



Nevada State Public Charter School Authority

Doral Academy of Northern Nevada (DANN)

2022 Charter Renewal Application

Per [NRS 388A.285](#) and [NAC 388A.415](#)

CHARTER SCHOOL RENEWAL APPLICATION AND GUIDELINES

Charter school authorizers are responsible for evaluating current charter schools' performance and achievement levels in the process of deciding whether to renew a school's charter. A strong renewal process is critical to protect charter school autonomy, students, and stakeholders and ensures schools are held to high standards.

In the following pages, we provide guidance around and outline the timeline for the renewal process with the hopes of making the process as seamless and smooth for schools and our Authorization team.

Please read through the renewal application and guideline carefully and reach out to **Mark Modrcin, Director of Authorizing** at **702.486.8271** or **mmodrcin@spsca.nv.gov** or **Rebecca Feiden, Executive Director** at **775.546.3021** or **Rebecca.Feiden@spsca.nv.gov** with any questions.

All of us at the Nevada State Public Charter School Authority are excited to work with each of you and support the work schools are doing on behalf of Nevada students.

RENEWAL TIMELINE

Renewal Stage	Date (Fall)	Action
Optional Renewal Orientation	May	Schools up for renewal will be invited to join an orientation to answer general questions, address common concerns, and learn more about the renewal process.
Renewal Report from the SPCSA	No later than June 30, 2022	SPCSA staff will provide each school up for renewal a copy of a summarizing performance report for the current charter term.
Letter of Intent	- Guidance provided by July 31 - Due no later than Sept 1	Schools complete this critical first step and submit a notice of intent to apply for charter renewal.
Release of renewal application and decision criteria	- Released no later than July 31 - Due by October 15 @ 5 p.m.	Schools complete the formal renewal application process, submitting required documents and evidence to support a renewal.
Staff Review of Renewal Application	Mid-October through mid-November	Staff reviews schools' applications and supporting documents, including previously conducted site evaluations, to provide an informed, evidence-based recommendation to SPCSA Board.
Staff Recommendation to the Authority ¹	Delivered at an Authority Board Meeting within 60 days of renewal submission or by a mutually agreed upon date	Staff submits recommendation to SPCSA Board based on thorough review. The Authority will discuss and make a decision about schools' renewal in an open meeting.

REQUIRED SUBMISSIONS

The completed renewal application and all required documents must be submitted as a Word document and a signed PDF into the Charter Renewal Application section in Epicenter by 5 pm PT on the due date. Note that changes contemplated within this section of the renewal application may constitute an amendment under NAC 388A.330. SPCSA staff and the Authority will work with individual schools to accommodate these amendment requests should circumstances warrant.

¹ There are additional steps and provisions within [NAC 388A.415](#) should the Executive Director of the SPCSA recommend non-renewal, or if the Authority chooses to non-renew or deny a renewal application for a school.

1. **Executive Summary** [Limited to 5 pages]

Provide a written Executive Summary that includes the following:

- Mission Statement for next charter term. *Note that a change may require separate Authority approval.*
- Key Design Elements of your school
 - What do you plan to do and why?
- Proposed changes for the next charter term and rationale
 - Speak to programs, structure, and principles²

Doral Academy of Northern Nevada (DANN) is a K-8 public charter school located at 3725 Butch Cassidy Dr., Reno, Nevada 89511 in Washoe County. The school began with 169 students and, due to its success, its enrollment has grown to over 900 students in just five years.

The Doral Academy model emphasizes positive, student-centered cultures that value equity, collaboration, and personalized learning. DANN has adopted curriculum through a research-based and equity lens and supports all staff in professional learning aimed at the goal of ensuring high expectations for all students. DANN utilizes a highly collaborative team approach to provide supports and interventions to any student who struggles academically, socially, emotionally, or behaviorally.

This charter renewal will not alter DANN's mission, vision, key design elements, structure, programs, or principles from the existing charter.

Mission

DANN is dedicated to creating an enhanced and engaging whole-child educational experience. DANN will provide an academically rigorous learning environment with a strong emphasis on problem-based learning, arts integration, and social and emotional development. A collaborative effort, with all students, parents, and staff, will be devoted to establishing, achieving, and celebrating individual goals to prepare every student for college, career, and civic life.

Vision

As a beacon of educational practice, DANN will foster student efficacy in critical thinking, confident decision-making, creative problem-solving, purposeful collaboration, and leading with kindness and compassion.

Key Design Elements

DANN is an arts-integrated school that replicates the successes of the Doral schools in Florida and the Las Vegas area. Arts integration is instruction that integrates content and skills from the arts – dance, music, theater, and the visual arts – with other core subjects. The arts-integration method is highly effective in engaging and motivating students. It supports the academic achievement and

² Proposed changes may require separate approval by the Authority as required by statute, regulation or the charter contract.

improves social behavior of students while enhancing school climate and parental involvement. The arts provide students multiple modes for demonstrating learning and competency. At its best, arts-integration is transformative for students, teachers, and communities. The imaginations and creative capacities of teachers and students are nurtured, and their aspirations afforded many avenues for realization and recognition.

DANN's guiding principles of community involvement, creative expression, and academic excellence have helped us become a 5-star school since 2017. DANN provides specials for all students during the school day and offers after-school enrichments.

Our affiliation with Doral, Inc. is a key partnership in the success of the curriculum development plan. Doral, Inc. has successfully opened and implemented this Arts Integration curriculum model and best practices, including integrating *Stephen R. Covey's* "7 Habits of Highly Effective People" into all grade levels.

DANN's curriculum model includes four (4) key components:

1. *Academic Curriculum* – Aligned to the Nevada State Academic Content Standards in English Language Arts (ELA), social studies, and mathematics. In science, DANN has aligned its curriculum to the Next Generation Science Standards.
2. *Arts Integration* – Proven instructional strategies and methods designed to enhance engagement and achievement for all students by appealing to multiple student learning modalities by incorporating various art forms (dance, music, theater, and the visual arts, etc.) within the learning process throughout the curriculum.
3. *Textbooks and Other Support Materials* – All curriculum is research-based and meets the highest standards on EdReports. Curriculum is tied to open educational resources crafted to align to nation-wide standards.
4. *Data Driven Instruction Model* – Doral, Inc. has the philosophy that its schools should meet the needs of the community in which they are located and the students they serve. DANN's educational model seeks high levels of academic performance and growth through a robust system of internal assessment, ongoing monitoring, constant communication with parents and families, and support services for all students.

DANN's model aligns with the SPCSA's mission since Arts Integration methodologies align to rigorous core curriculum and provide access to Tier 1 instruction to all students. By providing an engaging, proven model for elementary and middle school education, DANN's Arts Integration framework will help to alleviate the school performance decline experienced in the Greater Truckee Meadows area.

Proposed Changes

DANN does not anticipate any proposed changes in programs, structure, or principles for the next prospective charter term.

2. Renewal Application

A. Application Form

Complete the provided template application (pg. 7 of this form) for the following:

- Academic Performance
- Operational Overview
- Financial Performance
- Organizational Performance
- Next Charter Term

Please see the required template below for additional information.

B. Written Narrative [Limited to 5 pages]

Provide any written narrative that addresses the enrollment, retention, attendance, discipline, faculty/staff retention, and other relevant information to support the data provided in the Application Form. Please discuss how the school engages families and provide information regarding trainings that the school provides for staff on the topics of family engagement and diversity, equity, and inclusion. Finally, please discuss the demographics of the school as compared to the community it serves, local district, SPCSA, and statewide averages. Include any plans³ that the school may be considering to address any student demographic gaps so as to align to the SPCSA Strategic Plan, as well as any efforts to ensure a representative teaching staff and governing board.

Student Enrollment

The following student enrollment history in *Table 1* (Total Enrollment) for DANN is based on the SPCSA's 2022 Renewal Report issued on June 30, 2022. In general, due to its unique and successful educational model, student enrollment at DANN has consistently increased as new grades were added during the last five (5) years within DANN's current charter contract with the SPCSA.

Table 1. Total Student Enrollment

Total Student Enrollment					
Grade	2017-18	2018-19	2019-20	2020-21	2021-22
K	63	100	97	98	100
1	21	104	103	105	104
2	24	74	101	104	103
3	32	77	99	106	104
4	21	78	102	102	108
5	-	76	78	108	108
6	-	58	88	95	123
7	-	59	89	95	91

³ If previously directed by the Authority through [action on March 4, 2022](#), these plans should include updates on the implementation of a school's formal recruitment and enrollment plan.

8	-	-	57	86	84
Total	161	626	814	899	925

In the new prospective charter term, DANN will continue to market and recruit a diverse group of student populations to enroll at the DANN campus. DANN will ensure that all potentially interested students and families will be welcomed to our school and have equal access to apply, enroll, and attend. This plan includes recruiting and marketing initiatives to target the entire community with specific initiatives targeting economically-disadvantaged students and families, those who may have limited English proficiency and/or special physical or academic needs, or who otherwise may be “at risk” of academic failure.

Through genuine community involvement and the collaboration between existing students, families, teachers, Board members, and community partners, DANN will consistently focus on student recruitment by hosting events at the school’s campus that are welcome to all community members and will welcome school tours during the school year to show families what the school is really like in action and will also host parent information meetings in the evening. DANN will also continue its efforts to recruit a diverse population by hosting a variety of recruitment and informational events at nearby parks, recreational centers, and retail stores children and families frequent. DANN will use its waiting list to fill any vacancies that may occur by grade level.

Student Retention

As of the first day of the 2022-23 school year, DANN’s enrollment was 958 students (927 returning students + 31 new students). For the 2021-22 school year, the enrollment by the end of the spring semester was 934 (with a count of 925 students on Oct 1). There were 40 students that withdrew from the start of acceptance, to declining their spot to the end of the year, which is 95% student retention. The school’s top enrollment capacity will grow to 965 students for the prospective charter term. All future projections for enrollment are at that maximum number of 965 students.

Each year DANN has no issue filling open seats. The only grade where DANN does not have a wait list is 8th grade, which is normal across all Doral Academy campuses. For the 2021-22 school year, there were 31 open middle school seats and 100 new kindergarten seats available although DANN received applications from 579 students. There were very few students on the preference wait list. For the 2022-23 school year, again, there were 31 open middle school seats and 100 new kindergarten seats available although DANN received applications from 614 students.

Attendance

Student attendance is extremely important, has been a focus for DANN during the existing charter term, and will continue to be a priority during DANN’s new charter term. Regular attendance in school leads to increased student achievement and students benefit from opportunities provided by school staff. Absences and tardiness can cause disruptions in a student’s learning. DANN will work with families and community agencies to remove, where possible, causes of absences so that students may benefit from the educational opportunities offered with consistent attendance. During the

COVID-19 pandemic, student attendance at DANN was greatly impacted by wellness policies and exclusions.

DANN's Registrar will be responsible for monitoring student attendance and communicating with the Administration when issues of truancy arise. DANN's Administration will work with the students and parents to ensure that students are attending school and helping them to understand the importance of regular attendance and the correlation with students regularly attending school to get the instruction needed for academic growth. The Administration will follow proper protocol for the reporting of truancy, if this becomes necessary.

Discipline

Over the course of the existing and prospective charter terms, DANN's focus has been and will be largely preventative discipline with Social Emotional Learning (SEL), student counseling groups, daily morning meetings in every first period grade where each student is greeted and offered a chance to discuss their current state of being and feelings. Middle school students are offered a daily 15-minute curriculum written in-house by the school counselor and teachers annually.

For grades 5 through 8, DANN has hired additional support with ESSER funds for preventative discipline. This person previously provided social services as a caseworker and was already familiar with our students. She does social groups, social thinking strategies, crisis management, and anger management. All staff are trained on SEL and implement *The Leader in Me* components and implements restorative practices to enhance our school-wide behavior program.

For the last two years in grades 3 through 5, DANN has implemented effective strategies for increased emotional intelligence based on the book by Marc Brackett, Ph.D., [*Permission to Feel: Unlocking the Power of Emotions to Help Our Kids, Ourselves, and Our Society Thrive*](#). Dr. Brackett's strategies are summarized below in the "How Are You Feeling" conceptual table, where feelings in color quadrants red, yellow, blue, and green show an explanation of the core emotions and how these can manifest in many different descriptions of emotions.

How are you feeling?

Livid	Panicked	Frustrated	Shocked	Stunned	Energised	Thrilled	Ecstatic	Euphoric	Exhilarated
Enraged	Terrified	Peeved	Worried	Annoyed	Positive	Connected	Joyful	Enthusiastic	Elated
Irate	Frightened	Angry	Nervous	Concerned	Glad	Inspired	Happy	Motivated	Excited
Furious	Anxious	Agitated	Unsure	Excluded	Amused	Focused	Cheerful	Proud	Surprised
Disgusted	Scared	Troubled	Restless	Uneasy	Satisfied	Pleased	Hopeful	Optimistic	Lively
Apprehensive	Ashamed	Guilty	Deflated	Complacent	Easy-going	Safe	Chilled	Respected	Blessed
Sullen	Glum	Disheartened	Discouraged	Bored	Relaxed	Secure	Content	Thankful	Fulfilled
Exhausted	Fatigued	Sad	Miserable	Pessimistic	Thoughtful	Composed	Calm	Grateful	Tranquil
Alienated	Depressed	Disappointed	Tired	Confused	Mellow	Peaceful	Balanced	At Ease	Collected
Despair	Inconsolable	Anguished	Hopeless	Lonely	Listless	Sleepy	Restful	Comfy	Serene

Figure 1. Dr. Marc Brackett's Mood Meter

Faculty / Staff Retention

For the 2021-22 school year, there were 16 non-instructional staff and only 1 was new from the previous year (93% retention). The teaching staff included 55 members with 4 who were new (93% retention). Thus, the overall total staff retention for the 2021-22 school year was 93% retention.

For the 2022-23 school year, DANN has a total of 82 staff members. For non-instructional staff (i.e., leadership, administrative, kitchen, and other non-teaching positions), there are a total of 24 on staff and only 2 of those non-instructional staff were new (92% retention). For instructional staff (i.e., teachers and aides), there are a total of 58 on staff with 13 of the instructional staff members new (78% retention).⁴

Faculty and staff members employed by DANN will possess the personal characteristics, knowledge base of, and belief in, the educational model and curriculum design of Doral Academy, as well as an ability and motivation to work as part of a team with parental involvement. DANN will look for personnel who bring with them a sense of enthusiasm and commitment, as well as a strong belief in, and understanding of, the charter school concept.

DANN understands the importance of ensuring a high quality, committed, and consistent staff of teachers and leaders. DANN will seek to hire teachers with an interest, appreciation, and/or

⁴ Of the 13 instructional staff that left, 4 moved out of state, 1 retired, 1 left teaching but is on our substitute list, 3 left full-time teaching (but 2 continue to substitute), 2 teachers left to go back to the District, the dean left for a promotional opportunity, and 1 clinical aide left but is substituting.

background in the visual or performing arts. Teachers will be encouraged to utilize those skills to further integrate the arts into their own classrooms.

Strategic recruitment, frequent feedback through observations and performance evaluations, and supportive mentoring are all components of DANN's success retaining its staff members. In the new charter term, DANN will continue to implement these best practices to maintain a high staff retention percentage.

Arts Integration instructional strategies and methods are the best practices utilized to teach the curriculum fusing an art form within the learning process. Students are the heart of DANN. Having students at the forefront has helped guide every decision, every policy, and every practice that has been put in place so that DANN can build a school where students are successful, kind, compassionate leaders when they leave 8th grade. All school policies and curriculum foster the development of the whole child.

To improve beyond its current staff retention rate, DANN will continue a commitment to the implementation of instructional strategies and methods focused on the key areas of collaboration, communication, creativity, and critical thinking. DANN will also continue to attract and retain highly-qualified teachers who are committed to the ideas behind these strategies and willing to do the work necessary to create an engaging learning environment. The school administration will identify and hire effective teachers who have experience working with, or a demonstrated desire to work with, at-risk students.

DANN will provide the professional development and competitive compensation plans, including salaries and benefits which are comparable to other charter and district schools, necessary to ensure a high retention rate. DANN provides training throughout the year to assist staff members in understanding the diverse needs of the students/families attending the school. These trainings cover topics such as how to ensure academic success among student subgroups, as well as encourage family engagement and diversity, equity, and inclusion between staff and students.

Community Engagement

Parental involvement and community engagement are fundamental aspects of DANN's mission and vision. DANN encourages parents to be active participants in their children's education through volunteer opportunities at the school. DANN will develop a multi-tiered communication plan that will best fit the needs of our school community. This plan will include regularly scheduled communications, including, but not limited to,

- **8 Habits Family Night**
- **Literacy Night**
- **For the Love of Math Night**
- **Doral at the Aces**
- **Back to School Movie Night**
- **Interest Booths at various local venues throughout the year**

- **DANN booth at Cinco de Mayo at the Grand Sierra Resort (GSR) sponsored by Carnecería**
- **Movie Family Engagement Nights**, including Early Literacy Workshops, Family Science Night with Sierra Nevada Journeys, Parenting Book Club Night, Cybersecurity Info Night, and Family Feedback Night.
- **DANN Facebook Page**
- **DANN PTO Monthly Meetings**
- **First Annual Doral Community Special Interest Series** - Offering online engagement with community partners to learn about and discuss hot topics for our kids in the community. Last year these included Anxiety, Depression & Stress Management with a local non-profit; Warning Signs & Prevention of Suicide from a local treatment center; Internet safety/cybersecurity and safe social media use with the Washoe County Sheriff's Office; and Substance Use and Abuse from Quest Counseling.
- **E-mail Newsletter** - At least every month, parents receive a newsletter updating them on school events and highlights. For families that do not have access to e-mail, a paper copy of the e-mail may be sent home with the student.
- **DANN's School Website** - The School's website is a resource with a wealth of information for families. The website is designed to meet the needs of the DANN community and includes information on the following:
 - DANN's Mission, Vision, and History
 - DANN's School Schedule and Calendars
 - DANN's Curriculum
 - Frequently Asked Questions
 - DANN's Governing Board Meetings: Public Notices, Agendas, and Minutes
 - DANN's Board Meetings are open public meetings that are held, on average, every other month.
 - Directory of Administration and Staff
 - Uniform Policy Information and Links for Purchasing
 - News and Announcements.

School Demographics

The following student enrollment history in **Table 2** (Enrollment by Race/Ethnicity) and **Table 3** (Enrollment by Special Population) for DANN is based on the SPCSA's 2022 Renewal Report issued on June 30, 2022.

Enrollment by Race / Ethnicity

During the last five (5) years within DANN’s current charter contract with the SPCSA, DANN has maintained a consistent population of students by race and ethnicity. See *Table 2* below.

DANN has compared its student demographic information to data from the [Nevada Accountability Portal](#) website maintained by the Nevada Department of Education for the 2020-21 school year for the State of Nevada, charter schools sponsored by the SPCSA, and the Washoe County School District. See *Table 2* below.

However, perhaps more importantly, DANN has also compared its student demographic information to data from the traditional public schools in closest proximity to the DANN campus which is more representative of the community of students actually served by DANN. These traditional public schools include the three closest elementary schools (Hunsberger, Lenz, and Pleasant Valley) and the two closest middle schools (Depoali and Herz) to DANN. This information more accurately reflects demographic information for the community and students actually served by DANN. See *Table 2* below.

Table 2. Student Enrollment by Race / Ethnicity

Student Enrollment by Race / Ethnicity							
Year	Hispanic	White	Black	Two or More	American Indian	Asian	Pacific Islander
2017-18	16.1	72.0	0.0	6.2	0.0	4.9	0.6
2018-19	12.9	74.2	0.6	6.0	0.3	5.1	0.6
2019-20	13.1	73.2	0.2	7.8	0.3	5.0	0.1
2020-21	14.0	70.1	0.6	9.8	0.2	4.8	0.1
2021-22	14.9	71.0	0.3	8.6	0.1	4.8	0.1
Hunsberger ES							
	5.5	77.8	0.2	9.1	0.4	6.9	-
Lenz ES							
	10.0	77.7	0.7	4.2	0.5	6.7	0.2
Pleasant Valley ES							
	12.7	81.0	0.9	4.5	0.9	-	-
Depoali MS							
	21.6	60.0	1.5	6.9	0.6	9.0	0.4
Herz MS							
	13.3	77.3	0.9	4.0	0.7	3.4	0.4
Washoe County							
	41.8	42.6	2.6	6.2	1.3	4.2	1.4
SPCSA							
	35.0	34.7	11.9	8.7	0.4	7.7	1.6
State of Nevada							
	43.4	30.0	11.8	7.0	0.8	5.5	1.5

When compared to the same 2020-21 school year enrollment, the demographic information for the students enrolled at DANN appear to be less diverse, racially and ethnically, than the average populations of students throughout the entire State of Nevada, both for traditional schools and

SPCSA-sponsored schools, as well as county-wide for the 111 traditional public schools in the Washoe County School District⁵.

More importantly, however, the demographic information for the students enrolled at DANN are actually more diverse, racially and ethnically, when compared to the nearest traditional public schools which are more representative of the community and students actually served by DANN. That is, DANN is more diverse than the three closest elementary schools as well as more diverse than the nearest middle school only 3.5 miles away, but slightly less diverse than the next closest middle school which is a fifteen minute drive from DANN’s campus.

Even though DANN is more diverse than its closest neighboring traditional public schools, as a single school campus with less than 1,000 students, DANN is admittedly less diverse than the much larger and geographically diverse 482,000 students throughout the State of Nevada, the 53,000 students enrolled at schools sponsored by the SPCSA, or the 61,000 students enrolled in the Washoe County School District.

Enrollment by Special Populations

The enrollment of students in certain special populations, such as students with IEPs, has generally increased during the last five (5) years within DANN’s current charter contract and is now nearly comparable to the averages for the State and Washoe County and is slightly higher than the SPCSA average. However, DANN’s enrollment of special populations such as FRL and ELL students remains below similar student populations throughout the State, charter schools sponsored by the SPCSA, and Washoe County.

Table 3. Student Enrollment by Special Populations

Student Enrollment by Special Populations			
Year	FRL	ELL	IEP
2017-18	0.0	-	6.2
2018-19	6.5	-	9.2
2019-20	0.0	-	10.8
2020-21	8.3	-	11.1
2021-22	6.4	-	10.8
Hunsberger ES			
	6.5	-	7.9
Lenz ES			
	10.0	2.3	8.8
Pleasant Valley ES			
	16.0	4.2	11.5
Depoali MS			
	18.4	4.0	13.3
Herz MS			
	10.9	1.9	8.2

⁵ According to their website at [We Are WCSD](http://www.washoecsd.net), “Washoe County School District’s enrollment is in the top one percent of the nation’s largest school districts, as the 59th largest district in the nation. Covering 6,342 miles, Washoe County is larger than Connecticut and Rhode Island.”

State of Nevada	78.2	13.7	12.1
SPCSA	43.4	8.8	9.8
Washoe County	45.4	14.1	13.6

Again, when compared to the same 2020-21 school year enrollment, the demographic information for the special student populations enrolled at DANN appear to be less diverse than the average special student populations throughout the entire State of Nevada, both for traditional schools and SPCSA-sponsored schools, as well as county-wide in Washoe County.

However, more importantly, the demographic information for the special student populations enrolled at DANN are actually more diverse when compared to the nearest traditional public schools which are more representative of the community and students actually served by DANN.

Finally, the following demographic data for DANN is current as of the first day of the 2022-23 school year:

Table 4. DANN Demographic Data for 2022-23 School Year

DANN	Total Enrolled	Male	Female	Asian	Black/African-American	White	Hispanic/Latinx	American Indian/Alaskan Native	Two or More Races	Native Hawaiian/Pacific Islander
		470	488	44	3	679	146	2	84	0
	958	49%	51%	5%	0.31%	71%	15%	0.21%	9%	0%
2022-2023					McKinney Vento/Homeless					
		FRL	IEP	ELL						
		47	116	6	5					
		5%	12%	0.63%	0.52%					

DANN’s Recruitment and Enrollment Plan

Nevada Administrative Code [388A.533](#) provides that the SPCSA, as the sponsor of a charter school such as DANN, may require the school’s governing body to develop and submit a plan to the SPCSA which includes specific strategies the charter school will use to recruit and enroll a student population that is “comparable to the demographic composition of the pupil population who attend public schools within the same zone of attendance as the charter school.”

On March 4, 2022, the SPCSA issued a [Recommendation to Require Certain Sponsored Schools to Develop Recruitment and Enrollment Plans](#). The Recommendation was based on an analysis of data showing that SPCSA-sponsored charter schools, compared with local traditional school districts, serve a disproportionately smaller percentage of special student populations, especially students eligible to receive free or reduced-price lunch (FRL). DANN was one of fourteen charter schools included in

the Recommendation to submit a recruitment and enrollment plan to the SPCSA by September 30, 2022.

For additional information, please refer to the proposed recruitment and enrollment plan for the new charter term (*see Attachment A – Recruitment & Enrollment Plan*).

In general, DANN will market via multiple modes to ensure that all families are informed of their educational options. A grassroots recruitment campaign is especially important to make sure that “harder-to-reach” families (e.g., single-parent families, low socio-economic households, second language families, etc.) are aware of the choice program and their eligibility to apply for enrollment.

As a result of its own research and root cause analysis, DANN has proposed the following specific strategies to recruit and enroll a population of students eligible for free or reduced-price lunch that is, to the extent practicable, more “comparable to the demographic composition of the pupil population who attend public schools within the same zone of attendance as the charter school.”

Strategy A – Marketing Outreach

- Door to door marketing at the trailer park housing developments off of Toll Road, off of S. Virginia St. near to the Summit Mall, near the South Hills neighborhood.
- Targeted English/Spanish marketing to all apartment complexes in an 6 miles radius that provide Section 8 housing vouchers or offer affordable housing options.
- Work to establish a partnership with UNR Early Head Start Program to advertise our school to FRL qualifying families.
- Work to establish a partnership with the closest Boys & Girls Club facility (on Neil Rd., 10 miles away).

Strategy B – Welcoming and Supportive Environment for All Students

- Culturally Relevant Curriculum
- TESOL/ELAD-Certified Teachers⁶
- Restorative Justice Practices
- Door-to-Door Relationship Building in Low Income Areas
- Head Start Preschool Partnership
- Presence at Culturally-Diverse Community Events
- Bilingual Parent Communications
- Free & Reduced Lunch

⁶ Teaching English to Speakers of Other Languages (TESOL) and English Language Acquisition and Development (ELAD)

- Free After School Tutoring for FRL Qualifying Students
- Discounts & Full Scholarships for Before and After Care, Uniforms, and School Supplies
- Pipeline to Teacher Education for Non-Certified Employees to Diversify the Staff
- Free Events for Families on Site
- PTO Waiver of Enrollment Fee

Strategy C – Priority Enrollment for Students at 1- and 2-Star Schools

- NRS 388A.456(1)(g) permits priority enrollment at charter schools for students enrolled in a public school that received an annual rating established as one of the two lowest ratings possible indicating underperformance of a public school. If so, the school must also enroll such students who reside within 2 miles of the charter school before enrolling other such pupils.

Demographics of Governing Board and Teaching Staff

As openings occur throughout the prospective charter term, the board and school leadership will proactively engage in good faith efforts to encourage and welcome new members of both the teaching staff and governing board that will be representative of the student population served at DANN.

C. Required Supporting Documents

Please upload with your renewal application the following documents:

- Proposed calendar for the first year of the new charter term (*see Attachment B – Proposed Calendar*)
- Daily schedule for all grade levels (*see Attachment C – Proposed Daily Schedule*)

3. Academic Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the academic vision and plans for the next charter term. This should include detailed descriptions of key design elements, programs, structures, principles, that are remaining unchanged as well as those that may be changing. For any proposed changes, please provide a rationale. This section should also include a description of any academic improvements that the charter school has undertaken or plans to implement as well as a description of the proposed Restorative Discipline plan for the upcoming term and plans to monitor for potential disproportionate discipline practices, plans to monitor for potential disproportionate discipline practices, and plans to address any opportunity gaps for specific student groups. This may include plans to close gaps in proficiency and/or growth between different student groups (e.g., race/ethnicity, FRL, EL, IEP).

Key Design Elements and Instructional Strategies for the New Charter Term

Students are the heart of DANN. Having students at the forefront has helped guide every decision, every policy, and every practice that has been put in place so that DANN can build a school where students are successful, kind, compassionate leaders when they leave 8th grade. All school policies and curriculum foster the development of the whole child.

Fundamental features of DANN's educational model, which will remain unchanged for the new prospective charter term, include the following:

Whole Child - Students are the heart of DANN. Having students at the forefront has helped guide every decision, every policy, and every practice that has been put in place so that DANN can build a school where students are successful, kind, compassionate leaders when they leave 8th grade. All school policies and curriculum foster the development of the whole-child. Students are expected to engage, collaborate with peers, and share their ideas in class in each lesson; using these expectations, teachers are given multiple opportunities to check on student understanding of the topics and to connect with students in their class. Students spend time sharing respectfully with peers, growing their knowledge, and growing their connections with each other.

Students start every day with Social Emotional Learning (SEL) and the 8 Habits (*Stephen R. Covey's 7 Habits of Highly Effective People*, and his *"The 8th Habit"* book). Students are greeted by their teacher and peers as they are introduced to a timely topic and have a 15-minute meeting around the topic where everyone's voice is heard and everyone is safe to share. These morning meetings help students and staff establish a supportive, caring environment where it is safe to share and where all voices matter. Daily SEL and electives must be incorporated into a whole-child learning environment, although the schedule of the school day may be determined by the campus leaders.

Arts Integration. A proven instructional strategy designed to enhance student engagement and achievement for all students by appealing to multiple student learning modalities by incorporating various art forms (dance, music, theater, and the visual arts, etc.) throughout the curriculum, implemented through DANN's partnership with Doral, Inc. and top-flight professional development from the Kennedy Center. All teachers at DANN incorporate arts into their weekly lesson plans by using arts-integration strategies they have learned through various trainings, both at DANN and offsite through the Kennedy Center for Arts, Sierra Arts Foundation, and Pacific Arts. Utilizing arts-integration allows all students to show what they have learned in more creative ways such as movement, graphic art, song, or poetry. Students feel empowered to share their knowledge and find their voice when they have creative options for a product.

All DANN students attend specials every day of the week. DANN places an emphasis on growing the whole-child so every K-5 student is exposed to art, physical education, music, and media every week. Upper school students (Grades 6- 8) have over thirty (30) different electives to choose from every year and take four (4) electives alongside their four (4) core classes every year. These electives include a performing art, a visual/media art class, a music class, and some language,

leadership, or STEAM elective of their choice. All students are exposed to a plethora of options to ensure that they take ownership in their education and use their voice to discover their passion.

The lessons at DANN are rigorous and expectations are high for all students. ELA, Social Studies, and Science lessons are built around high-quality texts that are typically above or at grade level. Students engage in the study of these texts with scaffolded, teacher planned, supports to help students take apart the text and investigate the vocabulary and build an understanding through small group discussions and whole group discussions that are all student-focused.

Data-Driven Instruction and Student Support. DANN's educational model seeks high levels of academic performance and growth through a robust system of internal assessment, ongoing monitoring, constant communication with parents and families, and support services for all students, including, but not limited to, students requiring ELL, Gifted and Talented, and Special Education Services. Student data is also carefully monitored throughout the year using interim diagnostics and frequent curriculum-based assessments. Access to a high-quality rigorous curriculum for students and ongoing, job-embedded, and sustained professional development for teachers are non-negotiables. Frequent use of data to guide instruction and the use of the iReady program are also non-negotiables.

Project-based learning has proven to be a cornerstone at DANN because it allows students to think critically, make confident decisions, and solve problems creatively. Teachers collaborate with team members two to four times per week to develop **curriculum-based and project-based learning** lessons that meaningfully develop students' efficacy. Throughout all of these practices, teachers thoughtfully weave oracy and rigor into each lesson.

Students who are seen to have academic or behavioral challenges are discussed by an interdisciplinary team and are provided with leveled support and **Response to Intervention (RtI)** using research-based materials. Interventions are monitored and students are always provided with support that support our whole-child approach.

Through this unique curriculum, students have opportunities to engage in both predictable and unpredictable real-world situations, which ensures relevance. Students are empowered to create positive relationships with peers, parents, teachers, and community mentors. This provides a framework for a seamless transition from elementary to middle school and beyond.

Restorative Discipline

DANN's Restorative Discipline Plan is a successful model that fosters meaningful relationships between staff and students as well as students with their peers. The model ensures that clear expectations have been established, and there is consistent follow-through in regard to discipline. The plan is designed to ensure that there is no disproportionality between student discipline in regard to race, gender, or ethnicity. One of the things we have learned, from the focus groups and site visits, is that we have hired additional staff and assignments to watch for behavior issues when there are times such as passing through the halls, where there is less structure.

For additional information, please refer to the proposed restorative discipline plan for the new charter term (*see Attachment D – Restorative Discipline Plan*).

DANN's Restorative Discipline Plan includes:

- Coaching students to understand the consequences of their actions and the effects those actions had on others.
- Helping young people to gain and demonstrate empathy to the person harmed.
- Providing space and assistance in restoring relationships and minimizing future harm.
- Working as a team to support addressing underlying issues associated with the behavior.

Monitoring for Disproportionate Discipline Practices

DANN's Restorative Action Plan includes:

- Coaching students to understand the consequences of their actions and the effects those actions had on others.
- Helping young people to gain and demonstrate empathy to the person harmed.
- Providing space and assistance in restoring relationships and minimizing future harm.
- Working as a team to support addressing underlying issues associated with the behavior.

DANN's disciplinary policies and practices will comply with all applicable laws, regulations, and policies to ensure that disciplinary infractions involving all student subgroups involve appropriate team members and consider all relevant aspects of 504 Plans and IEPs. Specifically, DANN will ensure that all students receive adequate due process, including, but not limited to a consideration of whether the behavior exhibited is a manifestation of a student's special needs. Additionally, DANN maintains disciplinary records to track incidents involving minority and disabled students to ensure that serious disciplinary consequences are not disproportionately issued to these student populations.

Addressing Opportunity Gaps

DANN will provide the necessary interventions to support student underperformance. At the start of each school year, students will participate in academic screening to immediately identify areas of concern. Parents will be notified to discuss their progress and work collaboratively to create a plan for improvement. In addition, parents will be notified of changes based on progress monitoring data and any necessary changes made to the student's individual plan.

Remediation may occur during the school day as well as outside of the school day through after school tutoring. The success of remediation will be measured through the progress monitoring of each student's individual goals. The time set aside daily for intervention for struggling students will also be used to provide enrichment activities for those students who are at grade level or above. The goal is that 75% of students will meet stretch growth (more than one year's typical growth) as measured by iReady annually, and this percentage will be monitored closely for all sub-populations in order to

ascertain if students who are not currently at grade level will be able to reach grade level standard within a three-year period or by the end of 8th grade, whichever occurs first.

Currently, the school has dedicated math and reading interventionists and has instructional coaches to help support teachers as they collaborate on lesson plans, evaluate assessment data, and create additional supports to target specific interventions.

The priorities established to drive achievement are the utilization of the iReady assessment as it was designed to be implemented. It is scheduled as part of our day-to-day operations with built-in time to carefully analyze the results. Instruction is designed with these results in mind and additional supports are created more plentifully. Professional Learning Communities (PLCs) have been instituted in order to have productive dialogue among the instructional staff with specific conversations centered around student growth in ELA and mathematics.

Furthermore, DANN has hired a Data Analyst to address opportunity gaps and maintain accurate data files of student achievement and work with site based staff to interpret the data and plan for improved instructions. Essential duties include:

- Analyze and prepare reports from local, state, and national assessment data as it relates to individual's student performance and school improvement.
- Develop and maintain historical student and school data files to monitor track performance.
- Interpret and review assessment data with administrators and teachers; support the planning of action steps.
- Compile data from multiple assessments to develop student, subject, grade-level, or school achievement profiles.
- Work with staff in schools in one-on-one and group settings to conduct training in the use of data to improve student results.

One of the most important aspects of ensuring the success of all students, especially low performing students, is to use data effectively, monitor academic progress and inform instruction, and encourage incremental progress over time. The school-wide infusion of the Growth Mindset facilitates the encouragement of perseverance and grit. DANN plans to implement an early warning system to identify students who need additional support to improve academic performance and stay engaged in school. This early warning system will include the following indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension;
- One or more suspensions, whether in-school or out-of-school;
- Course failure in English, language arts, or mathematics during any grading period; and
- A Level 1 score on SBAC assessments in ELA or mathematics, or for students in kindergarten through grade 3, a substantial reading deficiency (25th percentile and below) based on the state-wide adopted assessment, MAP.

- Stagnant growth based on the iReady tools.

Finally, if the school currently provides distance education and plans to continue doing so under a renewed contract, please include responses to the following questions as required by NRS 388A.725(3) and NRS 388A.725(4):

- The support available to each pupil, in his or her home or community, including, without limitation, the availability and frequency of interactions between the pupil and teachers;
- The methods the charter school for distance education will use to administer any test, exam or assessment required by state or federal law;
- The methods the charter school for distance education will use to assess the academic success of pupils; and
- The criteria pupils must meet to be eligible for enrollment at the charter school for distance education.

DANN does not have a distance education program outside of the Governor's previous COVID Executive Order that has now ended.

4. Organizational Viability and Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current Governing Board's capacity, skills, and qualifications for continued successful implementation of the school's design, as well as a growth plan for adding/replacing board members that support the school's success. This section should also include a description of any organizational improvements that the charter school has undertaken or plans to implement in response to past performance, including board training and development. Additionally, should the school contract with a Charter Management Organization (CMO) or Education Management Organization (EMO), this section should speak to the oversight and monitoring by the local board of the services provided by these organization(s).

Governing Board's Capacity & Success

DANN's current Board Members have the necessary capacity to support the charter renewal term. The diverse skillsets include expertise in law, accounting/finance, education/special education, school administration, business administration, as well as policy and organizational leadership. This knowledge base allows the Board to provide the educational, financial, and operational vision and governance which led to operational success by the School leader. The Board has had a consistently diligent and committed team of highly qualified volunteers since its inception from a variety of relevant fields.

The DANN Board of Directors is made up of seven (7) members who meet all of the requirements under state law and are leaders in the community.

The Board Chair Alicia Lerud is the Clerk of Court & Court Administrator for the Second Judicial District Court in Washoe County, with experience managing large budgets and a large staff. She joined

the board in late 2021 and is a passionate supporter of programs that educate youth about civic involvement and community contributions.

The Board Vice Chair, Indra Winqest, has extensive experience in organizational human resources, leading a department as the Director of Parks & Recreation for the Incline Village General Improvement District managing a large budget and large staff of employees and working with hundreds of volunteers.

The Board Secretary, Adam Kramer, has vast experience at the executive level of private companies, including as the CEO of nZero since April 2021, a 24/7 carbon data and management platform that gives NGOs, government agencies and organizations the accurate emissions data they need to reach net zero and make smart decisions that benefit the health of the planet. He is also very involved advocating for students with special needs in the community serving on various appointed boards.

Board Treasurer Bob Lucey is a business owner, longtime community volunteer on various oversight boards, and served as Washoe County Commission for over a decade and has been Chair since 2020 leading the policy development for the 470,000 residents.

Board Member Danielle Cherry is a founding member of the committee to form, an original Board member of the school, and owns a non-profit political fundraising firm and has finance and accounting experience.

Board Member Leslie Hermann is a retired K-12 Principal of all three public schools in Incline Village for her career and now serves as a consultant with the Dave & Cheryl Duffield Foundation.

The newest addition replacing Jen Johansen is Board Member Aaron Grossman who is an MTSS Specialist, with over 20 years in Washoe County School District and highly regarded in the field of supporting teachers and coaching schools.

For additional information, please refer to the *Attachment E – New Board Member Recruitment Procedure*.

Organizational Improvements / Board Trainings

The Board conducts an annual continuing training program focused on governance, academic accountability, and financial oversight. These trainings also include participation in annual state and national charter school conferences. This charter term each Governing Board member will participate in a minimum of four (4) hours of professional development annually which will include, but not be limited to, attendance at the National Charter School Conferences to learn about best practices, involvement in the Charter School Association of Nevada, and other training of fiscal management for nonprofit organizations. Board Officers will attend a minimum of two (2) hours of professional development specific to their office within the four (4) hours required annually. DANN Board members have been encouraged to participate in the SPCSA Governance Training offered in the Summer of 2022, which was attended by a majority of Board members. The board has also had training on Nevada Open Meeting Law and new members receive on-boarding at the beginning of their terms.

DANN is in the process of researching additional trainings on board member responsibilities and governance from the recommended vendors and other nationally well-known charter school support trainers. For instance the Board may receive training to understand the performance dashboards provided to enable the board to maintain appropriate oversight over the financial, operational, and academic performance. And, if necessary, the DANN Board will receive additional professional development necessary to help guide them through the necessary elements of any corrective action plan it develops to address underperformance.

Oversight and Monitoring

The DANN Board is also committing to overseeing and monitoring the Educational Management Organization (EMO), Academics Nevada, as well as all vendors used by the school. The DANN board is also following the SPCSA's development of standards and training for effective boards and looks forward to implementing best practices as guidance is released.

The SPCSA Renewal Report issued June 30, 2022 including improving student and staff to be more representative of the local district and the SPCSA and adopting a more robust tool to evaluate the performance of the contracted EMO more fully. In response, the DANN Board is currently in the process of adopting an appropriate rubric-based scoring system to evaluate the performance of DANN's EMO (see *Attachment F – EMO Evaluation Rubric*) which will be completed prior to November 1, 2022, and repeated annually thereafter.

The purpose of this draft evaluation rubric is to provide the board with pertinent objective standards for the governing body to evaluate whether the EMO is performing its duties and services in a satisfactory manner and whether DANN is satisfied with the contractual relationship with its current EMO. The evaluation will be completed by at least a majority of the Governing Board as well as DANN's school leader since school leadership works closely with various representatives of the EMO on a more consistent basis. The working draft of the proposed EMO Evaluation Rubric, which remains subject to modification by a vote of the Governing Board, includes rubrics for the following duties and services provided by Academics Nevada:

- Board Management
- Facilities Services
- Finance
 - Accounting
 - Accounts Payable
 - Budgets and Bonds
 - Payroll
- Grant Development
- Growth and Development (Charter Amendments and Renewals)
- Infinite Campus

- Legal Services
- Marketing / Design
- National School Lunch Program (NSLP)
- Procurement of Furniture / Curriculum
- Registration
- School Safety
- State Reporting
- Teacher Recruitment & Licensure
- Travel

Additionally, the board is adopting a new priority enrollment to improve student diversity by intentionally enrolling and serving the interests of historically disadvantaged and underserved students such as students enrolled in 1- or 2-star schools or those students who are eligible for free or reduced-price lunch to achieve academic performance at or above the state averages. The school leadership is also working on recruiting students and staff which are more reflective of the benchmarks the SPCSA values by attending local events, creating a partnership with local organizations, and seeking input from a variety of cultural leaders and trainers. DANN is also working on a partnership with the closest Boys and Girls club partnership to advertise our school.

DANN is working on a partnership with the UNR and TMCC HeadStart programs to recruit pre-school students which is the class with the greatest number of openings.

DANN is paying for college credit for our support staff, not only teachers, and doing everything to attract and keep our minority staff members who have not yet completed degree programs. DANN Staff, Academics Staff, and family volunteers have been continuing to promote Doral to Latinx-Hispanic and other underrepresented communities, and within their new Enrollment and Recruitment Plan (adopted and submitted to SPCSA on or before Sept 30, 2022) to educate minority families about the value and benefits of school choice, what a charter school is, and why a charter school can be in their children's best interest for future educational opportunities.

B. Required Supporting Documents

Please upload with your renewal application the following documents:

- Current resumes for all Governing Board members

For additional information, please refer to the *Attachment G – Board Member Resumes* to view the current resumes of all Governing Board members for DANN.

- Board Member Information Sheet / Roster (page 7 of this application). Note that only names, contact information, and Board leadership information are required. Information provided in this section should match Epicenter.

For additional information, please refer to *Attachment H – Board Member Information Sheet*.

- Board Chair / Member Assurance Statement & Signature (see page 9 of this application)

Please see the Board Chair/Member Assurance Statement & Signature below.

- For schools contracting with a CMO or EMO, a copy of a draft contract for the upcoming term.

Please refer to *Attachment I – Draft EMO Contract* for a copy of a draft contract for the upcoming charter term.

5. Fiscal Soundness and Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current fiscal state of the school and plans during the upcoming charter term to ensure it remains financially viable. This section should also include a description of any financial improvements that the charter school has undertaken or plans to implement.

DANN's Governing Board oversees all aspects of the fiscal management of the school. The auditors, accountants, and educational management company retained by the Board, work as a team to develop financial statements and accounting reporting templates to ensure compliance with state and federal reporting guidelines. Under the supervision of the Board's Treasurer and in conjunction with the school's audit firm, Academica is responsible for the school's bookkeeping, financial reporting, and financial liability. The Board will review financial statements at a minimum once per quarter. The Board and Academica will work with and train the school principals and office managers in all financial policies and procedures.

The school principal will supervise the day-to-day cash collections at the school. The person designated to draw all orders in pursuant to NRS 386.573 for the payment of monies belonging to the charter school is the Principal. Each campus employs an office manager to work with Academica. All claims for payment from charter school funds are processed by Academica in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body.

Academica will meet with school principals during the development of annual budgets to collaborate in creating a complete budget. Academica will then present annual budgets to the Board for their consideration. The campus principal is responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget.

The Board outsources payroll processes to a third-party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental, and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law. Payroll information will be uploaded by the office manager into the portal provided by the vendor in time for the payroll vendor to process all payroll information.

DANN complies with the Model Financial Procedures for Charter Schools, developed by the NDE in 2008 and as may be revised by the SPCSA. The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The governing body will appoint the purchasing agent who will be responsible for developing and administering the charter school's purchasing program. Any officer or employee of the governing body may incur no obligation unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy.

In all cases, the expenditure of charter school money, except payrolls, requires the use of the requisition and purchase order system. Unless authorized by the administrator, no purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

DANN complies with the Model Financial Procedures for Charter Schools, developed by the NDE in 2008 and as may be revised by the SPCSA. The Board has adopted sound financial policies and accounting procedures in accordance with Nevada Law. These policies, identified in DANN's adopted Financial Policies and Procedures Manual, ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a regular basis to ensure compliance with all statutory and regulatory authorities. The Nevada SPCSA Financial Framework is used as a tool to gauge Somerset's short-term financial health and long-term financial sustainability. The financial measurements are as followed:

- Short-term Financial Health
 - Measure 1: Current Ratio
 - Measure 2: Days Cash-On-Hand
 - Measure 3: Enrollment Forecast Accuracy
 - Measure 4: Debt Default
- Long-term Financial Sustainability
 - Measure 1: Total Margin
 - Measure 2: Debt to Asset Ratio
 - Measure 3: Cash Flow
 - Measure 4: Debt Service Coverage Ratio

Since inception, DANN has shown growth in all Nevada SPCSA Financial Framework measurements. Meeting most of the financial framework measurements to date. DANN continues to grow with the

introduction of the elementary school in 2022-2023 and will continue to abide by the procedures set forth allowing for the continued growth in all financial framework measurements.

