reflected throughout our vision and the application, involving parents is critical to the success of Eagle. Offering weekly progress reports for all students, holding monthly student data meetings, hosting parent advocacy events, and an open door policy are a handful of the commitments that will be observed throughout the Eagle model.

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.

In concert with our CMO (ECS), Eagle NV has conducted an intense outreach campaign in the community of our preferred campus location. We have met and talked with hundreds of families who live in our targeted area; over 320 parents/guardians have expressed an interest in Eagle being established. (See Attachment 13) Considering both this demonstrated demand and the past experience of our CMO, we are confident that Eagle Nevada will be able to meet our enrollment targets.

By partnering with ECS, Eagle is effectively replicating the proven model of Eagle Academy in Washington D.C., so the foundational elements of the school are already well-developed. Our proposed academic program has been developed over the past 17 years, and many improvements realized over these years have been largely due to involvement from students, parents, and the community. We will be dynamic and responsive to student, parent, and community needs. In December 2020, we circulated a survey to the families who have completed an interest list. We asked a variety of questions to gauge interest on before care, after care, extra-curriculars, parent priorities, community events, PTO involvement, and parent volunteering. Our next survey will ask for input on food service providers, local community organizations that support students, and specific support and advocacy resources for parents. We will continue to ask these questions, and more, to help inform the support network around Eagle NV.

We will take pride in being part of the neighborhood and offering our campus as a resource for the community. Parents and the community will play a key role in building culture, support programs, and community offerings.

Through the outreach efforts of like-minded Community partners, Clark County parents have already expressed a strong desire for schools with the same qualities as Eagle to be available to them. In the fall of 2016, 270 Strategies partnered with Opportunity 180 to conduct Clark County

parent surveys "to better understand thoughts and opinions about our local school district." In the survey, parents were presented with six possible concerns and asked to identify what mattered most for student success and to individually evaluate how much improvement was necessary for each of the six concerns listed.

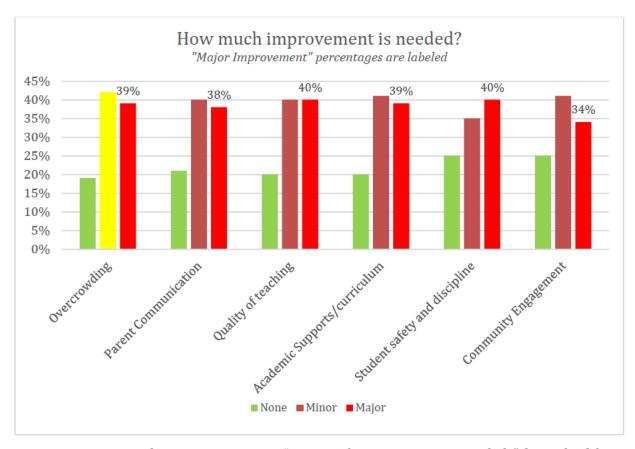


Figure 2. Summary of parent responses to "How much improvement is needed?" for each of the 6 concerns in the survey conducted by 270 strategies.⁹

When evaluated individually, more than 1/3 of parents responded that "major improvement" was needed for each of the six categories. This data tells us that Overcrowding, Parent Communication, Quality of teaching, Academic Supports/Curriculum, Student safety and discipline, and Community Engagement are all considerable concerns for parents, and we are confident that Eagle will address each of these concerns.

⁸ "Data and Research." Opportunity 180, www.opportunity180.org/data-research/. Accessed 12 Dec. 2019

⁹ "Clark County Parent Survey." *Opportunity 180*, 2016, <u>www.opportunity180.org/wpcontent/uploads/2017/11/Clark County Parent Survey Results 2016.10.28-1.pdf</u>.

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

In zip code 89104, Eagle's team positioned representatives at two major supermarkets in the fall of 2019 in order to meet parents. The team distributed over 1500 fliers and spoke with hundreds of parents and community members. In addition, Eagle representatives have gone door-to-door in one large neighborhood to distribute literature regarding Eagle and introduce ourselves to families. This effort was met with a very positive response from families as we secured 161 signed letters of support and interest in late 2019.

We again launched our student recruitment campaign from mid-November through mid-December 2020. In addition to the 110 interest forms collected by the Street Team, Eagle also collected 52 parent interest forms online. This month-long effort resulted in 162 more interested parents representing at least 259 students. To date, we've received a total of 323 parent interest forms which represent over 500 students.

Our outreach team reached numerous families who only spoke Spanish, families who had a difficult time reading, and families who were reluctant to share their name or personal information. These challenges help underscore the dire need for high quality educational options for students in this community.

As we overcome the uncertainty resulting from COVID-19, Eagle will offer many invitations for parents and community members to simply reconnect with one another while providing a platform for collecting feedback and listening to priorities and concerns. In addition to Eagle's door-to-door campaign, Eagle staff will continue to be at supermarkets on weekends as well as find meeting space to hold meetings with parents of potential students, e.g., libraries, community meeting rooms. True engagement with prospective families and the community will look more like a conversation than a lecture. We have begun development all of our social media platforms and have reached out to the YMCA, BGC Nevada Alliance (Boys and Girls Club), Boys Town Nevada, Children's Advocacy Alliance, #lasvegasparent zone, #vegaskidszone, #nevadabusiness, #10sstar (indoor tennis club, NV), #vegasfamilyguide, #artclassesforkids, #christianadamstutoring (K-8), #healthykidspediatrics, #vegaskidfriendly, #vegaspbs and many more groups and organizations.

Examples of continued outreach include the following; these efforts will be conducted virtually as is necessary/appropriate.

- Active social media platforms and an updated website
- Traditional print announcements
- Frequent information sessions about the school; including opportunities for Q and A
- Specific outreach to local homeless shelters and other community groups that work with atrisk students and families
- 1 on 1 meetings with prospective parents
- 1 on 1 meetings with community groups and other stakeholders

- Regularly scheduled open discussions with the principal
- Stakeholder surveys
- Offering our space to host community events

Beyond continuing our neighborhood and community engagement efforts noted above, we will have additional strategies to involve parents after student enrollment and post opening. Examples include:

- 1 on 1 home visits
- Assisting parents in establishing their Parent Teacher Organization (PTO)
- Regular "open door" informal meetings with the principal
- Parent surveys
- Parent focus groups projected topics include curriculum, communication, and reinforcing common behaviors and expectations both at school and at home
- Student surveys
- Open House
 - o allows students and parents to familiarize themselves with the campus
- Meet the teacher
- Parent teacher conferences
- Individual student data meetings (monthly)
- Class Dojo (daily feedback)
- Regular newsletters
- (3) Describe any expectations for parent volunteering.

While our parent engagement efforts mentioned above, including information sessions and volunteer opportunities, will be developed in concert with parent interest and encouraged, under no circumstance will parent involvement in these activities and events be a requirement for a student's enrollment in our charter school. Eagle Charter Schools of Nevada will adhere strictly to state and federal guidelines that address this policy, including regulation R131-16, Section 8.

(4) For each strategic partnership your school has established with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than the CMO/EMO identified in the application or dual-credit partners discussed in subsequent sections, please complete the table below. If there are future organizations that you plan to seek to partner with, please list those as well. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Our list of future partners is initial and will grow. These conversations were started in the fall of 2019 and will continue to be formalized as in-person travel and meetings are deemed advisable and safe. In the month prior to submittal, our Committee to Form has reached out to the following organizations: Clark County Social Service Pinto Office, Southern Nevada Regional Housing

Authority (Denise Watson), Child Care and Development Fund, 211.org, Las Vegas Urban League WIC, Latin Chamber of Commerce, the Urban Chamber of Commerce, and Project 150.

Partner Name: Charter School Association of Nevada		
Briefly describe this partnership	Advocate for all Nevada charter schools	
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	Eagle anticipates becoming an active member as soon as possible/practical.	

Partner Name: Greenberg Traurig, LLP		
Briefly describe this partnership	Legal Counsel	
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	Local legal counsel advising Eagle.	

Partner Name: Turner Impact Capital	
Briefly describe this partnership	Potential finance/construction partner
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	Given our partnership with ECS, Eagle will be positioned to have more funding opportunities that typically would be expected from a new campus. Turner Impact is one such interested partner; they are able to give informal feedback as to financing capacity and terms although no formal agreement is in place. When appropriate, financing terms will go out to bid

	and the most appropriate proposal will be identified by the Eagle NV Board.
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Partner Name: The Amidan Group	
Briefly describe this partnership	Realtor
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	Local Realtor researching properties that fit our target communities and providing surrounding demographics for each potential site.

Table 3. Strategic Partners

(5) Describe the committee to form'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, local community?

Knowledge of Target Community

We consider our "target community" as at-risk communities with limited access to high quality educational choice. We are passionate about offering high quality seats to at-risk youth, and our commitment is to provide high quality educational choice and opportunities to at-risk students. Our competitive advantage is that we are building on the history and success of a proven academic model with key staff members who have helped develop our program while working relentlessly to close the achievement gap. To further demonstrate this knowledge and experience, in addition to Eagle's Chief Operating Officer, our CMO partner and Director of IT also have prior experience and success with Eagle Academy in DC. The CEO of ECS, Dr. Smith, has operated Eagle Academy in Washington D.C. since 2003. Eagle Academy schools serve a 100% at-risk population and have consistently performed well on state administered exams. Dr. Smith's prior experience as a professor allow him to work with a number of urban school districts in which he designed and directed very successful educational programs for at-risk students.

Fatima Cotton (Committee to Form member) has lived in Las Vegas for twenty years and has worked in two Title 1 elementary schools; both schools have a significant number of low income and ELL students. She has worked with parents in the Family Learning Program and has been an active member of the PTO. Cotton coordinates with Child and Family Services and volunteers at the Las Vegas Metropolitan Department, Nevada Museum, Safe Nest Women's Shelter, Disabled American Veterans, and Opportunity Village. She has been a guest speaker at a local community college, is an active member of the Crossing Church, and is or has been a member of the Nevada

Association of School Administrators, Clark County Education Association, and the National Education Association. She is currently a Special Education teacher and has a significant amount of experience working with students with autism. She has taught special education for the last five years and is nearly completed with her second Master's degree.

Monica Johnson (Committee to Form member) brings first-hand experience and knowledge as a student and parent in the Clark County School District and has strong professional and personal ties to the community. She continues to be involved in activities and events at her children's school and at the local parks and recreation facilities. Johnson is uniquely positioned by having robust connections with local organizations and prior experience with Eagle Academy. Her current role as a Special Event and Group coordinator is a direct connection to countless community groups. She previously worked in the Business Office for Eagle Academy, and is currently enrolled at UNLV working toward a degree in Elementary Education.

Mary Scott (Committee to Form member) has been working in the Southeastern area of Las Vegas since 2004, when she moved here from St. Louis, Missouri. She has spent her entire career building relationships with the students and families she serves. She has worked in three Title I high schools that had both a high Free/Reduced Lunch and ELL population. At her current high school, where she is an assistant principal, she developed the ELL program that is currently in place and thriving. She has been working toward reengaging disconnected and disadvantaged students for her entire career. She does that by building relationships with students and parents to form a cohesive team with the end goal of graduating young adults that are successful members of our society.

Outreach initiatives and strategies

We are fully committed to engaging with and learning from our neighborhood, community, and city. Community involvement is not an auxiliary piece of our campus; community involvement is critical to our success. We will have a numerous opportunities for the community to learn about and discuss our campus, and we will also be active partners in offering services to the community. Our campus will be offered as a meeting spot for local groups and municipalities; we will partner with food banks in order to better support our families and the neighborhood; our commitment to "parent advocacy" will lead to GED course offerings, resume writing support, and career coaching. Most importantly, we will regularly distribute surveys and specifically reach out to parents and community members for suggestions and feedback so that we can be both anticipate and respond to the needs of the community. Specifically, our parent focus groups will allow us to discuss curriculum, communication, supporting students both at school and at home, and other pertinent topics.

We will continue to meet with key stakeholders across the city. To date, we have taken the opportunity to meet with representatives from the SPCSA, Opportunity 180 staff, politicians and elected officials, parents, legal counsel, real estate brokers, facility funding partners, and municipal staff members.

3. Academic Plan

TRANSFORMATIONAL CHANGE

In its 2019-2024 <u>Strategic Plan</u>, the SPCSA lists goals related to school performance that charter school applicants must consider in setting their own respective goals:

- 1. Provide families with high quality schools. The SPCSA aims for a majority of schools to be rated as 4- or 5-stars.
- 2. Ensure that every SPCSA student succeeds including those from historically underserved student groups: the SPCSA aims for all sponsored schools to demonstrate strong academic growth, high levels of proficiency and on-time graduation across all student groups, including historically underserved student groups.
- (1) How will you ensure that your school either earns a 4- or 5-star rating or is on track to earn a 4- or 5-star rating by the end of your first charter term?

In order to ensure academic success and earn a high-performing star rating, Eagle must understand the framework requirements and be able to implement an academic model that addresses those metrics.

• Understanding the requirements and being able to evaluate progress toward meeting/exceeding these requirements.

The minimum score needed for a 4 star school is 67 and 70 points for our Elementary and Middle Schools respectively¹⁰, and is generally regarded as a school that has demonstrated satisfactory/strong academic success for all students. Student groups are successfully closing opportunity gaps and no subset of students "fails to meet expectations." ¹¹

Fortunately, the star rating scale is a well-defined and transparent process, and data analysis is a key component of Eagle's differentiated instruction. Eagle will monitor projected and annual star ratings by tracking progress measures to track our Total Index Score, which is directly mapped to a Star level. Additionally, both state and interim assessments will allow us to monitor progress toward the long term 2022 state goals, which is an overarching target for achieving "full" points on various indicators.

• Implementing the essential features of the Eagle model.

Eagle NV will build upon the proven model of Eagle Academy in Washington D.C. Eagle believes all students can be successful, and the speed in which a student learns something is not indicative of how capable that student is. Students are best redirected by reinforcing positive behavior, and

¹⁰ "Nevada Accountability Portal." *Nevada Department of Education*, http://nevadareportcard.nv.gov/di/. Accessed 26 Jun. 2020

¹¹ "nspf." State of Nevada Department of Education, http://www.doe.nv.gov/Accountability/NSPF/. Accessed 26 Jun. 2020

students are best served when we also support their social, emotional, and mental health and development. These later supports are the foundation for academic and intellectual achievement.

The primary components of SPCSA's academic goals can be summarized as core academic proficiency, core academic growth, student attendance, and diversity of the student body. These are the inputs that are considered within the Nevada School Performance Framework and the Charter School Performance Framework. Each of the features below support the components behind the SPCSA's rating system.

• Rigorous Curriculum

Eagle's core curriculum will closely resemble the proven curriculum of Eagle Academy in Washington D.C. Modifications will be made to ensure alignment with Nevada standards, and considerations will be added to ensure students have access to curriculum both below and above typical grade level standards. This feature is an important part of ensuring we meet SPCSA's academic goals for academic proficiency and core academic growth.

• Excellent instruction

According to virtually all research and measures, teachers have the greatest impact on student success¹². At Eagle, we will recruit, train, and retain ambitious and successful teachers who fundamentally agree with our mission and purpose. Professional development will be ongoing and informed by teacher evaluations using the Danielson Framework. Data will be used to inform instruction and identify best practices. All classrooms will be video-taped and teachers will review their lessons multiple times per year to reflect on their "grows" and "glows" (areas that could be improved and areas of success) for that lesson. Excellent instruction is a key piece of all components of SPCSA's academic goals.

• Social/Emotional Support

Eagle promotes the development of student empathy and self-regulation through the Second Step Violence Prevention Program. Supporting the social-emotional well-being of students is an important part of providing them with the support, tools, study habits and education necessary to be successful in the next phase of their academic pursuits. Students are prepared to be future leaders, responsible citizens, and life-long learners. Social/Emotional support is a key piece to our holistic approach to education, and it specifically helps promote student attendance and diversity of the student body.

• Personalized instruction and support

Student data is captured daily via AIMS Web and Fast ForWord, which automatically levels instruction to provide differentiated support for students. We leverage this data to inform effective instructional levels and identify necessary remediation topics for each student. Meeting students at the appropriate instructional level to provide "Just in time" instruction allows us to constantly differentiate appropriately and seek maximum progress.

¹² "Teachers Matter. Understanding Teachers' Impact on Student Achievement." *Rand Education and Labor*, www.rand.org/education-and-labor/projects/measuring-teacher-effectiveness/teachers-matter.html. Accessed 1 Dec. 2019

Personalized instruction supports all of the SPCSA's academic goals and has the greatest impact on the core academic growth measures.

- Parent advocates; Community partners
 Strong parent and community involvement is critical to the success of our students.
 Community involvement provides opportunities for field trips, expert speakers, and for allowing our students to learn about and explore areas outside of their immediate neighborhood. Parent participation will make a considerable impact at Eagle; ideally the lessons at school can be reinforced at home, and vice versa. When we involve parents, listen to their priorities and concerns, and offer parents support when possible, the student will be more successful. The most significant, positive impact on the SPCSA's academic goals will be on increased student attendance.
- (2) How will you drive growth among students at all achievement levels, accelerating the levels of proficiency and on-time graduation of those who are most behind?

Personalized learning is a foundational commitment at Eagle. Small group instruction, rotations, push in support, pull out support (when necessary and appropriate), Multi-Tiered System of Support (MTSS), and individual tutoring opportunities occur daily for our students. This personalized instruction coupled with data that monitors individual student progress is a powerful combination for ensuring we provide instruction at the proper academic level.

One example could be that ELL students receive additional English tutoring while other small groups are being taught Spanish as part of our general curriculum. Similarly, students with special needs could be receiving small group instruction that is taught by our certified special education staff instead of the general classroom teacher. Meanwhile, honors students are also working in a small group, but their layered curriculum has them working on a project based extension activity since they have already mastered the grade level appropriate standards.

NWEA-MAP will provide universal screening data points for all students, our SEL curriculum will be intertwined in our tiers of support, professional development on MTSS will be ongoing as we continuously work to refine best practices, and regular data monitoring is used to inform instruction and keep students, parents, teachers, and admin all working toward common goals. Beyond the differentiation techniques utilized by all of our teachers, our students that are most behind will also benefit from the Multi-Tiered System of Supports. The cornerstone of this framework is the tiers of MTSS Support that offer increasingly intense interventions to fit the needs of students.

- (3) Describe the distinguishing features of your school, including programming and curricular choices that make your school unique. Key features may include:
 - (a) Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)
 - (b) Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)
 - (c) Structures (e.g., blended learning, small learning communities, small class sizes, etc.)

Programs

• Rigorous, aligned Curriculum

Math

Generally, math classes begin with Problem Based Learning and/or math talk. With each technique, students are challenged by a math problem. Whole class direct instruction is followed by examples in which students participate in calculating the solution. Then, students work (in small groups or alone) to construct a solution to a new set of problems using tools and resources learned in previous math lessons. The teacher observes the work, directs, facilitates and instructs as necessary, and then uses a variety of presentation options to support students when presenting their findings to other students, other groups, and/or the entire class. Classmates observe and follow with questions, comments, and challenges that are facilitated by the teacher. This gives students the opportunity to work with math as well as defending a position/thought process, all of which is a part of building an academic, supported argument.

ELA

During guided reading instruction, students are taught problem solving strategies through decoding, fluency, and comprehension challenges. Students practice their strategies in small group/center work and employ them in whole group instruction as well.

Science

Science lessons are inquiry based, offering hands on experimentation to discover answers to questions posed both by teachers and students themselves. Often the experiments involve the arts, so students must create original methods for presentations of their findings.

• SEL program

Beginning in kindergarten, teachers utilize Pearson's Social Skills Improvement System (SSIS) to evaluate social skills and problem behaviors. This helps inform our SEL Curriculum. We understand that our target student population will often come to school with social and emotional challenges. In order to set our students up for success academically, we must first address outside and extenuating factors that make learning difficult or impossible. As our network grows, we will be able to transition from contracted to full-time school specialists including psychologists, behavior specialists, speech and language therapists, and occupational therapists. Intentional and specialized staffing, SSIS, Second Step (or similar SEL curriculum), and our Positive Behavior Intervention System (PBIS), showcase our dedicated and intentional commitment to developing the whole child.

Professional Development

We are committed to finding talented, mission-aligned staff members who feel strongly about our mission and our vision. Before the school year begins, our staff will receive two weeks of professional development (PD). The 2019-20 pre-service (summer) PD calendar for Eagle Academy addressed topics listed included below; we commit significant time and

energy on culture building, best curricular and instructional practices, differentiation, reaching the needs of all learners, SEL, and PBIS.

- Eagle Culture, mission, vision, core values
- MTSS (several presentations)
- NWEA-MAP: purpose, administration, data impact
- Responsive Classroom
- Special Education
- Curriculum specific trainings
- Literacy Strategies
- Differentiation techniques
- Data Analysis
- Second Step

Building on the foundation of our robust Preservice (summer) training, Eagle continues ongoing Professional Development (PD) throughout the school year. This will include disseminating best practices, sharing expertise from among the team members, engaging in 3rd party instructional experts, and conducting weekly PLCs and monthly data working sessions. The campus principal and leadership team, with support from ECS, will be responsible for planning this ongoing training and responding to the needs of their staff. A draft list of PD topics is included below:

- Data-Driven Instruction
- Deepening Literacy Instruction
- Record Keeping
- Responsive Classroom
- Basic Understanding of ESL
- Understanding the Needs of Diverse Learners
- Working Effectively As a Team
- Developmentally Appropriate Practice
- New Teacher Support

Extra-curriculars

Student and family surveys will be administered to help determine our extra-curricular program offerings. Additionally, community volunteers (after undergoing the appropriate background check) will be invited to offer a variety of options for our students. Before and After Care will be available for families and will be filled with enrichment activities for students. Enrichment activities will be adjusted to fit the interests/levels of the students; possible activities include STEAM, Storybook Alive, Construction Kids, Creative culture, sports (various), Swim club, Zumba for Kids, dance, and Campus Showcase (bi-annual performance for parents and community members).

Principles

• Whole child

Eagle will educate each child through a holistic approach that includes wraparound services for physical, mental, social, and emotional health for all students. Further, we are proud to be advocates for our parents by offering social services and other support where possible.

Personalized learning

Eagle's vision recognizes and embraces that students will learn at different speeds and in differing ways. Differentiation occurs continuously in our classroom as our teachers are trained in using small group instruction and rotations which are informed by our data-rich processes and procedures. As Eagle's campus evolves into middle school grades, these groupings and enrichment opportunities will expand beyond the self-contained elementary classroom via a wide selection of academic and elective courses.

• Parent advocacy and outreach

We believe in supporting the entire family when possible and appropriate. Building on the goal of actively involving parents in their student's education, we will also seek and develop opportunities to support parents and families directly. Eagle will host job fairs, offer career coaching, work with parents in need to find suitable business attire, host community events, and continue to elicit feedback so we can expand our support to fit the needs of our community. Our students will be more successful when their parents have the tools and services they need. Eagle is eager to support those efforts whenever possible as we (students, parents, and the Eagle staff) work together to achieve the highest possible level of student success.

Community involvement

The Eagle staff and Governing Board will dedicate ourselves to being part of the community. Developing external partners over time will make our program stronger by engaging outside experts and opening new doors and opportunities for our students. In a global economy that becomes more interconnected every day, broadening our students' horizons beyond their immediate neighborhood is a stepping stone for them to understand the interconnections between and within our broader community, city, state, country, and the world.

• Restorative Consequences (PRIDE room)

Our PRIDE room replaces an in-school suspension punishment used by many other schools. We believe in restorative, logical consequences and Positive Behavior Interventions and Supports (PBIS). Too often, adults default to "zero tolerance" and other severe punishment practices. It is our belief, and our CMO's experience at Eagle Academy in Washington D.C., that these punishments are punitive and rarely address the underlying reason a student is misbehaving. Instead, we want to provide encouragement and an opportunity for quick redirection, redemption, and success for students who misbehave. Student are encouraged to self-advocate and take breaks in our PRIDE room as necessary. Once in the PRIDE room, a trained staff member will work with the student to determine the underlying cause of the issue at hand. Self-directed and guided reflection and redirection materials, goal reviews of

behavior intervention plans, music, active/kinesthetic interactions, and SEL curriculum resources are a sampling of the resources available to students.

Structures

STEAM

The STEAM program at Eagle brings Science, Technology, Engineering, Arts, and Math alive for students in a challenging, engaging, exploration based environment while supporting the core academic curriculum. The STEAM curriculum is a series of challenges and experiences and was created at Eagle Academy to complement our other core, support, and enrichment programs.

The STEAM challenges are based on the Next Generation Science Standards (NGSS), the Common Core Standards for Math (CCSM), the National Common Core Arts Standards (NCCAS), and the International Society of Technology in Education Standards for Technology, Creativity and Innovation (ISTE) to build:

- Communication and collaboration
- Research and information fluency
- o Critical thinking, problem solving, and decision making
- Digital citizenship
- Technology operations and concepts

MTSS

As detailed in "Meeting the Need; Targeted Plan, Q2", Eagle will incorporate the typically structured Multi-Tiered System of Supports framework as structured remediation and intervention efforts for students. Our three tiers of support range from whole class to individual instruction and will be utilized for both academic and SEL standards and goals.

- Data informed instruction process; individual student meetings.
 As detailed in "Meeting the Need; Targeted Plan, Q2", data plays an important role in driving our instructional decisions and improvements. Our monthly data meetings consists of three different levels of meetings: administrative/teaching/support, PLCs, and student/teacher. This feedback loop ensures that data is not only being tracked, but conveyed to all stakeholders and utilized to further personalize and inform future instruction.
- (4) Describe the reasons for which the features you described in (3) will influence student success. Please provide evidence from your own experience and/or valid research.

Feature	Reasons	Evidence of success (at Eagle Academy)
Rigorous, aligned curriculum	Curriculum aligned with Nevada standards is the foundation of a successful academic program.	Curriculum is acquired or produced for each major subject at each grade level

SEL	Incorporating SEL curriculum into the academic program and MTSS framework develops the whole child and increases academic success	Reduced student discipline incidents
Professional Development	Strong PD is essential to ensuring high quality instruction is delivered	Direct observation of the training being utilized in the classroom over time
Extra Curriculars	Increased offerings engage students and develop leadership and other SEL skills	Continued, strong extra- curricular programs
Whole Child approach	The most successful students have the soft skills necessary to be successful in a global economy; teaching students the importance of life-long learning and self-advocacy are lessons that will benefit them for the rest of their lives.	Administrative observations reflect that teachers are using a whole child approach and imbedded student supports embrace a whole child approach.
Personalized Learning	Offering instruction on the correct academic and interest level engages students and minimizes frustration.	After implementation of MTSS, Eagle's 2018-19 results showed tremendous student academic growth.
Parent Advocates and Outreach	"Findings from the present study demonstrated that increased parent involvement, defined as the teacher's perception of the positive attitude parents have toward their child's education, teacher, and school, was significantly related to increased academic performance, measured by both a standardized achievement test"	Parent involvement and student academic performance: A multiple mediational analysis ¹³
Community Involvement	Community involvement allows for community resources, such as field trips and guest speakers, to be readily available for our students.	Eagle Academy's DC campus is used by many community organizations, who also contribute time, energy, and resources to the school.
PRIDE Room	Logical consequences, PBIS, and restorative justice are much more effective at encouraging desired behavior compared with punitive punishments.	Eagle Academy discipline events occur much less frequently compared with surrounding District schools.
STEAM	Cross curricular instruction demonstrates how information is interconnected and various methods of demonstrating mastery are embraced.	This builds on the well-known "STEM" movement by purposefully adding the "Arts" component.

¹³ "US National Library of Medicine." *Parent Involvement and Student Academic Performance*, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3020099/#:~:text=Findings%20from%20the%20present%20study, a%20standardized%20achievement%20test%20and/ Accessed 11 July 2020

MTSS	RTI and MTSS supports are essential to personalized learning and provide intensive supports when students need them.	In addition to Eagle Academy's demonstrated academic growth after implementing the MTSS model; Nevada has formally adopted the RTI/MTSS model after significant research.
Data Informed Instruction	"Encouragingly, although students in both conditions improved their reading skills relative to national norms, students in treatment classrooms outperformed students in the contrast classrooms on a latent measure of conventional literacy skills, comprised of letter word reading, decoding, alphabetic knowledge, and phonological awareness"	Assessment Data-Informed Guidance to Individualize Kindergarten Reading Instruction: Findings from a Cluster-Randomized Control Field Trial ¹⁴

Table 4. Fundamental Features

(5) Are there any portions of an existing network or school's model that you will utilize in this proposed school? If so, please identify and describe the student performance results of that particular programming.

Through our partnership with ECS, Eagle will effectively be replicating the academic and operational components of Eagle Academy in Washington, DC. Our mission, vision, student support, STEAM curriculum, professional development, parent and community programs will all be significantly included via our partnership with ECS and their management of the DC schools.

During the 2018-19 school year, both Eagle Academy campuses implemented a robust MTSS program, and each campus increased their performance rating to "Tier 1" – which is the highest charter school rating assigned by the authorizing body in Washington D.C. (Public Charter School Board). Eagle Academy has combined student body that is 100% low income, 98.6% African-American, and serves 70 to 100 homeless students each year. These performance ratings are compared against all charter schools in the District, some of which are located in the most affluent, highest performing areas of DC. (Attachment 9)

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) In accordance with NRS 388A.246, provide a description of the proposed instructional design of the charter school and the type of learning environment the charter school will

¹⁴ "US National Library of Medicine." Assessment Data-Informed Guidance to Individualize Kindergarten Reading Instruction, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3147177/ Accessed 11 July 202.

provide, including, without limitation, whether the charter school will provide a program of distance education, the planned class size and structure, the proposed curriculum for the charter school and the teaching methods that will be used at the charter school.

Specific to NRS 388A.246 (9)¹⁵, Eagle's anticipated class size and structure, teaching methods, and proposed curriculum are detailed below. Eagle uses a combination of teacher centered instruction and student-centered instruction. When students are initially learning a new concept, skill, or practice, teacher centered instruction will be used to support students through Inquiry-Based learning coupled with Differentiated Instruction. Practice and developmental learning will come through the use of computers and other technology along with traditional methods.

Every classroom will have a Smartboard (or equivalent technology) that is interactive with student Chromebooks. Every student has their own Chromebook and can interact individually and receive feedback and corrective instruction from the software or from the teacher depending on the lesson. Technology allows instruction assigned to students to be identified based on individual abilities and interests. Student Chromebooks allow for students to record results, take photos or create videos to illustrate their work, and to extend their learning while supporting the administration and analysis of formative assessments.

Our curriculum is aligned to the Nevada Academic Content Standards for every grade and subject. Additionally, our commitment to ongoing professional development allows for monthly vertical (subject area) and horizontal (grade level) PLCs as we continuously work to refine our academic offerings and identify best practices through observation, feedback, and data. Our Elementary classrooms (K-5) are self-contained. As Eagle adds a Middle School, the students in grades 6, 7 and 8 will experience block-of-time class rotations, combining Mathematics and Science and English/Language Arts and Social Studies. While class sizes will typically range up to 27 students, our instructional techniques utilizing differentiation and small group instruction create a much smaller student to teacher ratio when instruction is being delivered. We understand the importance of developing students along all academic, social, and emotional fronts, and we place an increased emphasis on Reading and Literacy as we believe fluent and confident readers are more likely to be successful in other academic and life areas. Our curriculum is built on the proven results of the 17 years of successes at Eagle Academy in Washington, D.C. We are in the fortunate position of being able to replicate a proven model with direct help from the instructional staff, administrative team, and the CEO himself.

The Nevada Department of Education has an incredible number of resources available for teachers/schools to use to evaluate and align curricula. Academic standards are grouped and summarized in a variety of formats, Instructional Material Alignment forms are readily available, and a significant number of resources have already been evaluated and certified as "aligned" with the Nevada Academic Content Standards. Most of our proposed curricular selections are already verified as "aligned," which allows us to focus on the art of personalizing instruction. Eagle also knows that standards change and curriculum is updated. The curricula identified below are subject to change as we continually review academic options to ensure optimal selection. The curricular

¹⁵ "NRS: Chapter 388A – Charter Schools." *Nevada Legislature*, <u>www.leg.state.nv.us/nrs/NRS-388A.html#NRS388ASec246</u>. Accessed 30 Dec. 2019

selections and resources may change over time, but the curriculum will always aligned to state standards.

Subject specific details bridging our model with the Nevada Academic Content Standards ¹⁶ are below.

Core Academic Standards

English Language Arts¹⁷

Eagle will utilize "Journeys" published by Houghton Mifflin Harcourt (HMH) as the primary curriculum for grades K-5. While we will continue to monitor and evaluate curricular options on an ongoing basis, we currently anticipate continuing with "Collections" as we expand to serve Middle School Grades. Supplementing the HMH curriculum will be AIMSweb for progress monitoring and Fast ForWord for Reading Intervention when necessary. We will supplement Journeys with additional texts that allow us to continue to build vocabulary, support writing, and reinforce independent reading skills. Together, these resources provide us with an aligned curriculum, real time monitoring, and built in intervention tools for our scholars.

Math¹⁸

Eagle will using "Eureka Math" published by Great Minds as the primary math curriculum for grades K-8. Eureka Math is also used at Eagle Academy, is on the approved NV materials list, and scored "Meet Expectations" for each category in all grades K-8 by third party curriculum reviewer edreports.org.¹⁹

AIMSweb will also be used for progress monitoring; that information will help determine the need for additional student materials that are available (Learn, Practice, Succeed, and Affirm) to supplement Eureka's core program. Before the start of the school year and in our vertical team meetings, Eureka's recommended pacing calendars will be updated and adjusted as dictated by our students' incoming levels and progress throughout the year.

¹⁶Nevada Academic Content Standards." State of Nevada Department of Education, <u>www.doe.nv.gov/Standards Instructional Support/Nevada Academic Content Standards/.</u> Accessed 30 Oct. 2019

¹⁷"English Language Arts." State of Nevada Department of Education, http://www.doe.nv.gov/Standards Instructional Support/Nevada Academic Standards/ELA/. Accessed 30 Oct. 2019

¹⁸ "Mathematics." State of Nevada Department of Education, <u>www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/Mathematics/.</u> Accessed 30 Oct. 2019

¹⁹ "Eureka Math." *EdReports.org*, <u>www.edreports.org/reports/overview/eureka-math-2013-2014.</u> Accessed 30 Oct. 2019

Science²⁰

Eagle will confirm alignment of "PhD Science" by Great Minds with the Nevada Academic Content Standards for Science. PhD Science is based on the Next Generation Science Standards and is designed to help students actively engage in science and engineering. This would be an extension of our math program and will provide convenient cross-curricular alignment for our students and teachers for grades 3-5. As PhD Science continues to expand to middle school grade levels, we expect that we will adopt the entire program for grades 3-8 after a thorough review to ensure alignment and proper breadth and depth of instruction.

Grades K-2 will utilize Scott Foresman Science by Pearson for Grades K-2. Eagle will also use additional, approved Scott Foresman resources to supplement and expand on our curriculum for grades 3-5 as necessary. Science is undergoing an adoption cycle for this school year, so Eagle will review the updated, approved curricula while considering curricular alignment, instructional impact, ease of incorporation, and cost.

Social Studies²¹

As advised by the Nevada Department of Education, "at the current time there are no approved materials or programs for K-8 or K-5 on the state list. Social studies materials will be going through an adoption cycle this school year." Given that information, Eagle will make a specific effort to review the state's adopted curriculum to determine if any of the newly-approved offerings are the best match for our campus.

"Into Social Studies" by HLH serves grades K-6 and promotes itself on beginning to teach students what it means to be a contributing members of society. Into Social Studies uses vibrant magazines and other hands-on tools to bring the classroom alive. By introducing nonfiction Social Studies content with a conscious effort to intentionally address literacy goals, using the HLH curriculum for both ELA and Social Studies will promote continuous cross-curricular reinforcement of ELA and Social Studies standards. HLH's middle and high school program, "HMH Social Studies," is our projected curriculum for Middle School grades.

²⁰ "Science." State of Nevada Department of Education, www.doe nv.gov/Standards Instructional Support/Nevada Academic Standards/Science/. Accessed 30 Oct. 2019

^{21 &}quot;Social Studies." State of Nevada Department of Education,
www.doe nv.gov/Standards Instructional Support/Nevada Academic Standards/SocialStudies/. Accessed 30 Oct.
2019

Subject	Grade Level	Primary Curriculum	Publisher	Aligned with NVACS	Also used at Eagle Academy
ELA	K-5	Journeys	НМН	Yes ²²	Yes
ELA	6-8	Collections	НМН	Yes	N/A
Math	K-8	Eureka Math	Great Minds	Yes ²³	Yes
Science	K-2	Scott Foresman Science	Pearson	Yes ²⁴	Somewhat
Science	3-5	PhD Science	Great Minds	No	No
Science	6-8	PhD Science (if available)	Great Minds	No	N/A
Social Studies	K-5	Into Social Studies (HMH)	НМН	No (No current options available) ²⁵	No
Social Studies	6-8	HMH Social Studies (HMH)	НМН	No	N/A

Table 5. Summary of proposed curricular selections for core subjects

²² "ELA Instructional Materials." *State of Nevada Department of Education*, www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Standards Instructional Support/Textbook/ELAInstruction alMaterials.xlsx. Accessed 30 Oct. 2019

²³ "Mathematics Instructional Materials." State of Nevada Department of Education, www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Standards Instructional Support/Textbook/MathematicsInstructionalMaterials.xlsx. Accessed 30 Oct. 2019

²⁴ "Science Instructional Materials." *State of Nevada Department of Education,*www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Standards Instructional Support/Textbook/ScienceInstructional Materials2013topresent.xlsx. Accessed 30 Oct. 2019

²⁵ "Social Studies Instructional Materials." *State of Nevada Department of Education*, www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Standards Instructional Support/Textbook/SocialStudiesInstructionalMaterials%202013topresent.xlsx. Accessed 30 Oct. 2019

Additional Nevada Academic Content Standards

Computer Science (CS)²⁶

Technology will be utilized throughout our campus. All Eagle students will have a personal Chromebook provided by Eagle. Our STEAM enrichment program leverages technology while developing Science, Engineering, Arts, and Math skills. Most of the elementary CS standards will be revisited frequently as they are the foundation for responsible use of technology. Before the beginning of each school year, a standards alignment will be completed for the Computer Science standards to ensure that each standard is built into a Scope and Sequence for a course. Computer Science standards are updated frequently; Eagle will continue to use the most current version of the standards when developing and finalizing our annual Curriculum Maps.

Fine Arts²⁷

The updated Nevada Academic content standards for Fine Arts break down the 5 Disciplines (Dance, Music, Media Arts, Theater, and Visual Arts) and group the associated student objectives into four strands (Creating, Performing, Responding, and Connecting). As with all NVACS, comprehensive Curriculum Maps will be created prior to the start of the academic year. Fine Arts standards lend themselves to be cross curricular; they will be involved throughout the core academic programs as part of our instruction, practice, and demonstration of mastery. We will intentionally cover each objective via our Curriculum Maps and have summarized our anticipated approach by each discipline.

Dance

Generally, the creating and performing strands will be covered in PE. The responding and connecting strands will be often by introduced in PE but covered with depth, details and examples in ELA and Social Studies as students learn about and experience different cultures. Dance/Theater will likely be offered as elective opportunities which will build on many these standards.

Music

All music strands and standards will be taught in our enrichment music classes. These standards will also be reinforced as expected throughout an active elementary school model. Classrooms begin the day with music. The creating and performing strands are reinforced as students sing the alphabet, states, and Presidents. Multiplication tables can be heard throughout the campus, holiday performances are held, and music is intertwined in our daily academic pursuits. The responding and connecting strands are reinforced in our ELA, Social Studies, and Language classes as we learn about the importance and history of music while covering non-fiction standards and various cultural topics.

²⁶"Computer Science." State of Nevada Department of Education,
www.doe.nv.gov/Standards Instructional Support/Nevada Academic Standards/Computer Science/. Accessed 30
Oct. 2019

²⁷ "Fine Arts." State of Nevada Department of Education, www.doe nv.gov/Standards Instructional Support/Nevada Academic Standards/FineArts/. Accessed 30 Oct. 2019

Media Arts

Media Arts strands and standards will be taught in our enrichment art classes. The creating strand will further be developed as academic teachers will use various artistic expressions as a way for students to demonstrate mastery of an academic standard. Additionally, the responding and connecting strands will be expanded on in ELA and Social Studies as students study history, cultures, and communications.

Theater

All theater strands and standards will be taught in ELA classrooms. The ELA teacher may coordinate with other teachers to reinforce these standards, but they will primarily be developed as students study plays and other literary pieces. Theater will likely be offered as an elective opportunity as determined by student interest.

Visual Arts

All Visual Arts strands and standards will be taught in our enrichment art class. The responding and connecting strands will also be covered in more depth in ELA and Social Studies courses as students study history, culture, and meaning. Creating and presenting strands will also be reinforced across all classrooms as teachers utilize art as an opportunity for students to showcase mastery of an academic standard.

Information Literacy²⁸

Eagle will address most of the Information Literacy standards as part of our high quality instruction; the majority of standards will be covered by all of our teachers in all of our classes. Most standards will inform Professional Development topics that we address with all instructional staff since students will experience these standards frequently and in many settings. The nine standards are listed below with a draft description of how each indicator and objective will be covered and a possible tangible instructional example. Although straightforward, a formal Curriculum Map will also be updated annually for Information Literacy.

- 1) Standard 1: The student who is information literate accesses information efficiently and effectively.
 - Eagle's approach: This standard encompasses a variety of academic and life skills. Determining whether there is sufficient information to make an informed decision and being able to gather additional information when needed are skills utilized on a daily basis. This standard will be a Professional Development topic that we address with all instructional staff; students will experience this standard constantly as a part of offering high quality instruction.
 - Instructional Example: Logic Puzzles in math class

²⁸ "Information Literacy." State of Nevada Department of Education,
www.doe.nv.gov/Standards Instructional Support/Nevada Academic Standards/Information Literacy Standards
/. Accessed 30 Oct. 2019

- 2) Standard 2: The student who is information literate evaluates information critically and competently.
 - Eagle's approach: Building on Standard 1, students must also be able to determine the relevancy of information and critically review data and information.

 Determining the difference between fact and opinion is another key component.
 - Instructional Example: Teaching and executing the Scientific method in Science class
- 3) Standard 3: The student who is information literate uses information accurately and creatively.
 - Eagle's approach: After collecting and evaluating data, standard 3 teaches students to organize information, draw conclusions, and present their findings.
 - Instructional Example: Research paper in all core subjects
- 4) Standard 4: The student who is an independent learner is information literate and pursues information relating to personal interest.
 - Eagle's approach: By personalizing instruction and creating a positive, supportive environment, students will have a voice in their education and feel comfortable learning, trying new things, and advocating for themselves. Ultimately, this will make them more engaged, excited, and successful.
 - Instructional Example: Monthly data meetings with students; this will eventually include career goal setting discussions
- 5) Standard 5: The student who in an independent learner is information literate and appreciates literature and other creative expressions of information.
 - Eagle's approach: While many schools are minimizing their arts program, Eagle has modified the traditional "STEM" model to "STEAM" to specifically and intentionally continue to embrace Art in our program.
 - Instructional Example: Eagle continues to offer enrichment classes for Fine Arts and incorporates those courses into our STEAM program.
- 6) Standard 6: The student who in an independent learner is information literate and strives for excellence in information seeking and knowledge generation.
 - Eagle's approach: As we develop the entire student, we will teach students to assess, reflect and improve upon a deliverable or result. In much the same way a science experiment is improved with iterations, students will learn what excites them and how they learn best.

- Instructional Example: Math students will be taught to estimate reasonable solutions and to solve the same problem differently. Being able to visualize success and understanding that there are multiple paths to a successful outcome are important both inside and outside of the classroom.
- 7) Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.
 - Eagle's approach: We believe in investing in the entire child. A student's social and emotional development is just as critical as their cognitive growth. Our students will have a strong academic foundation and also be confident individuals with positive self-esteem. Working collaborative with others to reach a common goal is a critically important 21st Century Skill.
 - Instructional Example: Second Step (or a comparable SEL curriculum) will be incorporated into each student's academic program.
- 8) Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
 - Eagle's approach: Eagle underscores honest and ethical approaches to all aspects of school and life. Instructional examples include: discussing why plagiarism is morally and legally wrong, understanding technology guidelines and the reasons they are in place, contributing to a positive, supportive culture, and many other examples that will be part of our daily instruction and redirection.
 - Instructional Example: Students will be taught the importance of and rules for citation of sources in any formal paper or formal presentation
- 9) Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.
 - Eagle's approach: Collaboration is an important part of Eagle's academic offerings. Students will learn to express themselves clearly while learning to respect and understand points and opinions that are different from their own.
 - Instructional Example: Round table discussions and debates in English class

World Language²⁹

Our World Language program will begin with Spanish; the needs and interests of our students and parents will determine whether we offer Spanish beginning in 6th grade or beginning in Kindergarten. Eagle Academy in Washington D.C. offers Spanish to all elementary students; Eagle will be equipped to do the same if that is in the best interest of our student population. Our entry level Spanish classes will be language-focused as we develop oral proficiency and reinforce core content knowledge. Our more advanced Spanish courses will focus on vocabulary development, effective communication, and on history and culture.

Health and Physical Education³⁰

Students will have Physical Education (PE) daily; this will address all of the PE Standards. In addition to the activity and fitness goals, the PE teacher will list and discuss 1-2 Health standards each week for their elementary classes. This creates a spiral that allows students to experience each standard multiple times over the years; allowing the teacher to adjust the content to the age appropriate level as the students get older. Each self-contained classroom teacher will be aware of these standards and will also address them as appropriate.

All 6th grade students will take a semester of Health, which will cover the 6th-8th grade standards. Additionally, many of these standards will be covered in other courses. For example, our SEL program will expand on Interpersonal Communication (Content Standard 4.0) and Science will cover many of the Core Concepts (Content Standard 1.0).

(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.

Our commitment is to personalize instruction so that each student reaches his/her full potential regardless of race, ethnicity, or socio-economic background. In order to personalize learning to meet the individual needs of students, our instructional strategies are designed around the ability to differentiate instruction.

Instructional Strategies

Teachers at Eagle will be trained on a host of instructional strategies to best engage students who learn in a variety of ways. Eagle uses a combination of teacher centered-instruction and student-centered instruction. When students are initially learning a new concept, skill, or practice, teacher-centered instruction will be used to support students through Inquiry-Based learning coupled with

²⁹ "World Language." State of Nevada Department of Education,
www.doe.nv.gov/Standards Instructional Support/Nevada Academic Standards/World Language/. Accessed 30
Oct. 2019

³⁰"Health and PE." *State of Nevada Department of Education,*www.doe.nv.gov/Standards Instructional Support/Nevada Academic Standards/HealthandPE/. Accessed 30 Oct.
2019

Differentiated Instruction. Practice and developmental learning may come through the use of computers and other technology along with traditional methods. Smart Boards, individual Chromebooks, dynamic, personalized curriculum, and other tools will enhance our ability to teach on a personalized level while helping to keep students motivated and engaged. Teachers will check for understanding with frequent, informal assessments, daily exit tickets, and by employing strategies that allow multiple students to answer simultaneously vs. simply calling on individual students.

Differentiated instruction (methods, data, and systems)

Methods

• Small Group and Individual Instruction

Much of our instruction is personalized to the individual or small group of students. Many of our specialists will "push in" to the classroom to provide additional instruction and support within the least restrictive environment.

• Leverage technology

Technology will be used to dynamically and automatically personalize instructional and assessment levels for students. This allows for a host of modifications to be seamlessly offered for struggling students, students with special needs, and ELL students. The necessary supports and accommodations will often be provided to these students in the general classroom as part of the typical student instructional groupings.

• Gifted Instruction

By differentiating instruction on a personal or small group level, teachers will offer enrichment and extension activities to students that have already mastered the grade level appropriate standard. Instead of simply offering more "busy" work in order to keep students occupied, opportunities such as project based learning will allow students to explore the concept in more depth while offering extension opportunities for collaboration, research, and presentation of findings. The rich technology available in every classroom allows the gifted students to independently pursue in-depth learning and exploration.

Pending our student population, Middle School students will rotate to gifted teachers for level appropriate extension and enrichment lessons. When appropriate, elementary school students will have that same opportunity during the 2^{nd} ELA or Math block.

Data

Data is a powerful tool that can have a significant, positive impact on informing instruction, but data must be properly understood, collected, and analyzed. Assessments need to be purposeful; Eagle's assessments are designed to collect sufficient informative data without over-assessing or administering assessments that do not effectively inform instruction.

• Ongoing assessments (observation)

Teachers at Eagle will constantly assess students. Instead of simply asking a passive question such as, "Does that make sense?", teachers will be trained to ask questions that elicit an active response that confirms mastery or understanding (the upper levels of Bloom's Taxonomy). Technology allows all students to answer a question simultaneously; individual whiteboards can accomplish the same goal. Think, pair, share allows a class of students to discuss at once. Exit tickets are used to confirm or realign the teacher's understanding of student mastery. Purposeful and well executed ongoing assessments can identify when something needs to be retaught in real time.

Fast ForWord

This supplement to our ELA curriculum is dynamic and automatically personalizes instruction and assessments for each student. Teachers will review progress daily and analyze data weekly to adjust groupings, identify re-teaching and extension opportunities, and adjust other support as necessary.

AIMSweb

AIMSweb provides continuous progress monitoring in ELA and Math. This data is evaluated frequently by teachers to identify topics that need to be retaught, to inform student grouping, and to help identify appropriate individualized MTSS tiers of support.

NWEA MAP

Administered three times per year, the NWEA MAP assessment provides a more robust picture of individual, subgroup, cohort, and school growth and performance.

Systems

RTI/MTSS

Our MTSS framework offers increasingly intense interventions to fit the needs of students. These tiers of support allow for appropriate interventions for students in the regular classroom, students who are academically at risk, students with special needs, English Language Learners, and students working on non-academic goals such as formal behavioral plans.

Data meetings

Each month (except December), there is one professional development (PD) day identified for teachers to receive additional PD and analyze performance data. Teachers will meet with their PLCs to discuss best practices and revise Scope and Sequences, and the principal, with support from ECS, will collect and analyze this data at subgroup, cohort, and school level. Data teams will meet to discuss each student's progress, and teachers will then meet with each student to review results, discuss successes and opportunities for improvement, and adjust goals as appropriate.

• Professional Development (PD)

Continuous improvement is embraced by the entire Eagle team; ongoing PD is one example of how this is reflected in our model. Initial, summer professional development will lay the

groundwork and ongoing professional development will allow us to continuously improve and adjust to the needs of our students throughout the year.

(3) Explain how the proposed instructional model and curriculum will be used to meet the needs of and enable measurable growth for all students, including those that are in need of remediation and those that are intellectually gifted.

Eagle's model is built around providing individualized, differentiated instruction and support; meeting the needs of students that benefit from remediation and/or extension activities is at the core of our instructional model. Instructional staff will be trained on differentiation and intervention techniques and our team includes Special Education teachers, ELL/Reading Specialists, and support therapists. This personalized approach is most beneficial for all learners and removes stigma as our personalized instructional techniques are the norm and not the exception. For students that require more intensive supports, Eagle's Multi-Tiered System of Support program will offer increasingly intense levels of intervention. Digital curricular components will be dynamic and adjust to the academic level of the students, and print curricular components will have both remedial and enrichment extensions to close gaps and extend the breadth and depth of learning as is appropriate for our students.

(4) 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. Include information on how staffing will be structured to ensure that gifted students are adequately supported. 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?

Eagle will utilize resources available through the National Association for Gifted Children (NAGC) and will seek to partner with local gifted and talented groups and programs, such as GATE with the Clark County School District, when developing our gifted program. Gifted and talented students may be identified through:

- General classroom observations,
- Student success on enriched, differentiated instruction, or
- Exceptional results on normed assessments.

Often, a teacher or parent will refer the student to the G/T program. At that point, the student, parents/guardians, academic teacher(s), and other interested parties will convene as a Student Success Team (SST) and review the student's academic record. If the student and parent wish to continue with evaluation and potential placement, the student will undergo a state approved examination in accordance with NRS 388.5259b.³¹

³¹ "NRS: Chapter 388 – System of Public Instruction." *Nevada Legislature*, <u>www.leg.state.nv.us/NRS/NRS-388.html#NRS388Sec5259.</u> Accessed 24 Nov. 2019

Professional Development will include a significant amount of training on differentiation techniques, including the use of technology resources for gifted programs. These techniques include working with gifted and talented students in addition to supporting students with remediation and intervention. Accelerated instruction will be offered to individual or groups of students in our self-contained elementary classrooms via small group breakout instruction and the infusion of appropriate technology to support accelerated learning. Second blocks of ELA and math will be used for pull out gifted programs as appropriate; pull out gifted classes will have a dedicated gifted and talented instructor with the appropriate endorsement.

(5) Describe the professional development teachers will receive to ensure high levels of implementation of the instructional model and curriculum.

Professional Development (PD)

Continuous improvement is embraced by the entire Eagle team; ongoing PD is one example of how this is reflected in our model. Initial, summer professional development will lay the groundwork and ongoing professional development will allow us to continuously improve and adjust to the needs of our students throughout the year.

- Summer
 - Summer PD will focus on building culture, best teaching practices, differentiation techniques, MTSS, developing/confirming Scope and Sequences, and analyzing available student data to begin personalizing instruction by determining the appropriate manner and level at which to begin teaching.
- Informal Classroom observations
 Administrators, with support from ECS, will constantly be present and will informally
 observe classrooms on a daily basis. The principal and vice principal (VP) make morning
 rounds to see that all classrooms have initiated instruction. The principal/VP enters every
 room briefly and makes note of activity. The principal/VP then identifies rooms that may
 need assistance and returns to those rooms for five minute supportive interventions if
 needed. Then the principal/VP will proceed with the regular observation schedule. In some
 ways, informal observations will be more valuable than formal observations because there
 is less pressure, stigma, and no expectation of a "dog and pony" show. Instilling a culture of
 trust and support is crucial to being able to embrace a personal mission of continuous
 improvement and eagerly accept feedback without being defensive.
- Classroom reflections
 All classrooms are videotaped; teachers are required to perform at least two classroom reflections annually. Teachers will also be encouraged to share "glows and grows" with the team, and best practices will be shared among the staff.

