

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2020 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

*For Additional Instructions, please see the **Amendment Application Guidance Document***

For the: **Nevada Prep Charter School**

Date Submitted: February 9, 2021

Current Charter Contract Start Date: July 1, 2020

Charter Contract Expiration Date: June 30, 2026

Key Contact: David Blodgett

Key Contact title: Executive Director

Key Contact email and phone: david@nvprep.org; 702.301.8118

Date of School Board approval of this application: January 27, 2021

This Request For Amendment (RFA) is submitted to request a contract amendment regarding (place an "X" to the right of the specific RFA type(s) you are applying for):

1. [Add Distance Education](#) ____
2. [Add Dual-Credit Program](#) ____
3. [Change Mission and/or Vision](#) ____
4. [Eliminate a Grade Level or Other Educational Services](#) ____
5. [EMOs: Entering, Amending, Renewing, Terminating Charter Contract with an EMO](#) ____
6. [Enrollment: Expand Enrollment in Existing Grade Level\(s\) and Facilities](#) ____
7. [Enrollment: Expand Enrollment in New Grade Levels](#) X
8. [Facilities: Acquire or Construct a New or Additional Facility that will not affect approved enrollment](#) ____
9. [Facilities: Occupy New or Additional Facility](#) X
10. [Facilities: Occupy a Temporary Facility](#) ____
11. [Facilities: Relocate or Consolidate Campuses](#) ____
12. [RFA: Transportation](#) ____
13. [Other changes](#) ____

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Section I: Standard RFA Requirements

A) EXECUTIVE SUMMARY

4 Pages or less per RFA

Provide a brief overview of your school, including:

- 1. Identification of the school, its location(s), enrollment(s)(most recent ADE quarter), brief history, brief description of its board members and key leadership team members**

History & Location: Nevada Prep Charter School has been in operation since the 2018-19 school year. The school's current, temporary facility is at 2525 Emerson Avenue, Las Vegas, NV 89121, but the largest concentrations of student enrollment are in the 89156 area code. Most Nevada Prep scholars ride the school bus to and from school. The largest bus stop is the stop adjacent to Martin Luther King Elementary School, where more than 60 children board the bus each morning. Over the past 3 years, Nevada Prep has searched for a long-term home that is closer to where most of our families live, and we are excited about the opportunity to hopefully relocate to a new home at 1780 Betty Lane, Las Vegas, NV 89156.

Since March 2020, Nevada Prep has operated on a virtual instructional model, but the school has continued to provide a full, rigorous educational program.

Nevada Prep's first class of founding students will complete eight grade this year, and due to the excellent work of families, scholars, and teachers, the outgoing eight graders are on a path to success in high school. The majority of eighth graders have applied and are awaiting magnet school admissions decisions, and 25 of the 90 outgoing eight graders have already been admitted to a selective scholarship-based private high school for the 2021-22 school year.

In summary, the school hopes to move from 2525 Emerson Avenue to 1780 Betty Lane, with this contract amendment.

Enrollment: Demand for Nevada Prep seats is high, so the school was able to enroll 248 students during the most recent quarter (most recent ADE = 247.82). The 15% enrollment allowance in the school's contract with the SPCSA allowed the school to enroll students off of the waitlist, as soon as some existing students formally requested to remain in the virtual setting for the remainder of the school year. The official enrollment cap for the school year according to the existing SPCSA contract is 225, but this number was revised down from a previously-approved cap of 364 based on space constraints at the school's temporary facility.

Results:

Unfortunately, the school has not received public accountability ratings since 2018-19 because no such ratings were provided to schools, and state tests were cancelled. Teachers and students were eager to demonstrate their learning for the 2019-20 school year. However, we are encouraged by promising results from our first school year, which are currently our most-recent public accountability results.

A more comprehensive breakdown is available at nvprep.org/results, but the highest-level highlights are below:

Whole school results:

- Math Growth = 88th Percentile (median growth percentile)
- ELA Growth = 71st Percentile (median growth percentile)

This means a *typical* student at NV Prep shows more academic growth than 88% of their peers in mathematics and more academic growth than 71% of their peers in ELA.