As discussed with SPCSA staff in Spring 2021, the Governing Board focused significant attention in the past year to refinancing the school's existing construction bond with long-term bond financing. This bond financing was completed in August 2021 and the school was able to lock in a true interest cost of 3.36%, and received a rating of Ba1 with a stable outlook from Moody's Investors Service.

The board also provided a financial remediation plan to the SPCSA staff, and is providing updated information on these metrics below.

- *Total Margin:* DANN received a "Falls Far Below Standards" rating for the Total Margin performance measure in the 2019-2020 fiscal year. The DANN team discussed reasons for this with the SPCSA team and is committed to improving this measure over time, but expects this rating to remain in place in FY2021. Depreciation, which is a non-cash item, on the DANN facility continues to outpace cash receipts, which results in this measure not meeting standards. However, it is important to note that EBITDA for DANN is positive and provides a more accurate measure of the school's financial health.
- *Debt to Asset Ratio:* DANN received a "Falls Far Below Standards" rating for the Debt to Asset Ratio performance measure in the 2019-2020 fiscal year. The DANN team discussed this with the SPCSA team and is committed to improving this measure over time. Over time this will reach a "Meets Standards" ratio as principal payments on the bond slowly reduce the debt to asset ratio. The financial forecast shows this measure will remain at "Falls Far Below Standards" rating in the forecast period.
- *Cash Flow:* DANN received a "Does Not Meet Standards" rating for the Cash Flow performance measure in the 2019-2020 fiscal year. This was based on the negative change in total cash balance from the 2017-2018 to the 2018-2019 fiscal years. This decrease in cash balance was due to bond proceeds that were being utilized for building construction during that time period and are not reflective of the overall cash flow situation of the school. DANN improved to a "Meets Standards" rating for FY2021.

Please upload with your renewal application the following school board-approved documents:

- Budget for the current and upcoming fiscal year (FY24)⁷

Please see *Attachment J – Budget for Current & Upcoming Fiscal Years*.

6. Additional Information from the Governing Board Supporting Renewal

Please provide any information or data that the governing body of the charter school determines supports the renewal of the charter contract. This information must include:

⁷ Applicants should use the budget template provided by the SPCSA. Should there be questions, or if incomplete information submitted, SPCSA staff will reach out to the applicant for additional information.

- If applicable, external evaluations or academic data submitted within this section must be independently audited and verified by the person performing the evaluation as required by [NAC 388A.415](#).

Dr. Jessica Barr, an experienced analyst and consultant with RTB Data & Consulting has prepared detailed external evaluations of academic data for both the elementary and middle school campuses for DANN.

For more detailed academic achievement data for Doral Academy of Northern Nevada., lease see *Attachment K – SBAC 2022 Academic Achievement, Growth, and Claim Data*.

For more detailed academic achievement data for Doral Academy of Northern Nevada., lease see *Attachment L – i-Ready Spring 21-22 End of Year Data*.

- Agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application.

Please see *Attachment M – Board Meeting Agenda & Minutes* for a copy of the agenda and draft minutes from the meeting where the DANN Governing Board voted to approve the submission of this renewal application.

OVERSIGHT

SPCSA staff will include any Site Evaluations in the recommendation and provide documentation collected during visits to the Board as part of the renewal process. Additionally, SPCSA staff may consider and include the results of any subrecipient grant monitoring.

Renewal decisions for schools operating under written charters are based on historic performance data as evidenced by both the NSPF Performance Framework as well as the SPCSA Performance Frameworks. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the report but will be given less weight when considered by the Authority in making renewal decisions. Additionally, renewal decisions will be based on the overall financial and organizational health of the public charter school. Evidence from both the financial framework and financial audits will be used to assess the overall financial health of a school, and the SPCSA Organizational Framework will be used to assess the overall organizational capacity of the school. The Epicenter platform will be used to inform the assessment of the organizational health of a school, and to help determine whether or not the school is compliant under local, state and federal law.

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed based on past performance. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision by the Authority. Stated another way, a school may submit formal amendments for consideration by the Authority separately from the renewal application.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application, as called for in Section 6 of this application template. Failure to submit the agenda and draft minutes into the appropriate areas in Epicenter prior to filing the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

ACCESSIBILITY TO INDIVIDUALS WITH DISABILITIES

All charter school applications and renewals are required to be ADA compliant as described by Section 508 of the Rehabilitation Act of 1973 (refer to 29 U.S.C. 794d). This statute requires access to and use of Federal executive agencies and information technology (ICT) by individuals with disabilities. Compliance with Section 508 is mandatory for all entities receiving federal funds-including the SPCSA and its charters.

2022 WRITTEN APPLICATION FOR RENEWAL OF CHARTER

School Name & Contact Info	Name: Doral Academy of Northern Nevada (DANN) Address: 3725 Butch Cassidy Dr., Reno, NV 89511 Phone: 775-453-4239 Website: https://www.doralnorthernnevada.org/	
School Leader Name & Contact Info	Name: Angela Orr Title: Principal Phone: 775-453-4239 Email: angela.orr@doralnnv.org	
Governing Board Names & Contact Info <i>Add rows/names as may be necessary</i>	Chair / President	Name: Alicia Lerud Email: alicia.lerud@doralnnv.org Phone: 775-997-9167
	Vice Chair / Vice President	Name: Indra Winquest Email: Indra.Winquest@doralnnv.org
	Treasurer	Name: Bob Lucey Email: Bob.Lucey@doralnnv.org
	Secretary	Name: Adam Kramer Email: Adam.Kramer@doralnnv.org
	Member	Name: Danielle Cherry Email: Danielle.Cherry@doralnnv.org
	Member	Name: Leslie Hermann Email: Leslie.Hermann@doralnnv.org
	Member	Name: Aaron Grossman Email: Aaron.Grossman@doralnnv.org

ACADEMIC PERFORMANCE⁸

2019 NSPF Rating <i>Complete campus boxes as may be applicable</i>	DANN Elementary School		DANN Middle School		
	★★★★★		★★★★★		
2018 NSPF Rating <i>Complete campus boxes as may be applicable</i>	DANN Elementary School		DANN Middle School		
	★★★★★		★★★★★		
2017 NSPF Rating	DANN Elementary School		DANN Middle School		
	★★★★★		n/a		
CSI or TSI Identification	Please list any years in which your school was identified as a CSI (Comprehensive Support and Improvement) or TSI (Targeted Support and Improvement) school by NDE.				
	2016-17	2017-18	2018-19	2019-20	2020-21
NDE-Validated Four-Year Graduation Rate	n/a	n/a	n/a	n/a	n/a

⁸ For schools applying for a third charter term or beyond, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

OPERATIONAL OVERVIEW

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC DETAILS							
Total Student Enrollment [as of first day of school 2022] = 959							
Gender		Ethnicity / Race					
Female	Male	White	Black	Hispanic/Latino	Asian	Mixed Race	Other
51%	49%	71%	0.3%	15%	5%	9%	0.2%
Special Populations				Students on Waitlist			
Students w/disabilities (number)	ELLs (number)	Homeless Students (number)	Free/Reduced Lunch Eligibility (number)	Number of Students on Waitlist		Percentage of Waitlist Students w/Preference Status	
116	6	5	47	459		18	
Staff Retention				Discipline Data (2021 - 22)			
Number of Instructional Staff	Total Number of Staff	Percentage returning staff 2020-21	Percentage returning staff 2022-23	Number of out of school suspensions		Number of expulsions	
57	76	93%	92%	3		0	
Year-to-Year Mobility [Student Retention from Oct. 1 to Oct.1] ⁹							
2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021	
N/A		93%		89%		76%	
2021 - 2022		82%					

ACADEMIC PERFORMANCE

SPCSA Authority Academic Programmatic Audit Findings				
2020 - 21	X No Notice		Notice of Concern	Notice of Breach
2019 - 20	X No Notice		Notice of Concern	Notice of Breach
2018 - 19	X No Notice		Notice of Concern	Notice of Breach
2017 - 18	X No Notice		Notice of Concern	Notice of Breach
2016 - 17	n/a			

FINANCIAL PERFORMANCE

SPCSA Authority Financial Programmatic Audit Findings				
2020 - 21	X No Notice		Notice of Concern	Notice of Breach
2019 - 20	X No Notice		Notice of Concern	Notice of Breach
2018 - 19	X No Notice		Notice of Concern	Notice of Breach
2017 - 18	X No Notice		Notice of Concern	Notice of Breach
2016 - 17	n/a			

ORGANIZATIONAL PERFORMANCE

SPCSA Authority Organizational Programmatic Audit Findings				
2020 - 21	X No Notice		Notice of Concern	Notice of Breach
2019 - 20	X No Notice		Notice of Concern	Notice of Breach
2018 - 19	X No Notice		Notice of Concern	Notice of Breach
2017 - 18	X No Notice		Notice of Concern	Notice of Breach
2016 - 17	n/a			

⁹ To calculate student retention, subtract the number of students from year 2 not returning from year 1, and divide this result by the total number of students in year 1. For example, if there were 5 students in year 1, and 1 student did not return in year 2, the retention calculation would be: (5-1)/5, or 80%.

NEXT CHARTER TERM


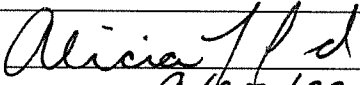
Current Enrollment Cap & Grade Spans for next charter term						
	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Planned Enrollment Caps	965	965	965	965	965	965
Planned Grade Spans	K-8	K-8	K-8	K-8	K-8	K-8

Note: the enrollment cap and grade span information provided above should match current levels approved by the Authority, including previously approved amendments (such as expansions/new campuses) that have yet to take effect. These totals were provided in the school in the Performance Summary report submitted to the school by SPCSA staff on or before June 30.

Should the school propose a change in the enrollment cap or grade configuration during the upcoming charter term, please outline this change and provide a short rationale and additional information for the proposed change. Note that a change to the enrollment cap or grade configuration requires separate Authority approval.

BOARD MEMBER ASSURANCE STATEMENT

I certify that the governing body of this charter school has voted that the school and its staff will adhere to the renewal process expectations outlined in the Renewal Guidelines. The information provided in this charter renewal application is true and correct. I also certify that the governing body of this charter school understands that any academic, financial, or organizational performance data collected during the period of the current charter term which is analyzed and reported following a renewal vote may be considered by the Authority in making performance and accountability decisions in the subsequent charter term.

Signature of Head of School: 
 Date: 9/27/22
 Signature of President / Chair of Governing Body: 
 Date Governing Body voted to approve application for renewal: 9/27/22

Attachment A - Recruitment
& Enrollment Plan



DORAL

A C A D E M Y

NORTHERN NEVADA

Recruitment & Enrollment Plan

August 2022

Why are we completing a Recruitment & Enrollment Plan? What should it include?

At the State Public Charter School Authority meeting on April 15, 2021, the Authority voted to require certain SPCSA-sponsored charter schools to develop and submit recruitment and enrollment plans by September 30, 2022. These plans must contain specific strategies aimed at serving a student population that is representative of the school's local community, particularly with regard to the population of students qualifying for free or reduced-price lunch. To develop these plans, schools are encouraged to begin by reviewing data pertaining to the school demographics, academic growth and performance by student group, and student and family experiences by student group. After reviewing data, schools are encouraged to identify root causes for any trends that are identified. After identifying and investigating root causes, schools can use this information to formulate their plans. Schools are encouraged to consider strategies that

- A) Raise awareness of the school as an option to serve all students;
- B) Make the school a welcoming and supportive environment for all learners; and/or
- C) Increase the likelihood that students are selected through the enrollment process.

Plan Contents

1. Mission & Vision
2. Demographic Comparisons & Insights
 - a. WCSD & Doral
 - b. Neighboring Schools & Doral
3. Achievement Gaps & Insights
4. Discipline Disproportionality & Insights
5. Performance Trends
6. Student Survey Data & Insights
7. Root Cause Analysis
8. Recruitment and Enrollment Plan
 - a. Marketing/Outreach
 - b. Welcoming Environment
 - c. Priority Enrollment

Attachment A - Recruitment
& Enrollment Plan

MISSION & VISION

Mission & Vision

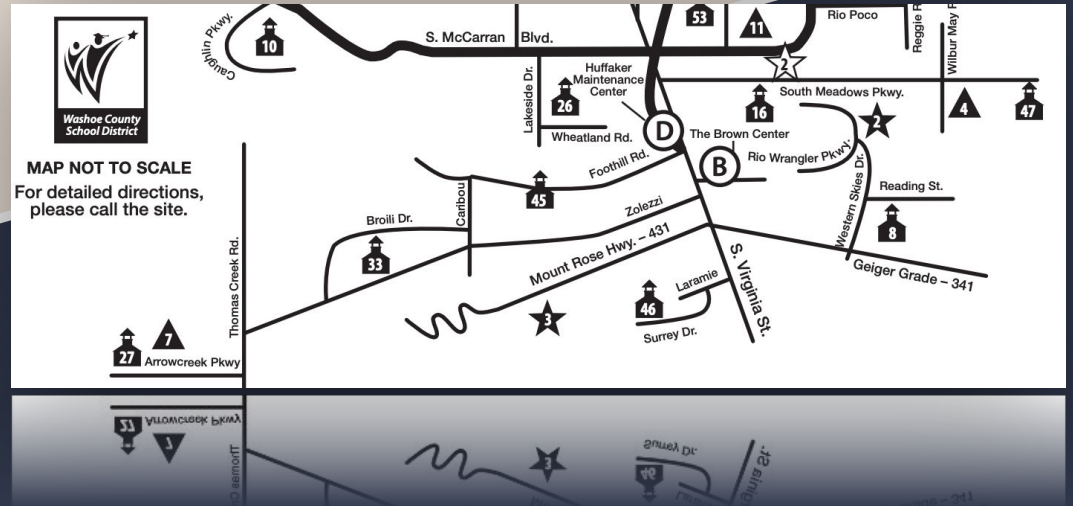


Mission: Doral Academy of Northern Nevada (DANN) is dedicated to creating an enhanced and engaging whole-child educational experience. DANN will provide an academically rigorous learning environment with a strong emphasis on problem-based learning, arts integration, and social and emotional development. A collaborative effort, with all students, parents, and staff, will be devoted to establishing, achieving, and celebrating individual goals to prepare every student for college, career, and civic life.

Vision: As a beacon of educational practice, DANN will foster student efficacy in critical thinking, confident decision-making, creative problem-solving, purposeful collaboration, and leading with kindness and compassion.

STUDENT DEMOGRAPHIC COMPARISONS

These demographic comparisons show the three closest elementary schools and two closest middle schools. These schools surround us in every direction.



Insights Regarding: IEP/FRL Comparisons

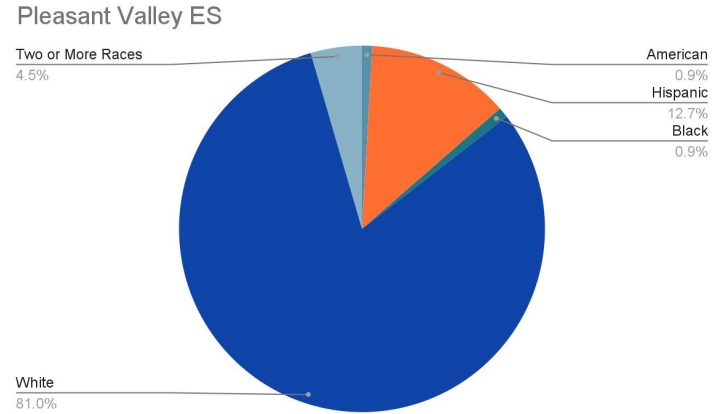
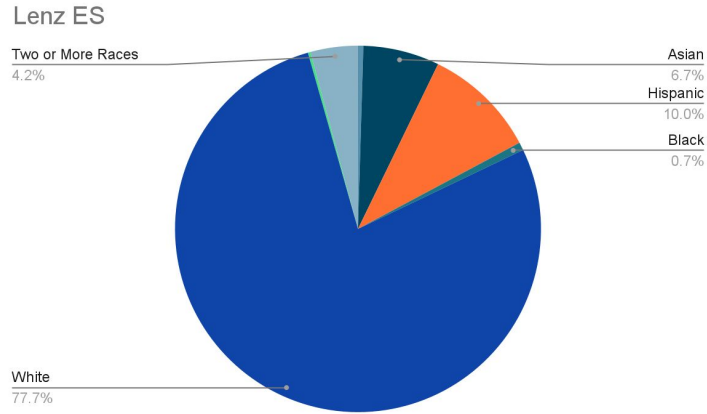
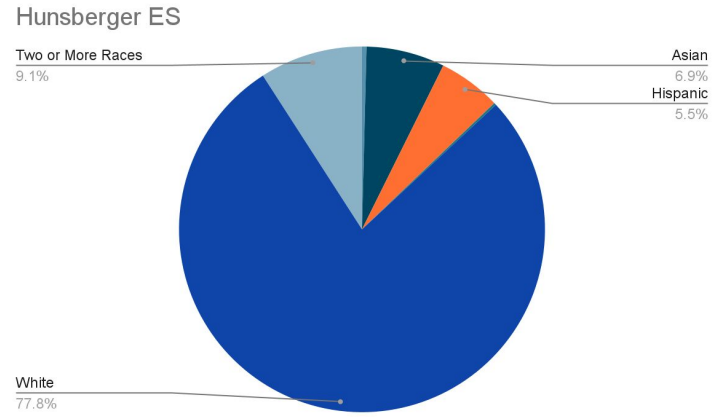
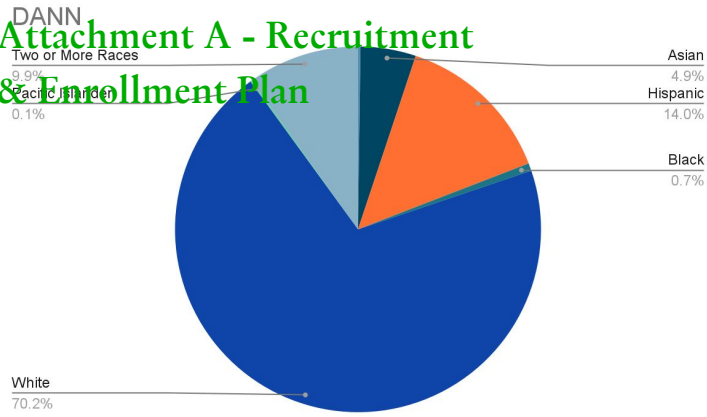
We serve a demographically significant number of students with IEPs on our campus, especially since the WCSD schools we have included each have specialized programs in autism, SIP, social resource, self-contained, and comprehensive life skills, which pull students from across the county. We do not see any gaps in our service of students with disabilities.

In fact, we see less than a 1.5% gap between the percentage of IEP students at our school and the entire state average.

Our middle school serves 360 students, whereas Depaoli currently serves 917 students, and Herz serves 699. Both schools pull from multiple elementary schools and provide transportation.

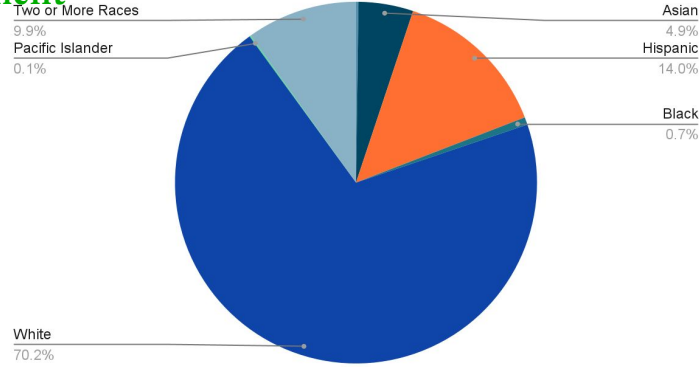
We see the largest area of focus in further diversifying our campus in recruiting and enrolling more students who qualify for free and reduced lunch programs.

DANN Attachment A - Recruitment & Enrollment Plan

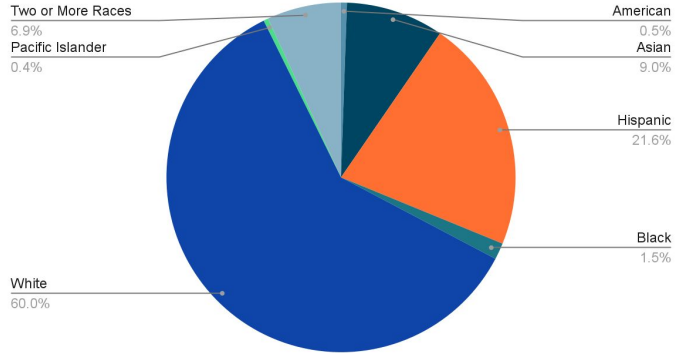


Attachment A - Recruitment & Enrollment Plan

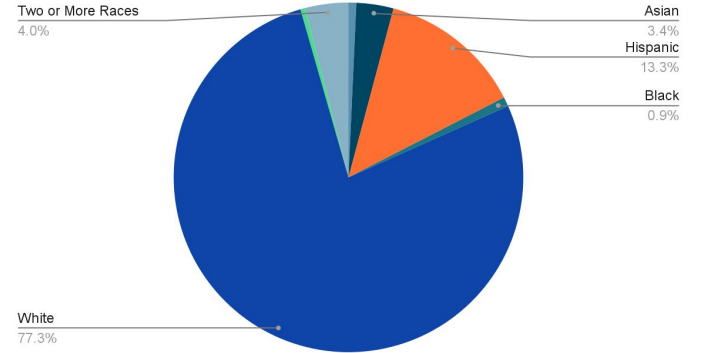
DANN



Depoali MS



Marce Herz MS



Insights Regarding: Racial Demographic Comparisons

We are very similar in demographic representation to the five schools closest to us geographically. In fact, our elementary school is more diverse than the three closest elementary schools. We are also more diverse than the nearest middle school (3.5 miles away), but less diverse than the next closest middle school (a fifteen minute drive).

With the $\frac{1}{3}$ schools that we are less diverse than in the surrounding area, we have a gap in Hispanic families attending.

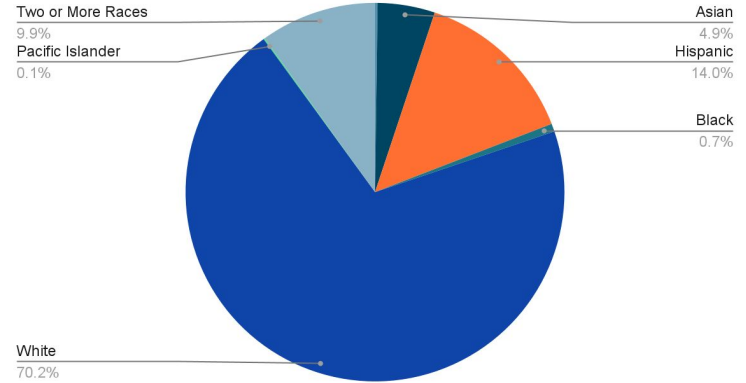
According to We Are WCSD Data, *“WCSD’s enrollment is in the top one percent of the nation’s largest school districts, as the 59th largest district in the nation. Covering 6,342 miles, Washoe County is larger than Connecticut and Rhode Island. Our students reflect the rich diversity of our community as we educate in urban, suburban, and rural settings.”*

We are much less diverse as a single school than the over 100 schools that make up the geographically large and diverse school district, even though we are more diverse than some neighboring schools. We see a gap mainly in lower income students who might live in the vicinity of our school in targeted low income housing. Based on the evidence we have, many of these families are also Hispanic.

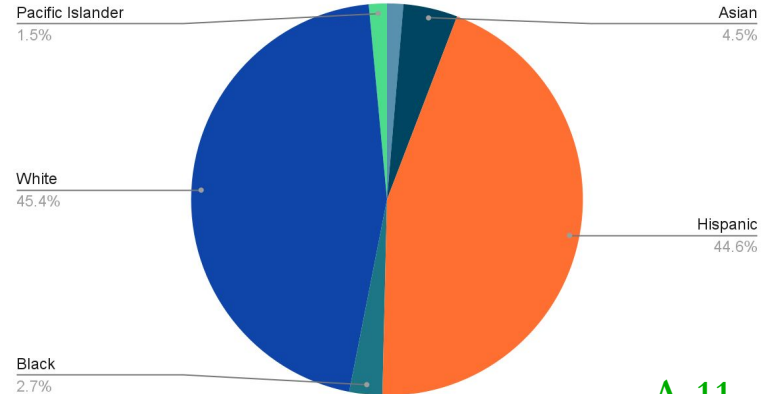
Demographic Comparison to Washoe County School District

WCSD includes 111 school locations.

DANN

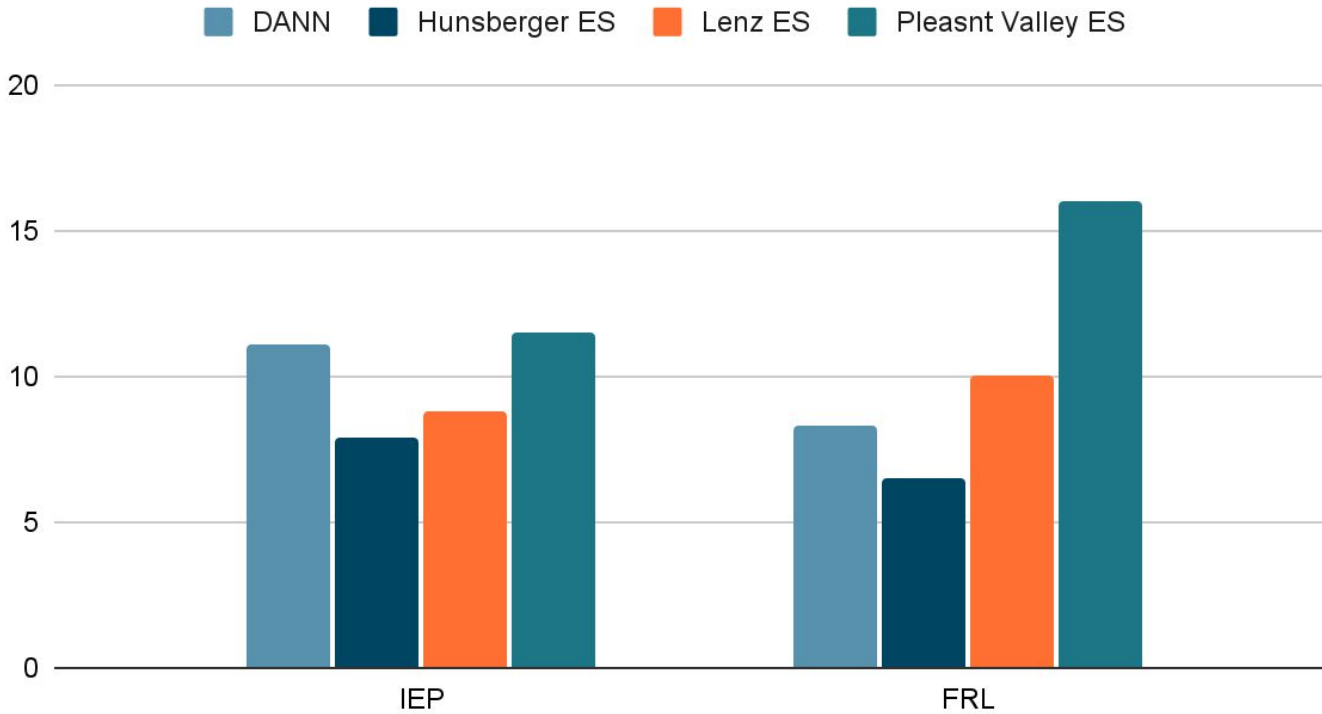


Washoe County School District



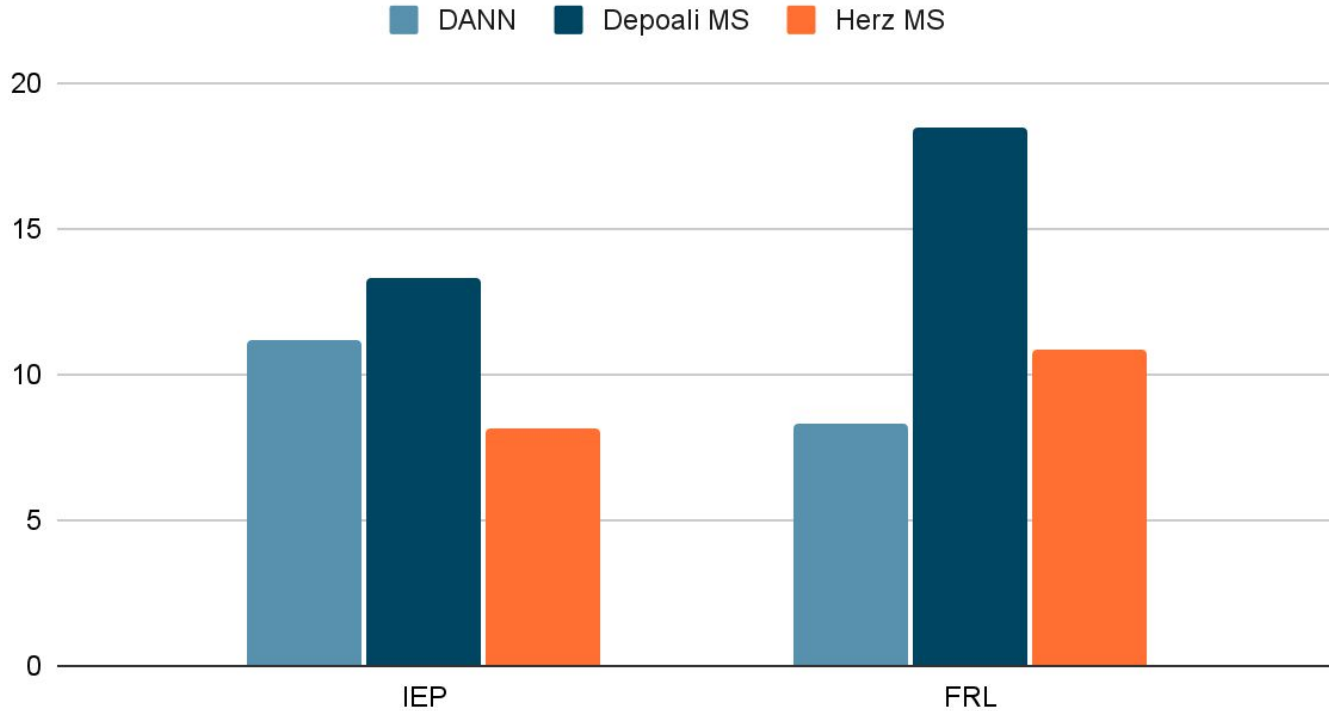
Attachment A - Recruitment

IEP and FRL Comparisons ES



Attachment A - Recruitment
& Enrollment Plan

IEP and FRL Comparisons MS



FRL Numbers Year over Year 2021-22 & 2022-23

	K-5	6-8	K-8
2021-22	5.9%	7.8%	6.51%
2022-23	5%	10.39%	6.88 %

Attachment A - Recruitment
& Enrollment Plan

ACHIEVEMENT GAPS

Doral Academy of Northern NV

2021 SBAC Subgroup Performance- Elementary

SUBGROUP	% PROFICIENT	MGP	AGP	OPP. GAP	TARGET AREA
Asian	ELA = 86.6% MATH = 75.0%	<10	<10	<10	✗
IEP	ELA = 21.8% MATH = 31.2%	ELA = 54 MATH = 51.5	ELA = 35.7% MATH = 28.5%	ELA = 30.7% MATH = 12.5%	✓
Black	<10	<10	<10	<10	<10
Caucasian	ELA = 65.9% MATH = 62.8%	ELA = 59 MATH = 82.5	ELA = 60.8% MATH = 60.8%	ELA = 38.7% MATH = 42.3%	✗

KEY: Both Areas Meeting State MIP Both Not Meeting State MIP 1 Meeting/1 Not Meeting State MIP <10 students in subgroup

Doral Academy of Northern NV

2021 SBAC Subgroup Performance- Elementary

SUBGROUP	% PROFICIENT	MGP	AGP	OPP. GAP	TARGET AREA
Hispanic	ELA = 59.0% MATH = 54.2%	ELA = 70 MATH = 84	ELA = 83.3% MATH = 58.3%	<10	✗
Multiracial	ELA = 76.9% MATH = 76.9%	<10	<10	<10	✗
American Indian	<10	<10	<10	<10	✗
FRL	ELA = 38.0% MATH = 38.0%	<10	<10	<10	✓

KEY: Both Areas Meeting State MIP Both Not Meeting State MIP 1 Meeting/1 Not Meeting State MIP <10 students in subgroup

Doral Academy of Northern NV

2021 SBAC Subgroup Performance- Elementary

SUBGROUP	% PRFOCIENCT	MGP	AGP	OPP. GAP	TARGET AREA
LEP/ELL	<10	<10	<10	<10	X
Pacific Islander	<10	<10	<10	<10	X

Doral Academy of Northern NV

2021 SBAC Subgroup Performance- Middle School

SUBGROUP	% PROFICIENT	MGP	AGP	OPP. GAP	TARGET AREA
Asian	ELA = 55.5% MATH = 55.5%	<10	<10	<10	✗
IEP	ELA = 17.2% MATH = 3.4%	ELA = 67 MATH = 54	ELA = 32.0% MATH = 12.0%	ELA = 25.0% MATH = 14.2%	✓
Black	<10	<10	<10	<10	<10
Caucasian	ELA = 66.8% MATH = 52.8%	ELA = 62 MATH = 70.5	ELA = 70.1% MATH = 58.0%	ELA = 42.5% MATH = 26.0%	✗

KEY: Both Areas Meeting State MIP Both Not Meeting State MIP 1 Meeting/1 Not Meeting State MIP <10 students in subgroup

Doral Academy of Northern NV

2021 SBAC Subgroup Performance- Middle School

SUBGROUP	% PROFICIENT	MGP	AGP	OPP. GAP	TARGET AREA
Hispanic	ELA = 64.2% MATH = 50.0%	ELA = 73.5 MATH = 75	ELA = 60.5% MATH = 50.0%	ELA = 28.5% MATH = 21.0%	×
Multiracial	ELA = 81.4% MATH = 51.2%	ELA = 66 MATH = 80	ELA = 78.2% MATH = 47.8%	<10	×
American Indian	<10	<10	<10	<10	×
FRL	ELA = 50.0% MATH = 34.3%	ELA = 65 MATH = 65	ELA = 48.0% MATH = 44.0%	ELA = 30.7% MATH = 26.6%	×

KEY: Both Areas Meeting State MIP Both Not Meeting State MIP 1 Meeting/1 Not Meeting State MIP <10 students in subgroup

Doral Academy of Northern NV

2021 SBAC Subgroup Performance- Middle School

SUBGROUP	% PRFOCIENCT	MGP	AGP	OPP. GAP	TARGET AREA
LEP/ELL	<10	<10	<10	<10	X
Pacific Islander	<10	<10	<10	<10	X

Insights Regarding: Student Achievement Gaps

After collaborative analysis with data expert, Dr. Jessica Barr, we have concluded that our area of greatest need in increasing student growth and achievement is with students with an IEP.

Dr. Barr acknowledges that this is the area wherein many high achieving schools see the greatest gap. We have a plan to direct further resources towards additional tutoring and support for these students. This is the academic focus of our upcoming School Performance Plan.

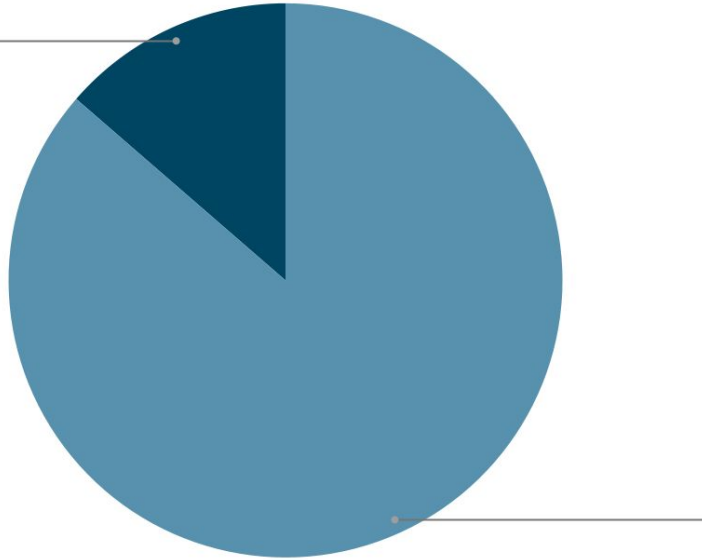
Attachment A - Recruitment
& Enrollment Plan

DISCIPLINE DISPROPORTIONALITY

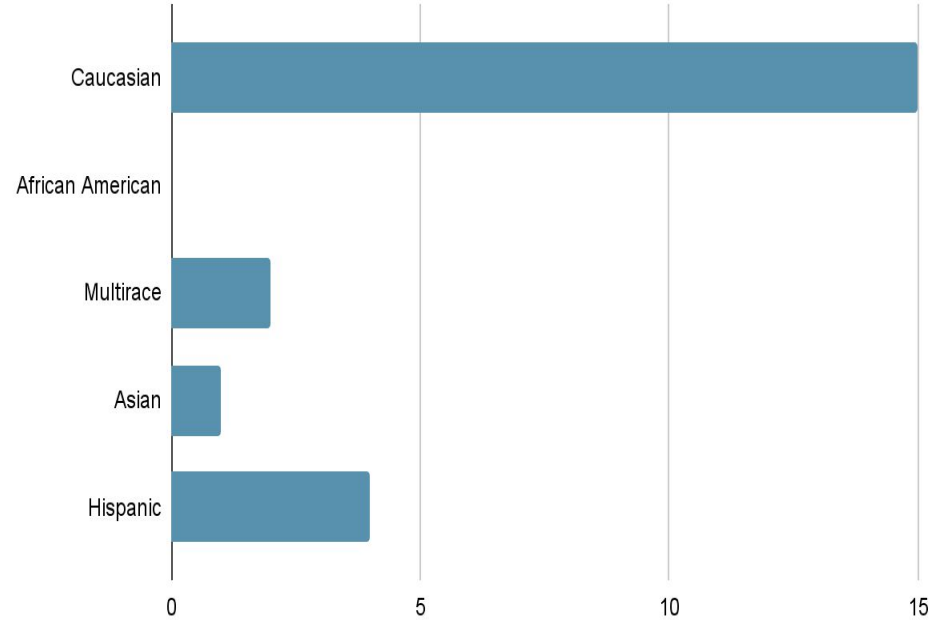
Attachment A - Recruitment

Discipline by Enrollment Plan

Female
13.6%

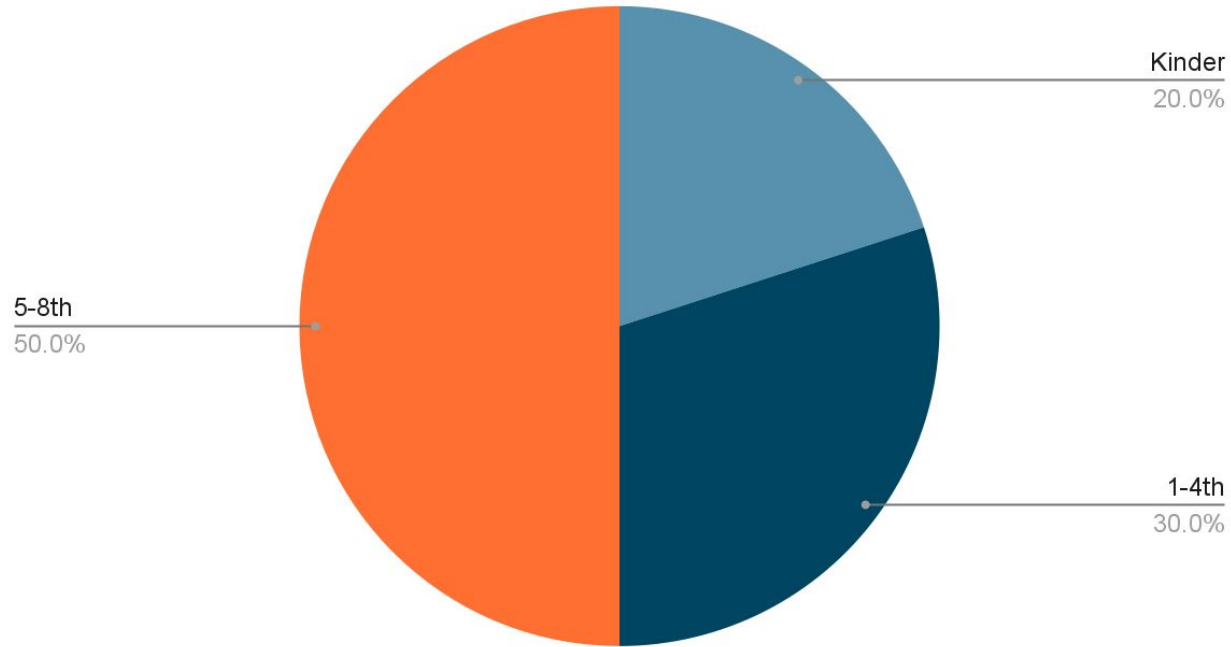


Discipline by Race



Attachment A - Recruitment & Enrollment Plan

Grade Levels Represented



Insights into Discipline Disproportionality

Doral's [Restorative Justice Plan](#) is a successful model that fosters meaningful relationships between staff/students as well as students and their peers.

The Restorative model ensures that clear expectations have been established, and there is consistent follow through in regards to discipline.

There is no evident disproportionality between student discipline in regards to race, gender or ethnicity.

Attachment A - Recruitment
& Enrollment Plan

PERFORMANCE TRENDS

Academic Performance Trends



Nevada State Public Charter School Authority

2019 School Year Academic Performance Framework

Doral North NV ES
Grades Served: K to 5
Comparison District: Washoe
Comparison School(s): Hunsberger ES

91.66
EXCEEDS STANDARD

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
-----------------------	---------------------------------------	-------------------------------	-------------------------

Schools earn points for performance, which are totaled to a final score and performance level. See the [Technical Guide](#) for details.

Nevada State Public Charter School Authority

2019 School Year Academic Performance Framework

Doral North NV MS
Grades Served: 6 to 8
Comparison District: Washoe
Comparison School(s): Pine MS

80.30
EXCEEDS STANDARD

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
-----------------------	---------------------------------------	-------------------------------	-------------------------

Schools earn points for performance, which are totaled to a final score and performance level. See the [Technical Guide](#) for details.

Nevada School Ratings Indicator (60 points)
60% of charter school score in NV school ratings (NSPF).

58.66

Doral NNV ES NSPF Score: **97.78**
Doral NNV ES Indicator Score: **58.66**
The indicator score is 60% of the NSPF score.

Enrollment Diversity Indicator (15 points)
Charter school enrollment of FRL, IEP, and EL students.

8

Economically Disadvantaged (FRL) vs. District (5 points)
FRL Rate Difference: Between -37 and -50
Doral NNV ES Washoe (GrK-5)
≥5 and <10 52.8

Nevada School Ratings Indicator (60 points)
60% of charter school score in NV school ratings (NSPF).

49.3

Doral NNV MS NSPF Score: **82.18**
Doral NNV MS Indicator Score: **49.3**
The indicator score is 60% of the NSPF score.

Enrollment Diversity Indicator (15 points)
Charter school enrollment of FRL, IEP, and EL students.

6

Economically Disadvantaged (FRL) vs. District (5 points)
FRL Rate Difference: Between -37 and -50
Doral NNV MS Washoe (Gr6-8)
<5 45.7

Geographic Comparison Indicator (25 points)
Charter performance vs. comparison district/school(s).

25*

***Automatic Points in Indicator: 25**
Doral NNV ES's 5-star NSPF rating earned 25 automatic points.

Students with Disabilities (IEP) vs. District (5 points)
IEP Rate Difference: Between -2.5 and -5
Doral NNV ES Washoe (GrK-5)
≥5 and <10 12.9

English Learner (EL) vs. District (5 points)
EL Rate Difference: Between -15 and -20
Doral NNV ES Washoe (GrK-5)
<5 19.7

***Bonus Points in Diversity Indicator: 3**
One point earned per population with 25% increase over prior year rate.

Geographic Comparison Indicator (25 points)
Charter performance vs. comparison district/school(s).

25*

***Automatic Points in Indicator: 25**
Doral NNV MS's 5-star NSPF rating earned 25 automatic points.

Students with Disabilities (IEP) vs. District (5 points)
IEP Rate Difference: Between -2.5 and -5
Doral NNV MS Washoe (Gr6-8)
≥5 and <10 13.4

English Learner (EL) vs. District (5 points)
EL Rate Difference: Between -10 and -15
Doral NNV MS Washoe (Gr6-8)
<5 11.8

Bonus Points in Diversity Indicator: 0
One point earned per population with 25% increase over prior year rate.

NSPF Score vs. District (10 points)
NSPF Score Difference: 40.38
District value is average district ES/MS/HS NSPF score.

10

Doral NNV ES Washoe
97.78 57.4

NSPF Score vs. Comparison School (15 points)
NSPF Score Difference: 5.56
Comparison school name(s) at top of page.

5

Doral NNV ES Comp. School
97.78 92.22

School Progress Indicator (no points)
Reduction in Math/ELA non-proficiency.

Math Non-Proficiency Reduced 7 % change	ELA Non-Proficiency Reduced 4.8 % change
Math Non-Profic. Rates Prior Year: 35.4 Current Year: 32.9	ELA Non-Profic. Rates Prior Year: 31.2 Current Year: 29.7

NSPF Score vs. District (10 points)
NSPF Score Difference: 23.88
District value is average district ES/MS/HS NSPF score.

9

Doral NNV MS Washoe
82.18 58.3

NSPF Score vs. Comparison School (15 points)
NSPF Score Difference: 15.68
Comparison school name(s) at top of page.

