

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2022 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

For Additional Instructions, please see the [Amendment Application Guidance Document](#)

For the: **Explore Academy - Las Vegas**

Date Submitted: June 13, 2022

Current Charter Contract Start Date: July 1, 2020

Charter Contract Expiration Date: June 30, 2026

Key Contact: Justin Baiardo

Key Contact title: Executive Director - Explore Learning Network

Key Contact email and phone: baiardo@explore.academy / 505-306-5283

Date of School Board approval of this application: June 4, 2022

Deadlines

	Spring Cycle	Fall Cycle
Notice ¹ of Intent to submit Request for Charter Amendment (RFA)	No Later Than: March 1	No Later Than: September 1
Request For Amendment (RFA)	Due between April 1 – 15	Due between October 1 – 15
Board Meeting for Possible Action (tentative and subject to change)	June board meeting	December board meeting

RFA application processing includes an initial high-level completeness check followed by an ongoing completeness check as specific, relevant sections of the application are reviewed in detail.

¹ Notice or Letter of Intent

This Request For Amendment (RFA) is submitted to request a contract amendment regarding the following (identify which RFA changes you are requesting approval 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~~ \[Contract\] Enrollment in **Existing** Grade Level\(s\) and Facilities](#)
7. ☐ [Enrollment: Expand Enrollment in **New** Grade Levels](#)
8. ☐ [Facilities: Acquire or Construct a New or Additional Facility that will not affect approved enrollment](#)
9. ☐ [Facilities: Occupy New or Additional Facility](#)
10. ☐ [Facilities: Occupy a Temporary Facility](#)
11. ☐ [Facilities: Relocate or Consolidate Campuses](#)
12. ☐ [RFA: Transportation](#)
13. ☐ [Change of Incorporation Status](#)
14. ☐ [Other changes:](#)

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Introduction

The SPCSA seeks to continuously improve its processes and the quality of its services. Over the past few years we have, for example, been able to significantly reduce the amount of paperwork involved in the processing of Request For Amendment (RFA) Applications (RFAAs), primarily by separating instructional and guidance information to a separate Technical Guidance document.

The SPCSA has now added a new, brief, simple guidance section to this application. This next section is designed to provide guidance and processing steps to schools for applying for most frequently requested RFA applications.

If you're submitting RFAs in one of these areas, the following guidance may help you prepare and process your application faster

The first three and the fifth may be handled in the Consent Agenda section of the board meeting, also.

Most Frequent Request For Amendment Applications

Here are the four most frequently Request For Amendment (RFA) application types submitted to the Authority for approval by the SPCSA board. If you are requesting one of these RFA types, then you may follow the below described abbreviated process.

- 1. Dual credit RFA applications**
- 2. Distant education RFA applications**
- 3. Enrollment additions or contractions and grade expansions or contractions**
- 4. Facilities acquisitions or leases**
- 5. Lotteries and lottery changes**

Below are the processing requirements of the RFA types above. Complete the following check marked items (☒) from the overall application requirements list below. You do not need to respond to the unchecked areas.

Sections Required

The below focused requirements are only for schools seeking approval for the above RFA types. RFAs for Facility acquisitions or expansions have additional requirements described below:

- ☒ Executive Summary
- ☐ Meeting The Need
 - ☒ Expansions to new grade levels or new campuses must complete the Meeting the Need section.
 - ☒ Lottery RFAs must include Meeting the Need section for relevant sections.
 - ☐ Academic Plan (required if expanding to new grades that are currently not being offered)
- ☒ Financial Plan
 1. Not required for Dual Credit or Distance Education RFAs assuming fiscal cost impacts less than 5%.
 2. Enrollment RFAs: complete the tab labeled "General" in the "RFA Pro Forma" MS Excel file to show the planned fiscal impacts of the RFA.
 3. Facility RFAs: complete the appropriate tab under the "**Facilities**" section below including the "RFA Pro Forma" MS Excel file to show the planned fiscal impacts of the facility RFA.
- ☐ Operations Plan
- ☒ RFA Specific Sections (as applicable for your RFA, as opposed to General Sections). This includes completing the "**Facilities**" related RFA section below.