Governing Board:

Board Members		
Member Name and Position	Professional Role	Expertise
Paola Gonzalez Board Chair	Executive Vice President and Chief Operating Officer at Nevada State Development Corporation	Banking, Finance, Leadership
Jose Solorio Vice Chair	Owner at Solorio Consulting, LLC Latino Community Advocate at Latinos Engage Former CCSD Trustee (first Latino member to serve)	Community Relations, Strategy, Board Governance
Jim McIntosh Treasurer	CFO at City of Henderson Former CCSD CFO	Finance, Accounting, School Funding
Brandon Best Secretary	SVP of Legal & HR at Maverick Gaming	Law, Human Capital
Violeta Alcantara	Vice President, Business Banking at Bank of Nevada	Banking, Finance
Shari Brown	Retired Former CCSD Educator Former Development Chief at Clark County PEF	Development, Teaching, Family Engagement
Rob Mallery	VP of People AI Culture at AI Foundation	Technology, Talent
Tamara Shear	Opportunity 180	Teaching & Learning
Andrea Simmons	CEO, Managing Attorney at ABSimmons Law	Law

David Blodgett is the school’s executive director and has been since the school opened. All founding teachers from 2018-19 are still members of the Nevada Prep team.

2. Mission and Vision

Mission: With a focus on academic achievement and leadership development, Nevada Prep educates every fourth-through eighth-grade student for success in high school, college, and life.

Note: This mission statement will be updated to reflect a third grade starting point if this amendment request is approved.

Vision: Nevada Prep’s vision is described in greater detail in the school’s charter application, but a summary is provided here.

Nevada Prep will know it is successful when each family moves on from our middle school armed with the information and tools needed to make an informed decision about which high school is the best fit for their child’s needs and aspirations. Families and scholars will have the support they need to navigate high school admission and scholarship processes, and each scholar will have the academic skills and leadership traits to excel in whichever high school they choose. We understand that high school is not the end goal, but we know that decisions about high school are critically important for children’s future.

In order to achieve our goals of preparing students to excel in high school, we strive to create an environment where everyone embodies our core values of leadership, advocacy, team, moxie, integrity, and joy. Our vision is a community of learning based on strong relationships, equity, and high achievement.

Diversity is a strength and will always remain an area for growth. Our governing body and staff share important points of connection with our students and families. For example, our board chair was an ELL in Clark County who enrolled in public school without any English language proficiency. Our staff includes important diversity in gender, age, race, ethnicity, language, etc.

SPCSA staff have conducted two full-day site visits of Nevada Prep’s virtual instructional model and have conducted focus groups with staff, families, students and board members. The school hopes the SPCSCA can learn more about our vision from those experiences than they can from reading any written statement about our vision.

3. Specific statement of the request

The Board of the above named charter school, operating under a current contract with a start date of July 1, 2020 and a six-year expiration date of July 30, 2026 requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following (check all that apply):

1. Dual-Credit Programs

2. EMOs: Amend charter contract with an EMO

3. Enrollment: Expand enrollment in existing grades and facilities

4. Enrollment: Expand enrollment in new grade levels

The school does not request any enrollment expansion in the upcoming year, but the school requests to add 3rd grade in the upcoming year (with no total enrollment change) and to expand enrollment in the final four years of the contract by 182 students.

5. Enrollment: Eliminate a grade level or other educational services

6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment

7. Facilities: Occupy additional sites

8. Facilities: Relocate or consolidate campuses

The school has operated since July 2018 at a temporary facility on Emerson Avenue. The school requests to move to a permanent facility on Betty Lane beginning in the 2021-22 school year.

9. Facilities: Occupy a temporary facility

10. Other (specify):

Attach a copy of the document(s), including minutes, confirming approval of the RFA.

Draft meeting minutes are attached as Appendix A. A board memo approving the school’s submission of this amendment is attached as Appendix B. A board memo requesting a good cause exemption to have this request reviewed in February, rather than during the later amendment review window is attached as Appendix C.

4. A summary explanation of the reasons that the charter school is seeking to make this specific requested change.

Element #1: Location change

Nevada Prep has known this request would be necessary since the school opened, and we have attempted to communicate proactively with staff at both of our charter authorizers about our process and struggle to find a permanent facility that would allow us to better serve our families in 89156. While our temporary school facility is located in 89121, our school community is largely centered in 89156. Locating at 1780 N. Betty Lane would instantly make our school campus more accessible—rather than less accessible—for the majority of our students and families. Most students will still ride the bus as part of our strategic plan to meet family needs and minimize traffic congestion for the neighbors and adjacent CCSD schools, but many students will have a 5-10 minute bus ride, instead of a 30+ minute bus ride.

Moving to a permanent home allows Nevada Prep to provide families with important certainty and further establish itself as a permanent presence and resource to the community.

Element #2: Enrollment Growth (adding third grade beginning in 2021-22; raising the full-scale enrollment by 182 students for the final four years of the charter contract.)

The third-grade model will mirror the elementary school model used in fourth and fifth grades, with the same core curriculum, the same teacher collaboration structures, and the same intervention systems. As in other grades at Nevada Prep, scholars would have access to an additional math “power hour” and an additional ELA “power hour” each day to provide the small group and individual support scholars need to catch up and get ahead.