10

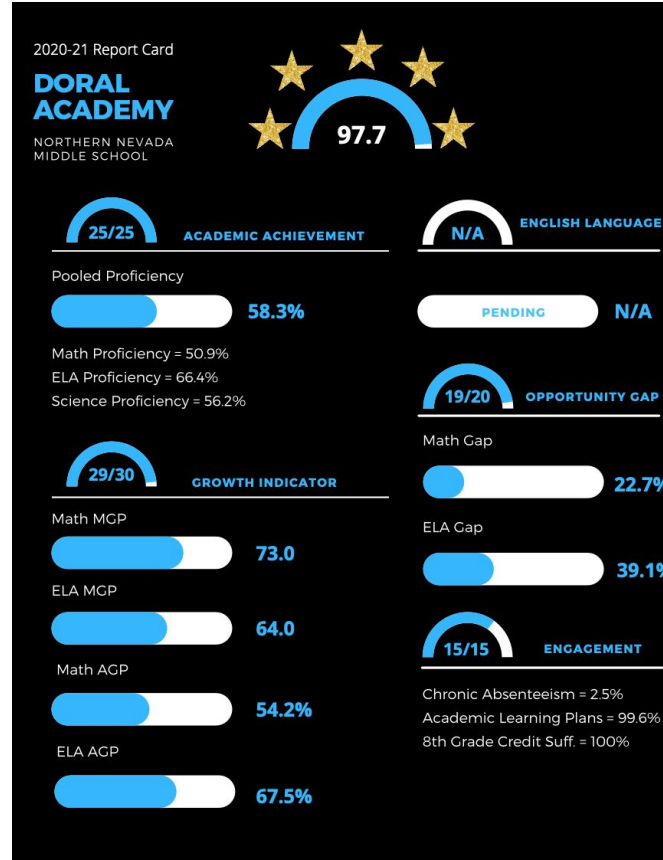
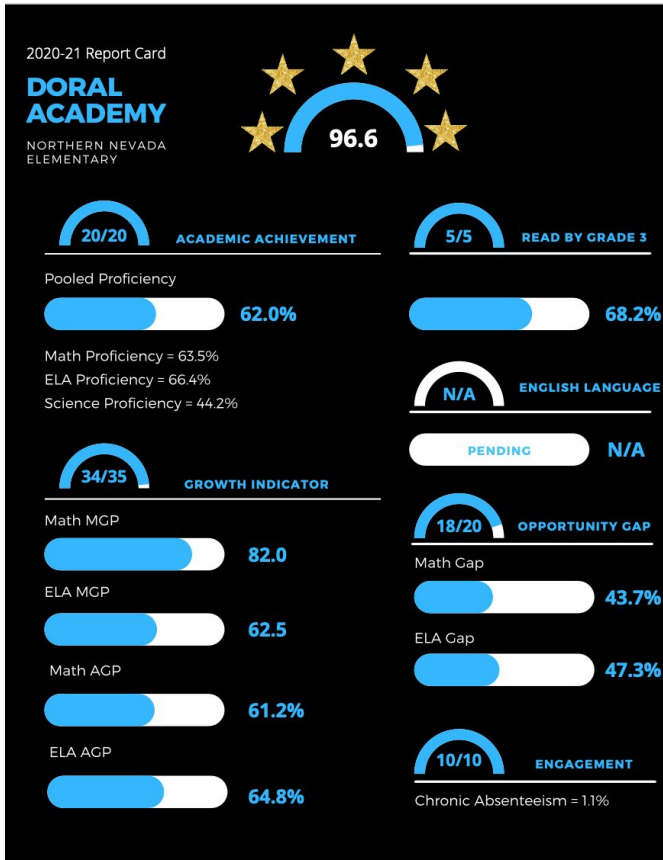
Doral NNV MS Comp. School
82.18 66.5

School Progress Indicator (no points)
Reduction in Math/ELA non-proficiency.

Lacks 2 years of Math data N/A % change	Lacks 2 years of ELA data N/A % change
Math Non-Profic. Rates Prior Year: N/A Current Year: 38.5	ELA Non-Profic. Rates Prior Year: N/A Current Year: 32.5



Academic Performance Trends



STUDENT SURVEY DATA

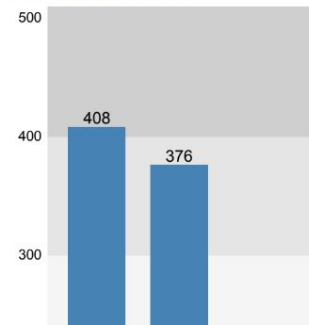
The State of Nevada SC-SEL survey reports include a breakdown of White and Hispanic students.

Engagement & Enrollment Plan

Attachment A - Recruitment



Overall Results



What These Results Mean

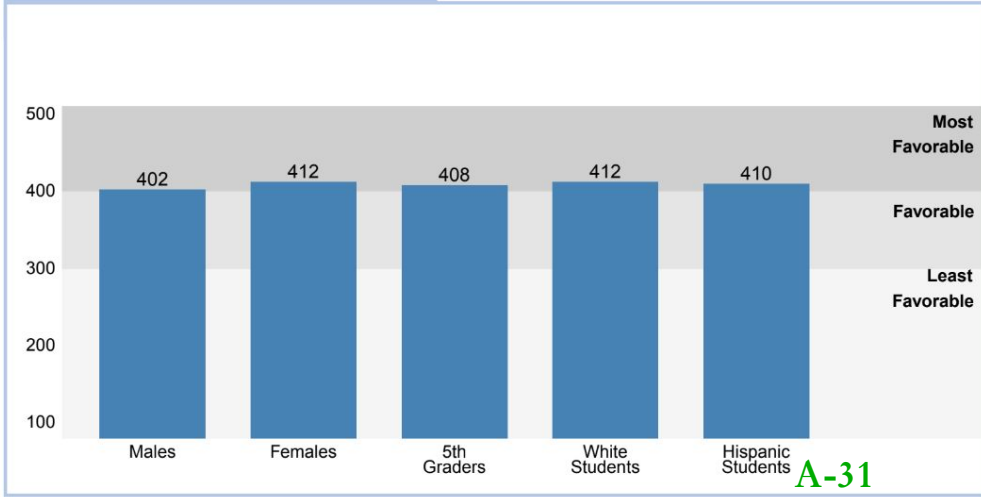
The cultural and linguistic competence scale measures perceptions of how students, their peers, and school staff demonstrate empathy, understanding, and respect for different cultures and ethnic groups. As the U.S. population grows more diverse, schools have begun to recognize how cultural differences influence learning styles, communication, and behavior. Cultural competence refers to the awareness of one's own cultural identity, an understanding of differences, and the ability to learn and build on the varying cultural and community norms of students and their families. **Students who are provided culturally responsive learning environments and culturally meaningful educational experiences often feel more connected to school.**

Schools that exhibit a high level of cultural and linguistic competence have staff and students who treat each other equally well, no matter their culture, gender, gender identification, economic status, religion, or newness to the community. These schools typically provide instructional materials that reflect students' cultural backgrounds.

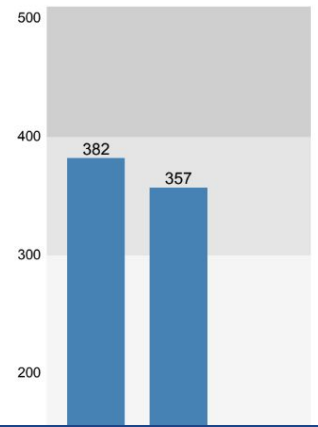
DANN scores higher than the SPCSA network in this area but will always work towards improvement.

DANN scores in the most favorable area of "Cultural and Linguistic Competence" with no difference noted between White and Hispanic students.

Results by Groups of Students



Overall Results



What These Results Mean

Relationships are the links and interactions between and among students, adults, and peers in the school setting; relationships foster positive social interaction and establish a nurturing environment of trust and support. Sound relationships reinforce existing feelings of connectedness to the school community, and may benefit students who typically do not feel connected to school.

Students who have supportive relationships at school and students who feel connected to their school are more likely to succeed: they have better attendance, grades, test scores, and persistence in school. These students are also less likely to experience emotional problems, substance abuse problems, or resort to violence.

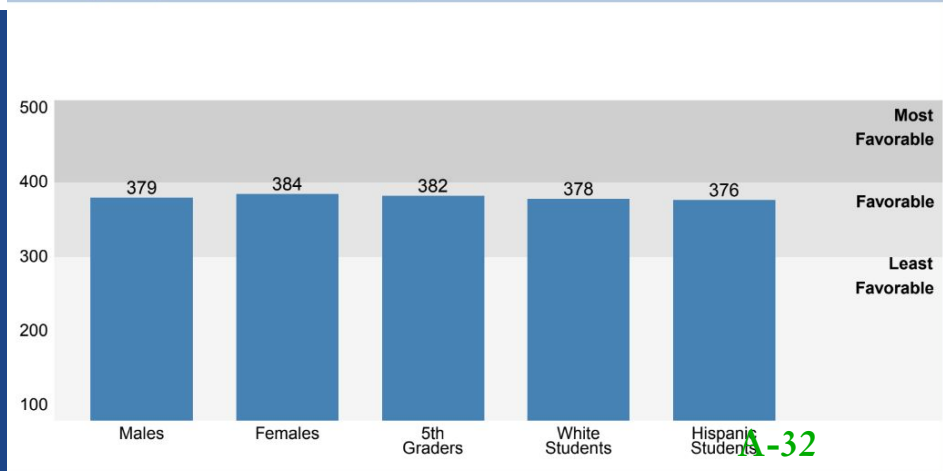
Building positive relationships that foster a safe supportive learning environment and student connection to that environment is the responsibility of all who touch a school. The school environment provides a natural setting to foster supportive relationships between and among students, adults, and peers. Relationship-building requires perspectives that embrace positive attitudes and beliefs, cultural and linguistic competence, an understanding of the needs and experiences of others, and an understanding of the school environment.

Schools with strong positive relationships may have students who report that their teachers understand them. Students may report that they can speak with adults in the building about issues. Students also may report that their peers like and respect one another.

DANN scores higher than the SPCSA network in this area but will always work towards improvement.

DANN will be working diligently over the next year to ensure that we move to "most favorable" in "Relationships" responses. There is currently no discrepancy or gap between White and Hispanic students.

Results by Groups of Students



-32

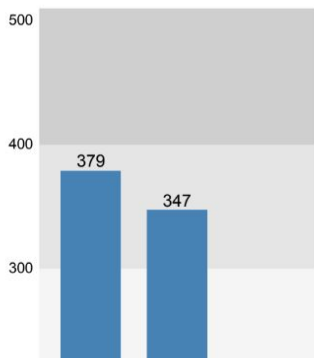
Overall Results

What These Results Mean

Emotional safety refers to the range of experiences in which an individual feels open to express emotions, trusts those around him, exhibits confidence, and feels excited to try something new. A student who feels emotionally safe does not dread humiliation, embarrassment, or shame. **A sense of emotional safety stems from consistent attention to each student's emotional needs.**

Emotionally safe learning environments can be achieved when individuals in the school building balance authenticity and care without sacrificing the boundaries and hierarchy that keep students safe. Students need to feel freedom from harsh consequences, bullying, and mistreatment from adults and peers. Positive behavioral interventions and supports help engender emotionally safe environments, where respect is encouraged, and students are intentionally taught pro-social skills.

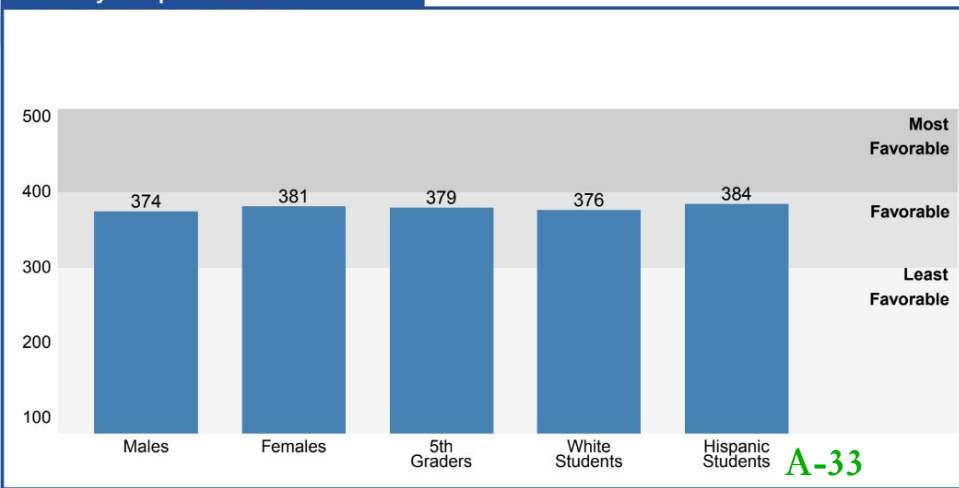
Schools that demonstrate an emotionally safe environment may have students who report strong feelings of acceptance and belonging. Students also may feel that they get along well with other students. Staff members should continue to ensure strategies that promote emotional safety are consistently implemented schoolwide.



DANN scores higher than the SPCSA network in this area but will always work towards improvement.

DANN will be working diligently over the next year to ensure that we move to “most favorable” “Emotional Safety” responses. There is no discrepancy or gap between White and Hispanic students.

Results by Groups of Students



Attachment A - Recruitment
& Enrollment Plan

Root Cause Analysis

Location, Location, Location

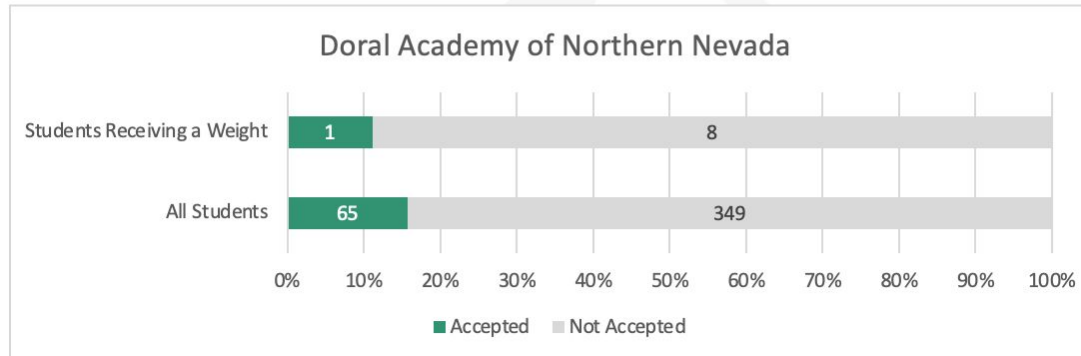


- A. Physical Location/Neighborhood
- B. Lack of Transportation
- C. No public transportation in the area
- D. Median Prices of Homes/Apartments in Reno and South Reno
- E. Many schools with high percentages of FRL in the Reno area are neighborhood walking schools.

Lack of Efficacy of a 2/1 Weighted Lottery

Doral Academy of Northern Nevada

Student population that qualifies for a weight:	Students qualifying for free and reduced-price lunch
Weight provided to qualifying students:	2.0
First year of weighted lottery:	2020 – 21
Total Seats Available for the Lottery 2022-23 SY	65
Total Applications Received for 2022-23 SY by Lottery Date	414



Attachment A - Recruitment
& Enrollment Plan

RECRUITMENT & ENROLLMENT PLAN

Attachment A - Recruitment
& Enrollment Plan

Strategy A: Marketing Outreach



The flyer for Doral Academy of Northern Nevada features a dark blue background with a green and white logo of a dragon-like creature. It lists the open enrollment period from January 6 to March 1, 2020, for the 2020-2021 school year. Key features include being a tuition-free public charter school, offering grades K-8, a lottery enrollment system, a free and reduced lunch program, and a small school family atmosphere. It also displays two 5-star ratings for elementary and middle schools. A central image shows four children in school uniforms. A green banner at the bottom right encourages online applications with a mouse icon and the text 'APPLY ONLINE'.

DORAL ACADEMY
OF NORTHERN NEVADA

OPEN ENROLLMENT
INSCRIPCIÓN ABIERTA

January 6 - March 1, 2020
2020 - 2021 School Year

- ✓ **Tuition-Free Public Charter School**
Una escuela pública charter sin costo
- ✓ **Grades K-8**
Kinder hasta octavo grado
- ✓ **Lottery Enrollment**
Inscripción por system de lotería
- ✓ **Free & Reduced Lunch Program**
Programa de almuerzo gratis y reducido
- ✓ **A Small School Family Atmosphere**
un ambiente familiar escolar

5 Star Elementary
2018-2019

5 Star Middle School
2018-2019

APPLY ONLINE!

¡APLIQUE EN LÍNEA!

APPLY ONLINE

January 6 - March 1, 2020
DoralNorthernNevada.org

- Door to door marketing at the trailer park housing developments off of Toll Road, off of S. Virginia St. near to the Summit Mall, near the South Hills neighborhood in December.
- Targeted English/Spanish marketing to all apartment complexes in an 6 miles radius that provide Section 8 housing vouchers or offer affordable housing options.
- Work to establish a partnership with UNR Early Head Start Program to advertise our school to FRL qualifying families.
- Work to establish a partnership with the closest Boys & Girls Club facility (on Neil Rd., 10 miles away).

Strategy B: Welcoming & Supportive Environment For All Students



- A. Culturally Relevant Curriculum
- B. TESOL/ELAD Certified Teachers
- C. Restorative Justice Practices
- D. Door-to Door Relationship Building in Low Income Areas
- E. Head Start Preschool Partnership
- F. Presence at Culturally Diverse Community Events
- G. Bilingual Parent Communications
- H. Free & Reduced Lunch
 - I. Free After School Tutoring for FRL Qualifying Students
- J. Discounts & Full Scholarships for Before and After Care, Uniforms, and School Supplies
- K. Pipeline to Teacher Education for Non-Certified Employees to Diversity the Staff
 - L. Free Events for Families on Site
- M. PTO Waiver of Enrollment Fee

Strategy C: Priority Enrollment

NRS 388A.456 Priority enrollment for certain children; timeline for lottery; school districts required to create, maintain and post list regarding enrollment.

1. Before a charter school enrolls pupils who are eligible for enrollment pursuant to [NRS 388A.453](#), a charter school may enroll a child who:

(g) At the time his or her application is submitted, is enrolled in a public school that received an annual rating established as one of the two lowest ratings possible indicating underperformance of a public school, as determined by the Department pursuant to the statewide system of accountability for public schools for the most recent school year for which the public school received an annual rating. If a charter school enrolls pupils who are enrolled in such a public school before enrolling other pupils who are eligible for enrollment, the charter school must enroll such pupils who reside within 2 miles of the charter school before enrolling other such pupils.

Attachment A - Recruitment
& Enrollment Plan

EVALUATING EFFECTIVENESS

Tracking Efforts & Measuring Effectiveness

To understand the effectiveness of the strategies used, we will collect a mix of qualitative and quantitative data on our budding partnerships, our School Performance Plan goals, our efforts at marketing, and results of the lottery in April.

We will track targeted marketing with numbers of hard mailers and numbers of homes/apartments visited.

We will continue to provide scholarships for all families who ask for assistance with uniforms, supplies, before and after school care, band instruments, etc.

We will track the number of students who receive 2 tickets to the lottery, those who are enrolled based upon their attendance at a 1 or 2 star school, and those who are FRL eligible.

Attachment B - Proposed Calendar

Doral Academy Proposed 2023-2024 Academic Calendar

August 2023							# of days: 14	February 2024							# of days: 20	
Su	Mo	Tu	We	Th	Fr	Sa		Su	Mo	Tu	We	Th	Fr	Sa		
		1	2	3	4	5	Aug 4 First Day for New Staff/ Room Set Up for all Teachers					1	2	3		
6	7	8	9	10	11	12	Aug 7 First Day Rel. Teachers/Aug 7-11 Pro	4	5	6	7	8	9	10		
13	14	15	16	17	18	19	Aug 14 1st Day of School Grades 1-8. Kinder testing Aug 14-18	11	12	13	14	15	16	17	Feb 16. No School - PD Day	
20	21	22	23	24	25	26	Aug 21 First Day of Kindergarten	18	19	20	21	22	23	24	Feb 19. President's Day	
27	28	29	30	31				25	26	27	28	29				
September 2023							# of days: 20	March 2024							# of days: 16	
Su	Mo	Tu	We	Th	Fr	Sa		Su	Mo	Tu	We	Th	Fr	Sa		
					1	2							1	2		
3	4	5	6	7	8	9	Sept 4. Labor Day	3	4	5	6	7	8	9		
10	11	12	13	14	15	16		10	11	12	13	14	15	16		
17	18	19	20	21	22	23	Sept 22. Earley Release Day	17	18	19	20	21	22	23	March 22 No school PD Day/ End of 3rd Quarter	
24	25	26	27	28	29	30		24	25	26	27	28	29	30	Spring Break Mar 25-April 5	
								31								
October 2023							# of days: 16	April 2024							# of days: 17	
Su	Mo	Tu	We	Th	Fr	Sa		Su	Mo	Tu	We	Th	Fr	Sa		
1	2	3	4	5	6	7	Fall Break Oct 2-Oct 6	1	2	3	4	5	6	Spring Break Mar 25-April 5		
8	9	10	11	12	13	14	Oct 9 No School - PD Day/October 13 End O	7	8	9	10	11	12	13		
15	16	17	18	19	20	21		14	15	16	17	18	19	20		
22	23	24	25	26	27	28	Oct 26. Release Oct 27. Nevada Day	21	22	23	24	25	26	27	April 26 Early Release/Teacher PD	
29	30	31					Oct 31. Halloween	28	29	30						
November 2023							# of days: 18	May 2024							# of days: 22	
Su	Mo	Tu	We	Th	Fr	Sa		Su	Mo	Tu	We	Th	Fr	Sa		
			1	2	3	4					1	2	3	4		
5	6	7	8	9	10	11	Nov 9 No School - PD Day/Nov 10 Veteran's	5	6	7	8	9	10	11		
12	13	14	15	16	17	18		12	13	14	15	16	17	18		
19	20	21	22	23	24	25	Nov 22-24 Thanksgiving Break	19	20	21	22	23	24	25	May 24 Early Release/ Teacher Data Day	
26	27	28	29	30				26	27	28	29	30	31	May 27. Memorial Day		
December 2023							# of days: 15	June 2024							# of days: 5	
Su	Mo	Tu	We	Th	Fr	Sa		Su	Mo	Tu	We	Th	Fr	Sa		
					1	2								1		
3	4	5	6	7	8	9		2	3	4	5	6	7	8	Jun 7. Last Day of School	
10	11	12	13	14	15	16		9	10	11	12	13	14	15	Contingency Days Jun 10, 11, 12	
17	18	19	20	21	22	23	Dec 21- No School PD Day/End of Q2	16	17	18	19	20	21	22		
24	25	26	27	28	29	30	Dec 25 Christmas, Winter break Dec 22-Jan	23	24	25	26	27	28	29		
31								30								
January 2024							# of days: 17	July 2024							# of days: 24	
Su	Mo	Tu	We	Th	Fr	Sa		Su	Mo	Tu	We	Th	Fr	Sa		
	1	2	3	4	5	6	Jan 1. New Year's Day/Winter break Dec 22-			1	2	3	4	5	6	
7	8	9	10	11	12	13		7	8	9	10	11	12	13		
14	15	16	17	18	19	20	Jan 15. MLK Day	14	15	16	17	18	19	20		
21	22	23	24	25	26	27	Jan 26. Early Release	21	22	23	24	25	26	27		
28	29	30	31					28	29	30	31					
							Q1 8/14/23-10/13/23								Q3 1/8/22-3/20/22	
							Q2 10/16/23-12/20/23								Q4 4/8/24-6/7/24	

Days Total: #VALUE!

3 Contingency

# of Days:	180
# of Full PD	5
# of ER	5

#VALUE!
support, press Ctrl+Alt+Z To
learn about keyboard

NV Required minutes:
K: 21,600
1-2: 43,200
3-6: 54,000
7-8: 59,400

Calends: #####
K: #####
1-2: #####
3-6: #####
7-8: #####

Attachment C - Proposed Daily Schedule

Master Schedule Doral Academy of Northern Nevada									
	Specials Schedule	A Day Lower	A Day Upper	B Day Lower	B Day Upper	C Day Lower	C Day Upper	D Day Lower	D Day Upper
8:45-8:55	8:45-8:55		6-8 SEL/Leadership		6-8 SEL/Leadership		6-8 SEL/Leadership		6-8 SEL/Leadership
9:15-9:30	9:15-9:30	K-4 SEL/Leadership		K-4 SEL/Leadership		K-4 SEL/Leadership		K-4 SEL/Leadership	
8:55-10:15	8:55-10:15		Upper School Block 1st		Upper School Block 5th		Upper School Block 1st		Upper School Block 5th
10:20-11:37	10:20-11:00 Pick-up @ 10:57	3 Art Meier 3 PE Froese 3 Music Chavez 3 Computer Christian	Upper School Block 2nd	3 Art Christian 3 PE Meier 3 Music Froese 3 Computer Chavez	Upper School Block 6th	3 Art Chavez 3 PE Christian 3 Music Meier 3 Computer Froese	Upper School Block 2nd	3 Art Froese 3 PE Chavez 3 Music Christian 3 Computer Meier	Upper School Block 6th
	11:05-11:35 Pick-up @ 11:33	4 Art Peterson 4 PE Filcher 4 Music Cates 4 Computer Foster		4 Art Elquist 4 PE Proffitt 4 Music Filcher 4 Computer Cates		4 Art Cates 4 PE Elquist 4 Music Proffitt 4 Computer Filcher		4 Art Filcher 4 PE Cates 4 Music Elquist 4 Computer Proffitt	
LUNCH	10:55-11:15/11:15-11:35	1 & 2 Lunch & Recess	1 & 2 Lunch & Recess	1 & 2 Lunch & Recess	1 & 2 Lunch & Recess	1 & 2 Lunch & Recess	1 & 2 Lunch & Recess	1 & 2 Lunch & Recess	1 & 2 Lunch & Recess
	11:20-11:40/11:40-12:10	5 Lunch & Recess	5 Recess & Lunch	5 Recess & Lunch	5 Recess & Lunch	5 Recess & Lunch	5 Recess & Lunch	5 Recess & Lunch	5 Recess & Lunch
	11:40-12:00* / 12:00-12:10 <i>(dismissed to recess as lunch is finished)</i>	6 Recess & Lunch & 7/8 Lunch & Recess	6 Recess & Lunch & 7/8 Lunch & Recess	6 Recess & Lunch & 7/8 Lunch & Recess	6 Recess & Lunch & 7/8 Lunch & Recess	6 Recess & Lunch & 7/8 Lunch & Recess	6 Recess & Lunch & 7/8 Lunch & Recess	6 Recess & Lunch & 7/8 Lunch & Recess	6 Recess & Lunch & 7/8 Lunch & Recess
	12:15-12:35/12:35-12:55	K Lunch & Recess	K Lunch & Recess	K Lunch & Recess	K Lunch & Recess	K Lunch & Recess	K Lunch & Recess	K Lunch & Recess	K Lunch & Recess
	12:40-1:00/1-1:20	3 & 4 Lunch & Recess	3 & 4 Lunch & Recess	3 & 4 Lunch & Recess	3 & 4 Lunch & Recess	3 & 4 Lunch & Recess	3 & 4 Lunch & Recess	3 & 4 Lunch & Recess	3 & 4 Lunch & Recess
12:15-1:35	12:15-12:55 Pick-up @ 12:52	1 Art Zimmerman 1 PE Holcomb 1 Music Hummel 1 Computer Daines	Upper School Block 3rd	1 Art Weber 1 PE Zimmerman 1 Music Holcomb 1 Computer Hummel	Upper School Block 7th	1 Art Hummel 1 PE Weber 1 Music Zimmerman 1 Computer Holcomb	Upper School Block 3rd	1 Art Holcomb 1 PE Hummel 1 Music Weber 1 Computer Zimmerman	Upper School Block 7th
	12:55-1:35 Pick-up @ 1:32	2 Art Bachman 2 PE Borden 2 Music Duffy 2 Computer Christensen		2 Art Christensen 2 PE Bachman 2 Music Borden 2 Computer Duffy		2 Art Duffy 2 PE Christensen 2 Music Bachman 2 Computer Borden		2 Art Borden 2 PE Duffy 2 Music Christensen 2 Computer Bachman	
1:40-3:00 Upper (1:40-2:40 5th grade)	1:40-3:00	5 Art Ingstad 5 PE Black 5 Band Kutz 5 Computer Paquette	Upper School Block 4th	5 Art Paquette 5 PE Bloom 5 Band Black 5 Computer Berge	Upper School Block 8th	5 Art Berge 5 PE Paquette 5 Band Bloom 5 Computer Black	Upper School Block 4th	5 Art Black 5 PE Berge 5 Band Paquette 5 Computer Bloom	Upper School Block 8th
	5th gr pick-up @ 2:40 5th gr. SEL/Leadership 2: 40-3:00								
2:45-3:20	2:45-3:20 (PE/Music/Media/Art will walk students back to class starting at 3:20)	K Art Motherway K Music Pree K P.E. Dunn K Media Turner	Sibling Care/ Enrichment	K Art Turner K Music Motherway K P.E. Pree K Media Dunn	Sibling Care/ Enrichment	K Art Dunn K Music Turner K P.E. Motherway K Media Pree	Sibling Care/ Enrichment	K Art Pree K Music Dunn K P.E. Turner K Media Motherway	Sibling Care/ Enrichment

Attachment C - Proposed Daily Schedule

Grade 6-8 Schedule Doral Academy of Northern Nevada				
8:00-8:40	Zero Period	Zero Period	Zero Period	Zero Period
8:45-8:55	Homeroom Class (A/C) (period 1) SEL/Leadership	Homeroom Class (B/D) (period 5) SEL/Organization	Homeroom Class (A/C) (period 1) SEL/Leadership	Homeroom Class (B/D) (period 5) SEL/Organization
8:55-10:15	Period 1	Period 5	Period 1	Period 5
Course Times	A Day Upper School	B Day Upper School	C Day Upper School	D Day Upper School
10:20-11:40	Period 2	Period 6	Period 2	Period 6
11:40-12:15	6-8 Recess & Lunch	6-8 Recess & Lunch	6-8 Recess & Lunch	6-8 Recess & Lunch
12:15-1:35	Period 3	Period 7	Period 3	Period 7
1:40-3:00	Period 4	Period 8	Period 4	Period 8
2:50-3:30	Period 9 Gifted & Talented	Period 9 Gifted & Talented	Period 9 Gifted & Talented	Period 9 Gifted & Talented
3:00-3:30 10th Period	Sibling Care Sign-up Required	Sibling Care Sign-up Required	Sibling Care Sign-up Required	Sibling Care Sign-up Required



Doral Academy

Restorative Discipline Plan

At Doral Academy we believe in providing educational & leadership opportunities for personal growth for all students in a safe and accepting environment. To do this, we utilize The Leader in Me components and a restorative practice approach. The Leader in Me and consistent implementation of restorative practices, will enhance our school-wide behavior program, providing an alternative to exclusionary disciplinary practices in certain incidents. Through studying the 8 habits, students will learn important qualities such as responsibility, vision, integrity, teamwork and collaboration.

The goal of Doral's Leadership Program is to create a culture of empowerment based on the idea that every person is a leader. The process teaches students the skills needed for academic success such as critical thinking, goal setting, listening and speaking, self-directed learning, presentation-making and the ability to work in groups in any setting.

We follow Stephen Covey's Habits of Effective Leadership.

<p>The Habits</p> <p>Be proactive. Begin with the end in mind. Put first things first. Think Win-Win Seek first to understand and then to be understood. Synergize. Find your voice and help others to find theirs.</p>	<p>We Are Dragons</p> <p>We LIVE by striving to be the best we can be We LEARN by working hard and always doing our best We LOVE by caring for others We LEAVE A LEGACY by sharing our school with others and trying to make a difference in the world. -Stephen R. Covey</p>
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Attachment D - Restorative Justice Discipline Plan

Defining & Communicating Expectations

Drop-Off	Hallways	Lunch	Recess
<ul style="list-style-type: none"> • K-4 line up by class on the playground prior to 9:15 • K-4 Class begins promptly at 9:15 • 5-8 Class begins promptly at 8:45 • Put first things first and arrive on time 	<ul style="list-style-type: none"> • Voices off • Single file • Face forward • Stay to the right • Hands/feet to self • Respect space/hands off walls • Be respectful and kind to teachers and peers. • Be Proactive 	<ul style="list-style-type: none"> • Hands on only your food • Indoor voices (Level 2) • Raise hand to leave seat • Clean up your table area • Be respectful and kind to teachers and peers. • Throw all garbage away in trash can • Walk at all times 	<ul style="list-style-type: none"> • Line up promptly • Include others • Share equipment • Hands & feet to self • Appropriate Language • Help put equipment away after recess • Be respectful and kind to teachers and peers. • Think Win - Win
Dismissal	Bathrooms	Working in Groups	Computers
<ul style="list-style-type: none"> • Pack all items quickly • Be watching for your car • Listen for class to be dismissed or your name to be called • Be respectful and kind to teachers and peers. • Begin with the end in mind 	<ul style="list-style-type: none"> • Go in timely manner • Flush • Wash & Dry • No loitering/lingering in restrooms • Be respectful and kind to teachers and peers. • Be proactive 	<ul style="list-style-type: none"> • Do your share of work • Seek first to understand and then to be understood • Be respectful and kind to teachers and peers. • Resolve conflicts effectively • Synergize 	<ul style="list-style-type: none"> • Never share your passwords • Respect all technology • Use media literacy skills in online decision-making • Treat all members of the online community as if you were standing next to them in person.

Positive Recognition & Reinforcement

- All classrooms will design an appropriate positive behavior support system that is communicated with students and parents.
- Students will receive positive feedback for behaviors throughout every day by all staff members in all areas of the school.
- Students will earn rewards for exceptional behavior and leadership qualities.
- Students may earn Leader of the Day tickets from the teacher or be nominated for the Dragon Way.

Attachment D - Restorative Justice Discipline Plan

Progressive Restorative Discipline Plan

The goal of restorative discipline at Doral Academy is to teach responsibility and develop ownership of one's actions through restorative practices. We value the importance of teaching students to consider others when making decisions and to act in ways that are respectful and considerate of the school environment.

For all offenses, common sense and good judgment will prevail. Doral Academy students are expected to show respect for themselves and others. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Misbehavior on the part of students can be generally corrected when parents and teachers work together. Administration will make the final decision on disciplinary actions.

Summary of Progressive Restorative Discipline Structure

Students are disciplined in a restorative, progressive manner. It is not an individual disciplinary event(s) that are consequential; students will be given an opportunity to correct their wrongdoings and to learn from their mistakes through restorative practices (AB 168).

Continued disregard for school rules is a key factor for all disciplinary consequences. Disciplinary action is also commensurate to the severity of the offense.

Levels of Consequences

Level 1

Each teacher will implement a positive behavior management plan or Restorative Plan of Action, that is consistent across the grade level, in their classroom and will notify students, parents, and administration of their plan. Teachers will first use principles of the 8 Habits, SEL and restorative practices in assisting students in demonstrating proper behaviors.

- Teachers are expected to handle their proactive interventions by using effective procedures, love, patience, redirection and consistent classroom management.
- Teachers may use a short time out (break) in a safe place with adult supervision at all times.
- Students who do not respond to initial interventions will be asked to write a self-reflective plan (Stop and Think form).
- Parent will be notified within 24 hours via Bloomz, Infinite Campus, email or phone by the teacher.

Level 2

If Level 1 interventions and restorative practices do not lead to changed student behavior, Level 2 interventions will be enacted by the teacher and administration shall be notified.

- Temporary alternative placement can be used by a teacher who calls on a colleague to supervise a student in another classroom. The classroom teacher will provide school work for students while they are in the alternative

Attachment D - Restorative Justice Discipline Plan

placement. Parents will be contacted within 24 hours via Bloomz, email or phone by the teacher.

- A citation (*Stop and Think* form) will be completed by the student and recorded by the teacher in our behavior tracking document (administration follow up may be requested).
- The teacher may implement level 2 interventions to include without limitation: school beautification, lunchroom detention, loss of recess, restitution and repair, face-to-face conversation, restorative justice, apology letter or other consequences that can help develop character and growth. Teacher will notify parents within 24 hours.

Level 3

Level 3 interventions require support from Doral Academy leadership team and follow, where applicable, prior level 1 and 2 interventions and restorative practices. Teachers may refer a student for repeated minor (Level 1 & 2) violations that occur within a 30 day time period. The administration will contact parents within 24 hours and follow-up with the teacher if a Level 3 intervention is implemented.

- A member of the Doral Academy leadership team will be requested by the teacher to come to the classroom to provide behavioral support. The teacher will have the option of having the leadership team supervise the class so that the teacher can further dialog with the student about the behavior, or the member of the leadership team may require a student to leave the class and spend time in the office and receive supports consistent with restorative practices (**harm circles, circles of support, re-entry circles and restorative conferences**).
- Administration/teacher will create a Restorative Plan of Action that will be implemented with student(s), containing 3 elements: ***Restoration, Reintegration and Support/nurturing strategies***.
- A student who continues undesired behavior after level 1 or 2 interventions have been implemented or is continuous in disrupting the learning of self and/or others, or is a safety concern to others will be removed from the classroom (NRS 392.4645).
- If a student is removed from the classroom (i.e. suspension) and the restorative justice plan has failed to provide results that allow for the student to be reintegrated into the classroom setting, the leadership team shall provide an explanation of the reason for the removal of the student and offer the student an opportunity to respond to the explanation. (NRS392.4645)

Level 4

If the student continues to exhibit disruptive, dangerous, defiant or otherwise undesired behavior, parents must come to campus and attend a Required Parent Conference. The RPC

Attachment D - Restorative Justice Discipline Plan

will include a member of the leadership team, teacher, parents and the student. A referral to the Student Study Team may be necessary to determine interventions and student action plan. The most severe form of Level 4 consequence is expulsion.

Addendum:

New guidance from the Nevada Department of Education as pertaining to AB 168 changes the level of board involvement for Special Education Students under age 11. The board is the decision-making authority for student suspension and expulsion for Special Education Students after hearing evidence from the Principal and Leadership Team.

AB 168 & BATTERY OF AN EMPLOYEE or PUPIL

MANDATORY DISCIPLINE IN NRS:

Although the battery of an employee does not require discipline according to NRS, the DANN Board reserves the right to suspend or expel students who commit battery against school staff or pupil. If a student repeatedly commits battery against a staff member or pupil, the Principal will bring the matter to the Board for a decision as to consequences.

DISCIPLINE LIMITS FOR SPECIAL EDUCATION STUDENTS:

- 11+* Discipline is limited to suspensions of 1-5 days per occurrence or permanent expulsion. Statute does not provide authority for nonpermanent expulsion. (Cumulative suspensions greater than 10 days require hearing).
- Age 11+ limit for all four categories of misconduct (no exception for possession of firearm or dangerous weapon).
- Students with an IEP under age 11 must not be permanently expelled except under extraordinary circumstances.

ADDITIONAL REQUIREMENTS: Same as general education students.

LEVEL OF BOARD INVOLVEMENT:

- Suspension and permanent expulsion require Board review of circumstances and determination that action is in compliance with IDEA.
- *Statute does not provide authority for non- permanent expulsion.*
- Board action required to approve if the school requests exception to permanently expel a Special Education student under age 11.

Attachment D - Restorative Justice Discipline Plan

2) Laws for students who receive special education services in accordance with an Individualized Education Program (IEP)

Suspension or Expulsion

- A student with an IEP who is at least 11 years old may be removed from a school, suspended, or expelled only after the district Board of Trustees has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act (IDEA) (NRS 392.466.10; NRS 392.467.6), except in the case of possession of a firearm or dangerous weapon by a student, which is described below.
- Suspension of a student with an IEP is limited to 1-5 days for each occurrence of misconduct (NRS 392.466.10; NRS 392.467.6).
- As with general education students, a student with an IEP who is younger than 11 years old must not be permanently expelled except under extraordinary circumstances, in which case a school may request an exception to this prohibition from the district Board of Trustees (NRS 392.466.9, NRS 392.467.1).

Prohibited Interventions

The use of aversive interventions, physical and mechanical restraints, and seclusions are strictly prohibited as outlined in NRS388.471 to 388.525.

Attachment D - Restorative Justice Discipline Plan

DISCIPLINE REFERRALS TO THE OFFICE LEVELS 3 & 4		
BEHAVIOR	LEVEL 3 CONSEQUENCE(S)	LEVEL 4 PROGRESSIVE CONSEQUENCE(S)
Continuously Disrupting Learning Environment	<ul style="list-style-type: none"> ● Lunch detention ● School beautification ● Behavior intervention plan ● Required parent conference ● Restorative practices ● Loss of School Privileges ● Suspension 1-3 days and loss of school activities* 	<ul style="list-style-type: none"> ● Required Parent Supervision in classroom ● 3-10 day suspension and loss of school activities* ● Possible expulsion hearing with Board ● Mental health referral
Destruction of School/Classroom/ Personal Property	<ul style="list-style-type: none"> ● Lunch detention ● Mandatory Restitution ● School beautification ● Behavior intervention plan ● Required parent conference ● Restorative practices ● Loss of School Privileges ● Suspension 1-3 days and loss of school activities* 	<ul style="list-style-type: none"> ● Required Parent Supervision in classroom ● 3-10 day suspension and loss of school activities* ● Possible expulsion hearing with Board ● Mental health referral
Physical Harm to Another Student	<ul style="list-style-type: none"> ● Restorative meeting ● Behavior intervention plan ● Required parent conference ● Loss of school privileges ● Restorative practices ● Suspension and loss of school activities* ● Lunch bunch 	<ul style="list-style-type: none"> ● Required Parent Supervision in classroom ● Progressive suspension and loss of school activities* ● Possible expulsion hearing with Board ● Mental health referral
Insubordination/Defiance/ Lying/Cheating/Academic Dishonesty	<ul style="list-style-type: none"> ● Lunch detention ● School beautification ● Behavior intervention plan ● Required parent conference ● Loss of school privileges ● Restorative practices ● Suspension and loss of school of activities* 	<ul style="list-style-type: none"> ● Required Parent Supervision in classroom ● Progressive suspension and loss of school activities* ● Possible expulsion hearing ● Mental health referral
Cell Phones	<ul style="list-style-type: none"> ● Phone confiscated by staff ● School based consequence ● Parent phone pick-up required 	<ul style="list-style-type: none"> ● Phone confiscated by staff ● School-based consequence ● Parent phone pick-up and recommendation from school to no longer bring device and device must be checked into front office each day.
Inappropriate Use of	<ul style="list-style-type: none"> ● Loss of technology privileges 	<ul style="list-style-type: none"> ● Required parent conference ● Loss of technology privileges

Attachment D - Restorative Justice Discipline Plan

Technology	<ul style="list-style-type: none"> ● School-based consequence ● Loss of school privileges 	<ul style="list-style-type: none"> ● Possible expulsion hearing
Dress Code Violation	<ul style="list-style-type: none"> ● Detention ● Parent brings uniform to school ● School Beautification 	<ul style="list-style-type: none"> ● Required parent conference ● Progressive suspensions and loss of school activities*
Peer-to-peer Conflict	<ul style="list-style-type: none"> ● Restorative meeting ● Parent conference ● School based consequence ● Loss of school privileges ● Lunch bunch ● Restorative practices 	<ul style="list-style-type: none"> ● Required parent conference ● Parent conference ● Suspension and loss of school activities* ● Behavior intervention plan ● Loss of school privileges ● Mental health referral
Bullying (see NRS 388.122)	<ul style="list-style-type: none"> ● Investigation, and ● Parent contact, and ● Report to State DOE, and ● School based consequence ● Suspension and loss of school activities* ● Restorative meeting 	<ul style="list-style-type: none"> ● Investigation, and ● Required parent conference, and ● Report to State DOE, and ● School based consequence ● Progressive suspension and loss of school activities* ● Restorative meeting ● Possible expulsion hearing ● Mental health referral
Illegal Actions (see glossary)	<ul style="list-style-type: none"> ● Parent conference, and ● Suspension, and loss of school activities* ● Contact of law enforcement, and ● Restitution & repair ● Restorative practices 	<ul style="list-style-type: none"> ● Required parent conference ● Progressive suspension and loss of school activities* ● Restitution & repair ● Contact of law enforcement ● Possible expulsion hearing with Board
Tardies	<ul style="list-style-type: none"> ● Student meeting with administration ● Per quarter- after 4th tardy student will receive a lunch detention 	<ul style="list-style-type: none"> ● Subsequent tardies- student will receive a lunch detention for each tardy during the quarter.

*When a student has been suspended from school, they will not be permitted to participate in any school/PTO sponsored activities (dances, sports events, etc.) or field trips within 30 days of the suspension. Students who miss school-day activities like field trips will be provided with instructional opportunities in another classroom.

NRS 388.122 “Bullying” defined

Bullying means written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and:

(a) Have the effect of:

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- (1) Physically harming a person or damaging the property of a person; or
- (2) Placing a person in reasonable fear of physical harm to the person or damage to the property of the person;
- (b) Interfere with the rights of a person by:
 - (1) Creating an intimidating or hostile educational environment for the person; or
 - (2) Substantially interfering with the academic performance of a pupil or the ability of the person to participate in or benefit from services, activities or privileges provided by a school; or
- (c) Are acts or conduct described in paragraph (a) or (b) and are based upon the:
 - (1) Actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person; or
 - (2) Association of a person with another person having one or more of those actual or perceived characteristics.

2. The term includes, without limitation:

- (a) Repeated or pervasive taunting, name-calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person;
- (b) Behavior that is intended to harm another person by damaging or manipulating his other relationships with others by conduct that includes, without limitation, spreading false rumors;
- (c) Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures;
- (d) Threats of harm to a person, to his or her possessions or to other persons, whether such threats are transmitted verbally, electronically or in writing;
- (e) Blackmail, extortion or demands for protection money or involuntary loans or donations;
- (f) Blocking access to any property or facility of a school;
- (g) Stalking; and
- (h) Physically harmful contact with or injury to another person or his or her property.

Our School is committed to a bullying, discrimination and harassment free, working, and learning environment. Bullying, discrimination and harassment adversely affect morale and productivity and interfere with students' ability to learn. Bullying, discrimination and harassment of any person on the basis of that person's actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference is prohibited.

Harassing behavior including sexually harassing behavior between members of the same or opposite sex is prohibited. Harassment of individuals who are believed to have a relationship with persons who are protected on the basis of actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference is prohibited. Such behavior is just cause for disciplinary action.

Our School will act promptly on reports, (including informal reports), complaints, and grievances of bullying, discrimination, harassment/sexual harassment, or retaliation, that come to our attention. Charter School staff who witness behavior that appears to violate this policy will take prompt measures to stop the behavior and, if necessary, separate the persons involved to protect

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the target of harassment. Staff will also report such apparent violations to School administration.

Our School will prohibit retaliation against any person who has made a report of alleged bullying, discrimination, harassment, or sexual harassment; or against any employee or student who has testified, or assisted, or participated in the investigation of a report. Such retaliation is itself a violation of law and will lead to disciplinary or other appropriate action against the offender.

Our School will provide education about bullying, harassment, sexual harassment, and intimidation to all students in manners appropriate to the students' ages and grade levels. Our School will also provide regular training to staff regarding the prevention of and proper response to harassment, sexual harassment, and intimidation of students. Such staff training shall be regularly scheduled at least every other year in the School in a manner calculated to reach all staff, with periodic updates as needed.

This policy applies to bullying, discrimination, harassment, and sexual harassment by an individual and/or any employee, or student on school property, while on school business, or at any school-sponsored event regardless of location.