- Evaluations Danielson
 - Formal evaluations are also an important part of our process; each teacher will be formally evaluated at least once per semester. We will utilize the Danielson framework to guide these evaluations and opportunities for improvement. By intentionally analyzing subgroups of at-risk students within this framework, Eagle will elevate these evaluations to intentionally focus on increasing the performance of low performing students.

PLCs

Our Professional Learning Communities meet monthly during the regularly scheduled Professional Development day. Updated student data will be available and discussed, and specific attention will be given to the at-risk subgroups of students. Data will inform this discussion as successes will be celebrated, shared, and implemented. Identifying substandard academic performance early allows for timely, cooperative efforts toward increasing student achievement. The admin team will join the discussion if a pattern of low performance (2+ months) is noted, and suggestions/improvements will be documented and tracked weekly before the next monthly data PD.

(6) If the proposed charter school intends to include a vocational or career and technical education program, provide a description of the career and technical education program that will be implemented by the charter school.

Eagle does not intend to include a vocational or career and technical education program, so this question is not applicable.

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. Please include an explanation as to how the proposed school will document and monitor student attendance to ensure meaningful participation in courses.
- (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.

- (6) Describe the support that will be available to each pupil, in his or her home or community, including the availability and frequency of interactions between the pupil and teachers.
- (7) Describe the criteria pupils must meet to be eligible for enrollment at the proposed charter school for distance education and the process for accepting pupils.

Eagle does not intend to offer a program of distance education, hence these questions are not applicable.

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.

Eagle does not intend to offer a pre-kindergarten, hence these questions are not applicable.

PROMOTION AND HIGH SCHOOL GRADUATION REQUIREMENTS

Please note that high schools approved by the SPCSA will be required to meet or exceed Nevada graduation requirements.

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

Our matriculation policies and practices will be discussed at Parent Information Sessions and will be included in the student/parent handbook. Should any student appear to be in danger of not being promoted, the Student Success Team (SST) will convene in advance to discuss and look for opportunities to support the student and family. Eagle embraces the principles of restorative justice; failure to be promoted to the next grade level is not used as a punitive consequence, but as a necessary action to ensure that the student is academically and socially equipped to be successful moving forward.

Retention

Failure to meet grade level standards in reading and/or math or excessive tardies and absences may cause the student to be recommended for grade retention. Students in need of additional time and support to reach academic benchmarks will be provided with site specific interventions and support services, but grade retention may be necessary for certain students to attain grade-level proficiency in low performing areas. Teachers can recommend retaining a student by convening the student's Student Support Team (SST); the SST will be automatically convened if the student is failing one or more core academic subjects or if the student scores a 1 or a 2 in any subject area on the SBAC. The SST will generally include a school administrator, the general education teacher, parents/guardians, the student, and school therapists and special education personnel if applicable. The SST will consider the student's academic data and make a recommendation to the administrator to use in deciding whether to promote or retain the student. The principal makes the final determination on retention and reports to the Governing Board per locally approved policy and procedure.

Eagle's principal has the right to retain any student with insufficient school attendance. The current proposed policy states that students can be retained if they accrue 20 or more:

• Tardies + Early Dismissals + Excused Absences + Unexcused Absences during the school year.

As students approach this limit, families will be notified as outline in Eagle's published Attendance Rubric.

(2) For schools proposing a high school program, explain how the school will meet state graduation 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.

Eagle does not propose to offer a high school program, hence this question is not applicable.

(3) For schools proposing a high school program, 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).

Eagle does not propose to offer a high school program, hence this question is not applicable.

(4) Explain what systems and structures the school will implement for students at risk for retention and/or dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for the grade level. For high schools, describe your plans to support students needing to access credit recovery options.

School-based Student Support Teams (SST) coordinate services and initiatives related to academics, attendance, positive school culture, and health and wellness to provide students appropriate support and necessary interventions. This team is convened to address concerns about academics, behavior, and/or attendance. Involving parents/guardians is a critical component as the team works together to identify what resources a student needs to be successful. MTSS, the Special Education referral process, ELL screening, vision screening, SEL considerations and other support structures will all be considered as appropriate when working together to determine what actions and supports are in the best interest of the student.

DUAL-CREDIT PARTNERSHIPS

High schools approved by the SPCSA will be expected to enter into cooperative agreements with one or more community colleges, state colleges and universities to offer dual credit courses per NRS 389.310. For applicants who do not propose to operate a high school program during the initial charter term, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Discuss the scope of the services and resources that will be provided by the college or university.
- (2) Describe the proposed terms of the relationship between the charter school and the college or university including
 - (d) proposed duration of the relationship and the conditions for renewal and termination
 - (e) 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
- (3) Describe the manner in which the college or university will ensure that the charter school can effectively monitor pupil enrollment and attendance and the acquisition of college credits.
- (4) Identify any employees of the college or university who will serve on the governing body of the charter school.
- (5) Provide as Attachment 2, 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. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

Eagle does not propose to offer a high school program, hence these questions are not applicable. Attachment 2 has been uploaded as requested.

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 supplant, 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.

In order to demonstrate that Eagle is adding value to our students and families, many of our academic targets are comparative measures of performance to the surrounding schools or are targets that will close the achievement gap for students who are academically behind. Specific attention is paid to subgroups of students that are typically underserved.

Additionally, goals have been established measuring our own performance and growth, strong governance, and stakeholder involvement and satisfaction.

Goals and Targets

Goal 1: Stu	dents will demonstrate proficiency in ELA.	Comparison ³²
ELA 1.1	60% of students enrolled for one year at Eagle will meet/exceed the grade level specific benchmarks on NWEA-MAP or show the equivalent of 1.5 years of growth.	
ELA 1.2	70% of students enrolled for two years at Eagle will meet/exceed the grade level specific benchmarks on NWEA-MAP or show the equivalent of 1.5 years of growth.	2018-19 CCSD Elementary ELA Proficiency: 49.1%
ELA 1.3	80% of students enrolled for three or more years at Eagle will meet/exceed the grade level specific benchmarks on NWEA-MAP or show the equivalent of 1.5 years of growth.	
ELA 2	80% of students will demonstrate annual improvement sufficient to be on track for reading proficiency by the end of eighth grade, as measured by NWEA MAP.	2018-19 CCSD Middle School ELA Proficiency: 46.5%
ELA 3.1	Students enrolled for one year at Eagle will achieve proficient or advanced levels on the ELA SBAC at a rate greater than CCSD students at the same grade level.	
ELA 3.2	Students enrolled for two years at Eagle will achieve proficient or advanced levels on the ELA SBAC at a rate at least 10% greater than CCSD students at the same grade level.	See Above
ELA 3.3	Students enrolled for three or more years at Eagle will achieve proficient or advanced levels on the ELA SBAC at a rate at least 20% greater than CCSD students at the same grade level.	

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³² "Welcome to Nevada Accountability Portal." *Nevada Report Card*, http://nevadareportcard.com/di/nv/clark. Accessed 21 Dec. 2019

Goal 2: Student	s will demonstrate proficiency in Math.	Comparison
Math 1.1	60% of students enrolled for one year at Eagle will meet/exceed the grade level specific benchmarks on NWEA-MAP or show the equivalent of 1.5 years of growth.	
Math 1.2	70% of students enrolled for two years at Eagle will meet/exceed the grade level specific benchmarks on NWEA-MAP show the equivalent of 1.5 years of growth.	2018-19 CCSD Elementary Math Proficiency: 41.8%
Math 1.3	80% of students enrolled for three or more years at Eagle will meet/exceed the grade level specific benchmarks on NWEA-MAP or show the equivalent of 1.5 years of growth.	41.8%
Math 2	80% of students will demonstrate annual improvement sufficient to be on track for math proficiency by the end of eighth grade, as measured by NWEA MAP.	2018-19 CCSD Middle School Math Proficiency: 30.6%
Math 3.1	Students enrolled for one year at Eagle will achieve proficient or advanced levels on the Math SBAC at a rate greater than CCSD students at the same grade level.	
Math 3.2	Students enrolled for two years at Eagle will achieve proficient or advanced levels on the Math SBAC at a rate at least 10% greater than CCSD students at the same grade level.	See above
Math 3.3	Students enrolled for three or more years at Eagle will achieve proficient or advanced levels on the Math SBAC at a rate at least 20% greater than CCSD students at the same grade level.	

Goal 3: Students will demonstrate proficiency in Science.		Comparison
Science 1	80% of students will demonstrate annual improvement sufficient to be on track for science proficiency by the end of eighth grade, as measured by NWEA MAP.	2018-19 CCSD CRT Science proficiency: 28.9% ³³

Goal 4: At-Risk students will demonstrate an increase in proficiency.		Comparison
ELL 1.1	ELL students enrolled for one year at Eagle will achieve proficient or advanced levels on the reading SBAC at a rate greater than CCSD ELL students at the same grade level.	
ELL 1.2	ELL students enrolled for two years at Eagle will achieve proficient or advanced levels on the reading SBAC at a rate at least 10% greater than CCSD ELL students at the same grade level.	2016-17 CCSD ELA proficiency for ELL students: 3 rd – 22.3%; 4 th – 12.7%; 5 th – 12.9% ³⁴
ELL 1.3	ELL students enrolled for three or more years at Eagle will achieve proficient or advanced levels on the reading SBAC at a rate at least 20% greater than CCSD ELL students at the same grade level.	
SPED 2.1	Students with Special Needs enrolled for one year at Eagle will achieve proficient or advanced levels on the reading SBAC at a rate greater than CCSD Special Education students at the same grade level.	Data not currently available via the Nevada Report Card. If data is
SPED 2.2	Students with Special Needs enrolled for two years at Eagle will achieve proficient or advanced levels on the reading SBAC at a rate at least 10% greater than CCSD Special Education students at the same grade level.	not available by our first year of operation; alternate goals

Accessed 21 Dec. 2019

^{33 &}quot;Welcome to Nevada Accountability Portal." *Nevada Report Card*,

http://nevadareportcard.com/di/report/summary 1?report=summary 1&scope=e30.y16&organization=c2272&scores=N SC%2CSC level%2CSC NotTested%2CSC pass&num=20&page=1&pagesize=20&domain=assessment&

³⁴ Sugarman and Geary, *English Learners in Nevada*. Migration Policy Institute, August 2018

SPED 2.3	Students with Special Needs enrolled for three or more years at Eagle will achieve proficient or advanced levels on the reading SBAC at a rate at least 20% greater than CCSD Special Education students at the same grade level.	will be established.
Low Income 3.1	Low income students enrolled for one year at Eagle will achieve proficient or advanced levels on the reading SBAC at a rate greater than CCSD low income students at the same grade level.	Data not currently available via the Nevada Report Card. If data is
Low Income 3.2	Low income students enrolled for two years at Eagle will achieve proficient or advanced levels on the reading SBAC at a rate at least 10% greater than CCSD low income students at the same grade level.	not available by our first year of operation; alternate goals will be
Low Income 3.3	Low income students enrolled for three or more years at Eagle will achieve proficient or advanced levels on the reading SBAC at a rate at least 20% greater than CCSD low income Special Education students at the same grade level.	established.
MTSS 4.1	20% of students that receive Tier 3 support will be transited to Tier 2 support annually.	N/A
MTSS 4.2	80% of students that receive Tier 2 support will be promoted annually.	N/A

Goal 5: Social Emotional		Comparison
SEL 1.1	During its first year of operation, the percentage of serious discipline incidents at Eagle will be less than the percentage of serious discipline incidents at CCSD.	CCSD had 9206 bullying incidents reported (2.8%)
SEL 1.2	During its second year of operation and beyond, the percentage of serious discipline incidents at Eagle will be at least 25% less than the percentage of serious discipline incidents at CCSD.	and 9070 (2.8%) violence/ weapons reports in 2018- 19

Goal 6: Governance	
Board 1	Policies Annually, the Board will review, amend, and adopt all necessary policies and procedures.
Board 2	Evaluations Annually, the Board will conduct a formal evaluation of the CMO (if applicable), principal and of the Board itself.
Board 3	Financial Annually, the Board will meet/exceed the state financial targets. Annually, the external audit will be completed on time and without significant findings.

Goal 7: Parent involvement and our advocacy efforts	
Parents 1	At least 80% of parents will attend 3+ optional school meetings/events/functions.
Parents 2	At least 25% of parents will participate in one or more of our "parent advocate" efforts.

Goal 8: Stakeholder Satisfaction				
Stakeholders 1 At least 80% of students feel they are receiving an excellent education similar metric) as measured by student surveys.				
Stakeholders 2 At least 80% of parents feel their students are receiving an exceedable education (or similar metric) as measured by parent surveys.				
Stakeholders 3 At least 80% of staff members enjoy their jobs (or similar metr measured by staff surveys.				

Goal 9: Student enrollment and attendance				
Enrollment 1	Eagle will meet/exceed the annual student enrollment targets as determined by the Governing Board and included in the budget projections.			
Attendance 1	Eagle will average 95% student attendance.			

Table 6. Eagle's mission specific goals

- (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 as outlined in the SPCSA Academic 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.

Academic Performance Goals

Our projected baseline is the average performance of Clark County School District (CCSD) in 2018-19. Given that Eagle will locate in an area of high need and give preference to students assigned to 1- and 2-star schools, Eagle students will need to demonstrate a higher amount of growth in order to reach the same proficiency (performance) level as the CCSD average. CCSD's data includes results from high performing schools and affluent neighborhoods.

Eagle's goals are established at 100%, 110%, and 120% of CCSD's results in years 1, 2, and 3 respectively. The table below is completed with these calculation applied against the baseline results. Should CCSD's results improve, our goals will be adjusted upward accordingly.

Academic Growth Goals

Our projected Median Growth Percentile (MGP) baseline considers the average growth of all Nevada students in 2018-19. Eagle's MGP growth goals are to immediately out-perform the state average and achieve growth percentiles of 60%, 70%, and 80% in years 1, 2, and 3 respectively. That will earn Eagle 9, 10, and 10 points for both the Math and the ELA MGP measures.

Adequate Growth Percentile (AGP) baselines are aligned with CCSD; Eagle's goals are established at 100%, 110% and 120% of CCSD's results in years 1, 2, and 3 respectively. Students that are significantly behind academically can make measurable academic gains that are not reflected in the SBAC standards-referenced exam. The NWEA-MAP assessment allows Eagle to measure this growth for all students, but our NWEA-MAP goals are not reflected below as the NWEA-MAP is not a component of the Performance Framework.

(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.

Eagle anticipates supplementing our internal data analysis capacity by contracting with an outside vendor to develop and automate robust data collection and analysis tools. Currently, this service is part of the services agreement with ECS.

Purposeful Data Collection

Ongoing assessments will inform daily instruction and remediation; Fast ForWord will provide daily feedback on progress toward reading goals while dynamically adjusting the level of instruction to meet the needs of students; AIMSweb will more formally monitor the progress of reading and math goals and fluency; NWEA-MAP will establish baselines, provide a robust mid-year snapshot that will allow us to project our star rating, and provide annual growth measures that are not available via state standardized tests; the SBAC will be the ultimate measure of success for students, sub groups of students, and Eagle as a whole.

Intentional Data Analysis

Informal assessments and exit tickets will be continuously monitored so that teachers can adjust in real time to student needs. Monthly PLC data meetings will allow teachers to share best practices, evaluate the success of student subgroups, and identify any areas of underperformance so they can be addressed. Monthly student data meetings ensure students are involved, aware, and are true partners in our efforts. Weekly progress reports are available for students with special needs, students in Tiers 2 or 3 of MTSS, and for any students/families who have requested more frequent updates. At the Board level, the principal (with support from ECS) will provide regular progress reports, a formal mid-year report and projection after the NWEA-MAP results are compiled, and a comprehensive end of year summary that evaluates our success against the surrounding schools, the performance framework, and our internally generated goals. Within this process, data will constantly be analyzed at the individual student and many student subgroup levels. Targeted subgroups include, but are not limited to: low income students, students with special needs, ELL students, students that are academically at risk, ethnic minorities, gender, and homeless students; performance results will also be analyzed by the amount of time students have been at Eagle. The academic goals outlined in this application continue to "raise the bar" for student success over time. Students will further exceed the performance of the surrounding schools as they are enrolled at Eagle for 1, 2, and 3+ years.

Performance Goals

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2021- 22	2022-23	2023-24
ELA – % Proficient	Both	Annual	49.1%	49.1%	54.0%	58.9%:
by Student ELA - % Proficient by Subgroup	Both	SBAC Annual SBAC	TBD ³⁵	100% of CCSD	110% of CCSD	120% of CCSD
Math - % Proficient by Student	Both	Annual SBAC	41.8%	41.8%	46.0%	50.2%
Math - % Proficient by Subgroup	Both	Annual SBAC	TBD	100% of CCSD	110% of CCSD	120% of CCSD
Science - % Proficient by Student	Both	Annual SBAC	28.9%	28.9%	31.8%	34.7%
Science - % Proficient by Subgroup	Both	Annual SBAC	TBD	100% of CCSD	110% of CCSD	120% of CCSD
Student Engagement	Both	Chronic Absenteeism	Full NSPF points	<5%	<5%	<5%

Table 7. Performance Goals

Growth Goals

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2021-22	2022-23	2023-24
ELA – Campus Median Growth Percentile (MGP)	Both	Annual SBAC	50%	60%	70%	80%
Math – Campus Median Growth Percentile (MGP)	Both	Annual SBAC	50%	60%	70%	80%
ELA - % students meeting/exceeding their AGP	Both	Annual SBAC	TBD ³⁶	100% of CCSD	110% of CCSD	120% of CCSD
ELA - % students meeting/exceeding their AGP (per subgroup)	Both	Annual SBAC	TBD	100% of CCSD	110% of CCSD	120% of CCSD

 $^{^{35}}$ Subgroup information is not yet available on the Nevada Report Card. This information will be available via our state performance ranking calculation.

3-35

 $^{^{36}}$ AGP information will be available via our state performance ranking calculation.

Math - % students meeting/exceeding their AGP	Both	Annual SBAC	TBD	100% of CCSD	110% of CCSD	120% of CCSD
Math - % students meeting/exceeding their AGP (per subgroup)	Both	Annual SBAC	TBD	100% of CCSD	110% of CCSD	120% of CCSD

Table 8. Growth Goals

(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.

Assessment	Purpose
Checking for Understanding (informal)	Teachers are trained to continuously check for understanding. While this is not a formal assessment, it may be the most critical as teachers can clarify information, expectations, and instructions in real time. This assessing technique is critically important to good teaching and is fundamental to teaching toward all measures and targets.
Exit Tickets	Exit tickets are typically administered at the end of each lesson as quick/formal opportunities for teachers to assess how many students mastered the standard being taught. Exit tickets are micro examples aligned to proficiency targets as they are used frequently to assess one specific standard at a time. These exit tickets identify students that will benefit from reteaching.
Curricular Assessments	Often called Chapter Tests or Unit Assessments, curricular assessments are a more thorough check for understanding to confirm the informal checks, exit tickets, and quizzes were valid measures of student progress. Curricular Assessments also serve as an opportunity for students to learn and practice test taking skills.
Progress monitoring tool (AIMSweb)	AIMSweb is a standards-aligned tool that screens and monitors reading and math skills. This allows the Eagle team to identify learning gaps, measure student growth, and identify potential learning disabilities.
NWEA-MAP	 NWEA-MAP is administered three times/year per the following schedule: August – this beginning-of-the-year assessment sets the baseline for incoming student academic levels. It informs student groupings, identifies academically at-risk students, and influences each student's individual academic goals for the year December – this mid-year assessment measures individual student, cohort, subgroup, and school progress to date. This assessment should confirm the accuracy of the assessments listed above, and is used to identify corrective actions needed at the classroom or school level, measure student growth against their goals, identify learning gaps, inform student groupings, update Scope and Sequences for the 2nd semester, and inform individual student goals.

	 May – this end-of-the-year assessment measures individual student, cohort, subgroup, and school progress over the entire school year. This assessment is used to conjunction with the SBAC to analyze annual results, identify staffing strengths and needs, and determine the success of the school on its annual goals.
WIDA	The Access Placement Test and Screener will be used to determine if a student qualifies for ELL services; Access for ELLs is used as a progress monitoring tool to measure student progress, confirm correct placement, and identify when the student no longer requires ELL services.

Table 9. Interim Assessments

(a) How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?

Our teachers receive Professional Development (PD) before and during the school year. A portion of this PD will be devoted to writing and administering assessments, evaluating assessment results, and using those results to inform student groupings and instruction. Teachers will be trained to frequently check for understanding using a variety of methods. Informal observations, coaching opportunities, teacher self-reflections, and formal evaluations via the Danielson framework will all help identify strengths and areas of improvement. PLCs will meet to discuss data and best practices; and formal data meetings will occur monthly as an opportunity to confirm the embedded assessments are being effectively delivered and analyzed.

(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.

Exit tickets

Exit tickets are developed to assess mastery on that lesson's specific Nevada Academic Content Standard. Since this assessment is taken directly from the day's lesson and the state standard, it is also directly aligned with our performance goals and SPCSA.

Curricular Assessments

Our curriculum will either be on the state approved list or will have undergone an alignment verification with the NVACS before implementation. The corresponding assessments have already been deemed as aligned with the state standards.

AIMSweb

AIMSweb is aligned to standards as confirmed by their company and as evidenced by its wide-scale adoption in schools and districts across Nevada. The progress monitoring component of AIMSweb is a significant tool used to differentiate instruction in our dynamic and personalized learning environment.

NWEA MAP

NWEA MAP was officially adopted by the state Board of Education for implementation as of 2017-18 for grades K-3. Beyond early elementary, NWEA-MAP frequently conducts linking studies³⁷ to confirm alignment with the dynamic state standards. MAP reports also align with a growing number of 3rd party curricula and allow us to measure performance on specific standards by student, subgroup, class, and grade.

WIDA

Nevada has been a member of the WIDA Consortium since 2012³⁸. Given the significant number of projected ELL students, screening and progress monitoring students thoroughly and effectively will help ensure they are given the proper supports.

(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.

Classroom level

Corrective actions at the classroom level are increasingly intensive and structured as the duration of the academic underachievement increases.

Immediate underachievement – If the academic underachievement is observed immediately
during or after instruction via a teacher's check for understanding or an exit ticket, then the
teacher remediates, reteaches, and reassess in real time until students demonstrate
mastery. This is a typical expectation of good teaching at Eagle.

Typically, the teacher is solely responsible for implementation.

- Short Term underachievement– If the academic underachievement is observed at the end of
 unit or during monthly data meetings, the teacher will use the monthly Professional
 Development to meet with their PLC to put together an action plan which includes selfdirected coaching/observations opportunities to seek growth and feedback. This action
 plan will address two specific questions:
 - o "Why did the students not master the material?"
 - Possible reasons: ineffective teaching, insufficient prior knowledge, a poorly written, administered or analyzed assessment
 - o "Why did my prior assessments not identify this underachievement earlier?"
 - Possible reasons: interim assessments were not aligned with instruction, interim assessments are not aligned with unit assessment or progress monitoring results

³⁷ "Linking the Smarter Balanced Assessments to NWEA MAP Growth Tests." *NWEA*, www.nwea.org/content/uploads/2015/06/SBAC-MAP-Growth-Linking-Study.pdf. Accessed 24 Nov. 2019

^{38 &}quot;Nevada." WIDA, https://wida.wisc.edu/memberships/consortium/nv. Accessed 25 Nov. 2019

Typically, the teacher is responsible with assistance from their PLC, peers, and any self-sought 3rd party resources. The self-directed action plan will be documented and student progress will be re-evaluated within two weeks.

- Repeated Short Term underachievement If Short Term underachievement is observed twice in a row or if growth and proficiency goals are not met on the mid-year NWEA MAP assessment, then the instructional leader (principal or their designee) will meet with the teacher to create a formal action plan. We anticipate using portions of the Danielson framework to structure these action plans along with formal reviews. Typically, the both the instructional leader and the teacher are responsible for executing this plan, and the teacher is ultimately accountable. The formal action plan will include follow-up actions and expectations including additional evaluations and a frequent, formal analysis of student academic data over the next several months.
- Long Term underachievement If the Short term underachievement is observed three times in a row or if student achievement is substandard on the end of year SBAC assessment, this pattern of underachievement requires significant intervention. A formal action plan has already been implemented; the principal will review this plan and make an employment decision. If the teacher is retained, formal coaching must be part of the revised employee action plan, and intensive supports and evaluations will be a required part of the support provided during the next academic year.

Typically the principal is responsible for this staffing decision. If the teacher is retained, the principal is also responsible for coordinating additional training, implementing the formal action plan, and continued follow-up and evaluations as required.

School level

Corrective actions at the school level are also increasingly intensive and structured as the duration of the academic underachievement increases.

- Immediate underachievement Comprehensive, formal school performance results are not as readily available as interim classroom assessments, but immediate underachievement can still be observed and addressed in real time. The principal at Eagle is expected to be active and visible throughout the campus. He/she may observe opportunities for improvement in instruction, culture, enrichment, and other student support components.
 - Typically, the principal will make improvements via implementing or reinforcing policies or coaching students and staff to redirect and realign expectations as appropriate.
- Short Term underachievement If campus-wide academic underachievement is observed at the mid-year NWEA MAP assessment, the principal needs to use the January professional development meeting to initiate a formal, documented improvement process.
 - Typically, the principal will create a staff action plan complete with third party professional development. The principal will inform the Governing Board at the next regularly scheduled meeting and present the action plan. Additionally, parent information sessions will be held throughout January to present the action plan and solicit feedback from

parents. At the discretion of the principal, an additional campus-wide interim assessment may be administered to evaluate progress before the end of year state exams.

• Long Term underachievement – If campus-wide academic underachievement is observed at the end of year SBAC, the campus ultimately did not meet its most critical performance expectations. The Governing Board will now assume more of a managerial role in developing an improvement or turn-around plan.

Typically, the Board will create and approve a formal improvement plan. The Board will seek support from state resources and 3rd party consultants as appropriate. The campus underperformance is a significant factor in the Board's evaluation of the principal, and the Board will determine if it is in the best interest of the students for the principal to continue. If the Board determines that the current principal is the best option for the success of the campus, a formal improvement plan will be developed.

(d) Articulate how interim assessments will be used to inform instruction. How will teachers and school leaders be trained in their use?

Teachers will have formal training on data informed instruction and on our specific curricula and assessments. Classroom observations and daily exit tickets allow teachers to adjust in real time; they will differentiate, regroup, reteach and extend information as appropriate. Teachers will use the curricular assessments, AIMSweb, and NWEA MAP data during the monthly data meetings to adjust their upcoming scope and sequences, identify best practices, and discuss each student's progress individually to personalize support.

Students that receive formal MTSS instruction, have an IEP, follow a behavior plan, or have other formal support plans will have those plans reviewed and updated. Student groupings will be reevaluated as part of this process, although that will also happen on a daily basis as appropriate.

(e) 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.

In addition to constantly monitoring student grades, Eagle will use AIMSweb and NWEA-MAP as 3rd party interim assessments.

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
ELA Growth	AIMSweb	80% of students	80% of students	80% of students	80% of students
		are making	are making	are making	are making
		expected	expected	expected	expected
		progress	progress	progress	progress
Math Growth	AIMSweb	80% of students	80% of students	80% of students	80% of students
		are making	are making	are making	are making
		expected	expected	expected	expected
		progress	progress	progress	progress
ELA Growth	NWEA MAP		.75 years growth		1.5+ years of
(students that are					growth
more than 1 year					
behind)					
ELA Performance	NWEA MAP		Students		Students
(students at/above			demonstrate		demonstrate
grade level)			mastery at Grade		mastery at the
			Level + .5		next grade level
Math Growth	NWEA MAP		.75 years growth		1.5+ years of
(students that are					growth
more than 1 year					
behind)					
	NWEA MAP		Students		Students
(students at/above			demonstrate		demonstrate
grade level)			mastery at Grade		mastery at the
			Level + .5		next grade level
Student Attendance		95%	95%	95%	95%
		_			

Table 10. Interim Performance Goals.

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

The principal, vice principal, Chief Operating Officer, Special Education Director, Office Manager, and a CMO team member will all be trained in the Infinite Campus system and each will be responsible for select components of academic, attendance, financial, or operational data. We expect to populate the Infinite Campus system via PowerSchool as our incoming staff members are already familiar with that Student Information System.

Student attendance, parent contact logs, intervention notes, and other student information can be stored in this secure environment, which will also be backed up off site. Ultimately, the COO is the project manager and is responsible for establishing deadlines, submission calendars, and monitoring progress to ensure compliance. Our interim assessments (NWEA-MAP and AIMSweb) will have their own data dashboards; access and security procedures for that data will be aligned with those around the Infinite Campus System. The COO will also manage our expert 3rd party data consultant; we expect this consultant to be ECS as part of our services agreement.

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.

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

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

At-Risk Students

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

Our definition of "at-risk" encompasses groups of students that typically are underserved or have demonstrated lower academic performance metrics when compared with their peers. At-risk

students fall into one or more of the following categories: students in foster care, students who are/have been homeless, students in low income households (as determined by SNAP or TANF assistance), students learning English as a second language, students with special needs, students that are 1+ years behind in a core content area as measured by NWEA MAP, students scoring less than "proficient" on the previous administration of the SBAC (or equivalent state exam), or students that with a classroom grade of less than 70% in a core content area.

Much of this information is self-reported by students and families during the enrollment process and verified by our team while processing enrollment paperwork. We have formal identification procedures to identify students with Special Needs and ELL students, and regular analysis of student data identifies students that are academically at-risk.

(2) 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.

The academic needs of all students are quantified and evaluated during our typical student on-boarding process. Our enrollment questionnaire, student records request, ELL evaluation process, Special Education Evaluation Process, and academic assessment data work together to create a personalized academic path for each student. Additionally, the screener in our Social Emotional Learning (SEL) curriculum provides comparable data for SEL skills.

Programs, strategies, and supports

- Aligned Curriculum³⁹
 By utilizing a majority of curriculum materials that are already aligned with the Nevada
 Academic Content Standards (NVACS), Eagle capitalizes on the research already completed
 by the state of Nevada. Annually, Eagle will audit our curriculum to ensure continued
 alignment with the state standards.
- Adaptive ELA support (Fast ForWord⁴⁰)
 By utilizing an adaptive ELA program, reading instruction can be personalized to the unique level of each student. Eagle Academy has already experienced success with Fast ForWord, and Eagle anticipates using the same software initially. The successful curriculum will demonstrate improved results with students who have dyslexia, are learning English as a Second Language (ELL), have a Learning Disability in Reading (LD SPED), or are struggling readers.

3-43

³⁹ "NVCSS." State of Nevada Department of Education, www.doe.nv.gov/Nevada Academic Content Standards/. Accessed 24 Nov. 2019

⁴⁰ "Results. Scientific Learning." Fast ForWord, www.scilearn.com/results/. Accessed 24 Nov. 2019

Differentiated instruction

Numerous research articles⁴¹ complement our observations and analysis that differentiating instruction to meet students at the proper instructional level is critically important to maximizing student success. Differentiated Instruction is at the core of the best practices demonstrated by Eagle teachers. Small group instruction differentiates and personalizes instruction in the general classroom. Specialists will join the classroom teacher to provide additional support and allow for further small group differentiation while keeping students in this least restrictive environment. As student needs dictate and escalate, the Student Success Team (SST) and IEP team will then consider increasingly restrictive settings for part or all of the school day including: pull out services, self-contained classroom instruction taught by a specialist, and alternate placement.

NWEA-MAP

NWEA MAP was officially adopted by the state Board of Education for implementation as of 2017-18 for grades K-3. Beyond early elementary, NWEA-MAP frequently conducts linking studies 42 to confirm alignment with the dynamic state standards. MAP reporting functions align with a growing number of $3^{\rm rd}$ party curricula and allow us to measure performance on specific standards by student, subgroup, class, and grade.

Staffing

Research shows that effective teachers are the single most impactful factor when predicting student achievement.⁴³ A thorough applicant search, intense and job specific interview process, continuous professional development, research based performance evaluations complete with a feedback loop, and a positive, supportive mission-aligned culture are the key components that will go into building the Eagle team.

MTSS

Our MTSS framework offers increasingly intense interventions to fit the needs of students. These tiers of support allow for appropriate interventions for students in the regular classroom, students who are academically at risk, students with special needs, English Language Learners, and students working on non-academic goals such as formal behavioral plans. Our instructional model and approach is directly aligned with the RTI process framework outlined in the Parent's Guide to RTI⁴⁴.

 Tier 1 – All students take NWEA-MAP and additional placement/evaluation assessments as necessary. Data is reviewed to differential instruction and determine supports needed. Progress is monitored regularly and data meetings are

⁴¹ Konstantinou-Katzi, Panagiota; Tsolaki, Eleni; Meletiou-Mavrotheris, Maria; Koutselini, Mary *International Journal of Mathematical Education in Science and Technology*, v44 n3 p332-349 2013

⁴² "Linking the Smarter Balanced Assessments to NWEA MAP Growth Tests." *NWEA*, www.nwea.org/content/uploads/2015/06/SBAC-MAP-Growth-Linking-Study.pdf. Accessed 24 Nov. 2019

⁴³ "Hiring the Best Teachers," Educational Leadership, Volume 60, Number 8, May 2003, pp. 48-52.

⁴⁴ "A Parent's Guide to Response to Intervention." *Nevada Prep*, <u>www.nvpep.org/publications/category/10-information-a-referral-publications.html?download=28%3Aa-parents-guide-to-response-to-intervention</u>. Accessed 21 Dec. 2019

held at the PLC and student level monthly. Ongoing Professional Development (PD) allows our teachers to continuously improve their direct instruction, assessment, and intervention skillsets.

- Tier 2 Many students in Tier 2 and all students in Tier 3 have progress reports sent home weekly. Instruction is targeted and delivered in small groups.
- Tier 3 Supports become more intensive and are likely offered on an individualized level. Students may be evaluated for special education services as appropriate.
- (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. How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond?)

Eagle will locate in an area of identified need, so we are expecting the majority of our students to be performing below grade level when they enroll. Eagle's model is built around providing individualized, differentiated instruction and support. Instructional staff will be trained on differentiation and intervention techniques and our team includes Special Education teachers, ELL/Reading Specialists, and support therapists. This personalized approach is most beneficial for all learners and removes stigma as most instruction looks the same. For students that require more intensive supports, Eagle's Multi-Tiered System of Support program will offer increasingly intense levels of intervention.

Identification strategy, interventions, and remediation

Identification Strategies

The following screening and identification processes will be executed purposefully and with a sense of urgency. Providing the additional support that a student needs as quickly as possible is a priority.

- Enrollment paperwork
 - The enrollment paperwork for Eagle will contain questions that help identify various classifications of at-risk students. Draft enrollment paperwork includes the following yes/no questions (these are only asked after a student is registered and has reserved a spot at Eagle):
 - o Has your child been involved with Early Intervention Services?
 - o Has your child been either retained or recommended for retention at grade level?
 - o Does your child have a current Individual Education Plan (IEP)?
 - Has your child ever received Special Education services or had and IEP?
 - Does your child receive services under Section 504 of the Rehabilitation Act of 1976? (This is commonly referred to simply as a "504")

- o Has your child ever had a 504?
- O Does your child receive English Language Learner (ELL or ESL) services?
- o Does your child wear glasses?
- o Do you think your child may have a special need?

• Student Records Request

Eagle puts a priority on requesting and receiving student records as early as permissible. This allows our entire team to be equipped to best support the student from Day 1. Our teachers will have prior academic records and can begin grouping students and modifying lessons to address the state mandated standards while considering the students' current instructional levels. Our Special Education Director can review IEPs, schedule meetings as appropriate, and design Professional Development trainings for teachers that are tailored to the individual needs of students. Our ELL Coordinator can also review records and better estimate case load and project the support services that will be needed.

• Students with Special Needs

During student enrollment, our process involves asking parents if their student has a prior or current IEP, 504, or receives ELL support. We will also request student records from the student's prior school as soon as possible. Teachers attend pre-service professional development and training focused on identifying and supporting students that may qualify for Special Education services. The referral process for Special Education can be initiated via Child Find, Parent Referral, and Staff Referral.

ELL Students

Our enrollment paperwork will ask whether a student has ever qualified for ELL services, and we will request available student records as quickly as possible. Additionally, each new student will be required to complete a Home Language Survey in the enrollment paperwork; we will follow up with families continuously until those surveys are returned. If either the enrollment paperwork or home language survey indicate a language other than English is spoken at home, students will be given the WIDA Access Placement Test (kindergarten) or the WIDA Screener (Grades 1-8) to determine proficiency in listening, speaking, reading, and writing.

• Academically at-risk identifiers

Eagle considers students academically at-risk if they meet any of the following criteria:

- $\circ\quad$ Course grade is less than 70% in one or more of the Core subjects
- NWEA MAP assessment (or equivalent) shows the student is more than 1 year behind in any of the core subjects
- Student scored level 1 or level 2 on the most recent SBAC administration (or equivalent performance on the state assessment)

Remediation

Remediation is often referred to as reteaching; it is part of the daily academic instruction at Eagle. All of our teachers will be trained in differentiating instruction for the students; we consider remediation a byproduct of teachers who are aware of students' levels of mastery and are able to react accordingly. Many aspects of great teaching can be deemed "proactive," but being able to adjust, clarify, and react to students' needs in real time allows for maximum trust, growth, and understanding. By frequently checking for understanding in a variety of ways, our team will identify when concepts are not mastered. Teachers will remediate in real time via the frequent opportunities for small group instruction and individual tutoring that are embedded in our instructional approach.

Academic support tiers will be automatically incorporated throughout our instructional day. Most tiers are not labeled as a formal MTSS intervention; these supports are a natural part of instruction as students transition between whole group, small group, and individual instruction. Small instructional groups will be used for a variety of reasons including, but not limited to:

- Typical re-teaching and remediation
- Providing Special Ed services
- Providing ELL services
- Reinforcing positive behavior supports
- Providing extension opportunities for honors students
- Facilitating better discussion
- Provide for more hands-on opportunities in a lab setting.

Interventions

Interventions provide more formal and documented support than remediation; intervention at Eagle is intentional instruction of targeted skills. Eagle's academic intervention program is Multi-Tiered System of Supports (MTSS); interventions for ELL students and students with special needs are also summarized below.

MTSS

Eagle's MTSS framework offers increasingly intense interventions to fit the needs of students. These tiers of support allow for appropriate interventions for students in the regular classroom, students who are academically at risk, students with special needs, English Language Learners, and students working on non-academic goals such as formal behavioral plans.

Our Social Emotional Learning (SEL) curriculum is also part of the MTSS tiers of support. Students can be identified as needing additional SEL support via the Second Step (or equivalent curriculum) assessments, as indicated in their IEP or 504 plan, or via a referral processes. This tiered support provides pathways for counseling, therapy, behavior plans, and additional supports and interventions as appropriate for the student.

ELL students

Our core academic model includes a host of supports that are already embedded and considered to be best practices for ELL students. ELL students will find success in our Spanish enrichment classroom, which provides them with opportunities to be successful and additional opportunities to work on corresponding English development skills within the Spanish class. Incorporating 1:1 technology, differentiating by utilizing MTSS strategies consistently, developing SEL skills, committing to data informed instruction, staffing the campus with at least three ELL/Reading Specialists in the first year, and building relationship by involving parents are key components that embrace the best practices of working with ELL students.

Our core ELA curriculum, Journeys, provides integrated scaffolding and support for English Language Learners including additional instruction geared toward developing language skills. Our MTSS model and sufficient staffing allows our ELL teachers to "push in" during regular instruction and provide additional support for ELL students. As needed, this staffing model also allows for pull out support for students who need 1:1, or very small group, instructional opportunities.

Students with Special Needs

The key components of our educational model also lay the framework for success with students with special needs. We anticipate hiring three certified special education teachers in year one, which provides sufficient staffing to provide push in services to support MTSS groupings when appropriate. This allows the student to stay in the Least Restrictive Environment (LRE) while continuing to progress in the general curriculum with his/her peers. Consistency in our core curriculum allows modification to be made to focus on appropriately leveled standards for students with learning disabilities, and the combination of our SEL curriculum and MTSS-influenced social/behavior tiered instruction provide supports for students with behavior challenges.

As student needs become more intense, we will offer supportive technology on individual Chromebooks, pull out services, group tutoring/counseling, additional therapy support, and other services as necessary. For students with severe disabilities, 1-on-1 aides and self-contained classroom supports will be considered as options.

Research/Rationale for MTSS

The Nevada Department of Education (NDE) is actively developing an integrated MTSS framework in rural and urban districts across the state.⁴⁵ Eagle's proposed intervention program aligns

⁴⁵ "Nevada Multi-Tiered System of Support (MTSS) Project." *University of Nevada, Reno,* www.unr.edu/nced/projects/nvpbista/projects/schools/mtss. Accessed 24 Nov. 2019

directly with the PBIS and MTSS efforts already underway by the NDE. This approach has been widely implemented across the state, including Clark County School District.⁴⁶

Beyond the state-wide implementation of MTSS, Eagle Academy's recent performance is a testament to the success of RTI and MTSS in our model. During the first year of MTSS implementation, both of the Eagle campuses in Washington D.C. increased their performance ratings to "Tier 1" – which is the highest charter school rating assigned by the authorizing body in Washington D.C. (Public Charter School Board).

Measuring success

Outside of individualized goals for students that have special needs, our goal is that students meet or exceed one of the following two academic goals:

- Students will demonstrate academic growth of 1.5 years per the NWEA-MAP assessments administered at the beginning and end of the academic year or
- Students will be academically proficient (on grade level) as measured by earning a level 3
 on the SBAC when applicable or as demonstrated on the end of year NWEA-MAP
 assessment.

Collectively, these goals capture our measures for success for students at differing levels of performance. Eagle will be successful if students are achieving at/above grade level or if students are closing the achievement gap. By demonstrating 1.5+ years of growth annually, students should be performing at/above grade level over time. Eagle is also committed to tracking the success of subgroups of at-risk students. Students that qualify for Free or Reduced lunch, have special needs, or are English Language Learners will be collectively measured as a subgroup and held against goals that are based on closing the achievement gap and out-performing surrounding schools.

(4) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level. Please provide the rationale used in this approximation.

Eagle will incorporate the typically structured Multi-Tiered System of Supports framework as our structured remediation and intervention efforts for students. NWEA-MAP will provide universal screening data points for all students, our SEL curriculum will be intertwined in our tiers of support, professional development on MTSS will be ongoing as we continuously work to refine best practices, and regular data monitoring is used to inform instruction and keep students, parents, teachers, and administration all working toward common goals. We expect to use three tiers within our MTSS model:

Tier 1 – Whole Class instruction and remediation (100% of students)

⁴⁶ "Response to Instruction." *Clark County School District*, <u>www.ccsd.net/parents/response-instruction/.</u> Accessed 24 Nov. 2019

- Tier 2 Small Group interventions (projected 50% of students)
 - Our differentiated approach to student groupings and instruction allows this level of support to occur seamlessly within our general classroom setting
- o Tier 3 Intense, Individualized (or very small group) support (projected 15% of students)

In addition to our regular classroom teachers, we will have support personnel to help provide these services to students who need the highest level of support. The strength of MTSS is that students can flow between Tiers of Support as needs dictate. According to "PBIS Rewards 47 ," Tier 1 support is projected at 75% - 90%; 100% of Eagle students will qualify for Tier 1 support given our academic model and commitment to incorporating differentiation into whole class instruction. Per "PBIS Rewards" Tier 2 is estimated at 10% - 25% and Tier 3 is estimated at <10%. Given our commitment to serving students from one- and two-star schools, we are doubling those projections with the goal of reducing the support needed as we close the achievement gap.

(5) How will you communicate the need for remediation to parents?

Students at Eagle will receive remedial support on a daily basis. Typically, specific parent outreach for remedial efforts will not be necessary because revisiting and reteaching concepts occurs within the typical flow of our school day. Class Dojo provides quick feedback to parents daily; progress reports, parent teacher conferences, and monthly data meetings will give teachers and parents an opportunity to formally discuss remedial efforts within the context of how the student is learning best and what he/she needs to focus on.

Parent outreach for student interventions is formalized. In addition to the typical communication efforts above, students who are in MTSS tiers 2 or 3 will receive formal, written goals that are sent home to parents. These goals will be formally revisited during the monthly data meetings for Tier 2 students and a weekly progress report will also be provided for Tier 3 students.

Eagle's instructional program, including remediation and intervention efforts, will be discussed at parent meetings, outlined in the Student/Parent Handbook, and is also detailed in the RTI Handbook produced by Clark County School District.⁴⁸

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

Eagle utilizes restorative, logical consequences and Positive Behavior Interventions and Supports (PBIS). As supported by the discipline data at Eagle Academy, most behavior "problems" can be mitigated by being positive and proactive. Our PRIDE room replaces a "reflection" corner or even an in-school suspension punishment used by many other schools. Our commitment to educating

⁴⁷ "What is MTSS?" PBIS Rewards, www.pbisrewards.com/blog/what-is-mtss/. Accessed 10 Jun. 2020

⁴⁸ "Response to Instruction." *Clark County School District*, <u>www.ccsd.net/parents/response-instruction/.</u> Accessed 24 Nov. 2019

the whole child, including their social-emotional growth, is the foundation for reducing the number of significant discipline issues. If students are not successful with the supports we have in place, then the Student Success Team (SST) will evaluate the student's needs and likely implement a formal behavior plan. This plan can be implemented for students with special needs, ELL students, students with a 504, or students who do not qualify as at-risk. Behavior Plans will be reviewed regularly during the monthly data meetings and will be incorporated into the student's SEL goals.

Eagle will utilize an SEL curriculum such as Second Step for all students as we make a conscious effort to instill social-emotion skills in all students. SEL is incorporated into each student's schedule and drives the social-emotional development of students while utilizing the Multi-Tiered System of Supports (MTSS) structure for personalization and increased support when necessary.

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.

Fatima Cotton is a Special Education teacher with a significant amount of experience working with students with autism. She has taught special education for the last five years and is nearly completed with her second master's degree. Her education, experience and knowledge of working student students with special needs will be beneficial to the development of the school.

Nick Fleege's first career in education was as a Special Education teacher in Laveen, Arizona. In this position, he successfully transitioned several middle school math students from the Special Education Resource room to the regular classroom.

As CEO of ECS, Dr. Smith has operated Eagle Academy in Washington D.C. since 2003. Eagle Academy schools serve a 100% at-risk population and have performed well on state administered exams. Dr. Smith's prior experience as a professor allow him to work with a number of urban school districts in which he designed and directed very successful educational programs for at-risk students.

- (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?

During student enrollment, our process involves asking parents if their student has a prior or current IEP, 504, or receives ELL support. We will also request student records from the student's prior school as soon as possible. Teachers attend pre-service professional development and training focused on identifying and supporting students that may qualify for Special Education services.

The referral process for Special Education can be initiated in three ways:

Child Find

Experienced teachers conduct initial screenings when parents bring new students to Eagle. The SST team evaluates the data and identifies any areas of concern. If concerns are found, the SST team can administer developmental screening tools such as the Ages and Stages Questionnaire⁴⁹ for incoming kindergarten students or work with the student's teacher to begin pre-referral review.

• Parent Referral

If a parent/guardian thinks there is cause for concern for child and/or thinks the child needs an evaluation, the parent writes a letter requesting an evaluation.

Staff Referral

Teacher observations combined with academic and MTSS data may result in a staff referral for evaluation. This would occur after tiered support and other proactive remediation efforts are implemented and documented in the general classroom.

With written parent authorization, the SST team convenes and the referral process is initiated. Classroom teachers begin formal progress monitoring under the guidance of the Special Education Director. Evaluations are completed by the school psychologist, OT, PT, speech and language specialists as appropriate. If there is a need for a psychiatric evaluation, options are recommended outside of school.

The SST team reconvenes to review evaluation results, recent student performance data, the impact of any recent changes and modifications, and other factors in order to determine if the student qualifies for Special Education services. If the team determines that the student does qualify for Special Education services, an IEP is developed. This IEP is reviewed at least annually and reevaluated at least every 3 years.

(b) (Middle and High Schools) How will the school identify and serve students who require special education services and develop transition plans?

Our evaluation processes for Middle School students includes the efforts listed above. For students with special needs, in 8th grade the SST will formally review the student's performance levels, goals, accommodations, and modifications. The team will adjust the IEP as needed to fit the needs of the student and to best support the student in a high school setting. A student specific draft schedule titled "today to diploma" will be created and included for reference at the student's new school.

⁴⁹ "ASQ-3." Ages and Stages, https://agesandstages.com/products-pricing/asq3/. Accessed 24 Nov. 2019

(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?

IEPs are reviewed at least annually and formally reevaluated at least every three years. These reviews and evaluations will be accompanied by a significant amount of academic data and observations that will inform the discussion. By differentiating instruction throughout our regular academic program, Eagle will personalize instruction for all students. Teaching at the proper instructional level will close achievement gaps for students who are academically underperforming. This minimizes the number of students who are academically behind or learning English as a Second Language from misidentified as having a disability.

As students transition out of special education services, the IEP team will meet and develop an individual exit plan for each student. We will generally recommend "monitoring" for a period of time, a decreasing number of interventions over time, and frequent data reviews. The overarching goal will be to reduce services provided in stages so the student has the opportunity to demonstrate success at each step along the way. Should academic or behavior concerns arise, the IEP team can reconvene and reevaluate the most appropriate placement and services for the student.

(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.

Eagle will have a Director of Special Education and as many additional certified Special Education instructors as necessary in order to manage the caseload. Currently, we project that to be three certified staff members in year 1, and we recognize that our staffing needs may need to change based on student enrollment.

Sufficient staffing allows us to provide students with the personalized support they deserve. Push in services will be utilized when appropriate, this allows the student to stay in the Least Restrictive Environment (LRE) while continuing to progress in the general curriculum with his/her peers. As student needs become more intense, we will offer supportive technology on individual Chromebooks, pull out services, group tutoring/counseling, additional therapy support, and other services as necessary. For students with severe disabilities, 1-on-1 aides and self-contained classroom supports will be considered as options.

Encouraging positive behavior is important for all students as we build a supportive culture. Incorporating our Social Emotional Learning (SEL) curriculum into our typical schedule proactively encourages positive behavior. Our PRIDE Room is staffed by appointed people with skills to appropriately reward students who put forth their best behaviors and support those who need a little more help to work out issues in order to be able to function in the classroom. Additionally, we may contract with a behavior intervention specialist in year 1 with the expectation of eventually adding that position to our staffing roster. Eagle's multi-disciplinary SST (Student Success Team)

will work to identify what modifications, supports, and interventions (when necessary) are best suited for each student.

(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?

Our Director of Special Education will lead multiple Professional Development opportunities for teachers before and during the school year, and Eagle will contract with 3rd party experts as appropriate. Special Education teachers will participate in the grade level PLCs and in the monthly student data meetings. As many of our services are projected to be push-in, the Special Education teachers will be working daily with the general education teachers on data analysis, lesson planning, and student grouping.

(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.

Our Director of Special Education is specifically tasked with ensuring 100% compliance with all applicable laws and regulations while overseeing a program that provides high quality, personalized support for all students with special needs. Based on ECS' experience at Eagle Academy, we expect to attract a higher percentage of students with special needs than is typically represented at the local district. As such, our staffing and contractor projections are based on a projected 14% of students who qualify for special needs. The budget accounts for these projected expenses annually, and our staff projections for Special Education teachers and other support staff increases with student enrollment. During the first year of operation, Eagle projects three certified special education teachers and an assistant for the Director; this is calculated on a maximum case load of 32 students/teacher. Pending our student population, Eagle will increase staffing to ensure that we can continue to offer push-in, pull-out, and self-contained services as appropriate.

(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?

Curriculum modification and supporting students with special needs is built into our Professional Development schedule. Teachers will be trained on effective SST collaboration, Child Find, push-in support, differentiation, accommodations, modifications, data analysis, and other topics related to best practices in teaching students with a wide range of needs. Monthly data meetings are used to reflect on progress and make curricular modifications as appropriate. The case manager for students will play an integral part in these meetings. He/she will review progress toward goals, evaluate the effectiveness of accommodations and modifications that have been implemented, and make improvements as necessary. These improvements would range from suggesting new accommodations for a specific student to offering school-wide instruction on how to better

coordinate when pair-teaching during push-in support. These meetings also serve as an opportunity for the SST to progress monitor and review individual goals for each student.

(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.

Eagle commits to following all rules and regulations pertaining to education and disciplinary actions for students with special needs. By first focusing on proactive programs such as our SEL Curriculum, PRIDE room, MTSS, and PBIS, our goal is to minimize the amount of formal disciplinary measures. The SST can implement a behavior plan for any student, and these will always be included for students with formal behavioral struggles or goals. This behavior plan is intended to identify undesired behaviors and formalize services and modifications that are designed to reinforce positive behavior.

If a significant disciplinary measure is being considered (long term suspension or expulsion), then the SST/IEP team shall convene within 10 days to determine whether the behavior was a manifestation of the student's disability. (Manifestation Determination meeting). The team will review academic data, teacher observations, student feedback, parent input, and any other relevant information to make this determination. If it is determined that the behavior was caused by the child's disability or determined that the school did not properly implement the student's IEP, then the student will be immediately returned to his/her prior placement. Additionally, the behavior plan will be updated and the SST/IEP team will proactively schedule a follow up meeting to evaluate progress.

(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?