All other amendment types require applicants to complete each applicable section below. Should you have questions, please reach out to Mike Dang for further guidance.

Section I: Standard RFA Requirements

A) EXECUTIVE SUMMARY

Required for all submissions. 4 Pages or less per RFA, If your RFA submission includes more than one requested change, this must be listed in the Executive Summary. Should you have questions, please contact Mike Dang.

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**

Explore Academy Las Vegas is a charter middle and high school that will serve grades 6-12 when fully enrolled. The school opened its doors in August, 2020 to serve the North Las Vegas community. The first year, 2020-2021, was a virtual learning year due to the pandemic and the school was in a temporary facility for 2021-2022, its second year of operation. The permanent site will open in August, 2022 in the zip code 89032. The enrollment at the end of year for the 2020-2021 school year was 120 in grades 6-9 and for 2021-2022 was 175 for grades 6-10. The projected enrollment for 2022-2023 is 355 students in grades 6-11. Explore Academy is primarily serving students from the target zip codes of 89106, 89030, 89031, and 89032.

The Explore Learning model was created by Justin Baiardo, an experienced educator in New Mexico and the current Executive Director of the Explore Learning Network. The choice theory model of education, which underlies the philosophy of Explore Academy, is focused on turning each student into an active learner who will increasingly become responsible for his or her own education. By allowing each student to choose and personalize his or her own educational pathway from an exceptionally diverse set of course offerings, students become more active, empowered and successful learners.

The Explore Academy philosophy uses electives to a level previously unseen in public education by incorporating the idea of a differentiated curriculum to provide all students, no matter their background, with a diversity of educational choices from which they can create individualized, custom educational pathways. Students are held to specific requirements which align to state standards; however, rather than learn objectives through longer, semester-based courses, Explore Academy uses month-long seminars to focus on fewer objectives within each learning module. What was previously a semester or year-long class is now broken up into several smaller seminars which collectively cover the same academic standards.

The diversity of the school and its curriculum come in the manner in which these seminars are delivered. Rather than providing a single option (the traditional manner of teaching), Explore Academy teachers create different versions or themes ("flavors") of each seminar that differentiate the way in which the seminar can be offered to students. It is from this diversity that students can choose the manner in which they are educated. Specific themes for the seminar flavors, and their prominent strategies, are developed through the creativity of the school's teachers and are advertised to students so that they may choose the themes through which they receive their education. As students move through their seminar requirements, they come to create an education that is both unique and individualized. When students feel empowered by, engaged in, and excited about their education, the impact is felt throughout their community and the educational landscape begins to shift.

The central component of the Explore Academy model is the freedom for students to choose the manner in which they receive their education, thus shifting the focus from educating a large group in one particular manner to identifying each student as an individual, and thus allowing for a personalization of one's education based on each individual's unique academic strengths, passions, and interests. By utilizing shorter periods of instruction which allow for choice at each monthly junction, and compounded by the Explore Academy course catalog consisting of over seven hundred flavor offerings for grades 6-12, the combination of choices one can make ensures that no two students will ever share the same educational pathway.

The leadership team for Explore Academy Las Vegas includes the school leader, the governing board, and the staff of Explore Learning Network. The school leader, Gretchen Larsen, is an experienced educator and Ryan Fellow

who has dedicated her life to serving students in the Clark County area. Justin Baiardo, founder of the Explore Learning model, is the leader of the Explore Learning Network team and provides experience and support across all aspects of school operations including finances, curriculum, educational model, governance, etc. Elisha Varela is the Director of Operations and provides school support in areas such as accountability, assessment, student data, communications, and other areas of operation. Karen Woerner brings her wealth of experience in public education and charter school authorizing practices to her position as the Director of Compliance. Kimberly DiMiceli is a highly experienced educator and teacher leader and is the Director of Secondary Instruction for Explore Learning Network. She provides all teacher training, professional development, and curricular/instructional support to the school. Felicia Boatman is the Director of Logistics and Scheduling, providing master scheduling support, student data analysis, and teacher training.