The school believes adding third grade is beneficial for two reasons:

1. Student achievement and academic readiness are the primary reasons Nevada Prep requests to add third grade. Nevada Prep scholars have demonstrated among the state’s highest academic growth over the prior

years. However, some scholars barely reach proficiency by the time they reach 8th grade, despite high growth. Having an additional school year with students provides our team valuable extra time to implement interventions and support students to meet and exceed standards by the time they complete 8th grade.

2. The Nevada School Performance Framework (NSPF) for elementary schools uses an algorithm that considers achievement and growth data for 3rd, 4th, and 5th grade students. Nevada Prep has learned the value of receiving a comprehensive rating based on all tested grade levels, so receiving a more useful school accountability would be a secondary benefit of adding third grade.

The school’s requested enrollment change to the charter contract is summarized in the table below.

School Year	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Grade Levels	4-8	4-8 3-8				
Enrollment	225	392	448 630	448 630	448 630	448 630

5. Description of proposed target model and target communities

Nevada Prep does not anticipate significant changes to its model or target communities. All existing bus stops will remain in place, and the school will add at least two additional bus stops near the school’s temporary facility to ensure that the small number of families who live near the temporary facility on Emerson Avenue will still have access to the school. Students who did not need a bus stop to access the temporary facility on Emerson Avenue, will have the option to ride the bus from a bus stop on Emerson Avenue.

6. Statement of outcomes you expect to achieve across the network of campuses

At this point, Nevada Prep is focused on building *one* strong campus. The school’s board has not discussed or made plans toward expanding to additional campuses.

7. Key components of your educational model for the expanded school

The educational model of Nevada Prep Charter School remains the same as described in the original charter application and as implemented for the past three school years, and the school is not seeking to substantially change its model. However, the school requests to add a third-grade class that will function similarly to the school’s existing fourth and fifth grade classes. This reason is described in greater detail in response #4 on the prior page.

8. The values, approach, and leadership accomplishments of your school or network leader and leadership team

We believe every staff member is a leader in an important, real way. Across the board, our leaders and students strive to embody the same set of core values (leadership, advocacy, team, moxie, integrity, and joy).

Initial measures of success of our school culture and leadership team are best represented by the following:

1. The school has some student transiency based on logistical necessity (e.g., out of state moves), but student turnover due to low satisfaction is minimal.
2. Founding families have chosen to enroll their younger children in the school, and our most productive recruitment tool is word-of-mouth from current families.
3. Staff turnover is minimal. All founding teachers from 2018-19 are still part of the Nevada Prep team and most will have advanced into leadership positions by the 2021-22 school year.

9. Key supporters, partners, or resources that will contribute to your expanded school’s success.

Families are Nevada Prep’s most critical partners, but the school is also fortunate to work with the following organizations, most of whom also wrote letters of support for the school’s initial charter application: Opportunity 180, BES (formerly Building Excellent Schools), Relay Graduate School of Education, Teach For America Las Vegas, Leaders in Training, Equipo Academy, Futuro Academy, Democracy Prep, Nevada Rise Academy, EdTec, Achievement Network, Illustrative Mathematics, EL Education, Microsoft, Apple, Google, Revolution Foods, Building Hope, and many others.

NOTE

1. **For all remaining General Requirements Sections:** Complete and submit all RFAs by answering remaining General Requirements Section questions.
2. **Indicate “No change” for any below requested response that has not changed from your charter school contract.**
3. **Indicate “N/A” for any below requested response in this General Requirements Section that is not applicable to your request. Applicants do not need to respond “N/A” to any Specific Requirements RFA section for which they are not applying.**
4. **To expand a section and complete, please click the triangle next to the header.**

B) MEETING THE NEED

TARGETED PLAN

- (1) **Identify the community you wish to serve as a result of the expansion or RFA and describe your interest in serving this specific community.**

Nevada Prep is committed to serving more members of the same community it requested to serve in its initial charter application—and has continued to serve through its first three school years. In response to demand from families, NV Prep added fourth grade in the 2019-20 school year and has enrolled a full fourth-grade, with a waiting list, each year fourth grade has been offered. Families have also submitted interest in enrolling third grade siblings at the school if it becomes available, so the school requests approval to add third grade.

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

Nevada Prep anticipates that the new third graders it would enroll would reflect the diversity and demographics of the school’s student body, to-date. Nevada Prep is a diverse community, and the school is a Community Eligible Program (CEP) site, which means that all students qualify for free meals through the National School Lunch Program (NSLP).

The SPCSA’s mission: The SPCSA sponsors, supports, and oversees dynamic and responsive public charter schools that prepare all students for academic, social, and economic success.