The Special Education Director oversees the entire Special Education department, and each student with special needs is assigned a certified Special Education case manager. A natural benefit from push in services is that our case managers will already be monitoring most students daily. IEP goals will be reviewed weekly through available data and assessments. Formal Progress Monitoring (PM) of student goals will occur quarterly. Additionally, or regularly scheduled data meetings allows for informal monitoring to occur monthly so that possible adjustments to modifications, accommodations, placement, and goals can be identified and then initiated with the IEP team as appropriate.

The Special Education Director will be tasked with ensuring alignment to all applicable state and federal laws. The principal will conduct random audits of files as we "self-check" to ensure 100% compliance. Eagle will proactively reach out to the SPCSA for any informal or formal auditing opportunities, and will seek Professional Development and outside counsel as is available and necessary.

Curricular and instructional decisions will be tracked in each student's file, including the rationale for making the decision. Daily informal observations, weekly goal updates, month data meetings, and quarter PM reports will track student progress.

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

Eagle commits to a strong parent outreach and support program for all of our families. In addition to the many events and opportunities that are part of that program, families will receive additional information on IEPs, 504s, accommodations, modifications, goals, and parental rights. Parents will receive information that applies globally and will also be invited to discuss the specific implications these have on their student's individualized plan. These meetings will be held individually to protect student privacy, which also gives us the ability to specifically address the needs of each student.

(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.

Eagle is not providing distance education; hence this question is not applicable.

(11) Please approximate how many students would qualify for these services. Please provide the rationale used in this approximation.

Per the "Fast Facts" published by CCSD for the 2018-19 school year, 11.8% of students in surrounding District receive Special Education Services. Per the experience of Eagle Academy in Washington DC, we expect our Special Education population to be 15-20% higher than the surrounding District. Eagle is projecting that 14% of our student population will qualify for Special Education Services. This translates to the following number of students expected to qualify for services:

Year 1	Year 2	Year 3	Year 4	Year 5+
91	106	121	136	136

Table 11. Projected number of students with special needs

English Language Learners

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

Our enrollment paperwork will determine whether a student has ever qualified for ELL services, and we will request available student records as quickly as possible. Additionally, each new

student will be required to complete a Home Language Survey in the enrollment paperwork; we will follow up with families continuously until those Surveys are returned. The student's primary language shall be deemed to be a language other than English if:

- The student first spoke a language other than English,
- The primary language spoken at home is a language other than English, or
- The language most often spoken by the student is not English

If either the enrollment paperwork or home language survey indicate a language other than English is spoken at home, students will be given the WIDA Access Placement Test (kindergarten) or the WIDA Screener (Grades 1-8) to determine proficiency in listening, speaking, reading, and writing.

Our certified ELL teacher will analyze the results and use the Nevada criteria to determine placement. For students that receive ELL support, the SST will monitor their progress monthly and reevaluate proficiency after the ACCESS for ELLs Online is administered. Currently, students that score at/above 4.5 on ACCESS for ELLs no longer require ELL services; students can also be exited with a score of 4.0 so long as additional proficiency criteria are met.⁵⁰

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

The WIDA Resource Library contains parent guides, handouts, and letters in a variety of languages to best communicate with families, and we will arrange for translators when necessary for inperson meetings. WIDA assessment results and placement recommendations will be delivered to teachers and parents within two weeks of the assessment being administered. Progress Monitoring will be reported quarterly, and parents will be updated after each monthly Data Meeting.

(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.

Given our projected student population, we will hire an ELL Director to support the ELL instructional staff and manage assessments, parent outreach, documentation, and teacher training. Eagle's ELL Coordinator will be TESL endorsed and will be the Testing Coordinator. In Eagle's first year of operation, Eagle also projects to hire two ELL teachers/Reading Specialists that will also be TESL certified. Should our student population require more ELL teachers, Eagle will increase staffing to continue to offer the full continuum of services beneficial to our ELL students.

⁵⁰ "NV-ID Placement Guidance." *WIDA*, https://wida.wisc.edu/sites/default/files/id-placement/NV-ID-Placement-Guidance.pdf. Accessed 30 Dec. 2019

The ELL Coordinator will work closely with the Special Education Director, the principal, and ECS in reviewing and processing assessment results. The ELL Coordinator will work directly with the classroom teachers on teaching strategies and providing additional instructional support for specific students as applicable. Additionally, ELL staff will be utilized to "push in" to the regular classroom and provide support services as dictated by student needs. The ELL Coordinator (or TESL certified designee) will also be part of the SST for ELL students and will actively participate in the regular data meetings.

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

Instructional strategies specific to ELL students will be part of the Professional Development calendar for teachers. Our core academic model includes a host of supports that are already implemented and considered to be best practices for ELL students. Our strategy of grouping and regrouping students as necessary allows for ELL students to work on specific skills; the use of technology allows us to differentiate instructional level and provide academic support for ELL students, and MTSS provides additional, formal levels of support. ELL students will often find success in our Spanish enrichment classroom, which provides them with opportunities to be successful and additional opportunities to work on corresponding English development skills within the Spanish class.

Eagle's chosen ELA curriculum will include components that specifically support ELL students. For example, Journeys provides integrated scaffolding and support for English Language Learners including additional instruction geared toward developing language skills. Our instructional approach and curriculum choices are designed so ELL students can engage with the core curriculum to the greatest extent possible.

Our teachers will also be trained on effective strategies for teaching ELL students. Fortunately, many of these strategies are good for all learners! Examples include:

- Purposeful planning Paying attention to both the standards and the key academic vocabulary is especially important when teaching ELL students
- Consistent structure and expectations
- Utilizing visuals and manipulatives
- Push-in support from TESL certified team members
- Previewing and pre-teaching when possible
- Incorporating cultural components
- Scaffolding and differentiation
- Cooperative learning; students may explain core content ideas in their native language

A TESL certified teacher will also play an integral part in the monthly data meetings. He/she will review progress toward goals, evaluate the effectiveness of accommodations that have been implemented for that specific student, and make improvements as necessary. These improvements

would range from suggesting preferential seating for a specific student to offering school-wide instruction on new technology for supporting Spanish speaking students in math class.

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

Classroom teachers will do the majority of monitoring and informally assessing progress of ELL students, but the ELL Coordinator (or TESL certified designee) will be responsible for formally monitoring progress during monthly data meetings and as legally required. As required by statute, students will be assessed annually. Students that score a composite score of 4.5 or higher will be reclassified as "Reclassified Fluent English Proficient" and will continue to be monitored for two years. We will use our interim and state assessments to provide additional monitoring to ensure students are successful during this transition.

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

Eagle prioritizes a strong parent program for all students. In addition to these events and advocacy efforts, families will receive guides, handouts, and letters in English and their native language. Families will be invited to the monthly data meetings and individual meetings to discuss their student's ELL assessment results, recommended placement, and goals.

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

Eagle is not providing distance education; hence this question is not applicable.

(8) Please approximate how many students would qualify for these services. Please provide the rationale used in this approximation.

Eagle is projecting that 30% of our student population will qualify for ELL Services. Surrounding schools in our targeted campus locations range from 20% - 40%. This translates to the following number of students expected to qualify for services:

Year 1	Year 2	Year 3	Year 4	Year 5+
194	227	259	292	292

Table 12. Project number of students that will qualify for ELL services

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?

Families that qualify for homeless and/or migrant services will be primarily identified in our enrollment process via the Residency Questionnaire⁵¹ which is then verified by our office staff. Our Family Liaison will work with the entire SST to advocate for the family and locate/provide additional support to the greatest extent possible. Our Family Liaison will work with families to ensure they know their rights and work to get impacted students enrolled immediately without unnecessary paperwork and red tape. Although not currently budgeted as a stand-alone position, Eagle will consider hiring a local community member or a parent with strong ties to the community to fulfill the Family Liaison position.

Misidentification is best avoided through documentation, transparency, and training. Teachers will understand that homeless is defined as "anyone who lacks fixed regular and adequate nighttime residence." This includes shelters, motels, cars, parks, and doubling up with other families.⁵² This will allow teachers to better advocate for our families and initiate the referral process.

(2) Meeting the Need: How will you ensure that identified families receive the required services within the mandated timeframe?

Eagle will comply with all local, state, and federal law; specifically including the McKinney-Vento Homeless Assistant Act. We will enroll students who qualify for homeless/migrant services immediately and work to gather the required enrollment paperwork while the student remains enrolled in school. This student will undergo the same evaluation and consideration for academic support, Special Education, and ELL services as his/her peers. We will work with the family to ensure that the student has reliable transportation to and from school and will connect the family with support organizations in the immediate area.

(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.

Eagle is not providing distance education; hence this question 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.

⁵¹ "Student Residency Questionnaire Affidavit." *State Public Charter School Authority*, http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/SPCSA%20Residency%20Quest ionnaire.doc. Accessed 12 Dec. 2019

⁵² "Education of Homeless Children and Youth." *State of Nevada Department of Education,* www.doe.nv.gov/Homeless/Home/. Accessed 30 Dec. 2019

Eagle will focus on character development and school-wide Positive Behavioral Interventions and Supports (PBIS). Students will consistently practice the Eagle Pride behaviors and character traits. Student recognition is an essential part of development for the social and emotional side of the child. Daily, weekly, and monthly recognition is part of our fabric with expectations held high.

Social Emotional Learning (SEL)

We will incorporate Social Emotion Learning (SEL) into our regular instruction and goals. Our projected curriculum, Second Step, will be utilized for all students as we make a conscious effort to instill social-emotional skills. Building self-regulation and executive function skills allows our students to pay attention, remember directions, and better control their behavior. Students will continue to develop these skills as they mature, allowing them to make friends, manage emotions and solve problems.

Classroom teachers will lead Second Step classes once a week for 20-30 minutes and reinforce SEL development continuously. Social and emotional development is part of our academic routine, and developing these skills within the daily schedule for all students proactively equips teachers and students to be handle typical social/emotional challenges. We focus on learning from small disruptions and not allowing them to escalate unnecessarily, which is in the best interest of students, parents, and staff. Redirecting students can be a learning opportunity instead of simply resulting in student discipline or punishment. For students that require more intensive support, Eagle will hire at least one full time psychologist during its first year of operation. A counselor will be hired by year three with the specific focus of working with students on their 8th grade to High School transition.

Responsive Classroom and PBIS

Building on Second Step, Eagle teachers will receive extensive Professional Development in Responsive Classroom and PBIS strategies for building social skills and classroom cooperation. Classrooms begin the day on an upbeat and celebratory note with the Morning Meeting and conclude the day with a summary/reflection which helps set the stage for tomorrow. Responsive Classroom is a research-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate. It has been recognized by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as one of the most well-designed, evidence-based social and emotional learning programs. Center for Responsive Schools (CRS) offers Responsive Classroom on-site consulting services to schools and districts; workshops for educators in locations around the country; and numerous books, videos, and other resources for teachers and administrators.

(2) 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.

The culture building efforts during our incubation year will lay the groundwork for a strong culture on the first day of school. Specifically, home visits and parent orientation sessions will be beneficial toward building a strong relationship with our families. In order for these outreach efforts to be successful, we need to approach these opportunities as a chance to collaborate with families, listen to what excites and concerns them, and begin to build a relationship built on trust by demonstrating our unwavering commitment to the success of their student. While we will have the typical printed material and handbooks available, these in-person meetings are considerably more valuable when building these relationships. Various student orientation efforts will be organized before the start of school to help ease the transition. Students will have opportunities to meet their classmates and teachers and will be able to see their classroom before the first day of school. Eliminating some of the unknowns helps put students at ease and helps them acclimate and become comfortable. Once school begins, teachers will model expectations and students will practice procedures so that they can know what is expected of them and experience successes. Second Step, PBIS, and Responsive classroom are the heart of our strong culture.

Building a strong culture starts with hiring the correct team members. Our interview process works to identify teachers and administrators who are aligned with the mission of Eagle. People that are working toward a common goal with values that are aligned are going to build a strong culture. Open door policies, staff celebrations, and keeping our efforts focused on the simple question: "What's best for the student?" will keep our culture collaborative and supportive. We will have formal professional development on our mission, vision, and core values, and we will refer to them often.

Students that transfer mid-year have unique needs. We will have shadow opportunities and a buddy system so that students can tour the school in advance of enrolling and are paired with a buddy after enrolling. We will meet with each family individually before and after enrollment to help with the transition, discuss expectations, and answer questions. Students will be assessed as quickly as possible so that we can make sure they are receiving instruction at the proper level, and we will couple that information with a review of the student's record to ensure appropriate supports, modifications, and accommodations are in place as necessary.

(3) Please describe how you will evaluate 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.

A primary tool in measuring and improving culture comes from student, parent, staff, and shareholder surveys. Satisfaction goals will be established annually and success on these metrics will be an indicator of the success of the school principal and Governing Board. Beyond survey goals, high parent participation in optional events and few student discipline referrals are other measures that experience tells us are closely tied to school culture.

(4) 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.

As referenced throughout our proposal, Eagle is specifically committed to our students' social and emotional development. Our focus is on developing the "whole child" as evidenced by incorporating SEL curriculum into our daily instruction and considering it part of our core academic program. Our SEL curriculum will be complete with screeners, lessons, and opportunities for remedial and extension differentiation.

Additionally, our SEL curriculum will be incorporated within our MTSS framework. This framework will range from Tier 1 instruction which is provided to all students to Tier 3 intervention which includes individual behavior plans complete with weekly progress reports. As a part of our regular instruction and curriculum, parents will be updated on their students' SEL progress at the same frequency as core academic progress reports. Success in our SEL efforts can easily be measured by student progress and success in the curriculum, and is also measured by our discipline and attendance data.

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.

At the core of our discipline policy, Eagle reinforces positive behavior and ensures consequences are logical instead of punitive. Community building and positive reinforcement will be constantly practiced throughout our school day. Our student parent handbook will outline consequences for common disciplinary infractions. Additionally, in order to keep expectations aligned between students, parents, teachers, and administration, we also publish a chart of types of discipline that is typically handled in the classroom vs. issues that will result in a referral for the student.

Discipline Handled by Teachers/Staff

- Physical Aggression: Non-serious, but inappropriate physical contact that is not wanted by another & done in an unfriendly manner (such as bumping into others, kicking under the desk, or rough-housing)
- **Minor Theft:** Taking something of minimal value that can be easily replaced
- Minor Vandalism/Property Damage: Misuse of property and/or minor destruction resulting in damage that can be easily fixed (by student w/or w/o help)
- Teasing/Taunting: Name-calling, words or gestures that are used to make someone unhappy, but do not include serious threat or intimidation
- **Defiance/Disrespect:** Brief or low intensity failure to respond to adult requests
- **Disruption:** Behavior that interferes with the ability of others to engage in learning activities (such as talking out, moving out of area, and making noise)
- Inappropriate Language: Low intensity instance of profanity or rude language
- **Other:** Any other minor problem behaviors

Before referring students to the Pride Room for offenses listed above, Teacher/Staff will:

- 1. Have implemented and taught the schoolwide common expectations, procedures, and routines
- 2. Utilize intervention strategies to address/redirect/correct problem behaviors (such as choice/choice, choice/consequence)
- 3. Follow individual classroom management plan
- 4. Contact parent/legal guardians/legal guardians to problem-solve.

Discipline leading to PRIDE Room referral

- Fighting/Serious Physical Aggression: Actions involving serious physical contact where injury is intended or highly likely (such as two individuals exchanging blows that could result in serious injury) or contact of a sexual nature
- Theft: Student in possession of, having passed on, or being responsible for removing someone else's property that has significant value and cannot be easily replaced
- Vandalism/Property Damage: Student participates in an activity that results in substantial destruction or disfigurement of property: damage that cannot easily be fixed
- Harassment/Bullying: Student delivers sustained or intense, disrespectful messages (verbal or gesture) to another person that includes threats and intimidation, pictures or written notes
- **Defiance/Disrespect:** Refusal to follow directions, talking back and/or socially rude interactions that continue despite several interventions
- **Disruption:** Behavior causing serious interference in a class or activity that continues despite adult intervention. Disruption includes CONTINUOUS loud talking out of turn, yelling or screaming, noise with materials; horseplay/rough-housing, and/or SUSTAINED out-of-seat behavior.
- Abusive language: Words used to threaten/intend harm or profanity used to hurt another individual
- Inappropriate Language: Student continues to curse or use profanity despite adult intervention
- Other: Student engages in other major problem behaviors that do not fall within the above categories or behavior that escalates or continues despite repeated intervention strategies

Table 13. Behavior T Chart

A draft of Eagle's PBIS influenced tier disciplinary chart is included below.

Tier 1 – handled by classroom teachers; behavior is documented in writing; parent/guardian contact is optional at the Teacher's discretion					
Example of Behaviors	Responses/Approaches	Consequences			
1.1 Attendance (tardiness, excessive absences, unexcused absences) 1.2 Dress (out of uniform) 1.3 Disrespectful Behavior (walking away, talking back, false information, swearing, inappropriate gestures, derogatory written materials) 1.4 Disruptive (talking during lesson/activity, rude noises, leaving seat without permission, horseplay, throwing minor objects, false alarms), 1.5 Insubordination (refusal to work in class, refusal to participate in school alternatives, refusal to comply with direction or instruction), 1.6 Intimidation (harassing, teasing, instigating, minor threatening towards a peer) 1.7 Possession/Misuse of Personal Property (using toys in class, using cell phones and listening to music devices during school hours) 1.8 Improper Use of Technology (damaging computer software, accessing inappropriate websites), 1.9 Theft (of minor items such as toys brought to school by other students)	- Avoid power struggles - Refer back to classroom or school rules, ask the student to repeat the rule - Restate expectations and the expected behavior (model, engage in positive practice, or watch videos about expected behavior) - Redirect student - Sit the student in closer proximity to teacher or assistant, move them to a seat away from distracting student - Parent/legal guardian contact in writing or by phone - Track student behavior weekly or daily - In-class time out for an identified time - Loss of classroom privileges	- Behavior contract - Teacher/Parent/ legal guardian conference - In-school disciplinary action (exclusion from extracurricular activities, and/or written reflection, mediation, or similar actions of short duration minimizing the student's loss of academic instruction time) *Three consecutive offensives within same day or three continual days of a specific behavior may escalate to Tier 2			
Tier 2 – handled by classroom teachers with assistance from administration if needed; does not include removal from school; behavior must be documented in writing; parent/guardian is contacted					
Example of Behaviors	Responses/Approaches	Consequences			
2.1 Disruptive (excessive talking, refusing to remain in seat, throwing objects that may cause injury or damage property)	-Avoid power struggles - Redirect student	- Administrator/ parent/legal guardian conference			

- Reinforce

expectation/rules and

- 2.2 Disrespectful Behavior (continual walking away and talking back, directing profanity or obscene offensive gestures towards staff)
- 2.3 Intimidation/Threats to others (threatening behavior directed towards a staff member or adult of authority, inappropriate/threatening physical contact between students)
- 2.4 Insubordination (chronic refusal to follow staff direction or participate in school activities, refusal to serve detention, refusal to report to office, unauthorized presence in hallway during class time, running out of the classroom or other common space, unintentional injuries to others)
- 2.5 Improper use of Technology (using computer equipment without permission, intentional misuse of school equipment, accessing files/school information without permission)
- 2.6 Theft (possession of property less than \$250)
- 2.7 Documented pattern of persistent Tier 1 behavior

- provide student with clear, direct and concise consequences/options
- Speak to student oneon-one
- Take away privileges and unstructured time
- Parent/legal guardian contact in writing or by phone
- Track student behavior weekly or daily
- In-class time out for an identified time

- Temporary removal of student from classroom for less than 1 hour
- 1. Buddy Room (Try 1st)
- 2. Pride Room (Try 2nd)
- Action plan based on restorative justice + Behavior contract
- In-school disciplinary action exclusion from extracurricular activities, and/or written reflection, mediation, or similar actions of short duration minimizing the student's loss of academic instruction time)

Tier #3 Behaviors: - Generally handled by teacher or administrator depending on the situation and severity; Administrator involves support specialists (including Special Education team) when appropriate; Teacher/administrator must document behavior/resolution in writing; Administrator notifies guardian

3.1 Academic Dishonesty (cheating, altering report cards or notes) 3.2 Bullying/harassment (using severe humiliating and/or intimidating language/behavior including on the internet) 3.3 Abusive language (written or verbal use of slurs, based on actual or perceived race, color religion, national origin, sex, age, personal	es/Approaches edirection ary student	Consequences - Parent/legal guardian conference
report cards or notes) 3.2 Bullying/harassment (using severe humiliating and/or intimidating language/behavior including on the internet) 3.3 Abusive language (written or verbal use of slurs, based on actual or perceived race, color religion, national origin, sex, age, personal - Tempor removal for less than 1 and 2 and 3 and		
slurs, based on actual or perceived race, color religion, national origin, sex, age, personal 2. Pride	from classroom nan half of the	- Alternative assignment or academic penalty
identity, familial status, disability, and/or place of residence, including derogatory sexual language) restorative +Behavior - In-school	Room olan based on	- Out of school suspension for repeated offenses, (Second offense: one day out of school suspension, third offense: two days out of school suspension – in

harm to self or others, fighting where there is no injury or weapon)	and/or written reflection, mediation, or	accordance with AB 168)
3.5 Defiance/Disrespect (excessive lying to or giving misleading information to school staff, possession or distribution of obscene/pornographic material on school premises)	similar actions of short duration minimizing student's loss of academic instruction time)	
3.6 Inappropriate language (obscene and/or seriously offensive language or gestures)	- Parent/legal guardian contact in writing or by phone by administrator	
3.7 Disruption (verbal, written or physical threat to person/property, continuous talking out of turn, yelling, noise with materials;	- Administrator/student conference	
horseplay/rough-housing and/or sustained out of seat behavior when redirected)	- In-school suspension for. day for first time	
3.8 Theft (possession of stolen property more than \$250)	offense (with instructional work)	
3.9 Documented pattern of persistent Tier 2 behavior		

Tier 4 Behaviors: Handled by administrator and may include additional actions to support the student and stimulate corrective behaviors; Administrator documents incident; Administrator notified parent/guardian

Example of Behaviors	Responses/Approaches	Consequences
4.1 Fighting/Serious Physical Aggression (fighting which creates substantial risk of or results in injury to an individual, assault with a weapon)	- Action plan based on restorative justice + Parent/legal guardian conference	- In-school suspension for 1 day (with instructional work)
4.2 Harassment/Bullying (inciting other to violence or disruption, using an article that is not normally considered a weapon to intimidate or threaten another person)	- Seek administrator support to follow up on a case by case basis	- Out of school suspension for 1-3 days (in accordance with AB 168)
4.2 Theft/Property Damage/ (cause of major damage to another student's property, vandalizing school/staff property that cause disruption to the school environment)		- Expulsion (in accordance with AB 168)
4.5 Abusive language (continual/excessive written or verbal use of slurs based on actual or perceived race, color religion, national origin, sex, age, personal appearance, sexual orientation, gender identity, familial status, disability, and/or place of residence, including derogatory sexual language)		
4.6 Other offenses (any behavior/conduct including, but not limited to,		

possession/distribution of alcohol and/or drugs, gambling, arson, possession of knife, explosives/handgun, or other illegal conduct that causes disruption to the school operation or causes substantial harm to self or others)
4.7 Documented pattern of persistent Tier 3 behavior

Table 14. Disciplinary Chart.

(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.

In extreme cases and in accordance with AB 168, students may receive in-school suspension as well as suspensions that prevent the student from entering the school for a specified period of time. Students may be temporarily excluded from school/class for up to three days by the principal. A voluntary re-entry meeting with the appropriate Administrator will be offered to the parents/legal guardians at the time the student returns to the classroom. Longer periods of suspension need to be approved by the Governing Board (or Designee).

"Recommended Parent/Legal Guardian Shadowing" is offered as a preventive measure that may be taken as part of the plan of action based on restorative justice and prior to suspension/expulsion for significant misbehavior. The parent/legal guardian will be encouraged to accompany the child to school, and remain with the student during class, lunch, enrichment, etc. for a designated time determined by the principal.

Pursuant to NRS 392.4655, Eagle recognizes that suspension or expulsion from the school is the most severe disciplinary procedure that can be imposed on a child and will only consider it after all other disciplinary measures and procedures have been exhausted. Children, under parent/legal guardian representation, must be given due process in all disciplinary situations. A parent/legal guardian has the right to a conference with the principal regarding the reason(s) for suspending their child. Due process gives a parent/legal guardian/legal guardian has the right to appeal the principal's decision within three (3) days after the conference. All appeals must be made in writing to the principal (or Designee), and addressed to Eagle Public Charter School at the official address of record. The Board will review the determination in accordance with the procedure that is formally adopted by the Board.

(3) Describe the process for completing a plan of action based on restorative justice prior to engaging in suspension and/or expulsion proceedings as required under Assembly Bill 168 (2019).

Eagle will comply with Assembly Bill 168 and a plan of action will be developed prior to suspending and/or expelling a student whenever possible (i.e. safety and security are not compromised).

Eagle's approach to culture and discipline is proactive, positive, and restorative. It is not punitive. Setting aside violent or criminal behaviors that warrant immediate suspension/expulsion in order to protect the safety of our community, our discipline plan outlines many opportunities for students to own their accountability and make amends.

When appropriate and/or necessary, plans of action will be developed individually and will include the three key elements of restoration, reintegration, and support. The SPCSA has already provided templates that Eagle will use as reference examples. Once a significant or repeated discipline offense is identified, Eagle will convene the SST to ensure the plan is developed with input from teachers, administrators, support personnel and the parents/guardians. Specific disciplinary concerns will have provisions included, which may include a behavior plan. Many of the components in the action plan can be addressed during tiered MTSS behavior support and through extending our SEL curricular offerings for that student that are already in place.

If a student is in possession of a firearm or a dangerous weapon, the student will be immediately removed from school and is subject to a mandatory expulsion or placement in an appropriate, alternate school. An explanation for the school's actions and a description of pending proceedings will be provided to the student and parent/guardian as soon as possible.

- (4) Who will be responsible for implementing the school's discipline policy?

 Our principal, as the instructional leader of Eagle, is ultimately responsible for culture and discipline. A common expectation of the entire Eagle team is to embrace our positive, consistent discipline policy that is aligned with PBIS, Second Step, and Responsive Classroom. Teachers will practice these principles every day in their classrooms.
 - (5) 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?

Teachers, administration, and office staff will be responsible for various aspects of documentation and communication. Data that needs to be entered into the SIS will be done directly by the principal or his/her designee with express oversight. Discipline data will be reviewed on an individual student basis during the monthly data meetings and at the campus wide level as a measure of the success of our SEL program. Analyzing data will allow best practices to be shared and areas for growth identified and addressed. The principal reports data to the SPCSA and the Governing Board with assistance from the Chief Operating Officer, ECS, and other team members tasked with managing data.

(6) Describe the school's proposed parent grievance policy.

Eagle recognizes that a parent grievance policy is necessary, but we are committed to resolving disputes before the conflict escalates to that level whenever possible. Our Governing Board will adopt a formal process after the approval of our charter; we expect the process to include the following components.

- 1) Filing a grievance should be convenient for a parent; forms are readily available and available in English and Spanish.
- 2) The principal will first attempt to resolve the grievance. If the parent is not satisfied, then it is escalated to the Superintendent (if hired) and then the Governing Board. Response timelines will be clearly stated and shall be as quick as is reasonable.
- 3) The Governing Board may appoint a sub-committee to investigate the grievance. In that case, the committee will bring their recommendation to the full Governing Board for formal action.
- 4) The decision of the Governing Board will be final.
- (7) Discuss any required dress code or uniform policy.

Students are to wear the school uniform every day that school is in session unless otherwise specified. Each student will wear a polo shirt (colors are grade level dependent), khaki pants/shorts/skirts, and closed-toed shoes. Kindergarten students may wear denim instead of khaki. Skirts, skorts, or shorts must be knee length, and earrings larger than 1/2" in diameter are not permitted.

Plain polo shirts of the appropriate grade level color are acceptable, and select vendors will also sell uniform shirts/tops with the Eagle logo. If a student is not in uniform, the parent/legal guardian will receive a written notice and parents/legal guardians will be asked to bring the appropriate clothing. Families will be encouraged to contact the Family Engagement Coordinator if this policy provides a hardship for any reason.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

(1) As Attachment 3, provide 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.

Eagle's school calendar will closely mirror that of the local school district⁵³. We expect families will have students in multiple schools, so aligning the calendar and schedule to the local District is both convenient for the family and provides us sufficient opportunity to provide our students with a high quality education. Eagle does not anticipate seeking an alternative calendar, so the typical benchmarks will apply:

⁵³ "2020-2021 School Calendar for Students." *Clark County School District,* www.ccsd.net/district/calendar/pdf/2020-2021-school-calendar-students.pdf. Accessed 30 Dec. 2019

- 180+ instructional days (including waivers)
- 3+ contingency days added at the end of the year
- Maximum of 5 early dismissal days
- Instructional minutes aligned with or exceeding the requirements in NAC 387.131.

Assuming Eagle was opening in 2020-21, a draft of our school calendar is included in Attachment 3. The 2021-22 school calendar will again use CCSD's calendar as a baseline.

(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.

At minimum, Eagle recognizes that we must meet or exceed the limits defined in NAC 387.131 and provide the following amount of instruction per grade:

- Kindergarten 2 hours/day; 10 hours/week
- Grades 1 and 2 4 hours/day; 20 hours/week
- Grades 3, 4, 5, and 6 5 hours/day; 25 hours/week
- Grades 7 and 8 5.5 hours/day; 27.5 hours/week

Sample daily schedules are included below. These schedules exceed the limits defined in NAC 387.131, and adjustments may be made to best fit the needs of the school or students. For example, our daily schedule could be shifted slightly earlier or later to in response to a significant amount of parent feedback or local traffic demands. The personalized nature of our model may indicate that a student or a group of students would benefit from additional time in a certain core content area. We've exceeded the minimum expectations for all grade levels and we are confident that we can make these changes to best serve our students will still addressing all of the NVACS for all subjects.

Typical Elementary (K-5) Day

- Projected 8:30 3:30 (7 hours; 0 minutes)
- Less breakfast, lunch (45 minutes) = 6.25 hours of instructional time

Total # minutes	
100	ELA; including Writing
100	Math
50	Enrichment
35	2 nd Step (1x/week); Science (2x/week); Social Studies (2x/week)

45	Morning meeting, Pre-view material, Daily Reflection, Exit Tickets
45	Recess
45	Breakfast; lunch

Table 15. Typical allocation of minutes – Elementary School

Typical Middle School (6-8) Day

- Projected 8:30 3:30 (7 hours; 0 minutes)
- Less breakfast, lunch (45 minutes) = 6.25 hours of instructional time

Total # minutes	
45	ELA; Language Arts
45	ELA; Literature
45	Math
45	Math support/STEAM
45	Enrichment
45	Science
45	Social Studies
15	Homeroom/2 nd Step
45	Recess/Academic Support
45	Breakfast; lunch

Table 16. Typical allocation of minutes – Middle School

(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?

Our goal is 95% attendance across all grade levels and student subgroups. Establishing a culture of trust and support with both our students and parents is paramount to achieving that goal. We expect parents to notify us by 8:00am if their student will be absent and submit the written documentation explaining why the student needed to miss school that day. We will stress our expectations while working with families to understand obstacles that they may be facing. As supporting and advocating for our parents is one of our core supporting objectives, we will work with parents to overcome those obstacles. Teachers will initially collect attendance data each day; it will then be compiled and verified by the campus registrar. Parent outreach and other necessary follow-up will occur as soon as possible per the published Attendance Rubric.

While this rubric is subject to change to fit the needs of the school and reflect applicable law, a draft is included below.

	1st – 4th Tardy	5 th – 9 th Tardy	10 th – 14 th Tardy	15 th + Tardy*
Tardiness	Phone Call	Phone CallFormal Letter	 Phone Call Formal Letter Mandatory Attendance Meeting 	 Attendance SST initiated Tier 2 consequences
	1st – 4th ED	5 th – 9 th ED	10 th - 14 th ED	15+ ED*
Early Dismissal	Phone Call	Phone CallFormal Letter	 Phone Call Formal Letter Mandatory Attendance Meeting 	 Attendance SST initiated Tier 2 consequences
	1st – 4th EA	5 th – 9 th EA	10 th - 14 th EA	15+ EA*
Excused Absence	Phone Call	Phone CallFormal Letter	 Phone Call Formal Letter Mandatory Attendance Meeting 	Attendance SST initiatedTier 2 consequences
	1st Unexcused Absence	3rd Unexcused Absence	5th Unexcused Absence	10th Unexcused Absence*
Unexcused Absence	Phone Call	 Phone Call Formal Letter of Warning 	 Phone Call Formal Letter #2 Truancy Meeting Attendance SST initiated Attendance Contract signed 	

^{*}Note: Excessive truant issues are subject to the reporting and consequences as defined in NRS 392 and applicable laws and legislation. Eagle will review these requirements annually and work with our local law enforcement agency to address these issues as needed.

Table 17. Attendance Rubric

4. Operations Plan

BOARD GOVERNANCE

(1) Describe the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how the board will evaluate the success of the school and school leader; and how the board will ensure that there will be active and effective representation of key stakeholders, including parents.

Eagle Charter Schools of Nevada will be the Governing Board of Eagle NV charter school. The primary role of the Governing Board is the success of all aspects of the charter school. The Board is ultimately accountable and responsible for the fiscal, academic, and operational successes of Eagle including ensuring compliance with applicable local, state and federal requirements.

Through effective governance, the Board will ensure these responsibilities and metrics are met without actively managing the day to day operations. As an example, the Board will hire a 3rd party to conduct an independent audit annually and will ensure that the CMO and principal comply with all reporting requirements as dictated by the authorizer and the state of Nevada. Assuming Eagle engages ECS as our CMO, the school principal and ECS report directly to the Board, allowing for streamlined reporting and oversight on academics and operations.

Ensuring educational and operational success

During regularly scheduled Board meetings, the principal and CMO (with support from the COO) will provide academic, fiscal, and operational reports that are aligned with the goals previously defined. The COO will also actively manage a reporting calendar to ensure all reporting requirements are met. Student academic growth will be monitored, projected performance on the upcoming state assessment will be analyzed, and action plans will be proposed and reported on as necessary. ECS will provide updated fiscal reports including balance sheet and budget vs. actual.

Principal, COO, and CMO Evaluation

Annually, the Board is directly responsible for the evaluation of the school principal, COO and the CMO. As it deems necessary, the Board will also implement formal improvement plans and convene an Academic Committee, Finance Committee, or Operations Committee to establish interim academic, fiscal, or operational goals and assume a more active role in the management of the school if necessary. Student academic success and 100% compliance with reporting and regulations are the key metrics that the Board will consider and track. Evaluation criteria for all three direct reports are aligned to the goals established throughout this application. The CMO's goals are specifically captured as an Exhibit to the services agreement and will become effective once the agreement is approved (Attachment 21).

The principal will be evaluated against the academic, SEL, parent, stakeholder, and attendance goals as outlined in Tables 6, 7, and 8 as part of the "Driving For Results" subsection of the Academic Plan. The primary components of SPCSA's academic goals can be summarized as core academic proficiency, core academic growth, student attendance, and diversity of the student body. Each of these inputs are considered within the Nevada School Performance Framework and the Charter

School Performance Framework, and Eagle's goals have been established so that achieving said goals will result in scoring enough points to earn a "high performing" label via these frameworks.

Stakeholder representation

At capacity, the Board will have 5-9 members with diverse, professional backgrounds and a common mission aligned with the mission of Eagle. At minimum, the Board will have one member that is a parent of a currently enrolled student. The principal will include a parent/stakeholder update as a part of the regular report to the Board. Additionally, the Board may form Committees as it deems necessary; a "Parent/Stakeholder Outreach Committee" could be convened to represent stakeholders and ensure feedback is solicited and considered appropriately.

(2) Summarize the qualifications and experience of proposed members of the governing body of the school. Please identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. Additionally, please submit the requested board information in the provided Board Member Template (provide as Attachment 4).

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 2020-21 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board. NAC 388A.130(4):

A proposed sponsor may not accept an application from a committee to form a charter school whose membership includes:

- (a) A potential contractor of the proposed charter school;
- (b) A potential lessor of a facility that the proposed charter school may lease;
- (c) A representative of an educational management organization with which the proposed charter school may contract;
 - (d) A person related by blood or marriage to a person described in paragraph (a), (b) or (c); or
 - (e) Two or more persons who are related by blood or marriage to each other.

The Board Member Template has been provided at Attachment 4 as requested.

Below is a summary of qualifications for each of the Committee to Form members who are expected to transition to Governing Board Members. In accordance with its Bylaws, the Board membership may change to fit the needs of the school.

Jai Mallory has built her career on solving problems and bringing organizations into compliance with government and accounting regulations and best practices. She has worked with Eagle Academy Public Charter School since 2005, including the last nine years as Director of Business Operations and Facilities. Over that time period she has seen the school grow from serving 300 students to 920. She has also managed construction projects including a new \$9 million energy-efficient campus in the Fairlawn neighborhood, and also a \$20 million campus in the Congress Heights neighborhood of Washington, D.C., with a state-of-the-art \$1 million kitchen that serves breakfast, lunch and dinner at no cost to students.

Fatima Cotton is a Special Education teacher with a significant amount of experience working with students with autism. She has taught special education for the last five years and is nearly

completed with her second Master's degree. Her education, experience and knowledge of working with students with special needs, background in Human Resources, and extensive ties to community groups through volunteering will be tremendous assets to the development of the school.

Monica Johnson is a potential future parent of an Eagle student. She is currently studying education and UNLV and brings first-hand experience and knowledge as a student and parent in the Clark County School District. Her current role as a Special Event and Group coordinator is a direct connection to countless community groups and she previously worked in the Business Office for Eagle Academy.

Mary Scott became an educator after a successful first career as an accountant. Transitioning from the classroom to administration, Scott now has 20 years of experience as a Vice Principal; 16 years of which have been in Clark County School District. She has extensive experience in Title 1 schools and developed the ELL program that is currently being successfully implemented at her campus. Over her career, she's presented on a variety of topics from school improvement to launching a new school. She has experience as a Board Member, has written and managed a variety of grants, has a Masters in Educational Administration and a Doctorate in Education Psychology. Scott's incredible background, education, and experience are a true asset for any public school.

Although Dr. Joe Smith is expressly not a member of the Committee to Form and will not be on the Governing Board, the SPCSA has encouraged us to include his experience throughout the application. Dr. Smith has operated Eagle Academy in Washington D.C. since 2003. Eagle Academy schools serve a 100% at-risk population and have performed well on state administered exams. Dr. Smith's prior experience as a professor allow him to work with a number of urban school districts in which he designed and directed very successful educational programs for at-risk students.

(3) Provide, as Attachment 5, a completed, signed, and notarized 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.

Attachment 5 has been provided as requested. Additionally, a Board Member Information Sheet for Nick Fleege has been included as requested in the downloaded template.

A summary of qualifications for our "Committee to Form" in accordance with NRS 388A.240 is included below.

Committee to Form Member	Role	Alignment to NRS 388A.240
Jai Mallory	Proposed Board Member; COO	Financial/Accounting expertise
Fatima Cotton	Proposed Board Member	Teacher
Monica Johnson	Proposed Board Member	Parent

Mary Scott	Proposed Board Member	Administration; Governance
Nick Fleege	Committee to Form (not expected to continue to Governing Board)	Experience specific to Charter School Accounting and Human Resources

Table 18. Proposed Committee to Form membership Qualifications

(4) If the current Committee to Form does not include the full founding board, explain how and when the additional board members will be identified.

Upon approval of the charter, the Committee to Form will transition to the Governing Board. Future members will be identified to replace Fleege, who is not local to Clark County but will serve on the Governing Board until a qualified replacement member is selected, and Mallory, who will transition off of the Governing Board before becoming an employee of the school. At least one of these openings will be filled by a member with significant financial experience.

Throughout the application process, the Committee to Form has been evaluating potential Board members experienced in law, finance and accounting; additional candidates will continue to be identified by developing relationships with local businesses and banks. As the most recent example, on December 9th an Assistant Vice President of a local bank expressed interest in serving on Eagle's Governing Board. This potential member, along with any other nominees, can be suggested at any meeting and will be acted on once the Committee to Form transitions to the Governing Board (approval of the charter). We expect to replace both Fleege and Mallory with qualified members before April 1st, 2021.

In accordance with NRS388A.240, our Governing Board will always have a minimum of one parent member. After initial student registration is complete, parents will be invited to nominate themselves or other parents for a Board position. The school principal and Governing Board will collectively work with the Parent Teacher Organization (PTO) to fully explain the duties and responsibilities of a Board member, and this Board position will then be filled per the process as outlined in the Board's governing docs.

(5) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 6, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

The Governing Board's Conflict of Interest policy will include a questionnaire that would identify real or potential conflicts of interest. Board members will recuse themselves from acting on any resolutions in which there is a real or potential conflict of interest. Specific provisions in the policies include:

- Members must represent unconflicted loyalty to the interests of Eagle Charter Schools, NV
- Members must avoid conflicts of interest with respect of their fiduciary responsibility
- Members may not attempt to exercise individual authority over Eagle Charter Schools, NV

Attachment 6 has been uploaded as requested; a draft Code of Conduct policy has been included to supplement the other documents.

(6) 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. If these relationships pertain to members of the committee to form, this information should match the committee to form disclosures.

There are no current, actual conflicts of interest with any of the proposed Governing Board members. As our incoming COO and Board Member, Jai Mallory could have a perceived conflict of interest but will recuse herself on any/all matters that are related to her future employment and will transition off of the Governing Board before being an employee of the school.

Board Members will update their Conflict of Interest questionnaire annually. Should an actual conflict of interest arise, Board Members will recuse themselves from acting on any related resolutions. If the conflict of interest is a substantial risk or obstacle in the Board's collective opinion, the conflicted Board Member will be removed from the Board.

Perceived conflicts of interest will be thoroughly and transparently discussed, investigated as necessary, and documented. If the Board determines the perceived conflict of interest is an actual conflict, then the Board's policy for actual conflicts of interest applies.

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

The Governing Board membership is expected to initially be composed of four of the five members of the Committee to Form. During the application review process, prospective Board Members will be identified, with specific focus on members with experience in school administration, law, or local business. Beyond these initial efforts, the Board will regularly evaluate its membership and may update the size and composition of the Board to best fit the needs of Eagle.

In additional to the initial Board training on Carver Governance, the Governing Board will also receive ongoing professional development and training. This will internally increase capacity by developing a Board is this continuously reflecting, improving, and adopting best practices.

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

The Governing Board for Eagle will collectively train on Carver Governance as presented by Miriam Carver or one of her verified trainers. All Board members will participate in this day long training

and in the several meetings that follow. These trainings are individualized to the needs and experience of Governing Boards, but will typically include the following topics:

- Overview of Policy Governance
- Defining the role of the Governing Board
- Mission/Vision overview
- Goal Setting
- Policy creation; freedom within expanding limits

This initial, comprehensive training will take place during the incubation year and will culminate with the tools needed to hone the Board's mission and create Board policies and procedures. The Board will also refer to the "User's Guide to Fiscal Oversight" produced by the National Charter School Resource Center to provide a reference of strong governance best practices and additional checklists to ensure sufficient goals, policies, and procedures are in place. Annually, the Governing Board will continue training via seminars, live trainers, or by reading and implementing one of the many books available on Policy Governance. The Board will take these opportunities to orient new Members, self-evaluate, and review policies on an ongoing basis.

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

The principal, Chief Operating Officer (COO) and CMO report directly to the Governing Board; all instructional staff report to the principal and all operational staff report to the COO. The principal and COO (with support from the CMO) will produce regular reports as determined by the Board. A draft reporting schedule is included below. This assumes the Board meets monthly; should the Board meeting calendar be adjusted, the reporting frequency will be adjusted accordingly. Should the Board determine it needs to meet less frequently, these reports will still be produced and distributed at least as often as shown below.

Report	Frequency	Staff Member Responsible
Academic – Progress Monitoring	Monthly	Principal
Academic – NWEA Growth (current year)	Bi-annually – aligned with NWEA-MAP administration	Principal

⁵⁴ "Fiscal Oversight Toolkit – Boards." National Charter School Resource Center, https://charterschoolcenter.ed.gov/sites/default/files/Fiscal%20Oversight%20Toolkit%20-%20Boards%20(1).pdf. Accessed 6 Jan 2020

	(the August administration of the NWEA MAP will be reported on separately)	
Academic – SBAC	Annually – aligned with State's release of results	Principal
Stakeholder satisfaction (surveys)	Bi-annually	Principal
Enrollment/Attendance/ Attrition/Retention	Monthly	Principal
Operating Budget	Monthly	COO (with support from CMO)
Budget vs. Actual	Monthly	COO (with support from CMO)
Projected Performance Framework score	Monthly	Principal&COO (with support from CMO)
Balance Sheet	Monthly	COO (with support from CMO)
5 year projected budget	Annually	COO (with support from CMO); in consult with Finance Committee

Table 19. Staffing reporting schedule to the Governing Board

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

The Governing Board will most often address issues with "the board as a whole", but will also create Committees as it deems necessary. Typically, Committee will be tasked with presenting a recommendation to the full Board for action. Expected Committees are included below:

• Academic Committee

The Academic Committee is responsible for developing the academic goals of Eagle and, as necessary, will receive and review interim academic reports in advance of them being presented to the entire Governing Board. If academic performance is insufficient, the Academic Committee will work with the principal and CMO on the targeted improvement plan. This committee will be formed by Board Members with backgrounds in education and data analysis. As necessary, the Committee with work through the principal to gather additional feedback from teachers, parents and students on academic progress and goals.

Financial Committee

The Financial Committee oversees the fiscal health of the school. The Committee works with ECS and the COO to review draft budgets and reports before they are presented to the

Board. The Financial Committee consists of the Treasurer, COO, and other Board members with backgrounds in operations, finance, or small business management.

Facilities Committee

The Facilities Committee is expected to be formed when significant facility projects are expected. This committee is responsible for identifying, acquiring, constructing, and improving school campuses as needed; much of this "leg work" is expected to be tasked to ECS per the services agreement. As dictated by Board policy, ECS would report to the Committee and the Committee will typically make recommendations to the Board in terms of the purchase of real property, selection of contractors, and other real property considerations. The COO will chair this committee and Committee members should have experience in real estate, construction, financing, and/or operations.

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

Eagle recognizes that a parent grievance policy is necessary, but we are committed to resolving disputes before the conflict escalates to that level whenever possible. Our Governing Board will adopt a formal process after the approval of our charter; we expect the process to include the following components.

- 1) Filing a grievance should be convenient for a parent; forms are readily available and available in English and Spanish.
- 2) The principal will first attempt to resolve the grievance, if the parent is not satisfied, then it is escalated to the Superintendent (once hired) and then to the governing Board. Response timelines will be clearly stated and shall be as quick as is reasonable.
- 3) The Board may appoint a sub-committee to investigate the grievance. In that case, the committee will bring their recommendation to the full governing board for formal action.
- 4) The decision of the Board will be final.
 - (12) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. You may add rows as appropriate. What actions would trigger removal from the board and under what process?

The Bylaws for the Governing Board will govern how Board members are elected and removed from their positions. As shown in the draft Bylaws in Attachment 6, "An elected Trustee may be removed with cause at any time by a majority vote of the Board, provided that such action is taken at a meeting of the Board called expressly for that purpose."

The Board will codify goals for the Board as a whole and for individual members. The majority of these goals have been drafted in the "Driving for Results" portion of this application. The goals below are grouped into the following three categories:

Academic Success

Ultimately, the mission of Eagle is to build a foundation for a promising future for all students. At

the core of this mission, student academic success is the ultimate purpose of the complementary governing and managing pieces of Eagle.

Financial Health of the Organizations

As fiduciaries, the Board is responsible for ensuring all fiscal considerations, including budgets, process, and procedures, are developed and monitored for success. Key measures included below were taken from the SPCSA's Financial Performance Framework; Eagle will continue to use document, as updated, as our primary tool for establishing financial goals.

Member specific goals

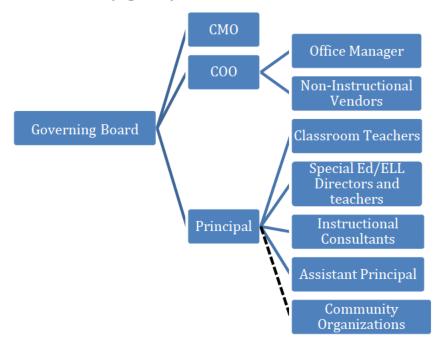
Board Members are active, invested stakeholders who are committed to dedicating their time, energy and resources to fulfill the mission of Eagle.

Goal	Outcome Measure
Board – Academic Success	• 100% of Academic Goals are achieved (See Tables 6, 7, & 8)
Board – Financial	 Annually, the external audit will be completed on time and without significant findings Current Ratio >1.1 Unrestricted days cash on hand is > 15, 30, 60 for years 1, 2, and 3+ respectively Debt to Asset ratio is <.9 Coverage Ratio (debt or lease as appropriate) is >1.1
Board Member specific	 10 hours/year of professional development 75%+ meeting attendance 5+ hours/month spent at the school/school sponsored events 100% of Members make a financial donation

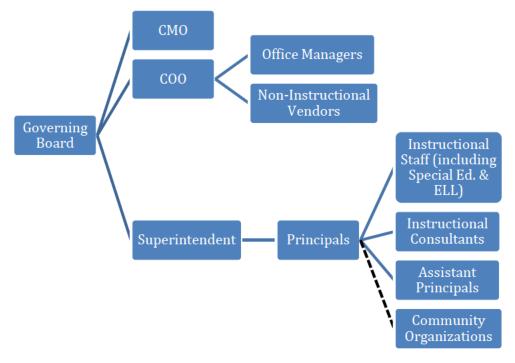
Table 20. Governing Board goals

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 Organizational Chart: Year 1 (Figure 4)



Organizational Chart: At capacity with multiple campuses (Figure 5)



- (b) Job descriptions for each leadership role (provide as Attachment 7) Job descriptions for all leadership and instructional positions projected for year 1 have been provided in Attachment 7. At capacity, we anticipate the Board may want to hire a Superintendent in order to streamline the reporting structure and support the principals; the job description for this position will be drafted if and when it is deemed necessary.
 - (c) Resumes of all current leadership (provide as Attachment 8). 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 school which wishes to open in the 2021-22 school year.

Resumes for Joe Smith (CEO of ECS) and Eduardo Trigueros, Jr. (incoming Director of IT) have been provided as requested in Attachment 8; Jai Mallory's resume was uploaded in Attachment 7.

Once ECS's services agreement is approved, the Governing Board and ECS will work together to identify an incoming principal. ECS has successfully utilized nationwide search firms for school administrators, including Advocate Staffing and K12 Recruitment Group, and we expect to engage similar firms as necessary. As candidates are identified, ECS will initially evaluate them to ensure candidates are capable, proven, and fit within the Eagle culture. The Nevada Governing Board and ECS will conduct joint interviews for top candidates. ECS will provide recommendations, but ultimately the Governing Board is responsible for identifying the Principal.

The team's collective experience in hiring, training, and working alongside successful principals will ensure that the search finds a qualified candidate who can motivate others, build a positive culture, use data to improve performance, build community relations, and offer professional development on great teaching. The successful candidate may be a past or current employee of Eagle Academy.

(d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 9)

Eagle NV is partnering with ECS to implement the educational model which is a close replication of Eagle Academy in Washington, D.C. Eagle Academy's recent academic performance has been uploaded as Attachment 9.

(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.

As Eagle Academy's founder and Director of Business Management respectively, Dr. Smith (CEO of ECS) and Jai Mallory (incoming COO) have a combined 30+ years of experience in implementing all aspects of Eagle Academy's school model. Beyond his experience in Founding Eagle Academy, Dr. Smith has specifically demonstrated additional capacity in each of these areas as he has previously served as a consultant utilizing his research and skills to enhance instructional programs and performance with 27 school districts, helped develop 21 public charter and private schools, and has consulted with a number of corporations. His research has been published in *Educational Leadership*, the *Peabody Journal of Education*, *National Association of Secondary School Principals Bulletin*, *Principal* (Elementary Principal's Association journal), and *Phi Delta Kappan*.

Jai Mallory (incoming COO and prospective Governing Board Member) was the Accounting Manager for ACS Business and Accounting prior to joining Eagle Academy. Beyond her 14 years of experience with Eagle Academy, her prior professional career adds additional capacity in performance management and operations.

E.J. Trigueros, Jr. (incoming Director of IT) has been with Eagle Academy for 7 years and supports operations, curriculum and instruction as an expert in selecting technology and educational software for children.

Monica Johnson (prospective Governing Board Member) brings specific capacity in curriculum, instruction, assessment, and community engagement through her studies in early elementary education and her professional experience as an event coordinator.

Fatima Cotton (prospective Governing Board Member) brings an incredible collection of experience and education. As a former police officer and current Special Education teacher with a PhD in Conflict Analysis and Resolution, she is uniquely positioned to support our students and parents who are in the greatest need, engage the community, and support students with special needs.

Mary Scott (prospective Governing Board Member) has over a decade of experience in accounting and twenty years of experience as an Assistant Principal; sixteen years of which have been in Clark County. This most recent experience alone has provided her with the tools and ability to successfully implement school design in the areas of leadership, governance, curriculum, instruction, assessment, family engagement, success with at risk students, and performance management. Her breadth and depth of knowledge both of public education and of the community itself are tremendous assets to the Governing Board.

(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 10).

As part of the proposed services agreement, the CMO is responsible for coaching and training the principal on behalf of the local Superintendent (if hired) and the Eagle Governing Board. We believe professional development, like student instruction, is most effective when it is personalized to the individual. Based on the principal's background and experience, initial professional development will be recommended or required as appropriate. Draft initial training objectives are included below, with the ultimate deliverable of the principal producing a plan of action that outlines the first day, week, and month of the school year.

The new principal....