Glossary

OFFENSES WARRANTING LAW ENFORCEMENT NOTIFICATION

1. ALCOHOL: The possession of, sales, and furnishing alcoholic beverages.
2. ARSON: The intentional setting of fire.
3. ASSAULT: Physical or verbal threats with the intent and the ability to carry through with same.
4. BATTERY: An unconsented-to touching or application of force to another person.
5. BOMB THREAT/FALSE: Willfully conveying by mail, written notes, telephone, telegraph, radio or any other means of communication, any threat knowing it to be false.
6. BURGLARY: Illegal entry with the intent to commit a crime.
7. DESTRUCTION OF PROPERTY: Willfully and maliciously destroying or injuring real or personal property of another.
8. DISTURBING THE PEACE: Maliciously and willfully disturbing the peace of any person; maliciously and willfully interfering with or disturbing persons in the School.
9. EXPLOSIVE DEVICES: The possession of explosive or incendiary devices.
10. FALSE FIRE ALARMS: False reporting of, or transmission of, signal knowing same to be false.
11. FIREWORKS: The possession of, sales, furnishing, use or discharge of fireworks.
12. INDECENT EXPOSURE: An open indecent or obscene exposure of his person or the person of another.
13. LARCENY: Stealing, taking, carrying away property of another.
14. LIBEL: A malicious defamation expressed to impeach a person's honesty, integrity, virtue or reputation.
15. MARIJUANA: The possession of, sales, or furnishing marijuana.
16. NARCOTICS: The possession of, sales, or furnishing a controlled substance.
17. NARCOTICS PARAPHERNALIA: The possession of, sales, furnishing, or use of.
18. RESISTING OFFICER: Willfully resisting, delaying or obstructing an officer in the

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- performance of duty.
19. ROBBERY: The unlawful taking of personal property from the person of another or in his/her presence, against his/her will, by means of force or violence or fear of injury.
 20. ROUT/RIOT: Two or more persons meeting to do an unlawful act/two or more persons actually doing an unlawful act with or without a common cause of quarrel.
 21. STOLEN PROPERTY: Receiving or possessing property of another, knowing or under such circumstances as would cause a reasonable person to know they were so obtained.
 22. TAMPERING WITH MOTOR VEHICLES: Willfully break, injure, tamper, remove parts, deface a vehicle; without consent of owner, climb into or upon a vehicle with intent to injure; to manipulate any levers while vehicle is at rest or unattended or to set vehicle in motion.
 23. THROWING SUBSTANCE AT VEHICLE: To throw any stone, rock, missile or any substance at any motorbus, truck or other motor vehicle.
 24. TRESPASS: To be upon the property of another without permission of the owner and to stay upon same after warning. To be on school property or at a school function while under suspension from school.
 25. WEAPONS: "Dangerous weapon" includes, without limitation, a blackjack, slingshot, billy, sand- club, sandbag, metal knuckles, dirk or dagger, a nunchuck, switchblade knife or trefoil, as defined in [NRS 202.350](#), a butterfly knife or any other knife described in [NRS 202.350](#), or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to a person. "Firearm" includes, without limitation, any pistol, revolver, shotgun, explosive substance or device, and any other item included within the definition of a "firearm" in 18 U.S.C. § 921, as that section existed on July 1, 1995. Brandishing any dangerous weapon or firearm in a rude, angry or threatening manner or to use the same in any fight or quarrel. Concealed - it is unlawful for any person to carry any dangerous weapon or firearm. Possession - it is unlawful for any person to possess any dangerous weapon or firearm.
 26. **DANGEROUS WEAPON:** (NRS 392.466.11(b)): includes, without limitation, a blackjack, slungshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku or trefoil, as defined in NRS 202.350, a butterfly knife or any other knife described in NRS 202.350, a switchblade knife as defined in NRS 202.265, or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause bodily injury to a person.

Violation of other federal or state criminal laws or local ordinances at school, at school-sponsored activities or on school-sponsored transportation is prohibited.

Plan of Action Based on Restorative Justice **PRIOR** to Removal of a Student:

A school must provide a plan of action based on restorative justice prior to the expulsion of any student (NRS 392, new section).

- A school must provide a plan of action based on restorative justice prior to the removal of a student for (1) committing a battery that results in bodily injury of an employee or (2)

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sale/distribution of controlled substances (NRS 392.466.1).

- A school must make a reasonable effort to complete a plan of action based on restorative justice prior to the suspension or expulsion of a student deemed a habitual disciplinary problem (NRS 392.466.5)

OFFENSES WARRANTING SUSPENSION

The following non-criminal activities may lead to disciplinary action. Generally, these are acts that disrupt and interfere with the educational process or with the rights of other members of the educational community. Administration reserves the right to utilize the level of behavior modification or punishment based upon the students' action or behavior with the goal of using the least restrictive method.

POSSIBLE PROGRESSION OF ADMINISTRATIVE RESPONSE TO THE FOLLOWING OFFENSES:

FIRST OFFENSE: IMPLEMENT 1ST-3RD LEVEL CONSEQUENCES

SECOND OFFENSE: IMPLEMENT 1ST-4TH LEVEL CONSEQUENCES / ONE DAY OR LESS OF SCHOOL SUSPENSION

THIRD OFFENSE: IMPLEMENT 1ST-4TH LEVEL CONSEQUENCES/ THREE DAYS OR LESS OUT OF SCHOOL SUSPENSION

FOURTH OFFENSE: IMPLEMENT 1ST-4TH LEVEL CONSEQUENCES / FIVE DAYS OR LESS OUT OF SCHOOL SUSPENSION

FIFTH OFFENSE: HABITUAL DISCIPLINARY PROBLEM / MORE THAN TEN DAYS OUT OF SCHOOL SUSPENSION / EXPULSION HEARING

1. DISOBEDIENCE, INSOLENT AND INSUBORDINATION: Students must obey the instructions of school personnel.
2. DISRUPTIVE CONDUCT: Conduct that interferes with the educational process. Serious situations may be handled under criminal sanctions.
3. FIGHTING: Other than that, which would be considered Battery or Assault.
4. FORGING OR USING FORGED PASSES, EXCUSES OR OTHER SCHOOL DOCUMENTS.
5. HAZING: Any act that forces another student to undergo a humiliating or abusive ordeal, as in initiations.
6. INAPPROPRIATE DRESS AND APPEARANCE: Dress and appearance must not present potential health or safety problems or cause disruptions.
7. MISCONDUCT ON SCHOOL VEHICLES: Any action that creates a safety hazard or

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distracts the attention of the driver.

8. PLAGIARISM AND CHEATING.
9. POSSESSION AND USE OF TOBACCO, CIGARETTES, CHEW, ETC., ON SCHOOL PROPERTY OR AT A SCHOOL-SPONSORED ACTIVITY.
10. WIRELESS COMMUNICATION DEVICES: Wireless communication devices include two-way communication devices, including cellular phones, mobile phones, beepers, pagers, portable computers, personal organizers, and similar wireless devices. Possessing a wireless communication device is not a violation of the Code of Student Conduct. However, a student should not disrupt the educational process or interfere with the safety-to-life issues of students by using a wireless communication device. The following rules must be followed regarding the possession, use, and display of wireless communication devices.
 - a. Students may not possess, display, and use wireless communication devices before or after the instructional day.
 - b. Students shall avoid classroom disruptions, by not displaying, using, or activating wireless communication devices during the instructional day, unless such use is deemed educational and authorized by the teacher. This includes during class, in the library, during lunch breaks, during class changes, and during any other structured activity.
 - c. Students must ensure that devices are turned off during the instructional day.
 - d. Students shall not use wireless communication devices while being transported on a school bus.
 - e. Students must conceal wireless communication devices in a backpack, pocket, purse, or other container during the instructional day.
 - f. The School is not responsible if a student's wireless communication device is lost or stolen.
11. SEXUAL HARASSMENT: A student should not be sexually harassed, discriminated against, denied a benefit, or excluded from participation in any charter school educational program or activity as guaranteed by Title IX of the Educational Amendments of 1972. Sexual harassment is defined as the verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of the school or by a student of the school. No student shall be denied or limited to the provision of aid, benefits, services or treatment protected under Title IX.
12. SPREADING FALSE OR UNSUBSTANTIATED INFORMATION IN WRITING OR VERBALLY ABOUT A PERSON AND HARMING HIS/HER REPUTATION.
13. TRAFFIC VIOLATIONS ON SCHOOL GROUNDS.

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14. TRUANCY: Being absent from school without a valid excuse acceptable to the administrator.
15. GANG ACTIVITY: As set forth in the section below:

No student on or about school property or at any school activity:

- g. Shall wear, possess, use, distribute, or sell any clothing, jewelry, emblem, badge, symbol, tattoo, sign, or other things that are indicators of membership in or affiliation with any gang.
- h. Shall commit any act or omission, or use any speech, either verbal or non-verbal (gestures, handshakes, etc.) showing membership in or affiliation with a gang.
- i. Shall place graffiti on or otherwise deface property on school grounds. For purposes of this regulation, the term "graffiti" means any unauthorized inscription, word, figure, or design that is marked, etched, scratched, drawn, painted on or affixed to the public or private property, real or personal, of another that defaces the property; or
- j. Shall use any speech or commit any act or omission in furtherance of the interests of any gangs or gang activity, including, but not limited to:
 - i. Soliciting others for membership in any gangs;
 - ii. Requesting any person to pay protection or otherwise intimidating or threatening any person; or,
 - iii. Committing any other illegal act or other violation of charter school rules, regulations, or policies; or,
 - iv. Inciting other students to act with physical violence upon any other person.

DISCRIMINATION

Discrimination is defined as a failure to treat all persons equally where no reasonable distinction can be found between those favored and those not favored. It is the unfair treatment or denial of normal privileges to persons because of their actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religions preference.

SEXUAL HARASSMENT

Sexual harassment is generally defined as unwelcome sexual advances, requests for favors, and other verbal, nonverbal, or physical conduct of a sexual or gender-directed nature when:

1. Submission is made either explicitly or implicitly a term or condition of a student's educational progress;

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2. Submission to, or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that student's education; or
3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with a student's education or of creating an intimidating, hostile, or offensive educational environment.

An "intimidating, hostile, or offensive educational environment" means an environment in which any unwelcome behavior with sexual connotations makes a student feel uncomfortable, humiliated, or embarrassed, or any aggressive, harassing behavior in the educational setting directed toward an individual based on his/her sex and interferes with his/her ability to perform in an educational environment.

RETALIATION

Forms of prohibited retaliation include, but are not limited to, adverse educational or employment actions, threats, bribes, unfair treatment or grades, continued harassment, ridicule, pranks, taunting, bullying, malicious spreading of rumors, dissemination of false information, and organized ostracism regarding the student's actual or perceived race, color, national origin, age, sex (including non-conformity to gender stereotypes), sexual orientation, disability, and/or religious preference.

Please use the bullying, discrimination and harassment form attached to anonymously report such instances. Administration will respond in a timely manner to all concerned parties.

SUSPENSIONS

Suspension is the temporary removal of a student from school or from school-sponsored activities. For the purposes of declaring a student a Habitual Disciplinary Problem or for the purpose of escalating to possible expulsion, the suspensions must be no less than three (3) days and require a conference or other communications with the parent/guardian. (NRS.392.4655) Students may be suspended for the following reasons:

1. Violation of any state law or local ordinance in a school building, on school grounds, or at a school-sponsored activity.
2. Violation of rules, policies, and procedures established for charter schools as outlined in this manual.
3. Student actions or inactions at school or a school-sponsored activity that disrupt, interfere with, or pose a threat to the educational program, other students, staff, visitors, or the student personally.

The primary purpose of suspension is to give the student, his/her parent(s) or guardian(s), and the school the time needed to resolve a problem. The duration of suspension is related to a

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course of action designed to resolve the problem.

TYPES OF SUSPENSION:

1. **Emergency Suspension:** The administrator, or his or her designee, may suspend any student whose conduct is determined to be a clear threat to the physical safety of others or to the property interests of others or is so extremely disruptive as to make the student's temporary removal necessary to preserve the right of other students to pursue an education.
2. **Long-Term Suspension:** A student may be suspended from school or from an interscholastic activity for more than ten (10) days by the School's governing body.
3. **Short-Term Suspension:** A student may be removed from school and/or from interscholastic activities for no more than ten (10) days by the administrator.
In-School Suspension: A student may be removed from his/her classes and all school activities for no more than ten (10) days and during the term of suspension the student will remain in a separate supervised area of the school.

The primary intention of this action is to gain cooperation with the student's parent(s) or guardian(s) and to isolate the student from all regular academic and social activities. If this action seems warranted after an investigation and after consultation with the parent(s) or guardian(s), the administrator, or his or her designee, shall take action.

SPECIAL CONDITIONS OF SUSPENSION:

- A. A student may not participate in extracurricular activities during the term of his/her suspension.
- B. Suspensions may be reflected in the student's class citizenship or school citizenship grade.
- C. Notations of suspensions from school will be made in the student's cumulative folder.
- D. Schoolwork missed as a result of suspensions may be made up through the completion of make-up work as stated in the Student Handbook. Any work that cannot be made up, or is not made up, may result in the lowering of the academic grade for the grading period, and it may result in loss of credit.

A pupil may be removed from school immediately for any of the following:

1. Battery on employee or peer of school,
2. Possession of firearm or dangerous weapon,
3. Sale or distribution of controlled substance, or
4. Status as habitual disciplinary problem, as provided in NRS 392.466.

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When a student is removed for any of these reasons the student shall be given an explanation of the reasons for his or her removal. The student shall also be given an explanation of pending proceedings, to be conducted as soon as practicable after removal, for his or her suspension. In all other cases involving suspension, the administrator shall:

- a. Tell the student you are meeting with him/her to investigate allegations that the student has violated laws, rule(s), state charter school policies, or the School's policies.
- b. Tell the student the specific laws, rule(s), or policies that are alleged to have been violated and that, if the evidence supports the allegations, there will be consequences up to and including suspension from school. Ask if he/she understands the allegation(s).
- c. Explain to the student the evidence you have regarding the alleged violation(s).
- d. Ask the student if he/she admits or denies the allegation(s). If the student admits to violation(s), assign appropriate consequences. If the student denies the allegation(s), give him/her the chance to explain and present his/her side of the story. The administrator will consider the student's explanation and, if the administrator deems it appropriate, may investigate the matter further. (This does not mean that the student).
- e. After hearing the student's explanation and evidence, the administrator should determine if he/she needs more information and, if so, obtain it before a decision. If not, the administrator should determine what, if any, violations exist and assign appropriate consequences.
- f. If the student has a behavior plan, the administrator should review the plan with the student. If the student does not have a behavior plan and the student is subject to the habitual discipline statute (NRS 392.4655), then a behavior plan may be written.
- g. If suspension is appropriate, the administrator shall notify the student that he/she will be suspended for (number of days) and when it will be commencing (starting date).
- h. The administrator shall notify the parents of the suspension as soon as possible by phone or in person and follow up that notification with a letter, which will be placed in the student's file. can secure counsel, confront, and cross-examine witnesses, or call witnesses on his/her behalf to present his/her case.)
- i. After hearing the student's explanation and evidence, the administrator should determine if he/she needs more information and, if so, obtain it before a decision. If not, the administrator should determine what, if any, violations exist and assign appropriate consequences.
- j. If the student has a behavior plan, the administrator should review the plan with the student. If the student does not have a behavior plan and the student is subject to the habitual discipline statute (NRS 392.4655), then a behavior plan may be written.
- k. If suspension is appropriate, the administrator shall notify the student that he/she

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will be suspended for (number of days) and when it will be commencing (starting date).

- l. The administrator shall notify the parents of the suspension as soon as possible by phone or in person and follow up that notification with a letter, which will be placed in the student's file.

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EXPULSION AND LONG-TERM SUSPENSION

When it is determined that a student's behavior seriously interferes with the educational program or the safety or welfare of school personnel or other students, the charter school's governing body may remove the student from further attendance in the charter school in accordance with NRS 392.466.1).

SUSPENSION APPEAL PROCESS

If a student receives a suspension, the student/student's parents may appeal the suspension. In order to do so, they must notify the administration in writing within 24 hours of being notified of the suspension. If the student/student's parents choose to appeal the suspension, a meeting with an administrator that did not participate in the original suspension ("appeal administrator") must be scheduled within 3 school days of the original suspension. Between the original suspension and the appeal meeting, the student will be placed in an In-School Intervention pending the results of the appeal. An appeal may result in an increased or decreased suspension. If the suspension is not upheld on appeal, the appeal administrator may implement a lesser form of discipline. If the suspension is upheld, any time spent in In-School Intervention between the original suspension and the appeal meeting will be counted as part of the suspension. The decision of the appeal administrator is final.

Battery or Sale/Distribution of Controlled Substances (NRS 392.466.1)

If a student (1) commits battery that results in bodily injury of an employee, or (2) sells or distributes any controlled substance on school grounds, a school bus, or at a school sponsored activity **AND is at least 11 years old:**

- The student must meet with the school and the parents/guardians; and
- The school must provide a plan of action based on restorative justice to the parents/guardians; and
- The student **may** (but no longer "*must*") be expelled (NRS 392.466.1).
- Existing requirements for enrollment elsewhere remain if the student is expelled (NRS 392.466.1).
- If a student has committed battery of an employee of a school, the employee may appeal the plan of action based on restorative justice if (1) the employee feels that any actions taken pursuant to that plan are inappropriate; and (2) for a special education student, the Board of Trustees has reviewed the circumstances and determined that the appeal is in compliance with Individuals with Disabilities Education Act (IDEA) (NRS 392.466.2).

Possession of a Firearm or Dangerous Weapon (NRS 392.466.3)

- A student who is found to be in possession of a firearm or a dangerous weapon may be removed from the school immediately upon being given an explanation of the reasons for the removal and pending proceedings (NRS 392.467.2).

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- The first occurrence of possession of a firearm or a dangerous weapon (as defined) in NRS 392.466.11(b) and (c) still requires a mandatory one-year minimum expulsion OR placement in another kind of school for a period not to exceed the period of the expulsion; a second occurrence still requires permanent expulsion from the school (NRS 392.466.3). Existing requirements for enrollment elsewhere remain if the student is expelled (NRS 392.466.3).

Habitual disciplinary problem (NRS 392.4655)

If a student is suspended, the school shall develop a plan of behavior for the student in consultation with the student and the parents/guardians of the student. The plan must be designed to prevent the student from being deemed a habitual disciplinary problem (NRS 392.4655.5).

- Parents/guardians may choose to have their student not participate in the behavior plan that must be developed. (NRS 392.4655.5)
- If the parents/guardians opt their student out of participating in the behavior plan, the school must inform them of the consequences of not participating (e.g., that the student may be deemed to be a habitual disciplinary problem) (NRS 392.4655.5).

If a student is deemed to be a habitual disciplinary problem **AND is at least 11 years old**, the student may be suspended (for a period not to exceed one semester) *OR* may be expelled under extraordinary circumstances as determined by the principal, **if and only if the school has made a reasonable effort to complete a plan of action based on restorative justice** (NRS 392.466.1).

- Existing requirements for enrollment elsewhere remain if the student is expelled (NRS 392.466.1).

STATE MANDATED EXPULSION:

One Year Expulsion

The School must expel any student for a period of not less than one (1) year from the School he or she attends if at any time, the student is found in possession of a firearm or an explosive device while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.

There is an exception for possession of a firearm with the prior approval of the administrator.

Permanent Expulsion

The School must permanently expel a student from the School he or she attends if:

- a. On the second occurrence, the student commits a battery that results in the bodily injury of an employee or peer of the School while on the premises of any public school, at any activity sponsored by a public school, or on any school bus;
- b. On the second occurrence, the student sells or distributes any controlled substance while on the premises of any public school, at any activity sponsored by a public

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school, or on any school bus;

- c. On the second occurrence, the student is found in possession of a dangerous weapon while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.

Any student who commits the conduct described above, will be placed on emergency suspension pending investigation and determination of final action to be taken in the matter.

EXPULSION AND LONG-TERM SUSPENSION HEARINGS:

If after an investigation it is determined by the administrator that a long-term suspension or expulsion is appropriate, the student will be provided a hearing before the School's governing body. The governing body will decide in accordance with procedures in NRS 392.467 whether or not the student shall be put on a long-term suspension or be expelled as recommended by the School administrator.

The hearing shall be closed to the public. A tape recording of the hearing will be made by the governing body. Upon request the student may obtain a copy of the hearing recording.

The student shall have the right to be represented by an advocate of his/her choosing.

Both the student and the administrator may call witnesses and present evidence. The hearing officer shall not be required to observe the same rules of evidence observed by the courts. Hearsay testimony of students shall be admissible.

The standard of proof shall be that of a civil action: a preponderance of the evidence. The hearing officer's determination of the appropriate consequences shall be based on the seriousness of the conduct as well as the student's prior disciplinary record insofar as it affects the effectiveness, or ineffectiveness, of forms of discipline previously imposed.

RE-ADMITTANCE TO SCHOOL:

Students may apply for re-admittance, within 45 school days from the one-year anniversary day of their expulsion by the charter school's governing body. Such a request should be made to the administrator.

During this period of time, the administrator will direct appropriate staff personnel to conduct a review of the request to ensure that any special conditions for re-admittance, such as a psychological evaluation, are completed as well as determining that the student has been a good citizen during the period of expulsion. When this review has been completed the governing body will decide near the end of the expulsion period whether or not the student may be re-admitted. The charter school's governing body will provide written notification of its decision to the student, parent(s) or guardian(s), and the administrator of the charter.

Attachment E - New Board Member Recruitment Procedure

NEW BOARD MEMBER RECRUITMENT PROCEDURE NORTHERN NEVADA SCHOOLS: DANN, MANN, PANN

DATE PREPARED: DECEMBER 2021

PREPARED BY: Northern Nevada Director Of Operations

Positions Affected: Director of Northern Nevada, Board Meeting Manager, Principal of Affected School, Board members.

Communications – Emails may originate from the Principal using that the parent/families lists, and the email is recognized, but direction to send information/resumes to the Director of Operations so that Academica staff can handle the process and collection, scheduling process.

Process: Board Member Recruitment/Replacement

1. Receive board/board chair direction to begin search process.
2. Send recruitment email to school leader to share with their school community.

Sample 1: Professional Board Seat

Dear _____ Academy Families,

We wanted to let you know that due to the term limit or resignation of a current Board Member there is a Board opening on _____ Academy's Board of Directors. This opportunity is not limited to _____ Academy families, so if you know someone who would be an asset to our future, please have them forward a resume to [insert name of Director of Operations] of Academica Nevada at [xx.xx]@academicanv.com!

By statute, the individual filling this seat must possess knowledge and professional experience in one or more of the following areas: **(1) Accounting; (2) Financial services; (3) Law; or (4) Human Resources.** Please know that this position is purely voluntary in that Board members receive no compensation. The ultimate decision of who is selected is made by current Board members. To be considered as a candidate please send a resume to [insert name of Director of Operations] at {xx.xx}@academicanv.com no later than [insert date].

Thank you,

Sample 2: Open Board Seat

Dear _____ Academy Families,

We wanted to let you know that due to the term limit or resignation of a current Board Member there is a Board opening on _____ Academy's Board of Directors. This

Attachment E - New Board Member Recruitment Procedure

opportunity is not limited to _____ Academy families, so if you know someone who would be an asset to our future, please have them forward a resume to [insert name of Director of Operations] of Academica Nevada at xx.xx@academicanv.com!

Please know that this position is purely voluntary in that Board members receive no compensation. The ultimate decision of who is selected is made by current Board members. To be considered as a candidate please send a resume to [insert name of Director of Operations] at xx.xx@academicanv.com no later than [insert date] .

If you have any questions about this opening, please email [] at the email above.

Sample 3: Educator Board Seat

Dear _____ Academy Families,

We wanted to let you know that due to the anticipated resignation of a current Board Member there will be an opening on the Board of Directors for the school.

By statute, **the individual filling this seat must be a licensed teacher or school administrator, or someone who previously held such a license and is retired**, as long as his or her license was held in good standing. Please know that this position is purely voluntary in that Board members receive no compensation. The ultimate decision of who is selected is made by current Board members.

This opportunity is not limited to _____ Academy families, so if you know someone who would be an asset to our future, please have them forward a resume to [insert name of Director of Operations] of Academica Nevada at xx.xx@academicanv.com no later than [insert date].

If you have any questions about this opening, please email [] at the email above.

DIRECTOR OF OPERATIONS – Next steps

3. Depending on the number of applicants, work with board/board chair approval to create a review committee to screen applicants.
Past review committees have included 3-5 members with a combination of:
 - Past board members
 - Parents/PTO members
 - Community partners
 - Other stakeholders
4. Work with Board Meeting Manager to schedule 20-30 minute screening interviews with review committee for top 5-8 candidates. Facilitate discussion after interviews with the goal of sending

Attachment E - New Board Member Recruitment Procedure

1-3 (max) recommended candidates to the board to interview.

5. Send individual emails to all candidates to let them know about the process and timing after receiving their application/resume. Email candidates to let them know about their interview status after the review committee has selected their preferred candidates to interview.

Sample Email Providing Information About the Process:

Dear [],

Thank you so much for your interest in serving on the Board of Directors for _____ Academy of Northern Nevada (“_ANN”). We have been overwhelmed and thrilled by the level and the quality of interest. It speaks volumes that you would volunteer to make room in your incredibly accomplished and busy life to serve in this capacity. Thank you. I wanted to take a minute today to update you and to explain the next steps in this process.

As many of you know, the current Board of Directors will make the decision as to who fills the open seat. Due to the number of applicants, the Board has created a panel to review the resumes submitted, narrow the list down and meet with remaining candidates individually. These meetings will be held on [insert date and time]. From those meetings, the panel has been tasked with recommending two candidates for the Board to interview at their [insert month of] upcoming board meeting.

Please know that the review panel and ultimately the Board of Directors will have a very difficult task due to the incredible quality of applicants. Thank you again for your interest and I will be in touch again shortly.

Kind regards,

[Insert name]

Director of Operations, Academica NV

Sample Decline Email:

Dear [],

On behalf of the entire _____ Academy of Northern Nevada family, I wanted thank you again for your interest in serving on the Board of Directors. We have been overwhelmed by both the level of interest and the quality of the applicants.

Attachment E - New Board Member Recruitment Procedure

Although everyone was very impressed with your resume and experience, after much deliberation and consideration they have selected other applicants to interview with the Board at this time.

Thank you again for your time and support of _____ Academy.

Kind regards,
[Insert name]

Director of Operations, Academica NV

6. Provide sample questions to review committee and board for interviews, but encourage them to use their own questions.

Example Board Member Interview Questions

Tell us about yourself and why you are interested in joining the Board.

What skills/knowledge/community partnerships would you bring to the Board? How would you help to ensure the school is successful?

Do you have past experience serving on boards? Knowledge of Open Meeting Law?

Tell us about how you see the role of a governing Board Member of a charter school.

For any parent applicants: How would you could separate your role as a parent, and your role as a board member?

What would you do if a parent came to you to complaint about their child's teacher?

How will you be able to prioritize the time commitment?

Attachment F - EMO Evaluation Rubric

Board Management			
<p>Responsibilities: Staff coordinates Board meeting dates, times, and locations.</p>			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
No communication is provided regarding Board meeting dates, times, and locations.	Inconsistent communication is provided regarding Board meeting dates, times, and locations.	Staff provides consistent communication regarding Board meeting dates, times, and locations. Quorum confirmation is always ensured.	Staff provides highly consistent communication to all parties regarding Board meeting dates, times, and locations; including calendar invites and reminders.
<p>Responsibilities: Staff is responsible for working with System Leaders for feedback on items to be added to the agenda. Staff is responsible for ensuring timely posting of agendas to designated locations as required by Open Meeting Law.</p>			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Staff has no communication with System Leaders during preparation of Board meeting agendas. Staff does not comply with Open Meeting Law, deadlines are often missed.	Occasionally System Leaders receive communication from staff regarding items to be placed on the agenda. Staff occasionally complies with Open Meeting Law and required deadlines.	Without fail staff works with System Leaders to ensure that necessary items of importance are placed on each agenda. Staff diligently works to comply with Open Meeting Law and consistently meets required deadlines.	Staff provides a high level of service, consistently communicating with System Leaders to ensure all necessary and/or required items are placed on the agenda for Board consideration. Staff always ensures that all posting requirements are met per Open Meeting Law; as well as providing transparency to the system community by providing agenda access in additional locations.
<p>Responsibilities: Staff gathers, prepares, and distributes support materials. Staff prepares all required documents and equipment for use during Board meetings.</p>			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
There is a lack of proper support materials prior to Board meetings. Room, documents, and equipment are not prepared for Board meetings.	Timely distribution of support materials prior to Board meetings is inconsistent. Staff lacks proper preparation for Board meeting by failing to provide necessary equipment and materials for the Board meeting.	Staff prepares and distributes accurate support materials in advance of Board meetings, allowing Board members to properly prepare prior to the meetings. Rooms, documents, and equipment are consistently prepared in advance of Board meeting time, allowing meetings to	Staff provides highly effective support materials, which are prepared and distributed in a timely manner to allow Board members ample time for preparation. In an effort to provide transparency, staff consistently works to ensure Stakeholder's have access to Board meeting support materials.

Attachment F - EMO Evaluation Rubric

		begin on time and run efficiently.	
Responsibilities: Preparation of Board meeting minutes in a timely manner in compliance with Open Meeting Law.			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Staff does not prepare meeting minutes, resulting in violation of Open Meeting Law.	Staff inconsistently prepares Board meeting minutes resulting in occasional violation of Open Meeting Law. Prepared minutes contain errors and/or typos.	Staff prepares accurate minutes, resulting in effective follow up on future agenda items. Staff distributes minutes in accordance with Open Meeting Law.	Staff consistently and expertly prepares minutes, capturing necessary elements of each Board meeting, allowing for an accurate depiction the meeting. As minutes are prepared, staff ensures that any item request and/or items of concern are noted for discussion with System Leaders for future agendas. Minutes are always posted in compliance with Open Meeting Law.
Comments:			
Facilities Services			
Responsibilities: Facility Support to Campuses: Communicate regularly with campus administration and staff regarding facility needs.			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Lack of attention to campus needs. No regular visits or communication.	Frequency needs to be increased.	Communication is good and consistent.	Communication is frequent and valuable. Professionalism is present in verbal and written communication.
Responsibilities: Dispatch vendors to the school site for repairs and maintenance through email, text or phone call (or Ticketing system when applicable).			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for repairs and maintenance are ignored and/or no attempt is made to provide service.	Some requests are attended to in a sufficient manner. Modest attempt is made to fulfill job requests.	Requests are responded to within 12-24 hours (depending on priority level) and vendors are dispatched to the campus.	Expert or high level of service is provided in dispatching vendors to the school site with immediate follow up to requests.
Responsibilities: Special Projects and Services (bids): Understand school needs and communicate with site-based personnel on requested projects/services/building improvements.			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>

Attachment F - EMO Evaluation Rubric

Requests for information regarding projects are ignored and/or no attempt is made to provide service.	Some requests are attended to in a sufficient manner. Modest attempt is made to fulfill job requests.	Solid: Requests are initially responded to within 12-24 hours. Follow up and guidance is provided within a reasonable timeframe.	Exemplary: Expert or high level of service is provided in researching and presenting solutions regarding the request.
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Comments:

Finance – Accounting

Responsibilities:

Budget to actuals are provided to the Board and School Principals in order to make timely and accurate decisions.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Budget to actuals are never provide accurately or timely Board. No explanations of what makes up the differences.	Inconsistently meets deadline for budget to actual. Lack of details as to what makes up the differences.	Consistently provided timely to allow for review and development of questions at or prior to board meetings. Able to provide details and backup (when necessary) to what makes up the differences.	Consistently provided timely, provides expert knowledge of the financials.

Responsibilities:

Submit State reports on time and ensures schools are meeting required state/federal guideline for use of funds.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Consistently late on submission of state reports. Never communicates with the Board or Schools about new or existing required guidelines for the use of funds.	Inconsistent submission of reports on time. Little communication to Board and Schools about guidelines for the use of funds.	Submit reports on time. Keeps Board and School up to date on guidelines for the use of funds.	All reports are submitted on time and accurately. Board and School are kept up to date about guidelines for use of funds and provide explanations about the those guidelines.

Responsibilities:

Providing Office Managers with support and training to meet their needs (including QB and SGF Account support).

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Office Managers were never trained, questions are never addressed.	Poorly trained, questions are inconsistently addressed in a timely manner (over 1 business day).	Received appropriate training and questions are addressed in a timely manner (within 1 business day).	Receives continuous training and communicates effectively to resolve questions.

Comments:

Finance – Accounts Payable

Responsibilities:

AP Clerk answers all my questions in a timely manner and provides constant guidance.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>

Attachment F - EMO Evaluation Rubric

AP Clerk does not respond to questions and ignores requests for assistance.	AP Clerk will occasionally respond to questions and provides moderate support and guidance.	AP Clerk addresses inquires effectively and within a reasonable amount of time (1 business day). Accounts Payable offers help and guidance when it is requested.	AP Clerk regularly takes the initiative to ask if the school is experiencing any problems, offers solutions and is highly consistent in providing guidance on policies and procedures.
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Comments:

Responsibilities:

AP Clerk makes payments to vendors in a timely manner.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
AP Clerk makes little to no attempt to pay vendors on time resulting in late fees, cancellation of orders, interruptions of service and numerous payment status inquiries from vendors.	AP Clerk inconsistently pays vendors on time.	AP Clerk effectively processes payments on time, preserving positive relationships with vendors and improving credit ratings.	AP Clerk exceeds expectations by demonstrating a high turn-around time when processing payments.

Responsibilities:

AP Clerk efficiently handles vendor inquiries, credit applications, adding/removing users from current accounts, obtains proper authorization before payments being made according to Financial Policies & Procedures.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
AP Clerk <i>makes no attempt</i> to handle vendor inquiries, credit applications, adds/removes users from current accounts and does not guide me to follow Financial Policies & Procedures.	AP Clerk <i>makes moderate effort</i> to handle vendor inquiries, credit applications, adds/removes users from current accounts and sometimes guides me to follow Financial Policies & Procedures.	AP Clerk <i>effectively</i> handles vendor inquiries, credit applications, adds/removes users from current accounts and advises me to follow Financial Policies & Procedures.	AP Clerk <i>exceeds expectations</i> in handling vendor inquiries, credit applications, adding/removing users from current accounts and always guides me to follow Financial Policies & Procedures.

Comments:

Finance – Budgets and Bonds

Responsibilities:

Prepare budgets that are realistic and keep the school compliant with state and debt requirements.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
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Attachment F - EMO Evaluation Rubric

No communication with the school when prepared. Budgets are unrealistic and do not take into consideration the needs of the school. Budget would not meet the state financial framework or debt covenants.	Little communication of the budget. Budget is shared but little explanation of the budget. Options are not readily explored with the school.	The budget is communicated with the school and overall budget is explained. Options are presented when requested. The budget is realistic and will meet the state and debt covenants.	The budget is explained to the school and the school has a good understanding of the numbers. Different options are presented and explained to the school when requested to see what options may be available. The budget will pass all required state and debt covenants.
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Responsibilities:

Facilitating the purchasing of buildings and management of the bonds.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
No communication of the process and no updates of throughout the process. Bond covenants are not explained.	Inconsistent updates on the bonding process. Updates to the bond covenants are general and not explained well.	Effective communication about the bonds with the proper staff/board members happen timely. Debt covenants are explained.	Highly consistent level of communication is provided to the proper staff/board members. Debt covenants are explained and updated as necessary.

Comments:

Finance – Payroll

Responsibilities:

Complete personnel changes in the payroll system, assist with the overall payroll processing and requests.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for assistance are ignored and/or no attempt is made to assist. Communication regarding the request is poor.	Some requests are looked into immediately while others take longer to address. Communication regarding the requests needs improvement.	Requests are completed within 24 hours of being notified. Communication regarding the request is open and prompt.	Requests are handled immediately upon sending the initial request. Communication regarding the request exceeds expectations.

Responsibilities:

Submit PERS payroll report to the state on time and accurately.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
PERS Reporting is not completed on time and it is not accurate when submitted.	PERS reporting is often completed on time and it is at times accurate.	PERS reporting is completed and submitted by the deadline and it is accurate when submitted.	PERS reporting is completed prior to the deadline and it is completely accurate.

Responsibilities:

Provide payroll training to office managers both as a group and individually when requested.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>

Attachment F - EMO Evaluation Rubric

Payroll training and guidance is not provided.	Payroll training and guidance is provided but it is not substantial.	Payroll training and guidance is continuous and substantial.	Payroll training and guidance is constant and advance notice is given when changes to the payroll process may occur and input is encouraged.
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Comments:

Grant Development

Responsibilities.

Assist schools with the completion and submission of grant applications (excluding Special Education/IDEA grant funding).

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Failed to demonstrate adequate understanding of the grant's purpose and wants/needs of the school. Failed to demonstrate adequate understanding of school's requests/needs for the grant. Did not identify various stakeholder responsibilities. Did not provide update of submission progress. Failed to execute designated roles. Failed to submit grant proposal by deadline.	Failed to demonstrate adequate understanding of the grant's purpose and wants/needs of the school. Failed to demonstrate adequate understanding of school's requests/needs for the grant. Did not identify various stakeholder responsibilities. Did not provide update of submission progress. Failed to execute designated roles. Failed to submit grant proposal by deadline.	Demonstrated clear understanding of the grant's purpose and wants/needs of the school. Identified various stakeholder responsibilities. Provided regular status update of submission progress. Executed designated roles in an effective and professional manner. Submitted grant by deadline.	Demonstrated clear understanding of the grant's purpose and wants/needs of the school. Provided flexibility in meeting and communicating with stakeholders. Prepared grant submissions in an effective and professional manner and gathered school feedback for revisions. Submitted grant by or before deadline.

Comments:

Growth and Development (Charter Amendments and Renewals)

Responsibilities.

Submission and approval of charter amendment applications.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Failed to demonstrate adequate understanding of the application process. Did not identify various stakeholder responsibilities. Did not communicate regarding project development.	Demonstrated vague understanding of the application process. Vaguely identified various stakeholder responsibilities. Irregular or inconsistent communication of the project's development.	Demonstrated basic understanding of the application process. Identified various stakeholder responsibilities. Communicated regularly about project	Demonstrated clear understanding of the application process, including key dates, approval process, and application requirements. Clearly outlined project expectations and responsibilities for all

Attachment F - EMO Evaluation Rubric

<p>Failed to submit project by deadline.</p>	<p>Submitted application by deadline.</p>	<p>development. Submitted application by deadline.</p>	<p>stakeholders. Communicated regularly about project development. Provided exemplary support beyond regular responsibilities: (i.e. – providing drafts for review, assisting with school marketing, networking and/or establishing community partnerships, or taking on any other responsibilities as needed for clients). Submitted application by or before deadline.</p>
<p>Responsibilities. Submission and approval of charter renewal applications.</p>			
<p>Unsatisfactory <input type="checkbox"/></p>	<p>Approaching <input type="checkbox"/></p>	<p>Satisfactory <input type="checkbox"/></p>	<p>Exemplary <input type="checkbox"/></p>
<p>Failed to demonstrate adequate understanding of the application process. Did not identify various stakeholder responsibilities. Did not communicate regarding project development. Failed to submit project by deadline.</p>	<p>Demonstrated vague understanding of the application process. Vaguely identified various stakeholder responsibilities. Irregular or inconsistent communication of the project development. Submitted application by deadline.</p>	<p>Demonstrated basic understanding of the application process. Identified various stakeholder responsibilities. Communicated regularly about project development. Submitted application by deadline.</p>	<p>Demonstrated clear understanding of the application process, including key dates, approval process, and application requirements. Clearly outlined project expectations and responsibilities for all stakeholders. Communicated regularly about project development. Provided exemplary support beyond regular responsibilities: (i.e. – providing drafts for review, assisting with school marketing, networking and/or establishing community partnerships, or taking on any other responsibilities as needed for clients). Submitted application by or before deadline.</p>
<p>Comments:</p>			

DRAFT

Attachment F - EMO Evaluation Rubric

Infinite Campus			
Responsibilities: Assist with Infinite Campus questions and concerns.			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Responses are significantly delayed and/or questions are not addressed.	Responses are delayed and/or questions are only partially answered.	Consistently responds in a professional and timely manner. Responses are knowledgeable, effective, and clearly presented.	Always responds in a professional and timely manner. Responses are knowledgeable, effective, and clearly presented. When necessary, support representative will work with school personnel to troubleshoot unique issues or develop custom projects.
Responsibilities: Provide training on Infinite Campus tools.			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
No requested training is provided or training is unprofessional and/or not relevant to the school's needs.	Training is available when requested, but scheduling is inconsistent. Trainer is difficult to get ahold of and/or does not have availability to fit the school's needs.	Provides high-quality training to administrators and teachers as requested. Training is timely and available to fit the school's schedule.	Provides high-quality training to administrators and teachers as requested. Training is timely and available to fit the school's schedule. Initiates trainings by offering services and keeping schools abreast of changes/new features within Infinite Campus.
Comments:			

DRAFT

Legal Services			
Responsibilities: Providing day-to-day legal support and advice to avoid high legal fees with counsel hired by the board.			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for legal support and/or advice is ignored and/or no attempt is made to provide legal support or advice.	Requests for legal support and/or advice are occasionally addressed or are addressed in an untimely manner. Responses are unclear or inconsistent.	Requests for legal support and/or advice receive a response within a reasonable amount of time. Responses are clear, concise, and consistent.	Requests for legal support and/or advice receive a response in a timely manner. The Academia Legal Staff anticipates, communicates, and trains school leaders on relevant legal issues.
Responsibilities:			

Attachment F - EMO Evaluation Rubric

Assist schools in preparing and drafting school and board policies and other written documents (i.e. contracts, MOU's) as requested.			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for written policies or other documents are ignored.	Requests for written policies and other documents are occasionally addressed or addressed in an untimely manner. Policies or other documents need several revisions or corrections.	Requests for written policies and other documents are prepared within a reasonable amount of time. Written policies or other documents are clear, concise, and consistent.	Requests for written policies and other documents are prepared in a timely manner. The policies or written documents are error free.
Responsibilities: Work with campus leaders to resolve legal issues regarding parents, staff, and students.			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Academica Legal Staff is unwilling or unable to assist the school in these legal issues.	Academica Legal Staff occasionally assists in these legal issues.	Academica Legal Staff assists with these legal issues by talking to the parent and/or assisting in the discipline of a staff member or student.	Academica Legal Staff is willing to be present to meet with the parent, staff member, or student and/or assists the school in coming to a resolution that is most beneficial to the school.
Comments:			

Marketing/Design

Responsibilities: Confer with clients to determine marketing strategy and product design.			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for meetings and product designs are ignored and/or no attempt is made to provide service.	Some jobs requested are completed in a sufficient manner. Modest attempt is made on full job requests.	Marketing materials and design requests are confirmed within 48 hours and a timeline is agreed upon.	Expert or high level of service is provided in defining what the client needs with immediate follow up. Initial design is ready according to the pre-arranged timeline, based on the current que and time sensitivity of each request.
Responsibilities: Work closely with school principals, directors, managers, administration, and all other school representatives for creative direction.			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Opinions and wishes on creative direction are followed rarely.	Some designs reflect wishes and direction of client.	Most designs are satisfactory in their layout, design and concept, and closely match up to client's vision.	Products are professional and meets or exceeds client's expectations in final design and presentation.
Responsibilities: Determine size and arrangement of illustrative material and copy, and select style and size of type.			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>

Attachment F - EMO Evaluation Rubric

Material and copy fails to meet needs of particular graphic design job, i.e. the size/material or number of products do not match up with the client's wishes.	Modest attempt is made to fulfill copy and style requirements and meets needs and vision from time to time.	The final printed product is consistent with the scope and vision of the marketing project and is within the proposed budget price point.	Product meets and exceeds client's expectations in type, style, arrangement and size, and shows a mastery of understanding the targeted audience for the material.
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Comments:

National School Lunch Program (NSLP)

Responsibilities:

Provide technical assistance to ensure schools are in compliance with the NSLP Regulations and Best Practices.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
No attempt is made to provide technical assistance.	Moderate level of technical assistance is provided.	Consistent level of technical assistance is provided.	High level of technical assistance is provided.

Responsibilities:

Provide support in preparation and throughout the NSLP Administrative Review process.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Minimal support is provided in preparation and throughout the Administrative Review process.	Limited support is provided in preparation and throughout the Administrative Review process.	Frequent support is provided in preparation and throughout the Administrative Review process.	Initiated and highly consistent support is provided in preparation and throughout the Administrative Review process.

Responsibilities:

Provide assistance to schools in completing requirements for reporting and with applying for renewal of the NSLP.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Little assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Inconsistent assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Appropriate assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Advanced assistance is provided in completing NDA reports and applying for renewal of the NSLP.

Comments:

Attachment F - EMO Evaluation Rubric Procurement of Furniture/Curriculum

Responsibilities:

Work with the school leadership to obtain quotes, create purchase orders, and place orders for curriculum, furniture and equipment based upon the school's requests and needs, while making sure to maintain their allotted budget.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests from the school office manager or Principal are ignored and/or attempt to assist in purchasing the materials is not made.	Some requests are fulfilled in a sufficient manner. Requests are taking an unacceptable length of time to be fulfilled	Quotes are obtained and orders placed in a timely manner. Suggestions are provided for materials that will meet the needs and requirements.	Expert or high level of service is provided in fulfilling requests from school staff. Records are kept and accessible of prior year purchases for reference. Any order issues that are communicated to us are immediately forwarded to the school.

Responsibilities:

Assist in creating the Summer Purchasing Budget for the school, and maintaining that budget as purchases are made.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Budgets are not communicated with the school administration, school administration is not aware of how much money they have spent and how much money that have left.	Budgets are communicated with the school administration, but only at the request of the school administration.	Budgets are updated in a timely manner and available for the school administration on a normal basis.	Budgets are customized at the request of the school administration, and the budget is communicated with the school every time it is updated.

Responsibilities:

Assist as a Liaison for and oversee summer furniture installation

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
No communication is made with the school, installers and furniture show up to the school unannounced.	School Administration is notified of installation dates, but no attempts are made to work around requests from the school.	Requests from the school are observed, and communication is effective between all parties involved in the furniture installation process.	Requests from the school are observed, the school administration does not have to worry about what is being placed in their building, the installation is completed with a high level of satisfaction and any issues are communicated effectively.