Enrolling third graders would allow Nevada Prep to better prepare students academically, because the school would have up to 6 full years to work with students. Enrolling more grade levels also makes the school more responsive and customer service oriented. Families have consistently asked if Nevada Prep would add more grade levels so adding third grade to serve younger siblings would be a welcome response to families’ requests.

Building our long-term home in the neighborhood where most of our families live is a natural way to demonstrate responsiveness, per the SPCSA’s mission.

GROWTH RATE AND RATIONALE

- ~~(1) Describe the school’s six-year growth plan for developing new schools in Nevada and other states. Please describe the proposed scope of growth over the next 6 years, including both the schools that the campuses the school has already been approved to open, those it is currently applying to open and any additional campuses that it anticipates applying to open in the next six years (number of campuses, locations, proposed six-year enrollment projections, and grade configuration/type of schools).~~

N/A

- a. Provide a rationale for the proposed six year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion.

N/A

- (2) Specifically identify the key risks associated with this growth plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them.

N/A

- (3) Discuss lessons learned during the school's past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

N/A

PARENT AND COMMUNITY INVOLVEMENT

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

Prior to the charter application, Nevada Prep gathered input from hundreds of Southern Nevada families. That input was reported in the charter application and directly applied in Nevada Prep's school design. Since the school opened, enrolled families have provided ongoing feedback.

Families have consistently provided feedback that they appreciate school bus transportation but looked forward to having a school closer to home and with additional grade levels for their younger children. Nevada Prep previously added fourth grade based on parent demand, and the class has been full, with a waitlist, since it became available. The clearest evidence of parent support is the numerous examples of families who attended town board meetings and county commission meetings to speak out in support of the new campus. Some photos of these events are below.



Prior to the new year, Commissioner Weekly's office was a valuable partner in facilitating conversations and meetings between the school and residents adjacent to the new school site. Since taking office in January Commissioner McCurdy and his team have continued to be active partners through the process.

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

No significant change. The school already conducts outreach focused on fourth through eighth grade students. The school will expand its messaging to clarify that third-grade seats are also available. Based on initial parent input, we anticipate that 50% of the third-grade seats we hope to add will be offered to siblings of current students.

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

~~NO CHANGE.~~

- ~~(4) Discuss the community resources that will be available to students and parents at the expanded school. Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as an Attachment ____, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.~~

~~NO CHANGE.~~

- ~~(5) Describe the school's ties to and/or knowledge of the target community. How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?~~

~~NO CHANGE.~~

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

Building Hope is the school's main facility partner. They will secure financing and provide project oversight because they will be the first owner of the property and the school's initial landlord at the new site. The school expects and hopes to lease the property from Building Hope in the short term and purchase the site based on one of the purchase options in the DRAFT lease agreement provided as Appendix D.

The facility project team includes the following organizations: Ethos Three Architects, Rafael Construction (general contractor), Lochsa Engineering (civil engineering), Kaempfer Crowell (land use attorneys), and others. The team has extensive experience in charter school facility acquisition and construction in Southern Nevada.

An anonymous local funder has committed an initial gift of \$250,000 to support the school's facility acquisition.

C) ACADEMIC PLAN

MISSION & VISION

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

~~Explain whether the proposed mission and vision for the school/network is different from the existing school's mission and vision and how they differ. Describe the reasoning behind any modifications.~~

~~Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision?~~

NO MATERIAL CHANGE TO THE SCHOOL'S PURPOSE. However, the school would make an edit to the mission statement to explicitly name third grade as the youngest grade level.

CURRICULUM & INSTRUCTIONAL DESIGN

N/A. The school does not request any changes to curriculum or instructional design.

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

~~(1) Historical Performance~~

- ~~(a) **Performance Data:** schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.~~
- ~~(i) — A school is welcome to provide any additional historical academic performance metrics that fall outside of the operator's contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning's STAR, etc.). If provided, describe student performance on these metrics.~~
- ~~(ii) *Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.*~~
- ~~(b) **Interventions:** Please explain any past performance that has not met the organization's expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the~~
- NO CHANGE.**

~~(2) Academic Vision and Theory of Change~~

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

NO CHANGE

~~(3) Performance Management~~

- a) ~~**Measuring Progress:** Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole.~~
- a. ~~What performance management systems, processes, and benchmarks will the school use to formally assess this progress?~~
 - b. ~~Explain how the school addresses underperformance and describe the corrective action plan procedures.~~
- b) ~~**Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.~~
- c) ~~**College Readiness (HS Only):** Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.~~
- d) ~~**Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?~~
- e) ~~**Compliance:** Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at <http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/AlignmentTemplate.xlsx>) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.~~
- f) ~~**Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.~~
- g) ~~**Remediating Academic Underperformance:** Describe the school's approach to help remediate students' academic underperformance both for both the expanded grades and for all existing grades. 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 of the expansion, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?~~
- h) ~~**Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model.~~
- i) ~~**Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?~~
- j) ~~**Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.~~
- k) ~~**Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.~~

NO CHANGE from the charter application and performance management under the existing charter contract.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

- a) ~~Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.~~
- b) ~~Describe the structure of the school day and week for both the proposed new grades and for existing grades. 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.~~
- c) ~~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?~~

NO CHANGE from the charter application or school structure and calendar under the existing charter contract.