- 1. is hired early so that she can visit classrooms at each grade level at an existing Eagle campus. (COVID considerations could impact how this materializes in the near term) The principal is specifically focused on culture, instructional techniques, and curriculum.
- 2. works with the CEO of ECS to review the entire instructional program. Another key take away is for the new principal to understand what resources are available throughout the Eagle network and how to access them to improve student performance.
- 3. meets with existing principals to discuss culture, community, restorative justice, and how to support high quality instruction. This includes introducing how to utilize the ability to review lessons remotely in real time (or within one week unless specifically saved permanently).
- 4. works with ECS' Director of Research, Assessment, and Evaluation to fully understand the role of data in making educational decisions at Eagle. The new principal will learn how to access, interact with, and evaluate both current and historical data.
- 5. trains on the academic and performance goals included in Tables 6, 7, and 8, including how scores for the Nevada School Performance Framework and SPCSA Performance Framework are calculated pursuant to these goals. The principal's measure of success will primarily be measured against these goals as they will comprise the majority of the principal's annual evaluation.
- 6. works with ECS' early childhood and MTSS specialists to fully understand their role and the resources and support available.
- 7. meets with any/all staff that have already been identified to build relationships, understand roles and expectations, etc. This may include, but is not limited to, our Directors of Special Education and ELL students, office staff, and support staff.
- 8. meets with the CEO of ECS and Deputy CEO for Education to resolve any questions or issues and discusses their plan of action for the first month of school.

Once the school year begins, the Governing Board (or designee) will evaluate the principal on an ongoing basis and work with the principal on training, mentoring, and other professional development as would be beneficial. The competencies used for school leader selection are captured in the job description for principal (Attachment 7), and the competencies used for school

leader evaluation are uploaded as Attachment 12. The Governing Board will utilize Attachment 12, or a similar evaluation tool, when analyzing the principal's performance annually.

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

The principal is ultimately responsible for the recruitment, hiring, development and retention of highly effective staff. The principal will form a committee of people with teaching experience to help select appropriate teachers and other instructional staff for the school. The principal will make the final selection of staff in consultation with ECS staff.

Recruitment

With administrative and CMO support, the principal will develop job descriptions and approve job postings. The principal will coordinate and oversee efforts that utilize traditional marketing opportunities, social media, career fairs, community partners, local colleges, and other resources necessary to inform highly qualified prospective team members about the campus. Clear expectations and timely, professional communication are standards that will be staples in this process.

Hiring

As prospective staff members are identified as initially qualified, the principal will supervise the hiring process. This is subject to the principal's professional judgement, but the process will typically include opportunities for candidates to submit written responses, teach a demonstration lesson, and participate in a live interview with the principal and other staff members.

Development

Professional development is an ongoing, personalized, and conscious effort to ensure all staff members are continuing to improve. The principal will deliver the PD when appropriate, and will often identify 3rd part experts to train the staff during the summer training and ongoing training. A specific focus on the effective use of data will be present.

Retention

Numerous articles and surveys tell us that people leave managers, they don't leave companies. The principal is responsible for developing a positive, supportive school culture for the staff. This, coupled with an open door policy, demonstrated student success, and equitable compensation are key components to retaining highly effective staff.

(5) Explain your school leader's role in providing instructional guidance and school culture guidance. What role will other members of the leadership team play in providing instructional guidance and school culture guidance?

Instructional Guidance

The principal is ultimately responsible for ensuring the academic success of the school. In practice,

this means that the principal is establishing academic goals, monitoring academic achievement data, and providing or coordinating professional development with significant support from ECS. Combining robust analysis of student data, formal and informal classroom observations, and stakeholder surveys allows the principal to determine which adjustments and trainings are necessary to continuously improve the academic success of each student.

School Culture Guidance

Developing a strong school culture goes hand in hand with academic success. Clear goals and expectations, a supportive learning environment, restorative consequences, and reinforcing positive behavior are traits that build a strong relationships with individual students and a positive culture in the classroom, throughout the school, and across the community. Specific attention to positive outreach to families, celebrating successes, and intentional community partnerships are all the responsibilities of the principal. The entire team participates in these culture building activities, but the principal oversees the process and constantly monitors and adjusts as needed.

The principal is the academic leader of the campus, so the leadership team works to support the principal in this capacity. The specific tasks are subject to change based on the needs of the principal and the campus. The leadership team will be delegated a range of tasks from student discipline to parent outreach to data analysis with the common expectation of working together and demonstrating and reinforcing a positive, supportive culture.

STAFFING

(1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. Applicants which propose to grow their schools to multiple campuses based on the school's academic performance 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.

Three Tables are included below. The first table, "Proposed New School" projects our K-5 school growing alone to a K-8 school with no other schools in our network. The second table, "Network", is the proposed expansion track with four elementary schools feeding one middle school. The third table, "CMO Staffing", shows the projected staff positions for ECS.

Proposed New School

The staffing structure below contemplates our K-5 school growing to a K-8 school. Specific to our Special Education students, ELL students, and SEL program, minimum staffing projections for year 1 are summarized below. With a projected net surplus of >\$500,000 (including reserves), Eagle has the capacity to increase staffing in areas pending the needs of our student population.

• Special Education – Hiring at least 3 certified special education teachers in year 1 allows case sizes to be manageable (projected 30) and allows Eagle to offer both push in and pull out services as referenced throughout the application.

- ELL Hiring at least 3 TESL certified staff members in year 1 supports our projected ELL student population (projected at 30%) by allowing Eagle to offer the push in, pull out, and co-teacher supports referenced throughout.
- SEL considerations Incorporating Second Step into our academic program involves social
 and emotional learning throughout the academic program. This equips Eagle's teachers to
 reinforce positive behavior, develop growth and maturity in our students, and redirect most
 potentially disruptive situations into learning experiences for the student or the class as a
 whole. At least one full time psychologist will be hiring in year 1 to support the students
 with the greatest need for support.

As depicted in the next section, we plan on opening multiple elementary schools feeding one middle school in the coming years; in that scenario the out years in this chart would be impacted once a dedicated middle school campus is opened.

Year	21-22	22-23	23-24	24-25	25-26	26-27
School Staff						
Principals	1	1	1	1	1	1
Assistant Principals	1	2	2	2	2	2
Add'l School Leadership Position 1	1	1	1	1	1	1
[COO]						
Classroom Teachers (Core Subjects)	24	28	32	36	36	36
Classroom Teachers (Specials)	3	4	8	8	8	8
Special Education Teachers	3	4	4	5	5	5
ELL/TESOL Teachers/Reading Specialists	3	3	4	4	4	4
Student Support (Psychologist)	1	1	1	1	1	1
Student Support (Nurse)	1	1	1	1	1	1
Student Support (Counselor)			1	1	1	1
Teacher Aides and Assistants	1	1	1	1	1	1
School Operations Support Staff	2	2	2	2	2	2
IT Director	1	1	1	1	1	1
Total FTEs at School	42	49	59	64	64	64

Table 21. Staffing projections in single campus model

Network

Ye	ar	21-22	22-23	23-24	24-25	25-26	26-27
Number of elementary schools		1	1	2	3	4	4
Number of middle schools					1	1	1
Number of high schools		0	0	0	0	0	0
Total schools		1	1	2	4	5	5
Student enrollment		648	756	1512	2376	3240	3564
Elementary School Staff							

Principals	1	1	2	3	4	4
Assistant Principals	1	2	3	3	4	4
C00	1	1	1	1	1	1
Superintendent	0	0	1	1	1	1
Classroom Teachers (Core Subjects)	24	28	56	72	96	96
Classroom Teachers (Specials)	3	4	12	12	16	16
Special Education Teachers	3	4	7	9	12	12
ELL/TESOL Teachers/Reading Specialists	3	3	7	9	12	12
Student Support (Psychologist)	1	1	2	3	4	4
Student Support (Nurse)	1	1	2	3	4	4
Student Support (Counselor)			2	3	4	4
Teacher Aides and Assistants	1	1	2	3	4	4
School Operations Support Staff	2	2	4	6	8	8
IT Director	1	1	2	3	4	4
Total FTEs at Elementary Schools	42	49	103	131	174	174
Middle School Staff						
Principals				1	1	1
				1 1	1 2	1 2
Principals						_
Principals Assistant Principals				1	2	2
Principals Assistant Principals Classroom Teachers (Core Subjects)				1 16	2 24	2 36
Principals Assistant Principals Classroom Teachers (Core Subjects) Classroom Teachers (Specials)				1 16 4	2 24 7	2 36 9
Principals Assistant Principals Classroom Teachers (Core Subjects) Classroom Teachers (Specials) Special Education Teachers				1 16 4 2	2 24 7 3	2 36 9 5
Principals Assistant Principals Classroom Teachers (Core Subjects) Classroom Teachers (Specials) Special Education Teachers ELL/TESOL Teachers/Reading Specialists				1 16 4 2 2	2 24 7 3 2	2 36 9 5 3
Principals Assistant Principals Classroom Teachers (Core Subjects) Classroom Teachers (Specials) Special Education Teachers ELL/TESOL Teachers/Reading Specialists Student Support (Psychologist)				1 16 4 2 2 1	2 24 7 3 2	2 36 9 5 3
Principals Assistant Principals Classroom Teachers (Core Subjects) Classroom Teachers (Specials) Special Education Teachers ELL/TESOL Teachers/Reading Specialists Student Support (Psychologist) Student Support (Nurse)				1 16 4 2 2 1 1	2 24 7 3 2 1	2 36 9 5 3 1
Principals Assistant Principals Classroom Teachers (Core Subjects) Classroom Teachers (Specials) Special Education Teachers ELL/TESOL Teachers/Reading Specialists Student Support (Psychologist) Student Support (Nurse) Student Support (Counselor)				1 16 4 2 2 1 1	2 24 7 3 2 1 1	2 36 9 5 3 1 1
Principals Assistant Principals Classroom Teachers (Core Subjects) Classroom Teachers (Specials) Special Education Teachers ELL/TESOL Teachers/Reading Specialists Student Support (Psychologist) Student Support (Nurse) Student Support (Counselor) Teacher Aides and Assistants				1 16 4 2 2 1 1 1	2 24 7 3 2 1 1 1	2 36 9 5 3 1 1 1
Principals Assistant Principals Classroom Teachers (Core Subjects) Classroom Teachers (Specials) Special Education Teachers ELL/TESOL Teachers/Reading Specialists Student Support (Psychologist) Student Support (Nurse) Student Support (Counselor) Teacher Aides and Assistants School Operations Support Staff				1 16 4 2 2 1 1 1 1 2	2 24 7 3 2 1 1 1 1 2	2 36 9 5 3 1 1 1 1 2

Table 22. Staffing projections for multiple campus model

СМО

Year	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27			
EMO/CMO Organization Positions									
Chief Executive Officer	1	1	1	1	1	1			
Chief Operations Officer	1	1	1	1	1	1			
Director of Educational	1	1	1	1	1	1			
Support	1	1	1	1	1	1			
Chief Financial Officer	1	1	1	1	1	1			
IT Director	1	1	1	1	1	1			
Controller	1	1	1	1	1	1			
Business Manager	1	1	1	1	1	1			

Nevada Regional Director Of Schools				1	1	1
Total CMO staff members	7	7	7	8	8	8

Table 23. CMO Staffing

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.

Eagle's target timeline for hiring teachers is February – June of the preceding school year. Key selection criteria are detailed in the job descriptions uploaded as Attachment 7. The critically important factors are identifying staff members who are aligned with the mission and vision of Eagle, are committed to contributing to a strong and supportive culture, and are capable of performing their job exceptionally well. Preferred qualifications (special considerations) include teachers who are bilingual, have experience teaching students with special needs, have experience teaching ELL students, have experience working in a low income community, and have additional education or experience in early childhood education. As detailed in question 5 below, our hiring process is expected to include:

- Develop and post job openings
- Screen resumes
- Phone Interview
- Demonstration lesson
- Team Interview
- Reference and Background check
- Offer letter
- (2) Describe your plan to recruit and hire teachers/staff who are representative of your student body.

Similar to our student recruitment efforts, we will ensure that we promote staff opportunities in low income communities and throughout the immediate neighborhood of our campus. We will promote job openings through our students, families, and stakeholders, and will advertise in English and Spanish as appropriate. Ultimately, the most qualified candidate, regardless of race of economic background, will earn any open position.

(3) List the proposed school's salary ranges and employment benefits for each employee, 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.

Salary Ranges and benefits

Eagle projects our salaries to be competitive with the local market. Eagle anticipates a mean classroom teacher salary (inclusive of bonuses) of \$45,000; this is expected to range from \$42,000 to \$50,000 and will be dependent on experience and market need. We expect our specialized staff

(ELL, Special Education, Therapists) to have salaries that range from \$48,000 to \$55,000. Our office staff is projected at \$35,000; IT Director at \$65,000; nurse at \$42,000; counselor at \$45,000; vice principal at \$65,000; principal at \$90,000, COO at \$120,000, and part time staff at \$20/hr. Salaries are tied to inflation; projected at 3%. Eagle projects covering \$4500 worth of medical premium per employee and has budgeted for FICA, unemployment insurance, and state retirement as appropriate. High performing teachers will receive a retention bonus ranging from \$300 to \$1,500 each year as judged by the principal, test scores, and the EMO recommendations.

Retaining high-performing teachers

Eagle will offer a competitive salary and a positive school climate and culture. By implementing a thorough and transparent hiring process, we will position ourselves to build a team with a common commitment to our mission. Teachers will be offered professional development and leadership opportunities; the best staff members are typically looking to continuously grow and improve, and Eagle will encourage and support that continued development. A bonus system as described above will be made available as well.

(4) Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.

While typical class sizes will range from 24-28 students, in practice our differentiating instructional techniques will center on small group, personalized instruction. Our teacher⁵⁵ to student ratio is 1:18; our adult⁵⁶ to student ratio is 15:1.

(5) State the procedures - including the individual responsible for each step - for hiring and dismissing school personnel, including conducting criminal background checks.

Hiring Process

- I. Develop and post job descriptions and openings
 - At the direction of the principal, the Human Resources Team (proposed to be ECS) will execute these postings as part of the services agreement. Local connections will be leveraged to promote our openings throughout the community and job postings will be promoted to our interested and enrolled families. Typical online tools will be used including Indeed, LinkedIn and the social media platforms. This step may also utilize career fairs, college connections, and other community resources to identify qualified candidates.
- II. Screen resumes for qualified candidates

⁵⁵ "SPED/ELL Teachers, Counselors" + "Grade Level Teachers" as defined in the budget workbook

⁵⁶ As measured by "FTE – Total". This does not include part time and contracted staff which will significantly lower the ratio.

 The Human Resources team (or designee) will screen resumes and notify candidates that do not meet the posted requirements that their resume is not under further consideration.

III. Phone interview

A member of the hiring team will conduct a phone interview. This preliminary
interview is to confirm the job expectations and give the applicant the opportunity
to demonstrate alignment with Eagle's mission and vision. Candidates that do not
demonstrate alignment with Eagle's mission or do not appear to meet job
expectations will be notified that their resume is not under further consideration.

IV. Demonstration lesson (if applicable) complete with an opportunity for written responses

• Instructional staff will be given the opportunity to teach a 20-30 minute demonstration lesson to students or submit a recorded demonstration lesson from a classroom setting; this may occur during the regular school day or may occur outside of school hours with student volunteers. Applicants will be scored via an abbreviated rubric built on Danielson's framework. The highest scoring applicants will be invited for a team interview; applicants that score below the minimum threshold will be notified that they are no longer under consideration at this time, but we ask permission to contact them directly if a position that better meets their strength becomes available.

V. Team interview

• The principal and other instructional staff will conduct a team interview. There will be standard questions that are asked of all applicants and questions that are unique to each candidate based on their background and experience.

VI. Reference and background check

Eagle will conduct background checks and screens in accordance with NRS 391.033 and other applicable law. Prospective employees who do not have a valid Nevada Teaching Credential will be required to obtain a background check as required through the Nevada Department of Public Safety. Annually, both our HR provider and the COO will audit these records and confirm 100% of staff members have the required background check and paperwork in place.

VII. Offer letter

VIII. After Hire

- Paycom is used to automate the hiring checklist and execute payroll. This tracks all required company forms (I9, W4, company handbook acknowledgement, payroll information, benefits, etc.).
- Welcome videos are included that introduce new hires to the history of Eagle, a welcome from ECS' CEO, and to introduce the members of the management

company who offer resources, support, and training to the Eagle Nevada team.

Dismissing personnel

The Eagle Employee Handbook will outline possible reasons for dismissing employees. The most common circumstances leading to employee termination are resignation, involuntary termination, layoff, and position elimination. Involuntary termination would most often be initiated if the employee repeated fails at successfully performing job duties or commits an act of dishonesty, an act of moral turpitude, or a felony.

Employment with Eagle will be based on mutual consent; both the employee and Eagle have the right to terminate employment "at-will", with or without cause. Whenever possible, the direct Supervisor will attempt to conduct an exit interview to inform our hiring and training processes as part of our feedback loop of continuous improvement.

(6) 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 11 as well as any supporting protocols or documentation.

Teachers will be supported and developed through our robust professional development (PD) and a common commitment to continuous improvement.

Performance Management System

Eagle's approach to performance management is centered on a commitment of continuous improvement. Professional and student achievement expectations are clearly communicated; monitoring, evaluations, data analysis, and communication between the principal and the instructional staff will be frequent and ongoing; professional development will be structured to improve performance, which will inform updated achievement expectations and create follow up opportunities for discussion as we build a feedback loop of continuous improvement.

Teacher Evaluation

Professional development will be ongoing and informed by teacher evaluations using the Danielson Framework. Data will be used to inform instruction and identify best practices. All classrooms will be video-taped and teachers will review their lessons multiple time per year to reflect on their "grows" and "glows" for that lesson. Attachment 11 is the Framework for Teaching Evaluation. The Danielson framework is a comprehensive evaluation tool and will have targeted implementation over time at Eagle.

(7) Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 12, your leadership evaluation tool(s), as well as any supporting protocols or documentation. If your proposed school is a single-site school/not part of a network of schools, the board should provide their plans in response to these prompts.

The principal of Eagle will be hired and evaluated by the Governing Board. The Board does not intend to micromanage the principal; the intent is that the principal will proactively seek

development opportunities while the Board stays fully informed during the regular reporting schedule. Should the principal's performance, which includes the overall academic performance of the school, fall short of expectations, then the Board will work with the principal to create a formal improvement action plan. The Governing Board shall evaluate the principal on the following standards:

- School Leadership
- Instructional Leadership: Improving Teaching and Learning
- Student-Centered Learning Climate
- Professional Development and Human Resource Management
- Parent Involvement and Community Relationships
- School Management
- Interpersonal Effectiveness
- Superintendent and Board Relationships
- Student test scores

Attachment 12 expands on this evaluation and is attached.

(8) Please provide the succession plans for your proposed school's leader. This should include both emergency/temporary succession plans as well as detailed description for how potential school leaders will be cultivated and developed.

In partnership with our CMO, Eagle NV has strong ties to Eagle Academy in Washington, D.C. Locally, Eagle's principal will be tasked with developing internal capacity among the team. As an example, one of the characteristics of our vice principals will be the ability to assume the duties of the principal as necessary. From the outset, the vice principal will be able to assume the duties of principal should an emergency arise. Over the long term, professional development provided by ECS will build leadership skills within our administrative team through hands on training, 3rd party professional development, and site visits to other Eagle campuses.

(9) Please explain the responsibilities of each of your school's administrative/leadership team members. Identify the staff member responsible for leading payroll, benefits, and employee relations and describe how key HR responsibilities will be managed.

Our COO will manage all components of Human Resources; including payroll, benefits, and employee relations. Many of these duties are expected to be assigned to our CMO as part of the services agreement. In that scenario, the CMO would execute these duties at the direction of the Board while ensuring the COO is ultimately informed and involved as necessary.

Overall, our principal is responsible for the academic success of the campus, our COO is responsible for all operational considerations, and the vice principals work in support of the principal.

(10) Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Classroom and school-wide underperformance is also addressed in the "Driving for Results" section; it is included again here for reference.

Unsatisfactory leadership

Corrective actions at the school level are also increasingly intensive and structured as the duration of the academic underachievement increases.

- Immediate underachievement Comprehensive, formal school performance results are not as readily available as interim classroom assessments, but immediate underachievement can still be observed and addressed in real time. The principal at Eagle is expected to be active and visible throughout the campus. He/she may observe opportunities for improvement in instruction, culture, enrichment, and other student support components.
 - Typically, the principal will make improvements via implementing or reinforcing policies or coaching students and staff to redirect and realign expectations as appropriate.
- Short Term underachievement If campus-wide academic underachievement is observed at the mid-year NWEA MAP assessment, the principal needs to use the January professional development meeting to initiate a formal, documented improvement process.
 - Typically, the principal will create a staff action plan complete with third party professional development. The principal will inform the Governing Board at the next regularly scheduled meeting and present the action plan. Additionally, parent information sessions will be held throughout January to present the action plan and solicit feedback from parents. At the discretion of the principal, an additional campus-wide interim assessment may be administered to evaluate progress before the end of year state exams.
- Long Term underachievement If campus-wide academic underachievement is observed at the end of year SBAC, the campus ultimately did not meet its most critical performance expectations. The Governing Board will now assume more of a managerial role in developing an improvement or turn-around plan.

Typically, the Board will create and approve a formal improvement plan. The Board will seek support from state resources and 3rd party consultants as appropriate. The campus underperformance is a significant factor in the Board's evaluation of the principal, and the Board will determine if it is in the best interest of the students for the principal to continue. If the Board determines that the current principal is the best option for the success of the campus, a formal improvement plan will be developed.

Unsatisfactory teacher performance

Corrective actions at the classroom level are increasingly intensive and structured as the duration of the academic underachievement increases.

• Immediate underachievement – If the academic underachievement is observed immediately during or after instruction via a teacher's check for understanding or an exit ticket, then the teacher remediates, reteaches, and reassess in real time until students demonstrate

mastery. This is a typical expectation of good teaching at Eagle.

Typically, the teacher is solely responsible for implementation.

- Short Term underachievement– If the academic underachievement is observed at the end of unit or during monthly data meetings, the teacher will use the monthly Professional Development to meet with their PLC to put together an action plan which includes self-directed coaching/observations opportunities to seek growth and feedback. This action plan will address two specific questions:
 - o "Why did the students not master the material?"
 - Possible reasons: ineffective teaching, insufficient prior knowledge, a poorly written, administered or analyzed assessment
 - o "Why did my prior assessments not identify this underachievement earlier?"
 - Possible reasons: interim assessments were not aligned with instruction, interim assessments are not aligned with unit assessment or progress monitoring results

Typically, the teacher is responsible with assistance from their PLC, peers, and any self-sought 3rd party resources. The self-directed action plan will be documented and student progress will be re-evaluated within two weeks.

- Repeated Short Term underachievement If Short Term underachievement is observed twice in a row or if growth and proficiency goals are not met on the mid-year NWEA MAP assessment, then the instructional leader (principal or their designee) will meet with the teacher to create a formal action plan. We anticipate using portions of the Danielson framework to structure these action plans along with formal reviews.
 Typically, the both the instructional leader and the teacher are responsible for executing this plan, and the teacher is ultimately accountable. The formal action plan will include follow-up actions and expectations including additional evaluations and a frequent, formal analysis of student academic data over the next several months.
- Long Term underachievement If the Short term underachievement is observed three times in a row or if student achievement is substandard on the end of year SBAC assessment, this pattern of underachievement requires significant intervention. A formal action plan has already been implemented; the principal will review this plan and make an employment decision. If the teacher is retained, formal coaching must be part of the revised employee action plan, and intensive supports and evaluations will be a required part of the support provided during the next academic year.

Typically the principal is responsible for this staffing decision. If the teacher is retained, the principal is also responsible for coordinating additional training, implementing the formal action plan, and continued follow-up and evaluations as required.

Staff changes and turnover

Proactive procedures around staff turnover need to be a consideration for all organizations. Eagle will work to minimize turnover through our robust hiring process designed to ensure team members are motivated, mission aligned, and capable, but we also recognize that student achievement is the most important measure of success. Changes in staff will be conveyed as

transparently as is appropriate for the situation in order to facilitate a smooth transition. Qualified costs associated with transition can be immeasurable if they negatively impact culture, moral, or student performance. Quantitatively, the cost of replacing a team member can range from a few hundred dollars for typical office expenses and background checks to \$10,000 or more should we need provide short term contractor services or hire a 3rd party placement vendor to perform a nationwide search. Open communications and strong working relationships are important components to encouraging early decisions and notifications.

(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.

ECS will provide the majority of HR services via the proposed services agreement. A payroll vendor will be selected based on experience in Nevada, third party references, reporting capabilities, and an established track record. Our benefits provider will be selected after an exhaustive review lead by an independent broker.

For any HR services that do not fall under our agreement with our CMO, Eagle will typically engage 3rd parties for core HR functions; these vendors would report to the Chief Operating Officer. The primary consideration will be cost vs. benefits offered; employee education and customer service will also be important considerations.

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 R 131. 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.

The mission of Eagle is to serve at-risk students across Clark County. In identifying possible campus locations, Eagle utilized Opportunity 180's "Priority Footprint Map" and other available resources to identify locations with a high number of students who are zoned to low performing schools. Overlaying these areas of need with available property options was our first step in identifying potential campus locations. When analyzing neighborhoods, we want to locate in an area of need that ensures our Street Team's door to door efforts are disproportionally focused on

at-risk families. The correlation between poverty and low school performance is undeniable, and these neighborhoods have a higher than average number of students with disabilities. Our local outreach efforts have already begun by setting up information booths at supermarkets, door to door efforts, and outreach with local businesses.

Looking forward, our team will continue community outreach and build on the 320+ interest forms we've already received. We will embrace the opportunity to become part of the community, offer many invitations for parents and community members to provide feedback, and truly listen to their priorities and concerns. There will be dozens of marketing and community outreach efforts that will both inform the public about our school and offer opportunities for feedback. Printed materials will be available in English and Spanish. In addition to Eagle's door-to-door campaign, Eagle staff will continue to be at supermarkets on weekends as well as find meeting space to hold meetings with parents of potential students, e.g., libraries, community meeting rooms.

The registration process will be designed to be as convenient as possible. Families will have many opportunities to learn about the campus, and we will reinforce that Eagle is tuition free. While there are a host of opportunities for parents to be involved, there are no requirements for parents to volunteer or attend outside functions.

In accordance with our mission, Eagle's incoming students will receive enrollment preference as ordered below. Each category is a "bucket" that must be empty before enrolling students from the next preference category.

- 1) Pupils that are siblings of currently enrolled students
- 2) Pupils that are children of currently employed Eagle staff
- 3) Pupils that are children of Governing Board members
- 4) Pupils who are homeless
- 5) Pupils whose most recent enrollment was in a public school which received an annual rating established as one of the two lowest ratings possible indicating underperformance at the elementary, middle or high school level pursuant to the statewide system of accountability for public schools.
- 6) Pupils in Clark County
- 7) Pupils in Nevada

If the Eagle has sufficient capacity to enroll all students in a preference category, no lottery is needed for that category. If the school only has enough open seats to enroll some of the students in a particular preference category, then all students in that category are subject to a lottery. The lottery is run on a grade level basis beginning with the lowest grade with available seats.

If open enrollment is not active, students will be placed at the bottom of their prioritized category on the waiting list.

(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.

Subject to Board approval, Eagle anticipates hold open student registration from 3/8/21 - 4/30/21 before holding the lottery for the first year of operation. In subsequent years, Eagle anticipates holding open registration from 10/1 - 11/15 annually. Notification of open enrollment will be widely distributed (fliers, mailers within a 2 mi radius, Street Team efforts, and social media) at least 45 days prior to the start of open enrollment and the lottery will be held within two weeks of the end of open registration.

(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.

Currently, we project to enroll four sections of 27 students for each grade level. Eagle NV recognizes that recruiting students in the upper grades can be more challenging, but our collective experience is that this challenge is less prevalent when a school is in the first year of operation. We will closely monitor progress and are open to modifying the number of sections in each grade. For example, in concert with the SPCSA, we could increase our kindergarten enrollment to five sections and reduce our 5th grade enrollment to three sections should demand warrant.

The entire leadership team will be responsible for monitoring progress, but the principal is ultimately accountable for achieving these enrollment targets. Our target reenrollment rate is 75% annually. This determination is aligned with recently reported transiency rates of Clark County School District of 25.4%⁵⁷. Minimum, planned, and maximum projected enrollment targets are included 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?

As a component of our summer Professional Development, the principal will ensure that all staff are trained on enrollment requirements. Our Special Education Director and third party consultants will provide training on best practices and legal requirements regarding providing services for students with special needs. After a student has a confirmed spot at Eagle, enrollment paperwork triggers our efforts to collect student records.

⁵⁷ Pak, Amelia. "Students on the move pose problem for Clark County Schools." *Las Vegas Review Journal*, 17 Feb. 2018. https://www.reviewjournal.com/news/education/students-on-the-move-pose-problem-for-clark-county-schools/.

(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?

Beyond continuing our neighborhood and community engagement efforts noted throughout the application, we will have additional strategies to involve parents after student enrollment and post opening. While our principal is still accountable for student recruitment and retention, we expect our Community Liaison (typically the Vice Principal) to take a leading role in these efforts. Our enrollment push will be in the fall for the next school year so that families can plan accordingly and in advance.

As has been shown successful during our pre-approval efforts, our Street Team efforts and aggressive Social Media outreach efforts will continue. These efforts will be ongoing, but will be specifically focused in May, August, and September in advance of our November registration deadline for open enrollment. We will continuously post fliers in our immediate neighborhood and will send postcards each September to families within a 1 mile radius. Currently enrolled families compliment these efforts as we involve and empower interested parents to play a part in recruiting new students and families. Our goal is to have our 108 incoming kindergarten students registered by the end of November annually. Eagle will keep a current waiting list and will backfill vacancies immediately after a spot becomes available.

We will supplement our continued outreach efforts (as listed in Meeting the Need; Parent and Community Involvement; Q2) with inviting and exciting events that can be offered now that the school is in operation, including:

- PTO sponsored community events
- Local fundraisers for community organizations
- Parent advocacy and support events that are open to the public (professional workshops, career opportunities, etc.)
- Student shadowing opportunities students and parents can spend part of a day at Eagle
- Community, volunteer efforts with our students and staff
- Student performances and presentations that are open to the community
- Virtual tours; conducted by students and staff
- Connecting existing parents with prospective parents for meet and greets; Q and As
- (3) Complete the following tables for the proposed school to open in 2021-22. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2021.
 - a. Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions)

This Break even enrollment calculation assumes:

- "Reserves" is set to \$0; the current budget has a 5% reserve line item embedded in Operating Expenses.
- FFE expenses are considered on a "cash" basis (as reflected in the cash flow tab) and not a "book value" basis (as reflected in the summary tab)

• Expenses directly tied to student enrollment are adjusted accordingly, but this projection does not anticipate any reduction in technology costs or staffing. If our actual enrollment were to significantly differ from our planned enrollment, then staffing would be adjusted accordingly.

Compared with our planned enrollment, the following decreases in enrollment would still allow the budget to break even:

Year 1: 57 Year 2: 98

Year 3: 83

Year 4: 148 Year 5: 154

Year 6: 159⁵⁸

Grade Level	Number of Students							
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27		
K	98	94	97	91	90	90		
1	98	94	97	91	91	90		
2	98	94	97	91	91	90		
3	99	94	98	91	91	90		
4	99	94	98	92	91	90		
5	99	94	98	92	91	90		
6		94	98	92	91	91		
7			98	92	91	91		
8				92	91	91		
Total	591	658	781	824	818	813		

Table 24. Break even Enrollment

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

Grade Level	Number of Students						
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
K	108	108	108	108	108	108	
1	108	108	108	108	108	108	
2	108	108	108	108	108	108	
3	108	108	108	108	108	108	
4	108	108	108	108	108	108	
5	108	108	108	108	108	108	
6		108	108	108	108	108	
7			108	108	108	108	
8				108	108	108	
Total	648	756	864	972	972	972	

Table 25. Planned Enrollment

⁵⁸ The Summary tab of the budget workbook calculates total revenue, expense, and surplus for year 6 as a duplicate of year 5.

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						
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
K	119	119	119	119	119	119	
1	119	119	119	119	119	119	
2	119	119	119	119	119	119	
3	119	119	119	119	119	119	
4	118	119	119	119	119	119	
5	118	118	119	119	119	119	
6		118	118	119	119	119	
7			118	118	118	118	
8				118	118	118	
Total	712	831	950	1069	1069	1069	

Table 26. Maximum Enrollment

(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.

Rationale for enrollment and growth

Eagle will open serving four sections of 27 students in each grade from kindergarten through 5th grade. Enrolling 4 sections per grade level allows Eagle to develop and support additional enrichment and remedial opportunities for students. As our 5th grade cohort transitions to middle school with traditional rotations, our enrollment plan will allow us to hire subject level experts in ELA, math, Science, and Social Studies for each of the 4 sections of students.

Demonstrated capacity for opening at scale

In concert with ECS, Eagle NV is uniquely positioned to open at scale. We are proposing to open serving 6 grade levels and 648 students; the primary Eagle Academy campus in Washington D.C. also has 6 grade levels and serves more than 800 students. Our Chief Operating Officer is transferring to Eagle NV from Eagle Academy, and Joe Smith and the ECS team are strong partners with Eagle NV. Together, they bring first-hand experience and proven track records in managing this campus and model at a scale that is larger than our projected 1st year enrollment.

(5) As Attachment 13, please provide evidence of demand from prospective students and families within the community you intend to serve.

161 parent interest forms were collected by our Street Team in the fall of 2019. Upon denial of our application, an additional 110 in-person interest forms and 52 electronic interest forms (162 forms

representing at least 259 students) were collected between November 13th and December 12th. 323 forms representing over 500 students are attached as requested in Attachment 13.

INCUBATION YEAR DEVELOPMENT

(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2020-2021) to ensure that the school is ready for a successful launch in fall 2021. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 14 ("Incubation Year Planning Table").

Attachment 14 is provided as requested.

(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 and why that organization was chosen.

Upon approval of our charter and services agreement, the Eagle NV Governing Board and ECS will work together to identify potential principal candidates. Upon selection by the Board, ECS will be responsible for training the principal on all aspects of the Eagle model and on the specific academic and performance goals established by the Board. As outlined in the above subsection: "Leadership Team; Q3" initial principal training is designed around creating a detailed action plan that outlines the first month of school. Specific training opportunities include classroom visits at existing Eagle campuses, training on data and data analysis, comprehensive curriculum training, peep-to-peer connections with principals to build relationships and understand culture, community, and restorative justice, and introductions and access to all support staff including experts in MTSS, Special Education, and early childhood. Specifically, ECS's Director of Research, Assessment and Evaluation will support the Governing Board in clearly articulating the academic and performance goals outlined in Tables 6, 7, and 8. The principal will be trained on how these goals inform the NSPF and SPCSA Performance Framework scores, and will understand that these goals are the primary metrics against which the principal will be evaluated annually.

(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.

Our staff will include our COO (6 months at 50%) and Principal (3 months at 100%); this equates to an annualized .25FTE as reflected in the budget. After charter approval, our incoming COO will split her time between training her replacement in Washington DC and launching Eagle NV. Initial tasks will include securing a facility, managing the on-the-ground recruitment efforts (until assumed by the Principal), and managing ECS' staffing efforts as we create a pipeline of teacher candidates. Once hired, the principal will focus on initial training as outlined previously and will immediately begin assuming responsibility of recruitment efforts and hiring staff (with continued support from the COO and ECS).

Additionally, ECS will provide a multitude of services during the incubation year as outlined in the services agreement. This is the equivalent of Eagle hiring a full time staff member with the skills sets of a chief financial officer, chief academic officer, and bookkeeper with additional expertise in real estate, facility development, hiring, professional development, and student recruitment. ECS will assist the Board by coordinating Carver Governance training, drafting policies for the Board's consideration, creating Year 0 and Year 1 operational budgets, establishing the Chart of Accounts and bookkeeping, consulting on facilities and renovations as applicable, establishing all HR policies and services, and providing support to the COO and Principal on hiring, recruitment, enrollment, policies and procedures, RFPs for food service and other vendors, and other academic and operational considerations as appropriate.

SERVICES

- (1) Provide 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.

Eagle will not be providing transportation for students unless required as part of an Individualized Education Plan or comparable legally-required accommodation. In that scenario, we would solicit bids from local transportation companies, including any recommended by the student's family or caseworker. This individualized service and associated cost isn't yet anticipated; however, the increased revenue from serving students with transportation needs would be used to offset this cost. Safety, on-time performance, and student/family feedback will be used to evaluate this vendor.

We will provide before and after school care and will work to secure grants and donations to minimize the cost to families. One of our criteria when evaluating a location includes projecting how many students can walk to school (with appropriate supervision) and working with the RTC to develop public transportation options for students and families when appropriate. We will also work with the PTO to schedule "car pool" orientation/meeting opportunities in advance of school opening.

(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.

Eagle expects to contract with a catering food service provider to provide food; Eagle will maintain responsibility for managing the applications, paperwork, and reimbursements related to the National School Lunch Program. As part of our parent survey efforts, Eagle will request feedback

from parents on food vendors they have experience with. Eagle will distribute a comprehensive RFP for food services and invite the top scoring respondents to provide a tasting to Eagle staff, Board members, and interested students and families before making a final selection. Projected meal costs have been budgeted based off of Eagle Academy's experience in Washington DC (\$1.75/breakfast; \$2.60/lunch); projected NSLP revenue has been projected per the federal guidelines (\$2.20/breakfast; \$3.43/lunch). Strict adherence to health and safety standards, consistent performance, the ability to troubleshoot, student feedback, and cost are the key metrics that will be used to evaluate our food service provider.

(c) Facilities maintenance (including janitorial and landscape maintenance) Our Chief Operating Officer has 15 years of experience managing facilities in Washington D.C. - including janitorial and landscape maintenance needs. During year 0, she will interview and vet many different 3rd party vendors. We anticipate the campus will have one full time and one part time custodian (porter) assigned to it at a combined estimated expense of \$58,000 and an additional \$10,500/mo has been set aside to account for supplies and regular, deep cleaning services in consideration of the impact of COVID. These figures are captured within the Custodial entry on the Facilities tab.

Within the "CAM" budget cell, additional projected maintenance services include \$1500/mo for landscaping, \$450/mo for trash, an annual allotment of \$38,800 for elevator servicing, HVAC, and plumbing, and \$12,600 annually in miscellaneous maintenance expenses. The COO will also develop and manage a regular maintenance calendar in concert with our landlord. All custodial personnel will be evaluated against safety, on time performance, quality of work, and their interaction with students, staff, parents, and the public.

(d) School health and nursing services: Describe your plans for providing nursing services, including, how student required immunizations will be monitored.

Eagle will have a school nurse on site as reflected in the budget (\$42,000 salary + benefits); hiring this team member is on a parallel track as hiring instructional staff. Requirements for administering basic student medication will be conveyed to parents, and complete documentation for all health services will be kept in the student's file. Upon enrollment, the Office Manager will document all student immunization records in Powerschool and follow up as appropriate. Except when required by law (such as enrolling foster or homeless students) or excused due to religious beliefs or a medical condition, completed immunization records must be verified before a student attends Eagle. Our nurse will be evaluated against their performance in providing high-quality, compassionate, and appropriate health care to all students.

(e) Purchasing processes

The Governing Board will adopt financial policies which are reviewed annually. These policies may establish thresholds that require multiple bids, Board approval, involvement of the authorizer, or a formal RFP (currently projected to be \$25,000). The Chief Operating Officer (COO) will work with

the CMO to develop procedures aligned with GAAP and applicable rules and regulations. An approval system for purchases will be developed; this will utilize digital systems and limit printed copies to the greatest extent possible and practical. This approval system will include a check and balance with the Board approved budget to ensure that the expense is budgeted and therefore preapproved. The monthly finance reports presented to the Board of Directors will include budget vs. actual analysis and a summary of all purchases in excess of an established threshold (expected to be \$1000).

- (f) Safety and security (include any plans for onsite security personnel) Eagle will contract with a 3rd party security firm to provide one or more full time security personnel on campus by first issuing a formal RFP. The campus security budget cell anticipates \$50,000 in contracted personnel costs and \$6,600 in monitoring costs during the first year. To the greatest extent possible, any campus renovations or construction will incorporate best practices on safety in schools. Classroom doors that can be locked from inside the classroom, entry doors that are constantly locked and controlled via the lobby, security cameras, and other considerations will be implemented as is practical. Security personnel will be evaluated against their ability to react and keep the campus safe, their ability to create a welcoming but respectful relationship with students and staff, cost, and timely performance.
 - (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.

Eagle will engage 3rd party proposals for design and installation of a robust server and networking solution to fit our needs; we have budgeted \$102,000 for server hardware and setup within the FFE budget tab. We anticipate these needs to include low voltage wiring throughout the campus for hard wired connections, security components, Wireless Access Points, and additional hardware. Additionally, we expect to incorporate electrical runs for charging stations and a complete server room solution including data back-up solutions. These permanent campus improvements are included in our tenant improvement budget or within our construction budget for a newly built facility. Technology will be prevalent throughout our campus and is an important asset in our ability to personalize instruction and assessments. Beginning in year 1, we will have a full time IT Director (\$66,000/yr. plus benefits) as reflected in the budget. Anticipated hardware utilized in year one and reflected in the FFE budget tab include:

- Laptops for each administrative and instructional staff member (\$850 x 39 staff)
- Desktop computers for the front office (\$850 x 3 staff)
- Projectors and Smart Boards in each classroom (\$1500 x 24 classrooms)
- Security cameras in each classroom and throughout the school (portion of the \$52,000 hardware setup budget item)

- Wireless access points sufficient to support needed coverage and user demand (portion of the \$52,000 hardware setup budget item)
- 1:1 Chromebooks for each student (\$300 x 648 students)

Our campus network will be equipped with appropriate firewalls, off-site backups will sync daily, and teachers will have the ability to "ghost" view student screens at all times. Off-boarding employees includes archiving electronic documents and emails, terminating access to all dashboards, email accounts, and data portals, and ensuring that student data is no longer accessible. Technology policies outlining appropriate use by students, staff, and the public will be adopted and reviewed annually. Our Employee Handbook details various technology policies, highlights include:

- The internet is to be used for business use only; inappropriate or personal use by an employee may result in disciplinary measures up to, and including, termination
- All internet traffic is considered public; Eagle reserves the right to monitor all traffic
- Email is intended for appropriate business use only
- All electronic communications are property of the school
- Proprietary information may not be downloaded, saved, or sent to a personal device without advanced written notice
- Student records are protected by FERPA; all staff must be knowledgeable of and abide by federal law
- Access to student academic and health data is strictly controlled and limited to the staff who need access to this information to provide appropriate services
- Additional password and encryption programs are prohibited without written permission
- Appropriate social media conduct is outlined

Technology instruction will be constantly reinforced as part of good teaching, classroom management, and specific attention to applicable NVACS.

(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 most of the applicant group or the CMO/EMO is new to operating in Nevada's education environment, 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.

While the CMO is new to Nevada, ECS does have extensive experience with PowerSchool and other Student Information Systems. The principal, vice principal, COO, Special Education Director, Office manager, and CMO team member will all be trained in both PowerSchool and the Infinite Campus system and each will be responsible for select components of academic, attendance, financial, or operational data. Ultimately, the COO is the project manager and is responsible for establishing deadlines, submission calendars, and monitoring progress to ensure compliance.

(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.

It is expected that the Governing Board will pass policies that mandate that the campus be compliant with data security regulations and exceed the minimum regulations when best practices dictate. With support from ECS, the principal and COO will work together to develop necessary procedures to protect student, family and employee data. Staff members will be trained on FERPA and other applicable security measures; our technology solution will include security considerations to ensure we have the infrastructure, hardware, and software available to implement effective security measures, and our Facilities Committee will consider data security needs when renovating the campus. Many of our 3rd party vendors and contractors will receive explicit written expectations around data security, this includes vendors in the fields of security, food service, human resources, bookkeeping and accounting, and technology.

(5) In addition to the narrative above, provide as Attachment 15, an operational execution plan, which identifies the key organizational business processes necessary to support exemplary academic, business and financial performance including those discussed in this narrative. This operational execution plan may be in a format of your choosing, and may include Gannt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well developed narrative.

Attachment 15 is attached as requested.

FACILITIES

- (1) Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:
 - (a) The desired location of the school facility;

Using the Priority Footprint Map and feedback from local real estate agents, Eagle has identified three zip codes in Clark County as our areas of focus: 89104/89106, 89115, and 89121/89122. We have identified four potential campus locations; the facility in 89104 is our current preferred location.

(b) The number of general education classrooms required each year; Our facility needs are typical when compared with other Elementary school models. Our campus will have typical classroom sizes and auxiliary spaces (gym, lunch room, offices). We will consider facility solutions in the range of 80-110 sf/student. As reflected in the budget, we will have 4 sections of students in each grade level. That results in 24, 28, 32, and 36 general education classrooms as we grow from year 1 to capacity.

(c) Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;

In addition to general education classrooms, we are projecting six classrooms for our reading specialists and Special Education teachers. We may use these classrooms for 2-4 staff members and use mobile dividers when necessary. We are projecting two additional classrooms for our STEAM program and six enrichment classrooms to support our increasing enrollment. The total number of projected classrooms is fifty.

- (d) Space requirements for administrative functions, food services and physical education Eagle projects one gym and two Multi-purpose/Cafeteria spaces at 6600 sf each. Also projected: 8 offices, 4 storage rooms, a heath Suite, 4 Special Education breakout rooms, two teacher's lounges, two additional open conference rooms, two training rooms for professional development, two server rooms, and a 30% multiplier for hallways and bathrooms. Additionally, we will utilize outdoor space (if available) for additional PE and extension activities.
 - (2) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility, including progress to date, partners, and any evidence that supports the credibility of the plan. 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.

Facilities Overview per Amended Timeline

Eagle's primary facility option, remodeling a big box store, is still available. Upon approval of our charter, we will authorize our construction team to fully vet the facility and confirm or revise the projected combined permit and tenant improvement timeline of four months. Should the projected permitting and construction timeline not align with an August 2021 opening, Eagle will consider any additional options within our target locations that align with that timeline for occupancy. Finally, if our amended timeline does not allow for a suitable facility to be ready by August of 2021, Eagle will work with the SPCSA to defer opening to 2022. In that scenario, Eagle would continue to evaluate available options, including our identified primary option, new construction, and any additional opportunities that become available. In all scenarios, Eagle's campus will be in compliance with applicable building codes, health and safety laws, and the requirements of the Americans with Disabilities Act (ADA).

Supporting documentation for Eagle's primary option has been uploaded as a part of Attachment 19. In year 1, our budget currently projects an annual lease cost of \$546,000 for 65,000sf; this lease

cost is projected to increase with our student body as we expand to fill 100% of our preferred facility option: a 96,000 sf facility available at \$8.40/sf which includes a sufficient budget for necessary tenant improvements. Custodial (\$2.83/sf), Maintenance (\$1.15/sf), and security (\$56,600/annually) costs were outlined in the "Services" subsection; combined Utilities (\$2.40/sf) for power, water, and gas are also included in the budget.

Should that option not materialize, Eagle has interest from three different, experienced, large scale charter school funding and construction partners that would be interested in working with us. Our budget is designed to support a facility solution that totals 20% or less of annual revenue; our target facility expense is less than 15% of revenue at scale. Eagle Academy's significant experience in charter school facilities and construction allows Eagle to consider new construction opportunities should a suitable remodel not be available. An example of possible terms on a new construction is included below. While this projection does show an increased cost of ~\$90,000 in year one, our budget surplus of >\$500,000 would be able to absorb this increase and lenders are often flexible in deferring multiple months of payment during the first year of operation. Looking forward, the debt payment becomes less than the projected lease payments in year 2 and beyond, growing to a reduced occupancy cost of \$255,000 in year 5.

Expense	Unit	Uni	it Cost	Units	Project Cost	
Land	Acre	\$1	50,000	4	\$	600,000
Site Development	sf		\$3.75	174240	\$	653,400
Vertical Construction	sf	\$	125	60000	\$	7,500,000
Furniture and Tech		-		•	\$	450,000
Closing Costs	3%				\$	276,102
Financed Cost			•		\$	9,479,502

Interest	5.25%
Term	30
Annual Debt Service	(\$634,339)

Table 27. Draft Terms for New Campus Construction

(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 16. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 16, 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. If the applicant does not yet have a facility identified, please upload an attestation explaining that these materials will be furnished as part of a charter contract amendment.

Eagle does not yet have an executed MOU; the requested attestation is uploaded as Attachment 16.

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

Over the 17 year history of Eagle Academy, Dr. Smith (CEO of ECS) and Jai Mallory have managed eight separate school construction projects as summarized below. These projects range from a 2500 sf kitchen to an 88,000 sf remodel/expansion of the main campus.

FACILITY PROJECTS:

- 2019 New build out; 18,000 sq. ft. Eagle is currently managing a new build out of 18,000SF. This is within new construction of an apartment, condominium complex on the Riverwalk in DC.
- 2018-2019 Purchase/Construction; 23,000 sq. ft.
 Fairlawn Campus, 2345 Naylor Rd. WDC / Costello Construction / LEED Gold (in progress)
- 2017 Lease/Construction; 7500 sq. ft.
 Central Administration Offices, Piedmont Building Services, 400 Virginia Ave, WDC
- 2016 Construction; 2500 sq. ft.
 Kitchen- Congress Heights Campus, 3400 Wheeler Rd., WDC, / Whiting Turner
 Construction/ Eagle completely renovated the kitchen in this building and it now serves three campuses. The renovation was with an external grant.
- 2011-2013 Lease/Renovation; 88,000 sq. ft.
 Congress Heights Campus, 3400 Wheeler Rd. WDC / Whiting Turner Construction /
 Renovation and construction of school building to include indoor swimming pool and state
 of the art gymnasium / LEED Gold / AIA Awards. Eagle acquired and renovated a 60,000 sq.
 sf. school and added 28,000 sq. ft. of new construction to the school. The building won Five
 American Institute for Architecture Awards, three for first place in 2013. Eagle then added
 three (3) playground spaces to the new school. All three playgrounds were paid for with
 external grants.
- 2009 Construction; 10,000 sq. ft.
 Capital Riverfront Campus, 2017 New Jersey Ave. WDC- Eichberg Construction / added a second floor for additional classrooms and offices. Eagle constructed a new playground.
 The playground was paid for with an external grant.
- 2008 Renovation; 10,000 sq. ft.
 Capital Riverfront Campus, 2017 New Jersey Ave. WDC- Eichberg Construction / added a second floor for additional classrooms and offices.
- 2003-2013 Lease/Renovation; 40,000 sq. ft.
 Blue Castle, 700 M Street, SE WDC- Over the next 8 years, Eagle continued to acquire and build out the space, including interior renovations of classrooms and offices to change entrance from M Street side to 8th Street side.

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

Our Chief Operating Officer (COO) has 15 years of experience maintaining school facilities in Washington, DC, and she will manage 3rd party custodial, landscaping, and maintenance vendors and needs. Pending the final lease, some of these tasks may be the responsibility of the landlord, but we have budgeted for these items as demonstrated in the "Services" section above and Attachment 19 and are equipped to manage them as necessary. These budget figures on conservative and include significant, additional janitorial expenses should COVID considerations continue to result in additional costs.

(6) Communication with local jurisdictions and municipalities is important when opening up a new charter school. In some cases, municipalities may have additional processes that are required, or may request information from proposed charter schools. Please explain, in detail, the applicant team's interactions with the local jurisdiction to date. Specifically, the applicant should clarify if a proposed school is approved for final land use from the local government entity, as well as describe any other pertinent topics related to the facility (ex. queueing for drop-off and pick-up, providing sufficient recreation space). If the applicant has approval from the local jurisdiction for the proposed location, please provide that as Attachment 16 to the final application.

Eagle has not yet discussed the facility solution with the local jurisdiction. Eagle will schedule those meetings during the charter approval process and will work closely with the local jurisdictions when designing the campus, parking, and procedures for dropping off and picking up students.

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?

Eagle will utilize the "Crisis and Emergency Response MODEL PLAN Guidance checklist" as our template for developing our Emergency Management (Operations) Plan (EOP). As referenced in the checklist, applicable NRS code and the Federal Guide for Developing High-Quality School Emergency Operations Plans will also be incorporated.

Our Chief Operating Officer (COO) will primarily be responsible for the EOP. We will ensure our 3rd party security personnel are included in the development team and their entire staff will be trained on our EOP and must demonstrate understanding and mastery in order to be assigned to our campus. Our campus design and technology will implement best practice safety features and our security system will include audible alarms, video and sound recording, and the ability to notify and transmit to outside parties. After completing the Sample Risk Assessment Worksheet in Step 2 of developing the EOP, a procedure defining the course of action for each threat and hazard will be developed. At the policy level, our Governing Board will have at least one member on the

development team and will approve the EOP annually. The Board will also set policies that dictate that all staff members are trained on the EOP, community stakeholders are involved and informed appropriately, appropriate drills are conducted on campus, and copies of the EOP are available as dictated in the plan.

A draft timeline of implementing the EOP is included below:

Step	Title	Projected deadline
1	Form Development Team	April 1, 2021 (including teaching staff prevents this from beginning sooner)
2	Understand the Situation; Identify Threats and Hazards	May 1, 2021
3	Determine Goals and Objectives	May 15, 2021
4	Plan Development	June 15, 2021
5	Plan Preparation, Review, and Approval	July 31st, 2021
6	Implementation and Maintenance	Ongoing. August 15 th , 2021 for Teacher Professional Development

Table 28. Emergency Management Plan timeline

(2) Provide, as Attachment 17, 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.

Attachment 17 is uploaded as requested.

5. Financial Plan

(1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the selection process and criteria for the selection of contractors.

The Eagle Charter Schools of Nevada Governing Board is responsible for establishing fiscal policy, financial procedures, and approving annual budgets. Allowing the administrative staff and ECS to execute with an approved budget effectively pre-approves appropriate educational expenses (within established limits). The school administrative staff and ECS can execute the day to day operations within preapproved parameters and the Board can effectively govern by allocating resources and receiving regular financial reports for evaluation and analysis.