Responsibilities:

Assist as a Liaison between the school and curriculum vendors.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
No communication is made with the school regarding what purchases they would like to make.	School Administration is aware of purchases being made but is not receiving any updates regarding the status of the order or any digital access information.	School is aware of purchases being made and is kept apprised of any backorders or shipping delays communicated to us by the	School is provided with a list of all curriculum previously purchased and made aware of any items they need renewal or replenishment. Orders are processed as

Attachment F - EMO Evaluation Rubric

		vendor. Any digital access updates in a timely manner.	quickly as possible and updates are quickly made to digital access platforms.
Comments:			
Registration			
Responsibilities: Campus Enrollment			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Rarely monitors the database enrollment numbers for enrollment openings or acceptances past the deadline. Rarely communicates with the Registrar to ensure the campus is fully enrolled or to help with processing enrollments.	Sporadically monitors the database enrollment numbers for enrollment openings or acceptances past the deadline. Sporadically communicates with the Registrar to ensure the campus is fully enrolled or to help with processing enrollments.	Consistently monitors the database enrollment numbers for enrollment openings or acceptances past the deadline. Consistently communicates with the Registrar to ensure the campus is fully enrolled or to help with processing enrollments.	Always monitors the database enrollment numbers for enrollment openings or acceptances past the deadline. Consistently communicates with the Registrar to ensure the campus is fully enrolled or to help with processing enrollments.
Responsibilities: Infinite Campus and training for Registrar			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Rarely provides support with OLR, Enrollment and Attendance procedures within Infinite Campus. Rarely is able to answer questions regarding Infinite Campus processes and/or features. No training provided for Infinite Campus new and current processes and/or features.	Sporadically provides support with OLR, Enrollment and Attendance procedures within Infinite Campus. Sporadically able to answer questions regarding Infinite Campus processes and/or features. Only provides training for new IC processes and does not review currently used procedures.	Consistently provides support with OLR, Enrollment and Attendance procedures within Infinite Campus. Consistently is able to answer questions regarding Infinite Campus processes and/or features. Provides training for reporting procedures and new processes when asked.	Exemplary: Always provides support with OLR, Enrollment and Attendance procedures within Infinite Campus. Always is able to answer questions regarding Infinite Campus processes and/or features. Provides continual, on-going assistance and training for reporting procedures and new processes.
Responsibilities: Campus Customer Service and Support			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Rarely provides assistance or support to the registrar. Rarely responds to emails or phone calls in a professional or timely manner. Rarely visits schools when requested and is rarely courteous or professional when interacting with the school staff and families.	Sporadically provides assistance or support to the registrar. Sporadically responds to emails or phone calls in a professional or timely manner. Sporadically visits schools when requested and is occasionally courteous and professional when interacting with the school staff and families.	Consistently provides assistance or support to the registrar. Consistently responds to emails or phone calls in a professional or timely manner. Consistently visits schools when requested and is consistently courteous and professional when interacting with the school staff and families.	Always provides assistance or support to the registrar. Always responds to emails or phone calls in a professional or timely manner. Always visits schools when requested and is always courteous and professional when interacting with the school staff and families.
Responsibilities: State Audit Preparation Guidance and Support			

Attachment F - EMO Evaluation Rubric

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
No audit preparation, guidance or support provided. No understanding of state expectations before, during and after an audit. Never appears in person when an on-site audit occurs.	Sporadic audit preparation, guidance or support provided. Some understanding of state expectations before, during and after an audit. Sporadically appears in person when an on-site audit occurs.	Complete audit preparation, guidance or support provided. Strong understanding of state expectations before, during and after an audit. Appears in person as needed when an on-site audit occurs.	Provides step-by-step audit preparation, guidance or support provided. Prepares everything necessary for the audit and provides follow up when audit is complete. Complete understanding of state expectations before, during and after an audit. Able to explain every process to registrar and administration. Always provides full in-person participation provided prior to, during and after the audit.

Responsibilities: Online Enrollment and Lottery

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
No communication is provided regarding the open enrollment or lottery process or timeline. No understanding of open enrollment and lottery process and is unable to train or communicate with registrars or applicants regarding the acceptance, enrollment or waitlist procedures.	Sporadic communication is provided regarding the open enrollment or lottery process or timeline. Some understanding of open enrollment and lottery process and is only slightly able to train or communicate with registrars or applicants regarding the acceptance, enrollment or waitlist procedures.	Strong communication is provided regarding the open enrollment or lottery process or timeline. Strong understanding of open enrollment and lottery process and is able to train and communicate with registrars or applicants regarding the acceptance, enrollment or waitlist procedures.	Outstanding, clear and complete communication is provided regarding the open enrollment or lottery process or timeline. Outstanding and complete understanding of open enrollment and the lottery process and is able to train and communicate with registrars or applicants regarding the acceptance, enrollment or waitlist procedures.

Comments:

School Safety

Responsibilities:

Provides school safety liaison services between the schools and public safety agencies, local emergency agencies: Nevada Division of Emergency Management, Nevada Department of Education, State Public Charter School Authority and other agencies as needed.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for school safety support and/or advice is ignored and/or no attempt is made to provide school safety support or advice.	Requests for school safety support and/or advice are occasionally addressed or are addressed in an untimely manner. Responses are unclear or inconsistent.	Requests for school safety support and/or advice receive a response within a reasonable amount of time. Responses are statutorily correct, clear, and consistent.	Requests for school safety support and/or advice receive a response in a timely manner. The Academics School Safety Staff anticipates, communicates, and trains school leaders on relevant school safety issues.

Attachment F - EMO Evaluation Rubric

Responsibilities: Assist schools in developing and implementing the school Emergency Operation Plan (EOP) and other school safety related documents as requested.			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for EOPs or other documents are ignored.	Requests for EOPs and other documents are occasionally addressed or addressed in an untimely manner. EOPs or other documents need several revisions or corrections.	Requests for EOPs and other documents are prepared within a reasonable amount of time. EOPs or other documents are statutorily correct, clear, and consistent.	Requests for EOPs and other documents are prepared in a timely manner. The EOPs or written documents are professional, detailed and error free.
Responsibilities: Work with campus leaders to provide school safety information and resolve school safety related issues / emergencies.			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Academica School Safety Staff is unwilling or unable to assist the school in these school safety issues.	Academica School Safety Staff occasionally assists with school safety information, issues and emergencies.	Academica School Safety Staff assists with school safety information, issues and emergencies as needed.	Academica School Safety Staff is not only willing to assist with school safety information, issues and emergencies as needed but also responds to the school, and creates new school safety information as needed.
Comments: <div style="text-align: center; background-color: black; color: white; padding: 5px; font-weight: bold; font-size: 1.2em;">State Reporting</div>			
Responsibilities: Timely alert school system, responsible party and/or Academica Departments of items or information coming due to the State, both from the Authority and the Department of Education.			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Staff does not provide ample notice to schools after receiving notice from the proper agency, of items or information coming due and school employees are often rushing to submit requested items.	Staff sometimes provides forward notice of items or information coming due (once the due dates are received from proper agency); however, those responsible are sometimes still rushing to complete items timely.	Staff provides timely notice, once deadlines are received from the proper agency, as to the information or items due, giving the responsible party ample time to complete.	Once deadlines are received from the proper agency, staff always goes to great lengths to ensure that all parties involved are aware of the information and/or items coming due and works to gain extensions where necessary. Staff sends out a calendar invite for all items coming due, as well as, staff provides reminders of upcoming due dates.
Responsibilities: Works with each school system, responsible party and/or Academica departments to gather necessary information to ensure information or required items are submitted timely and accurately. When questions arise, staff works with the Authority and/or Department of Education to gain clarification on			

Attachment F - EMO Evaluation Rubric

information requested and works to ensure that all systems receive a clear explanation of requirements. Assists parties in completing reports, etc. as requested. Works with necessary party to obtain an extension, if necessary.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Staff does not provide assistance to ensure the timely and accurate submission of items or information. Nor does staff work to gain additional information when questions arise.	Staff at times will work to facilitate the gathering of information or items for submission. Staff inconsistently attempts to gather additional information from various agencies, however, little follow up takes place in this regard.	Staff regularly works with systems or necessary staff to gather the required information or items for submission. Staff offers to be of any assistance to those persons, whether to gather information independently or to work with others. Staff frequently works with other agencies to obtain additional guidance when needed.	Staff provides a high level of service in working with each system to ensure timely and accurate submission of information. When questions arise that staff cannot answer, staff diligently works with other agencies to obtain additional guidance when needed and provides follow up when additional information is not received. Staff offers assistance at all times to help with data compilation or collection of documents to ensure proper compliance.

Responsibilities:

Submission of all documents related to reimbursement under grant funding. Maintain thorough and accurate records to ensure that all items are submitted timely and accurately in order to ensure the proper reimbursement to the system. Responsible for assisting with revised grant budgets, when the need arises. Assist with any questions either the system, Academic departments or various agency departments might have regarding reimbursements submitted and projections of future grant spending.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Staff does not maintain proper grant reimbursement records and does not meet reimbursement request deadlines. Staff is not in communication with agencies regarding grant-funding questions. Staff does not assist the system with budget revisions.	Staff maintains minimal records, which at time leads to inaccurate date information being submitted. Staff works sparsely with other department or systems regarding grant reimbursement questions or the revisions to grant budgets. As well, staff does not interact on a regular basis with various agencies inquiring about spending projections.	Staff maintains thorough records and files with regard to each grant a system is awarded, allowing for a streamlined process to ensure timely and accurate submissions. Staff works with all systems to modify grant budgets, as the need arises. Staff works with all agencies that have questions regarding grant reimbursements or other grant related questions.	Staff diligently works to ensure that all grant reimbursement files are complete and accurate, resulting in consistently timely and accurate reimbursement submissions. Staff frequently works with systems to ensure that any budget modifications needed are updated and submitted to the state for approval. Staff consistently follows up with the state on any questions they might have regarding the revisions, as well as the status of a submitted revision. Staff has built a strong working relationship with the various

Attachment F - EMO Evaluation Rubric

			agencies in which reimbursement requests are submitted, in order to ensure any information needed is provided, resulting in timely reimbursement processing.
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Comments:

Teacher Recruitment & Licensure

Responsibilities:

Track and advertise job openings for the school site

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Jobs are inconsistently posted to recruiting platform(s). No attempt at communication with school site administration is made by the recruitment representative. Jobs posted are consistently out of date or inaccurate.	Jobs are posted to recruiting platform(s) within a sufficient amount of time. Recruitment representative makes an attempt to communicate with the school site to update openings.	Jobs are accurately posted to recruiting platform(s) within 12-24 hours of notification of the job opening. Recruitment representative consistently communicates with school site administration to ensure job openings are up to date.	Jobs are accurately posted to recruiting platform(s) within 12 hours of notification of the job opening. Recruitment representative initiates consistent communication with school site administration regarding open positions and frequently sends prospective candidates to school administration as appropriate.

Responsibilities:

Track teacher licensure and notify teachers of license expiration

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Licensed staff are not notified of upcoming license expiration at least 6 months in advance. No attempt is made to notify licensed staff and administration when a staff member's license lapses. Requests for assistance with licensure questions are ignored.	Licensed staff are consistently notified of upcoming license expiration at least 6 months in advance. A moderate attempt is made to notify licensed staff and administration when a staff member's license lapses. Minimal assistance is offered when licensure questions arise.	Licensed staff are consistently notified of upcoming license expiration at least 6 months in advance. Licensed staff and administration are notified promptly when a staff member's license lapses. Effective assistance is given to licensed staff and administration when licensure questions arise.	Licensed staff are consistently notified of upcoming license expiration, including an explanation of any provisions or requirements needed to renew the license. Licensed staff and administration are notified within 1 week of a staff member's license lapsing. Expert assistance is given when licensure questions arise.

Responsibilities:

Organize and run teacher hiring fairs

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Recruitment team makes little or no attempt to organize hiring fairs during the school year. School sites	Recruitment team prepares and executes 2 hiring fairs per school year. There is limited organization to the	Recruitment team effectively prepares and executes 2 hiring fairs per school year. The hiring fairs are organized	Recruitment team effectively prepares and executes 2 highly-organized hiring fairs per school year. The school

Attachment F - EMO Evaluation Rubric

have minimal opportunity to effectively hire teachers and support staff from these events.	hiring fairs, which leads to inconsistent recruitment opportunities for school sites.	and frequently assist the school sites with teacher and support staff recruitment for the current or upcoming school year.	sites are consistently given the opportunity to hire teachers and support staff at these events. Feedback is acquired from school sites and implemented in future hiring fairs.
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Comments:

Travel

Responsibilities:

Book travel for school employees in accordance with Government Regulations and in a timely manner. **In all uses of the word, 'timely' can be defined as trip confirmations being provided to travelers two weeks from departure date so long as the trip was requested two weeks or more in advance. If a trip is requested less than two weeks from departure, 'timely' can be defined as 'as soon as possible'

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Inadequate communication with the school and requests are not handled timely. Travel does not meet the GSA standards.	Limited communication with the school. Modest attempt is made to book travel with in the GSA guidelines. Travel requests are not attended to in a sufficient manner.	Travel is booked in a timely manner and meets GSA guidelines.	Highly consistent communication with the school. Travel is booked in a timely manner and meets GSA guidelines. Helps with travel problems when they occur.

Responsibilities:

Registers school employees for conferences in a timely manner when requested. **In all uses of the word, 'timely' can be defined as trip confirmations being provided to travelers two weeks from departure date so long as the trip was requested two weeks or more in advance. If a trip is requested less than two weeks from departure, 'timely' can be defined as 'as soon as possible'

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests are ignored and conference is not booked for school employees.	Limited communication with the school regarding the conference. Conference early bird discount and/or group rates are not used (if requested on time).	Conference is booked in a timely manner. Conference early bird and/or group discounts are applied (if requested on time).	Highly consistent communication with the school. Conference early bird and/or group discounts are applied (if requested on time).

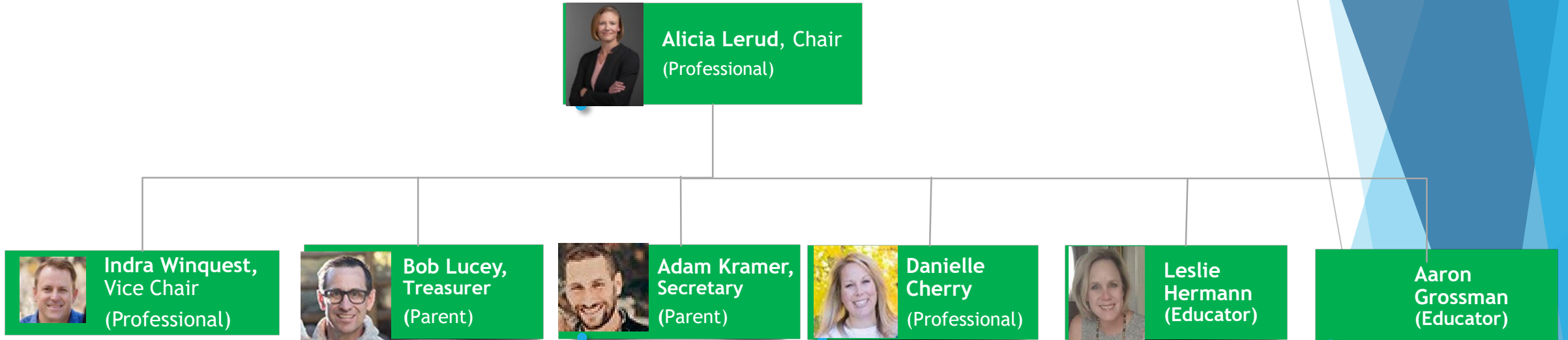
Comments:



Doral Academy of Northern Nevada

A K-8 Tuition-Free Public Charter School System

Board of Directors Organization Chart (as of AUGUST 2022)



ALICIA L. LERUD

EDUCATION

William S. Boyd School of Law, UNLV

- Juris Doctor, May 2006
- Appointed by Governor Guinn to the Legislative Committee to Evaluate Higher Education Programs – *student representative*

University of Nevada, Reno

- Bachelor of Science, May 2003
- Biology major, Psychology and American Literature minors
- Associated Students of the University of Nevada, Sept. 1999 – May 2003
President, Vice President for Programming, Special Events Committee Chair
- University of Nevada Honors Student Council, August 1999 – May 2001

PROFESSIONAL EXPERIENCE

Second Judicial District Court

Clerk of Court and Court Administrator

Assistant Court Administrator

Reno, NV

04/21 - present

01/15 – 04/21

- Performs all statutory obligations of the District Court Administrator and Clerk of Court as prescribed by the Nevada Revised Statutes.
- Acts at the direction of the District Court judges and implements policy as directed.
- Oversees the District Court's budget.
- Serves as a liaison between the District Court and the Washoe County Manager's Office.
- Serves as a primary point of contact with various District Court stakeholders including the Nevada Administrative Office of the Court, justice courts, municipal courts, District Attorney's Office, Public Defender's Office, Alternate Public Defender's Office, Washoe County Human Services Agency, Juvenile Services, Washoe County Sheriff's Office and Washoe County Bar Association.

Nevada Attorney General's Office

Senior Deputy Attorney General – Bureau of Litigation, Public Safety Division

Carson City, NV

07/13 – 01/15

- Provided daily supervision for thirteen attorneys representing the Nevada Department of Corrections (NDOC) and managed associated case assignments.
- Represented state agencies in complex litigation matters.
- Provided day-to-day counsel to the NDOC.
- Supervised the Tobacco Enforcement Unit and all related responsibilities (see below).

Bureau of Litigation, Tobacco Enforcement Unit

Deputy & Senior Deputy Attorney General

02/11 – 07/13

- Responsible for the enforcement of statutes pertaining to tobacco manufacturers and wholesalers (NRS Chapters 370 and 370A).
- Served as counsel in nation-wide arbitration relating to the Tobacco Master Settlement Agreement, from which Nevada's Millennium Scholarship is funded.
- Oversaw enforcement activities relating to Nevada's tobacco youth access statute.

Attachment G - Board Member Resumes

Deputy Attorney General – Bureau of Litigation, Appellate Division 11/09 – 01/11

- Represented the State of Nevada’s interests in federal habeas corpus matters.
- Representation primarily occurred in the United States District and Ninth Circuit Court of Appeals, with limited representation occurring in Nevada state courts.

Deputy Attorney General – Bureau of Litigation, Public Safety Division, NDOC 02/07 – 10/09

- Represented the NDOC in civil litigation matters in small claims courts, Nevada state courts, the United States District Court, and the Ninth Circuit Court of Appeals.
- Responsible for pre-trial case preparation including extensive motion practice, client/witness interviews, preparation of written discovery, and deposition practice.

Nevada System of Higher Education Reno, NV
Law Clerk 09/06 – 01/07

- Performed research tasks to aid general counsel in employment litigation matters.
- Wrote dispositive motions for attorney approval.

INTERNSHIPS

United States Senator Harry Reid, Washington D.C. Summer 2003

- Performed research on legislative measures including K-12 and higher education matters.
- Provided tours of the U.S. Capitol Complex to Nevada residents visiting Washington.

Nevada Attorney General Frankie Sue Del Papa, Carson City, NV Summer 2002

- Performed research on various public policy issues.
- Worked with attorneys on various litigation research tasks.

PROFESSIONAL ADMISSIONS & ACTIVITIES

- State Bar of Nevada, NV Bar No. 10123
- United States District Court for the District of Nevada
- Ninth Circuit Court of Appeals
- National Association of Presiding Court Officers, Member
- National Association of Court Management, Member
- Nevada Association of Court Executives, Member
- Northern Nevada Women Lawyers Association, Member and Former Executive Board Member
- Nevada Bar Association, Young Lawyers Section, Goldilocks Volunteer
- Nevada Supreme Court Law Day Volunteer

Attachment G - Board Member Resumes

Indra Winquest
10555 Elm Glen Ct, Reno NV 89521
(775) 745 - 7591
iwinquest@yahoo.com

Dynamic and results oriented person with strong communication skills. Articulate and persuasive in working with leadership, staff, peers, and the public. Consistently meets and exceeds goals, while maintaining and improving public satisfaction. Strong decision-making and leadership skills. Loyal and open to new ideas. Always willing to accept and overcome new challenges.

Professional Experience

Incline Village General Improvement District
893 Southwood Blvd, Incline Village, NV 89451

Director of Parks & Recreation
7/2015 - Present

Responsible for the leadership and management of all District parks and recreation facilities and programs; for supervision of staff and management of resources consistent with the general administrative direction of the General Manager; oversees development of comprehensive recreation programs and operational and development phases of parks, recreation areas and facilities, playgrounds and specialized areas.

Responsibilities include the management of four private beaches, boat ramp facilities, six multi use playing fields, Recreation Center, Tennis Center (11 courts), Disc Golf Course, 2 community pools. Additionally, all community programming including aquatics, seniors, youth and family specialty programs, youth and adult sports, fitness, health & wellness and a variety of special community events. Responsible for all aspects of operational and capital budgeting as well as project management. Overall, responsible for an annual budget of \$6.8 million. Responsible for 20 full time year round direct reports and between 75 and 250 part time staff depending on the season.

Superintendent/Assistant Director of Parks & Recreation
9/2008 – 7/2015

Plan, direct and oversee activities for recreation programming areas including aquatics, youth and adult sports, youth and family programming, seniors, tennis and fitness.

Directly or indirectly manages all recreational venues including the tennis center, recreation center, playing fields, private beaches, disc golf course, exercise course, indoor and outdoor swimming pools and other parks and open spaces.

Participate in development of goals and objectives for the Parks & Recreation Department. Develop and recommend annual operating budget and capital improvement budgets for assigned areas of responsibility.

Work with area of responsibility on the research and implementation of parks and recreation specific capital improvement projects including long range planning.

Attachment G - Board Member Resumes

Work extensively with operating software for administering all recreation department programs and facilities. Provide leadership to the Parks & Recreation department organizational planning and process improvements.

Participate in the development of marketing strategies, promotions and publications for all Parks & Recreation programs, services and facilities.

Prepare and deliver presentations and serves as District representative at meetings of community groups, schools, and other professional or industry associations. Prepare monthly and annual reports for district Board of Trustees including periodic presentations at meetings.

Manage twelve subordinate supervisors who supervise up to 200+ employees in areas of assigned responsibility.

Recreation Manager – Sports/Tennis Center/Athletic facilities

3/2008 – 9/2008

Essential Duties and Responsibilities include overseeing the administration of all Adult and Youth Sports programs, as well as various special events and department functions. Prepare information necessary for marketing and administering sports programs. Adult Programs administered include Softball Leagues; Softball Tournaments including ASA sanctioned National Qualifier's, Indoor Soccer, Basketball, and Volleyball. Youth Sports Programs include Basketball, Softball, Soccer, and Volleyball. Additionally, the position is a Liaison with other Youth Sports Organizations including Little League, Pop Warner, AYSO, ASA Softball. Responsible for all aspects of facility booking for recreational venues.

Position manages a full service Tennis Center that includes 11 courts; retail pro shop, youth and adult sports clinics and camps, private lessons, tournaments, and various special events. Responsible for managing Tennis Center staff including a Director of Tennis, four USTA teaching professionals. Responsible for hiring, training and developing efficient strategies to enhance the overall service levels.

Recreation Supervisor – Sports/Athletic Facilities

4/2005 – 3/2008

Essential Duties and Responsibilities include overseeing the administration of all Adult and Youth Sports programs, as well as various special events and department functions. Prepare information necessary for marketing and administering sports programs. Adult Programs administered include Softball Leagues; Softball Tournaments including ASA sanctioned National Qualifier's, Indoor Soccer, Basketball, and Volleyball. Youth Sports Programs include Basketball, Softball, Soccer, and Volleyball. Additionally position is a liaison with other Youth Sports Organizations including Little League, Pop Warner, AYSO, ASA Softball. Responsible for all aspects of the operating budget and cost management.

Senior Recreation Clerk

5/2003 – 4/2005

Responsible for Recreation Counter operations including adult and youth program registration and point of sale applications including sale of boat launch and daily beach passes. Managing the resident Recreation Pass process, including administering the Parcel Master Software database for property deeds and applicable information. Class Software Administrator for applications necessary to department operations. Responsible for facility booking for district private beaches as well as staff support for district recreational facilities. Managing office supplies and orders. Processing daily cash sales reports, as well as other applicable reports. Served as support for department staff that included sports, aquatics, programs, and upper management.

Attachment G - Board Member Resumes

Tahoe Keys Property Owners Association, South Lake Tahoe, CA
Recreation Specialist
6/1994 – 12/2002

Head Lifeguard managing up to 12 seasonal Lifeguards, Aquatics Maintenance Specialist, Swim Lesson Instructor and Summer Day Camp Coordinator for ages 7 – 12 years. Responsible for upkeep of two pools, two spas, 7 tennis courts, a putting green and 4 outdoor Basketball Courts. Coordination of Day Camp geared toward Sports and Arts & Crafts.

Skills/Accomplishments

- Certified CPR/First aid/AED since 1990
- Certified Lifeguard and Swim Instructor from 1989 – present
- Certified Pool & Spa Operator 1995-present
- Licensed Clinician for the National Alliance for Youth Sports to train youth coaches
- Incline High School Varsity Girls Softball Coach 2008 - 2010
- Incline High School Varsity Girls Basketball Coach 2013 – present
- 2014 NIAA Nevada 2A State Basketball Champions (Incline High School)
- Incline Middle School Girls and Boys Basketball Coach 2007 - present
- 2012 Nevada Recreation & Park Society Elmer H. Anderson Parks Excellence Award – NT Lions Club Disc Golf Course

Affiliations/Professional Growth

- Nevada Recreation & Park Society - participated in State Conference in 2006, 2008, 2010, 2012, 2014, 2016, 2018
- California Park & Recreation Society – participated in State Conference in 2008, 2009, 2012, 2013, 2015, 2017
- National Park & Recreation Society – participated in National Conference 2007, 2009, 2011, 2014
- National Alliance For Youth Sports – participated in National Conference in 2006 (3 CEU units)
- Certified through Essential Management Skills certification program
- Organizing committee – I CAN Run fundraising event 2007-2010
- Board member with Red White and Tahoe Blue 2014-present
- Staff liaison to the Board of the Incline Tahoe Foundation 2014 - Present

Education

University of California – Santa Cruz
Santa Cruz, CA
BA Global Economics 1998

Lake Tahoe Community College
South Lake Tahoe, CA
AA Degree Spanish 1995



BOB LUCEY

Chairman
Washoe County Commission
State of Nevada

CONTACT

PHONE:

75-745-2995

EMAIL:

LinkedIn:

[@BobLucey](#)

Bob Lucey is a trusted community leader and consensus builder who currently serves as the Chair of the Washoe County Commission. In addition to leading the policy development for the 470,000 residents of Washoe County, Bob serves as the Chair for the Regional Transportation Commission, the Reno-Sparks Convention and Visitor's Authority, and the Community Homelessness Advisory Board. Furthermore, Bob has extensive legislative experience within these roles with the federal congressional delegation from Nevada and other members of Congress to develop new policy and direction that impacts the local, State, and federal levels. He also serves as the Vice President of the Nevada Association of Counties, the Washoe County Federal and State Legislative Liaison and Vice Chair of the Policy Steering Committee on Transportation for the National Association of Counties.

In his numerous leadership roles, Bob has become adept in this region's needs and goals and focused his expertise towards developing numerous strategic plans for the region and the multiple agencies he represents. This experience has been invaluable to his success as a local leader and has afforded him the opportunity to convene and collaborate with business and community stakeholders within the region and at the national levels.

Throughout his 20-year professional career, Bob has prided himself on creating productive work environments to attract and retain innovative workforce(s) within his industries. Bob believes in strong team development which has led his businesses and organizations through challenging times with great success. Bob continues to exhibit this everyday through the operation of his veterinary hospital and real estate businesses here in northern Nevada.

As a 5th generation Nevadan, Bob has been dedicated to his community which is reflected by his career and influences his commitment to public service. As a committed husband and father of two, Bob works tirelessly to enhance the community in which he has chosen to raise his family and remains committed to the quality of life for all that live, work, and play in Northern Nevada.

ADAM KRAMER

EXECUTIVE VP | STRATEGY

EDUCATION

MASTER OF BUSINESS
ADMINISTRATION
University of Notre Dame
2019 - 2021

MASTER OF SCIENCE
CRIMINOLOGY
University of Cincinnati
2007 - 2009

BACHELOR OF ARTS
MASS COMMUNICATION
Menlo College
Menlo Park, CA
2002 - 2005

AWARDS

Art and Business Award,
EDAWN, 2017 (Switch)

Top 200 Executive of West Michigan
Grand Rapids Business Journal, 2019

Newsmaker of the Year
Grand Rapids Business Journal, 2017

Las Vegas 40 Under 40
Vegas Inc., 2013

COMMUNITY LEADERSHIP

Appointed by Governor Sisolak and
Governor Sandoval to serve on the
Nevada Governor's Office of Economic
Development Board

Trustee, University of Nevada, Reno

Board of Directors, Economic
Development Agency of Western

Vice Chairman, Renown Health

EXPERIENCE

EXECUTIVE VICE PRESIDENT OF STRATEGY, SWITCH (NYSE: SWCH)
December 2013 - Present

Establish corporate strategy surrounding development, government affairs, public relations, energy and sustainability. Responsible for passage of legislation at local, state and federal levels, government sales, negotiation of energy contracts and power purchase agreements (\$1 billion+ negotiated), site selection and land purchase negotiations, and public relations. Featured international speaker and expert panelist on energy policy, sustainability and technology.

VICE-CHAIRMAN, RENOWN HEALTH
October 2017 - Present

The Renown Health Board is responsible for the entire health network including strategic direction and approval of capital and operating budgets (\$1.4 billion). Serve on Corporate Governance and Executive committees. Will become Chairman in 2021.

DIRECTOR OF ENTREPREUNERSHIP, LAS VEGAS METRO CHAMBER OF COMMERCE
June 2011 - December 2013

Created the Chamber's startup entrepreneurship program, and oversaw the management of the fifth largest young professionals network in the country. Served as a national public speaker talking about the local startup community and young professionals groups. Speaking engagements included SXSW, Western Association of Chamber Executives, and Startup Weekend's UP Conference.

OWNER, CPR GROUP
August 2007 - June 2011


Started digital video production company that produced documentary films and commercial work. Created and produced digital advertisements for companies like State Farm Insurance, Clear Channel Outdoor and Canterbury of New Zealand.

NEWS ANCHOR/REPORTER, KSBW-TV
August 2006 - August 2007


Produced, wrote and fronted news stories. Served as weekend news anchor. Broke the story regarding the national e-coli outbreak in spinach in 2007 and provided content for news stations nationally surrounding the outbreak.

ADAM KRAMER

EXECUTIVE VP | STRATEGY

 805-405-7222

 aokramer@mac.com

 490 Mil Drae Lane
Reno, NV 89511

 [linkedin.com/in/aokramer/](https://www.linkedin.com/in/aokramer/)

EXPERIENCE (CONTINUED)

NEWS ANCHOR/REPORTER, WJHG-TV
August 2005 - August 2006

Produced, wrote and fronted news stories as well as served as weekend news anchor. Produced and fronted a three-part series regarding immigration in the Florida Panhandle which won an AP Award.

Attachment G - Board Member Resumes

Danielle M. Cherry

385 Teramo Drive - Reno, NV 89521 dcherry@nvvfundraiser.com (775) 857-7226

WORK EXPERIENCE

DANIELLE CHERRY & CO.

April 2008 - Current

Campaign Finance Director & Fundraiser

- Responsible for all fundraising efforts (events, call sheets, meetings, contribution solicitations)
- Fundraising efforts include regular calls to lobbyists and government relations representatives to share the clients issues and views and solicit contributions
- Regular meetings with legislators, government relations representatives, lobbyists and candidates to establish relationships and garner support
- Manage client data & complete contribution and expense reports
- Produce an initial and ongoing finance plan for each client

GOVERNOR OF NEVADA, Carson City, NV 2008

January 2007 - April

Executive Assistant & Scheduler

- Research, prepare & develop daily briefing materials for the Governor including information on current local, state, and national issues and background information for each of the Governor's meetings and events.
- Plan and execute events for the Governor and work with various groups to help them plan their events around the Governor
- Meet daily with the Governor to go over his schedule and other concerns.
- Manage the development of the Governor's daily schedule while constantly seeking venues and opportunities for the Governor to deliver remarks on his initiatives.
- Evaluate meeting requests and then plan and execute travel and events throughout the state. Coordinate between the Governor's policy, press, and security detail, and Cabinet level agencies to ensure the Governor always safely arrives at the correct location at the correct time - is on top of what is happening, and is prepared with remarks.
- Research the background information for the Governor's remarks and coordinate with the press team to execute.
- Prepare and track the Governor's personal and business correspondence and maintain a continually growing list of contacts.
- Work with the Nevada Congressional Delegation to ensure that the State's priorities are met and the Governor's initiatives are known.
- Take meetings and phone calls with legislators, CEO's, special interest groups, etc. on behalf of the Governor

CONGRESSMAN JIM GIBBONS, Washington, DC 2006

November 2005 - December

Executive Assistant & Scheduler & Office Manager

- Maintained the Congressman's master calendar, scheduling all events and coordinating weekly travel from Nevada to Washington, D.C.
- Managed the office's \$1.6 million dollar budget, processed bills, staff and Congressman travel reimbursements, and payroll, while preparing regular budget statements for the Congressman and Chief of Staff
- Coordinated weekly "constituent coffees" and provided the Congressman with a briefing sheet of relevant issues for each group in attendance. During the events met with special interest groups to discuss issues on behalf of the Congressman
- Prepared a daily briefing binder for the Congressman with a briefing packet for each meeting and event. Briefing packets included background information, current issues, agendas, etc
- Supervised office administrative staff and oversaw office's internship program

CONGRESSMAN JEFF FORTENBERRY, Washington, DC *Legislative Correspondent & Staff Assistant*

August 2005 - November 2005

- Responsible for receiving, logging and responding to all incoming mail
- Researched and stayed on top of current and past legislative issues and wrote written responses to constituent letters and inquiries

Attachment G - Board Member Resumes

- Took constituent calls and discussed legislative issues and the Congressman's position
- Developed a monthly mail piece outlining the Congressman's current accomplishments
- Maintained the web site and assisted with the weekly message

SUPREME COURT OF THE UNITED STATES, Washington, DC

May 2005 – August 2005

Legal Publications Intern

- Processed, tracked, and published the confidential Court Bench Opinions
- Maintained department & opinion security prior to release of Opinions from the Bench by The Chief Justice
- Served and was in constant communication with high-ranking court officials, law clerks, editorial staff & staff at all levels
- Planned and executed a program for all of the Supreme Court Interns where a high-ranking court official or Supreme Court Justice spoke at a weekly intern luncheon program
- Route phone requests, escort visiting dignitaries, etc.

EDUCATION & AWARDS

B.A. in Graphics Communications (dual degree in marketing & business), minor in Accounting

Graduated Magna Cum Laude from Point Loma Nazarene University, San Diego, CA. 3.78 GPA.

Academic Achievements:

Phi Delta Lambda Honors Society (top 15% graduating class), Dean's Scholarship Recipient, Art & Design Departmental Scholarship, Electronic Document Systems Foundation Board of Directors Scholarship recipient

TECHNICAL SKILLS

Software

Operating Systems: All versions of Windows & Mac OS

Graphics: Adobe Illustrator, Photoshop, InDesign, PageMaker, Acrobat/PDF, Quark Xpress

Internet: Netscape, Explorer & experience with Web Design

Business: Intranet Quorum, Microsoft Office (Excel, Word, PowerPoint, Outlook), QuickBooks Pro

REFERENCES

See Attached Document

Attachment G - Board Member Resumes

Leslie Bowlds Hermann

950 Marsh Avenue

Reno, NV 89509

775-560-3737

lesliehermann@edplanit.org

OBJECTIVE Secure board position in a charter school setting

SKILLS PROFILE *Good to Great* approach to daily work driven by conscious choice and discipline
Results orientation
Excellent interpersonal skills with students, parents, staff, and community
Ability to focus on goals until they are fully achieved
Thorough experience with all aspects of leading schools K-12

EDUCATION M.A., University of Phoenix, 2001, School Administration
M.A., University of Nevada, 1995, Teaching English as Second Language
B.A., University of Colorado, 1980, French Literature, Minor in Spanish
Junior Year Abroad, Université de Bordeaux, France, Faculté de Lettres, 1978-1979
Certificates held: Nevada State Teachers Certificate 7-12: French, Spanish, English
Nevada State Teachers Certificate K-16: English as Second Language
Nevada State School Administrator's Certificate

EMPLOYMENT HISTORY **K-12 Principal**, Incline Schools June 2013 – August 2017

Washoe County School District

- Led curricular and instructional alignment of elementary, middle, and high school
- Implemented a standard of research-based instruction in every classroom
- Evaluated teachers with a focus on engagement, questioning, and literacy
- Coordinated and led professional development for K-12 staff
- Leveraged philosophical and financial support for 1-to-1 initiative
- Collaborated with Boosters to raise over \$400,000 in two years
- Raised funds for 18 teachers to attend CUE (technology) conference
- Implemented AP Capstone™ program, enabling students to earn Capstone Diploma
- Implemented test prep program, resulting in highest ACTs in Nevada public schools
- Restructured Family Engagement meetings to be held in parental workplace
- Engaged broad representation of families in school activity
- Conducted senior exit interviews resulting in restructuring of counseling department
- Restructured PLCs to improve focus on student achievement
- Restructured RTI team to improve tier 2 and tier 3 support
- Nominated four teachers for national and state awards, resulting in national and state recognition for the schools
- Met with every parent of students failing classes, resulting in increased graduation rate from 79% to 92% over a four-year period
- Did home visits of students with poor attendance, resulting in improved attendance and increased credit accrual
- Served on district committee to restructure special education services

Assistant Principal, Robert McQueen High School

October 2001-June 2013

Washoe County School District

- Headed Office of Student Relations
- Coordinated student activities

Attachment G - Board Member Resumes

- Managed building and grounds
- Evaluated certified and classified staff
- Coordinated registration including annual course offering revision
- Coordinated district, state, and Advanced Placement™ test administration
- Developed and implemented annual School Improvement Plan
- Headed Northwest Accreditation
- Conducted school-wide staff development
- Expanded course offerings to include AP Comparative Government, AP Music Theory, AP Psychology, Chinese levels 1-AP, Culinary Arts 1-4
- Created and implemented signature programs including The Lancer Look, Lancer Day, Freshman Academy, and Global Studies
- Developed master schedule
- Contributed to the development of the district strategic plan
- Served as College Board® representative to the Chinese Bridge Delegation, Beijing, China

Consultant, Washoe County School District

- Taught writing in second languages, Northern Nevada Writing Project, 1985-1990
- Headed World Languages Textbook Adoption, 1998-1999
- Read High School Proficiency Writing Exams, 1987-1997
- Trained new Curriculum Assistant Principals, 2007-2009
- Presented to “Diving into Administration” students, 2007-2010
- Co-taught “Track III Evaluations for Administration,” 2010

Teacher, Cherry Creek and Washoe County School Districts

Englewood, Colorado and Reno, Nevada

- Taught French, Spanish, English, ESL, Reading grades 6-12
- Served as World Languages Department Leader, Robert McQueen High School
- Served on committees to create and revise world languages credit by exam
- Worked on national committee to create National Standards for World Languages
- Worked on national committee to establish criteria for National Board Certification in World Languages
- Coached Incline High School Ski Team, 1985-1989

HONORS

Phi Beta Kappa (top 1% of graduating class), awarded 1980, University of Colorado
President’s Leadership Scholarship, University of Colorado, 1976-1978
Dean’s List, 4.0 Cumulative GPA, University of Nevada, 1991-1995
Dean’s List, 4.0 Cumulative GPA, University of Phoenix, 1999-2001
Incline High School, Gold Medal of Achievement, US News and World report, 2017

PROFESSIONAL DEVELOPMENT

College Board Conferences, 2001, 2006, 2008
AVID Summer Institute, 2013 and 2015
Marzano’s High Reliability Schools, 2015
College Board Prepárate, 2016
Teachers for Global Classrooms, 2016
ASCD Conference, 2018

REFERENCES

Mr. Indra Winquest, IVGID Director, 775,745-7591
Dr. Andrew Yoxsimer, Principal, Incline High School, 775-832-4260
Mr. Milton Hyams, Social Studies Department Leader, Incline High School, 775-832-4260
Ms. Kari Michael, Assistant Principal, Incline High School, 775-832-4260
Parent references available upon request

Attachment G - Board Member Resumes

Aaron Grossman Educator



coretaskproject@gmail.com



(775) 771-9805



500 West Plumb
Suite B278
Reno, NV 89509



@classroomd4



www.room360.org

PROFESSIONAL EXPERIENCE:

MTSS Specialist

Washoe County School District, November 2021 to Present

- coordinate trainings for the implementation of PBIS/RP Practices
- serve as a liaison to departments and stakeholders in WCSD regarding MTSS/SEL RP
- Coordinates meetings with campus curriculum cadres, department chairs, and similar teacher teams
- Coordinate support for schools that include intervention ideas that meet the needs of all students; provides options for behavior and academic supports

Instructional Data Coach

Washoe County School District, June 2021 to November 2021

- Support PLCs by modeling collaborative structures
- Curate and create professional resources
- Compile and analyze data
- Assist with the design of interventions
- Model and co-teach best practices

4th Grade Distance Learning Teacher

Roy Gomm Elementary, August 2020 to June 2021

- Homeroom teacher responsible for the implementation of the Nevada Academic Content Standards
- Student work and communication is shared at www.Room360.org

3rd Grade Classroom Teacher

Roy Gomm Elementary, July 2018 to 2020

- Homeroom teacher responsible for the implementation of the Nevada Academic Content Standards
- Student work and communication is shared at www.Room360.org

Teach Plus

Teach Plus Fellow, January 2018 to 2019

- Work with key Nevada stakeholders on educational policy
- Meet with community members to describe educational outcomes and challenges
- Prepare policy briefs for the 2019 legislative session

Attachment G - Board Member Resumes

5th Grade Classroom Teacher

Roy Gomm Elementary, July 2016 to 2018

- Homeroom teacher responsible for the implementation of the Nevada Academic Content Standards
- Student work and communication is shared at www.Room360.org

National Council on Teacher Quality

Teacher Advisory Group, July 2016 to 2020

- Provide a “teacher perspective” to work of NCTQ
- Engage with educators throughout the country on issues from teacher shortages to performance pay to cultural diversity

Nevada Professional Development Council

Voting Member July 2015 to July 2022

- Audit and council state of Nevada and regional programs on high quality professional development and learning

4th Grade Classroom Teacher

Huffaker Elementary School, July 2015 to July 2016

- Homeroom teacher responsible for the implementation of the Nevada Academic Content Standards

Program Coordinator, School Improvement

Curriculum & Instruction, June 2012 to June 2015

- Created the Core Task Project: a professional learning model aligned to the CCSS
- Created and maintain the website www.coretaskproject.com
- Created and maintain the website www.63000resources.com
- Train district and state personnel on the Common Core State Standards & Nevada Academic Content Standards
- Consult with teachers and governance about the CCSS/NVACS
- Monitor ten inservice courses around the Instructional Shifts and the Instructional Practice Guides
- Design and edit literacy units around the Nevada Academic Content Standards/Common Core State Standards
- Support 29 schools and 400 teachers with their use of the Core Knowledge Curriculum

School Improvement Specialist

Curriculum & Instruction, October 2010-June 2012

- Brought the Skill of the Week to all of the elementary schools in Washoe County
- Aligned instructional resources to the Nevada CRT
- Maintained the website <http://www.washoesip.org>
- Worked cross functionally with the Office of Staff Development in migrating washoesip resources to the Flipchart technology
- Worked with principals and teachers in creating capacity around assessment and instruction

Attachment G - Board Member Resumes

- Worked within C&I and across the district in moving educator into the Common Core State Standards

Site Based School Improvement Coordinator

Veterans Memorial Elementary, July 2009-October 2010

- Aligned instructional resources to state standards
- Reviewed assessments and content to determine relationship to state standards
- Supported teachers in aligning classroom activities to state standards
- Supported administration with school improvement goals
- Created instructional resources for classroom teachers
- Created content for <http://www.washoesip.org> to be shared with all district employees

Literacy Coach

Veterans Memorial Elementary, January 2007 – June 2009

- Reviewed and oversaw the implementation of the Success For All reading curriculum
- Quarterly assessed students in reading in grades kindergarten through 6th
- Implemented the Response to Intervention Protocol along with a “Walk to Read” component
- Kept staff abreast of the most current research governing literacy

Intensive Language Instructor

Veterans Memorial Elementary, July 2005 – December 2006

- Worked with 4th through 6th grade ELs on literacy outcomes

Classroom Teacher

Veterans Memorial Elementary, July 2002 – June 2005

- Spent two years in a sixth grade classroom followed by one year with fifth graders.

AmeriCorps: Montana Reads Program Coordinator

The University of Montana, September 2000 – June 2001

- Recruited university students for volunteer positions working with below grade level elementary students.
- Trained college students to tutor young children
- Was responsible for paperwork and budgeting for the Montana Reads program in Missoula, Montana.

EDUCATION:

- M.Ed., Walden University, December 2005, Curriculum, Instruction & Assessment
- BA in Elementary Education, August 2002 – University of Montana

Attachment G - Board Member Resumes

RELEVANT ACTIVITIES AND AWARDS:

- Completed the Student Learning Facilitator program through the Regional Professional Development Program in Reno, Nevada
- 6-Trait grader for the state of Nevada. Certified in 2005.
- Student Achievement Partners Fellow, December 2011
- Council of Great City Schools' Basal Alignment Project Writer and District Editor, 2012
- Council of Great City School's Read Aloud Project District Editor 2013
- Education Week, Leader to Learn From 2014
- Winner "Go To" website from Core Advocates and Achieve the Core
- Achievethecore Regional Captain 2014-2016
- Google Certified Educator, 2016
- Washoe County Education Leadership, Present
- Featured in the Book, *Liberating Leadership Capacity*, 2016
- 2017 Teacher of the Year in Washoe County
- 2018 Nevada Teacher of the Year Finalist
- 2018 Empatico Fellow
- 2018 Teach Plus Fellow
- Featured in the Book, *The Knowledge Gap* by Natalie Wexler
- Facilitator for *Teaching Older Students to Read* project from Student Achievement Partners

PRESENTATIONS ON LITERACY, MATH AND TEXT-BASED INSTRUCTION

- GE Futures Districts, Orlando Florida, July 2012
- WestEd Common Core Summit, San Francisco, August 2012
- Contra Costa Unified School District, Pleasant Hill CA, October 2012
- Contra Costa Unified School District, Pleasant Hill CA, March 2012
- Lafayette School District, March 2013
- Billing School District, Billing Montana, June 2013
- San Lorenzo School District, San Lorenzo California, August 2013
- Martinez School District, Martinez California, September 2013
- Castro Valley School District, Castro Valley California, October 2013
- Contra Costa Unified School District, Pleasant Hill CA, October 2013
- United States Department of Education, Washington D.C. March 2014
- Nevada Education Advocates Summit, Reno Nevada, September 2014
- Achievethecore Conference, November 2014
- Nevada Social Studies Conference, Reno Nevada, March 2015
- Core Advocate Conference, Denver Colorado, May 2015
- Washington D.C., Chavez Charter Schools, Washington D.C., Present
- Northern Nevada Social Studies Conference, March 2016
- Northern Nevada Math Council Conference, August 2016
- Washoe County School District Professional Learning Café, January 2017
- Northern Nevada Social Studies Conference, February 2017
- Washoe County School District Professional Learning Café, May 2017

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- Washoe County School District Professional Learning Café, September 2017
- Washoe County School District Professional Learning Café, November 2017
- Northern Nevada Social Studies Conference, February 2018
- Northern Nevada Social Studies Conference, February 2019
- Learning Forward Presenter, July 2019
- Northern Nevada Social Studies Conference, February 2020
- Keynote Panel Presenter NASBE Literacy Summit, October 2020
- Keynote Panel Presenter Nevada Literacy Summit, February 2021
- Northern Nevada Social Studies Conference, April 2021
- Nevada Read by Grade 3 Fall Literacy Summit, October 2021
- Nevada Read by Grade 3 Literacy Summit, February 2022

Attachment H - Board Member Info Sheet

DORAL ACADEMY OF NORTHERN NEVADA BOARD MEMBER ROSTER 2022-2023												
BOARD MEMBERS Name & Title on Board, and NRS Charter seat.	OCCUPATION	LARGEST BUDGET MANAGED/ OVERSEEN (\$ or N/A)	AREA OF EXPERTISE/QUALIFICATIONS									
			Accounting/ Financial Services	Fundraising/ Development	Human Resources	Legal	Technology	PR/ Communications	Education/ School Administration	Working with Diverse Groups or ELL/FRL/SPED	Community/ Volunteer	Board Experience
Alicia Lerud, Chair/Professional#	Clerk of Court/Washoe Courts				X	x						
Indra Winquest, Vice Chair, Parent/Professional	Director of Parks & Recreation IVGID		x	x	X					X	x	x
Robert Lucey, Treasurer, Parent	Washoe County Commissioner			X		X					x	X
Adam Kramer, Secretary, Parent member	CEO Software/Tech firm				X		X	X			x	X
Danielle Cherry, Professional/Parent member#	Businessowner/ Political Fundraising		x	x					X		x	x
Leslie Hermann, Education Administrator member**	Retired Principal				X					X	x	x

Attachment I - Proposed EMO Contract

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

BETWEEN

DORAL ACADEMY OF NORTHERN NEVADA

AND

ACADEMICA NEVADA, LLC

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Attachment I - Proposed EMO Contract

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

This is an Agreement to provide services and support to a Charter School by and between Doral Academy of Northern Nevada (“DANN”) and Academica Nevada LLC (“Service Provider”)

WHEREAS, DANN has a contract (“the Charter”) with the State Public Charter School Authority (the “State”) to operate a charter school, known as the Doral Academy of Northern Nevada (the “School”);

WHEREAS, the School is governed by the Board of Directors of DANN (the “Board”);

WHEREAS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

WHEREAS, DANN shall ensure that its School is professionally operated in accordance with the requirements of its Charter and the requirements of all State and Federal laws as well as the requirements of local municipal and/or county ordinances which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider has been established to provide professional services and support to public charter schools;

WHEREAS, it is Service Provider’s mission to ensure that the vision of the School’s Board of Directors is faithfully and effectively implemented;

WHEREAS, Service Provider’s officials are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and Federal authorities, and the local municipal and/or county government which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider’s officials are familiar with the various local, state, and federal funding sources for charter school programs and have successfully obtained grants, other forms of revenue and financing for other charter school programs;

WHEREAS, Service Provider’s officials have attended and will continue to attend local, state, and federal meetings and conferences for charter school operators and consultants;

WHEREAS, Service Provider provides services and support a network of charter schools and believes that there are benefits to having a wide variety of employment opportunities and options available to the employees of public charter schools serviced by Service Provider;

WHEREAS, it is Service Provider’s duty to implement the vision of the Board of Directors, ensuring the autonomy and governing authority of the Board of Directors of DANN, and the Board of Director’s duty to make all decisions and direct Service Provider to act accordingly on the Board’s behalf.