The governing board for Explore Academy Las Vegas has five members who are deeply passionate about education in the Las Vegas area and providing high quality options to students and families. Ron Coe, Board President, is a TFA alum educator and investor with experience in educational policy. Rachelle Luna, Vice President, is a government acquisition and contract specialist with in-depth knowledge of legal processes and procurement procedures. Annette Dawson Owens, Secretary, is an education advocate who is familiar with district and charter schools across Nevada. Matthew Haggerty is a corporate lawyer in Las Vegas with a background and degree in education. Jennifer Bambao is dedicated to social change and servant leadership with extensive experience in the non-profit sector and corporate philanthropy.

2. Statement and overview of the mission and vision

MISSION

Explore Academy will provide each student with a personalized educational experience through the power of student choice, allowing each student to create a unique educational pathway in preparation for a college future.

VISION

Explore Academy is a college preparatory school which will serve grades 6 to 12. Its core academic philosophy and overall vision are based on the idea of a differentiated curriculum in utilizing an expansive set of electives to provide students equal opportunity for choice in their learning, all the while empowering them with the freedom to create unique and individualized educational pathways.

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 June 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 or CMO
- ☒ 3. Enrollment: ~~Expand~~ [Contract] enrollment in existing grades and facilities
- ☐ 4. Enrollment: Expand enrollment in new grade levels
- ☐ 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
- ☐ 9. Facilities: Occupy a temporary facility
- ☐ 10. Other (specify):

(See full list above of RFA amendment types)

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

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

The charter school is seeking an amendment in order to reduce its enrollment cap and revise the five-year plan for enrollment. Projections have been adjusted in part due to two (2) main factors. First, the school had to decrease its enrollment goals in accordance with the challenges facing the school during a pandemic. Additionally, the delay in securing and preparing the school's permanent facility, also in part due to the pandemic, has impacted enrollment.

The school is relocating to its new home at 3551 N Ferrell Street, North Las Vegas, NV 89032 (from its temporary location at 4660 N Rancho Drive, Las Vegas, NV 89130) this summer and is currently projecting the following enrollment cap for the remaining years of its contract with 355 students projected for this coming fall (2022):

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Grade 6		60	80	110	110	110
Grade 7		50	70	100	100	100
Grade 8		50	60	90	90	90
Grade 9		40	60	70	70	70
Grade 10		20	55	70	60	60
Grade 11			30	60	60	60
Grade 12				30	60	60
Total	150	220	355	530	550	570

5. Description of proposed target model and target communities

We are not requesting a new target model or target community. The educational model and target communities remain as described in the application. Explore Academy is primarily serving target zip codes of 89106, 89030, 89031, and 89032.

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

Explore Academy is a single campus.

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

The model remains as described in the application and charter and there is no school expansion proposed.

8. Describe the charter school's plan to ensure that proper restorative justice principles are practiced. Describe plans, including record keeping, to monitor for potential disproportionate discipline practices.

The Student Handbook references and describes the [Restorative Discipline Plan](#). The school updates its restorative justice program plan annually to ensure that it is effective and reflects current best practices. Additionally, the school reviews discipline data each term, specifically reviewing outcomes for student subgroups. Each time restorative justice is implemented, it is tracked on a spreadsheet and outcomes are recorded.

9. **Describe the charter school's plan to ensure enrollment diversity and equity, commensurate with the neighborhood and zip codes it serves. Include plans to close any proficiency gaps among diverse student groups (ex. race/ethnicity, FRL, EL, IEP) as well as family and community engagement strategies.**

Explore Academy is primarily serving students in the target zip codes of 89106, 89030, 89031, and 89032. The school reviews public data on the makeup of nearby schools in the target zip codes to make certain our student population remains similar to those from which we are pulling. This is expected to change in the coming year as the new campus draws in students served by different schools. The school model includes individualized supports for students, including specialized tutoring for English language learners and students with IEPs. The school works with stakeholders regularly and seeks feedback to ensure we are meeting the needs of our diverse student population.