Per the services agreement with ECS, ECS is responsible for providing the following financial services within policies and procedures established by the Governing Board: all financial executable services (including bookkeeping, issuing payment, and invoicing), assisting with issuing and evaluating procurement bids and contracts, executing contracts (as directed by the Board), preparing financial, academic, and operational reports as directed by the Board, providing comprehensive Payroll and HR services, and other services as outlined in Attachment 21.

The Table of Contents for the Governing Board's draft Financial Policy is included below. Processes and systems for accounting and payroll can be found in Sections 12 (Accounting) and 5 (Payroll) respectively. Anticipated contracted services, including the audit process, are found in Section 1 (General Financial Procedures), and criteria and procedures for selecting contractors are located in Sections 1, 4 (Purchasing and Procurement), and 14 (Grants and Contracts). Sections 1, 4, 5, 12, and 14 are included in their entirety. Pending approval of the Services agreement with ECS (Attachment 21), ECS will be tasked with acting as the CFO and bookkeeper; final policies will be updated upon approval by the Governing Board.

Financial Policy Table of Contents

- I. General Financial Procedures
- II. Receipts
- III. Cash Disbursements
- IV. Purchasing and Procurement
- V. Payroll
- VI. Travel and Expenses
- VII. Consultants
- VIII. Purchase of Equipment
- IX. Leases
- X. Insurance
- XI. Telephone
- XII. Accounting
- XIII. Investment Policy
- XIV. Grants and Contracts
- XV. Budgets
- XVI. Record Retention
- XVII. Petty Cash

I. GENERAL FINANCIAL POLICIES

Purpose

The purpose of the General Policies is to identify the policies, protocols and procedures that form the framework for Eagle Charter School of Nevada financial matters, including but not necessarily limited to responsibility and accountability for the governance, administration, and management of financial operations, performance, and results and regulations that ensure their accuracy and integrity.

- 1. The Eagle Charter Schools of Nevada Board of Directors (Board) are fiduciaries and are responsible and accountable for the proper use of funds and reporting as required by local, state, and federal agencies.
- 2. As part of the Services Agreement, Eagle Charter School Incorporated will propose financial policies, protocols and procedures, delegating appropriately the administration and management of financial policies, protocols and procedures, and governing and evaluating financial operations, activities, performance, and results to the Board for their consideration and action.
- 3. The Chief Executive Officer (CEO) of Eagle Charter Schools has administrative responsibility for financial operations, activities, performance, and results including signing contracts and agreements, so long as such actions are within Board approved policies, procedures, and budgets.
- 4. ECS will maintain a personnel file for each employee, containing appropriate documents, such as the signed compensation agreement, approval of changes in compensation, an I-9 immigration form, and withholding forms for taxes, benefits, deferred compensation, and charitable contributions.
- 5. The Secretary of the Board or designee will prepare accurate minutes of all meetings of the Board.
- 6. Current job descriptions will be maintained for all employees indicating financial duties and responsibilities.
- 7. Financial duties and responsibilities will be separated so that no one employee or vendor has sole control over:
 - Cash receipts;
 - Disbursements;
 - Payroll:
 - Reconciliation of bank accounts; and
 - Audits
- 8. All employees involved with financial protocols and procedures shall take vacations or leaves of 5 consecutive workdays each year. During such periods, back-up personnel who have been cross-trained in their duties will perform their tasks.
- 9. A blanket employee dishonesty insurance coverage in the amount of \$10,000 shall be maintained.
- 10. Professional financial service providers will be established annually. Until changed these include but may not be limited to:
 - QuickBooks Professional software;
 - Bill.com bill payment software;
 - Paycom for payroll services;
 - Bank of America for banking and investments:
 - BDO USA LLP and Crystal Star Associates (the Finance team) for accounting and internal auditing.

- 11. The Board shall annually contract in July with an independent auditing firm for a full audit of the books, to be completed prior to the following first of November.
- 12. The Board must approve changes to the financial policies, protocols and procedures prior to implementation.
- 13. The financial policies, protocols and procedures will be reviewed annually by the Finance Committee and approved annually by the Board.

IV. PURCHASING AND PROCUREMENT

Purpose

The purpose of Purchasing policies, protocols and procedures is to specify the methods for approving and making purchases for Eagle Charter Schools of Nevada.

A. PURCHASES

- 1. All purchases must be approved in advance by the Chief Operations Officer (COO) and Principal or by the CEO of ECS if the purchase falls within the parameters of Board approved policies, procedures, and budgets.
- 2. If purchase is less than \$125, persons authorized by the COO or CEO of ECS for immediate purchase and delivery can make the purchase. When this is done, invoice/receipt copies are to be turned into the COO.
- 3. The COO and/or CEO of ECS shall inform the Board of all contracts for \$25,000 or more so that a formal RFP can be executed as necessary.
- 4. A contract shall only be valid if it is signed by the COO, a member of the Board, or the CEO of ECS if pre-authorized to act on behalf of the school.

B. PURCHASES UP TO \$24,999

- 5. The COO and CEO of ECS have the authority of the Board to enter into contracts for the corporation that do not exceed \$25,000.00 unless it has already been approved in the budget.
- 6. If the contract exceeds \$25,000, the COO and/or CEO of ECS shall inform the Board before the contract is signed.
- 7. The Board requires a bidding process for contracts in excess of \$25,000.

C. PURCHASES OVER \$25,000

- 8. Purchases of \$25,000 or more will be required to undergo a competitive bid procedure.
- 9. All bid requests will contain clear specifications and will not contain features, which unduly restrict competition.
- 10. All bids must be noticed in the Nevada Register and one mass circulation newspaper as required by charter school regulations.
- 11. The COO (with support from ECS) will be responsible for ensuring that all conditions and specifications of a contract, bid, or order have been satisfactorily fulfilled and will be responsible for timely follow-up of these purchases.
- 12. The COO or designee will obtain at least 3 bids wherever possible unless prior approval by Board has been obtained.
- 13. Purchases of over \$25,000 will not be fragmented or reduced to components of less than \$25,000 to avoid the bid process.

14. All contracts of \$25,000 or more shall be approved by the Board.

V. PAYROLL

Purpose

The purpose of Payroll policies, protocols and procedures is to specify the responsibilities for completing and authorizing accurate time sheets, the payroll processes, including the issuance of employee checks as well as the payment of relevant taxes. Payroll services are provided to the School via the Services Agreement with ECS.

A. TIME SHEETS

- 1. Each hourly employee will be responsible for completing a time sheet on a bi-weekly basis and using the time clock to enter when arriving at work and when leaving work. Non-Compliance may result in reduced pay.
- 2. Completed time sheets will be dated and signed by the employee, time cards will be stapled to the back, and both will be submitted to the appropriate supervisor at the end of the last working day of each pay period and then submitted to Human Resources by the Supervisor.
- 3. No payroll checks will be issued without a completed time sheet and time card if required.
- 4. Incomplete time sheets and cards will be returned to the employee for correction.
- 5. The Human Resources Director/Manager or designee will verify the accuracy of the time sheets.
- 6. Employees will be paid every two weeks, deductions are itemized on each paycheck.

B. PAYROLL

- 1. The payroll entry form will be prepared by the Human Resources Manager and reviewed by the COO. Payroll reports are sent to the COO or Designee for review.
- 2. ECS is responsible for entering payroll reports into the accounting system.
- 3. Voluntary terminations will be paid at regular pay date. Involuntary terminations will be paid on day of separation.
- 4. 10 month employees that are being paid based on 12 months who leave before the year is over will receive additional pay for the adjustment.

C. PAYROLL TAXES

- 5. Paychex/selected payroll processing company will prepare and transmit the payroll tax reports, W-2 forms, and 1099 forms.
- 6. ECS (The Human Resources Manager) will verify payroll tax preparation on a monthly basis.

D. BENEFITS

1. Payroll will be prepared in accordance with the personnel policies and benefit plan.

XII. ACCOUNTING

Purpose

The purpose of the policies, protocols and procedures for Accounting is to specify the requirements for the entry, reporting and maintenance of financial transactions.

- 1. At the director of the Board, ECS will utilize a double entry system for accounting of all transactions, using classes or funds to delineate various programs.
- 2. Adequate documentation will be maintained to support all general entries.
- 3. At the end of each month, the ECS will prepare a Balance Sheet and Monthly Budget versus Actual activities comparison Report and a Cash Flow Projection Report that will be reviewed by the COO and reported at the quarterly meetings of the Board.
- 4. ECS will also prepare, as required, a Balance Sheet, Monthly Budget versus Actual activities comparison Report, Cash Flow Statement, and other reports as required by the SPCSA or requested by the COO or Board.
- 5. The Board will maintain its accounting records on the accrual basis in a manner that facilities the preparation of audited financial statements conforming to generally accepted accounting principles.
- 6. The tax return in Form 990 will be prepared annually. The Board, in conjunction with the independent audit, will authorize preparation of Form 990.
- 7. Copies of Form 990 will be filed by ECS and the COO will retain duplicate copies. A copy of the organizations Form 990 shall be located at the front desk for public inspection and/or copying.

XIV. GRANTS AND CONTRACTS

Purpose

The purpose of the policies, protocols and procedures for Grants and Contracts is to specify the responsibilities associated with maintenance and reporting of grants contracts. Grants management consists of monitoring a grant to ensure that the criteria set by contract or grant agreement is being met, and that activities are in compliance with the requirements of the agreement.

- a) The COO or designee, with support from ECS, will:
 - i. Review each award and contract to ensure compliance with all financial and programmatic provisions;
 - ii. Review and approve all reports to funding sources; and
 - iii. Report the status of every grant to the Board on a timely basis.
- b) The COO and ECS will:
 - i. Maintain originals of all grants and contracts in a file;
 - ii. Prepare and maintain on a current basis a Grants/Contracts Summary for each grant or contract awarded to Eagle Charter School.
- c) ECS will:
 - i. Prepare initial entries as appropriate to record each award;
 - ii. Prepare financial reports to funding sources as required by the Board or COO. This form shall include the:

- i. Name, address, contact person, and phone number of the funding organization/source;
- ii. Time period of the grant and period of performance/period applicable for expenditures;
- iii. All significant covenants (such as bonding or liability insurance requirements) and allow ability/restrictions on expenditures;
- iv. All required financial and program report and due dates;
- v. The chart of accounts line item number for the revenue deposited.
- (2) As Attachment 18, 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.). 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. If corporate, foundation, or other entity or individual fundraising estimates are included at \$5,000 or more in any year, be sure to include a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.
 - (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.
 - (g) Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:
 - How the projected number of students in each applicable subgroup was determined
 - How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)
 - How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated

Attachment 18 is uploaded as requested.

- (3) Submit the completed Financial Plan Workbook for the proposed school as Attachment 19. Attachment 19 is uploaded as requested. Included at the end of Attachment 19 are facility details as requested in the Financial Plan Workbook.
 - (4) 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.

The Eagle Governing Board shall annually contract with an independent auditing firm for a full audit of the books, to be completed prior to the following first of November. The Governing Board is further tasked with approving and monitoring a comprehensive Financial Policy complete with 3rd party oversight, reporting requirements, and additional checks and balances. This will be completed during the incubational year and reviewed at least annually.

The CEO of ECS and our incoming COO have managed the reporting and audit requirements for Eagle Academy in Washington D.C. for over a decade. During that time, Eagle Academy has remained in good standing with the D.C. authorizer and has not had a single significant audit finding.

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

6. Addendum

Please complete the following addendum if you are either:

- A start-up applicant (committee to form) seeking to contract with a non-profit charter management organization (CMO) or for-profit educational management organization (EMO), OR
- An experienced Non-Profit CMO Applicant

If you are not sure whether you are required to complete this Addendum, please contact Mark Modrcin at mmodrcin@spcsa.nv.gov prior to final submission.

LEADERSHIP FOR EXPANSION

This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.

(1) Describe the school and the CMO's/EMO's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

With 17 years of experience and multiple campuses in Washington D.C., ECS is actively sought out by talented, motivated leaders who are attracted to Eagle's mission. Traditional recruitment strategies are also successful; word of mouth advertising; social media, career fairs; and paid job search platforms all typically yield multiple qualified candidates to choose from. ECS has successfully utilized nationwide search firms for school administrators, including Advocate Staffing and K12 Recruitment Group, and we expect to engage similar firms as necessary. As candidates are identified, ECS will initially evaluate them to ensure candidates are capable, proven, and fit within the Eagle culture.

Leadership training occurs in house. Just as we prioritize individualized instruction for our students, we tailor our principal training to each member of our team. The incoming principal must be aligned with our philosophy and mission; we then work with our principal to develop a training program that addresses areas of need. This is a dynamic, ongoing process and not simply a "one size fits all" approach. As outlined in the above subsection: "Leadership Team; Q3" initial principal training is designed around creating a detailed action plan that outlines the first month of school. Specific training opportunities include classroom visits at existing Eagle campuses, training on data and data analysis, comprehensive curriculum training, peep-to-peer connections with principals to build relationships and understand culture, community, and restorative justice, and introductions and access to all support staff including experts in MTSS, Special Education, and early childhood.

(2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 20). Summarize the proposed leader's academic and organizational leadership

record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.

(a) If a regional director candidate has not yet been identified, provide the job description (as Attachment 20) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director.

Joe Smith, CEO of ECS, will fill the duties typically held by a Regional Director until Eagle NV's expansion warrants a dedicated Regional Director position; that is currently projected for year 4. Dr. Smith's qualifications have been discussed throughout the application. A formal job description will be developed in consult with the Eagle NV Governing Board and in response to the current phase of Eagle NV's growth. Dr. Smith's resume is included as part of Attachment 8; expected broad candidate qualifications for a Regional Director have been uploaded as Attachment 20.

SCALE STRATEGY

This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.

(1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the CMO/EMO and the new schools.

This application is for one charter school, but at capacity, Eagle NV projects to open four elementary schools feeding one middle school and serve over 3,500 students annually. We will ensure that our academic results and financial health both warrant opening an additional campus before proceeding. In order to consider expansion, Eagle NV will have earned 4 or 5 stars on the most recent NSPF evaluation or will have earned 3 stars and has the support and encouragement from our authorizer. Our annual audits will be clean and without findings, and Eagle NV will have met the financial criteria as outlined in the SPCSA's Charter School Financial Performance Framework.

The launch of future campuses will generally mirror what has been outlined for the first campus, and we will be able to use our established resources to interview staff, host informational sessions, offer student shadowing opportunities, and so on. The earliest Eagle's second campus would open is year 3 of operation; this timing allows us to demonstrate that our academic model was successful in year 1 and ensure that Eagle NV has sufficient staffing and financial resources to fund the year 0 costs associated with opening a new campus.

The Governing Board will form a Facilities Committee and task ECS with identifying possible campus facility options as outlined in the services agreement. ECS will present campus options to the Governing Board for consideration and action as appropriate. Both new construction and remodel options will be considered. It is expected that purchasing a campus will be possible on/around year 4 once Eagle NV can access the bond market as a rated entity.

ECS will concurrently begin identifying potential school leaders and arranging interviews for the Board's consideration. We expect to identify the incoming principal by April 1st. With support from ECS, this allows the principal to spend four months training on the Eagle model, recruiting students, building neighborhood relationships, and leading the effort on hiring staff.

(2) If your organization operates schools in other states, compare the CMO's/EMO's efforts to scale operations to Nevada to past scale efforts in other states.

ECS does not operate in other states; this question is not applicable.

(3) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new school that you plan to open.

The fundamental features of Eagle have been captured in this application and are our commitment to the students, families, and state of Nevada. The Eagle model supports all students within the MTSS framework and personalizes academic and SEL instruction within an aligned curriculum by creating a robust data feedback loop. Our professional development will revolve around these topics; our campuses will be staffed and equipped to offer these services, and our Governing Board will receive regular reports to ensure both success and fidelity to this model.

Joe Smith, founder of Eagle Academy, is directly involved in this process as CEO of ECS and will be a consistent presence in ensuring that his ECS team and Eagle Nevada are replicating the Eagle model where possible and improving upon it as necessary. The incoming principal will spend time at Eagle Academy as part of their initial training and will be connected with the entire Eagle team in order to facilitate embedding these fundamental features.

From a documentation standpoint, as part of the services contract, ECS is responsible for assisting the principal in developing the academic model and ensuring curricular alignment with both Nevada and the Eagle model, providing much of the professional development, and providing data analysis and reporting in consult with Eagle's COO. Regular reports on academics, culture, parent involvement, and finances allow the Board to evaluate progress and success and request improvements as necessary. These three factors will ensure the fundamental features are identified (academic model and culture), taught (PD), and monitored (data reporting).

- (4) Explain any shared or centralized support services the CMO/EMO or its affiliates will provide to schools in Nevada, which should align to the proposed management contract. Please include
- (a) Any academic support resources should your school expect from the EMO or CMO ECS will assist in the development and implementation of the entire academic program as outlined in the charter application. This program will be rooted in the proven Eagle academic model with specific attention to college/career readiness and social emotional growth. ECS will also recommend policies and procedures relating to student recruitment, student admissions, student records, student discipline, school year requirements, school day requirements, special education, student testing, extracurricular programs, and community partnerships.

(b) Any processes for collecting and reporting data across the network of CMO/EMO schools in Nevada and in other jurisdictions.

In consult with the principal, ECS will produce reports on the educational progress of each student by analyzing results of interim and end of year assessments. ECS will also assist with any reports required by the SPCSA or other governmental agencies.

ECS will also assist the Board in conducting biannual, comprehensive school evaluations which will include classroom observations, comprehensive data analysis, independent reviews of student work, parent panels, student surveys, teacher interviews, and other activities as identified by the Board and ECS designed to obtain a detailed picture of the school and student success.

(5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals of the network. Please also include how the board will measure successful delivery of these services. The governing board must outline the services to be provided by the CMO/EMO and/or its affiliates in the term sheet and draft contract provided later in Attachment 21. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a forprofit or non-profit entity.

The draft services agreement is included as Attachment 21. Included in Attachment 21 is an exhibit that crosswalks the goals of the school with the obligations and deliverables of ECS; this will updated to reflect any changes in the goals of Eagle NV as the primary tool that the Board uses to evaluate ECS.

(6) Identify any school positions which will be employed by the CMO/EMO or may be employed by the CMO/EMO based on the contract. To the degree that this position will represent the interests of the school to other parties, including vendors, school employees, regulators, or the SPCSA, how will the board ensure there is appropriate oversight and management of that individual's activities by school employees or the board?

Pending the final services agreement, the Director of IT may be an employee of ECS. As confirmation of appropriate oversight, this position will report to the school's COO.

- (7) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.
- Responsibilities for each entity are included in the chart below.

Function	Network/Management Organization Decision- Making	Local Board Decision- Making	School Leader Decision- Making
Performance Goals	Responsible for achieving the academic, operational, and financial goals as established by the Board. These goals will be the primary part of ECS' annual evaluation.	Responsible for establishing Performance Goals; the goals outlined in this charter are the draft goals for year 1.	Responsible for achieving the academic, operational, and financial goals as established by the Board. These goals will be the primary part the Principal's annual evaluation.
Curriculum	Responsible for confirming alignment to Nevada standards and the Eagle model.	Responsible for requiring the principal and ECS to certify alignment annually.	Responsible for reconfirming aligned with the Nevada standards.
Professional Development	Responsible for providing a significant amount of Professional Development per the services agreement.	Responsible for evaluating the academic success of the school and allocating resources for PD as appropriate.	Responsible for evaluating teachers, recommending PD, and ensuring academic success.
Data Management and Interim Assessments	Responsible for producing regular data reports per the services agreement and assisting the principal in evaluating and utilizing the data.	Responsible for evaluating academic and financial reports and instructing the CMO/Principal/COO to make improvements where necessary.	Responsible for administration and oversight of all interim assessments; responsible for evaluating progress and ensuring data is being utilized to inform personalized instruction.
Promotion Criteria	Responsible for consulting with the principal on Eagle standards and confirming Nevada requirements.	Responsible for ensuring legal compliance, hearing grievances, and evaluating results across all subgroups to ensure all students are being served at the highest level.	Responsible for communicating expectations to students, families and staff, ensuring alignment to posted criteria and ensuring alignment with Nevada law.
Culture	Responsible for monitoring culture, providing professional development, and	Responsible for monitoring culture via regular reports.	Responsible for promoting and establishing campus culture.

Budgeting, Finance, and Accounting	advising the principal as appropriate. Responsible for developing draft budgets, producing regular reports, creating draft policies and procedures, bookkeeping, and confirming compliance with all applicable rules, regulations, policies, and procedures.	Responsible for the fiscal health of the organization; Board Members are fiduciaries. Responsible for analyzing financial reports, approving budgets, securing independent audits, and ensuring compliance with all applicable	Responsible for working with ECS on producing draft budgets, producing regular reports, and offering analysis for the Board (COO).
Student Recruitment	Responsible for producing enrollment and marketing materials and working with Principal to attain enrollment goals.	regulations. Accountable for monitoring enrollment progress and ensuring legally required items (student lottery timeline) are executed appropriately.	Responsible for drafting recruitment policies and plans, achieving recruitment goals, executing student lottery and enrollment process appropriately, and reducing student mobility rate.
School Staff Recruitment and Hiring	Responsible for advertising positions, initial screening of candidates, and assisting the Principal in interviewing candidates.	Responsible for monitoring Eagle's hiring practice to ensure all positions are filled with qualified staff and all employment rules, laws, and regulations are followed.	Responsible for ensuring campus is staffed appropriately with qualified, mission-aligned team members.
HR Services (payroll, benefits, etc.)	Responsible for providing comprehensive HR services as part of the services agreement.	Responsible for ensuring all employment rules, laws, and regulars are abided by via regular reports and assurances.	Responsible for coordinating benefits training with the staff and advising ECS as appropriate.
Development/ Fundraising	Responsible for \$150,000 in year 0 funds, identifying possible grant opportunities, and	Responsible for leading fundraising and capital campaign efforts.	Responsible for supporting and executing any functions as requested by the Board (Principal) and

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	consulting with the Board as appropriate.		producing regular reports and identifying grant opportunities (COO)
Community Relations	Responsible for helping establish relationships with national organizations.	Responsible for managing relationships at the governance/political level and remaining informed of community relationships and satisfaction via regular reports.	Responsible for establishing robust community and stakeholder relationships and involvement.
IT	Responsible for facilitating IT purchases (within the approved budget) to properly equip the school, ensuring the IT solution confirms with the Eagle model, troubleshooting, designing the managing the website and network, and completing an E-Rate application annually.	Responsible for budgeting as appropriate (including depreciation and replacement considerations) and remaining informed of on all technology matters via regular reports.	Responsible for ensuring all technology is functioning, used appropriately, and utilized to the full capacity for the benefit of the students and staff.
Facilities Management	Responsible for identifying potential facility and finance solutions for the Board's consideration. Responsible for assisting the COO on all operational facility matters.	Responsible for facility and financing identification and selection. Responsible for monitoring facility operations via stakeholder satisfaction surveys and facility-specific budget reports.	Responsible for managing the entire facility - including supplies and vendors (COO) - and informing the Board via regular reports.
Vendor Management / Procurement	Responsible for contracting with third parties at the direction of the Principal/COO or the Board within previously	Responsible for ensuring all third parties are properly vetted, procurement protocols are followed as	Responsible for managing relationship with third parties and executing contracts that are not the

	established budgets and policies.	appropriate, conflicts of interest are avoided, and services performed are in the best interest of students; this is monitored by reviewing contract and regular reports.	responsibility of ECS (COO).
Student Support Services	Responsible for establishing student support services that are aligned with the Eagle model and assisting the principal on executing these services.	Responsible for monitoring the success of MTSS services, academic success for atrisk student subgroups, and academic success for the entire campus.	Responsible for successful implementation of all support programs, monitoring and evaluating data to improve performance, and providing support to instructional staff to ensure support programs are highly effective.

Table 29. Division of decision making responsibilities

- (8) Provide, as Attachment 22, the following organization charts (including both network management and schools within the network):
 - (a) Year 1 network as a whole
 - (b) Year 3 network as a whole
 - (c) Year 6 network as a whole

The organization charts should represent the all national operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. Clearly show the CMO's/EMO's role and the role of positions employed by the CMO/EMO in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed.

ECS' Organizational charts have been provided as Attachment 22 as requested. Two charts have been provided as the Organizational Charts for years 1 and 3 are projected to be the same. Since ECS has no other active schools under management, no additional school level organization charts have been included. If ECS secures additional expansion opportunities, the projected organizational structure of those new locations is expected to mirror that of Eagle NV.

SCHOOL MANAGEMENT CONTRACTS

This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.

(1) If you are a committee to form (not a CMO applicant), describe the CMO/EMO selection process which was followed and how and why was this particular CMO/EMO was selected?

For the past several years, multiple Nevada stakeholders have expressed a desire for the Eagle model to be expanded to Clark County. The Committee to Form recognizes and shares this desire, and is confident that the Eagle model will be a huge benefit to Clark County students and families. In addition to back office and operational support, our agreement with ECS provides Eagle NV with the comprehensive Eagle model including academic curriculum, SEL curriculum and implementation, professional development, data analysis, differentiated instruction and MTSS, and an approach to discipline and culture built on restorative justice and building strong relationships. Partnering with ECS ensures that the model is replicated with fidelity and that Eagle NV can build on the 17 years of experience in Washington DC.

Joe Smith, CEO of ECS, founded Eagle Academy PCS in Washington D.C and has been ultimately responsible for providing high quality seats to thousands of District students who otherwise would have attended some of the lowest performing schools in the country. So, although ECS is a newly established organization, this fact is not reflective of the incredible knowledge and experience the ECS team has with educating at-risk students and with charter schools. ECS was formed to ensure fidelity to Eagle's proven academic model, best accounting practices are implemented, and funds earmarked for different sources (and different states!) are not co-mingled.

(2) Describe the relationship between the school governing board and the CMO/EMO, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.

The CMO reports directly to the Governing Board and will be formally reviewed annually against the school performance goals established by the Board. The Board establishes policies, procedures, and a budget that the CMO must operate within; ongoing communication and reporting during regularly schedule Board meetings will be the primary source for interim monitoring of progress toward goals. The Board will be trained on "Policy Governance⁵⁹" (also known as Carver Policy) during the incubation year. Policy Governance is a renowned governance model that equips Boards to delegate with clarity and evaluate rigorously be ensuring the primary focus of the organization in on the ENDS vs. the MEANS.

The services agreement will be negotiated "at arm's length" and the Board will retain its own counsel for review of said contract. As reflected in the included exhibit to the services agreement, ECS will be evaluated against the same academic, operational, and financial goals as outlined throughout this application, and the services agreement includes an additional clause for

⁵⁹ "The Policy Governance Model." *PolicyGovernance.com* https://www.carvergovernance.com/model.htm. Accessed 8 Dec. 2020

termination should the school not earn a performance rating of at least 3 stars for consecutive years.

(3) Please describe what role, if any, the CMO/EMO has played and/or will play in the start up and incubation year for the school. Please also provide a draft of an agreement or MOU, as applicable.

The CMO has contributed time, energy, and resources toward developing the charter application and initiating community outreach efforts. During the incubation year, the CMO will begin offering extensive support as defined in the services agreement, without additional compensation. ECS is fully invested in the success of Eagle NV and is volunteering their resources and expertise to ensure a successful campus launch. No additional agreement or MOU has been executed.

(4) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed CMO/EMO or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed CMO/EMO and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable. Include a copy of the term(s) included or to be included in the contract, a staff handbook and other policy guidance which will clarify the board's policy for the school regarding the receipt by board or school staff of any free or largely discounted gifts, funds, jobs or personal services from the CMO/EMO at any time before, during or after a contract term with the CMO/EMO.

No existing or potential conflicts of interest exist between the proposed Governing Board and the CMO.

Jai Mallory, a current employee of Eagle Academy PCS in Washington D.C., is serving on the Committee to Form and is a prospective employee of Eagle NV.

The Board's policies will specify gift considerations; the approved policy is expected to state that no Eagle NV staff or Board member can accept a significant (valued at \$100 or more) personal gift or similar consideration from a person or vendor that has an active contract with Eagle NV.

(5) Please provide the following in Attachment 23:

- (a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the CMO/EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- (b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session);
- (c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
- (d) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.

5.a, 5.b, and 5.c have been provided as part of Attachment 21; 5.d has been provided as Attachment 23 as requested.

(6) Provide, as Attachment 24, a copy of the management organization's three most recent audits and other historical financial documents for the CMO/EMO. This may be provided in the format of your choosing. Note that there are limited statutory exceptions related to the disclosure of proprietary information for private, for-profit entities proposing to contract with public bodies. Applicants proposing to contract with an education management organization are required to have the entity provide such information to them for evaluation by a qualified financial professional and attach a notarized certification of compliance by that third party. Education management organizations which are reluctant to provide audited financial statements for inclusion in the application to the SPCSA are directed to contact the SPCSA and request that the agency work with its Deputy Attorney General to arrange for a private review of these materials immediately following the submission of the proposal.

Since ECS is newly formed as a CMO, no company audited financials are available.

However, the members of ECS have provided the same services to Eagle Academy, PCS for the past 17 years; the formation of a separate CMO is due to fiscal transparency and best accounting practices. As such, the three most recent audits for Eagle Academy, PCS are included as Attachment 24.

(7) Complete the Summary and Contact Information worksheet in the CMO/EMO Data Request template for each of the CMO's/EMO's schools.

ECS has no additional schools; hence this question is not applicable.

(8) Complete the CMO/EMO Achievement Data and Audit data worksheets and provide any explanatory or contextual information in the Info tabs of the CMO/EMO Data Request template for each of the EMO's schools.

ECS has no additional schools; hence this question is not applicable. Additional achievement and audit data for Eagle Academy PCS can be provided upon request.

(9) Provide three years of audited financial statements for each of the schools identified which has been in operation for more than a year.

Since ECS is newly formed, no audited financials are available. However, the audited financials for Eagle Academy PCS in Washington DC have been provided as Attachment 24.

CHARTER MANAGEMENT ORGANIZATIONS APPLYING FOR SPONSORSHIP DIRECTLY *This section applies to experienced CMO applicants.*

- (1) 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 NRS 388A.243? 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?
 - (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.

The application for Eagle Charter Schools, NV is being submitted by a Committee to Form; hence this question is not applicable.

Job Title: Chief Operating Officer

Chief Operating Officer Job Purpose:

Plans, directs, and oversees all Eagle Charter Schools, NV, operational policies, rules, initiatives, and goals. Helps organization execute long-term and short-term plans and directives by implementing judgement, vision, management, and leadership. Reports directly to the Governing Board.

Chief Operating Officer Job Duties:

- Measures effectiveness and efficiency of operational processes both internally and externally and finds ways to improve processes
- Develops and implements growth strategies
- Works to ensure Eagle Charter Schools, NV, stays within its annual budget
- Monitors and balances shifts of funds among line items working with the Principal.
- Provides mentoring to all employees, including management
- Coordinates with human resources department to recruit skilled talent and keep the best employees
- Oversees daily operations and makes adjustments as necessary
- Presents new ideas and cash flow strategies to Superintendent, board of trustees, and other school resources
- Supervises and approves the purchasing program to ensure that expenditures match school goals
- Evaluates marketing plans and their implementation
- Provides a system for employee salaries and benefits, and makes sure employees feel valued
- Promotes communication between colleagues for the benefit of information flow and to curb any problems that arise

Chief Operating Officer Skills and Qualifications:

Computational Skills, Interpersonal Skills, Legal Compliance, Customer Service, Financial Analysis, Certification, Logistics Knowledge, Industry Knowledge, Accounting Knowledge, IT Knowledge, Public Speaking, Problem Solving, Plan Implementation, Critical Thinking, Presentation Skills, Motivational Knowledge, Product Knowledge, Leadership, Time Management, Crisis Management, Risk Management, Exceptional

Page 158 Attachment 7

Oral and Written Communication Skills, Budgeting and Sales Experience, Strategic Planning, Business Development

Page 159 Attachment 7



Job Title: Principal

Starting Early, Soaring High...

Vision: Eagle students become confident individuals with positive self-esteem. They will be respectful, effective communicators; creative problem solvers; critical, reflective thinkers; self-directed lifelong learners; and users of current technology. In our vision, ALL students will develop a strong foundation for continual learning by working to high standards and expectations of achievement. Accountability will be shared between parents, educators and the students themselves. Our school will provide students with a safe and secure learning environment where they will take advantage of a wide variety of resources and learning strategies

Job Description: The Principal serves first and foremost as the school's instructional leader, overseeing the implementation of the Eagle Curriculum and the assessment of student outcomes. As the academic head of the school, the Principal plays the pivotal role in establishing and sustaining a top-quality learning environment that is built on a culture of high expectations and child-centered instructional practices. In that capacity, the Principal will assume full responsibility for all aspects of the school's academic program, including curriculum and instruction, professional development, discipline and student support services, and general day-to-day operations.

Reports to: The Principal reports directly to the Governing Board and will work closely with the school's CMO.

Supervises: Instructional Personnel

Qualifications:

- At least three years of school-level or district level leadership experience with a record of improving student achievement results in an early childhood learning environment;
- A performance- and results-driven approach to school leadership and student outcomes;
- Experience coaching a school staff to excellence and a commitment to continuous improvement;
- Comfort synthesizing and prioritizing data to solve problems and develop strategies to achieve ambitious academic goals;
- Strong problem-solving, critical thinking and analytic skills;
- Outstanding oral and written communication skills and the ability to move comfortably in public forums;
- Ability to establish a team-building, facilitative rapport with peers, staff, students, parents and external stakeholders;
- Experience with managing fiscal and human resources in a school capacity;
- Experience with local, state, and federal compliance;

- A demonstrated passion for advancing educational opportunities in low-income communities –extensive knowledge of the charter school movement, while extremely valuable, is not required for this position;
- The Principal must an advanced degree in K-12 school administration, curriculum & instruction or a related field with strong academic preparation.

Job Functions and Responsibilities:

As the academic leader of the school, the principal's primary focus will be on creating and sustaining a culture of continuous improvement and academic excellence through engaging and developmentally appropriate instruction. Specific responsibilities will include, but are not limited to:

Curriculum and Instruction

- Oversee the implementation and evaluation of the curriculum and instructional program;
- With support from the CMO, implement and administer the assessment system and equip staff to use student performance data to set achievement targets, strengthen instruction and improve student outcomes.
- Work with staff to create a schedule that supports effective curricular implementation and that provides time for teachers to get together to share student work and plan strategies to help students reach the standards
- Oversee the school's compliance with external parties including the SPCSA, Nevada Department of Education, and all federal and local policies and laws;

Assessment

- Work with leadership and faculty to ensure that the school meets federal and state requirements, and specifically makes AYP through NCLB legislation;
- Analyze school assessment data (external and internal) to make academic and programmatic decisions and to plan with the school's staff and community to set ambitious school, classroom, and individual student goals;
- Work cooperatively with the CMO to coach, supervise and evaluate staff through informal classroom visits, regular classroom observations, pre and post observation conferences, lesson plan review, and a written evaluation for each instructional staff member;
- Design, deliver, and evaluate research-based professional development for *all* staff that fosters improved student achievement, developmentally appropriate instructional approaches, using data to strengthen student performance, positive school climate, and productive staff morale;

Family Engagement

12/10/2020

• Communicate the message of standards-driven teaching and learning to parents/guardians, business partners, staff, and students;

Student Support/School Culture

- Lead a dynamic professional learning community that embraces accountability and student results;
- Manage, supervise, and evaluate effective procedures for the day-to-day operation of the school consistent with its philosophy, mission, values and goals, including, but not limited to: instructional programs; curriculum; discipline systems to ensure a safe, orderly, and productive school climate; assessment; creation of schedules; personnel management and assignment of duties; care, security, and repair of school property; and administrative office operations;
- Recruit, hire, and retain exceptional teachers and staff
- Leads the school instructional committee and attends Parent Advisory Board Meetings.
- Select, lead, and manage the School Leadership Team and other leadership structures
 needed to develop key academic goals and to ensure those goals are attained; Coordinate
 with the other executive staff on school governance and program implementation; Work
 with staff to create a schedule that supports effective curricular implementation and that
 provides time for teachers to get together to share student work and plan strategies to help
 students reach the standards
- Work with staff to create a schedule that supports effective curricular implementation and that provides time for teachers to get together to share student work and plan strategies to help students reach the standards Administer and supervise a program of student activities that best serves the needs of the school and supports student success;
- Initiate celebrations to acknowledge progress and success in meeting of standards and targets;
- Establish and maintain effective school/community relations through communication, outreach.
- Stay abreast of research and national trends in order to continue personal professional development

Other

Perform other duties as assigned by (supervisor)



Job Title: Vice Principal

Vision:

Eagle students become confident individuals with positive self-esteem. They will be respectful, effective communicators; creative problem solvers; critical, reflective thinkers; self-directed lifelong learners; and users of current technology. In our vision, ALL students will develop a strong foundation for continual learning by working to high standards and expectations of achievement. Accountability will be shared between parents, educators and the students themselves. Our school will provide students with a safe and secure learning environment where they will take advantage of a wide variety of resources and learning strategies

Job Description:

The Vice Principal assists the Principal in the performance of the various leadership responsibilities, which are attendant to the successful administration of the school. The specific duties, which are assigned by the Principal and the decision-making authority related to such assignments are as established in the working relationship between the Principal and Vice Principal. The Vice Principal is responsible for the direct supervision of any employee upon delegation of this responsibility by the Principal. The Vice Principal, in cooperation with any other site administrator, may be assigned full responsibility for all site employees in the absence of the Principal from the site.

Reports to: Principal

Qualifications:

- Bachelor's or Master's degree in Education or related field
- Minimum of 3-5 years of successful teaching experience required (preferably in an urban school setting)
- Ability to thrive in a fast-paced, dynamic, and rapidly-changing environment.
- Intellectual agility, a commitment to maintaining rigorous standards, and a demonstrated ability to think strategically and execute on multiple priorities simultaneously.
- In-depth knowledge of the city, public charter school system and target client populations.
- Strong written and oral communication skills, including active listening and public speaking skills. Job candidates must have flexible interpersonal and human relations skills. This means they need the ability to develop positive working relationships with both client and co-workers.
- Innovative, creative and collaborative thinker.
- Strong problem-solving and independent decision-making skills.

Page 163 Attachment 7

Job Functions and Responsibilities:

Incumbent has the following duties and responsibilities:

- Assists in the development, implementation supervision and evaluation of the instructional/education programs in areas assigned
- Facilitates PLC's
- Performs lunch duty and monitors lunch room
- Handles all parent concerns
- Collaborates with the Principal in coordinating all aspects of the school program and related activities. Assumes duties of the principal in his/her absence
- Maintains appropriate records
- Assists in the implementation and enforcement of school wide policies and procedures
- Provides leadership to staff and students in the maintenance of safe, clean and orderly school facility
- Works with the Principal in providing instructional leadership
- Supervises and oversees all summer programs
- Assist in MTSS
- Make recommendations to the principal concerning the school's administrative procedures and program of instruction.
- Possess extensive knowledge of curricular and instructional strategies for the elementary learner.
- Be able to work hand-in-hand with staff to plan and implement engaging and age appropriate curriculum and instructional strategies.
- Support a vision for learning that will be embraced by staff, families and the community in promoting student achievement and success.
- Act as liaison between the school and the community, interpreting activities and policies of the school and encouraging community participation in school life.
- Assist in the preparation of reports, records, lists and all other paper work required or appropriate to the school's administration.
- Possess a background and keen awareness of the diverse instructional and support needs of Special Education students.
- Foster and maintain positive professional relationships with students, staff, families and the community.
- Provide leadership for major initiatives and change efforts relative to school improvement goals.
- Communicate clearly and effectively with students, families, staff, administrators and the Eagle community.
- Assist the requisitioning, receiving and distributing of supplies, textbooks and equipment, and keep an accurate record of supplies, textbooks and equipment.
- Be actively visible within the school during the school day, at school events and within the community.
- Support the principal to provide leadership for continuous improvement of the school culture and ensure that students have a safe and orderly educational learning environment.
- Supervise conduct within the school and oversee disciplinary procedures, keeping records of any disciplinary action.

Page 164 Attachment 7

- Assist in the development of the master schedule for the school and in the monitoring of student scheduling.
- Assist in the organization of grade level or departmental meetings, which are effective in implementing and improving curriculum and instruction.
- Observe, coach and evaluate staff for continuous improvement.
- Assist in preparing and implementing plans for emergency situations
- Cooperate with support service personnel in organizing and conducting effective maintenance, custodial, food service and other necessary support service programs, and make recommendations for alterations and improvements in those areas.
- Adhere to PCSB policy, regulations and respond to administrative requests in a timely and accurate manner.
- Performs other duties as may be assigned by the principal

Page 165 Attachment 7



Job Title: Lead Teacher

Vision: Eagle students become confident individuals with positive self-esteem. They will be respectful, effective communicators; creative problem solvers; critical, reflective thinkers; self-directed lifelong learners; and users of current technology. In our vision, ALL students will develop a strong foundation for continual learning by working to high standards and expectations of achievement. Accountability will be shared between parents, educators and the students themselves. Our school will provide students with a safe and secure learning environment where they will take advantage of a wide variety of resources and learning strategies

Job Description: The Lead Teacher is responsible for the cognitive and affective development of each student. In addition to all the duties of an Eagle Teacher, the Lead Teacher is the first person that other teachers turn to when they have questions about curriculum, student behavior and school protocol, among other things.

Reports to: Building Principal

Supervises: None

Qualifications:

- Bachelor's degree required in Early Childhood Education and/or Special Education
- Attain a Master's Degree in Early Reading, Science, Math or Special Education within five years of appointment to Eagle. Other Master Degrees with approval of CEO.
- Meet the appropriate grade level and subject area requirements for the District of Columbia
- Minimum of two years of successful classroom teaching experience, preferably within an urban school setting (preferred)
- Deep knowledge and experience with effective instructional and behavioral methods and strategies for educating urban youth
- Ability to thrive in a fast-paced, dynamic, and rapidly-changing environment
- Intellectual agility, a commitment to maintaining rigorous standards, and a demonstrated ability to think strategically and execute on multiple priorities simultaneously
- Innovative, creative and collaborative thinker
- A lead teacher must have exceptional people skills, as they will interact with a variety of individuals on a daily basis. They need to have the ability to communicate effectively in both oral and written form, as they will be conveying information from training and the administration to colleagues.
- Has experience in working in under resourced communities and is able to read and adjust to cultural differences

Job Functions and Responsibilities:



<u>Curriculum and Instruction</u>

- Organizes and provides a program of instruction for students designed to meet the needs of all levels of ability in the class
- Determines the immediate objectives and methods of achieving the ultimate objectives; selects materials and methods of teaching which will accomplish these objectives.
- Prepares lesson plans based on the approval Eagle curriculum and instructional program. Also prepares tests and classroom activities that will promote an orderly learning experience for the pupil's progress; encourage pupil self-evaluation.
- Shows sensitivity to the readiness levels of the children in order to organize the presentation of material for the most effective learning in the various areas of reading, literature, social studies, oral and written language, spelling, handwriting, science, mathematics, music, art, physical education, health and safety.
- In planning both for daily work and for extended programs, the teacher uses, in addition to the eagle curriculum manual, sources of material such as internet sites, reference books, magazines, daily newspapers and other publications. The teacher also uses the results of professional conferences both with fellow teachers and with consultants on educational matter.

Assessment

- Maintains individual student portfolio on a weekly basis and reviews portfolios with building Principal on a monthly basis.
- Analyzes instructional method and materials carefully to anticipate the specific difficulties, which a pupil is likely to encounter, and plans a program which will help overcome these anticipated difficulties.
- Maintains and submits any and all reports as may be required by the Principal.

Family Engagement

- Proactively communicate with families to share progress and develop a supportive homeschool relationship
- Develops leadership and special talents among students by sponsoring out –of-class activities as such dramatic programs, participate in science fairs and art contests, etc.
- Cooperates with the home and with social and educational services to further student welfare.
- Confers and involves parents in the educational/supplemental activities of the school.
- Refers Parents to the Parent Center via the Lead Teacher regarding *all* personal conflicts/issues beyond academic classroom management in order to maintain a culture of professional ethics and student security.

Page 167 Attachment 7



Student Support/School Culture

- Participates in management and discipline throughout the school in a manner consistent with policy and practice at the elementary level, also with student groups away from school; at lectures, concerts, contests, etc.
- Keeps informed about and uses the results of standardized tests as a guide in modifying pupil programs to meet individual, needs makes checks and uses cumulative records to better understand and guide the pupil.
- Controls the physical environment of the classroom, maintains order, and arranges the pace of work and the individual demands on particular children so as to foster the physical and emotional health of the classroom.
- Takes responsibility for the classroom and for the storing and distribution of books and other school property as required; participates in the responsibility for the protection and maintenance of the school plant and equipment, and supervises the children in their use
- Perform other duties as assigned by (supervisor)

3



Job Title: Teacher Assistant

Vision: Eagle students become confident individuals with positive self-esteem. They will be respectful, effective communicators; creative problem solvers; critical, reflective thinkers; self-directed lifelong learners; and users of current technology. In our vision, ALL students will develop a strong foundation for continual learning by working to high standards and expectations of achievement. Accountability will be shared between parents, educators and the students themselves. Our school will provide students with a safe and secure learning environment where they will take advantage of a wide variety of resources and learning strategies

Job Description: Work collaboratively with Eagle educators to provide academic and socialemotional support to students in aligned with the mission and goals of the school. Primary function is to assist the teacher in the day-to-day operations in the classroom.

Reports to: Principal

Supervises: none

Qualifications:

Candidates for the teaching assistant position must have a secondary school diploma or its recognized equivalent for a highly qualified paraprofessional. Therefore, successful candidates will have either: (1) completed two years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) achieve a score of 461 on the Paraprofessional Assessment, the state's formal academic assessment, demonstrating knowledge of and the ability to assist in instructing reading, writing, and mathematics.

Candidates must be energetic, reliable, integrity driven and have strong communication skills to ensure effective, positive interactions with their teaching team, staff, parents and children.

Job Functions and Responsibilities:

Curriculum and Instruction

Assist students in classroom, on playground, on field trips and in other places according to the schedule

Instructs students one-to-one or in small groups as planned/directed by Teachers using Eagle curriculum and instructional programs.

Assessment

Collects records and assists the teacher in the evaluation and analyses of student assessment data.

Files students class work in portfolios keeps a journal and records instructional interactions with students.

1



Family Engagement

Assistants should defer all parental requests until they are brought to the attention of the classroom teacher.

Student Support/School Culture

Shares the responsibility with the Teacher of ensuring that students are safe and achieve their goals to become proficient self- managers, enjoy learning and school.

Attends conferences, workshops and seminars to improve professional skills.

May assist in preparing children's meals as assigned by the Teacher or Director;

Monitors the lunchroom and playground areas;

Fosters and maintains good working relationship with colleagues

Exercises appropriate decision-making when faced with challenges in the classroom.

Is committed to excellence and conveys that commitment and high expectations to all students, parents and colleagues.

Passionate about working with children and dedicated to doing whatever it takes to provide the best education possible to the students

Perform other duties as assigned by (supervisor)

2

EAGLE CHARTER SCHOOLS OF NEVADA Clark County

To Whom It M	lay Concern:		
I have child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.			
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I support having Eagle Elementary Charter School open in my neighborhood.
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Page 173 Attachment 13

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Page 174 Attachment 13

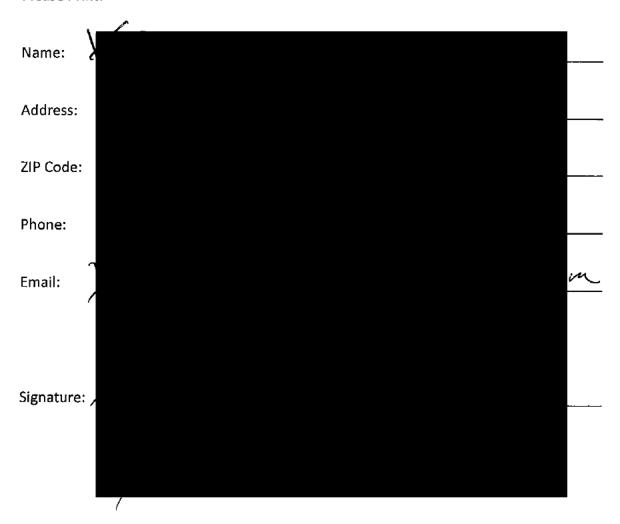
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I support having Eagle Elementary Charter School open in my neighborhood.