WHEREAS, DANN and Service Provider desire to enter into this agreement for the purpose of having Service Provider provide services and support to the School at the direction of the Board of Directors;

Attachment I - Proposed EMO Contract

NOW THEREFORE, the parties to this Agreement agree as follows:

1. Recitals

The forgoing recitals are true, correct, and incorporated herein.

2. Engagement

DANN engages Service Provider to provide administrative services and support to the School as more fully set forth herein. Service Provider accepts such engagement pursuant to the terms of this Agreement.

3. Duties of Service Provider

Service Provider will coordinate the services required to support the School and will keep the Board updated as to all important developments with regard to the Service Provider's services. In connection with this, Service Provider will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations.

Service Provider assures the Board that all uniform, system-wide reporting, recordkeeping, and accountability systems will be compliant with Nevada requirements. The Board will review any recommendations made by Service Provider and act upon them in the manner the Board decides.

Service Provider's services shall include, but not be limited to:

a. Human Resources / Payroll Coordination

Service Provider shall provide human resource services to the School. This includes, but is not limited to, assisting the School in hiring employees, coordination of hiring fairs, disciplining employees, conducting investigations, filing unemployment responses, representation of the School at unemployment hearings, tracking of educator licenses, facilitation of benefits, and assisting in the storage and review of background checks for employees and volunteers. Service Provider shall provide payroll coordination services.

b. Legal

Service Provider will assist the Board in obtaining outside legal counsel and may serve as the primary liaison between the Board and the outside counsel. Service Provider may also provide legal support services which may include assisting the School with day-to-day inquiries, preparing employment agreements for School staff, reviewing contracts, policy creation at the direction of the Board or School, assisting with student and employee discipline, and communicating and working with outside counsel. **NOTHING IN THIS AGREEMENT SHALL CONSTITUTE AN ATTORNEY-CLIENT RELATIONSHIP.**

c. Maintenance of Corporate Records and Tax-Exempt Status

Service Provider shall store and maintain the corporate records of the School. Additionally, Service Provider shall assist the school in obtaining and maintaining its federal and state tax exempt status.

Attachment I - Proposed EMO Contract

d. Public Relations and Marketing

Service Provider shall assist the School in public relations and marketing efforts. Service Provider will coordinate with the School to determine public relations and marketing strategies. Service Provider may hire a third-party vendor to assist with government relations, public relations, and marketing.

e. Board of Directors Meetings

Service Provider will attend the meetings of the Board and the staff of the School. Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of NRS 388A.366 and any other applicable law(s) regarding such meetings and recordkeeping.

f. Recordkeeping

Service Provider will maintain the records of the School at the location designated by the Board. Service Provider will ensure compliance with NAC 392.360 and NAC 388A.550 requirements for record keeping. In addition, Service Provider will ensure that designated on-site staff receives proper training by the State's appropriate departments for student school recordkeeping through its designated programs.

g. Bookkeeping

Service Provider will serve as liaison with the State to ensure the accuracy and timeliness of financial reporting and recordkeeping as required by the Charter and State law.

h. Staff Recommendations and Administration

Service Provider shall identify and propose for employment by or on behalf of DANN qualified principals, teachers, paraprofessionals, administrators, and other staff members and education professionals for positions in the School. The teachers employed for the School will be certified as required by NRS Ch. 388A. Service Provider shall coordinate with the Board or the Hiring Committee established by the Board to identify, recruit, and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board shall be DANN employees or employees leased to DANN and will not be employees of Service Provider. Service Provider shall prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees.

i. Financial Projections and Financial Statements

Service Provider will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize the Nevada School Accounting Manual and Standardized Account Code Structure at the direction of the Board, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by the school's auditors, will adopt accounting policies and procedures. Service Provider will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the State which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principles. These statements will be provided in advance of the deadline for submission of such reports to the State. DANN will provide the State with annual audited financial reports as required by the Charter. These reports will be audited by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books, and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principles for inclusion

Attachment I - Proposed EMO Contract

into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, no later than the deadline set by the State of Nevada each year.

j. Grant Solicitation

Service Provider will solicit grants available for the funding of the School from the various government and private and institutional sources that may be available. Such grants will include, but are not limited to, federal grants programs and various continuation grants for charter schools.

k. Financing Solicitation and Coordination

Service Provider will coordinate obtaining financing from private and public sources for loans desired by the Board.

l. Other Funding Sources

Service Provider will coordinate the solicitation of School Improvement Grant funds, if available, from the appropriate state or local agencies. Similarly, Service Provider will coordinate the solicitation of other federal, state, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

m. State Reporting

Service Provider will coordinate the preparation of any and all periodic reports for the School as required by the State Public Charter School Authority or Board. The reports will be submitted to the Board for approval when required, and Service Provider will coordinate the delivery and review process established by the State and Charter School legislation for any reporting requirements.

n. School Board Representation

The Board President will serve as the primary liaison to the State Public Charter School Authority and its officials on behalf of the School. Service Provider will also serve as a liaison of the Board to the State and its officials. In connection therewith, Service Provider's representatives may attend required meetings and public hearings on behalf of the School.

o. Governmental Compliance

Service Provider will advise the Board on compliance with state regulations and reporting requirements of the Charter School, including relevant changes to State and Federal codes and regulations. Service Provider will also advise the Board as to matters relating to the School and Board's compliance with the School's State Charter. The School's State Charter is incorporated herein by reference.

p. Charter Renewal Coordination

Service Provider will assist the Board with renewal of the School's Charter on a timely basis. Service Provider will negotiate the terms of the Charter's renewal with the State on behalf of the Board and will provide the Board with notice and seek Board approval of any renewal provisions which may modify or alter the terms of the original Charter between the School and the State.

q. Facilities Identification, Expansion, Design, and Development

Service Provider shall meet and confer with the Board for the purpose of identifying the Facilities needs of the School from year to year. In connection therewith, Service Provider shall advise the Board and

Attachment I - Proposed EMO Contract

assist the School in identifying, procuring, and planning the design of new facilities or in the expansion of existing ones. Service Provider will identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Service Provider or its principal, that relationship will be disclosed to the Board, and the Board's vote of approval for such a selection, shall ratify that the disclosed relationship is not disqualifying. Further, Service Provider shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

r. Systems Development

Service Provider will identify and develop a Nevada-based and State-compliant school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

4. Term of Agreement

a. Initial Term

The term of the Agreement shall commence on July 1, 2023 and shall continue through the duration of the Charter granted by the State or other sponsor should the School's sponsor change, unless terminated earlier, as provided for herein, or else is modified by written agreement of the parties.

b. Renewal

At the conclusion of the term of this Agreement, the parties may mutually agree, but shall have no obligation, to renew the terms of this Agreement.

c. Termination

(i) Either party may terminate this Agreement immediately for cause. Termination for cause shall be defined, for purposes of this Agreement, as the breach of any material term of this Agreement, when such breach continues for a period of thirty (30) days after written notice, or when any such breach recurs following cure, and following written notice to the other party describing the breach. Notwithstanding the above, in the event of a significant event, as defined hereafter, DANN may terminate this Agreement immediately without providing Service Provider with thirty (30) days to cure the defect. For the purposes of this Agreement, a "significant event" shall be defined as an act or omission by the Service Provider which results in a breach of the School's Charter such that the Charter is subject to termination, interrupts the School's operations and/or results in a threat to the School's viability. Upon notice of termination under this Section, DANN shall only be required to pay Service Provider for services rendered through the date of the notice of termination for cause.

(ii) Duties upon termination. In the event this Agreement is terminated with or without cause, the parties shall work cooperatively to ensure that the School's operations continue without interruption. Service Provider shall immediately and peaceably deliver to DANN any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. This Section shall survive the termination of this Agreement.

5. Compensation

a. Base Compensation

DANN shall pay Service Provider a services and support fee of \$450 per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided that DANN receives such funds. The fee shall be payable in equal monthly installments, provided that DANN shall have no obligation to pay such fee before receiving its FTE funding from the State of Nevada. Such funding does not include funds for special services or federal dollars, in which event the monthly installments shall accrue until funding is received. In the event that funding is decreased in future years to an amount less than the 2023-2024 state funding, either party may request review of the base compensation amount. The Service Provider will consider lowering the fee should the school experience financial distress.

b. Additional Services

Service Provider will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of DANN, of other professionals or consultants who may be independent from Service Provider or part of Service Provider's network of consulting professionals.

c. Reimbursement of Costs

Service Provider shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost. Such costs shall be split, pro-rata, with any and all other schools for which the travel was undertaken.

d. Incurred Expenses

Pursuant to the agreement of the Board and Service Provider, Service Provider may defer some or all of the services and support fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the School's financial records.

6. OTHER MATTERS

a. Conflicts of Interest

No officer, shareholder, employee, or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors, employees or principals and any other person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board as soon as practicable.

b. Insurance and Indemnification

Service Provider shall carry liability insurance in the amount of FIVE MILLION AND 00/100 DOLLARS (\$5,000,000.00) and shall indemnify the School for any acts or omissions arising from or claimed to be arising from the scope of services of the Service Provider as further set forth herein. School shall be named as an additional insured on such policy(ies) of insurance. Service Provider agrees to provide, upon

Attachment I - Proposed EMO Contract

request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board.

Service Provider hereby further agrees to defend, indemnify, hold harmless and protect DANN, the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "Claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct, or omissions of Service Provider, its employees or agents. This duty to defend shall arise immediately upon the making of a claim against DANN, the Board, the School and their successors and assigns without need for final adjudication of fault. If such claims are ultimately adjudged as *not* being connected to the acts, services, conduct, or omissions of Service Provider, its employees or agents, then the Defended party shall promptly reimburse Service Provider for those Defense Fees and costs incurred in defending said Defended party.

c. Miscellaneous

(i) Neither party shall be considered in default of this Agreement if the performance of any part or all of this Agreement is prevented, delayed, hindered, or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident, or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unreasonable expense.

(ii) This Agreement shall constitute the full, entire, and complete agreement between the parties hereto. All prior representations, understandings, and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from, or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

(iii) Neither party shall assign this Agreement without the written consent of the other party;

(iv) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.

(v) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that provision may be stricken and all other provisions of this Agreement shall remain in full force and effect, and shall be given such interpretation in the absence of such stricken provision as to faithfully effect the goals and intent of the parties in entering into this Agreement as further set forth above.

(vi) This Agreement is not intended to create any rights of a third-party beneficiary.

(vii) This Agreement is made and entered into in the State of Nevada and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement, shall be brought in a court in Clark County, Nevada.

(viii) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs to the extent allowed by law.

(ix) Every notice, approval, consent, or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States

Attachment I - Proposed EMO Contract

mail, directed to the other party at its address hereinafter provided or at such other address as either party may designate by notice from time to time in accordance herewith:

If to Service Provider: **Academica Nevada, LLC**
 6630 Surrey St.
 Las Vegas, NV 89119
 Attention: Robert Howell

If to Board: **Doral Academy of Northern Nevada**
 3725 Butch Cassidy Drive
 Reno, Nevada 89511
 Attention: Board Chair

(x) The designated contact person of Service Provider shall be the CEO of Academica Nevada LLC - Robert B. Howell.

The designated contact person of the School shall be the Chairperson of the Board of Directors, as elected each year at the Board's Annual Meeting.

(xi) The headings in the Agreement are for convenience and reference only and in no way define, limit, or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

(xii) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

(xiii) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of DANN of Nevada held on the ___ day of _____, 202_. At that meeting, the undersigned Director of DANN was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

Doral Academy of Northern Nevada Board

By: _____ Date: _____
Board Chair Alicia Lerud

ACADEMICA NEVADA LLC

By: _____ Date: _____
Robert Howell, CEO

Attachment J - Charter Renewal Budget

CHARTER SCHOOL BUDGET INSTRUCTIONS

General Instructions:

Enter data in the yellow cells only.

FORM 1 COVER PAGE

- 1 Enter the number of governmental fund types. You will most likely have one (General Fund) or two (also Special Education).
- 2 Enter the total estimated expenditures for governmental funds. This amount must agree with "TOTAL ALL EXPENDITURES" on Form 4 Expenses, page 11.
- 3 If you have a proprietary fund(s), enter the number of funds and estimated expenses. It is unusual for Charter Schools to have proprietary funds. This total must agree with "TOTAL EXPENSES" on Form 6 Proprietary, page 2.

FORM 2 ENROLLMENT-ADE

Updated to reflect Pupil Centered Funding Plan revenue components

- 1 Enter the weighted Average Daily Enrollments (ADE) for both "Actual Year Ending 06/30/XX" (columns D/F & H/J) for pre-K, Kindergarten, Elementary, Secondary, and Ungraded. As well as "Students transported into Nevada from out-of-state" and "Students transported to another state".
- 2 Enter the weighted ADE for "Estimated Year Ending 06/30/XX" for the budget submission year in #1-5, 7-8.
- 3 Enter the Hold Harmless amount in #10, if applicable.
- 5 Enter the Adjusted Base Per Pupil rate as of Fyxx (found in Pupil Centered funding Plan Payment book)
- 6 Enter the total adjusted base allocation by multiplying the ADE (or hold harmless) by the adjusted base per pupil rate
- 7 Enter the Total Local Special Education Distributions in #12 (column L), if applicable
- 8 Enter the Total English Learner Allocation in #13 (column L), if applicable
- 9 Enter the Total At-Risk Student Allocation in #14 (column L), if applicable
- 10 Enter the Total Gifted and Talented Allocation in #15 (column L), if applicable
- 11 Line 16 (column N) will calculate the Total Pupil Centered Funding Plan revenue based upon numbers entered previously by adding the Adjusted Base Per Pupil Rate, Total Local Special Education Distributions, Total English Learner Allocation, At-Risk Student Allocation and Total Gifted and Talented Allocation.

FORM 3 REVENUES

- 1 Fill in the amounts of revenue for the prior fiscal year per revenue code in column (1) from your audited financial statements.
- 2 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 3 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 4 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 The 3000 series - Revenue from State Sources has been updated with components of the Pupil Centered Funding Plan (PCFP).
- 6 Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 7 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance.
- 8 Column (2) will have the audited **ending** balance from column (1) as the budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 9 Check that the "TOTAL ALL RESOURCES" amounts are correct.

FORM 4 EXPENDITURES

- 1 Fill in the expenditure amounts, per program, in column (1) on pages 1-6, from your audited financial statements.
- 2 Fill in the expenditure amounts, per program, in column (2) on pages 1-6, from your current year estimates.
- 3 Fill in the expenditure amounts, per program, in column (3) on pages 1-6, based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 4 Fill in the expenditure amounts, per program, in column (4) on pages 1-6, based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (1) on pages 8-11 from your audited financial statements. Do not forget to include your charter school sponsorship fees.
- 6 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (2) on pages 8-11 for your current year expenditures. Do not forget to include your charter school sponsorship fees.
- 7 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (3) on pages 8-11 based on anticipated expenditures for the school year beginning July 1. Do not forget to include your charter school sponsorship fees.
- 8 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (4) on pages 8-11 based on the approved and adopted budget for the school year beginning July 1. Do not forget to include your charter school sponsorship fees.
- 9 Fill in the contingency amount under function 6300, if appropriate. Note that it is not to exceed 3% of all expenditures. This amount has been calculated for you at the bottom of page 11.

Attachment J - Charter Renewal Budget

- 10 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of page 11. If you do not agree, please check that all revenue and expense items have been included on Forms 3 and 4.
- 11 If the ending balance is less than zero, please reallocate your expenditures and/or revenues. **We expect all charter schools to be fiscally responsible.** A positive ending balance is required unless prior arrangements have been made and approved by your sponsor AND the Deputy Superintendent of Business Support and Services.

FORM 5 EXPENDITURE SUMMARY

- 1 This form calculates the information from Forms 3 and 4. Please check the numbers to verify that they are correct.

FORM 6 PROPRIETARY OR ENTERPRISE

Form 6 is only filled out if you maintain proprietary or enterprise funds. This is unusual for charter schools.

- 1 Fill in the amounts of revenue per revenue code in column (1) from your audited financial statements.
- 2 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 3 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 4 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 5 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance.
- 6 Column (2) will have the audited **ending** balance from column (1). The budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 7 Check that the "TOTAL ALL RESOURCES" amounts are correct.
- 8 Fill in the expenditure amounts, per function, in column (1) from your audited financial statements.
- 9 Fill in the expenditure amounts, per function, in column (2) from your current year estimates.
- 10 Fill in the expenditure amounts, per function, in column (3) based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 11 Fill in the expenditure amounts, per function, in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 12 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of the page. If you do not agree, please check that all revenue and expense items have been included.

FORM 7 INDEBTEDNESS

Form 7 is only filled out if you currently have or anticipate loans.

- 1 Enter the fund which includes the indebtedness in column (1).
- 2 List each loan in column (1) under the appropriate fund.
- 3 Enter the type of loan in column (2). Choices 1-11 are listed at the upper right of the form.
- 4 Enter the term of the loan in number of **MONTHS** in column (3). Example 2 years = 24 months.
- 5 Enter the original amount of the loan (issue) in column (4).
- 6 Enter date of issue in column (5).
- 7 Enter date of final payment in column (6).
- 8 Enter the interest rate of the loan in column (7).
- 9 Enter the outstanding balance at the beginning of the current year in column (8).
- 10 Enter the amount of interest payable in column (9) for the budgeted year beginning July 1.
- 11 Enter the amount of principal payable in column (10) for the budgeted year beginning July 1.
- 12 Column 11 will calculate the total interest and principal payables for the budgeted year beginning July 1.

FORM 8 - TUITION AND TRANSPORTATION

FORM 8 is only filled out if you receive or pay tuition or transportation costs to another education entity.

- 1 Enter any tuition revenue received from NV individuals or NV school districts in column (1) under Revenue.
- 2 Enter the amount into the correct row, under column (1).
- 3 Enter any transportation revenue received from NV individuals or NV school districts in column (2) under Revenue. Enter the amount into the correct row, under column (2).
- 4 Enter any tuition revenue received from out-of-state individuals or out-of-state school districts in column (3). Enter the amount into the correct row, under column (3).
- 5 Enter any transportation revenue received from out-of-state individuals or out-of-state school districts in column (4). Enter the amount into the correct row, under column (4).
- 6 Enter tuition paid to Nevada school districts under object code 561, column (1), by program.
- 7 Enter transportation paid to Nevada school districts under object code 511, column (2), by program.
- 8 Enter tuition paid to out-of-state school districts under object code 562, column (3), by program.
- 9 Enter transportation paid to out-of-state school districts under object code 512, column (4), by program.

Attachment J - Charter Renewal Budget

10 Totals will calculate.

FORM 9 FUND TRANSFERS

FORM 9 is filled out if you have more than one fund, and transfer funds from one fund to another.

- 1 In column (2) General Fund, list all funds with money transferred INTO the General Fund.
- 2 In column (3) General Fund, enter the amount of each transfer next to the fund listed in item #2.
- 3 In column (4) General Fund, list all funds RECEIVING General Fund transfers.
- 4 In column (5) General Fund, enter the amount of each transfer next to the fund listed in item #3.
- 5 In column (2) Special Revenue Fund, list all funds with money transferred INTO the Special Revenue Fund.
- 6 In column (3) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #2.
- 7 In column (4) Special Revenue Fund, list all funds RECEIVING Special Revenue Fund transfers.
- 8 In column (5) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #3.
- 9 The totals will calculate and should balance.

FORM 10 LOBBY EXPENSES

Form 10 is only filled out if you anticipate lobby expenses.

- 1 Item #1, enter the lobbying activity.
- 2 Item #2, enter the source of the funding.
- 3 Item #3, enter the anticipated costs for transportation.
- 4 Item #4, enter the anticipated costs for lodging and meals.
- 5 Item #5, enter the anticipated costs for salaries and wages.
- 6 Item #6, enter the anticipated costs for compensation to lobbyists.
- 7 Item #7, enter the anticipated costs for entertainment.
- 8 Item #8, enter the anticipated costs for supplies, equipment & facilities; other personnel and services spent in Carson City.
- 9 The total anticipated expenditures will calculate.
- 10 Enter the Entity involved in the lobbying effort.

Form 11 CASH FLOW

- 1 Enter basic revenue sources in the left column under "REVENUES, Type:".
- 2 Enter the anticipated cash flow, for each revenue source, per month. The totals will calculate.
- 3 Enter the total budgeted revenue per source under the column at the right "Final Approved Budget". The variance will calculate.
- 4 Enter the basic operating (object) categories in the left column
- 5 Enter the anticipated cash flow, for each expenditure category, per month. The totals will calculate.
- 6 Enter the total budgeted expenditures per category under the column at the right "Final Approved Budget". The variance will calculate.
- 7 In the bottom section, enter the opening cash balance as of July 1, in the "PROJECTED July" column, in the row "Begin Cash Balance (F/B)". The remaining balances will calculate as additional data is entered.

Attachment J - Charter Renewal Budget

Steve Sisolak
Governor

Jhone Ebert
*Superintendent of
Public Instruction*



Southern Nevada Office
9890 S. Maryland Parkway,
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Las Vegas, Nevada 89183
(702) 486-6458
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STATE OF NEVADA
DEPARTMENT OF EDUCATION
700 E. Fifth Street | Carson City, Nevada 89701-5096
Phone: (775) 687-9200 | www.doe.nv.gov | Fax: (775) 687-9101

Charter School Budget - Renewal

Doral Academy of Northern Nevada

Renewal Budget

Attachment J - Charter Renewal Budget

ENROLLMENT AND PUPIL CENTERED FUNDING PLAN INFORMATION
Doral Academy of Northern Nevada
Renewal Budget

	WEIGHTED ACTUAL ADE PRIOR YEAR ENDING 06/30/22	WEIGHTED ACTUAL ADE CURRENT YEAR ADE ENDING 06/30/23	WEIGHTED ESTIMATED ADE - YEAR ENDING 06/30/24
1. Pre-kindergarten (NRS 387.123)	x .6 = 0.0	x .6 = 0.0	x .6 = 0.0
2. Kindergarten	x .6 = 0.0	x .6 = 0.0	x .6 = 0.0
Kindergarten	99 x 1 = 99.0	98 x 1 = 98.3	100 x 1 = 100.0
3. Elementary	527	523	524
4. Secondary	300	336	372
5. Ungraded			
6. Subtotal	926.0	956.9	996.0
7. Students transported into Nevada from out-of-state			
8. Students transported to another state			
9. Total WEIGHTED enrollment	926.0	956.9	996.0
10. Hold Harmless			
11. Adjusted Base Per Pupil Rate as of FY21-23 (found in Pupil Centered Funding Plan Payment Book)			\$7,074
			Total Adjusted Base Allocation (ADE * per pupil rate) \$6,862
12. Total Local Special Education Distributions		\$74,124	
13. Total English Learner Allocation (if applicable)		\$9,810	
14. Total At-Risk Student Allocation (if applicable)		\$10,363	
15. Total Gifted and Talented Allocation (if applicable)		\$51,728	
16. TOTAL PUPIL CENTERED FUNDING PLAN (Number 11 + 12 + 13 + 14 + 15)			\$152,887

Fiscal Year 2023-2024 Charter School Doral Academy of Northern Nevada

Form 2 Enrollment - ADE

2/15/2022

Attachment J - Charter Renewal Budget

Form 3		(1)	(2)	(3)	(4)	(4)
Doral Academy of Northern Nevada			ESTIMATED	BUDGET YEAR	BUDGET YEAR	AMENDED
Renewal Budget		ACTUAL PRIOR	CURRENT	TENTATIVE	FINAL	FINAL
REVENUE		YEAR ENDING	YEAR ENDING	APPROVED	APPROVED	APPROVED
		06/30/22	06/30/23			
1000	LOCAL SOURCES					
1100	Taxes					
1110	Ad Valorem Taxes					
1111	Net Proceed of Mines					
1120	Sales & Use/School Support Taxes					
1140	Penalties & Interest on Tax					
1150	Residential Construction Tax					
1190	Other					
	Revenue from Local Govmt Units other than School					
1200	Districts					
1300	Tuition					
1400	Transportation Fees					
1500	Investment Income					
1600	Food Services					
1610	Daily Sales - Reimbursable Program					
1620	Daily Sales - Non-Reimbursable Progm					
1630	Special Functions					
1650	Daily Sales - Summer Food Program					
1700	District Activities					
1800	Community Service Activities					
1900	Other Revenues					
1910	Rent					
1920	Donations					
1930	Gains/Loss on Sales of Capital Assets					
1940	Textbook Sales & Rentals					
1950	Misc Revenues from Other Districts					
1951	Pass Through dollars from sponsored district					
1960	Misc Revenues from Other Local Govt					
1970	Operating Revenues					
1980	Refund of Prior Year's Expenditures					
1990	Miscellaneous - local sources					
TOTAL LOCAL SOURCES		0	0	0	0	0
3000	REVENUE FROM STATE SOURCES					
3100	Unrestricted Grants-in-Aid					
3110	PCFP - Adjusted Base Funding		6,620,682	6,922,201		
3113	PCFP - Auxillary Services - Transportation					
3114	PCFP - Auxillary Services - Food Service					
3115	Local Special Education Funding under PCFP		74,124	74,124		
3200	State Govt Restricted Funding					
3210	Special Transportation					
3220	Adult High School Diploma Program Fnd					
3230	Class Size Reduction					
3250	PCFP - (restricted use)					
3254	PCFP - Englist Learner (restricted use)		9,810	10,125		
3255	PCFP - At-Risk (restricted use)		10,363	15,578		
3256	PCFP - Gifted and Talented (restricted use)		51,728	53,390		
3270	State Special Ed Funding		275,500	284,350		
3800	Revenue in Lieu of Taxes					
3900	Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES		0	7,042,207	7,359,768	0	0

Doral Academy of Northern Nevada

Budget Fiscal Year 2023-2024

Attachment J - Charter Renewal Budget

REVENUE	(1)	(2)	(3)	(4)	(4)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR TENTATIVE APPROVED	ENDING 06/30/24 FINAL APPROVED	AMENDED FINAL APPROVED
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State		135,835	138,775		
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0	135,835	138,775	0	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3)	(4)	(4)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR TENTATIVE APPROVED	ENDING 06/30/24 FINAL APPROVED	AMENDED FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	0	7,178,042	7,498,543	0	0

Budget Fiscal Year 2023-2024

Attachment J - Charter Renewal Budget

Doral Academy of Northern Nevada Form 4 Renewal Budget PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	INITIATIVE APPROVED	INITIATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
100 REGULAR PROGRAMS						
1000 Instruction						
100 Salaries		2,105,098	2,198,543			
200 Benefits		960,391	1,014,196			
300/400/500 Purchased Services		90,125	98,510			
600 Supplies		389,285	265,324			
700 Property						
800 Other		0	0			
2100-2600, 2900 Other Support Services						
100 Salaries		131,040	133,560			
200 Benefits		61,891	63,775			
300/400/500 Purchased Services		0	0			
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
100 TOTAL REGULAR PROGRAMS	0	3,737,831	3,773,907		0	0
140 Summer School for Reg Programs						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
140 TOTAL Summer School - Reg Prog	0	0	0		0	0

Attachment J - Charter Renewal Budget

Doral Academy of Northern Nevada PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR	ENDING 06/30/24	AMENDED FINAL APPROVED	APPROVED
			TENTATIVE APPROVED	FINAL APPROVED		
200 SPECIAL PROGRAMS						
1000 Instruction						
100 Salaries		185,970	189,959			
200 Benefits		87,835	90,706			
300/400/500 Purchased Services		267,305	278,880			
600 Supplies		12,900	13,314			
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other	0					
200 SPECIAL PROGRAMS	0	554,010	572,859	0	0	0
240 Summer School for Special Programs						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other	0					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0	0

Attachment J - Charter Renewal Budget

Doral Academy of Northern Nevada

Budget Fiscal Year 2023-2024

Form 4 Expenditures

2/15/2022

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING 06/30/24		06/30/24	AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED		
300 Vocational & Technical Programs						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
300 Total Vocational & Technical Prog	0	0	0	0	0	0

Attachment J - Charter Renewal Budget

Doral Academy of Northern Nevada

Budget Fiscal Year 2023-2024

Form 4 Expenditures

2/15/2022

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING 06/30/24			AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED		
340 Summer School for Voc & Tech						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
340 Total Summer School for Voc & Tech	0	0	0	0	0	0
420 English for Speakers of Other Lang						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
420 Total Speakers of Other Lang	0	0	0	0	0	0

Attachment J - Charter Renewal Budget

Doral Academy of Northern Nevada

Budget Fiscal Year 2023-2024

Form 4 Expenditures

2/15/2022

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING 06/30/24			
			TENTATIVE APPROVED	FINAL APPROVED		AMENDED FINAL APPROVED
430 At Risk Education Programs						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
430 Total At Risk Education Programs	0	0	0	0	0	0
440 Summer School for Other Inst Prog						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
440 Total Summer School for Other Inst Prog	0	0	0	0	0	0

Attachment J - Charter Renewal Budget

Doral Academy of Northern Nevada

Budget Fiscal Year 2023-2024

Form 4 Expenditures

2/15/2022

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING 06/30/24		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
450 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total Gifted and Talented Programs	0	0	0	0	0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0	0	0

Attachment J - Charter Renewal Budget

Doral Academy of Northern Nevada

Budget Fiscal Year 2023-2024

Form 4 Expenditures

2/15/2022

800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	0	0

Attachment J - Charter Renewal Budget

Doral Academy of Northern Nevada

Budget Fiscal Year 2023-2024

Form 4 Expenditures

2/15/2022

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING 06/30/24		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
000 UNDISTRIBUTED EXPENDITURES						
2100 Support Services-Students						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100 SUBTOTAL	0	0	0	0	0	0
2200 Support Services-Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2200 SUBTOTAL	0	0	0	0	0	0
2300 Support Services-Gen Admin						
100 Salaries		149,570	152,471			
200 Benefits		70,643	72,805			
300/400/500 Purchased Services		0	0			
600 Supplies						
700 Property						
800 Other						
2300 SUBTOTAL	0	220,214	225,275		0	0
2400 Support Serv-School Admin						
100 Salaries		267,240	272,585			
200 Benefits		126,220	130,159			
300/400/500 Purchased Services						
600 Supplies		20,748	21,414			
700 Property						
800 Other						
2400 SUBTOTAL	0	414,207	424,158		0	0
2500 Central Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services		588,815	607,624			
600 Supplies						
700 Property						
800 Other		68,254	71,363			
2500 SUBTOTAL	0	657,069	678,987		0	0

Attachment J - Charter Renewal Budget

Doral Academy of Northern Nevada

Budget Fiscal Year 2023-2024

Form 4 Expenditures

2/15/2022

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING TENTATIVE APPROVED	06/30/24 FINAL APPROVED	AMENDED FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries		48,480	48,960		
200 Benefits		22,898	23,378		
300/400/500 Purchased Services		336,482	347,446		
600 Supplies		30,880	31,872		
700 Property					
800 Other					
2600 SUBTOTAL	0	438,739	451,657	0	0
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 SUBTOTAL	0	0	0	0	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	1,730,229	1,780,077	0	0
3100 Food Service					
100 Salaries		14,708	14,985		
200 Benefits		6,946	7,155		
300/400/500 Purchased Services		43,274	44,632		
600 Supplies					
700 Property					
800 Other					
3100 TOTAL FOOD SERVICES	0	64,928	66,773	0	0

Attachment J - Charter Renewal Budget

Doral Academy of Northern Nevada

Budget Fiscal Year 2023-2024

Form 4 Expenditures

2/15/2022

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING 06/30/24		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
4100 Land Acquisition						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4100 SUBTOTAL	0	0	0		0	0
4200 Land Improvement						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4200 SUBTOTAL	0	0	0		0	0
4300 Architecture/Engineering						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4300 SUBTOTAL	0	0	0		0	0
4400 Educational Specifications Dev						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4400 SUBTOTAL	0	0	0		0	0
4500 Building Improvement						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4500 SUBTOTAL	0	0	0		0	0
4600 Site Improvement						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4600 SUBTOTAL	0	0	0		0	0

Doral Academy of Northern Nevada

Budget Fiscal Year 2023-2024

Attachment J - Charter Renewal Budget

Form 4 Expenditures

2/15/2022

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING 06/30/24		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
4700 Building Improvement						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4700 SUBTOTAL	0	0	0	0	0	0
4900 Other (All Objects)						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other		86,217	90,192			
4900 SUBTOTAL	0	86,217	90,192		0	0
4000s TOTAL FACILITIES ACQUISITION & CONSTR	0	86,217	90,192		0	0
5000 Debt Service		1,001,588	1,114,864			
000 TOTAL UNDISTRIBUTED EXPENDITURES	0	2,882,962	3,051,905		0	0
TOTAL ALL EXPENDITURES	0	7,174,803	7,398,672		0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX					
8000 ENDING FUND BALANCE						
Reserved Ending Balance						
Unreserved Ending Balance						
TOTAL ENDING FUND BALANCE	0	0	0		0	0
TOTAL APPLICATIONS	0	7,174,803	7,398,672		0	0
CHECKS:	Contingency cannot exceed:	XXXXXXXX	215,244	221,960	0	0
	Calculated Total Ending Fund Balance:	0	3,239	99,872	0	0

Doral Academy of Northern Nevada

Budget Fiscal Year 2023-2024

Form 4 Expenditures

2/15/2022

Attachment J - Charter Renewal Budget

Renewal Budget: 2023-2024		Obj 100	Obj 200	Obj 300-900	
	(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	2,332,103	1,077,971	363,834	3,773,907
200	Special	189,959	90,706	292,194	572,859
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School				0
600	Adult Education				0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		2,522,062	1,168,676	656,028	4,346,766
000	Undistributed Expenditures				
2000	Support Services	474,015	226,342	1,079,719	1,780,077
3100	Food Service	14,985	7,155	44,632	66,773
4000	Facility Acquisition and Construction			90,192	90,192
5000	Debt Service			1,114,864	1,114,864
6300	Contingency				0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		489,000	233,498	2,329,407	3,051,905
TOTAL ALL FUNDS TENTATIVE		3,011,062	1,402,174	2,985,435	7,398,672
FINAL BUDGET 2023-2024		Obj 100	Obj 200	Obj 300-900	
	(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School	0	0	0	0
600	Adult Education	0	0	0	0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET		0	0	0	0

Attachment J - Charter Renewal Budget

FINAL AMENDED BUDGET - Estimate		Obj 100	Obj 200	Obj 300-900	
	(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School	0	0	0	0
600	Adult Education	0	0	0	0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL FINAL AMENDED BUDGET		0	0	0	0

Doral Academy of Northern Nevada

Budget Fiscal Year 2023-2024

Form 5 Exp Summary

Page 2 of 2

2/15/2022

Attachment J - Charter Renewal Budget

Form 6

PROPRIETARY OR ENTERPRISE FUND

Doral Academy of Northern Nevada

Fund:	(1)	(2)	(3) (4)	
REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING 06/30/24 TENTATIVE APPROVED	FINAL APPROVED
1000 LOCAL SOURCES				
1300 Tuition				
1400 Transportation Fees				
1500 Investment Income				
1600 Food Services				
1700 District Activities				
1800 Community Service Activities				
1900 Other Revenues				
TOTAL LOCAL SOURCES	0	0	0	0
3000 REVENUE FROM STATE SOURCES				
3100 Unrestricted Grants-in-Aid				
3200 State Govt Restricted Funding				
TOTAL STATE SOURCES	0	0	0	0
4000 FEDERAL SOURCES				
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt				
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State				
4300 Restricted Grants-in-Aid Direct - Fed				
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State				
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies				
TOTAL FEDERAL SOURCES	0	0	0	0
5000 OTHER FINANCING SOURCES				
5200 Fund Transfers In				
5300 Proceeds from the Disposal of Real or Personal Property				
5400 Loan Proceeds				
5500 Capital Lease Proceeds				
5600 Other Long-Term Debt Proceeds				
6000 Other Items				
TOTAL OTHER SOURCES	0	0	0	0
8000 OPENING FUND BALANCE				
Reserved Opening Balance				
Unreserved Opening Balance				
TOTAL OPENING FUND BALANCE	0	0	0	0
TOTAL ALL RESOURCES	0	0	0	0

Doral Academy of Northern Nevada

Budget Fiscal Year 2023-2024

Attachment J - Charter Renewal Budget

Form 6 Proprietary/Enterprise	(1)	(2)	(3) (4) BUDGET YEAR ENDING 06/30/24	
FUNCTION / OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	TENTATIVE APPROVED	FINAL APPROVED
EXPENSES				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0	0
2000 Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL SUPPORT EXPENSES:	0	0	0	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
4000 Facilities Acquisition & Construction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
5000 Debt Service				
6000 Miscellaneous				
SUBTOTAL OTHER SERVICES	0	0	0	0
TOTAL EXPENSES	0	0	0	0
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0	0	0
TOTAL APPLICATIONS	0	0	0	0

Attachment J - Charter Renewal Budget

**Doral Academy of Northern Nevada
Renewal Budget**
ALL EXISTING OR PROPOSED

- | | |
|------------------------------------|--|
| * - Type - use codes 1-11 | 6 - Medium-Term Financing - Lease Purchase |
| 1 - General Obligation Bonds | 7 - Capital Leases |
| 2 - G. O. Revenue Supported Bonds | 8 - Special Assessment Bonds |
| 3 - G. O. Special Assessment Bonds | 9 - Mortgages |
| 4 - Revenue Bonds | 10 - Other (Specify Type) |
| 5 - Medium-Term Financing | 11 - Proposed (Specify Type) |

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2022	(9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/24		(11) (9) + (10) 6/30/2024 TOTAL
								INTEREST PAYABLE	PRINCIPAL PAYABLE	
FUND:										
										\$0
19-20 Lease - #06	7	48	\$172,536	01/20/20	12/20/23	2.74%	\$22,794	\$189	\$22,605	\$22,794
20-21 Lease - #08	7	48	\$63,953	12/03/20	11/03/24	2.42%	\$23,787	\$401	\$16,390	\$16,791
2021 Bond			\$21,710,000	08/24/21	07/01/56		\$39,376,414	\$859,447	\$255,417	\$1,114,864
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
TOTAL ALL DEBT SERVICE			\$21,946,488				\$39,422,995	\$860,036	\$294,412	\$1,154,448

Doral Academy of Northern Nevada

Budget Fiscal Year 2023-2024

Form 7 INDEBTEDNESS

2/15/2022

Attachment J - Charter Renewal Budget

**Doral Academy of Northern Nevada
Renewal Budget**

REPORT FOR ALL FUNDS		2023-2024		FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
		(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION		
REVENUES	Revenue CODES	1310 NV Individual 1321 NV School Dist	1410 NV Individual 1421 NV School Dist	1310 Out-of-state Ind 1331 Out-of-state SD	1410 Out-of-state Ind 1431 Out-of-state SD		
Nevada Individuals	1310/1410						
Nevada School Districts	1321/1421						
Out-of-state Individuals	1310/1410						
Out-of-State School Districts	1331/1431						
		\$0	\$0	\$0	\$0		

		TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
EXPENDITURES	Object Codes	561	511	562	512
100 - Regular Programs					
200 - Special Programs					
300 - Vocational Programs					
400 - Other PK-12 Programs					
500 - Nonpublic Programs					
600 - Adult Programs					
TOTALS		\$0	\$0	\$0	\$0

Doral Academy of Northern Nevada

Budget Fiscal Year 2023-2024

Attachment J - Charter Renewal Budget

Doral Academy of Northern Nevada Renewal Budget

FUND TRANSFERS 2023-2024 (1) FUND TYPE	TRANSFERS IN		TRANSFERS OUT	
	(2) FROM FUND	(3) AMOUNT	(4) TO FUND	(5) AMOUNT
GENERAL FUND				
			Special Education	668832
			NSLP	67198
SUBTOTAL	0	0	0	736030
SPECIAL REVENUE FUNDS				
	Special Education	382402		
	NSLP	40723		
SUBTOTAL	0	423125	0	0
TOTAL TRANSFERS	0	423125	0	736030

Doral Academy of Northern Nevada

Budget Fiscal Year 2023-2024

FORM 9 FUND TRANSFERS

2/15/2022

Attachment J - Charter Renewal Budget

LOBBY EXPENSES 2023-2024

Pursuant to NRS 354.600 (3), **each** (emphasis added) local government budget must obtain a separate statement of anticipated expenses relating to activities designed to influence the passage or defeat of legislation in an upcoming legislative session.

1. Activity:	<hr/>
2. Funding Source:	<hr/>
3. Transportation	\$ <hr/>
4. Lodging and meals	\$ <hr/>
5. Salaries and Wages	\$ <hr/>
6. Compensation to lobbyists	\$ <hr/>
7. Entertainment	\$ <hr/>
8. Supplies, equipment & facilities; other personnel and services spent in Carson City	\$ <hr/>
Total	\$ <hr/> <hr/> -

Entity:

Lobbying Expense Estimate,

Doral Academy of Northern Nevada

Budget Fiscal Year 2023-2024

Attachment J - Charter Renewal Budget

School Name: Doral Academy of Northern Nevada

Budget: Renewal Budget

Select whether this budget is Tentative, Final or Amended from the drop down box in cell B2.