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

As mentioned above, the Explore Learning model is centered around student choice and accountability, leading to the success of all students as they progress down their individual educational pathways. The approach is quite unique, with standards-based instruction, assessment and grading and eight shorter learning modules in place of the two traditional semesters seen in other models. Additionally, with all seminars (classes) built around creative flavors, students are offered choices that keep them engaged and challenged. The leadership team has over 100 years of combined experience in education and the Explore Learning Network team operates a highly honored campus in New Mexico using the same educational model and structure.

11. **Key supporters, partners, or resources that will contribute to your expanded school's success.**

There is no proposed expansion, but the key supporters of the school include the City of North Las Vegas, Opportunity 180, Accelerate Institute, TFA alumni, local community centers, and the Explore Learning Network. These supporters, as well as our wonderful students and families, will continue to contribute to the success of the school.

NOTES

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. **If your school is seeking an amendment outside of the Fall or Spring Amendment Cycle, please include at the front of the application:**
 - a. **Letter from the Board chair requesting Good Cause Exemption, Attachment #1;**

- b. Agenda for the Board Meeting where Board voted to request the Good Cause Exemption; Attachment #2; and*
 - c. The draft or approved minutes for the Board Meeting where the Board voted to request the Good Cause Exemption, Attachment #3.*
5. To expand any closed section(s) below, put your cursor on the left side of a heading below and click the triangle (▲) left of that heading.

B) MEETING THE NEED - NOT REQUIRED PER SPCSA

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.**

NO CHANGE from the original application or most recent amendment.

- (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.**

NO CHANGE from the original application or most recent amendment..

GROWTH RATE AND RATIONALE

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

- Examples may include:
 - a. Inability to secure facilities/facilities financing;
 - b. Difficulty raising philanthropic funding;
 - c. Insufficient talent pipeline/difficulty recruiting faculty;
 - d. Insufficient leadership pipeline/difficulty recruiting school leaders;
 - e. Misalignment between the founding school and leader and new campuses and leaders, and;
 - f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.

In projecting a significant increase from one year to the next, as this amendment request entails, there is risk in the school under-enrolling and thus missing its projection mark. To help address this risk the school has worked diligently to use its enrollment data thus far to project forward. At the time of this writing, the school is projecting roughly 355 student applications for the coming year. With the inclusion of the 160 students intending to return, the projection of 355, or an addition of 195 students, seems reasonable as a conservative estimate.

As mentioned previously, the pandemic and securing the permanent facility impacted the school's enrollment during its first two years. The projections for future years were, of course, based on the enrollment of the initial years, with consideration given to the number of students who are likely to return each year. This amendment request adjusts those projections appropriately.

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

NO CHANGE from the original application or most recent amendment.

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.**

Attachments #1 Letter from board for Good Cause Exemption and RFA; #2 Agenda from Board Meeting; #3 Minutes from Board Meeting; #4 Budget Narrative; #5 Budget Workbook (General tab); #6 copy of most recent annual budget submitted

NOT APPLICABLE

- (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?

NOT APPLICABLE

- (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.

NOT APPLICABLE

- (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.

NOT APPLICABLE

- (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 from the original application

- (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.

NOT APPLICABLE

C) ACADEMIC PLAN - NOT REQUIRED PER SPCSA

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 CHANGE from the original application or most recent amendment.

CURRICULUM & INSTRUCTIONAL DESIGN

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

(1) Historical Performance - *NO CHANGE from the original application or most recent amendment.*

- (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 priorities to drive further success?

(2) Academic Vision and Theory of Change - *NO CHANGE from the original application or most recent amendment.*

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

(3) Performance Management - *NO CHANGE from the original application*

- 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/Alignment_Template.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.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE - NO CHANGE from the original application or most recent amendment.

- 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?

DISTANCE EDUCATION

NOT APPLICABLE as Explore Academy - Las Vegas is not seeking a distance education expansion amendment.

- (Distance Education Expansion Amendments)

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

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

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

PRE-KINDERGARTEN PROGRAMS

NOT APPLICABLE as Explore Academy - Las Vegas serves grades 6-12 and is not seeking to add PreK programs.