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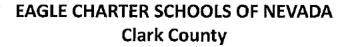
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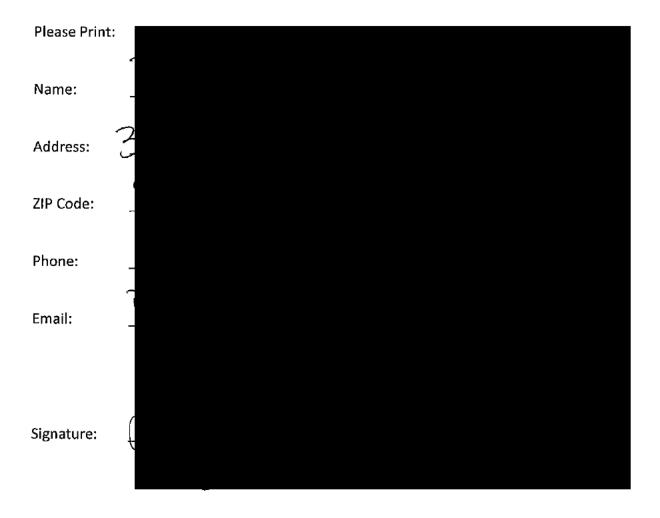


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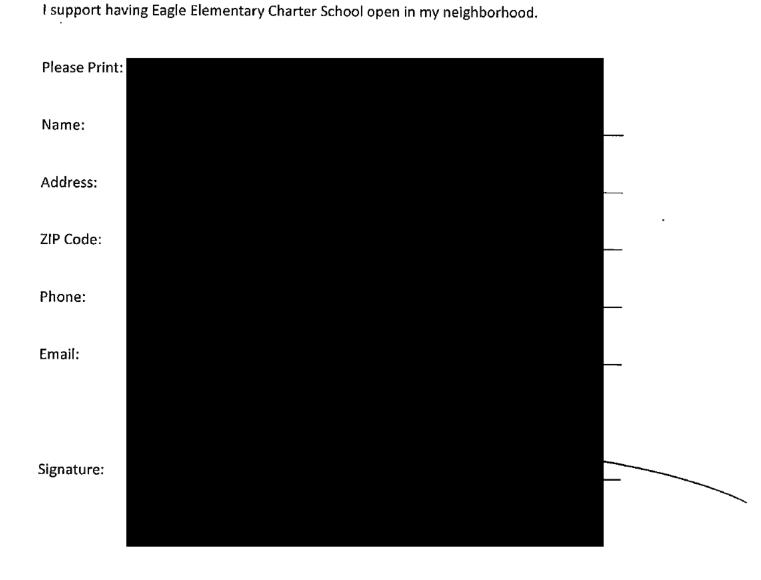
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Page 188 Attachment 13

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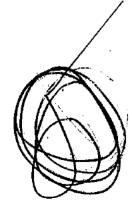
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Page 197 Attachment 13



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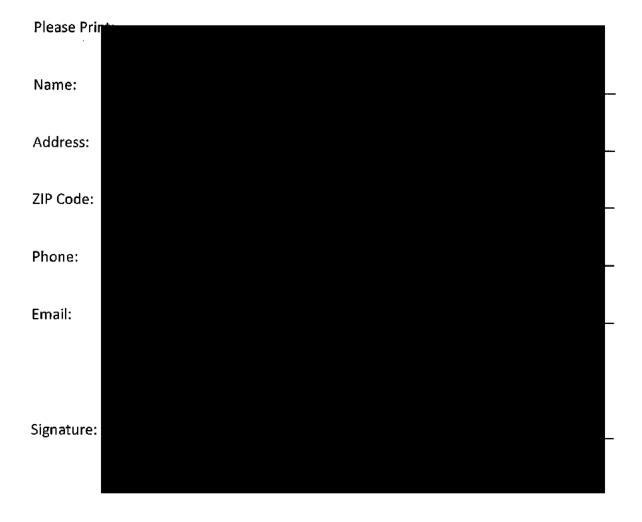
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Page 212 Attachment 13

To Whom It May Concern:

I have child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.
I support having Eagle Elementary Charter School open in my neighborhood.
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Page 213 Attachment 13

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Page 217 Attachment 13

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Page 218 Attachment 13

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Page 220 Attachment 13

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Page 224 Attachment 13

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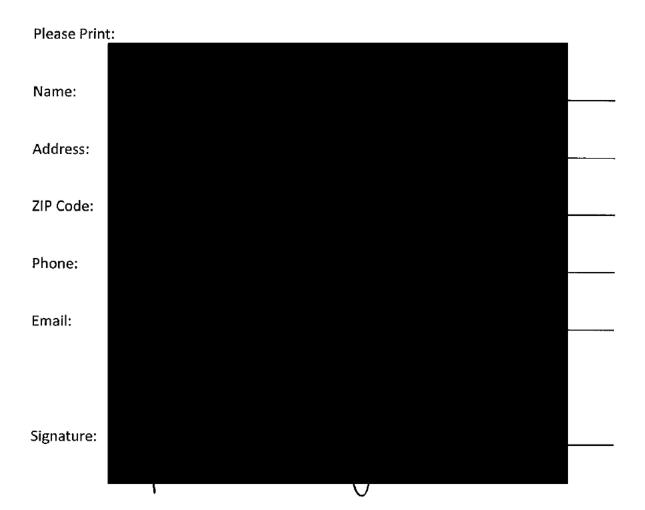
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Page 249 Attachment 13

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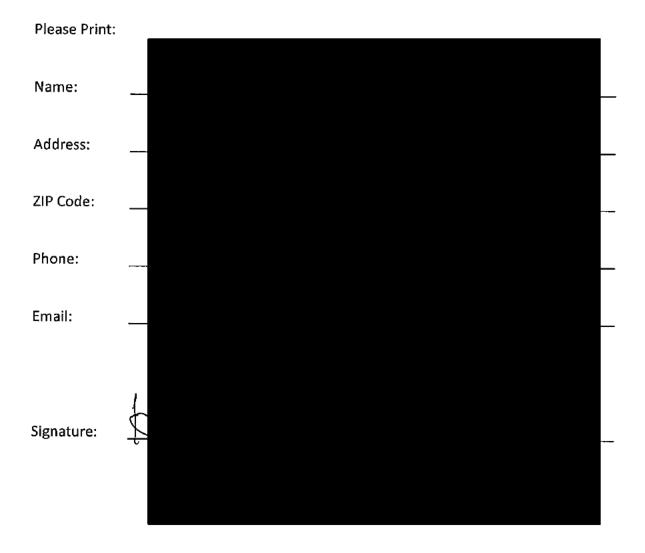


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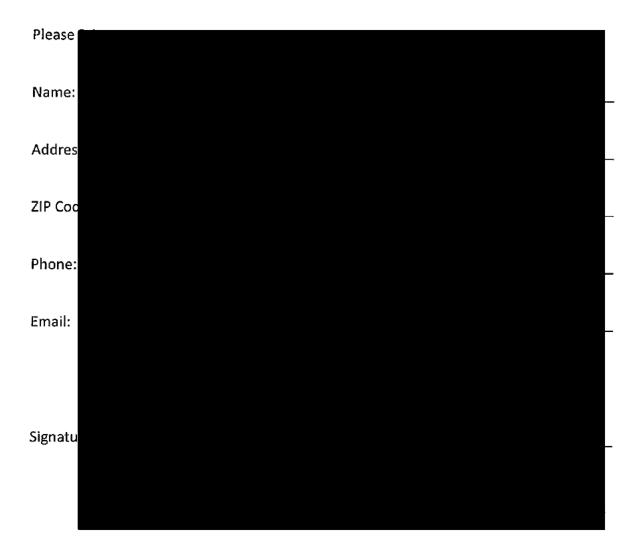


Page 251 Attachment 13

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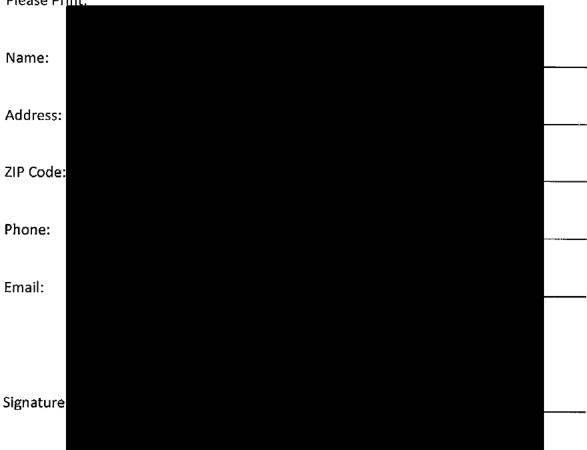
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Page 252 Attachment 13

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Page 253 Attachment 13

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Page 258 Attachment 13

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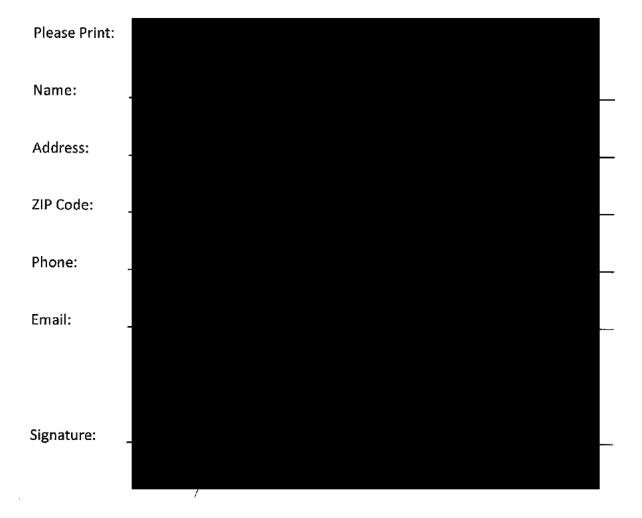
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Page 259 Attachment 13

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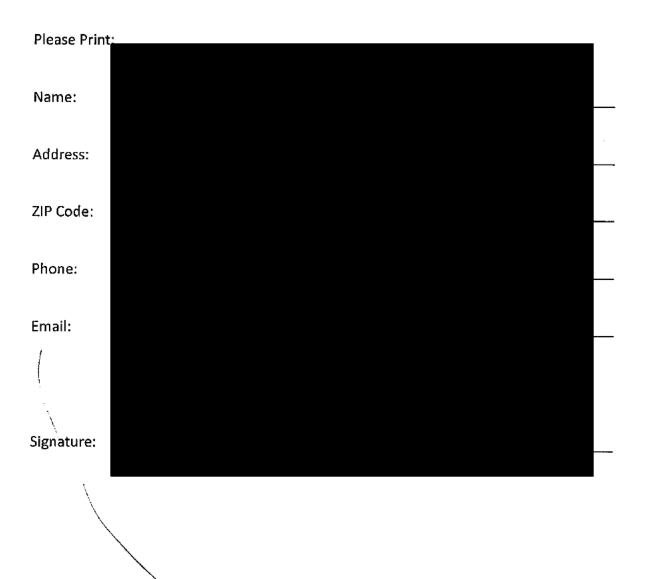
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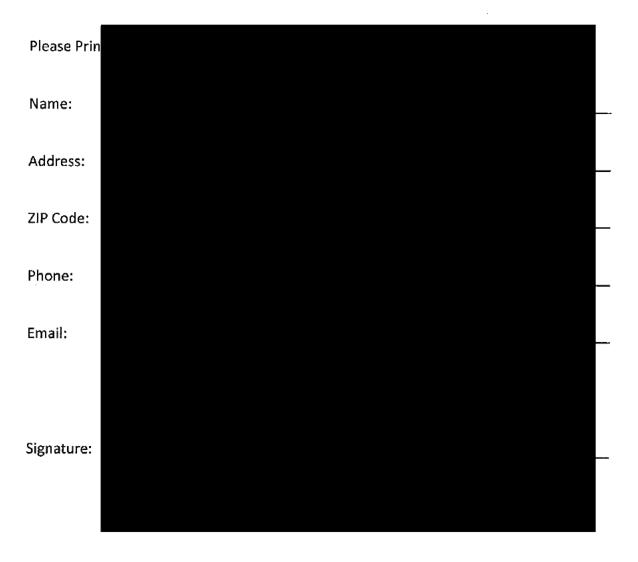
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Page 265 Attachment 13

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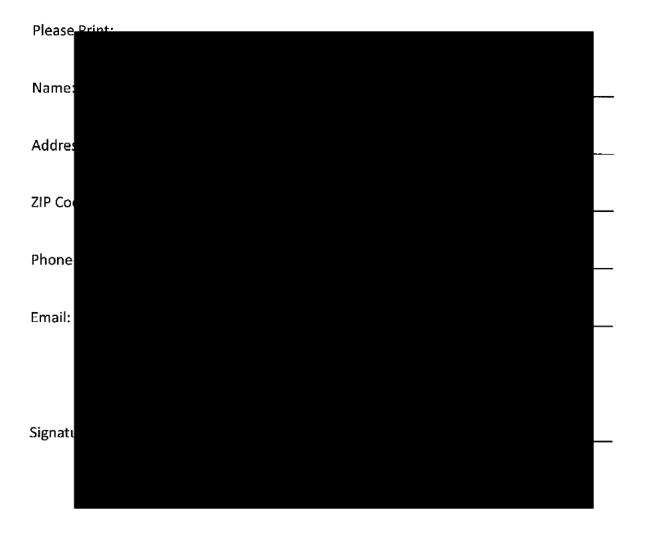
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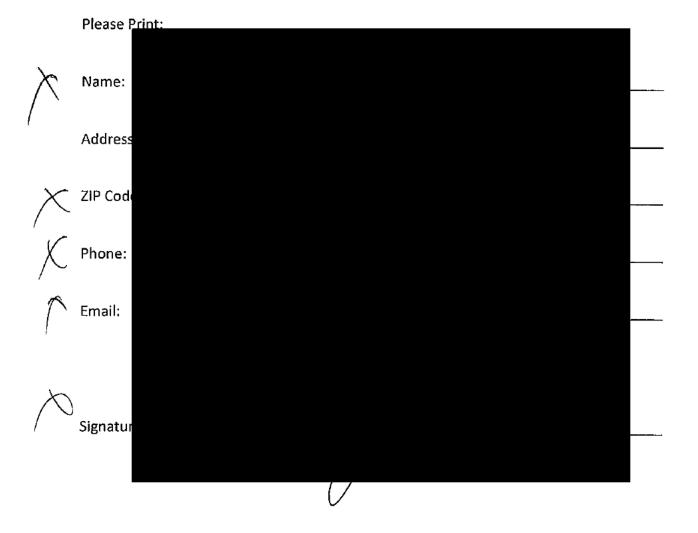
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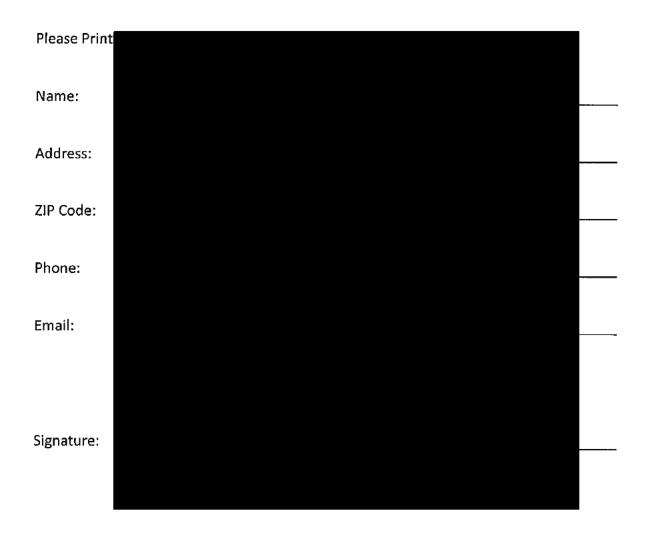
Page 269 Attachment 13

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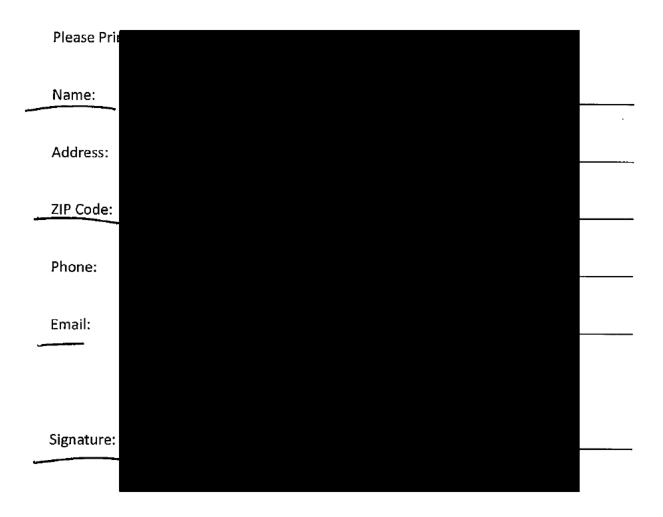


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Page 271 Attachment 13

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Page 272 Attachment 13

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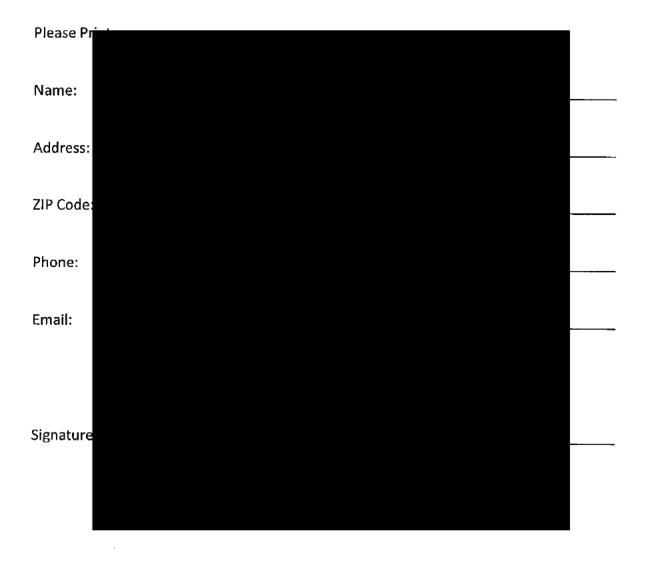
Page 276 Attachment 13

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Page 278 Attachment 13

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Page 279 Attachment 13

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Page 281 Attachment 13

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Page 283 Attachment 13

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Page 287 Attachment 13

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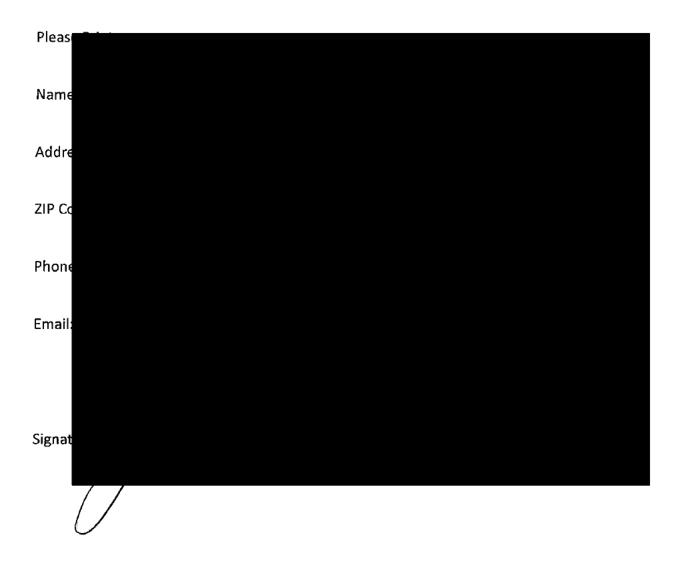
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Page 292 Attachment 13

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Page 293 Attachment 13

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Page 295 Attachment 13

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I support having Eagle Elementary Charter School open in my neighborhood.

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Page 296 Attachment 13



To Whom It May Concern:	
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Page 298 Attachment 13



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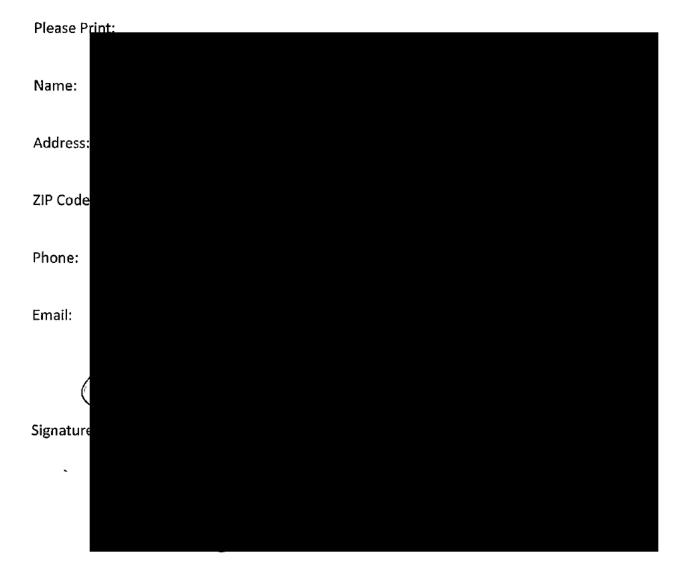
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Page 307 Attachment 13

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Page 309 Attachment 13

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Page 311 Attachment 13

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Page 312 Attachment 13

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Page 313 Attachment 13

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Page 315 Attachment 13

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Page 317 Attachment 13

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Page 320 Attachment 13

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Page 321 Attachment 13

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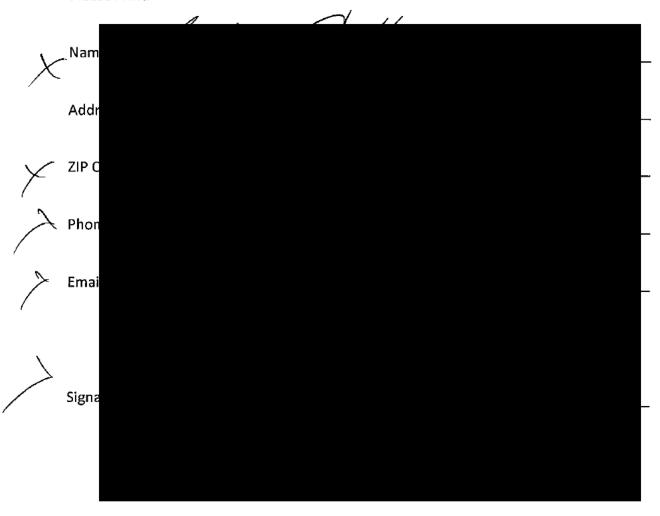
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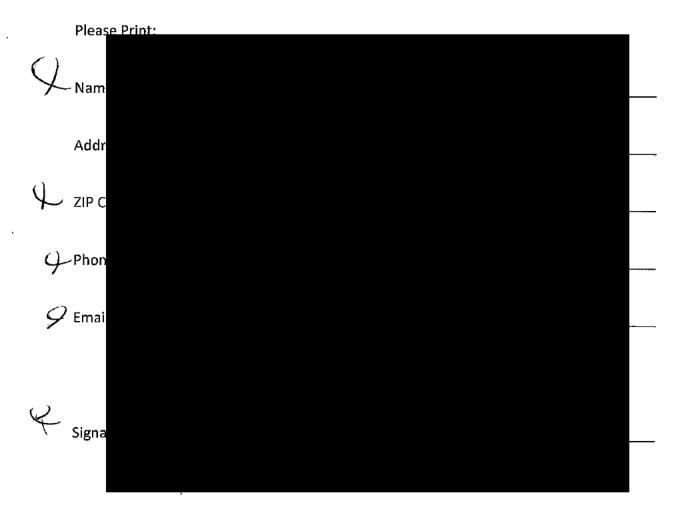
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Page 328 Attachment 13

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Page 329 Attachment 13

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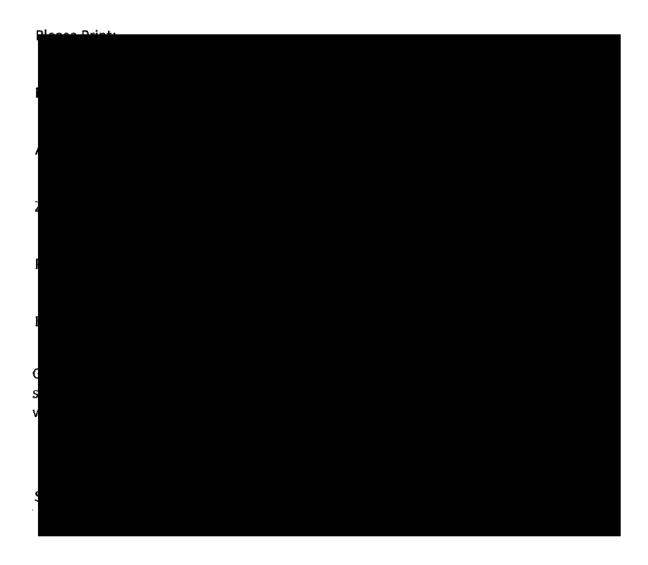
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Page 332 Attachment 13

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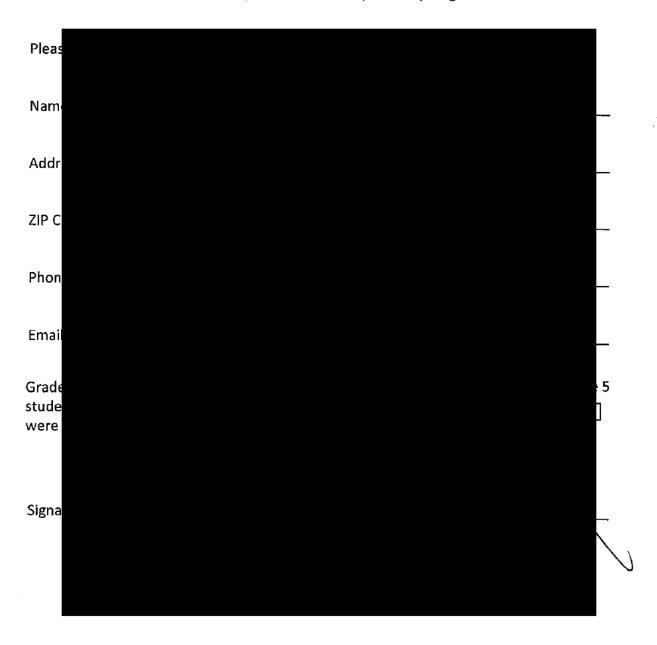


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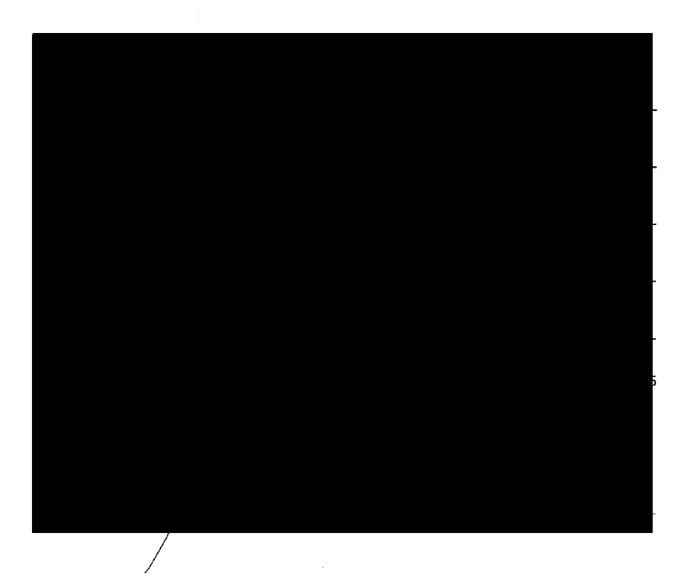
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To Whom It May Concern:				
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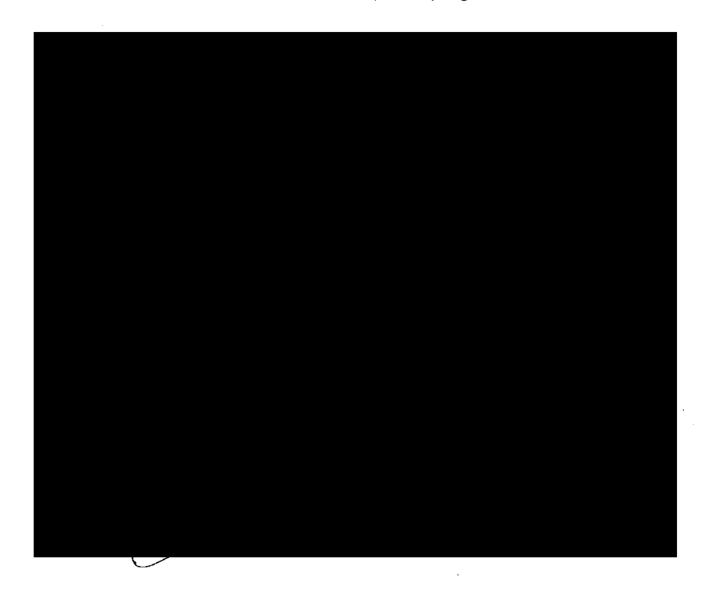


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Page 337 Attachment 13

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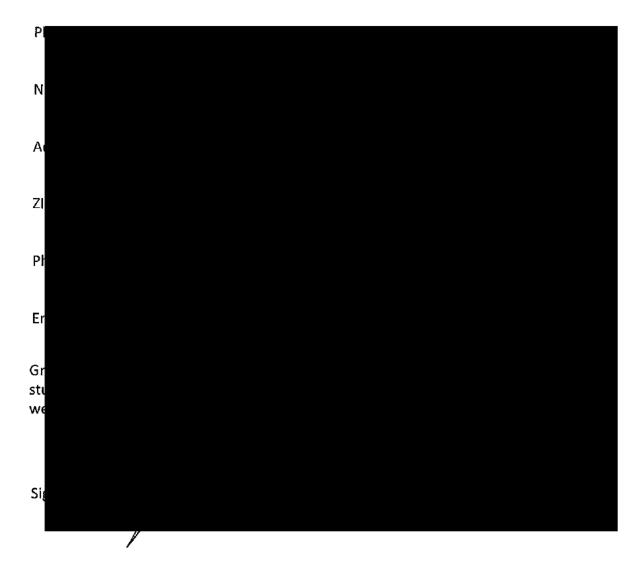


Page 338 Attachment 13

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Page 339 Attachment 13

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Page 340 Attachment 13

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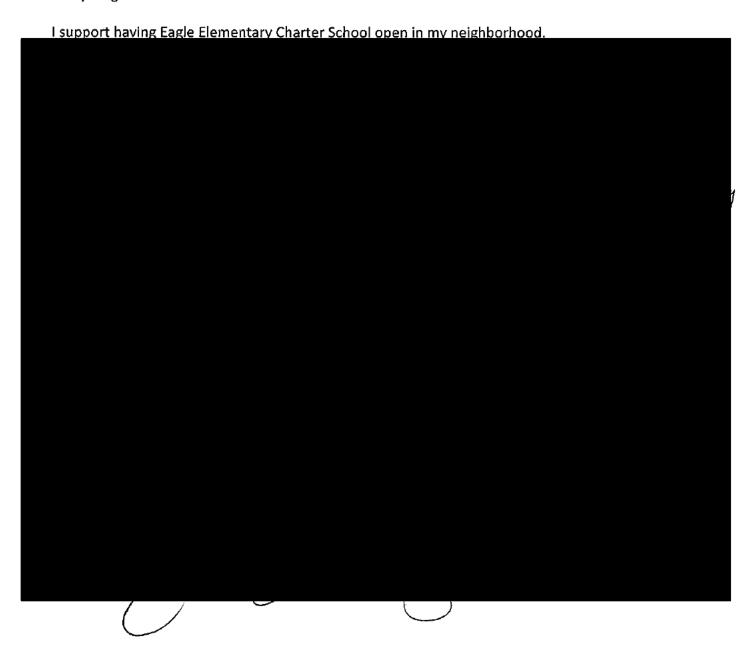
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Page 342 Attachment 13

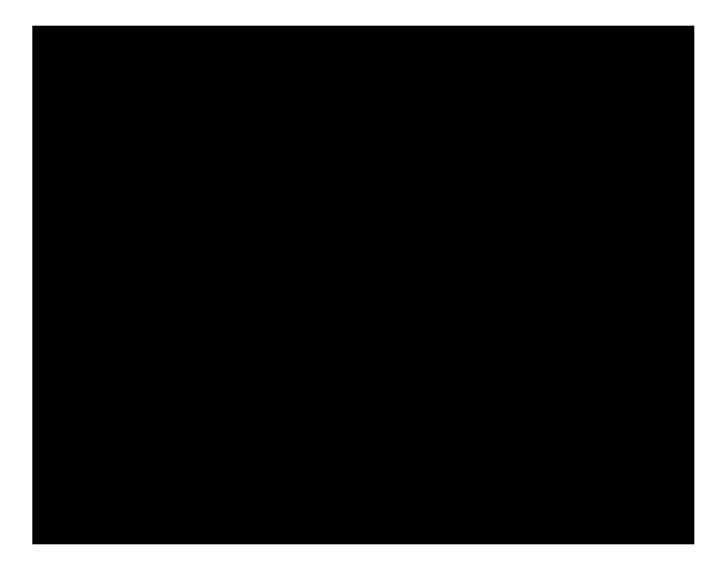
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Page 343 Attachment 13

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I support having Eagle Elementary Charter School open in my neighborhood.



Page 344 Attachment 13

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Page 346 Attachment 13

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Page 347 Attachment 13

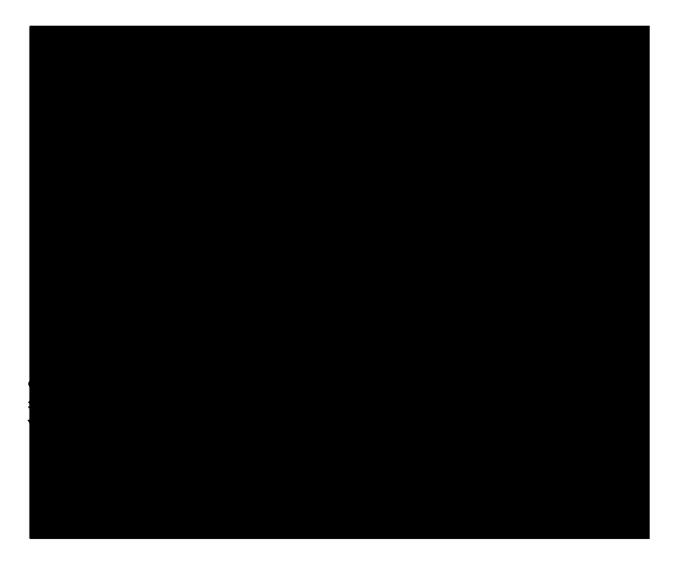
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I support having Eagle Elementary Charter School open in my neighborhood.
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Page 348 Attachment 13

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I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.



Page 349 Attachment 13

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Page 350 Attachment 13

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Page 351 Attachment 13

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Page 353 Attachment 13

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Page 354 Attachment 13

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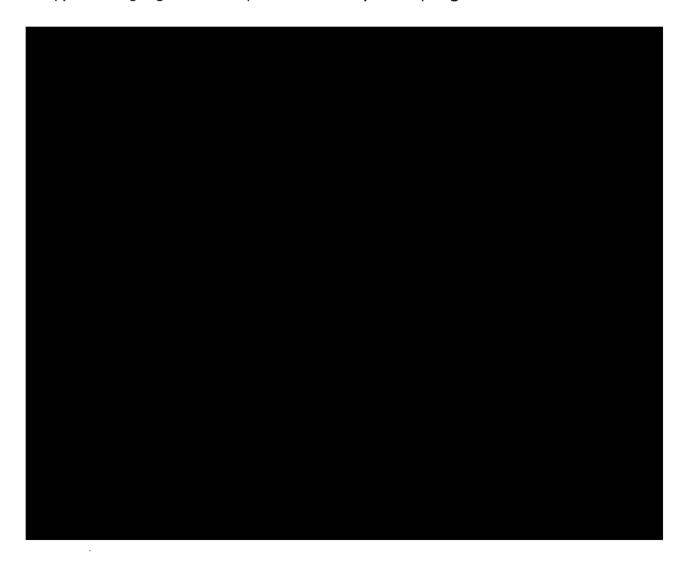
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I support having Eagle Elementary Charter School open in my neighborhood.



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Page 358 Attachment 13

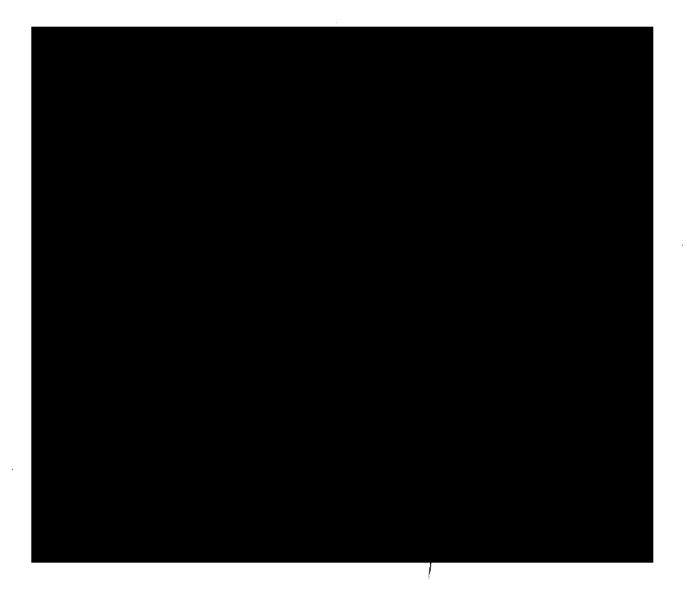
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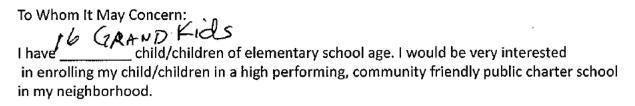
Page 359 Attachment 13

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I support having Eagle Elementary Charter School open in my neighborhood.



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I support having Eagle Elementary Charter School open in my neighborhood.



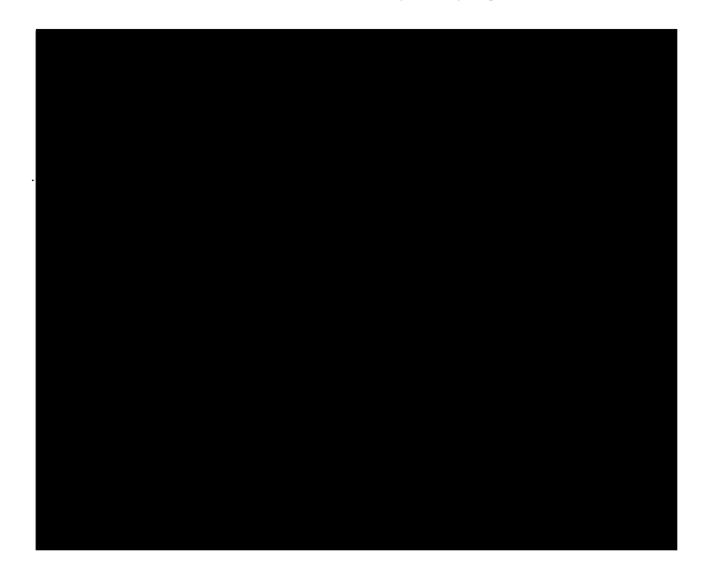
Page 361 Attachment 13

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Page 362 Attachment 13

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Page 363 Attachment 13

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Page 364 Attachment 13

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Page 365 Attachment 13

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Page 366 Attachment 13

To Whom It May Concern:
I have child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.
I support having Fagle Flementary Charter School open in my neighborhood



Page 367 Attachment 13

To Whom It May Concern:		
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Page 368 Attachment 13

To Whom It May Concern:	
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Page 369 Attachment 13

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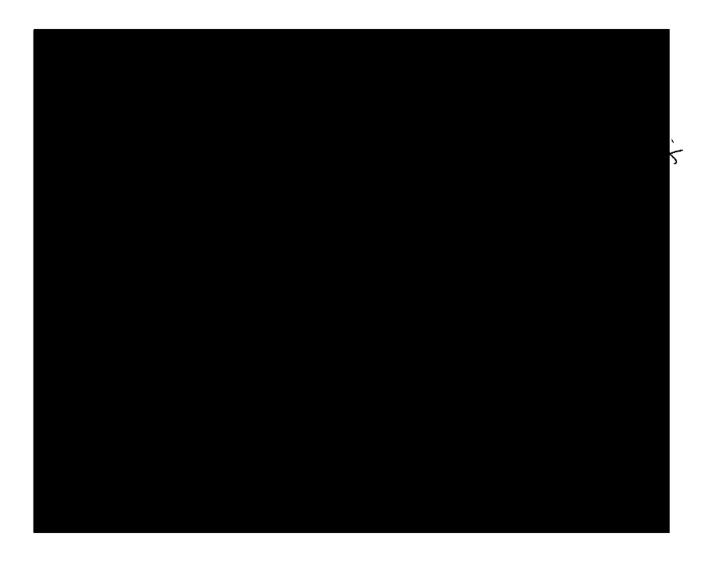
Page 370 Attachment 13

To Whom It May Concern:
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Page 371 Attachment 13

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I support havir	g Eagle Elementary Charter School open in my neighborhood.



Page 372 Attachment 13

To Whom It	May Concern:
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I support ha	ving Eagle Elementary Charter School open in my neighborhood.
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Page 373 Attachment 13

To Whom It May Concern:

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To Whom It May Concern:
I have child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.
I support having Eagle Elementary Charter School open in my neighborhood.
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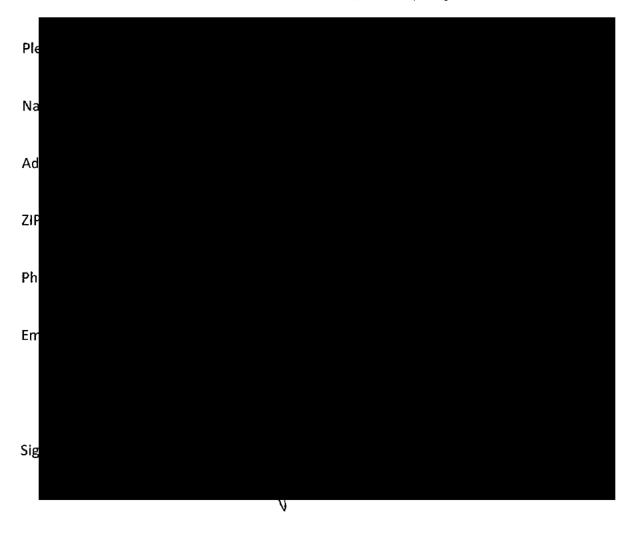
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I support having Eagle Elementary Charter School open in my neighborhood.
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Page 376 Attachment 13

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

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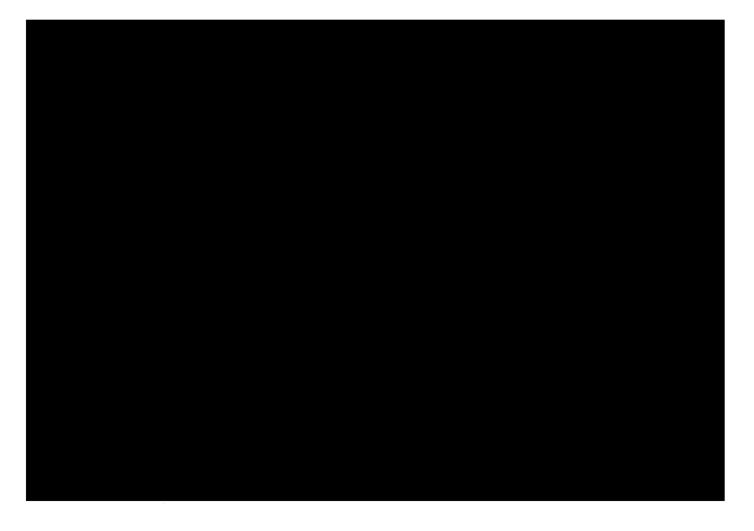


Page 377 Attachment 13

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I support having Eagle Elementary Charter School open in my neighborhood.

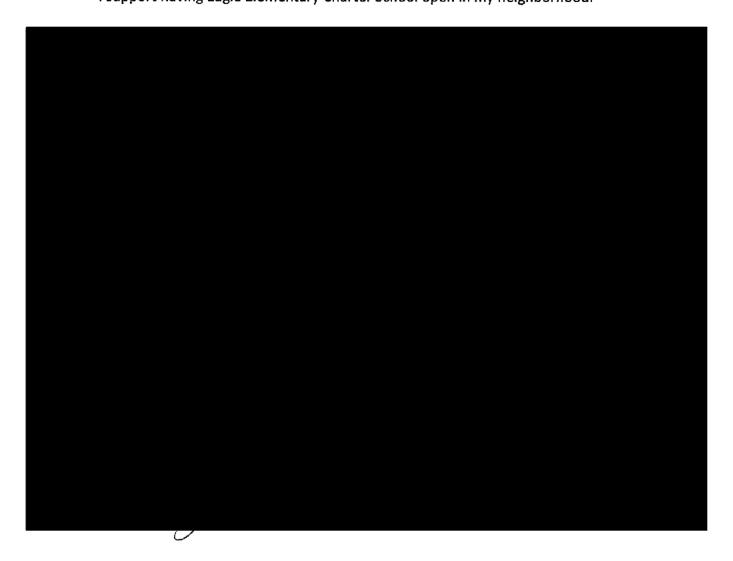
Page 378 Attachment 13

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I support having Eagle Elementary Charter School open in my neighborhood.



Page 379 Attachment 13

To Whom It	May Concern:
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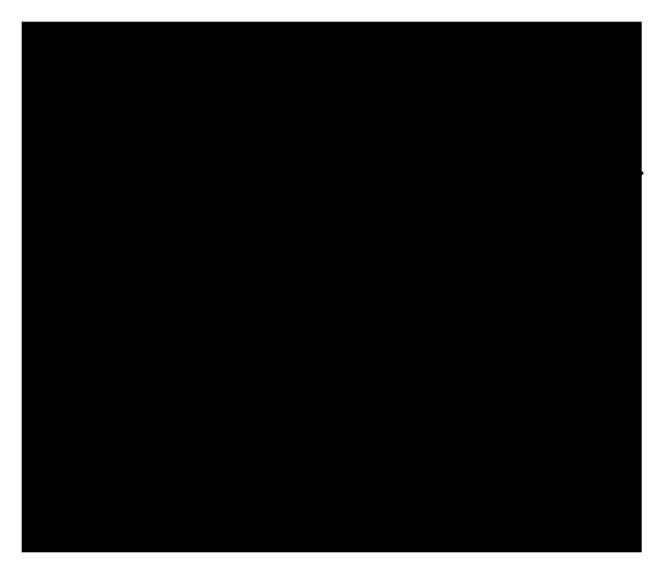
Page 380 Attachment 13

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I support having Eagle Elementary Charter School open in my neighborhood.



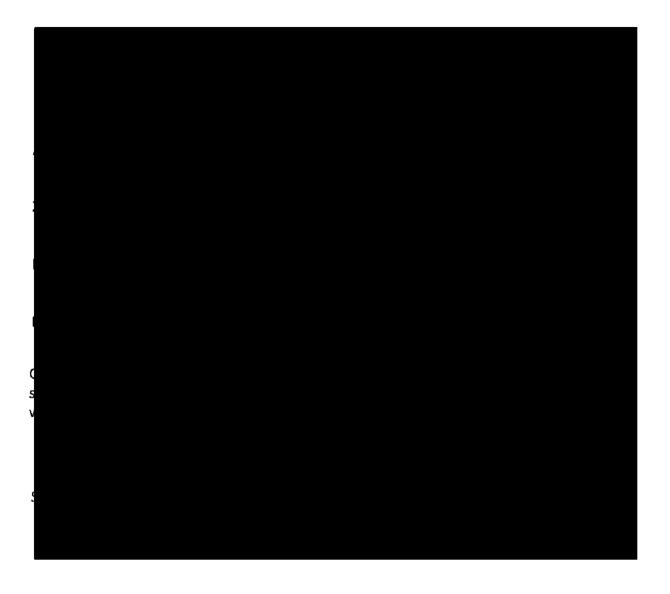
Page 381 Attachment 13

To Whom It May Concern:
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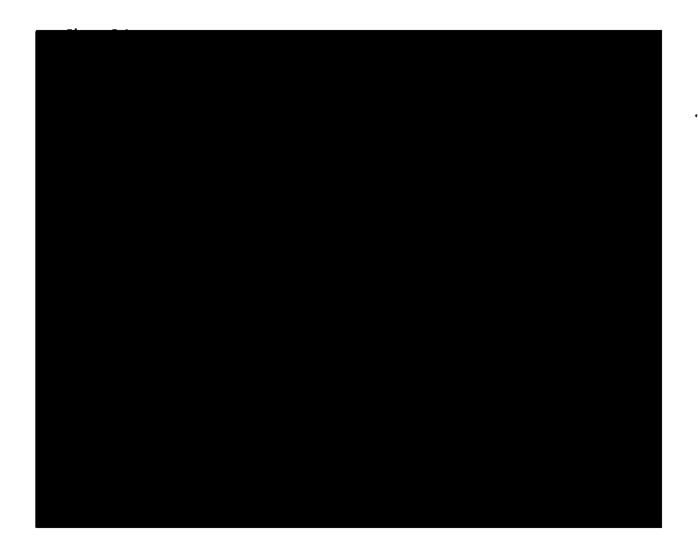
Page 382 Attachment 13

To Whom It May Concern:		
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Page 383 Attachment 13

To Whom It May Concern:
I have child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.
I support having Eagle Elementary Charter School open in my neighborhood.



Page 384 Attachment 13

To Whom I	t May Concern:
I have	child/children of elementary school age. I would be very interested
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I support having Eagle Elementary Charter School open in my neighborhood.

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Page 385 Attachment 13

To Whom It May Concern:
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I support having Fagle Flementary Charter School open in my neighborhood

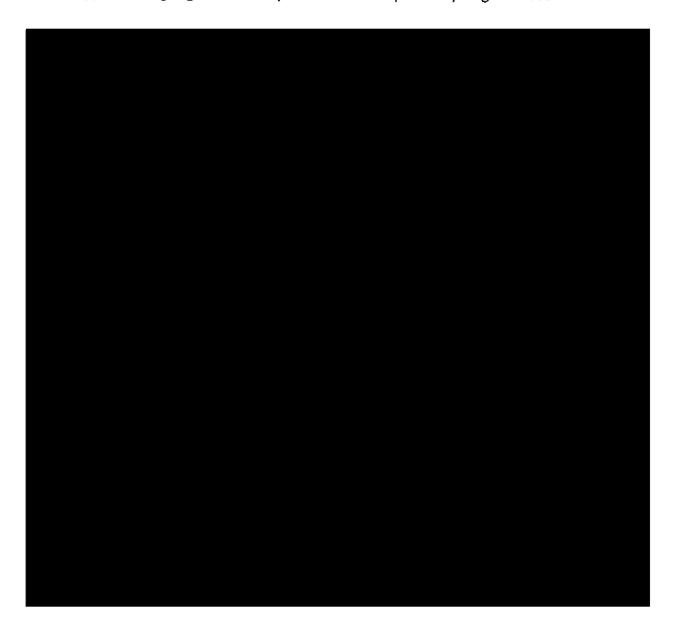


Page 386 Attachment 13

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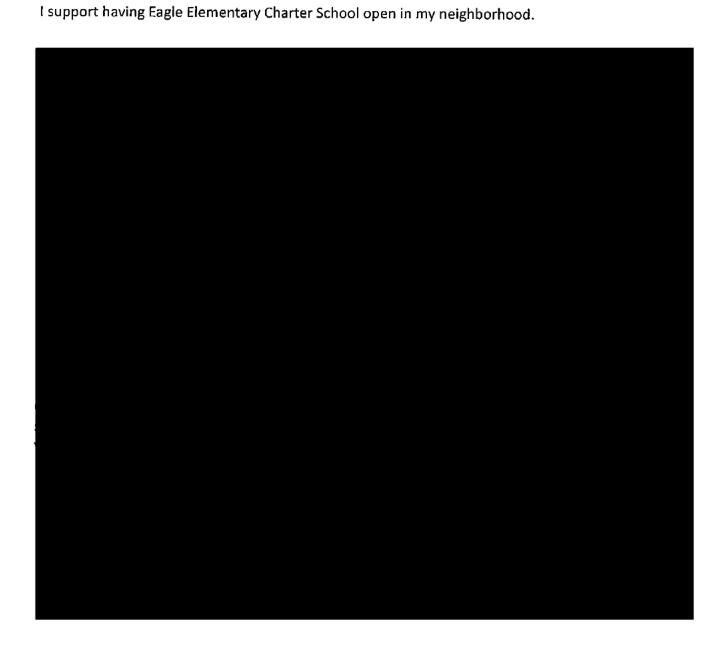
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I support having Eagle Elementary Charter School open in my neighborhood.



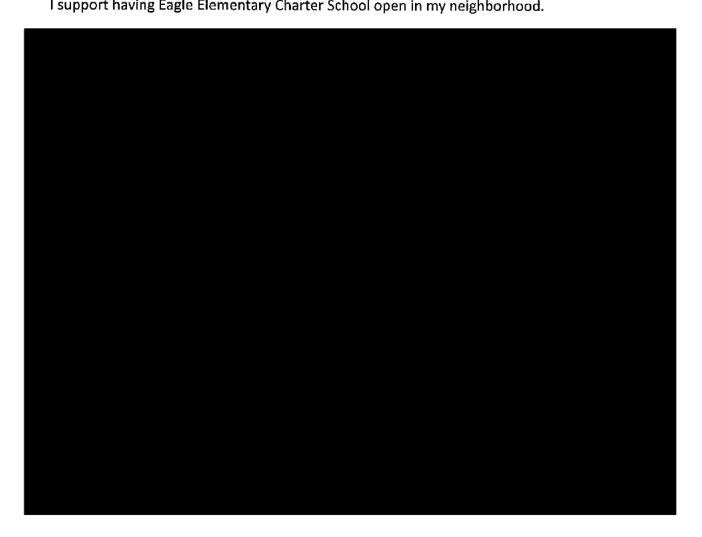
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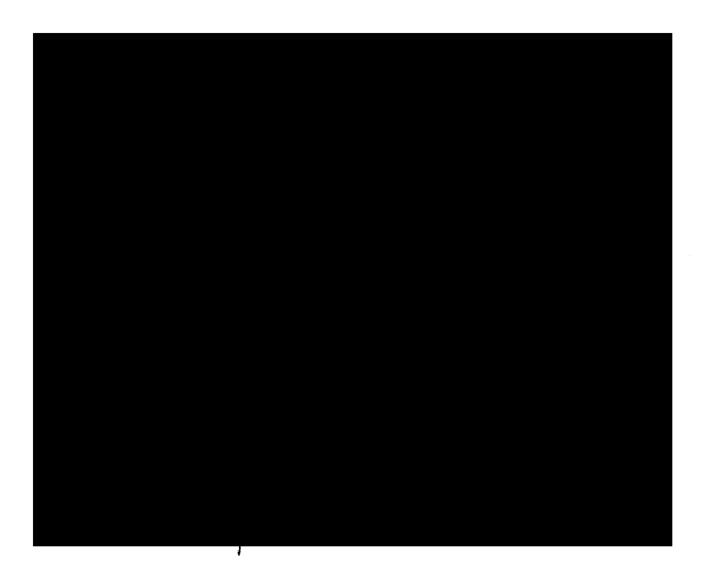
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To Whom It May Concern:	
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Page 389 Attachment 13

To Whom It May Concern:
I have child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.
I support having Eagle Elementary Charter School open in my neighborhood.



Page 390 Attachment 13

To Whom It May Concern:
I have child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.
I support having Eagle Elementary Charter School open in my neighborhood.
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To Whom It May Concern:	
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Page 392 Attachment 13

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I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.



Page 393 Attachment 13

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.



Page 394 Attachment 13

To Whom It May Concern:	
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Page 395 Attachment 13

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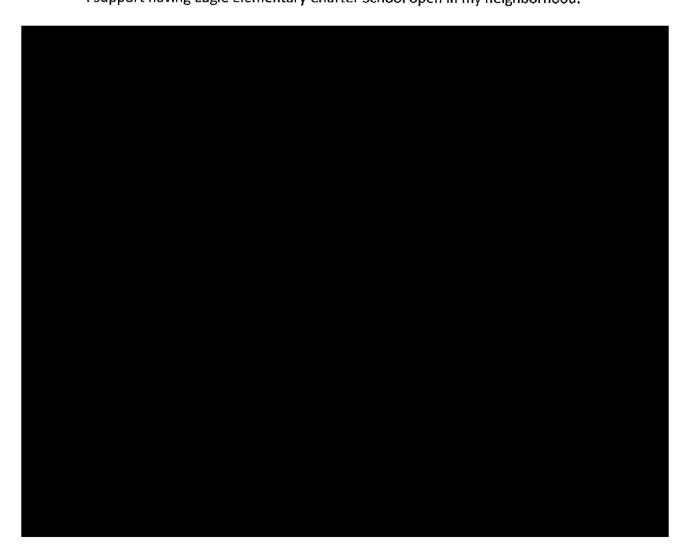
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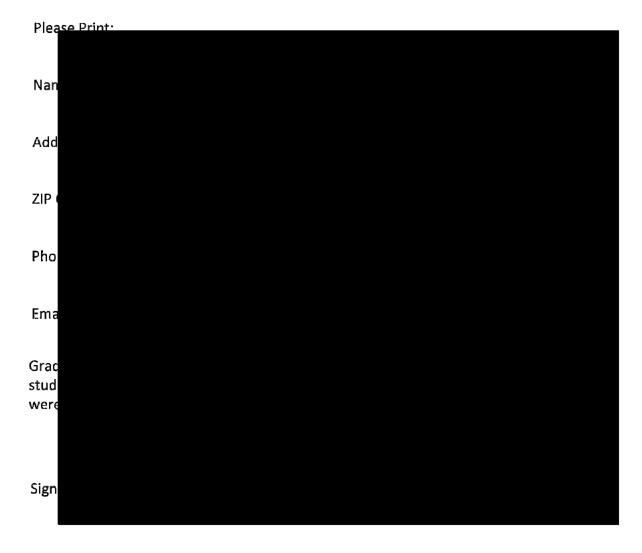
Page 397 Attachment 13

To Whom It May Concern:	
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Page 398 Attachment 13

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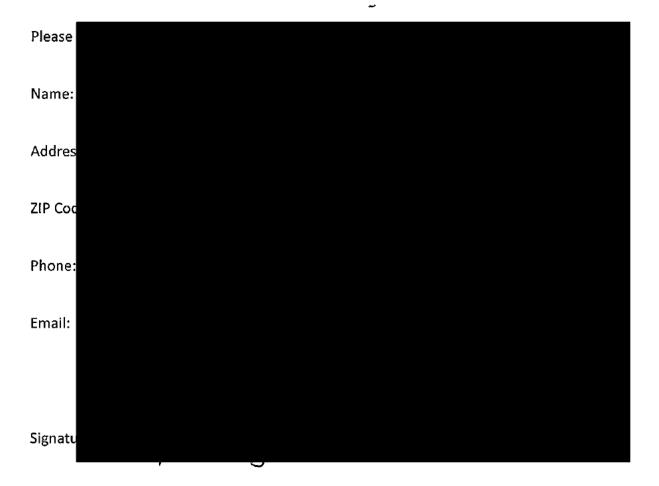
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Page 400 Attachment 13

To Whom It May Concern:

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I support having Eagle Elementary Charter School open in my neighborhood.