DISTANCE EDUCATION

~~(Distance Education Expansion Amendments)~~

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

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

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

N/A

PRE-KINDERGARTEN PROGRAMS

~~(All Operators Currently Operating or Proposing to Operate Pre-K)~~

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

- ~~(1) Identify whether the school plans to offer pre-kindergarten in the first year of operation at the new campus or in any subsequent year of the charter term.~~
- ~~(2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on~~

~~an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.~~

- ~~(3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.~~
- ~~(4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.~~

N/A

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS

(New High School Amendments Only)

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

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

N/A

SPECIAL POPULATIONS

~~Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2017-18 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All operators submitting amendment requests to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.~~

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

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

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

NO CHANGE.

Special Education

- ~~(1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.~~
- ~~(2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?
 - ~~a) (Elementary Schools Only) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?~~
 - ~~b) (Middle and High Schools) How will the school identify and serve students who require special education services and develop transition plans?~~~~
- ~~(3) (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?
 - ~~a) Continuum of Services: How will the school 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. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third-party contract.~~~~
- ~~(4) Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?~~
- ~~(5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?~~

NO CHANGE.

Staffing

How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.

- ~~(1) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?~~
- ~~(2) 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.~~
- ~~(3) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?~~

- ~~(4) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?~~
- ~~(5) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*~~

NO CHANGE.

D) FINANCIAL PLAN

This section must be completed for all applications.

- (1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.**

The school contracts with EdTec for back office services. The board of directors reviews EdTec's performance and has the option to renew the contract each year.

The financial controls outlined in the charter application process are in place, and the school follows the procedures outlined the board's approved finance policies. The summary below was produced in collaboration with EdTec.

Nevada Prep has developed and maintains financial policies and procedures that ensure sound internal controls, fiscal responsibility, and accountability in accordance with Generally Accepted Accounting Principles (GAAP). The school will continue to follow all relevant laws and regulations that govern Charter Schools in Nevada.

Accounting. Nevada Prep has established an accounting system comprised of the methods and records used to identify, assemble, classify, record, and report accounting transactions. The methods are set up to: (1) identify and record all of the organization's transactions, (2) verify that recorded transactions actually took place, (3) describe the transactions in enough detail to allow classification for financial reporting, (4) ensure transactions are recorded at the appropriate amounts, (5) indicate the time period in which transactions occurred in order to record them in the proper accounting period, and (6) ensure that transactions were properly authorized.

Purchasing. Nevada Prep records expense on an accrual basis of accounting, consistent with GAAP. By the adoption of the operating budget by the Board of Directors, the Executive Director becomes responsible for, and generally authorized to, expend the amounts budgeted. While a capital budget may be approved, the Executive Director's expenditure authority, in accordance with our proposed Financial Policies, limits purchasing in excess of \$10,000 per transaction. Commitments for expenditures exceeding this amount must have the co-signature of either the Board Treasurer or the Chairperson of the Board.

Payroll. Nevada Prep's payroll is processed by Paylocity, and the school intends to work with Paylocity for the foreseeable future.

Required Annual Audit. Financial statements will continue to be audited annually by an independent audit firm selected by the Board on the recommendation of the Finance Committee. The audit will include, but is not limited to, auditing the accuracy of the school's financial statements, the attendance accounting and revenue accuracy practices, and the school's internal controls. The school's prior audit reports are available for review, no audit to-date has included findings from the auditors.

Segregation of Duties. A hierarchical structure of authority and responsibility has been developed. Tasks are divided and allocated to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). This protects the school from any potential fraud or misappropriation of funds.

Document Control. In order to ensure that all documents are captured by the accounting system, all documents must be initialed and dated when recorded and then filed appropriately.

Records Retention. To provide an accurate and auditable record of all financial transactions, the school's books, records, and accounts are maintained in conformity with GAAP. Records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, if applicable, and other legal needs as may be determined. Record retention requirements are reviewed annually with legal counsel and independent auditors to determine any necessary changes.

Processing Controls. These are designed to identify any errors *before* they are posted to the general ledger. Common processing controls are the following: (1) Source document matching; (2) Clerical accuracy of documents; and (3) General ledger account code checking.