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

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a sub-recipient of a federal grant to expand early childhood services in certain high-need

communities through programs approved by NDE. Applicants are encouraged to review resources available at http://www.doe.nv.gov/Early_Learning_Development/. For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

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

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS

NOT APPLICABLE as Explore Academy is not seeking to change its high school approval.

(New High School Amendments Only)

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

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

SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 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 the school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.

Special Education

- (1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.

NO CHANGE from the original application or most recent amendment.

- (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?

NOT APPLICABLE

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

NO CHANGE from the original application or most recent amendment.

- (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.

NO CHANGE from the original application or most recent amendment.

- (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?

NO CHANGE from the original application or most recent amendment.

- (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 from the original application or most recent amendment.

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?

NO CHANGE from the original application or most recent amendment.

- (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.

NO CHANGE from the original application or most recent amendment.

- (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?

NO CHANGE from the original application or most recent amendment.

- (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?

NO CHANGE from the original application or most recent amendment.

- (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.*

NOT APPLICABLE as Explore Academy - Las Vegas is not seeking to be a distance or virtual school.

D) FINANCIAL PLAN - REQUIRED

- **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.

NO CHANGE from the original application

-
- (2) Depending on the type of RFA requested, staff may require applicants to submit additional documentation regarding the potential fiscal impact of the proposed changes. Fiscal impact documentation is required for all facility acquisition/construction RFAs.

*The “General” tab of the Budget Workbook has been completed and is attached as Attachment #5.
Also, the most recent annual budget submitted is attached as Attachment #6.*

- (3) **Attachment #4.** 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 ____**. 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.

The school’s budget projection is attached to this amendment request. It specifically shows the increase in students to be met with a proportional increase in teaching and support staff (see table below) to address the needs of an increasing population.

The funding source assumed in the projections takes into account the conventional state funding sources, as assumed in the projection calculator. The projections do not include any additional revenue sources including grants, donations, fundraising, etc. Given the assumptions for staffing as well as student enrollment, the budgets for each year show a surplus for each year.

Teaching Staff Increase

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26

ENGLISH	2	2.5	4	5	5	5
MATH	2	2.5	4	5	5	5
SCIENCE	2	2	4	4	5	5
SOCIAL STUDIES	2	2	4	4	5	5
FINE ARTS		1	1	1	1	2
PHYS EDUC	1	1	1	1	1	1
FOREIGN LANG			1	1	1	1
TOTAL	9	11	19	21	23	24

- (4) Submit a completed financial plan for the proposed school as an **Attachment**____ (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).

The school's financial plan is described in the budget narrative and the budget workbook.

- (5) Submit, as an **Attachment**____, 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).

NO CHANGE from the original application or most recent amendment.

- (6) Provide, as an **Attachment**____, 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.

NO CHANGE from the original application or most recent amendment.

- (7) Complete the audit data worksheet in **Attachment**____. 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**____.

NO CHANGE from the original application or most recent amendment.

- (8) 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.

NO CHANGE from the original application or most recent amendment.

- (9) 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.

NO CHANGE from the original application

E) OPERATIONS PLAN - NOT REQUIRED PER SPCSA

- ♦ **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.
- o Please provide a narrative demonstrating that the school meets the organizational criteria for approval.

NO CHANGE from original application or most recent amendment - The Explore Learning Network and its school, Explore Academy, in New Mexico has shown exceptional success and continues to be one of the highest performing schools in the state, traditional or charter. The success of the Explore Learning model and the track record of the founding team provides high levels of support and compliance capacity for Explore Academy Las Vegas.

- o
- (b) Interventions: Please explain any past organizational/compliance performance that has not met expectations.
- o 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?

NOT APPLICABLE

- (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?

NOT APPLICABLE

2. Organization governance structure & board development:

NO CHANGE from the original application or most recent amendment.

- (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 skill sets 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.

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)

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.

NO CHANGE from the original application or most recent amendment.

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**___)
 - b) Resumes of all current leadership (provide as an **Attachment**___).
 - c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment**___)

NO CHANGE from the original application or most recent amendment.

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.

NOT APPLICABLE

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**___).

NO CHANGE from the original application or most recent amendment.

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

NO CHANGE from the original application or most recent amendment.