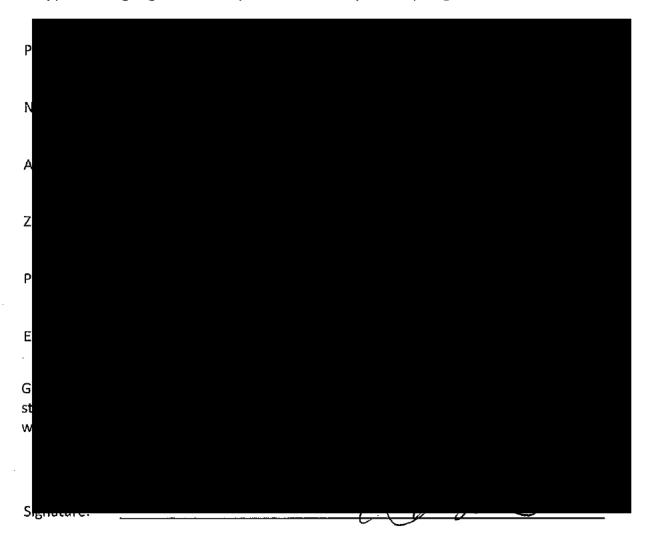
Page 401 Attachment 13



To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.



Page 402 Attachment 13

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.



Page 403 Attachment 13

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

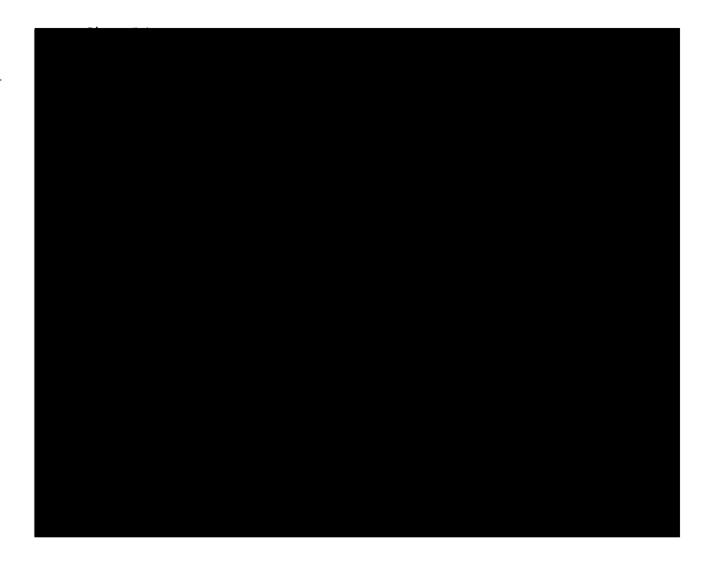


Page 404 Attachment 13

To Whom It May Concern:

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I support having Eagle Elementary Charter School open in my neighborhood.

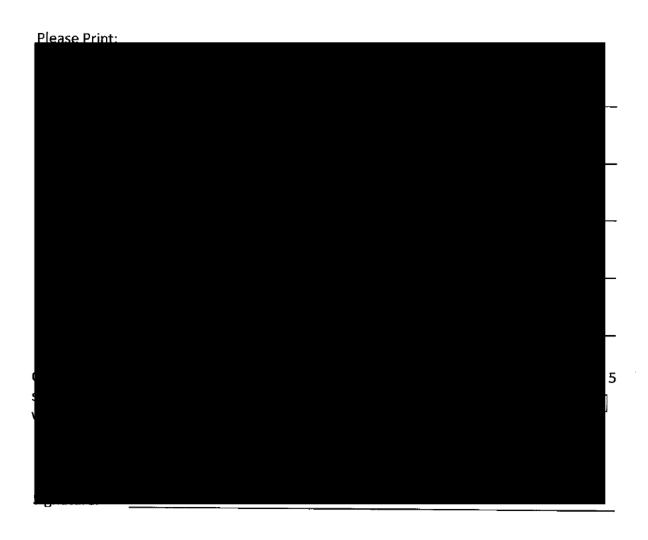


Page 405 Attachment 13

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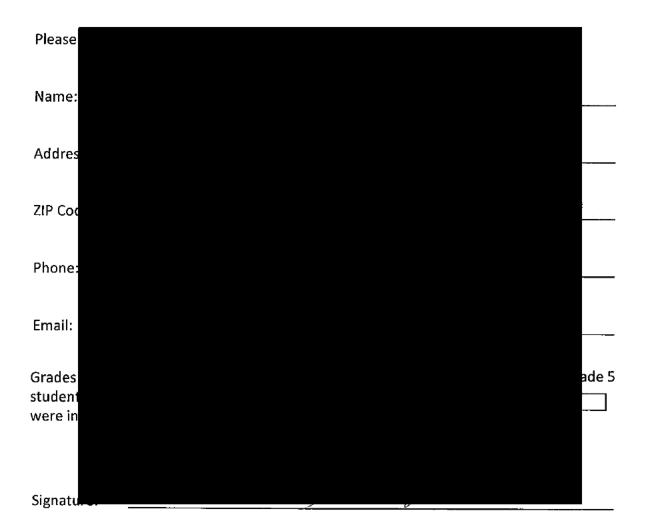
Page 408 Attachment 13

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I support having Eagle Elementary Charter School open in my neighborhood.

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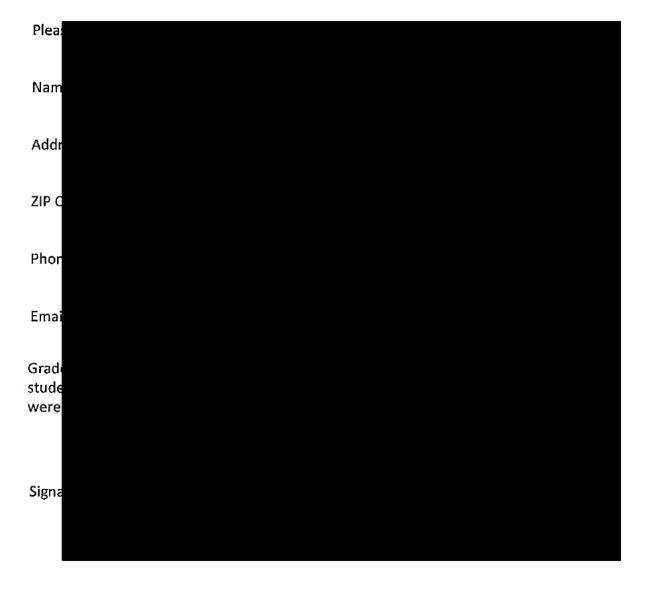
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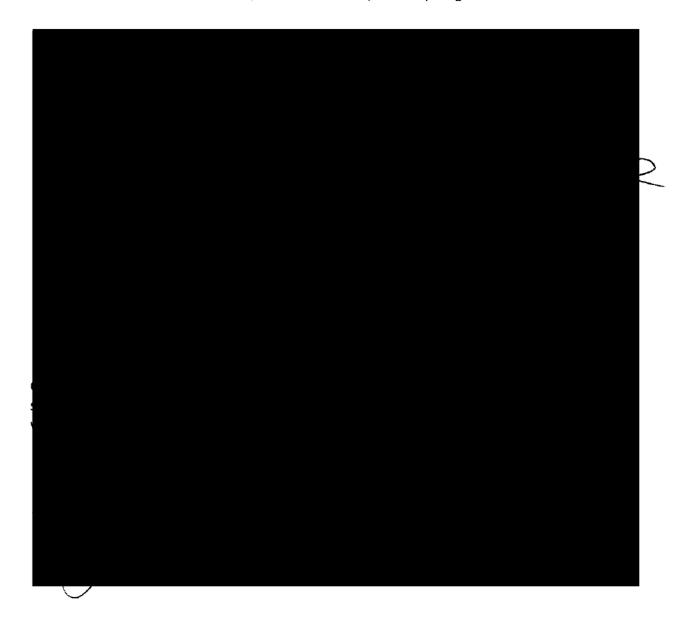
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I support having Eagle Elementary Charter School open in my neighborhood.



Page 412 Attachment 13

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I have child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.
I support having Eagle Elementary Charter School open in my neighborhood.
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Page 413 Attachment 13

To Whom It May Concern:
I have child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.
I support having Eagle Elementary Charter School open in my neighborhood.
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Page 414 Attachment 13

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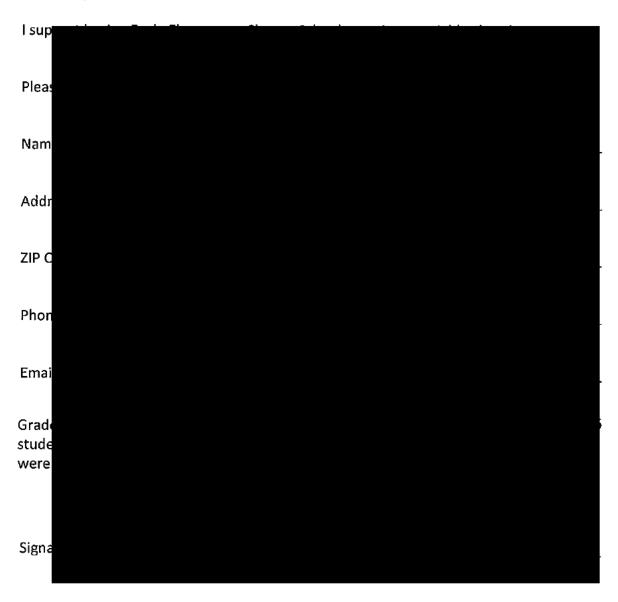
Page 415 Attachment 13

To Whom It May Concern:

I have child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.
I support having Eagle Elementary Charter School open in my neighborhood.
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To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.



Page 417 Attachment 13

To Whom It May Concern:
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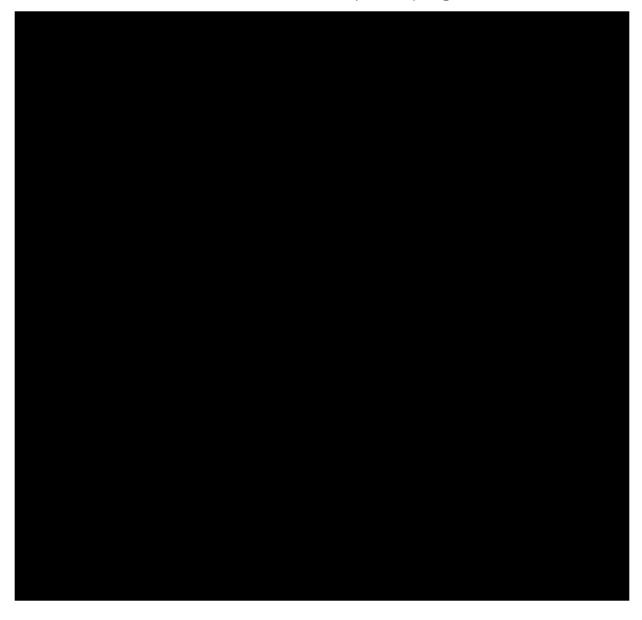
Page 419 Attachment 13

To Whom It May Concern:

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Page 421 Attachment 13

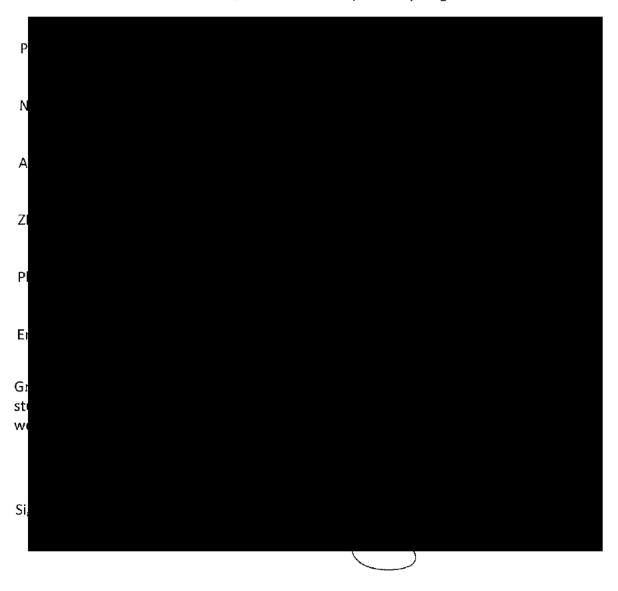
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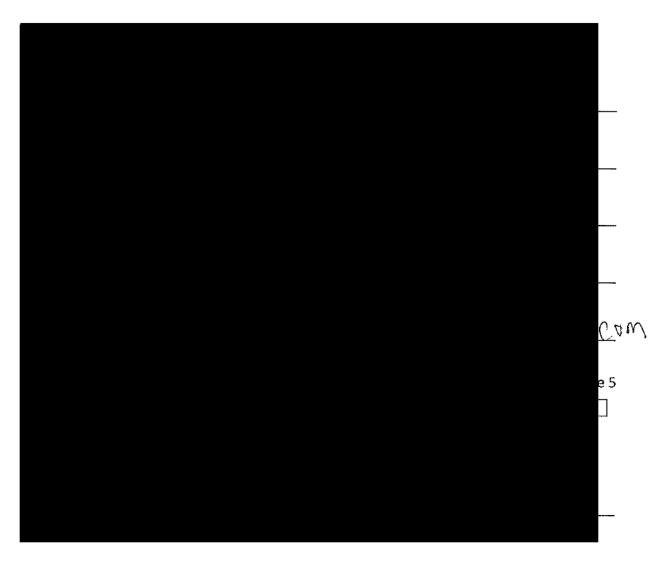
I support having Eagle Elementary Charter School open in my neighborhood.



Page 423 Attachment 13

To Whom It May Concern:
I have child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.



Page 424 Attachment 13

To Whom It May Concern:

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I support having Eagle Elementary Charter School open in my neighborhood.
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To Whom It May Concern:
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To Whom It May Concern:

Page 427 Attachment 13

To Whom It May Concern:	
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To Whom It May Concern:

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Page 429 Attachment 13

To Whom It May Concern:

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I support having Eagle Elementary Charter School open in my neighborhood.



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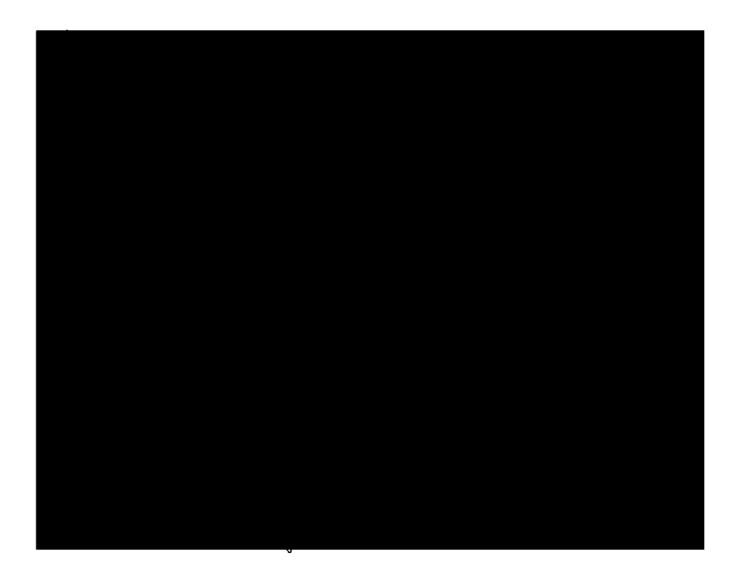
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I support having Eagle Elementary Charter School open in my neighborhood.



Page 431 Attachment 13

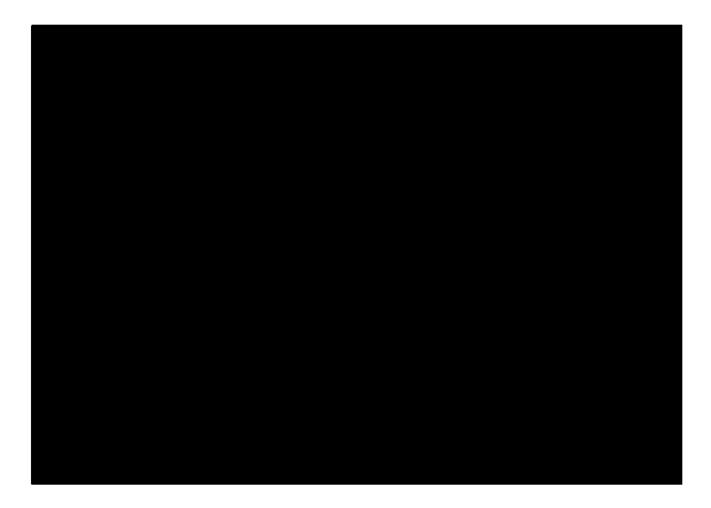
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Page 432 Attachment 13

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I support having Eagle Elementary Charter School open in my neighborhood.



Page 433 Attachment 13

To Whom It May Concern:

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I support having Eagle Elementary Charter School open in my neighborhood.			
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Page 434 Attachment 13

To Whom It May Concern:
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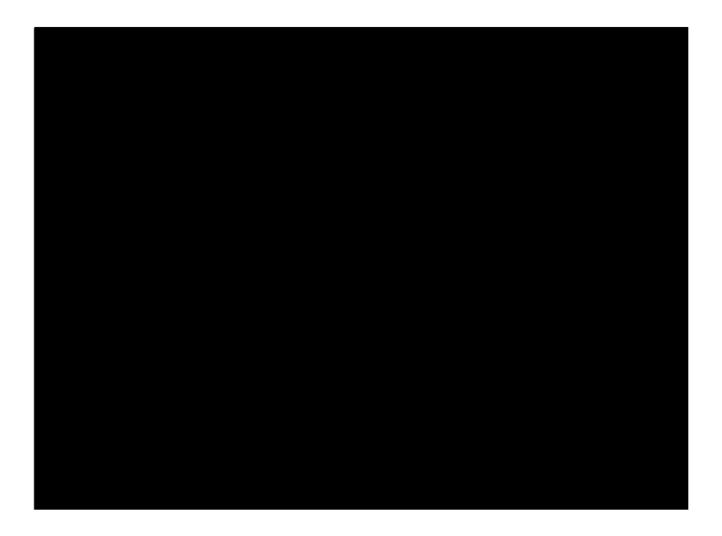


Page 435 Attachment 13

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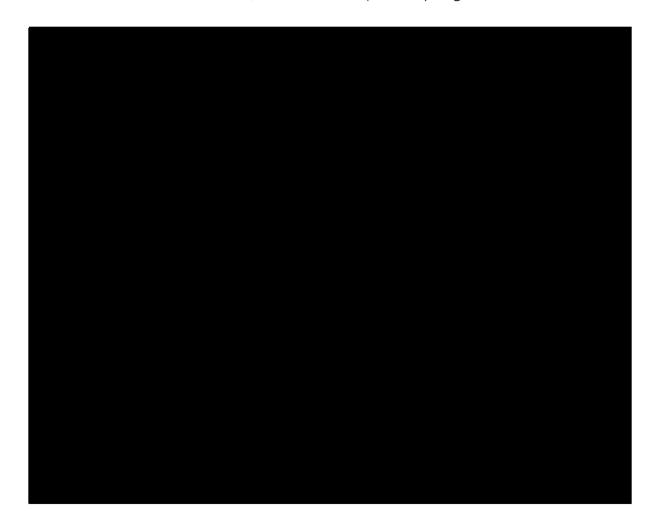
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Page 436 Attachment 13

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Page 437 Attachment 13

To Whom It May Concern:

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Page 439 Attachment 13

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in enrolling my child/children in a high performing, community friendly public charter school
in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

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I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

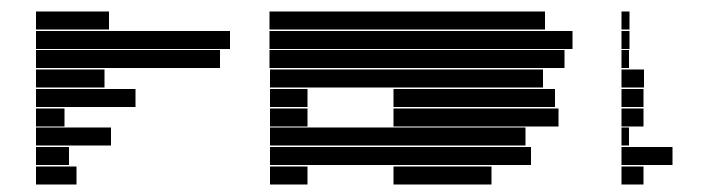


Page 441 Attachment 13

Eagle Nevada online parent interest list (12.12.20)



Page 442 Attachment 13



Page 443 Attachment 13

Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 20-21) to ensure that the school is ready for a successful launch in fall 2021. Feel free to add rows as needed.

As noted in the Incubation Year Planning Table and throughout the application, Eagle's proposed CMO (ECS) is a key partner in successfully launching Eagle NV and ensuring fidelity to the Eagle academic model. In areas where ECS is specifically tasked with completing an activity, such as establishing a chart of accounts, the Eagle staff member that is most critical to being involved in that process (the COO in this case) is also included below.

2020-2021			
Planning Year			Milestone
Milestones	Activity	Key Personnel	Date(s)
(SMART Goals) by			Date(s)
Work Stream			
INSTRUCTION			
	Confirm instructional materials alignment with NVACS	Principal; CMO	June 2021
	Instructional materials ordered	COO; CMO	June 2021
	Classroom consumables ordered	COO; CMO	June 2021
	Class rosters completed	Principal; CMO	July 2021
	Create schedule for initial NWEA-MAP assessment and analysis	Principal	July 2021
	Scope and Sequence development for all NVACS/Courses	Principal; CMO	August 2021
	Contract with 3 rd party curriculum/assessment vendors as necessary	Principal; COO	August 2021
	Contract with 3 rd party specialists/therapists as dictated by student needs	Principal; COO	July 2021
	Training – Special Education	Principal; Special Education Director; CMO	July/August 2021
	Training – ELL students	Principal; ELL Director; CMO	July/August 2021
	Training – MTSS	Principal; CMO *all instructional staff are trained	July/August 2021
	Training – Differentiated Instruction	Principal; CMO *all instruction staff are trained	July/August 2021
	Student IEP records received	Principal; Special Education Director; Registrar	July/August 2021

1 Attachment 14

	Student IEP meeting schedule drafted	Principal; Special Education Director	July/August 2021
	Finalize daily schedules	Principal; CMO	August 2021
TALENT			
	Principal identified and onboarding process begins	Governing Board; CMO	March 2021
	Chief Operating Officer onboarding process begins	Governing Board; CMO	March 2021
	Instructional staff interview process confirmed	Principal; CMO	April 2021
	Staffing need confirmed	Principal; CMO	March 2021
	Job descriptions updated/approved	Principal; CMO	March 2021
	Administrators hired	Principal; CMO	April 2021
	Employee Benefits package confirmed	COO; CMO	May 2021
	Instructional Staff hired	Principal; CMO	June 2021
	Operations staff hired	COO; CMO	June 2021
	3rd party data consultant hired	COO; CMO	June 2021
	Background/fingerprint checks complete	COO; CMO	June 2021
	Employee Handbook approved	COO; CMO	July 2021
		C00, CM0	
	State and Federal employment posters posted	C00	August 2021
OPERATIONS			
	Facility identified	Governing Board; COO; CMO	April 2020
	Facility under contract in consult with SPCSA as required	Governing Board; COO; CMO	February 2021
	Temporary office space secured	C00	April 2021
	Facility renovated (ADA, Health Department, Building Department regulation met)	Governing Board; COO; CMO	July 2021
	School Calendar confirmed	Principal; CMO	March 2021
	Contract with Payroll provider	COO; CMO	March 2021
	School Uniform vendors secured	COO; CMO	June 2021
	Student information system secured	COO; Principal; CMO	June 2021
	Incoming student records gathered	Principal; CMO	June 2021
	Food service vendor identified	COO; Principal; CMO	June 2021
	Insurance secured	COO; CMO	June 2021
	Student/staff records process and procedures	COO; Principal; CMO	June 2021
	Security/Maintenance/Custodial contracts in place	COO; CMO	July 2021
	NSLP application	COO; Principal; CMO	July 2021
	Finalize Emergency Management Plan	COO; Principal; CMO	August 2021

	Finalize Emergency procedures (fire drills, lockdown, campus intruder, etc.)	COO; Principal; CMO	August 2021
	Student Information System (Powerschool; Campus Infinity) training	COO; Principal; Office Staff; CMO	August 2021
TECHNOLOGY	1 37 8		
	Campus email addresses created	COO; Director of IT	February 2021
	Background check (Raptor) system installed	COO; Director of IT	June 2021
	Phone/Internet providers secured	COO; Director of IT; CMO	June 2021
	Campus renovated to support technology needs	COO; Director of IT; CMO	July 2021
	Security system installed	COO; Director of IT; CMO	July 2021
	Classroom technology installed	COO; Director of IT; CMO	July 2021
	Campus technology (copiers, desktop computers, etc.) purchased/installed	COO; Director of IT; CMO	July 2021
	Student iPads purchased/formatted	Director of IT; CMO	July 2021
	Staff laptops purchased/formatted	COO; Director of IT; CMO	July 2021
FINANCE			
	Bank account established	Governing Board	February 2021
	Authorized signers established	Governing Board	March 2021
	3 rd party bookkeeper identified	COO; CMO	April 2021
	Governing Board fiscal policies and procedures approved	Governing Board; CMO	April 2021
	Chart of Accounts established	COO; CMO	April 2021
	1 st year budget finalized	Governing Board; CMO	June 2021
PARENT & COMMUNITY ENGAGEMENT			
	Community outreach; fliers, info sessions, Street Team canvasing, press releases, etc.	Principal; CMO	Ongoing
	Marketing materials updated	Principal; CMO	December 2020
	Website and social media platforms updated	Principal; CMO	December 2020
	Registration form completed in English and Spanish	COO; CMO	March 2021
	Open enrollment window	Principal; Governing Board	March - April 2021
	Student enrollment lottery	Principal; Governing Board	May 2021
	Enrollment target reached	Principal; CMO	May 2021

3 Attachment 14

	Enrollment packet available in English and Spanish	COO; CMO	May 2021
	Student enrollment packets completed for each student	Registrar, COO; CMO	July 2021
	Open House	Principal	July 2021
	Meet the Teacher	Principal	July 2021
	Home Visits	Principal	July – August 2021
SCHOOL SYSTEMS & CULTURE			
	Student handbook complete	Principal; CMO	June 2021
OTHER			
	Charter approved	Committee to Form; CMO	January 2021
	Apply for Tax exemption	Governing Board; CMO	February 2021
	Board meeting calendar established	Governing Board	February 2021
	501c3 application submitted	Governing Board	February 2021
	Governing Docs ratified	Governing Board	February 2021
	Policy Governance Training	Governing Board; CMO	March 2021
	Governing Board policies established	Governing Board; CMO	April 2021

Attachment 15

Developed as a Gantt chart, the framework of Eagle's operational execution plan is attached. As members of Eagle's prospective Governing Board, we look forward to building a strong, sustainable organization with a clear delineation between governance and management. The Governing Board is ultimately accountable for establishing policies that allow the staff to manage and execute the day to day tasks and responsibilities of running Eagle NV. As Board members, we are fiduciaries and have the responsibility of establishing limits that ensure our program is established in full compliance with applicable law and in the best interest of students and families.

To that end, our leadership team and CMO partner will improve, expand, and rearrange this template to create a true operational checklist to fit the managerial needs of the team. The following charts are presented at the following levels:

- a) Rolled up Processes only
- b) Processes expanded one level
- c) Fully expanded to all tasks The one page view is included as it is manageable via project management software, but contains too much information for standard sized print distribution. As such, it's also been broken into multiple pages.

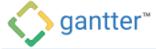
Page 448 Attachment 15



Project Name Eagle NV Operations Plan - resubmittal Jan. 2021 Qtr 4, 2020 Qtr 1, 2021 Qtr 2, 2021 Qtr 3, 2021 Qtr 4, 2021 Qtr 1, 2022 Qtr 2, 2022 Qtr 3, 2022 Start Predecessors Name Duration Finish Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Milestones 08/09/2021 142days 01/22/2021 Eagle Charter Approved 01/22/2021 01/22/2021 Eagle Charter Approved 1day Initial Governing Board membership confirmed Initial Governing Board membership confirmed 10days 01/25/2021 02/05/2021 → 03/05/2021 CMO contract finalized CMO contract finalized 20days 02/08/2021 03/05/2021 3 Two additional Governing Board members identified Two additional Governing Board members identified 49days 01/25/2021 04/01/2021 ◆ 05/03/2021 Critical Incubation Year staff - Full time Critical Incubation Year staff - Full time 05/03/2021 05/03/2021 1day Facility ready 07/16/2021 07/16/2021 ◆ 07/16/2021 Facility ready 1day ◆ 07/26/2021 Remaining Staff - full time Remaining Staff - full time 07/26/2021 07/26/2021 1day 08/09/2021 First day of instruction First day of instruction 08/09/2021 08/09/2021 Instructional Processes 10 ⊞Instructional Processes 318days 03/08/2021 05/25/2022 Governance Pro □ Governance Processes 02/08/2021 06/30/2022 364days □ Customer Service Processes 375days 01/25/2021 07/01/2022 Customer Service Technological Processes 03/08/2021 08/09/2021 111days Operational Processes 103 ⊕ Operational Processes 141days 01/25/2021 08/09/2021

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Page 449 Attachment 15



Name	Duration	Ctart	Finish	Dradassassas	Qtr 4, 20	20	Qtr 1, 2021	Qtr 2, 2021	Qtr 3, 2021	Qtr 4, 2021	Qtr 1, 2022	Qtr 2, 2022	Qtr 3, 2022
Name	Duration	Start	Finish	Predecessors	Oct No	v Dec	Jan Feb Mar	Apr May	Jun Jul Aug Se	p Oct Nov De	Jan Feb Mar	Apr May Jun	Jul Aug Se
⊡Milestones	142days	01/22/2021	08/09/2021						Milesto	ones			
Eagle Charter Approved	1day	01/22/2021	01/22/2021				Eagle Char	ter Approved					
Initial Governing Board membership confirmed	10days	01/25/2021	02/05/2021	2			Initial Go	verning Board	d membership conf	rmed			
CMO contract finalized	20days	02/08/2021	03/05/2021	3			└→◆ 0	3/05/2021 CN	10 contract finalize	d			
Two additional Governing Board members identified	49days	01/25/2021	04/01/2021	2			4	Two addition	nal Governing Boar	d members identif	ied		
Critical Incubation Year staff - Full time	1day	05/03/2021	05/03/2021					♦ 05/	03/2021 Critical Inc	ubation Year staff	- Full time		
Facility ready	1day	07/16/2021	07/16/2021						♦ 07/16/20	21 Facility ready			
Remaining Staff - full time	1day	07/26/2021	07/26/2021						♦ 07/26/	2021 Remaining S	taff - full time		
First day of instruction	1day	08/09/2021	08/09/2021						♦ 08/0	09/2021 First day o	of instruction		
☐ Instructional Processes	318days	03/08/2021	05/25/2022									Instru	ictional Process
⊞ Eagle core instructional materials	70days	05/04/2021	08/09/2021						Eagle	core instructional i	materials		
⊞ Student Supports	277days	05/04/2021	05/25/2022									Stude	nt Supports
⊞Interim Assessments	277days	05/04/2021	05/25/2022									Interi	m Assessments
	318days	03/08/2021	05/25/2022									Data	Analysis
⊞ High quality instruction	131days	03/08/2021	09/06/2021						·	ligh quality instruc	tion		
☐ Governance Processes	364days	02/08/2021	06/30/2022										Governance F
⊞Governing Board structure	351days	02/08/2021	06/13/2022									G	overning Board
⊕ Fiscal Governance	364days	02/08/2021	06/30/2022										Fiscal Govern
☐ Customer Service Processes	375days	01/25/2021	07/01/2022										Customer Ser
	375days	01/25/2021	07/01/2022										Community P
	318days	03/08/2021	05/25/2022									Stude	ent recruitment a
⊞ Human Resources	121days	03/08/2021	08/23/2021						Hur	nan Resources			
	200days	08/10/2021	05/16/2022									Stakeh	older satisfactio
∃ Technological Processes	111days	03/08/2021	08/09/2021						Techn	ological Processes	3		
⊞Information Systems	111days	03/08/2021	08/09/2021						Inform	ation Systems			
⊞Equipping campus	64days	05/04/2021	07/30/2021						Equippir	ng campus			
3 ⊡Operational Processes	141days	01/25/2021	08/09/2021						Opera	tional Processes			
4 ⊞Facility	135days	01/25/2021	07/30/2021		-				Facility				
8 • Manuals, handbooks, procedures	70days	05/04/2021	08/09/2021		-				Manua	als, handbooks, pr	ocedures		
5 ⊞Fiscal Management	61days	04/05/2021	06/28/2021					,	Fiscal Manage	ement			
1 ⊞Food Service	90days	03/08/2021	07/09/2021		-				Food Service	e			

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Page 450 Attachment 15

131

132

133

134

135

□ Food Service

Food service vendors researched

Food Service Staff hired (if necessary)

Food service contract executed

NSLP application submitted

90days

50days

20days

10days

20days

03/08/2021

03/08/2021

05/17/2021

06/14/2021

06/14/2021

07/09/2021

05/14/2021

06/11/2021

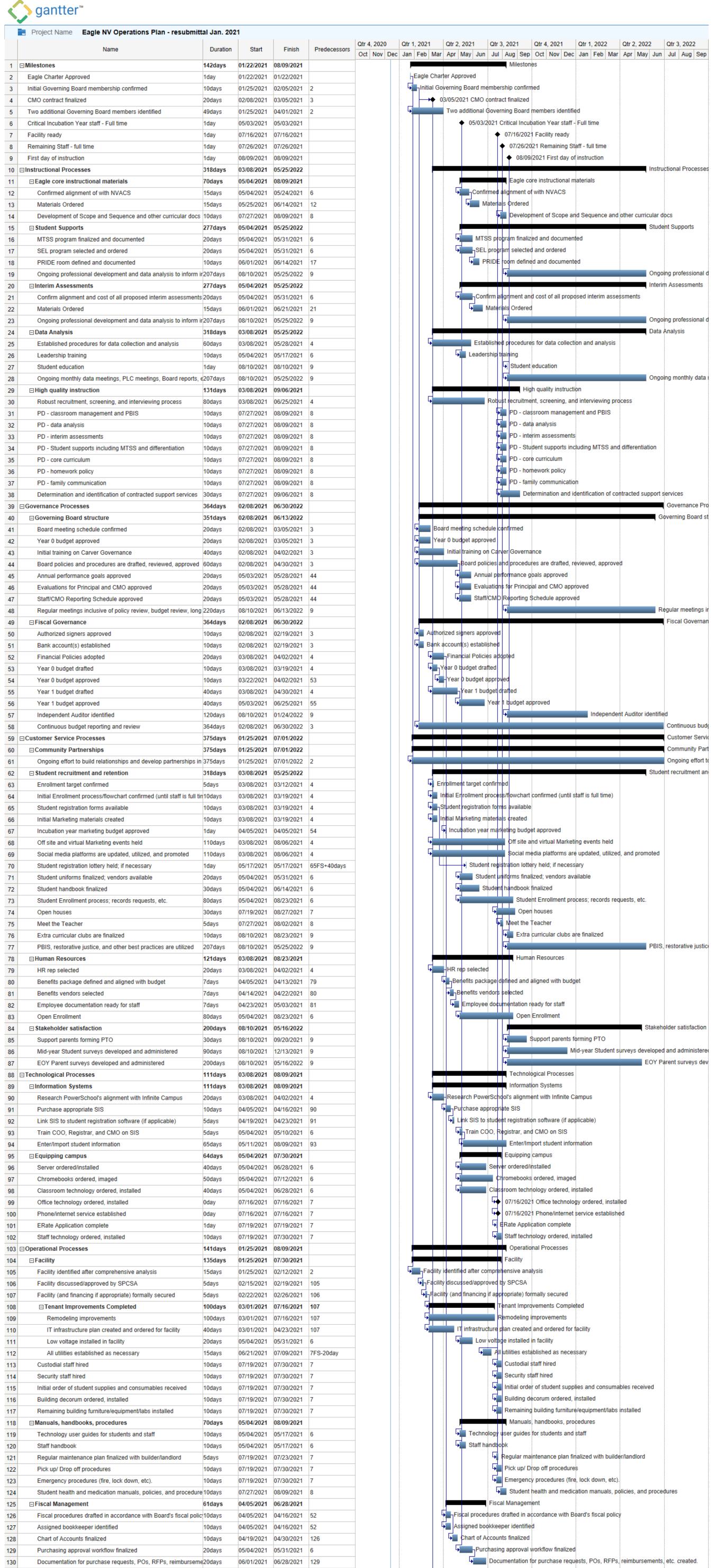
06/25/2021

07/09/2021

132

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Food Service

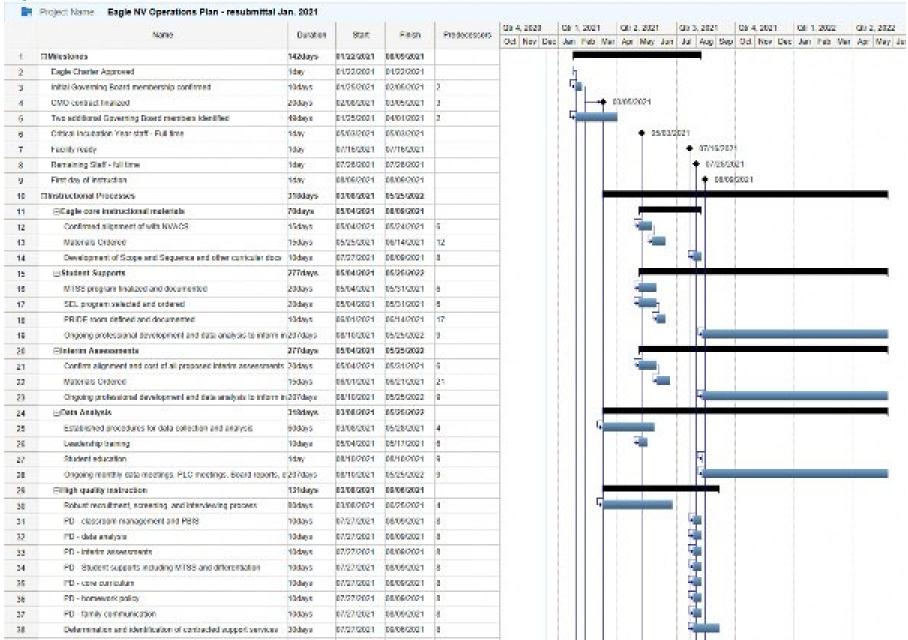
Food service vendors researched

Food service contract executed

Food Service Staff hired (if necessary)

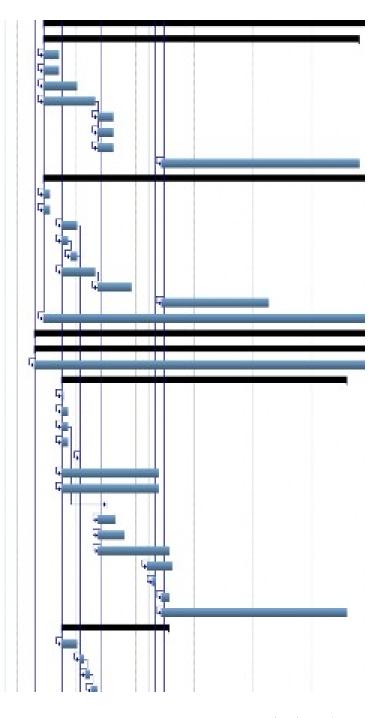
NSLP application submitted





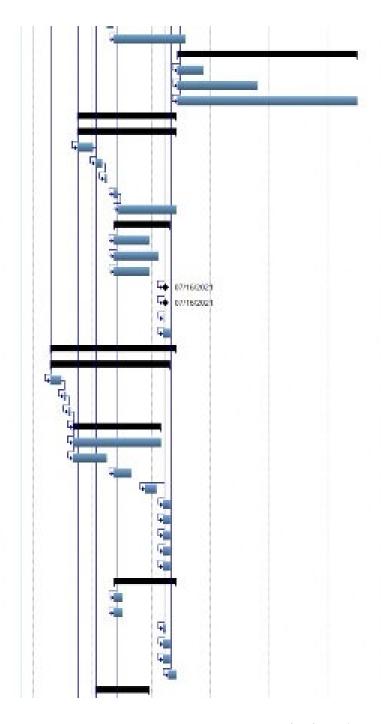
Page 452 Attachment 15

35 5	Governance Processes	364days	02/08/2021	06/36/2022	
40	□Governing Board structure	051days	02/08/2021	06/13/2022	
41	Sound meeting schedule confirmed	20daya	02/08/2001	03/05/2021	3
42	Year 5 budget approved	Düdaya	80/08/2021	00/05/2021	1
43	Initial training on Carver Soversance	40days	02/08/2021	04/02/2021	3.5
44	Sound policies and procedures are drafted, reviewed, approved	60daya	02/08/2021	04/30/2021	3
45	Annual performance goals approved	30days	85/03/2021	85/26/2001	44
46	Exaluations for Principal and CMO approved	20days	05/03/2021	05/28/2021	44
47	Staff/CMO Reporting Schedule approved	20daya	05/03/2021	05/28/2021	44
48	Regular meetings inclusive of policy review, budget review, long	(2.20days	00/10/2021	DEH 3/2022	9
40	□Fiscal Governance	364days	02/08/2021	06/00/2022	
50	Authorized signers approved	10 days	02/08/2021	02/19/2021	3
51	Rank account(x) wrtablished	10days	82/08/2021	D0MB/0004	3
52	Financial Policies adopted	20days	09/08/2021	04/02/2021	4
63	Year Dibudget drafted	10days	03/08/2021	03/19/2021	4
54	Year 0 budget approved	10days	80/00/0804	04/00/0904	53
55	Year 1 budget drafted.	40 days	89/08/2021	04/80/2021	4
56	Year 1 budget approved	40days	05/03/2021	06/25/2021	20
57	Independent Auditor Identified	120dayx	08/40/2024	04/04/00000	9
50	Continuous budget reporting and review	964days	02/08/2021	06/30/2022	3
59 5	RCustomer Service Processes	3/5days	01/05/0001	07/01/2002	100
60	⊜Community Partnerships	175days	04/25/2024	07/04/2002	
61	Ongoing effort to build relationships and develop partnerships in	@75days	01/25/2021	07/01/2022	2
62	□ Student recruitment and retention	318days	03/08/2021	05/05/00/02	
63	Enrollment target confirmed	Sdays	03/08/2021	00/12/2001	4
64	Initial Enrollment process/flowthart confirmed juntil staff is full tir	n 10 days	09/08/2021	1505/81/163	4
65	Student registration forms available	19days	03/08/2021	03/19/2021	4
66	Initial Marketing materials created	10days	03/08/2021	00/19/2021	4
67	Incubation year marketing budget approved	1day	84/06/2021	04/06/2021	54
60	Off site and virtual Marketing events held	110days	03/06/2021	08/06/2021	4
68	Social media platforms are updated, utilized, and promoted	110days .	83/08/2021	06/08/2021	4.
70	Student registration lottery held; if necessary	1day	05/17/2021	05/17/2021	95F8+40days
71	Student uniforms finalized, vendors available	290ays	05/04/2021	05/31/2021	4
72	Student handbook finalized	30days	05/04/2021	08/14/2021	6
73	Student Enrollment process; records requests, etc.	80days	05/04/2021	00/23/2021	6
74	Open houses	300ays	07/19/2021	06/27/2021	7
75	Meet the Teacher	Sdays	87/27/2021	08/02/2021	1
78	Extra curricular clubs are finalized	10days	08/10/2021	08/23/2021	9
77	PBIS, restarative justice, and other best practices are utilized	20 rdays	08/10/2021	05/25/2022	2
78	Silluren Resources	121days	83/08/2021	08/93/0004	
79	HR rep selected	20days	69/08/2021	04/02/2021	4
00	Sensitis package defined and aligned with sudget	/days	04/05/2021	04/13/2021	79
81	Decellity vendors selected	7days	04/14/2001	04/02/0001	80
10.1	Continue the manifolior reads for staff	Zelasa		65/00/2004	177



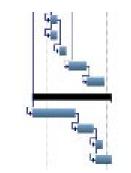
Page 453 Attachment 15

	WARMER PROPERTY OF THE PARTY.		-5777770	F155555	(5)
63	Open Enterment	80days	05/04/2021	08/23/2021	6
84	Stakeholder authafuction	200days	08/16/2021	05/16/2003	
85	Support parents forming PTO	30days	8846/2021	89/26/2021	9
0.0	Mid-year Student surveys developed and administered	993ays	08/10/2021	12/13/2021	9
87	ECY Parent surveys developed and administered	200dayst	08/10/2021	05/18/2022	9
88	⊟Technological Processes	intidays	83/08/2021	08/08/2021	
00	□Information Systems	111days	03/08/2021	08/05/2021	
60	Research PowerSchool's alignment with Infinite Compus	20days	03/06/2021	04/02/2021	4.5
91	Purchase appropriate SIS	10days	84/05/01/01	BUHBO001	90
90	Link: SRS to student registration selfware (if applicable)	500ys	04/19/2021	04/23/2021	91
99	Their DOO, Registrer, and CMO on SIS	Sdays	05/04/2001	05/10/2021	4
94	Enterimport student information	65days	05/11/2021	88/08/2021	9.3
95	□Equipping campus	940ays	05/04/2021	07/30/2021	
99	Server orderectinstalled	40 daya	05/04/2021	06/28/2021	6
97.	Chromebooks ordered, Imaged	50days	05/04/2021	07/12/2007	6
96	Classroom technology ordered, installed	400ays	05/04/2021	06/28/2021	9
64	Office ladmology ordered, installed	Oday	07/18/2021	07/18/2021	7
100	Phone/internet service established	liday	87/46/2024	07/16/2021	7
101	ERate Application complete	100y	07/19/2021	07/19/2021	7
102	Staff technology ordered, installed	10daya	07/19/2021	87/30/2021	7
103	⊞Operational Processes	141days	84/05/0904	00/06/2021	
104	CFACINY	105days	01/25/2021	07/00/2021	
105	Facility identified after comprehensive analysis	15daya	01/25/2001	02/12/2021	2
106	Facility discussed/approved by SPCSA,	Sdays	82/15/2021	00/19/2021	105
107	Facility (and financing if appropriate) formally secured	500ys	82/22/2021	02/26/2021	100
100	E Tenant Improvements Completed	100days	03/01/2021	07/16/2001	907
100	Remodeling Improvements	100dayx	00/04/2021	07/16/2021	107
110	IT infrastructure plan created and undered for facility	40days	89/01/2021	04/23/2021	107
111	Low voltage installed in facility	20daya	05/04/2001	05/31/2021	8
112	All utilities established as necessary	15days	86/91/0001	07/08/2021	7ES-20day
113	Costodial staff hired	79days	87/19/2021	07/80/2021	7
114	Security visit hired	10daya	07/10/2021	07/30/2021	7
115	Initial poder of student supplies and consumables received	10days	67/HSI2021	07/00/2021	7
116	Suitding decorum ordered, installed	19days	87/19/2021	07/80/2021	7
117	Personing building femiliars/equipment/labs installed	10daya	07/19/2021	07/30/2021	7
118	⊝Manuals, handbooks, procedures	70days	05/04/2021	08/09/2021	
119	Technology user guides for students and staff	10days	05/04/2021	05/12/2021	6
120	Staff handbook	10daya	05/04/2021	06/17/2021	6
121	Regular maintenance plan finalized with builded and/ord	Sdays	07/18/2021	87/23/2021	7
122	Pick up/Orași off pracedurec	10days	87/19/2021	07/80/2021	7
123	Emergency procedures (line, lock down, etc).	10 days	07/19/2021	07/50/2021	î
124	Student health and medication manuals, policies, and procedure.	10days	07/27/2004	08/08/2021	1
125	p:Escal Management	indays	84/05/2021	86/98/9091	



Page 454 Attachment 15

126	hacai procedures dialted in accordance with Board's facai policy	10days	84/05/2021	04/16/2021	52
127	Assigned bookkeeper identified	10 days	04/05/2004	04/18/2021	52
128	Chart of Accounts finalized	10days	04/19/2021	04/80/2021	126
129	Parchaing approval morbilow linelized	200ays	05/04/2021	05/31/2001	0
130	Documentation for purchase requests, POs, RFPs, reimburseme	20days	06/04/2024	86/26/2021	129
131	⊞Food Service	90days	83/08/2021	87/06/2021	
132	head service venders researched	500ays	03/06/2021	05/14/2021	4
133	Food service contract executed	20days	05/17/2001	06/11/2021	132
134	NBLP application submitted	10days	06/14/2021	06/25/2021	133
135	Food Service Staff fered of necessary)	20days	08/14/2021	07/09/2021	193



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Page 455 Attachment 15

Attachment 18

As Attachment 18, 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.). 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. If corporate, foundation, or other entity or individual fundraising estimates are included at \$5,000 or more in any year, be sure to include a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.
- (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.
- (g) Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:
- How the projected number of students in each applicable subgroup was determined
- How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)
- How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated

a) Revenue

• Overview: Enrollment projections are informed by the depth of experience within our Committee to Form and ECS' proven track record of success in Washington, D.C. Eagle projects to open with the same number of grade levels as Eagle Academy currently serves in Washington D.C. Eagle will continue to grow one grade level per year as we develop our middle school program in order to meet the needs of K-8 students in Clark County. The typical 108 students/grade is based on 27 students in each of four classes. Subgroup projected percentages are based off of our desire to locate in a low income neighborhood and our commitment of serving at-risk students.

While not reflected in the budget, we anticipate that the Distributive School Account funding levels will increase measurably before the 2021-22 school year as the new weighted funding formula is implemented. Depending on campus needs, this additional funding could allow us to:

- i. hire additional enrichment staff members,
- ii. employ currently contracted support staff,
- iii. reduce class size, and
- iv. offer free lunch, extra-curriculars, and/or uniforms.
- Enroll Staff & Exp tab (row number in parenthesis)
 - i. Revenue projections for Distributive School Account (45), SPED (47), Title IA (49), Title IIA (50), Title III (51), and IDEA (52) were all provided within SPCSA's budget template; our research showed slightly different allotments for Title III funding so that was reduced by 1/3. The three revenue sources provided by Eagle are:
 - 1. Federal Breakfast Program (64)
 - a. \$2.20/free breakfast1
 - 2. Federal Lunch Program (65)
 - a. \$3.43/free lunch¹
 - 3. Student fees (71)
 - a. Fees for Before/After Care. Projected at \$7/student daily for 30% of the campus. This is nearly a 50% reduction in cost to families compared with the \$11/day charge for Safekey.²

b) Funding

¹ "National School Lunch, Special Milk, and School Breakfast Programs." *Federal Register*, https://www.federalregister.gov/documents/2019/08/07/2019-16903/national-school-lunch-special-milk-and-school-breakfast-programs-national-average-paymentsmaximum#p-31 Accessed 3 Jan. 2020

² "Safekey Program." *Clark County, Nevada,* https://www.clarkcountynv.gov/parks/Pages/safekey.aspx. Accessed 3 Jan. 2020

- Anticipated incubation year revenue: Eagle and ECS are committed to securing at least \$150,000 in grants and philanthropic contributions to fund expenses during the incubation year. Grants and donations above \$150,000 will supplement these year 0 activities by onboarding staff sooner.
- Secured incubation year revenue: As a term of the proposed services agreement (Attachment 21), if Eagle falls short of the \$150,000 goal for year 0, ECS commits to donate the difference between the amount of secured incubation year funds and \$150,000. Per the draft terms of the services agreement, these funds would be restricted to year 0 salaries, required supplies and technology, marketing, and enrollment expenses. This donation does not come with repayment terms and has no impact on the balance of the Services Agreement.
- Facility funding: Eagle currently does not project any lending/facility funding needs; this could change depending on the final facility solution.
- Ongoing philanthropic support: While Eagle will continuously work to secure
 donations and grants to support the ongoing academic program, this support is not
 anticipated in the budget. These funds will be used to provide enrichment and
 extension activities for students, offer free lunch for all students, offer free uniforms,
 and other efforts meant to further support our families.

c) Expenditures

• Overview:

Instructional and operational expenses are largely based on the actual costs of Eagle Academy's Washington D.C. campuses.

• Enrol Staff & Exp Tab - Personnel:

Our staffing model is based on one grade level teacher for each group of 27 students, support and enrichment teachers that increase as student population increases, and a small administrative team. Additionally, we project to employ part time staff to manage the before and after care program; we will first offer this opportunity to our full time staff and expect to fill those positions from the team that is already in place.

i. Salaries:

1. An average teaching salary of \$45,000 is projected to be competitive with Clark County School District's salaries. For reference, the 1st year baseline salaries are \$40,644 and \$46,014 for teachers in Columns I and II respectively.³ Projected salaries for Special Education and ELL teachers are increased to \$48,000 and \$50,000 respectively to account for increased demand.

³ "Licensed, Professional Salary Table." *Clark County School District*, https://www.ccsd.net/employees/resources/pdf/salary-info/licensed-professional-salary-table-09302019.pdf. Accessed 3 Jan. 2020

2. Administrative/Office staff – Salaries for our incoming COO, Principal, and IT Director are competitive with experienced professionals in surrounding schools. We expect at least two of these three positions to be filled by current staff members of Eagle Academy.

ii. Payroll Tax and benefits

- 1. Medical (84-88) Employees that elect our health coverage will make up the difference (if any) between the Employer Contribution (\$4500) and the premium; Eagle will offer the same amount of coverage for each employee.
- 2. FICA (89) Medicare is 1.45%
- 3. State Retirement (90, 91) 29.25% total contribution⁴
- 4. Unemployment Insurance 2.95% of \$32,5005
- Enrol Staff & Exp tab General Operating Expenses:
 While consulting with ECS, some of these expenses are typically budgeted as a total annual cost but are required to be input on a per pupil or per FTE basis in the workbook; calculations have been entered accordingly.