Projected Cash Flow

Projected Cash Flow

2023-2024	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	TOTAL PROJECTED BUDGET	TOTAL REVENUES FROM FORM 3	VARIANCE
REVENUES															
Basic Support / PCFP	578,992	578,992	578,992	578,992	578,992	578,992	578,992	578,992	578,992	578,992	578,992	578,992	6,947,904		
Charter Sponsorship Fee	(7,516)	(7,516)	(7,516)	(7,516)	(7,516)	(7,516)	(7,516)	(7,516)	(7,516)	(7,516)	(7,516)	(7,516)	(90,192)		
State Special Ed	23,696	23,696	23,696	23,696	23,696	23,696	23,696	23,696	23,696	23,696	23,696	23,696	284,350		
IDEA - Early Childhood (Part C)															
IDEA - Special Education (Part B)	8,171	8,171	8,171	8,171	8,171	8,171	8,171	8,171	8,171	8,171	8,171	8,171	98,052		
Title I															
Title II															
Title III															
Title IVA															
Pre K															
E-Rate Funds															
Gifted and Talented	4,449	4,449	4,449	4,449	4,449	4,449	4,449	4,449	4,449	4,449	4,449	4,449	53,390		
SPCSA Charter Loan															
National School Lunch Program (NSL)	3,394	3,394	3,394	3,394	3,394	3,394	3,394	3,394	3,394	3,394	3,394	3,394	40,723		
Charter School Program (CSP) Grant															
Donation															
Local SPED	6,177	6,177	6,177	6,177	6,177	6,177	6,177	6,177	6,177	6,177	6,177	6,177	74,124		
Total Revenues	617,363	617,363	617,363	617,363	617,363	617,363	617,363	617,363	617,363	617,363	617,363	617,363	7,408,351		7,408,351
Total Revenues Y-T-D	617,363	1,234,725	1,852,088	2,469,450	3,086,813	3,704,175	4,321,538	4,938,901	5,556,263	6,173,626	6,790,988	7,408,351			
Percent of Revenues Y-T-D	8.33 %	16.67 %	25.00 %	33.33 %	41.67 %	50.00 %	58.33 %	66.67 %	75.00 %	83.33 %	91.67 %	100.00 %			
	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	TOTAL PROJECTED BUDGET	TOTAL EXPENSES From FORM 5	VARIANCE
EXPENDITURES															
Salaries	250,922	250,922	250,922	250,922	250,922	250,922	250,922	250,922	250,922	250,922	250,922	250,922	3,011,062		
Benefits	116,848	116,848	116,848	116,848	116,848	116,848	116,848	116,848	116,848	116,848	116,848	116,848	1,402,174		
Purchased Services	114,758	114,758	114,758	114,758	114,758	114,758	114,758	114,758	114,758	114,758	114,758	114,758	1,377,092		
Supplies	27,660	27,660	27,660	27,660	27,660	27,660	27,660	27,660	27,660	27,660	27,660	27,660	331,924		
Other	98,852	98,852	98,852	98,852	98,852	98,852	98,852	98,852	98,852	98,852	98,852	98,852	1,186,226		
Total Expenditures	609,040	609,040	609,040	609,040	609,040	609,040	609,040	609,040	609,040	609,040	609,040	609,040	7,308,479		7,308,479
Total Expenditures Y-T-D	609,040	1,218,080	1,827,120	2,436,160	3,045,200	3,654,240	4,263,280	4,872,320	5,481,359	6,090,399	6,699,439	7,308,479			
Percent of Expenditures Y-T-D	8.33 %	16.67 %	25.00 %	33.33 %	41.67 %	50.00 %	58.33 %	66.67 %	75.00 %	83.33 %	91.67 %	100.00 %			
Net Change	8,323	8,323	8,323	8,323	8,323	8,323	8,323	8,323	8,323	8,323	8,323	8,323	99,872		99,872
Net Change Y-T-D	8,323	16,645	24,968	33,291	41,613	49,936	58,258	66,581	74,904	83,226	91,549	99,872			
Percent of Net Change Y-T-D	8.33 %	16.67 %	25.00 %	33.33 %	41.67 %	50.00 %	58.33 %	66.67 %	75.00 %	83.33 %	91.67 %	100.00 %			

Projected Cash Balance

Projected Cash Balance

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	TOTAL PROJECTED BUDGET
Net Change in Cash (F/B)	8,323	8,323	8,323	8,323	8,323	8,323	8,323	8,323	8,323	8,323	8,323	8,323	99,872
Begin Cash Balance(F/B)		8,323	16,645	24,968	33,291	41,613	49,936	58,258	66,581	74,904	83,226	91,549	
End Cash Balance (F/B)	8,323	16,645	24,968	33,291	41,613	49,936	58,258	66,581	74,904	83,226	91,549	99,872	99,872

DORAL ACADEMY NORTHERN NEVADA

SBAC 2022

Academic Achievement, Growth, & Claim Data



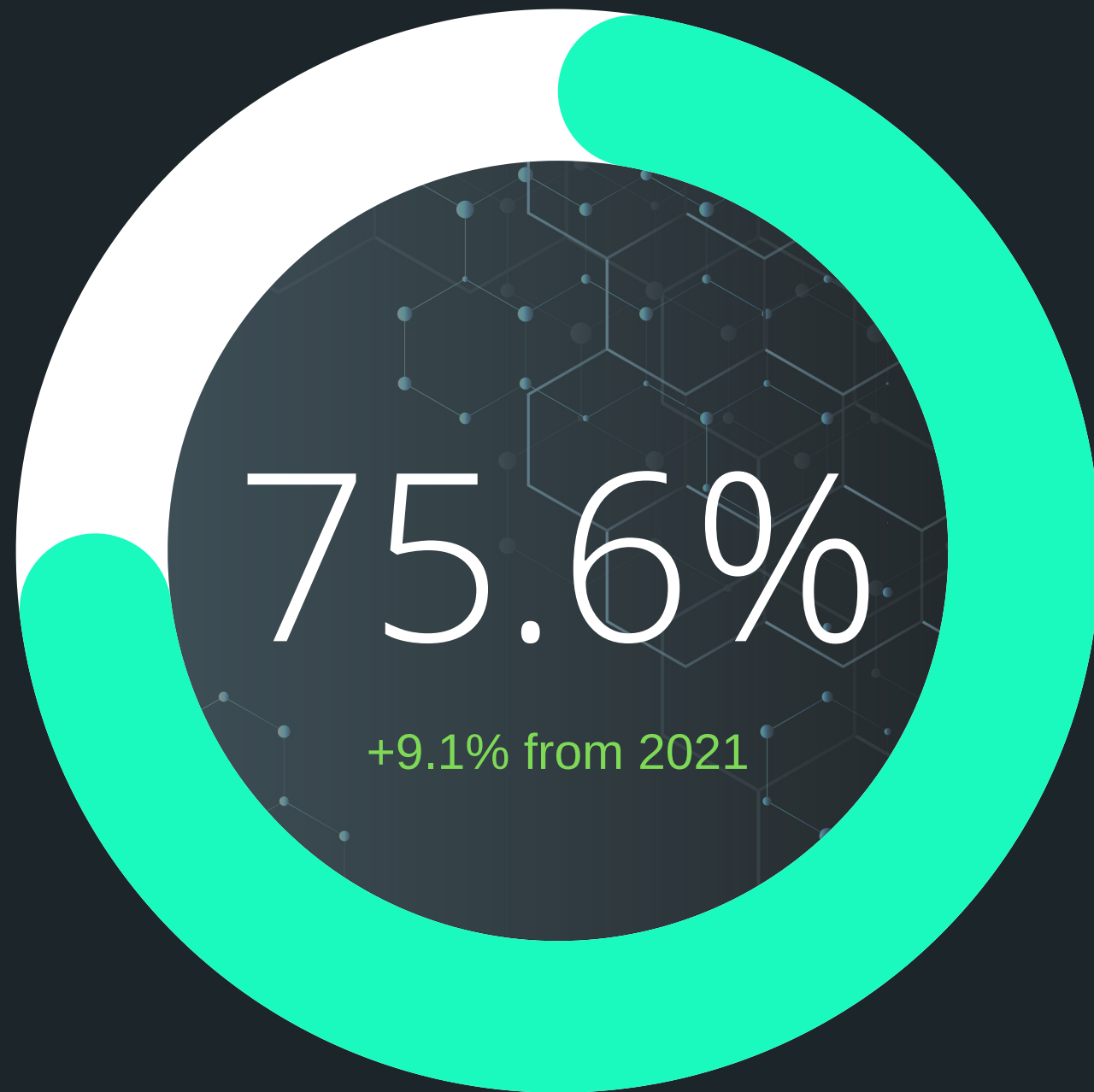
RAISING THE BAR

RTB DATA & CONSULTING, LLC

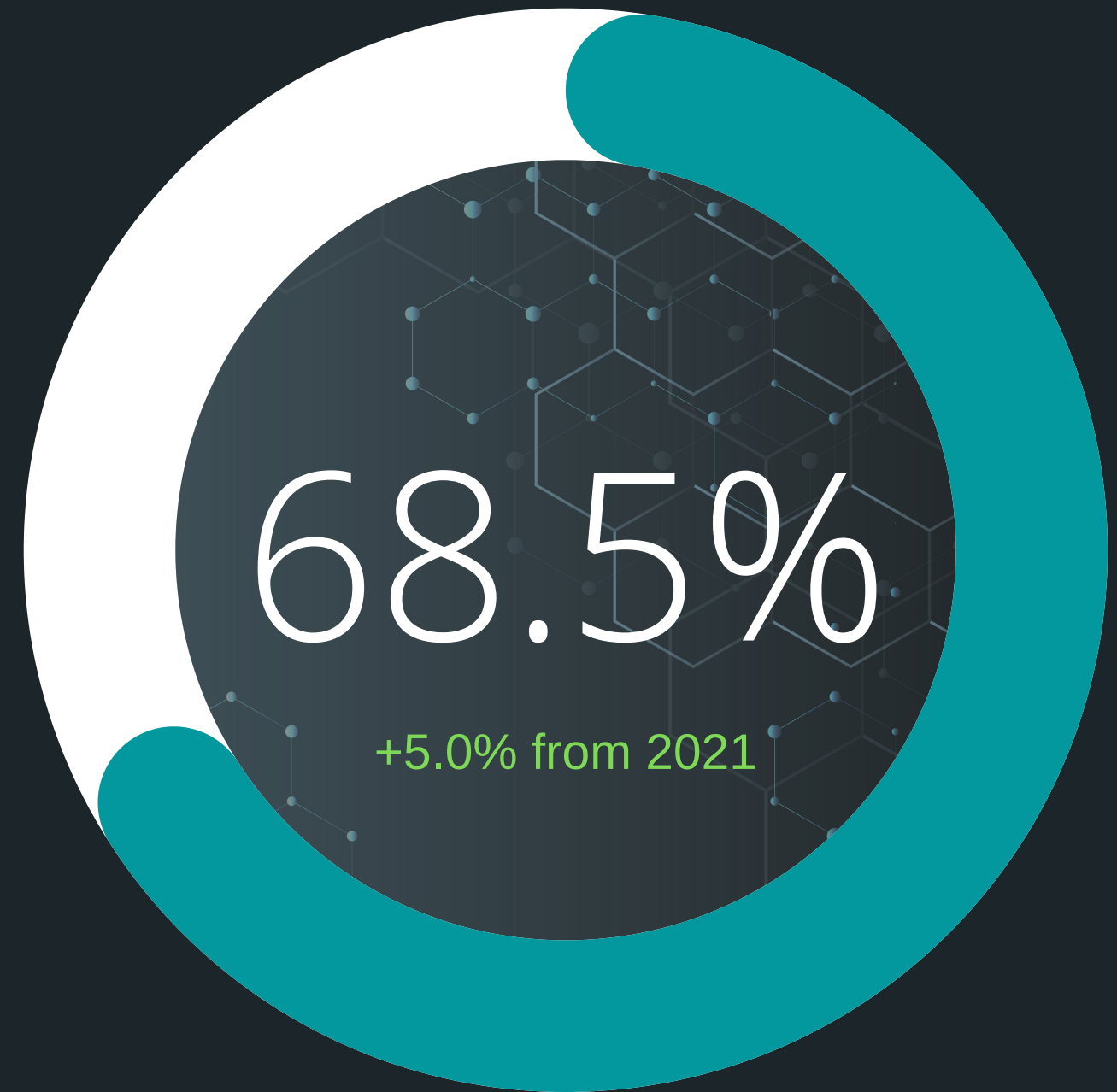
DORAL ACADEMY NORTHERN NEVADA ELEMENTARY SCHOOL



ELA



MATH

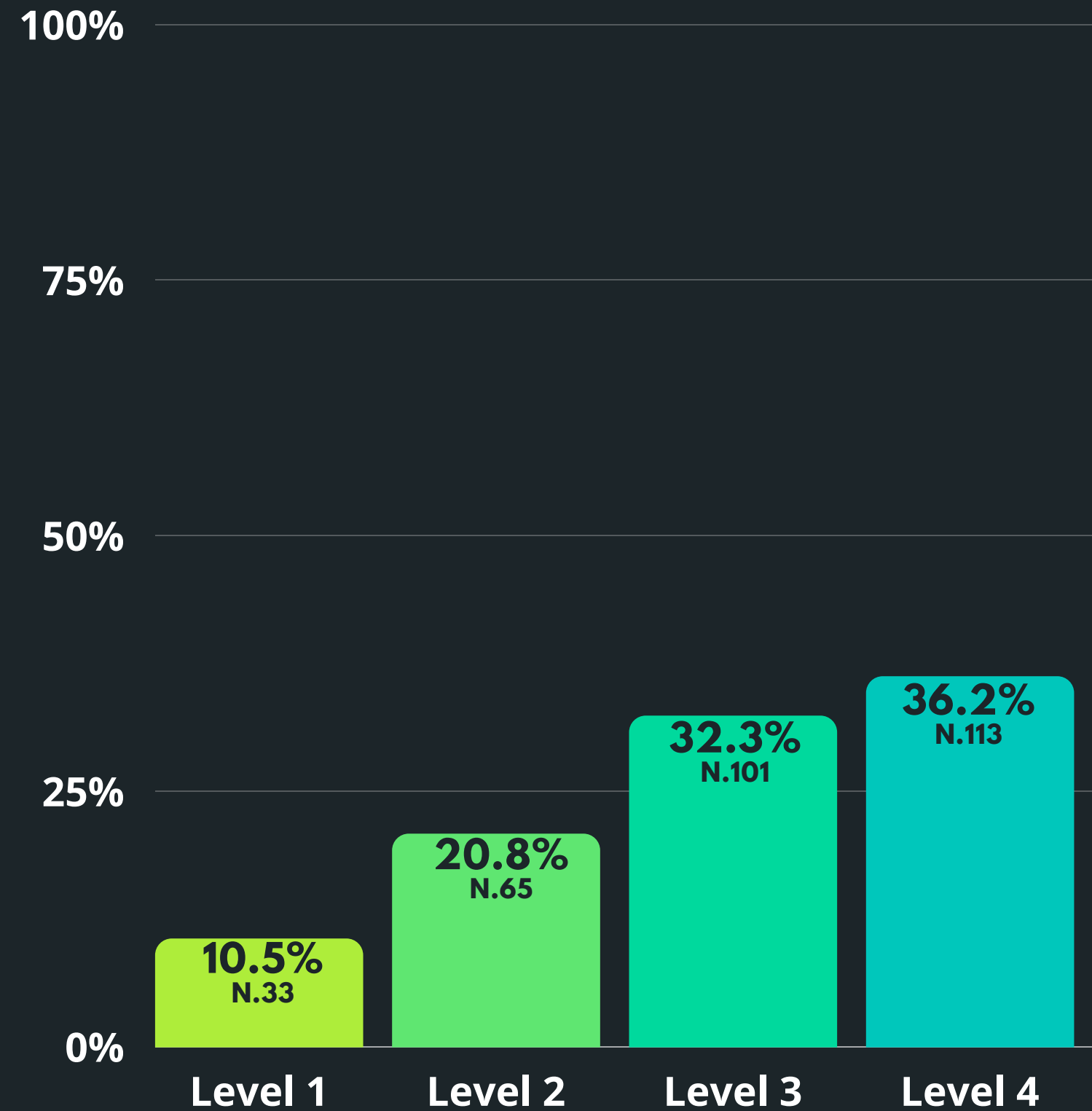
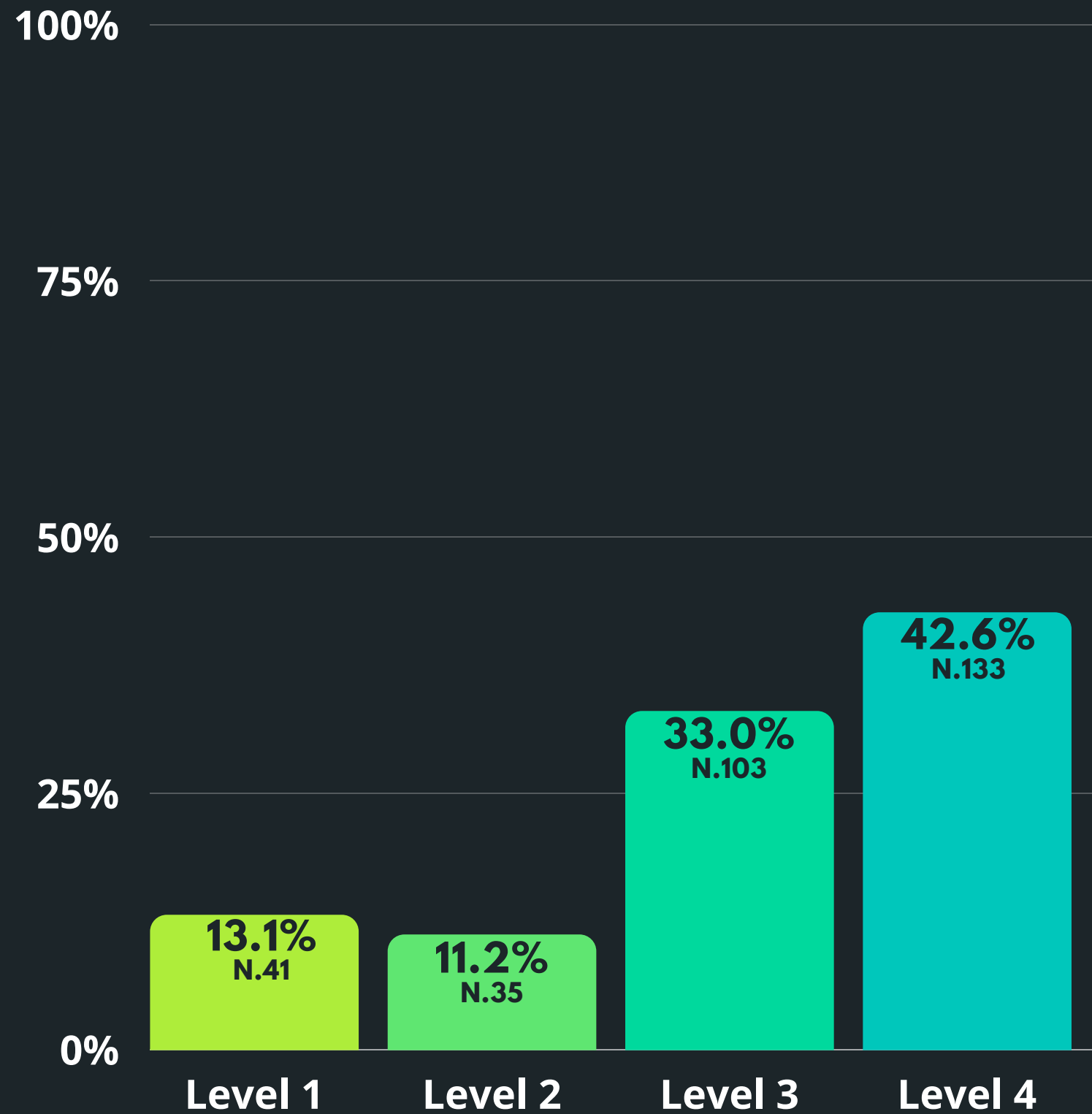


POOLED PROFICIENCY (INCLUDING SCIENCE & NAA) = 67.3%

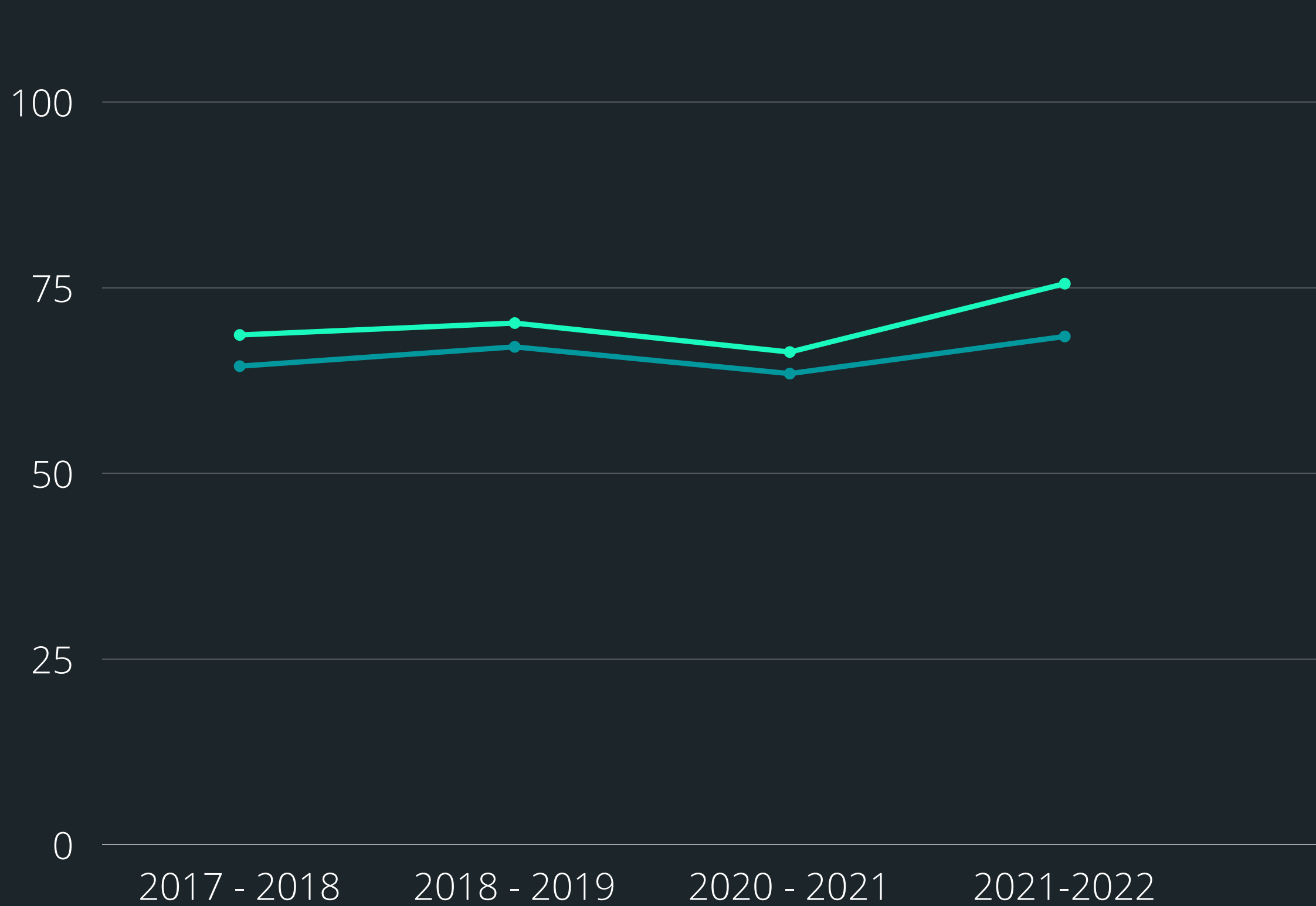


ELA

MATH



PROGRESSION OF ACADEMIC ACHIEVEMENT



ELA

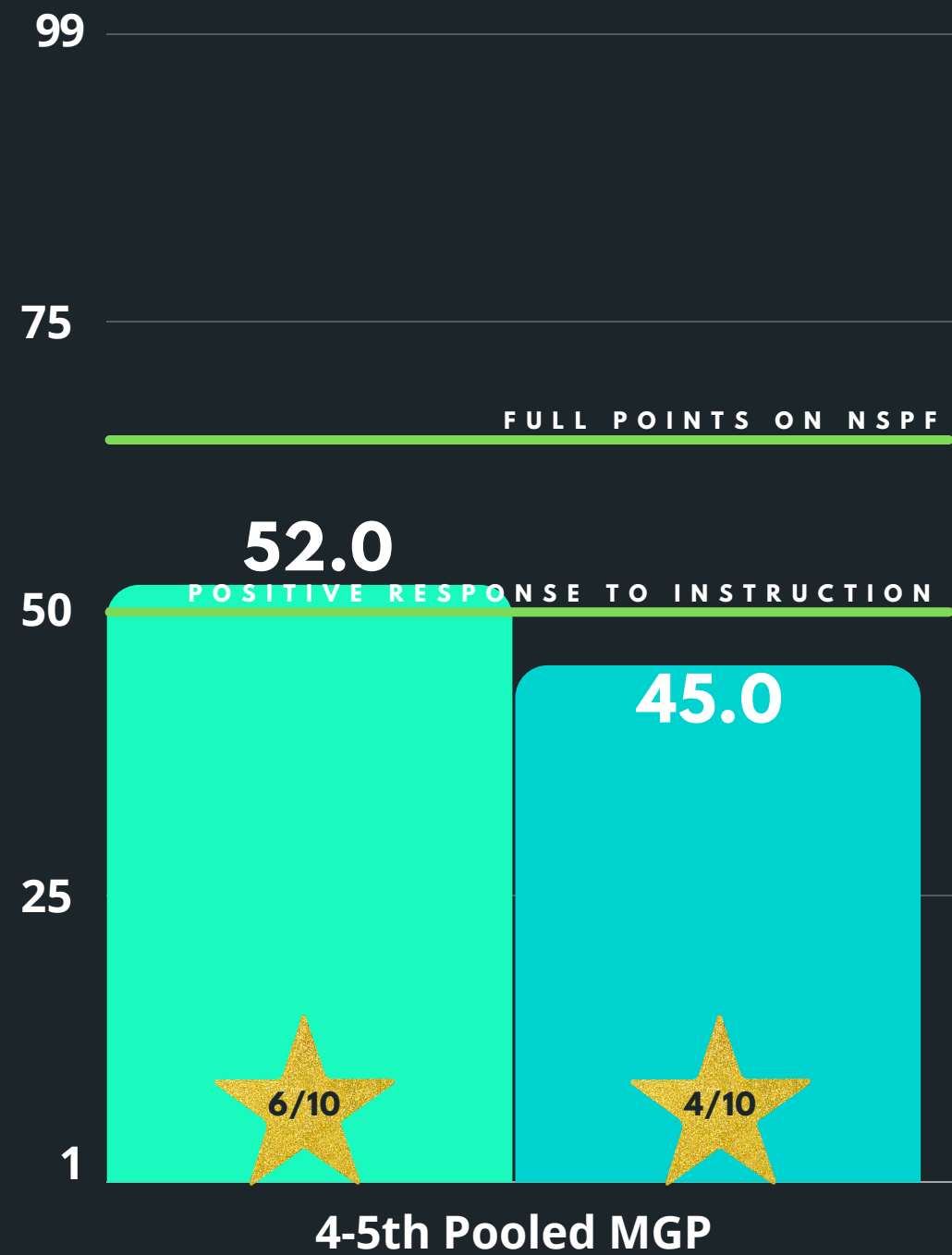
2017 - 2018	68.7%
2018 - 2019	70.3%
2020 - 2021	66.4%
2021 - 2022	75.6%

MATH

2017 - 2018	64.5%
2018 - 2019	67.1%
2020 - 2021	63.5%
2021 - 2022	68.5%

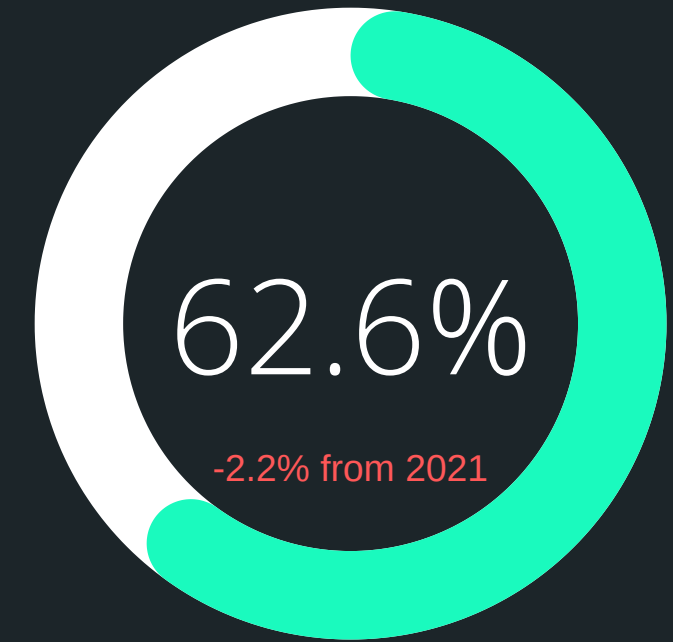
SBAC ASSESSMENT YEAR

MGP

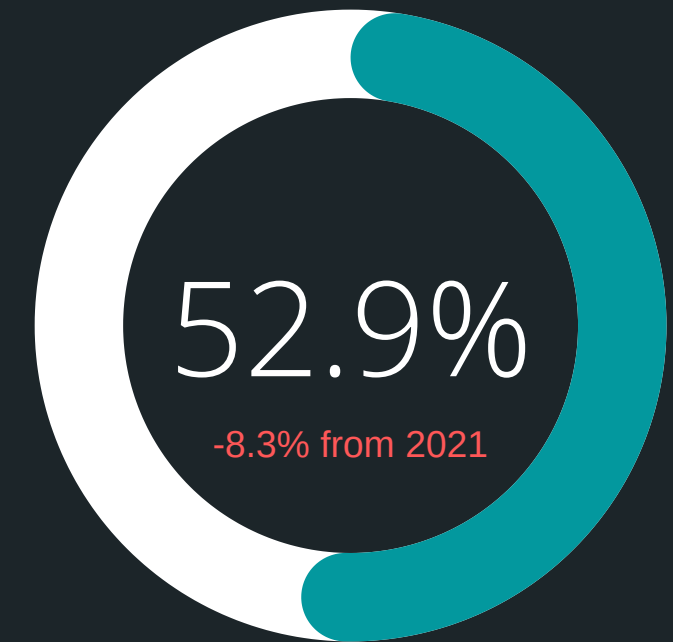


AGP

ELA



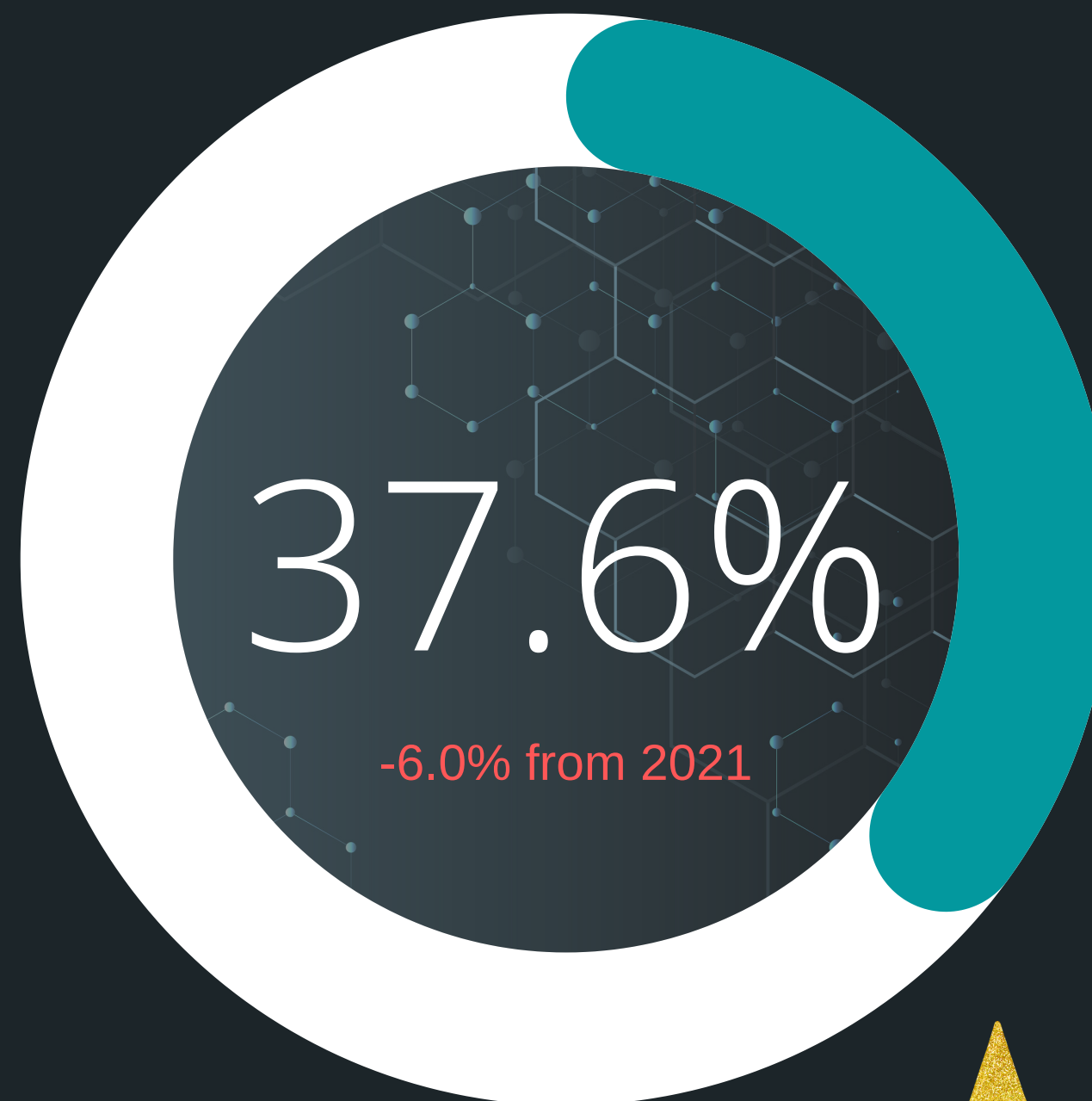
MATH

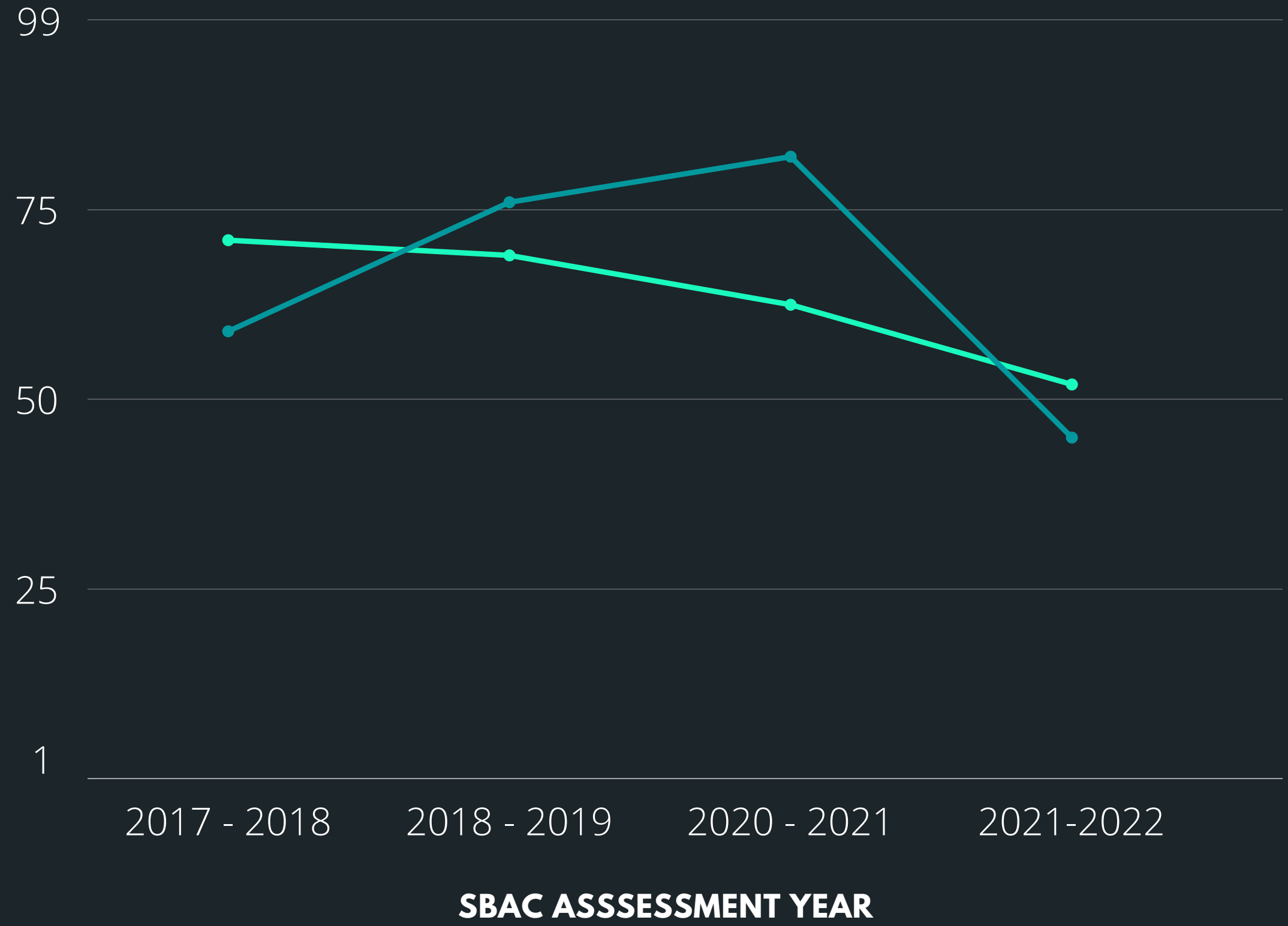


ELA



MATH





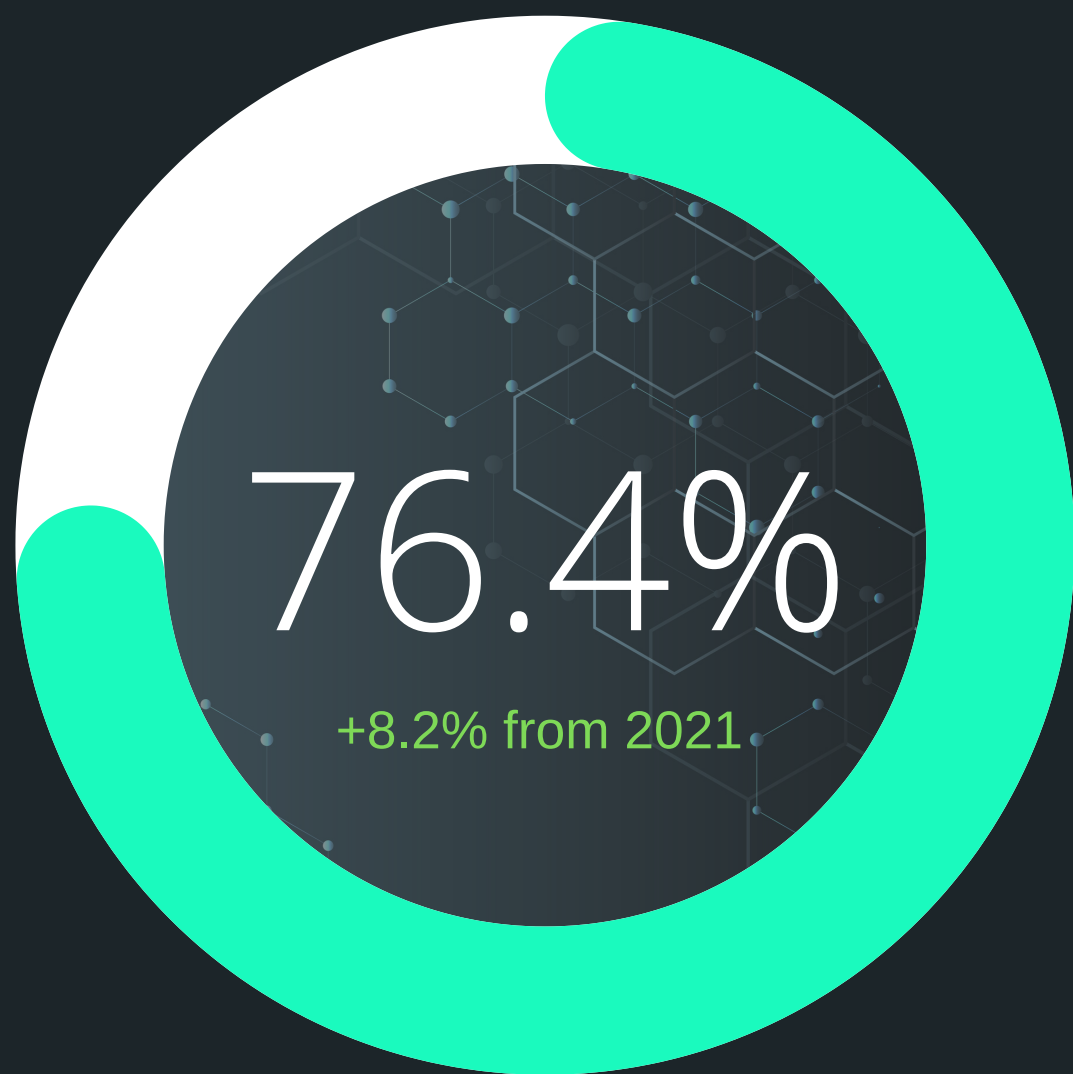
PROGRESSION OF GROWTH
ELA

2017 - 2018	71.0
2018 - 2019	69.0
2020 - 2021	62.5
2021 - 2022	52.0

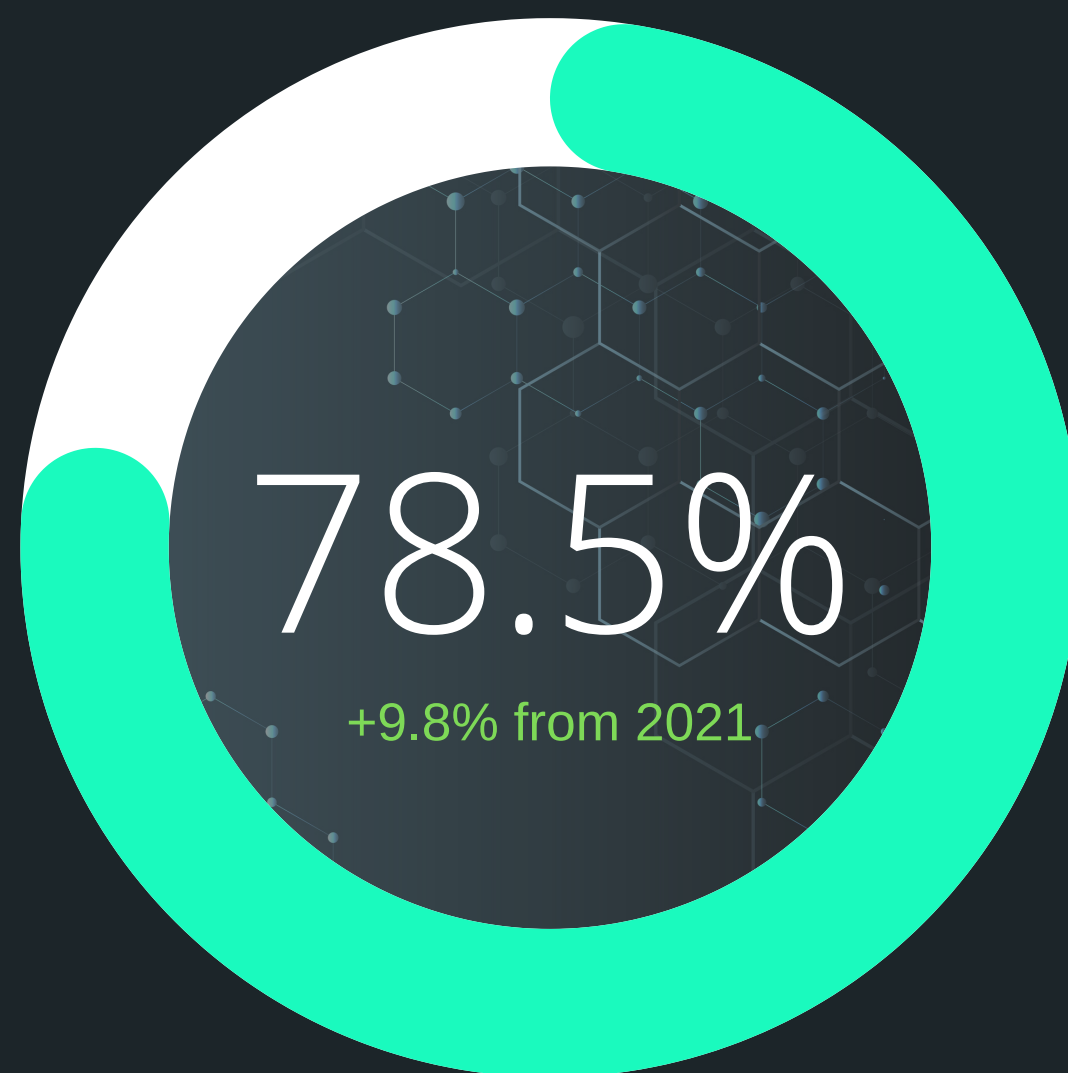
MATH

2017 - 2018	59.0
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2020 - 2021	82.0
2021 - 2022	45.0