Reconciliation Controls. Designed to identify any errors *after* transactions have been posted and general ledger has been run, the process involves reconciling selected general ledger control accounts to subsidiary ledgers.

Security of Financial Data. Accounting software is accessible only to the Executive Director, Operations Manager, and third-party service provider. Individual ID codes and passwords are in place for every user and limit their access and functionality depending on their role within the school. All other hard copies of financial data, when not in use, will be secured in a locked closet or cabinet at the school.

Risk Assessment. Our risk assessment process is designed to identify, analyze, and manage risk relevant to preparation of accurate financial statements. This includes mitigating risks involving internal and/or external factors that might adversely affect the ability to properly record, process, summarize, and report financial data.

- (2) **Attachment 2. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.**
- (a) **Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of Attachment 3. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.**
 - (b) **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.**
 - (c) **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.**
 - (d) **Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.**
 - (e) **Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.**

A comprehensive pro forma budget is provided as a separate file to accompany this document. Exporting the budget to a printable PDF removes some important functionality, and the information is easier to view in a spreadsheet than in a series of PDF pages.

- (3) **Submit a completed financial plan for the proposed school as an Attachment 4 (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).**

Please see the financial plan on page 16 and the attached pro forma budget provided with this application.

- (4) ~~Submit, as an Attachment N/A, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers,~~

and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

N/A

- (5) Provide, as an **Attachment** N/A, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.

N/A

- (6) Complete the audit data worksheet in **Attachment** N/A. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment** N/A.

N/A

- (7) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

N/A. Budgets provided with this application and financial projections related to facility acquisition do not assume any outside fundraising in projections.

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

E) OPERATIONS PLAN

◆ Indicate "No Change" to the sections or subsections below, where applicable. Otherwise, all applications require completion of this section.

1. Historical performance

- (a) Performance Data: schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state. Please provide a narrative demonstrating that the school meets the organizational criteria for approval.
- (b) Interventions: Please explain any past organizational/compliance performance that has not met expectations. How did the governing body diagnose the under performance, how were appropriate intervention(s) determined by the governing body, how are they being implemented by staff, and how is the governing body monitoring implementation of the interventions on a monthly basis?
- (c) What are the key areas in which the existing school or schools/campuses need to improve, as determined by the governing body, and what are the priorities to drive further success?

N/A

2. Organization governance structure & board development:

- ~~(a) Describe how the organization's governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board's roles and responsibilities, and the Board's development priorities and (2) the Board's relationship to individual campuses~~
- ~~(b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.~~
- ~~(c) Identify any Board development requirements relative to the organization's governance needs at each stage of growth.~~
- ~~(d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.~~

NO CHANGE

~~3. Organization charts and decision-making authority:~~

- ~~(a) Provide the following organizational charts:

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

NO CHANGE

~~The organization charts should represent all national and state operations and clearly delineate the roles and responsibilities of—and lines of authority and reporting among—the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable.*~~

~~4. Describe the proposed organizational model; include the following information:~~

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

NO CHANGE.

~~5. Describe the leadership team's individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:~~

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

N/A

~~6. 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 an **Attachment N/A**).~~

NO CHANGE.

7. Explain your school leader’s role in the successful recruitment, hiring, development and retention of a highly effective staff.

NO CHANGE.

8. Explain your campus instructional leader’s role in providing instructional guidance and school culture guidance. How will the leadership teamwork in support of the campus instructional leader’s guidance?

NO CHANGE.

9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

NO CHANGE.

LEADERSHIP FOR EXPANSION

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

b) 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 an **Attachment N/A**). 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.

c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment N/A**) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2018-19 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2018-19 school year and to add additional criteria to the pre-opening requirements for such campuses.

N/A

STAFFING

a) **Attachment 5. Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file** indicating projected staffing needs for the proposed campuses over the next six years. Schools should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans.

Sample Excerpt – Complete using Excel file

Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Management Organization Positions						
{Specify}						
{Specify}						
{Specify}						
{Specify}						
{Specify}						
{Specify}						
{Specify}						

HUMAN CAPITAL STRATEGY

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

Because of the shift in enrollment, Nevada Prep has made adjustments to staffing by reducing one classroom educator. The reduction does not impact the model as it was previously written in the original charter. In addition, we have included a bus driver to support transportation.

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

N/A

SCALE STRATEGY

- a) ~~Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.~~
- b) ~~If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.~~
- c) ~~Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.~~
- d) ~~Explain any shared or centralized support services the management organization will provide to campuses in Nevada.~~

- e) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in **Attachment** _____. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for profit or non profit education management organization.
- f) 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.