• Facilities tab:

These assumptions are based on our primary option of a leased space. Our proposal assumes we will step up our leased square footage commitment over the first three years of operation until we fully occupy the building in year 3. As reflected in the application, these assumptions will change should that specific property not be our ultimate facility solution.

• FFE&T Tab:

Our experience with technology life expectancy differs slightly from what is embedded in the template:

- i. Classroom technology (Smartboards) have a life expectancy of five to seven years
- ii. Student Chromebooks have a life expectancy of four or five years
- Additional considerations within the Financial Workbook:
 Through many conversations with the SPCSA staff, the workbook template was modified to fit the budget projections of Eagle. These modifications/considerations include:
 - i. Summary tab

⁴ "Nevada PERS Retirement Plan." *University of Nevada, Reno,* https://www.unr.edu/bcn-nshe/benefits/retirement/nevada-pers-plan. Accessed 3 Jan. 2020

⁵ "UI Tax Services." *Unemployment Tax Information*, http://ui.nv.gov/ESSHTML/ui information.htm. Accessed 3 Jan. 2020

1. Row 65 - FFE&T

When calculating break even and contingency scenarios, Eagle used the cash acquisition cost for line item (row 54 in the FFE&T tab) vs. the book expense (as reflected in the Summary tab). Attachment 19 is unchanged.

Impact on Eagle's application: Since cash value is higher than the book value, our break even and contingency calculations are more conservative.

ii. Market tab

Column I – Over Capacity
 Per Michael Dang, reliable campus capacity information is not readily available; this data was to be omitted.

Impact on Eagle's application: None.

2. Column M – SPED in the Special Populations Table
Per Michael Dang, this data should be included in Column K: IEP.

Impact on Eagle's application: None

iii. Enrol Staff and Exp tab

H1341 – Total Unemployment Insurance
 Per prior communication with Michael Dang, Eagle believes this cell counts associated SPED/ELL expenses twice and expenses for our Guidance Counsel and Psychologist three times.

Impact on Eagle's application: If correct, this over-estimates Unemployment Insurance expenses by 11 FTEs in year 1 (\$10,549). No adjustments to the budget or embedded analysis were made to account for this.

2. Rows 1348-1366 – Part time Employees
Except for the 3rd entry; these salaries are not tied to inflation. The
3rd PT staff entry is not based on the corresponding annual inputs for years 3-6.

Impact on Eagle's application: The budget impact is minimal; no adjustments were made.

H1414 and H1415 do not reflect the inputs for year 1 expenses.
 Eagle expects our parent and staff meetings budget to be \$5000,

\$7500, and \$10,000 in years 1, 2, and 3+ respectively.

Impact on Eagle application: Our break even analysis anticipates a \$5000 expense in cell H1415 in year 1.

- iv. FFE&T tab Financing Considerations (several rows modified)
 - 1. The following FFE&T expenses were adjusted to assume that startup technology and furniture will be financed over 5 and 15 years respectively.
 - a. Row 23 Faculty Laptops
 - b. Row 26 1:1 Student Chromebooks
 - c. Row 34 Server hardware
 - d. Row 37 Classroom Technology (Smartboards or equivalent)
 - e. Row 51 Faculty Furniture
 - f. Row 52 Student Furniture

Impact on Eagle's application: This financing allows for expenses associated with equipping a new school to be spread out over multiple years. The budget impact is reflected throughout Eagle's Workbook.

- v. Incubation Tab Cells cannot be edited
 - 1. Position descriptions, numerical values for expenses, and revenue are locked cells that cannot be edited or entered as requested.

Impact on Eagle's application: This tab is incomplete; the Summary tab does capture anticipated revenue, marketing expenses, and staff expenses associated with the Incubation Year.

- vi. EMO/CMO Cell formatting
 - 1. Column C is rounded to the nearest percent; our proposed CMO fee is 9.5% but shows as 10%.

Impact on Eagle's application: None; the embedded calculations are correct.

vii. CF Y1 Mo-

1. CMO/EMO expenses - These expenses were not included in the template. "CMO expenses" has been added to Row 40; pushing all subsequent rows down.

Impact on Eagle's Application: This change corrects the Cash Flow

tab to align with Eagle's projected expenses.

2. Cash Reserves – Reserves are embedded as an operating expense. As such, rows 74-80 (among others) underestimate the projected cash position of the campus by considering these reserves as realized expenses.

Impact on Eagle's Application: When performing break even and contingency calculations and analysis, reserves were assumed to be 0%.

d) Contingency

- Overview: Under-enrollment is the primary risk; our revenue is not reliant on donations or grants, it is tied to enrollment. If Eagle misses our enrollment target by more than 9%, then we will need to cut costs or raise additional revenue. Securing grants, donations, or sufficiently increasing enrollment resolves the budget shortfall. If none of those efforts are successful, then Eagle needs to reduce expenses. Assuming a severe scenario where we miss our enrollment target by 20% (130 fewer students than projected) in year 1, we would project a budget shortfall of \$522,000. The following actions would balance the annual budget with an enrollment of 518:
 - i. Reduction of 130 Chromebooks (+\$9,009 amortized during the first year)
 - ii. Reduction of 8 full time staff members (+\$467,775)
 - 1. four grade level instruction staff (130 fewer students equates to \sim 4 fewer sections of students)
 - 2. one PE teacher
 - 3. one nurse The office staff would assume these responsibilities
 - 4. one Reading/ELL specialist
 - 5. one Special Education assistant
 - iii. Reduction of one part-time after school care member (+\$13,500)
 - iv. Reduction of "Travel and Meetings" to account for fewer staff members (+\$8,000)
 - v. The current projected expenses for legal funds are purposefully conservative. This line item could be reduced by 50% (+\$25,000).
- Should the baseline funding amounts for state Special Education, Federal Title Grants, or IDEA fall short of projections, the budget surplus can absorb those reduced revenue numbers so long as enrollment meets projections. If there is an unexpected and drastic reduction in the baseline funding amounts, then Eagle will consider increasing class size by one student per class to overcome this shortfall. Special Education, ELL, and MTSS services provided will not be reduced.
- e) Cash Flow Contingency (state and federal shortfall)

- As demonstrated reflected in the application, Eagle's budget balances at 91% of the projected enrollment. Should projected enrollment be 20% less than budgeted, Eagle would reduce staff, reduce the number of classrooms, reduce 1:1 student technology, and reduce the projected legal funds budget (or equivalent adjustments) as reflected above and in advance of opening. This will allow for the annual budget to balance. Managing cash flow is then an act of timing; vendors would be put on Net 30, 60, and 90 as appropriate. While delaying payment until the receipt of funding is not ideal, our experience is that the relative certainty and security of state and federal funding alleviates the concern for many vendors.
- f) Cash Flow Contingency (philanthropic shortfall)
 - Eagle is not reliant on any ongoing philanthropic support; this question is not applicable.
- g) Federal Revenue
 - Projected number of students in each applicable subgroup

Eagle's commitment is to locate in an area of great need; that alone will increase the number of students qualifying for free/reduced lunch, special education services and ELL services. The experience of Eagle Academy in Washington D.C. also tells us that we will attract a disproportionally high number of students that have special needs and that qualify for free/reduced lunch.

- i. Eagle's Projections: FRL = 80%, SPED = 14%, ELL = 30%
- ii. Clark County School District enrollment⁶: FRL = 63.8%, SPED = 11.8%, ELL = 24.8%
- Ensuring federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)

Section 14 of our proposed Fiscal policy outlines policies and procedures for grants and contracts. Proper coding of revenue and expenses drives alignment and compliance with federal grants, and our COO will be responsible for spot checking compliance and running interim audits and reports as part of her regular reporting expectations to the Governing Board. ECS will also be run grant specific budgets and reports during the regularly schedule Board meetings.

- How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated
 - i. If student population is higher or lower than projected, then revenue will be adjusted accordingly. Fewer students in these subgroups means less revenue, but also means that less money is needed to supplement the core academic program already being provided. Similarly, a greater number of students in these subgroups will increase funding and supplemental offerings.

⁶ "Fast Facts 2018-19." *Clark County School District,* https://newsroom.ccsd.net/wp-content/uploads/2018/10/Fast-Facts-2018-19-Eng.pdf. Accessed 3 Jan. 2020

ii. Should the baseline funding amounts for state Special Education, Federal Title Grants, or IDEA fall short of projections, the budget surplus can absorb those reduced revenue numbers so long as enrollment meets projections. If there is an unexpected and drastic reduction in the baseline funding amounts, then Eagle will consider increasing class size by one student per class to generate additional surplus and overcome this shortfall to continue offering the supplemental services.

Educational Services Agreement

between

Eagle Charter Schools of Nevada, Inc.

and

Eagle Charter Schools, Inc.

EDUCATIONAL SERVICES AGREEMENT

THIS EDUCATIONAL SERVICES AGREEMENT (the "Agreement") is made and entered into as of

this	day of	, 20	(the "Effective Date") by and between Eagle Charter
			a Nevada non-profit corporation, and Eagle Charter
			non-stock corporation.
	*		ices provider with the qualifications, experience, and atial programming and services to charter schools;
	-	•	d of Directors (the "Board"), is seeking approval of its a charter school (the "Charter") in the State of Nevada
	`	/	er School Authority (the "Authorizer") on
	pursuant to Se	ction	of the Nevada General Statutes;
W	HEREAS, the School	is entering into th	is Agreement with ECSN in order to meet its obligations

WHEREAS, it is the Parties' intention to create a relationship based on trust, common educational objectives, and clear accountability, through which the parties will work together to deliver an exceptional education program (the "ECS School Model") and experience to the students enrolled at the School; and

WHEREAS, the Parties wish to define their relationship and set forth the terms and conditions of their respective rights and responsibilities to each other;

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions, and agreements hereinafter expressed, the Parties agree as follows:

1. **TERM AND RENEWAL.** This Agreement shall be effective as of the Effective Date and shall continue through July 30, 2026 (the "Term") unless terminated prior to such date in accordance with Section 11 below. The Parties may elect to renew this Agreement. The Parties agree to give written notice of their intent to renew or not to renew this Agreement at least twelve (12) months prior to the expiration of the Term and, should both parties desire to renew this Agreement, they shall work diligently to negotiate such agreement by February 1, 2026.

2. REPRESENTATIONS AND WARRANTIES.

under the Charter:

- a. Representations and Warranties of ECS. ECS represents and warrants as follows:
 - i. Organization and Tax-Exempt Status. ECS is a non-profit corporation duly organized under the laws of the District of Columbia, with the purpose and legal ability to contract to provide educational management services. ECS shall notify the School in writing of any change in its corporate status, or if it enters into a receivership, becomes the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors. This notification shall be made as far in advance of any such change as is reasonably practicable.
 - ii. Authority. ECS possesses the requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes the valid and binding obligations of ECS, enforceable against ECS in accordance with its terms. ECS has applied for tax-exempt status under Section 501(c)(3) of the Internal Revenue Code and shall at all times maintain tax-exempt status once it is approved.
 - iii. Litigation. There is no suit, claim, action, or proceeding now pending or, to the best of

2 | P a g e Page 466 Attachment 21

- the Board's knowledge, threatened, to which ECS is a party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon the School or prevent or hamper the consummation of the agreements contemplated by this Agreement. No judgment, order, decree or award has been entered against ECS.
- iv. Conduct of ECS. ECS's Services (defined below) provided under this Agreement shall comply with the Charter and all applicable laws and regulations.
- v. Background Checks. ECS agrees to conduct all background checks according to Nevada
- b. Representations and Warranties of the School. The School represents and warrants as follows:
 - i. Organization and Tax-Exempt Status. The School is a non-profit corporation duly organized under the laws of the State of Nevada, and shall at all times throughout the Term remain, a charter school in good standing with the Authorizer, and possesses the legal ability to operate a charter school and contract for the educational services contemplated in this Agreement. The School has applied for a tax-exempt status under Section 501(c)(3) of the Internal Revenue Code and when received, shall at all times maintain tax-exempt status.
 - ii. Authority. The School possesses the requisite power and authority to execute and deliver this Agreement and to perform its obligations hereunder and to consummate the agreements contemplated hereby. This Agreement constitutes a valid and binding obligation of the School, enforceable against the School in accordance with its terms.
 - iii. Litigation. There is no suit, claim, action, or proceeding now pending or, to the best of the Board's knowledge, threatened, to which the School is a party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon the School or prevent or hamper the consummation of the agreements contemplated by this Agreement. No judgment, order, decree or award has been entered against the School.
 - iv. Full Disclosure. No representation or warranty of the School herein and no statement, information or certificate furnished or to be furnished by the School pursuant hereto or in connection with this Agreement contains any untrue statement of material fact or omits a material fact necessary in order to make the statements contained herein not misleading or on which ECS would reasonably need to rely to perform its obligations under this Agreement.
 - v. Background Checks. The Board agrees that prior to (i) hiring any applicant for a position in the School, (ii) hiring any contractor doing business with the School who performs a service involving direct student contact, or (iii) appointing or electing a director to its Board, the School shall submit to a records check of the state and national criminal history records checks before such applicant or potential board member is hired, appointed or elected, as applicable, or such contractor begins to perform such service. The criminal history records checks shall be conducted in accordance with the laws of Nevada.
- 3. CONDUCT OF THE SCHOOL AND THE BOARD. The School at all times during the Term shall materially comply with all local, State, and federal laws and regulations that are applicable to the School, which include, but are not limited to, the Internal Revenue Code, the Family Educational Rights and Privacy Act, Nevada Education Law and regulations including the Nevada Charter School Law and implementing regulations, Nevada Freedom of Information Act, as well as its By-Laws and other such policies and procedures as the Board may adopt. The School will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide ECS with copies of all such records and to allow ECS, at ECS's discretion, to assist with the preparation and retention of such records to ensure that, among other things, ECS may perform all Services and duties set forth in this Agreement. The School is authorized to organize and operate the School and is vested by the Authorizer with all powers necessary to operate a charter school in Nevada. Except as so delegated to ECS herein (unless such delegation is prohibited by applicable law), the School shall at all times retain all rights and responsibilities under the Charter.

3 | P a g e
Page 467
Attachment 21

4. **DELEGATION OF RESPONSIBILITY.**

- a. General. The School hereby authorizes ECS to undertake on its behalf the functions specified in this Agreement in regards to the business, administrative and academic services of the School, it being understood that, at all times, ECS shall remain accountable and subject to the oversight of the School (and the Authorizer and other State authorities, if applicable) and the Board shall retain the ultimate rights and duties of oversight of the School pursuant to the Charter and applicable law. The School further authorizes ECS to take such reasonable actions that may not be expressly set forth in this Agreement, but which shall be implied as necessary in ECS's judgment to properly and efficiently provide services to the School, provided such actions are consistent with the Charter, applicable laws and the annual School budget approved by the Board. Furthermore, the School hereby designates employees of ECS, to the extent permitted by law, as agents of the School having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C. § 5 1232g, the Family Educational Rights and Privacy Act ("FERPA"). ECS, its officers and employees shall comply with FERPA at all times.
- b. Right to Subcontract. Except to the extent prohibited by law or this Agreement, ECS may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract shall relieve or discharge ECS from any obligation or liability under this Agreement except as set forth in the Charter or as approved by the Board. If ECS subcontracts for any function or service it is obligated to provide pursuant to this agreement, ECS will include in its contract with the subcontractor a requirement that the subcontractor will provide to the School and ECS, upon request, a copy of any records and files maintained by the subcontractor relating to the subcontractor's services to or for the benefit of the School.Authorizer Authority. Nothing in this Agreement shall be construed in any way to limit the authority of the Authorizer, including, but not limited to, the authority of the Authorizer to take and enforce actions pursuant to the Nevada Charter School Law.

5. DUTIES AND OBLIGATIONS

a. Duties and Obligations of ECS. Throughout the Term of this Agreement, ECS shall provide the following educational and operational services (the "Services") in consultation and communication with the Board and/or the School Leadership Team (defined as the Principal, Assistant Principal(s) and Director of Operations):

i Incubation Year Support

1. ECS commits to working with the Board of Trustees to secure revenue to fund the School's Incubation Year (defined as the time between the Effective Date and July 31st, 2021), including assisting with applications for grants and philanthropy. Should the School secure less than \$150,000 in revenue for the Incubation Year, ECS commits to donating the difference between the amount of secured funds and \$150,000. This donation is specifically reserved for Incubation Year expenses inclusive of salaries, required supplies and technology, marketing, and student enrollment expenses. This donation does not have repayment terms or expectations, has no impact on ECS' Duties and Obligations as outlined below, and has no impact on any other section of this Agreement including subsections "6. Fees" and "11. Termination".

ii Education and Instruction-Related Services.

- 1. Work with the Board of Trustees to develop the charter application that meets Nevada's requirements and fulfils the educational vision of the Board.
- Support the School in its development and implementation of the educational
 programs and programs of instruction, as such programs are described in the
 Charter Application, by adapting the ECS School Model and recommending to
 the Board and the School's Leadership Team policies and procedures relating to

4 | P a g e Page 468 Attachment 21

- student recruitment, student admissions, student records, student discipline, school year and school day requirements, special education, student testing, extracurricular and co-curricular activities and programs, and affiliation with other groups, clubs or associations.
- 3. Report on the educational progress of each student at the School by analyzing the results of interim assessments and diagnostic tests developed and administered by the School as part of the School's student performance evaluation system.
- 4. Support the School in its development and implementation of a comprehensive program design for college and career readiness and social emotional growth.
- 5. Select and assist the School with acquiring instructional and Curricular materials, equipment, and supplies acquired at the expense of the School and shall remain property of the School.
- 6. Provide professional development to the School administration and instructional staff members over the summer and up to nine regularly scheduled professional development improvement days during the school year.

iii. Business Operations.

- 1. Assist the Board in conducting a school evaluation within two (2) years of the effective date of this Agreement and every two (2) years thereafter. The evaluation will be designed as a school inspection by a team of Board members, ECS staff, School personnel and outside evaluators. The team will observe classes and other school operations, analyze a wide variety of data, review student work samples, meet with a sampling of parents, students and teachers, and engage in other activities designed to obtain a detailed picture of school and student success.
- 2. Support the business administration of the School, including consulting with the School on the School's preparation and maintenance of the operating procedures of the School.
- 3. Provide support for the following services required by and for the direct benefit of the School, which shall include but not necessarily be limited to: auditing, legal, payroll, custodial and food services.
- 4. Receives all school funds, monitors and records expenditures based on school budget, and assists with the acquisition of materials, supplies, and equipment for use at the School. Materials, supplies and equipment purchased for the School shall become and remain the property of the School. Materials, supplies and equipment shall be paid for in accordance with the School's budget at the School's sole cost and expense.
- 5. Assist with contracts, at the School's sole cost and expense, for any other services or the acquisition of any other supplies or equipment which ECS and the Board deem necessary or reasonable to the attainment of the educational goals of the School.
- 6. Market and advocate for the School, which includes the development of marketing materials, which materials shall be paid for in accordance with the School's budget at the School's sole cost and expense.
- 7. Design and implement (along with the School's Leadership Team), student recruitment and enrollment materials, applications, procedures and systems, including the processing of student applications, all of which shall be paid for in accordance with the School's budget at the School's sole cost and expense.
- 8. Assist the School in preparing reports required to be submitted to the Authorizer or any other governmental authority, including any annual reports and any charter renewal application to be submitted to the Authorizer.
- 9. Support the School's compliance with all legal requirements, and all such conditions as may be imposed by the Authorizer or any other governmental authority.
- 10. Facilitate the School's purchase and procurement of information technology ("IT") equipment and services, which IT equipment and services shall be paid for in accordance with the School's budget at the School's sole cost and expense,

5 | P a g e Page 469 Attachment 21

- including but not limited to: wireless/broadband capabilities for the School; telephone service; all hardware associated with telephone and wireless/broadband technology; access to ECS's shared server; laptop computers for teachers; computers for administrators; personal chrome book for each student in classroom. In addition, ECS shall provide technology-related services to the School, including, troubleshooting and website and network design. ECS shall also complete the E-Rate application on the School's behalf.
- 11. Identify a facility for use by the School, in consultation with the Board, and arrange and supervise any necessary major improvements or repairs to such facility consistent with the School's budget at the School's sole cost and expense. ECS will provide assistance to negotiate the business terms of a lease, license or purchase transaction to secure such site, including any financing arrangement necessary to lease, license or purchase the site. The School shall be solely responsible for costs and expenses associated with such transaction. ECS shall not be liable under any lease or other document pertaining to such facility without its prior written consent.
- 12. Arrange for the subcontracting with third parties, if necessary, for after-school programs (at the School's sole cost and expense) which ECS and the Board deems reasonable, and which service shall be paid for in accordance with the School's budget.
- 13. Periodically provide students, parents, faculty members and other School stakeholders with written information or materials regarding the School's programming and provide any such information at the request of the Board or its designee.
- 14. Provide to the Board reports on the education, operational and financial performance of the School in the form of oral and summary reports at monthly Board meetings, as well as comprehensive quarterly written reports in a form mutually agreed upon by the Parties. Additionally, ECS shall provide other such reports as may be reasonably required by the Board or third parties from time to time.

iv Human Resources and Employment.

- 1. Lead the recruitment of the School's Principal (who shall be responsible for the day-to-day leading the administrative, instructional and student support staff). The Principal shall report to the School's Board.
- 2. Assist the Principal in the development of a School Leadership Team by recruiting and recommending for hire the Assistant Principal(s) (together, the "School Leadership Team"), who shall be responsible for the day-to-day operations of the School. The Principal shall have responsibility and authority for the supervision, discipline, retention, transfer and termination of the Assistant Principal(s).
- 3. Lead the recruitment and screening efforts of teachers, administrators and other personnel for the School. Specifically, ECS will work to build a pool of qualified applicants through advertising, networking and other methods. ECS will conduct preliminary screens of candidates and will forward the resumes of promising candidates to the Principal. The Principal, through a delegation of authority provided to him or her by the Board, shall have the final authority to select, hire and retain such teachers, administrators and other personnel.
- 4. Provide general human resources support including assisting the Principal and School Leadership Team with the selection and training of the administrative staff of the School, determining staff needs, recommending the adoption of procedures for the hiring, supervision, discipline and termination of personnel and other personnel policies and administrative procedures applicable to the staff, assisting the Board and School Leadership Team in setting compensation levels of the School's staff, and supporting the School in its development and training of administrative staff and consult with the School in the establishment of

6 | P a g e Page 470 Attachment 21

- procedures for hiring substitute staff.
- Assist the Board in selecting appropriate benefits plans for employees of the School and also arrange for the administration of employee benefits for such employees.
- The Parties acknowledge and agree that the Principal, School Leadership Team, teachers, administrative and other staff of the School shall be employees of the School and not of ECS.
- v Budgeting, Financial Services and Reports.
 - 1. ECS will implement and manage all finances for the School. ECS will provide a monthly financial report to the Board of Trustees and the principal.
 - 2. On or before May 15th of each year during the Term the School, ECS shall prepare an initial draft of the School budget for review with the Principal and Chief Operating Officer with the draft budget being submitted to the Board for final review and approval prior to the next fiscal year. The budget shall contain reasonable detail as requested by the Board and shall include projected expenses and costs reasonably associated with operating the School including, but not limited to: the projected cost of services and education programs provided to the School; leasehold and other lease or purchase costs incurred for the School facility (if applicable); maintenance and repairs to the School facility and capital improvements (if applicable); personnel salaries and benefits expenses; payroll processing expenses; supplies and furnishings necessary to operate the School; all taxes of any kind that may be assessed or imposed; insurance premiums and deductible payments; utilities; food service expenses, professional and legal fees; school development and start-up expenses, including costs of audits, Board expenses, and any other costs and expenses connected to the operation of the School.
 - 3. Provide all financial contracting services to the School, such as invoicing, receiving and processing funds in accordance with the School's applicable policies, processing of the School's payroll, and working with the School's staff to review documentation submitted in support of employee vouchers for reimbursable expenses.
 - 4. On behalf of the School, ECS shall arrange funding and payment of salaries, fringe benefits and payroll taxes for all individuals employed by the School. All such payments shall be made on a timely basis, in accordance with all applicable laws and regulations, including all tax requirements.
 - 5. Prepare and provide other necessary financial statements and reports to the Board as may be required by the Charter or applicable law and regulations, provided ECS is given reasonable advance notice. Such reports may include:
 - i. Within thirty (30) days after the end of each calendar month, unaudited financial statements for the calendar month most recently ended;
 - ii. Within sixty (60) days after the close of each fiscal quarter, unaudited financial statements of the School for the fiscal quarter most recently ended;
 - iii. At the request of the Board, but at a minimum, for each meeting of the Board's Finance and Audit Committee meeting, a financial statement that provides a comparison of budget to actual revenues and expenditures, with an explanation of significant variances;
 - iv. ECS shall also cooperate with the auditors retained by the Board to prepare annual audited financial statements of the School. ECS shall coordinate its work and the work of the auditors so as to allow for the delivery of such audited statements within 120 days after the close of each fiscal year; and
 - v. Assist the School with launching its operations.

7 | P a g e Page 471 Attachment 21

- b. Duties and Obligations of the School. Throughout the Term of this Agreement, the School shall perform the following services in consultation and communication with the Board and ECS:
 - i Education and Instruction-Related Services.
 - 1. Develop and implement the educational programs and programs of instruction, as such programs are described in the School's Charter Application.
 - 2. Develop and administer interim assessments and diagnostic tests designed to measure the progress of each student at the School with the assistance of ECS.
 - 3. Oversee and manage school quality with the support of ECS, including participating in an evaluation of the School within two(2) years of the effective date of this Agreement and every two (2) years thereafter.

ii Business Operations.

- Support ECS in its fundraising, marketing, recruitment and advocacy efforts
 taken on by ECS for the direct benefit of the School by taking any action
 reasonably requested by ECS, including hosting open houses, devising a
 fundraising strategy in conjunction with ECS and supplying ECS with
 information necessary for ECS to conduct such efforts on the School's behalf.
- 2. Arrange and supervise any minor improvements or repairs to the School's facility consistent with the School budget at the School's sole cost and expense.
- 3. After consulting with ECS and the School Leadership Team, the Board shall create and adopt policies of the School, which shall be consistent with the Charter law and other applicable laws.
- 4. In accordance with the Charter and the requirements of this Agreement, the Board shall work diligently to approve the annual budget within thirty (30) days of submission of the proposed budget by ECS to the Board in accordance with this Agreement.
- 5. The Board shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may be imposed by the Authorizer or other governmental authority, are fully complied with at all times. If the Board shall at any time receive notice from any public authority or other person that the School is or may be in violation of the Charter or any applicable law or regulation the Board shall immediately notify ECS of the alleged violation and shall thereafter work diligently with ECS to investigate such alleged violation, determine whether such alleged violation in fact exists, promptly respond to the complaining party and to correct any violation found to exist.
- 6. The Board, with consultation from ECS, the Principal and the School Leadership Team, as needed, shall establish a procedure for the receipt and timely review of complaint or grievances by any parent, community, individual, or institution.
- 7. The Board shall be responsible for conducting an annual performance evaluation of the Principal with support from ECS.

iii Human Resources and Employment.

- 1. Interview principal candidates and select and hire a Principal from the group of qualified candidates presented to the School by ECS.
- 2. Interview teacher and other staff candidates and select and hire teachers and other staff from the group of qualified candidates presented to the School by ECS.
- 3. With support and direction from ECS, The School will design, implement and monitor professional development activities for the School's instructional personnel.
- 4. Under the direction from ECS, The School will develop and deliver ongoing teacher and support staff training, including in areas such as college and career readiness and socio- emotional growth.
- 5. Maintain responsibility for administrative tasks associated with the School's employee benefit plans.

8 | P a g e Page 472 Attachment 21

- 6. Maintain personnel records for employees in accordance with applicable law.
- iv Budget, Financial Services and Reports.
 - Arrange and pay for an annual audit of the School to be conducted in compliance
 with applicable law and regulations, and showing the manner in which funds are
 spent at the School. The annual audit shall be performed by a certified public
 accountant selected and approved by the Board.
- v Providing Information & Documentation. The Board and the School Leadership Team shall furnish ECS with all information, documents and records necessary for ECS to fully and effectively provide its Services and support and otherwise carry out its duties under this Agreement.
- vi Tax Status. In accordance with the Charter and applicable law, the Board shall take all steps required to obtain and maintain the School's status as a tax-exempt organization under federal and State law such that contributions to the School are deductible to the donor for federal income tax purposes. In the event of arbitration, the Board and ECS shall agree that, notwithstanding any claims for relief each may seek from the other, it will require that any relief granted be consistent with maintaining the School's tax-exempt status. The Board may seek to establish a separate tax-exempt organization such as a "friends of organization to conduct fund raising activities and receive tax-deductible contributions in support of the School. ECS shall provide such assistance as the Parties reasonably agree to be necessary to support the formation of such organization but ECS shall not be responsible for costs incurred in connection with such formation.
- vii Annual Performance Review. The Board shall develop an annual charter management evaluation program to be conducted by the School under the oversight of the Board. The evaluation will be designed to evaluate the performance of ECS and its fulfillment of its obligations outlined in this Agreement. The School will conduct such evaluation no later than August 1st of each year or as otherwise directed by the Board, and in the course of such evaluation the School will analyze a wide variety of data, review ECS work samples, meet with a sampling of staff, and engage in other activities designed to obtain a detailed picture of ECS's performance. The results of such evaluation shall be presented to the Board by the Principal of the School and shall be used by the School's Board of Trustees in determining whether to renew this Agreement. A term sheet setting forth the performance evaluation measures and timelines related to evaluating ECS is attached hereto as Exhibit A.
- c. Additional Services. ECS may, but is not obligated to, provide additional services to the School upon request. ECS and the School agree to negotiate in good faith additional compensation for such additional services. The proposed budget prepared by ECS each year for review and approval by the Board shall contain details regarding the costs and expenses related to any such requested additional services. Such additional services may include, but are not limited to, special education management, tutoring program support and facilities management. ECS may perform functions off-site, except as prohibited by applicable law. ECS may utilize web-based systems to provide support and counsel to the School. ECS will bill the School for additional services by an invoice which details each additional service, the amount billed for each additional service, and the basis for the amount billed, i.e., hourly rate, or other basis for determining the amount billed. Such invoices will be available for review by representatives of the Nevada's State Public Charter School Authority.
- d. Compliance with Nevada Education Statutes. The Board and ECS shall ensure compliance with Nevada's public charter school law and all Nevada and federal education laws that apply.
- e. Students with Special Needs., The School recognizes its obligation to provide an appropriate education to all students enrolled in the School, regardless of special need, in accordance with

9 | P a g e
Page 473
Attachment 21

the requirements of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. As required by law, the School shall be open to individuals with special needs. ECS may, on behalf of the School, subcontract, as necessary and appropriate, to a municipal, public or private contractor or otherwise for the provision of special education services, subject to approval by the School, which approval shall not be unreasonably withheld. Any cost, fee or expense associated with such subcontract shall be paid by the School.

6. FEES

- a. In consideration for the Services provided by ECS to the School, ECS shall be paid a management fee equal to nine and one half percent (9.5%) of Gross Revenues (the "Management Fee"). For the avoidance of doubt, all Gross Revenues received by the School that are earmarked for a particular purpose (e.g. Special Education Funding) shall be used by the School solely for such purpose. The amount of such earmarked Gross Revenues shall be used solely for the purpose of calculating the amount of the Service Fee. By way of example, if the total Gross Revenues received by the School for a particular month is \$50,000, of which \$10,000 is Special Education Funding, the amount of the Service Fee owed by the School to ECS would be \$4,750 (i.e., 9.5% of \$50,000). However, the School would have access to, and the right to utilize, the entire \$10,000 in Special Education Funding it received solely for the School's special education needs. For purposes of this section the following definitions shall apply:
 - i "Ê-Řate Funding" means the funding and discounts provided to the School under the Schools and Libraries Program of the Universal Service Fund, administered by the Universal Services Administration Company under the direction of the Federal Communications Commission.
 - ii "Gross Revenues" shall mean an amount equal to the sum of (i) per pupil revenue distributed by Nevada, plus (ii) Title Funds, plus (iii) E-Rate Funding, plus (iv) Special Education Funding plus (v) all other public entitlement funding from a Public Source, excluding in-kind contributions (e.g. transportation services, food services), start-up funding (e.g. Federal Public Charter School Planning and Implementation Grant), funding for School meals and funding for competitive grants.
 - iii "Public Source" means any federal, State or local government, or political subdivision thereof, or any federal, State or local authority, agency or commission.
 - iv "Special Education Funding" means the funding provided by any Public Source to the School for full-time and part-time special education services, including, but not limited to, funds granted to the School pursuant to the Individual with Disability Education Act of 2004, as amended.
 - "Title Funds" means the funding granted to the School by the federal government pursuant to the Elementary and Secondary Education Act of 1965, as amended.
 - vi The Management Fee shall be calculated at end of every month and shall be payable via "net 15" terms. (i.e., the Management Fee for the proceeding month is due the 15th of the current month).
- 7. PROPRIETARY WORKS. The School acknowledges that ECS owns and shall own all existing, and hereafter created, copyrights and other intellectual property rights with respect to all works of authorship, inventions and work product including, instructional materials, training materials, curriculum and lesson plans, and any other materials, teaching methodologies, school management methodologies, and all improvements, modifications, and derivative works thereof that are created, invented or developed by (i) ECS, its employees, agents or subcontractors, or (ii) an individual employed or retained by the School within the scope of such employment or retention utilizing ideas or products developed by ECS (collectively, the "Proprietary Works"). ECS hereby grants the School, solely as may reasonably be required in connection with the performance of this Agreement, a non-exclusive, non-sublicensable, non-transferable, royalty- free license to use Proprietary Works as necessary or desirable to operate the School during the Term of this Agreement. The School shall cause all persons who create, invent or develop Proprietary Works for the School to assign to ECS in writing their intellectual property rights in such works. Upon ECS's reasonable request, the School will provide ECS with a copy of all Proprietary Works. This Section 7 shall survive termination of this Agreement.
- **8. USE OF NAME.** ECS hereby grants the School, solely as may reasonably be required in connection with the performance of this Agreement, a non-exclusive, non-sublicensable, non- transferable, royalty-free license to use the names and trademarks "Eagle Charter" and "Eagle Charter Schools" and any logos provided to the School by ECS (the "Trademarks") in connection with the operation of the School and all promotional activities in connection therewith, subject to the following conditions. The School agrees that it will (i) not use or register any domain name containing "Eagle Charter" or " Eagle Charter Schools"; (ii) cooperate to use

any website, social, wireless, mobile or other media network or application provided by ECS for the School's use; (iii) not set up its own official site, page or venue in any social media or user-generated content media (including Facebook, Twitter and Youtube) without prior written consent of ECS; (iv) use the Trademarks in compliance with all reasonable notices and guidelines provided by ECS; or (v) use the Trademarks in a dignified manner in accordance with reputable trademark practices. The School shall acquire no rights in the Trademarks, and all goodwill of the Trademarks shall inure to the benefit of and remain with ECS. ECS shall have pre-approval rights for each form and manner of public display of the Trademarks. The School agrees to use the Trademarks only in connection with high-quality educational services reflecting favorably on the reputation and goodwill of ECS and, at ECS's request, to provide ECS with representative samples of materials used by the school bearing the Trademarks. If ECS objects to any such materials for not properly using the Trademarks or for not being of sufficient quality, the School will promptly make all appropriate corrections. Should this Agreement be terminated or not renewed for any reason, the School shall, as soon as practicable but not later than the end of the school year in which this Agreement may be terminated or not renewed, petition to the Authorizer to revise its Charter to formally change the name of the School to remove any reference to ECS and diligently follow such petition through to its completion. Upon the effectiveness of such revision and removal, the School will cease all further use of the Trademarks and return all materials promptly to ECS. This Section 8 shall survive the termination of this Agreement.

9. INDEMNIFICATION

- a. Indemnification. The School and ECS do hereby agree that each Party shall be solely responsible for each Party's own acts and omissions as well as the acts and omissions of each Party's own board of directors or trustees, partners, officers, employees, agents, and representatives. Each Party to this Agreement (acting as Indemnitor) does hereby indemnify and hold harmless the other, and its respective board of directors or trustees, partners, officers, employees, agents, representatives, and attorneys (acting as Indemnified Persons), from and against any and all claims, actions, damages, liabilities, penalties, fines, expenses, losses or awards ("Claim"), plus reasonable attorneys' fees and expenses incurred in connection with Claims and/or enforcement of this Agreement, which arise out of (i) the negligence of the Indemnitor, (ii) any action taken or not taken by the Indemnitor or (iii) any noncompliance or breach by the Indemnitor of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. Such indemnification may be achieved by the purchase of general liability and property insurance policies, in accordance with Article 10 or by such other means as the parties may mutually agree.
- b. Notice and Defense. The Party to be indemnified (Indemnitee) shall give the Party from whom indemnification is sought (Indemnitor) prompt written notice of any Claim for which indemnification is sought. Failure to give notice shall not affect the Indemnitor's duty or obligations under this Agreement except to the extent the Indemnitor is prejudiced thereby. The Indemnitor may undertake the defense of any third party claim by representatives chosen by it. If the Indemnitor undertakes the defense of a Claim, then the Indemnitor shall be deemed to accept that it has an indemnification obligation under this Section 9 with respect to such Claim, unless it shall in writing reserve the right to contest its obligation to provide indemnity with respect to such third party claim. The Indemnitee shall make available to the Indemnitor or its representatives all records and other materials required by them and in the possession or under the control of the Indemnitee, for the use of the Indemnitor and its representatives in defending any such Claim, and shall in other respects give reasonable cooperation in such defense. If there is a reasonable probability that a Claim may materially and adversely affect the Indemnitee other than as a result of money damages or other money payments, (i) the Indemnitee shall have the right to defend, compromise or settle such Claim and (ii) the Indemnitor shall not, without the written consent of the Indemnitee, settle or compromise any Claim which does not include as an unconditional term thereof the giving by the claimant to the Indemnitee a release from all liability in respect of such Claim.
- c. Failure to Defend. If the Indemnitor, within thirty (30) days after notice of any such Claim, fails to dispute the obligation of the Indemnitee with respect to such Claim or fails to defend such Claim actively and in good faith, then the Indemnitee will (upon written notice to the Indemnitor) have the right to undertake the defense, compromise or settlement of such Claim or consent to the entry of a judgment with respect to such Claim, on behalf of and for the account and risk of the Indemnitor, and the Indemnitor shall thereafter have no right to challenge the Indemnitee's defense, compromise, settlement or consent to judgment therein.

10. INSURANCE

a. Insurance Coverage. At all times during the Term of this Agreement, the School shall at a minimum maintain at its sole cost and expense in full force and effect insurance coverage, as

Page 475 Attachment 21

reasonably requested by ECS, substantially similar to other charter schools operating in Clark County, Nevada. The School shall also maintain such workers compensation and disability insurance as required by State law and school leaders/errors and omissions insurance. ECS shall maintain at its sole cost and expense such insurance as it shall reasonably deem necessary under this Agreement, including general liability insurance of \$1 million per occurrence/\$3 million aggregate, an umbrella policy, directors and officers liability insurance, employment practices liability insurance, automobile insurance and workers compensation and disability insurance as required by State law. Each Party shall name the other as an additional insured on their commercial general liability, automobile liability and crime insurance policies and the School shall name ECS as an additional insured on its employment practices liability insurance policy and school leaders/errors and omissions insurance policy.

- b. Subcontractors. ECS shall require that its subcontractors, if any, shall maintain insurance commercially standard insurance policies (including but not limited to general liability, automotive, directors and officers, workers compensation and disability insurance) and that such subcontractors name ECS and the School as additional insureds (except on workers compensation and disability policies, which is not permitted by law).
- c. Contractors. The School shall require that its contractors, if any, shall name ECS and the School as additional insureds under their respective commercial general liability and automobile liability insurance policies for personal injury and property damage.
- d. Notice of Change. The insurance policies maintained by each Party pursuant to this Agreement shall be endorsed to state that coverage shall not be suspended, voided, cancelled, or reduced, in coverage or limits, except after thirty (30) days prior written notice to ECS and the School. The Parties shall furnish one another certified copies of the insurance policies or Certificates of Insurance that demonstrate compliance with this Agreement. Each Party shall comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

11. TERMINATION

- a. Termination by School. The School may terminate this Agreement for cause prior to the end of the Term for any of the reasons set forth in subparagraphs (i) and (ii) below:
 - if ECS materially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within 45 days after receipt of written notice of such breach from the School, unless such breach is incapable of being reasonably cured within 45 days in which case this Agreement may be terminated if ECS fails to initiate and continue a cure for such breach within 45 days after receipt of such written notice; or
 - ii if there occurs an enactment, repeal, promulgation or withdrawal of any federal, State, or local law, regulation, or court or administrative decision or order which, after exhausting all possible appeals, results in a final judgment or finding that this Agreement or the operation of the School in conformity with this Agreement, would violate the School's responsibilities, duties or obligations under the State or federal constitutions, statutes, laws, rules or regulations; or
 - iii if the School does not achieve a performance rating of at least 3 stars for consecutive years.
- b. Termination by ECS. ECS may terminate this Agreement for cause prior to the end of the Term for any of the reasons set forth in subparagraphs (i), (ii), (iii) or below:
 - If the School fails to pay when due any monetary obligation of the School as required by the provisions of this Agreement, and such obligation remains unpaid for a period of forty-five (45) days after receiving written notice of the delinquent payment from ECS; or
 - ii If the School materially breaches any of the material non-monetary provisions of this Agreement and fails to remedy such breach within 45 days after receipt of written notice of such breach from ECS, unless such breach is incapable of being cured within 45 days in which case this Agreement may be terminated if the School fails to initiate and continue a cure for such breach within 45 days after receipt of such written notice; or
 - iii enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which has a material adverse effect on ECS's ability to provide Services to the School in accordance with its budget, this Agreement or the ECS School Modelor if the Authorizer revokes the School's

12 | P a g e Page 476 Attachment 21

Charter.

- c. Termination Upon Agreement of the Parties. This Agreement may be terminated upon written agreement of the Parties; provided, however, that each Party shall use its good faith best efforts to avoid a termination of this Agreement that becomes effective during the school year because of the disruption of such termination to the educational program and the students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the Term, absent unusual circumstances, the termination will not become effective until the end of the school year.
- d. Procedures upon Expiration or Termination. Upon expiration or termination of this Agreement for any reason, the Parties agree to cooperate in good faith and use their best efforts to complete a prompt and orderly separation, it being the intention of both Parties that the School shall remain open and operating in its normal course in the event of such expiration or termination of this Agreement, in accordance with the following rights and obligations of the Parties:
 - i The School shall pay ECS any previously unpaid portion of the Management Fee for services performed by ECS until the time of termination, and (b) ECS shall pay to the School any outstanding money raised specifically for the School.
 - ii The School shall have the right to use ECS's Proprietary Works, as defined under Section 7 hereof, then currently in use by the School (including but not limited to the Trademarks), until the last day of the then current school year.
 - iii ECS shall provide the Board with all copies and originals of all student records, financial reports, employee records, and other School data in ECS's possession and not currently in the possession by the Board.
 - iv ECS shall provide the School with reasonable educational and operational transition assistance for a period of sixty (60) days after the termination of this Agreement, provided that the School shall pay to ECS all fees, expenses and other costs of ECS consultants and agents who may, from time to time, upon mutual agreement of the parties, provide assistance to the School or its students.
- 12. DISPUTE RESOLUTION. As a condition precedent to any other legal recourse (unless such legal recourse seeks injunctive relief), the resolution of disputes that arise under this Agreement shall be submitted to mediation. An initial meeting to resolve the dispute shall be conducted by the parties at a meeting to be held at the School's offices within fourteen (14) working days of a written request, which request shall specify in reasonable detail the nature of the dispute to be resolved at such meeting. The meeting shall be attended by representatives of the Parties and any other person that may be affected in any material respect by the resolution of such disputes. Such representatives shall have authority to settle the dispute and shall attempt in good faith to resolve the dispute. Should the parties be unable to informally resolve a dispute, the Parties agree to submit any dispute to the American Arbitration Association (the "AAA"), to be adjudicated in accordance with AAA's expedited procedures.

13. MISCELANEOUS PROVISIONS

- a. No Partnership. This Agreement does not constitute, and shall not be construed as constituting, a partnership or joint venture between the Parties. No agent, employee, or servant of ECS shall be deemed to be the employee, agent or servant of the School except as expressly acknowledged in writing by ECS.
- b. Force Majeure. Neither Party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either Party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

13 | P a g e Page 477 Attachment 21

c. Notices. All communications and notices relating to this Agreement are to be delivered in writing, with confirmation of delivery, to the following address or to such other address as either Party may designate from time to time.

If to the School, to:

Eagle Charter Schools of Nevada, Inc

<Board Chairman>

<Address to be provided once the Committee to Form transitions to the Governing Board>

If to ECS: Eagle Charter Schools, Inc 400 Virginia Avenue SW Washington, DC 20024

- d. Governing Law. The rights and remedies of either Party under this Agreement shall be cumulative and in addition to any other rights given to either Party by law and the exercise of any rights or remedy shall not impair either Party's right to any other remedy. This Agreement shall be governed by and construed and enforced in accordance with the internal laws of the District of Columbia.
- e. Enforceability and Validity of Certain Provisions. If any provisions of this Agreement shall be held, or deemed to be, or shall, in fact, be inoperative or unenforceable as applied in any particular situation, such circumstances shall not have the effect of rendering any other provisions herein contained invalid, inoperative, or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or paragraphs herein contained shall not affect the remaining portions of this Agreement or any part hereof. Any amendment to this Agreement shall be in writing and signed by the parties, subject to the prior approval of the Authorizer.
- f. Section Headings. The headings in this Agreement are for the convenience of the parties only, and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.
- g. Conflict with Charter. To the extent there are any conflicts between the terms of the Charter and the terms of this Agreement, the terms of the Charter shall control.
- h. Entire Agreement. This Agreement shall not be changed, modified, or amended nor shall a waiver of its terms or conditions be deemed effective except by writing signed by both Parties. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter hereof and supersedes all other prior agreement, understandings, statements, representations, and warranties, oral or written, express or implied, between the parties hereto and their respective affiliates, representatives, and agents in respect of the subject matter hereof.
- i. Waiver. The failure of either Party hereto to insist upon or to enforce its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such Party's right to insist upon strict compliance with the provisions hereof No delay in exercising any right, power, or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power, or remedy by any such Party preclude any other or further exercise thereof or the exercise of any other right, power, or remedy. No waiver by any Party hereto to any breach of or default in any term or condition of this Agreement shall constitute a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.
- j. Succession. The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors, and permitted assigns of the respective parties hereto.
- k. Assignment. This Agreement may not be assigned by either Party without the prior written consent of the other Party. Both Parties acknowledge that an assignment of this Agreement by either Party may constitute a material change to the Charter and may require approval by the

14 | P a g e Page 478 Attachment 21

Authorizer.

- 1. Form of Execution. This Agreement may be executed by facsimile and in any number of counterparts, each of which shall be an original, but all of which shall together constitute one and the same instrument.
- m. Further Actions. Each Party hereto shall, at all times, cooperate in taking such actions and doing or causing to be done all things necessary, proper, or advisable or reasonably requested by the other Party hereto effect the intent and purpose of this Agreement and implement the transactions contemplated hereby.
- n. Survival. The provisions of Sections 6, 7, 8, 11, this Section 12, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement; provided that any provisions that is stated to extend for a specific period of time shall survive only for such specified period of time.
- o. Specific Performance. In addition to all of the remedies otherwise available to ECS, including, but not limited to, recovery of damages and reasonable attorneys' fees incurred in the enforcement of Sections 7 and 8, ECS shall have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of Sections 7 or 8. All of ECS's remedies for breach of Sections 7 and 8 shall be cumulative and the pursuant of one remedy shall not be deemed to exclude any other remedies. The School acknowledges and agrees that ECS's rights under Sections 7 and 8 are special and unique and that ECS would not adequately be compensated by money damages if the event of a violation of Sections 7 or 8 by the School.

[SIGNATURES ON THE FOLLOWING PAGE]

15 | Page

Page 479 Attachment 21

In witness whereof, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives on the date first written above.

EAGLE CHARTER SCHOOLS, INCORPORATED				
By:				
Name:				
Title:				
EAGLE CHARTER SCHOOLS OF NEVADA, INCORPORATED				
By:				
Name:				
Title:				

16 | P a g e Page 480 Attachment 21

Exhibit A - Performance Evaluation Criteria of CMO

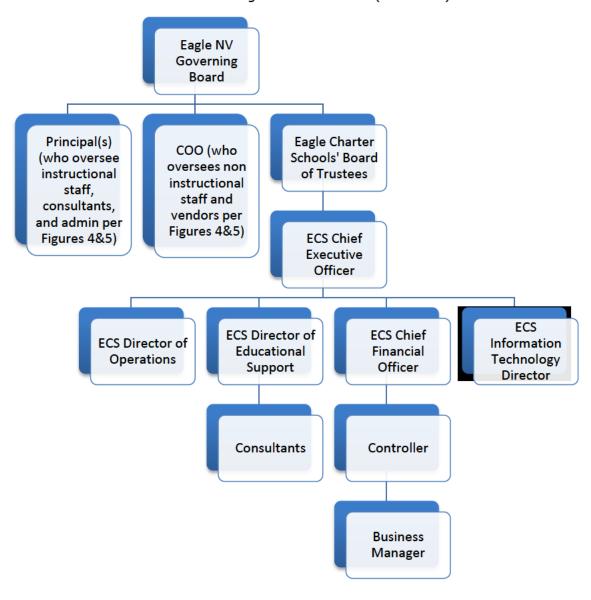
Goal	Board's Evaluation Tool	ECS' responsibility
Academic - ELA performance 60%/70%/80% of students enrolled for 1/2/3+ years will meet or exceed the grade level specific benchmarks on NWEA-MAP or show the equivalent of 1.5 years of growth. Academic - Math performance 60%/70%/80% of students enrolled for 1/2/3+ years will meet or exceed the grade level specific benchmarks on NWEA-MAP or show the equivalent of 1.5 years of growth.	annual end-of-year NWEA- MAP assessment	·
Academic - ELA Performance Students enrolled for three or more years at Eagle will achieve proficient or advanced levels on the ELA SBAC at a rate at least 20% greater than CCSD students at the same grade level. Academic - Math Performance Students enrolled for three or more years at Eagle will achieve proficient or advanced levels on the Math SBAC at a rate at least 20% greater than CCSD students at the same grade level.	- Annual SBAC	
Academic - Subgroup performance Typically at-risk subgroups of students will be independent tracked as a cohort and held to the same academic goals as above. This includes, but it not limited to, ELL students, students with Special Needs, Low income students, and minority students.	Annual NWEA-MAP and SBAC.	
Social Emotional - Discipline During its second year of operation and beyond, the percentage of serious discipline incidents at Eagle will be at least 25% less than the percentage of serious discipline incidents at CCSD.	Annual state reporting of Discipline incidents	SEL curriculum, implementation of PRIDE room, Professional development on PBIS and restorative justice

Page 481 Attachment 21

CFO/Bookkeeping Duties All Board requested and legally required reports will be delivered as	Reports are delivered per regular reporting schedule as dictated by the Board and Nevada law.	Complete CFO and Bookkeeping responsibilities.
expected and on time.	Annual audit is completed on time and without significant findings.	Cooperation with annual audit; oversight of process to ensure independent auditor executes per agreement.
Stakeholders - Parent involvement At least 80% of parents will attend 3+ optional school meetings/events/functions.	Annual stakeholder surveys and attendance documentation from events.	Consult with Principal to ensure Eagle is providing families with support and sufficient opportunities for involvement
Student Enrollment Eagle will meet/exceed the annual student enrollment targets as determined by the Governing Board and included in the budget projections.	Student enrollment reports per Board's regular reporting schedule	Oversee marketing and recruitment efforts
Operational - Reporting, Policies, and Procedures All requested documentation, forms, policies, and procedures are properly adopted by the Governing Board and the School itself.	3rd party audit/review of school; general observations	Provide drafts of most deliverables; oversee proper creation and implementation of all reports, policies, and procedures.

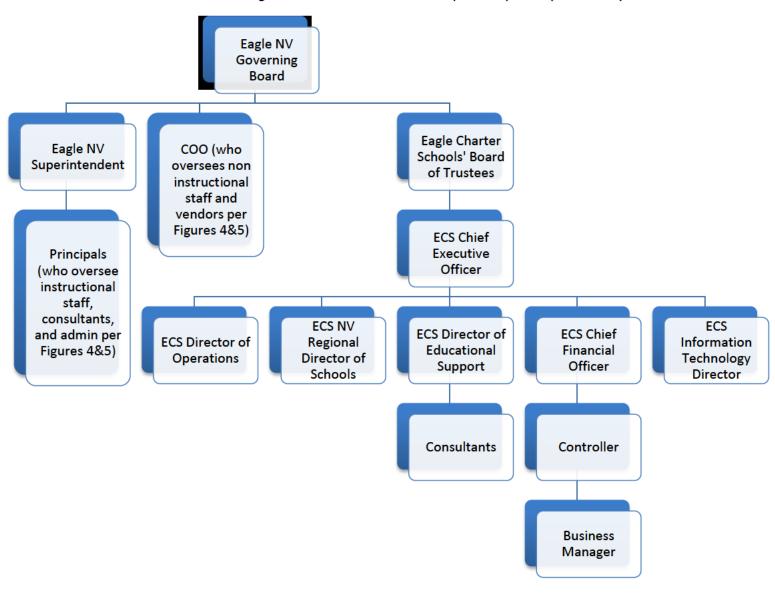
Page 482 Attachment 21

Eagle Charter Schools Organizational Chart (Years 1-3)



Page 483 Attachment 22

Eagle Charter Schools
Organizational Chart with multiple campuses (Years 4-6)



Page 484 Attachment 22