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

NO CHANGE from the original application or most recent amendment.

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

NO CHANGE from the original application or most recent amendment.

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.

NO CHANGE from the original application or most recent amendment.

- 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** ____). 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.

NOT APPLICABLE

- c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment** ____) 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 2022-23 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 2023-2024 school year and to add additional criteria to the pre-opening requirements for such campuses.

NOT APPLICABLE

STAFFING

- a) **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	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Management Organization Positions						
<i>Complete this form using the Excel file</i>						
[Specify]						
[Specify]						
[Specify]						

[Specify]						
[Specify]						
[Specify]						
[Specify]						

HUMAN CAPITAL STRATEGY - *NO CHANGE from the original application or most recent amendment.*

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.*

- 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:**
 - 2) How the school plans to identify leadership internally and externally;
 - 3) Who will be responsible for hiring leaders;
 - 4) Formal and informal systems that will prepare leaders for their responsibilities;
 - 5) The school's philosophy regarding internal promotions;
 - 6) The timing for identifying leaders in relation to the launch of a new campus; and,
 - 7) 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.

SCALE STRATEGY - *NOT APPLICABLE*

- 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.

Function	Mgt Org Decision-Making	Network Leader Decision-Making	Board Decision-Making	Campus Leader Decision-Making
Performance Goals				
Curriculum				
Professional Development				
Data Mgt & 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 Mgt				
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 from the original application or most recent amendment.

- 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.

NO CHANGE from the original application or most recent amendment.

- c. 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 lottery² which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.

NO CHANGE from the original application or most recent amendment.

- 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.

NO CHANGE from the original application or most recent amendment.

- 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 from the original application or most recent amendment.

- 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 from the original application or most recent amendment.

- 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?

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

NO CHANGE from the original application or most recent amendment.

- h. Complete the following tables for the proposed school to open in 2021-22. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2021 and fall 2022.

NO CHANGE from the original application or most recent amendment.

- 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				
	2022-23	2023-24	2024-25	2025-26	2026-27
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				
	2022-23	20023-24	2024-25	2025-26	2026-27
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				
	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K					
K					
12					
Total					

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

BOARD GOVERNANCE - NO CHANGE from the original application or most recent amendment

- 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.”**
 - Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
 - 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.
 - 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 2021-2022 must be identified at the time of the submission of the expansion request.

- d. 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.
- e. 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?
- f. 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.
- g. 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?
- h. 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.
- i. Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.
- j. 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.
- k. 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.
- l. What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

Goal	Purpose	Outcome Measure

INCUBATION YEAR DEVELOPMENT (for approved schools that have not yet opened) - *NOT APPLICABLE*

- a. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2021-2022) to ensure that the school is ready for a successful launch in fall 2022. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment** ____.
- b. 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.
- c. Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

SCHOOL MANAGEMENT CONTRACTS - *NOT APPLICABLE*

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) or charter management organization (CMO).

- a. How and why was the EMO or CMO selected?
- b. 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).
- c. 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.
- d. 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.
- e. Please provide the following in **Attachment** ____:

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 shortened 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, 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.

SERVICES - NOT APPLICABLE

9. Provide **Attachment** ___ 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. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - ii. Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - iii. Facilities maintenance (including janitorial and landscape maintenance)
 - iv. Safety and security (include any plans for onsite security personnel)
 - v. Other services
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.
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.
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.
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.

ONGOING OPERATIONS - NOT APPLICABLE

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?
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.

Section II: SPECIFIC RFA SECTIONS

6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities

- The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).

NOT APPLICABLE as the request is for contraction, not expansion.

- b. Please provide academic performance data broken down by subgroups. What is the school's assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?

NOT APPLICABLE as the request is for contraction, not expansion.

- c. Please provide an overview of discipline data, broken down by subgroup. What is the school's assessment of its current work in preventing disproportionate discipline practices? ~~How will the school work to prevent disproportionate discipline practices with expanded enrollment?~~ Please be sure to speak to the restorative justice practices implemented at the school.

Described in Section I.A.8 - Standard RFA Requirements, Executive Summary, Question #8.