N/A

Function	Mgmt Org Decision-Making	Network Leader Decision-Making	Board Decision-Making	Campus Leader Decision-Making
Performance Goals				
Curriculum				
Professional Development				
Data Mgmt & Interim Assessments				
Promotion Criteria				
Culture				
Budgeting, Finance, and Accounting				
Student Recruitment				
School Staff Recruitment & Hiring				
HR Services (payroll, benefits, etc.)				
Development/ Fundraising				
Community Relations				
IT				
Facilities Mgmt				
Vendor Management/ Procurement				

Student Support Services				
Other operational services, if applicable				

STUDENT RECRUITMENT AND ENROLLMENT

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

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

NO CHANGE.

- b. Provide a detailed discussion of the school's track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school's past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison, to the school's current zoned schools.

N/A

- e. Detail how the school's programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery¹ which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.

NO CHANGE.

- d. 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.

¹ See <http://www.publiccharters.org/wp-content/uploads/2015/09/CCSP-Weighted-Lottery-Policy-factsheet-updated-GS-8-27-2015-2.pdf> for one possible approach in this evolving area of charter school policy.

NO CHANGE.

e. 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.

NO CHANGE.

f. What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?

NO CHANGE.

g. 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?

NO CHANGE.

h. Complete the following tables for the proposed school to open in 2020-21. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2019 and fall 2020.

1) **Minimum Enrollment** (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative) *Complete using Excel file "RFA Staffing and Enrollment Worksheets."*

Sample Excerpt

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25
Pre-K						
K						
1						
2...						
10						
11						
12						
Total						

2) **Planned Enrollment** (Must Correspond to Budget Worksheet Assumptions) *Complete using Excel file "RFA Staffing and Enrollment Worksheets."*

Sample Excerpt

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25
Pre-K						
K...						
12						
Total						

3) **Maximum Enrollment** (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment) *Complete using Excel file "RFA Staffing and Enrollment Worksheets."*

Sample Excerpt

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25
Pre-K						
K						
1-2						
Total						

a. 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.

N/A

b. Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

N/A

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

N/A

BOARD GOVERNANCE

Complete this section only to the extent it is different from what is shown in the application for the school. Otherwise, indicate “No change from original application or most recent amendment. See attached.”

- i. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- j. Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.
- k. Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment** ____). Please note that at least 75% of new board members for SY 2018-2019 must be identified at the time of the submission of the expansion request.
- l. Provide, as part of **Attachment** ____, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member’s resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.
- m. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?
- n. Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords,

developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.

- o. Describe the board's history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?
- p. 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.
- q. 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 academic reports.
- r. 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.
- s. 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.
- t. What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

NO CHANGE

Goal	Purpose	Outcome Measure

~~INCUBATION YEAR DEVELOPMENT~~

- ~~u. Provide a detailed start up plan as well as specific organizational goals for the planning year (SY 2017-2018) to ensure that the school is ready for a successful launch in fall 2018. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment N/A**.~~
- ~~v. 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.~~
- ~~w. 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.~~

N/A

~~SCHOOL MANAGEMENT CONTRACTS~~

~~Indicate “Not Applicable” if the school does not intend to amend an existing management contract or enter into a new management contract with a for profit or non profit education management organization (EMO).~~

- ~~x. How and why was the EMO selected?~~
- ~~y. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).~~
- ~~z. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.~~
- ~~aa. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.~~
- ~~bb. Please provide the following in **Attachment**.~~

~~N/A~~

- ~~1. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;~~
- ~~2. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;~~
- ~~3. 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.~~
- ~~4. Documentation of the service provider’s for profit or non profit status and evidence that it is authorized to do business in Nevada.~~
- ~~5. Provide a brief overview of the EMO/CMO's history.~~
- ~~6. List any and all charter revocations or surrenders, bankruptcies, school closures, non renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For~~

all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

7. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
8. List any and all management contract non renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

N/A

SERVICES

9. Provide **Attachment 6** describing how the school leadership team will support operational execution.
10. Provide narrative or evidence illustrating 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.
11. In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.

- i. 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 not serve as a barrier to enrollment or ongoing attendance.

NO CHANGE.

- ii. Facilities maintenance (including janitorial and landscape maintenance)

NO CHANGE.

- iii. Safety and security (include any plans for onsite security personnel)

NO CHANGE.

- iv. Other services

NO CHANGE.

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

NO CHANGE.

13. ~~Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.~~

NO CHANGE.

14. ~~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.~~

NO CHANGE.

15. ~~Provide, as an Attachment , a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.~~

NO CHANGE.

ONGOING OPERATIONS

16. ~~SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?~~

NO CHANGE.

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

NO CHANGE.

Section II: SPECIFIC RFA SECTIONS

a) Financial Plan

All Financial Plan information requested below is provided in the Financial Plan section on pages 16 - 17.