- **What is your current enrollment for the prior years in your current contract?**

Approved enrollment cap:

School Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Grade Levels	6-9	6-10	6-11	6-12	6-12	6-12
Total Enrollment	150	350	615	700	700	700

Actual enrollment:

School Year	2020-2021 (1st year of operations with remote learning due to pandemic)	2021-2022 (2nd year of operations and a return to in-person learning)
Grade Levels	6-9	6-10

Total Enrollment	120 (EOY)	175 (EOY)
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-
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- What is your projected enrollment for the years for which you are requesting ~~an expansion~~ **a contraction?**

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Grade 6		60	80	110	110	110
Grade 7		50	70	100	100	100
Grade 8		50	60	90	90	90
Grade 9		40	60	70	70	70
Grade 10		20	55	70	60	60
Grade 11			30	60	60	60
Grade 12				30	60	60
Total	150	220	355	530	550	570

AGENDA

EXPLORE ACADEMY - LAS VEGAS GOVERNING COUNCIL



Meeting Date: June 4, 2022 Meeting Time: 9:00 AM

Meeting Location: In Person:
4660 North Rancho Las Vegas, NV 89130
Virtual: [Zoom Room](#)

I Call to Order, Roll Call, Pledge of Allegiance Ron Coe

II Public Comment - Any item on the agenda
Members of the public attending this meeting are invited to address the Board regarding items listed on the agenda at this time. Board members should not respond until the topic is discussed later in the agenda. Comments are limited to three (3) minutes. Commenters should state their name and the agenda item to which they are speaking. Comments regarding other topics will be heard at the end of the meeting.

III Approval of Meeting Minutes from [5/21/2022](#) For possible action Ron Coe

IV Approval of Agenda For possible action Ron Coe

V Budget Update For possible action Ryan Fox
- [Financial Reports](#)

VI Administrator Updates For information/discussion Gretchen Larsen
Justin Baiardo
Karen Woerner

VII Governing Council Business For possible action
- Amendment Request for Enrollment Cap Decrease

VIII CLOSED SESSION For discussion
Evaluation of School Principal Gretchen Larsen

IX Action, if any, from Closed Session For possible action

X Public Comment - Any item *not* on the agenda
Members of the public are invited to address the Board regarding items not listed on the agenda but within the Board's jurisdiction. Comments are limited to three (3) minutes. Commenters should state their name and the topic of their comment. There shall be no action taken, nor should there be comments on, responses to, or discussion of a topic not on the agenda. The Board members may (1) acknowledge receipt of information/report; (2) refer to staff with no direction as to action or priority; or (3) refer the matter to the next agenda.

XI Adjournment For information/discussion Ron Coe
- Next meeting - Wednesday, July 20, 2022, 5:00 pm

NO CHANGES MAY BE MADE TO THIS AGENDA AFTER 9:00 AM WED, Jun 1, 2022 Verified by KW

Meeting Minutes



EXPLORE ACADEMY - LAS VEGAS GOVERNING COUNCIL

prepared by Karen Woerner

DRAFT

Board Members: President Ron Coe, Vice-President Rachelle Luna, Secretary Annette Dawson-Owens, Jennifer Bambao, and Matt Hagerty

Charter Management Organization (CMO): Explore Learning Network (ELN)

Saturday, June 4, 2022 (special meeting)

9:00 AM

I. PROCEDURAL AGENDA

- A. This meeting of the Explore Academy - Las Vegas Governing Council (GC) was called to order at 9:03 am by President Ron Coe.
- B. A quorum of the GC was present as follows: President Ron Coe, Vice-President Rachelle Luna, Secretary Annette Dawson-Owens, Jennifer Bambao, and Matt Hagerty
- C. Staff in attendance: Gretchen Larsen - Principal, Karen Woerner - ELN Director of Compliance, Kim DiMiceli - ELN Director of Secondary Education, and Ryan Fox - School Business Official
- D. Given concerns regarding the Coronavirus and the directives issued by the State Department of Health, the meeting was held on the Zoom platform.
- E. President Ron Coe led the Pledge of Allegiance.

II. PUBLIC COMMENT regarding items on the agenda

There were no public comments.

III. Approval of Minutes

Matt Hagerty motioned to approve the minutes of 5/21/2022 with no corrections; seconded by Annette Dawson-Owens; Unanimously approved by the GC.

IV. Approval of Agenda

Matt Hagerty motioned to approve the agenda with no changes; seconded by Rachelle Luna; Unanimously approved by the GC.

V. Budget Update

- A. Ryan Fox, School Business Official, presented the Explore Academy - Las Vegas financial statements. The statements included: Revenue Report, Expenditure Report, Bills and Disbursements, and Outstanding Checks for the month of May 2022, along with the Bank Reconciliation.

- B. Board members asked questions and discussed the financial report, including a \$72K loan from ELN in order to pay bills in order to seek reimbursements, delays on processing amendments and reimbursements, and the cycle that creates for the school.
- C. Board members specifically asked about the pay increase for teachers that was recently announced (\$50,000 minimum). Ms. Larsen responded that in addition to minimums, CCSD has offered raises of at least \$5,000 to their teachers. At a recent meeting, SPCSA indicated that schools can use ESSER III funds for the increases this year even though those funds are not recurring. This topic has not yet been discussed with ELN and will be soon.

VI. ADMINISTRATION UPDATE

- A. Recruitment; Enrollment Audit is June 13th.
- B. Status on Hiring
- C. Facility: Expect to get the eOccupancy certificate on June 20th; SPCSA wants to inspect school 30 days prior to school start
- D. Ribbon Cutting on July 9th

VII. GOVERNING COUNCIL BUSINESS

- A. Amendment Request for Enrollment Cap *Decrease*, which will require a good cause exemption letter due to the timing (being outside of the normal amendment cycle), and will include the relocation to the new facility.

The following was proposed by ELN, with Ms. Larsen's recommendation for approval:

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Grade 6		60	80	110	110	110
Grade 7		50	70	100	100	100
Grade 8		50	60	90	90	90
Grade 9		40	60	70	70	70
Grade 10		20	55	70	60	60
Grade 11			30	60	60	60
Grade 12				30	60	60
Total	150	220	355	530	550	570

Rachelle Luna motioned to approve submitting the amendment request as proposed; seconded by Annette Dawson-Owens; Unanimously approved by the GC.

VIII. CLOSED SESSION

Rachelle Luna moved to enter into Closed Session; Matt Hagerty seconded the motion;

Unanimously approved by the board. The board invited ELN team members to participate in the closed session: Kimberly DiMiceli and Karen Woerner.

Matt Hagerty moved to return to Open Session; Jennifer Bambao seconded the motion; Unanimously approved by the board. President Coe advised that the only items discussed in closed session were related to the evaluation of the principal, as listed on the agenda.

IX. ACTION, if any, from Closed Session

Matt Hagerty moved to approve the evaluation of the principal; Rachelle Luna seconded the motion; Unanimously approved by the board.

Matt Hagerty moved to approve the contract to rehire the Principal for 2022-2023, with a support plan; Annette Dawson-Owens seconded the motion; Unanimously approved by the board.

X. PUBLIC COMMENT regarding items not on the agenda

There were no public comments.

XI. ADJOURNMENT

The next regular meeting of the Governing Council is scheduled for Wednesday, July 20, at 5:00 pm. There being no other business, the board adjourned at 10:34 am.

BUDGET / PROJECT NARRATIVE



EXPLORE ACADEMY - LAS VEGAS

Project Overview

As the school moves to its new, permanent facility, it can re-align with its former enrollment projections. This amendment request is focused on re-aligning to the school's original projections at the school's inaugural year with adjustments made to shift by one year due to COVID-related enrollment effects and enrollment effects due to the school's facility completion delays.

With the school's new facility, it will finally be able to open its enrollment capacity to allow the school to grow its program to accommodate growing interest in the program.

Budget Overview

As the school increases its enrollment, staffing and supplies will increase proportionally. The facility cost, however, will remain relatively flat over future years, allowing the school's facility debt service to remain stable and predictable. With this, the school's financial situation grows in its stability as enrollment grows.