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
2. 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.).
3. Provide a six year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.
4. Describe the campus', school's, and any management organization's distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.
5. Submit a completed financial plan for the proposed school as an **Attachment 4** (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
6. Submit, as an **Attachment N/A**, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
7. Provide, as an **Attachment N/A**, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
8. Complete the audit data worksheet in **Attachment N/A**. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment N/A**.

Facility RFAs

1. RFA: Occupy a Temporary Facility

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

N/A

General Facility RFA requirements

1. Describe the school's capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.

The school's board has extensive facility acquisition experience. The board chair is executive vice president for Nevada's largest SBA 504 lender, so she works extensively to support small business with funding that includes new facility projects. The board's treasurer is a former CFO of the Clark County School District, who oversaw periods of explosive growth and school construction in the district.

For the day-to-day management of the project, the school contracts with Building Hope, a large charter-school focused facility developer who has successfully managed hundreds of charter school facility acquisitions and renovations across the United States. More detail about Building Hope and its track record is available at buildinghope.org

2. Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.

The school expects to occupy the new facility on Betty Lane under a long-term lease agreement with annual purchase options. Building Hope will be the initial owner of the property, and the school will lease from Building Hope until the school is able to purchase the facility. The school is exploring various long-term financing options for the purchase, and no final decision about the structure of the financing has been made.

The school does not work with a CMO or EMO. Building Hope is an independent nonprofit organization that is partnering with Nevada Prep.

3. ~~If a proposed facility has been identified and requires no construction or renovation prior to the commencement of instruction, please provide:~~ **N/A**

- ~~a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility.~~
- ~~b) A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.~~
- ~~c) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.~~
- ~~d) A copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance the school will submit final documentation in compliance with NAC 386.3265.~~
- ~~e) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment 9**.~~
- ~~f) A copy of the Certificate of Occupancy at **Attachment 10**.~~
- ~~g) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as an **Attachment 10**.~~
- ~~h) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as an **Attachment 10**.~~

4. If a proposed facility has not been identified or the proposed facility requires any construction or renovation prior to the commencement of instruction, please provide:

- a) Either a discussion of the desired community of location and the rationale for selecting that community

AND an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an Attachment OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as an Attachment.

The address is 1780 N. Betty Lane, Las Vegas, NV 89156.

Assessor's Parcel # is 140-21-403-001.

The Assessor's Parcel Map is included as Appendix E.

- b) **Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an Attachment OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as an Attachment.**

The DRAFT lease agreement is attached as Appendix D.

- c) **Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an Attachment OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance that the school will submit final documentation in compliance with NAC 386.3265 as an Attachment.**

Architectural drawings are attached as Appendix F.

- d) **Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an Attachment OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an Attachment.**

The current owner of the property is:

Sunrise Bible Church

1780 N. Betty Lane

Las Vegas, NV 89156

702-452-8599

Building Hope anticipates closing on the property in March 2021 and becoming Nevada Prep's landlord.

Building Hope

910 17th Street NW, Suite 1100

Washington, DC 20006

(202) 457-1999

There are no relevant relationships to disclose between the seller, the landlord, or the school.

e) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as an Attachment.

See Appendix G.

f) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as an Attachment.

See appendix G.

g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as an Attachment.

NAC 386.3265 has been replaced by NAC 388A.315. Per NAC 388A.315, the governing body will submit all written notice by the deadlines required in NAC. The school has voluntarily invited OSHA to complete a workplace safety audit at the school's temporary facility and is committed to occupational safety.

5. ~~For schools which are seeking to occupy multiple facilities over several years, please list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.~~

N/A

~~a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.~~

~~b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of an Attachment. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of Attachment.~~

6. Please include the organization's plans to finance these facilities, including:

a) Indicate whether the school intends to finance these facilities through the Department of Business and Industry (B&I) or another bond conduit. If the school is not using the B&I conduit, please identify the proposed issuer of the bonds. Please provide a rationale for the selection of this issuer, and a comparative analysis with any other issuers considered by the school.

n/a

b) Total project cost for each facility

\$11,478,850

c) Financing and financing assumptions

Please see the lease schedule in the attached draft lease agreement.

d) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc. for each facility and for the network as a whole.

The school and landlord are committed to structuring a lease that is as affordable as possible to the school. The draft lease schedule provided as a appendix D represents an agreement in which total facility costs do not exceed 20% of the school's enrollment-based revenue in any year of the lease.

If the school needs to defer rent in the early years of the contract to ensure this 20% limit is not exceeded, the lease agreement provides a predetermined interest rate for all deferred lease payments.

The school's financial models are based on a conservative projection that facility costs will represent 20% of expenses.

Facility RFA Attachments required