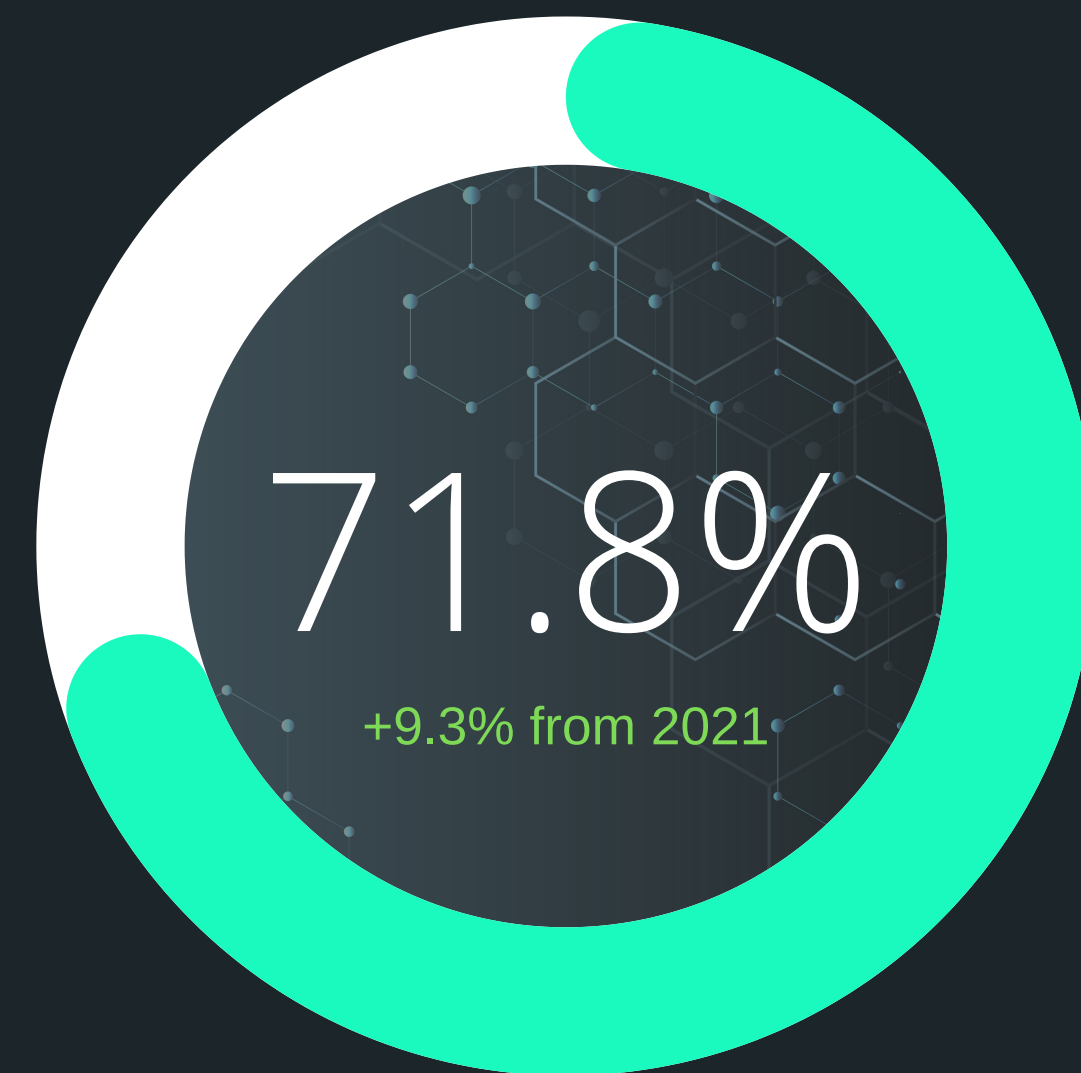
3 R D



4 T H

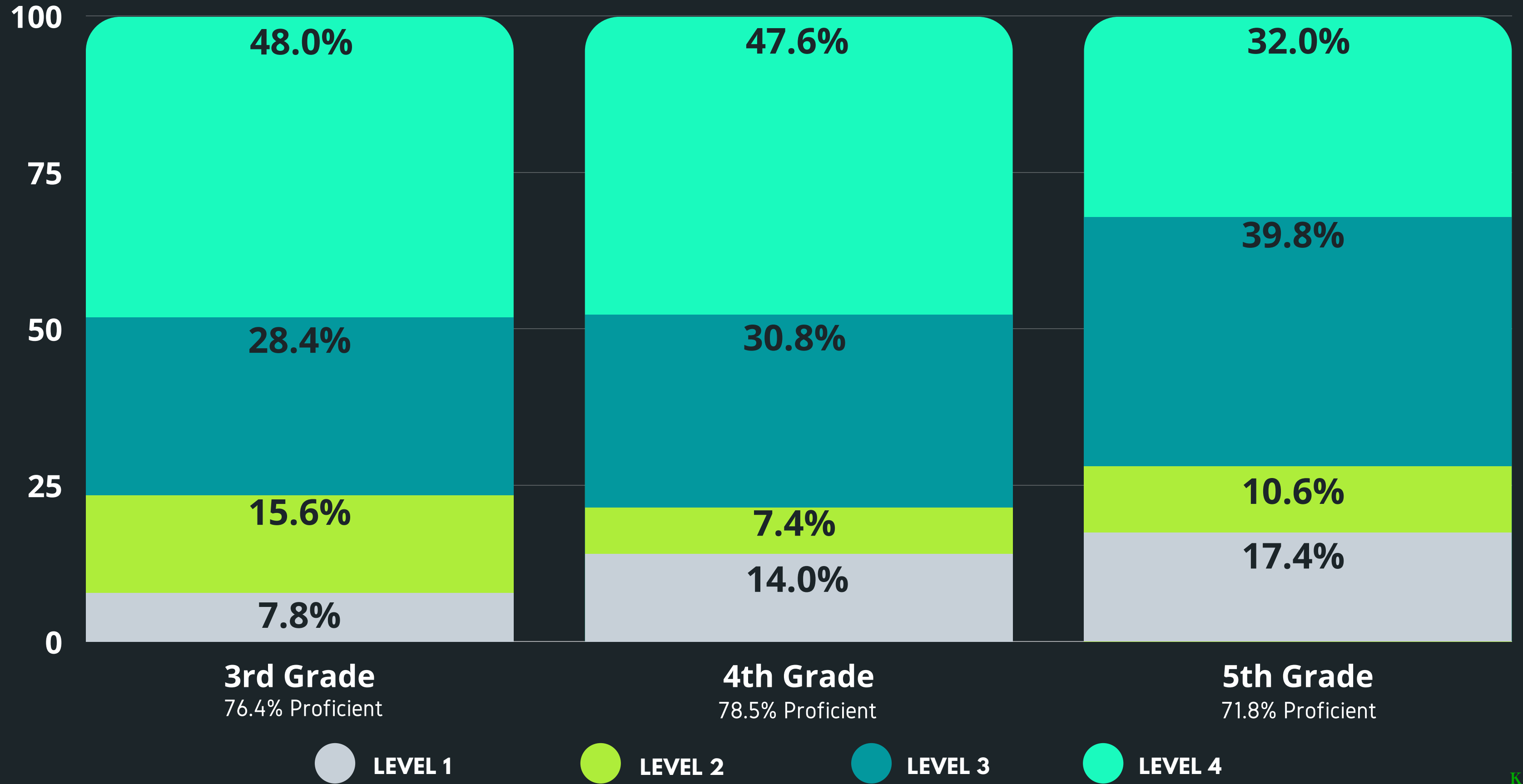


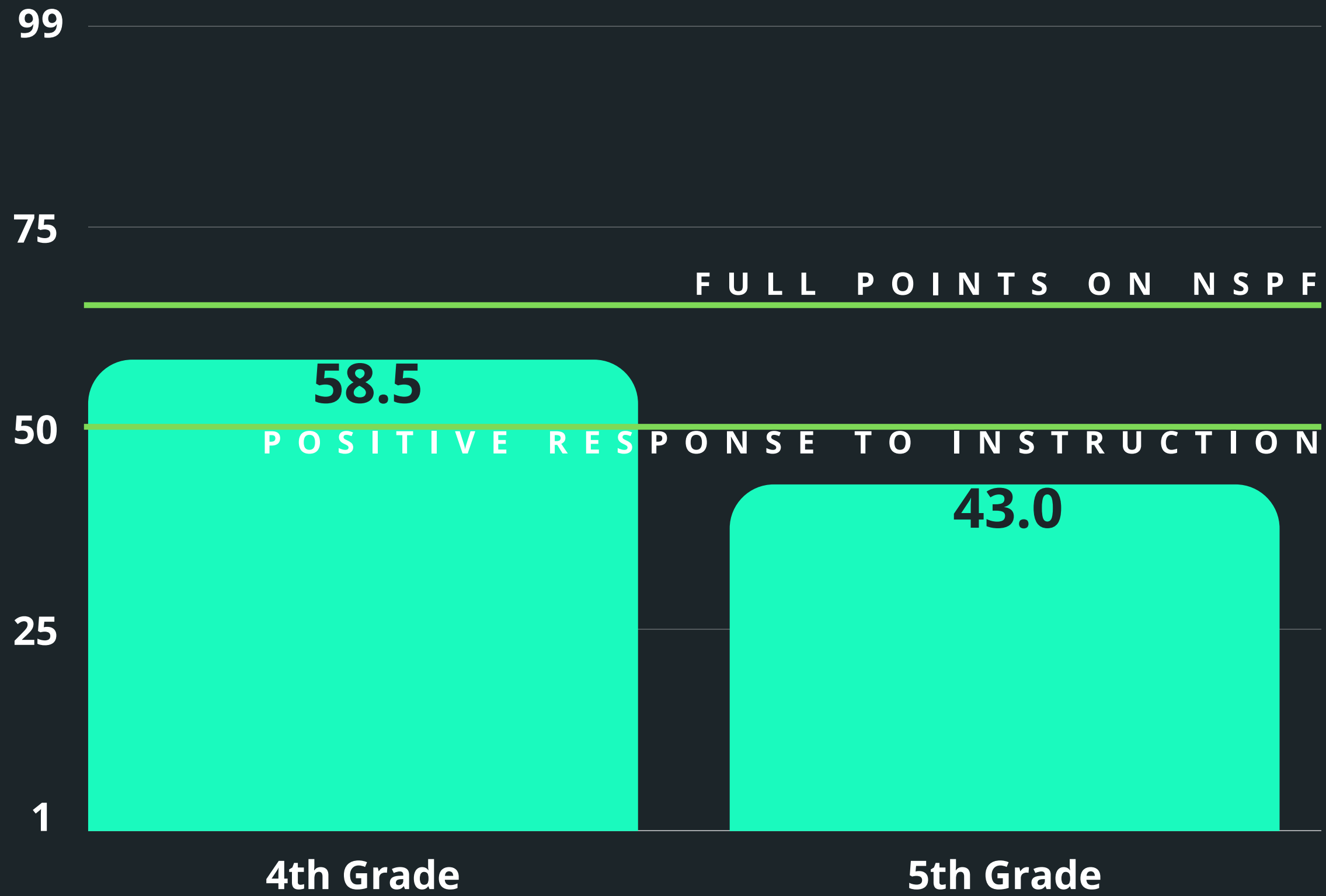
5 T H

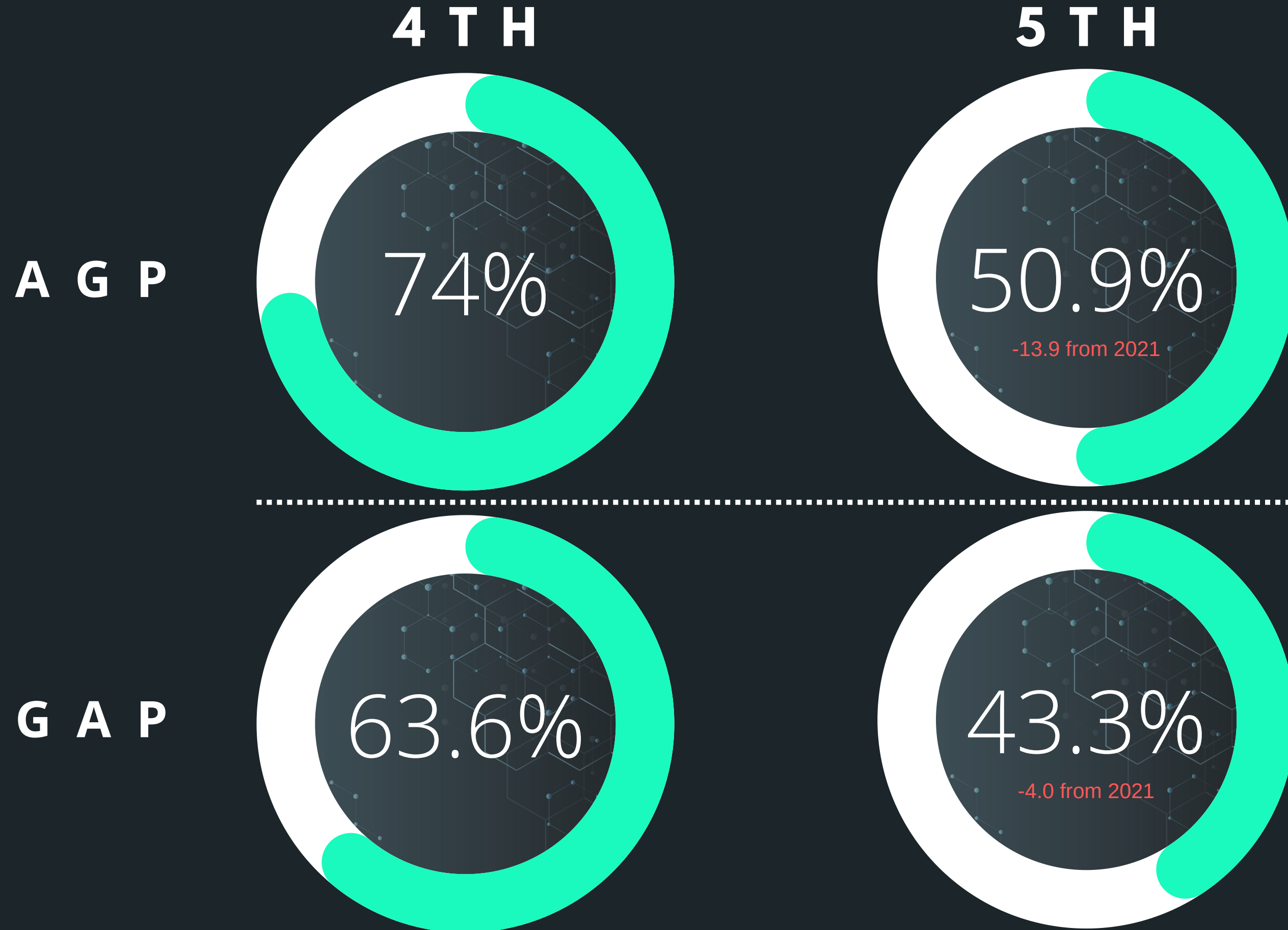


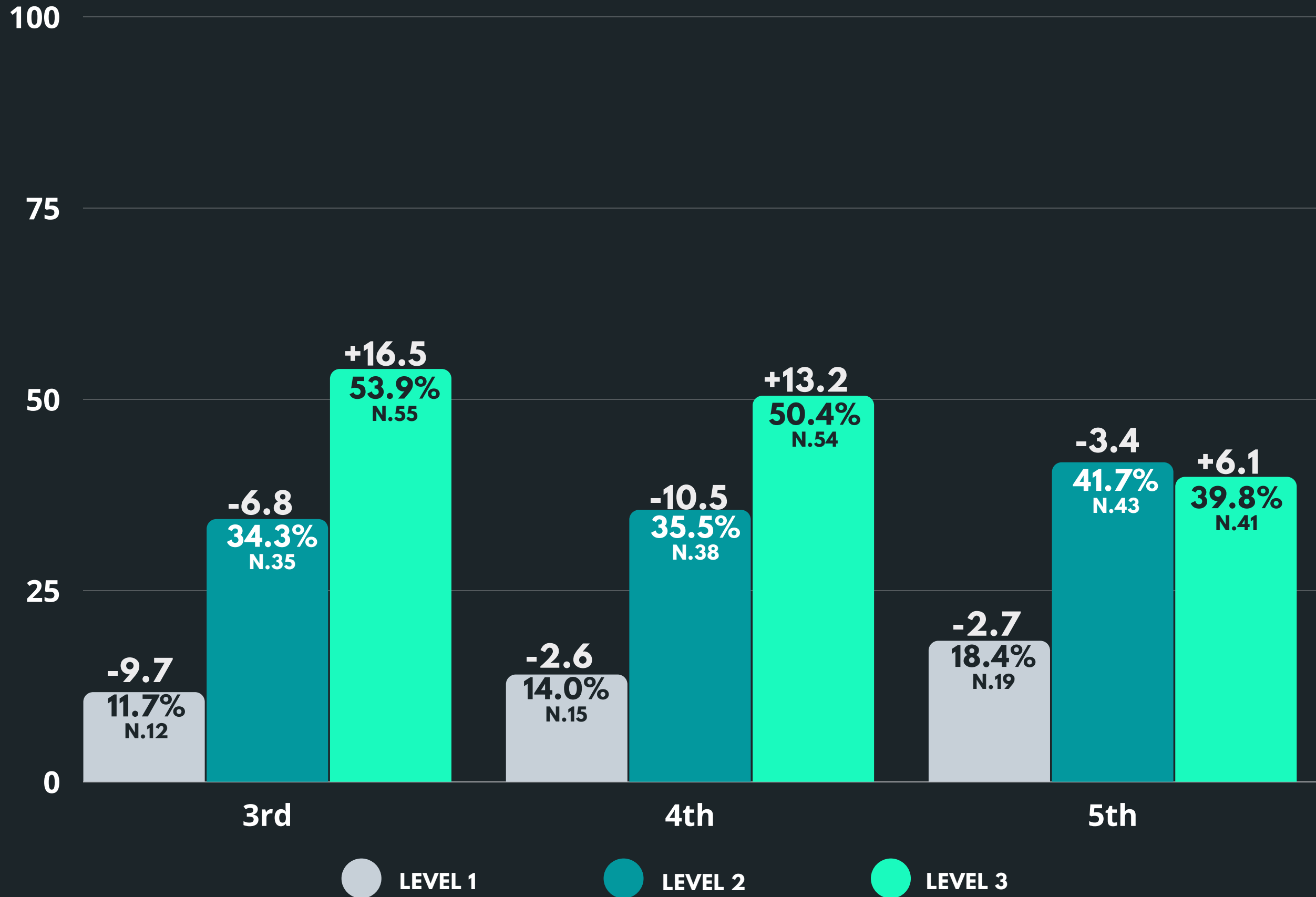
READ BY GRADE 3



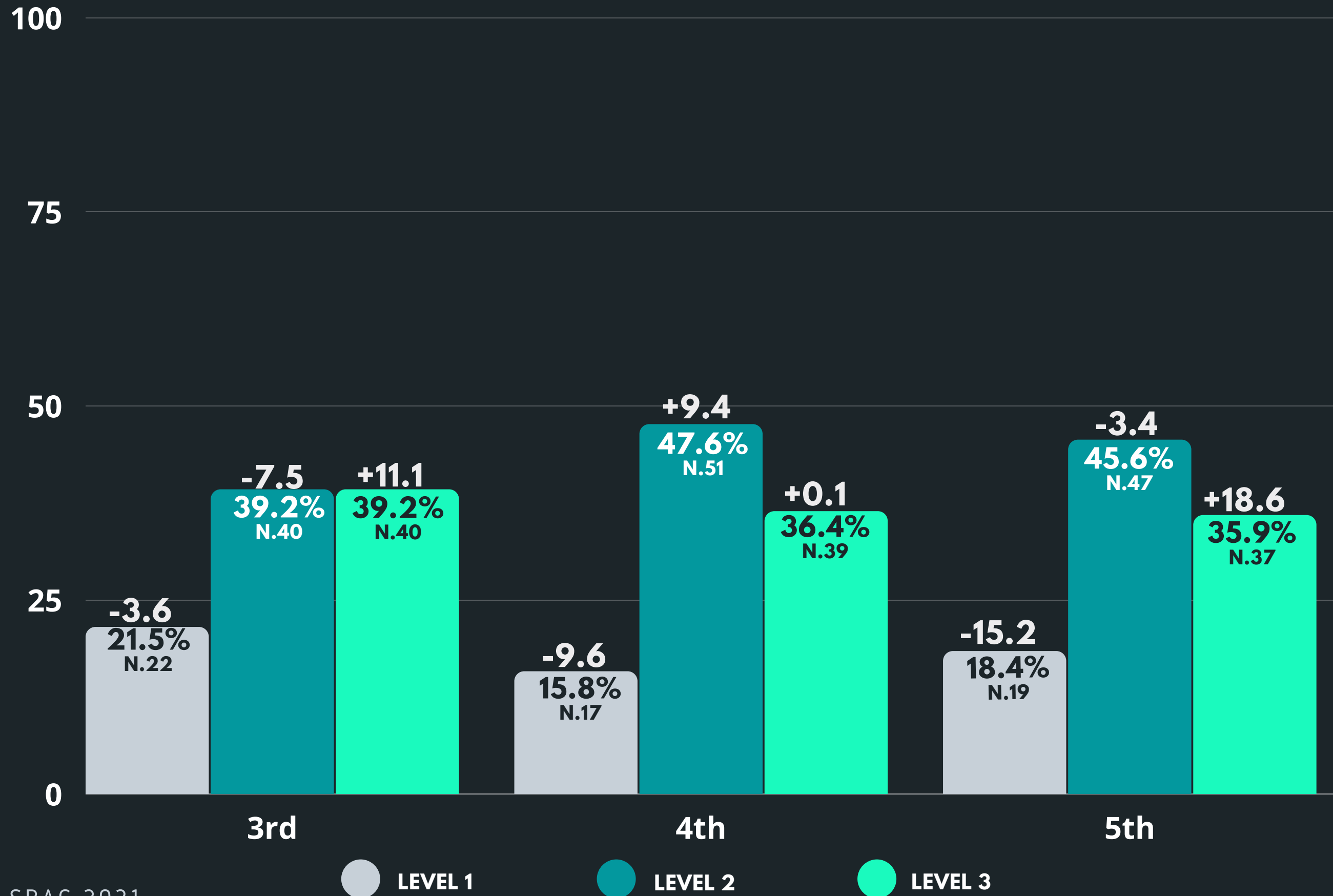




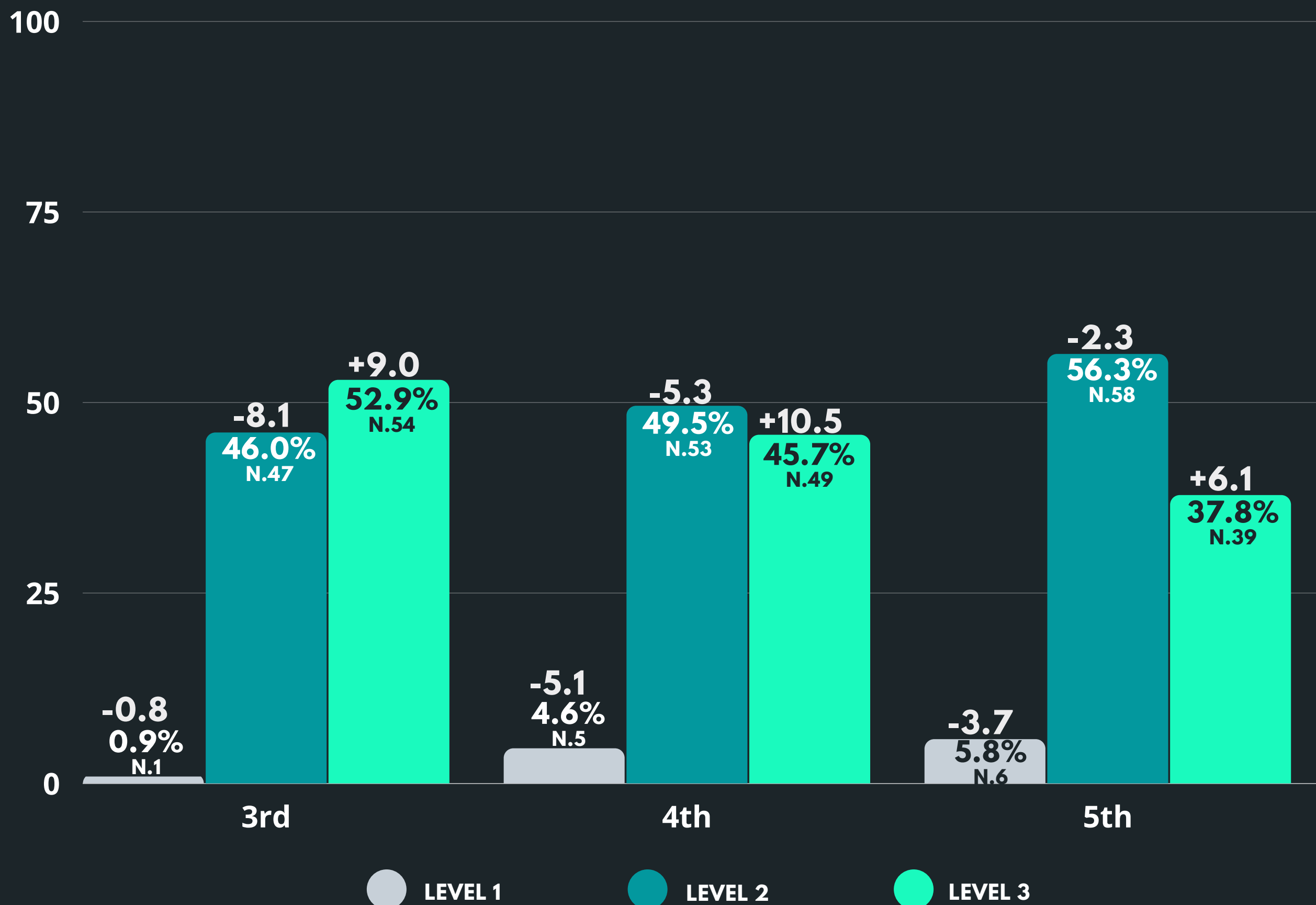




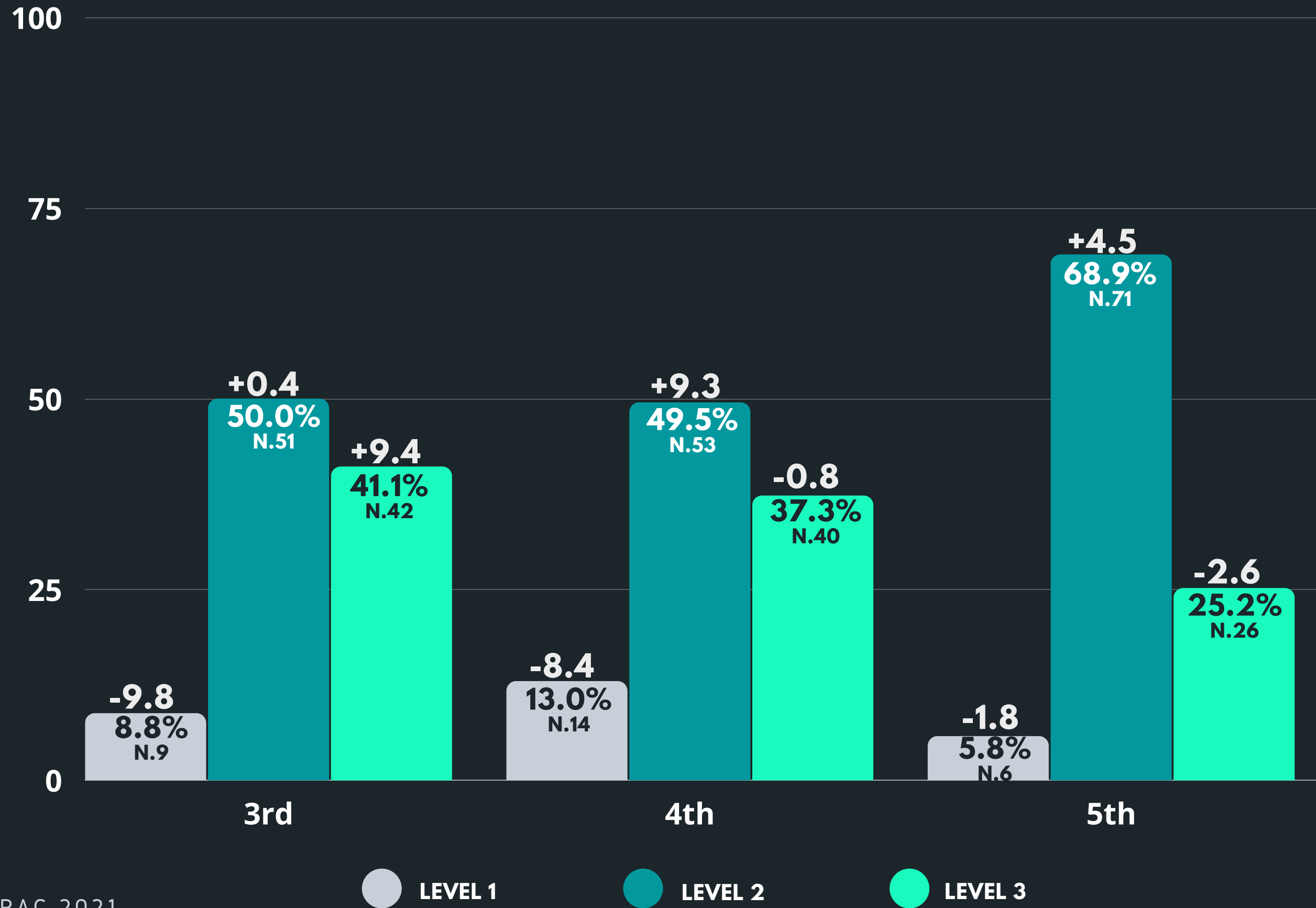
*CHANGE DATA FROM SBAC 2021



*CHANGE DATA FROM SBAC 2021

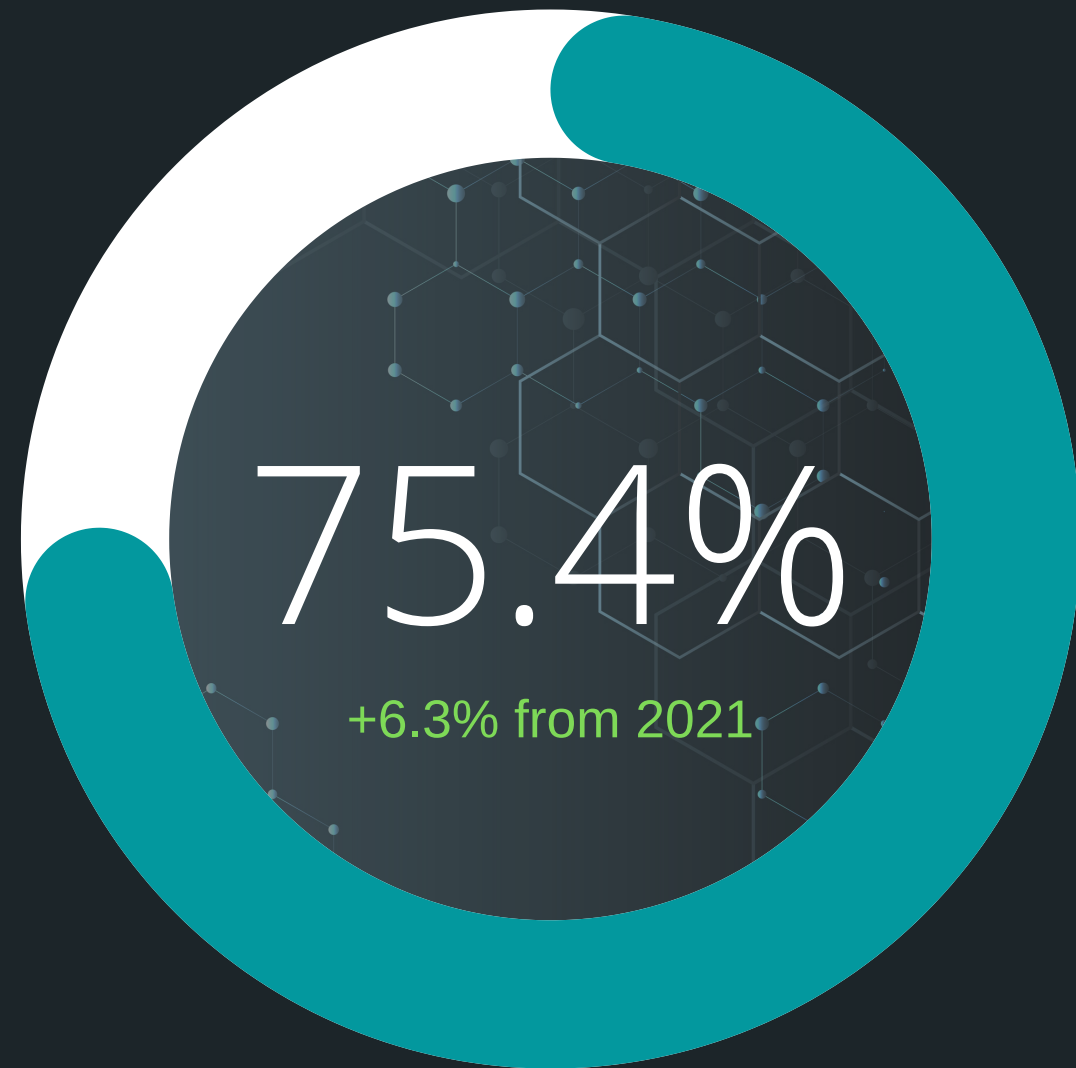


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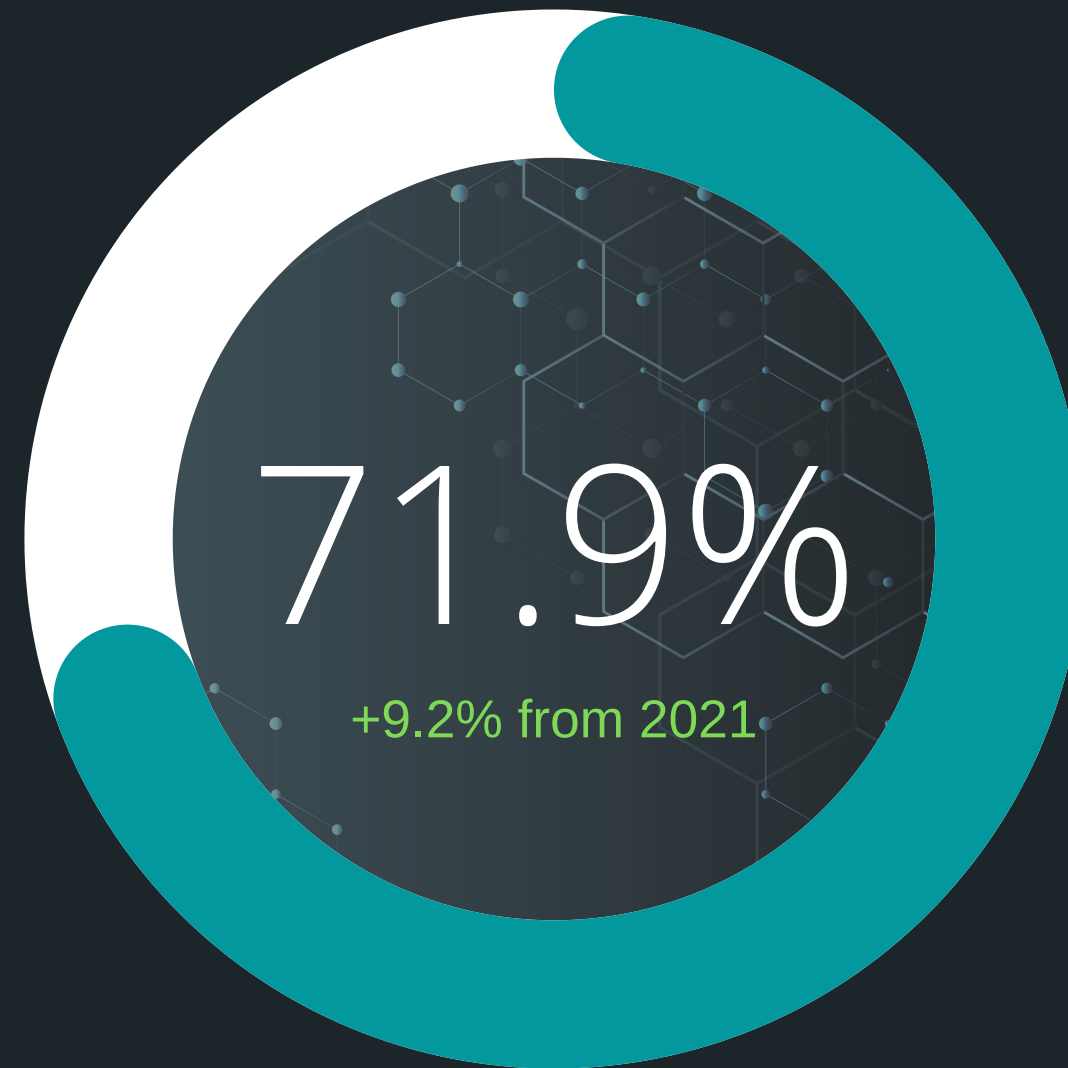


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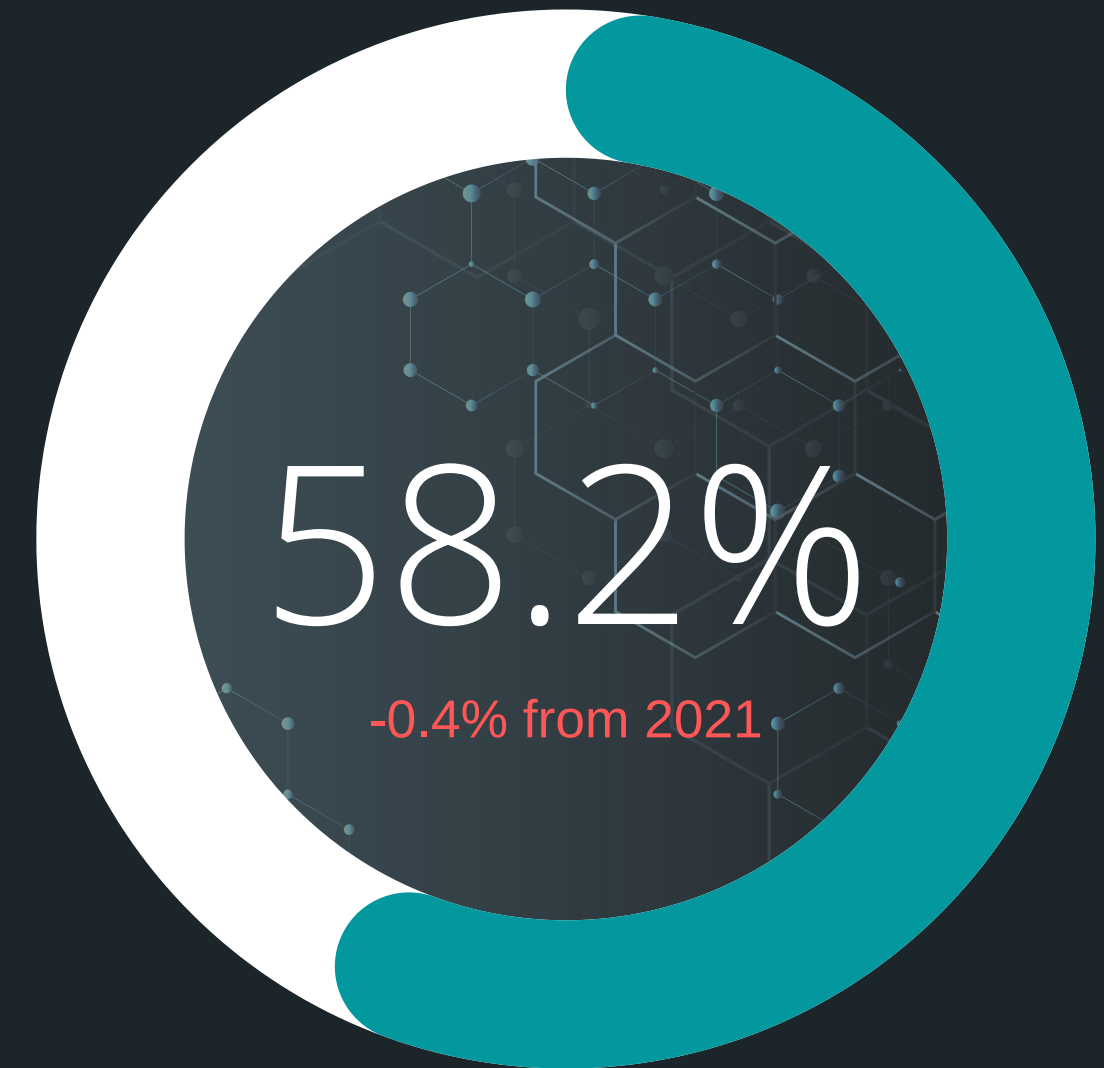
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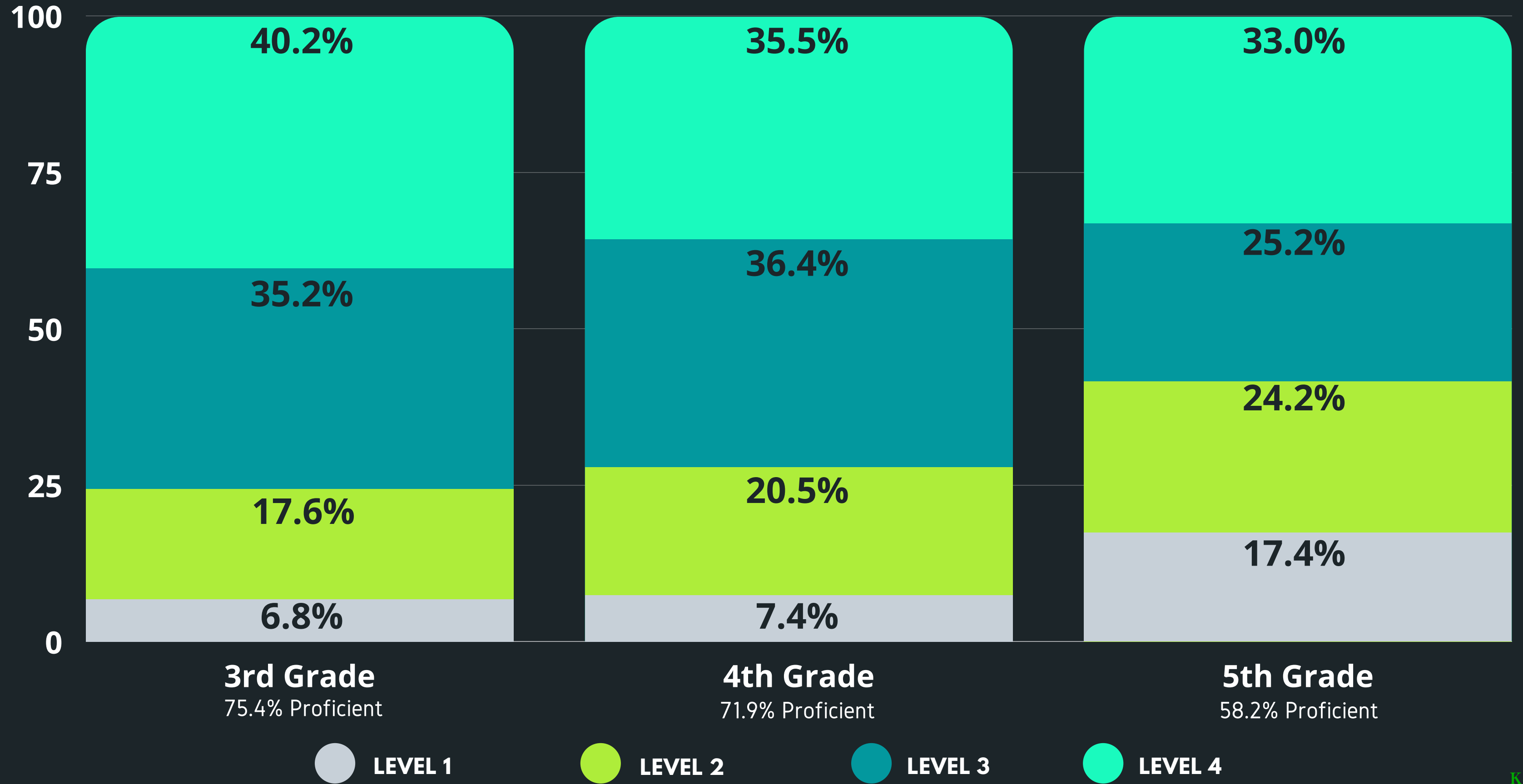


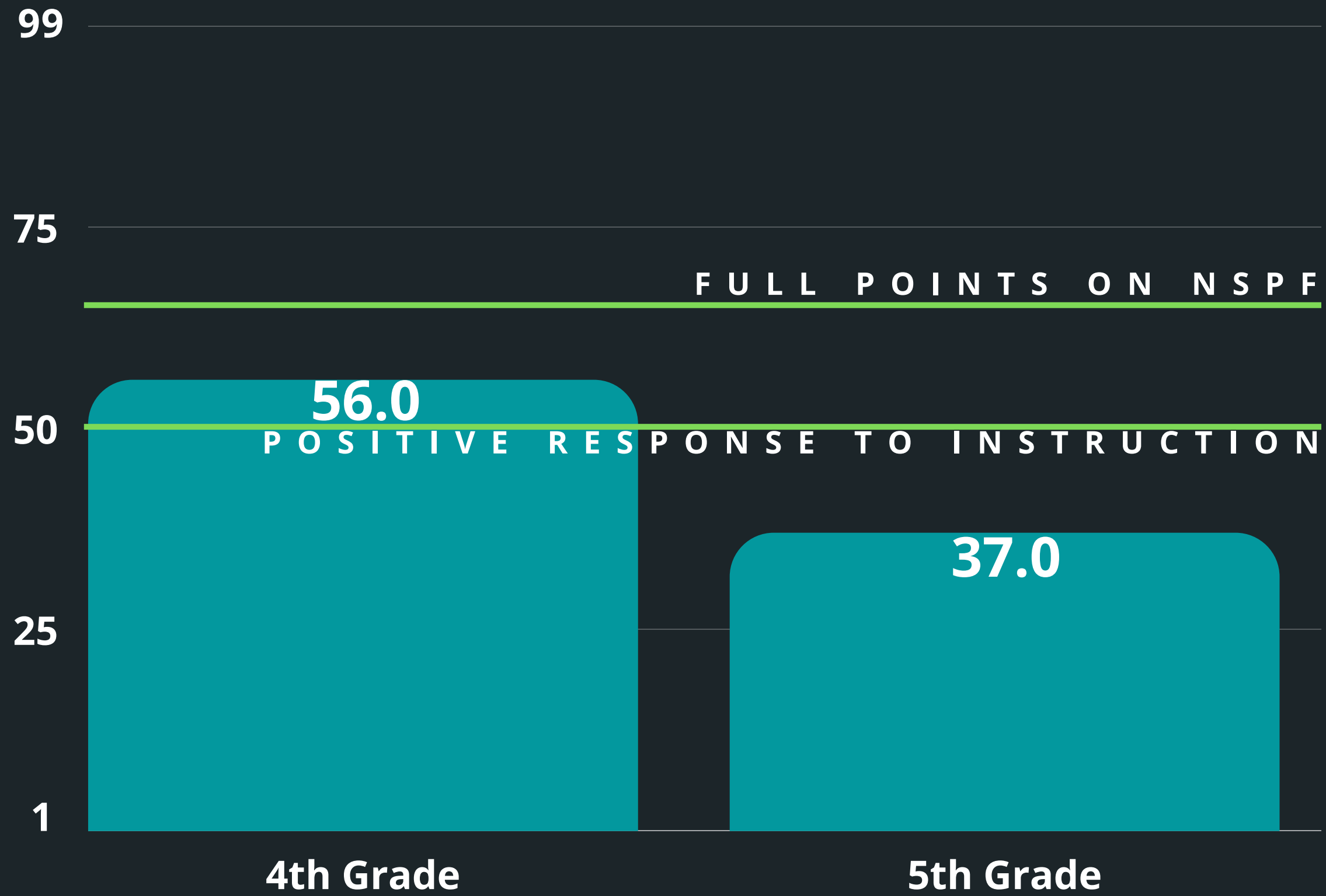
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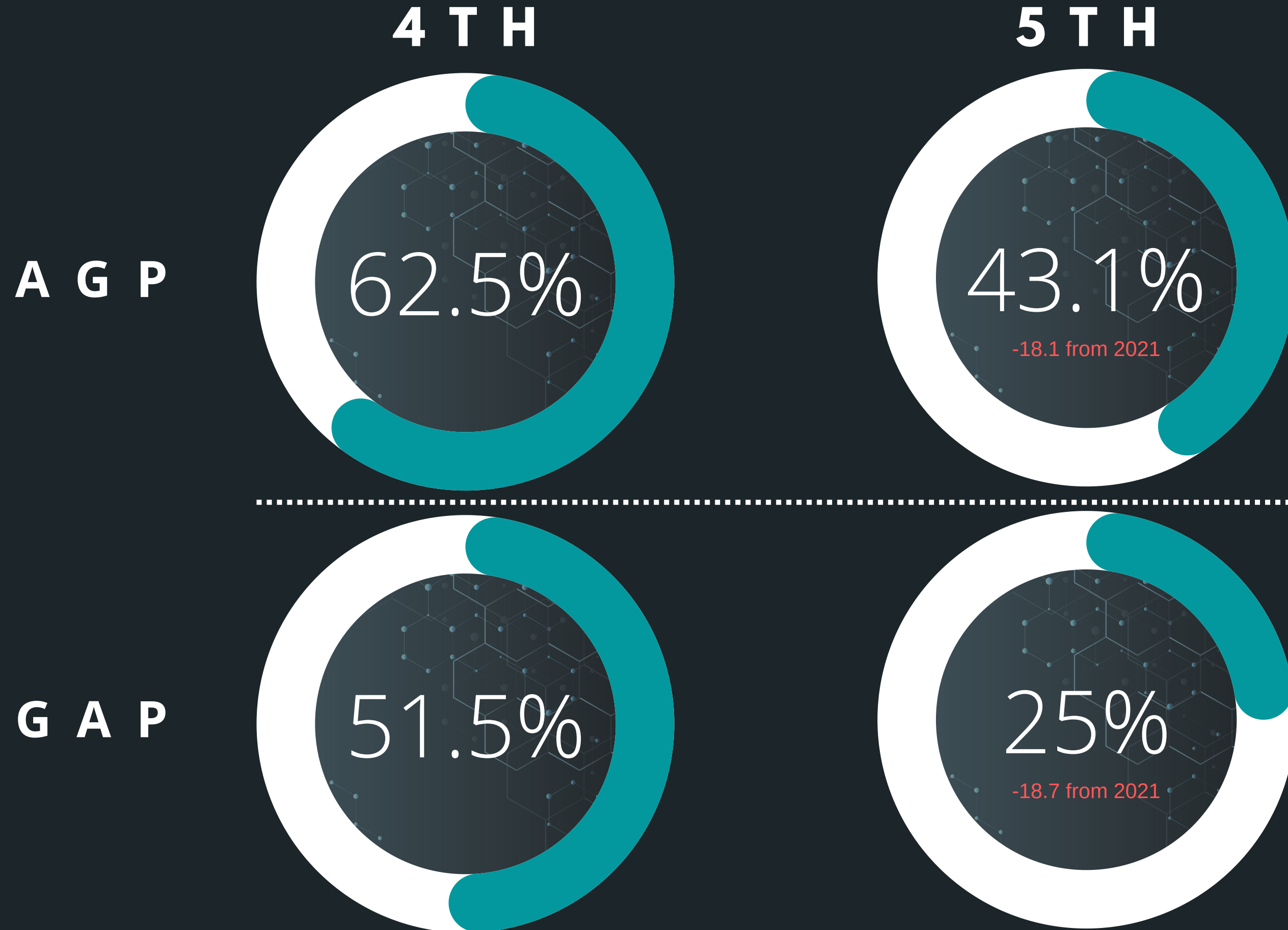


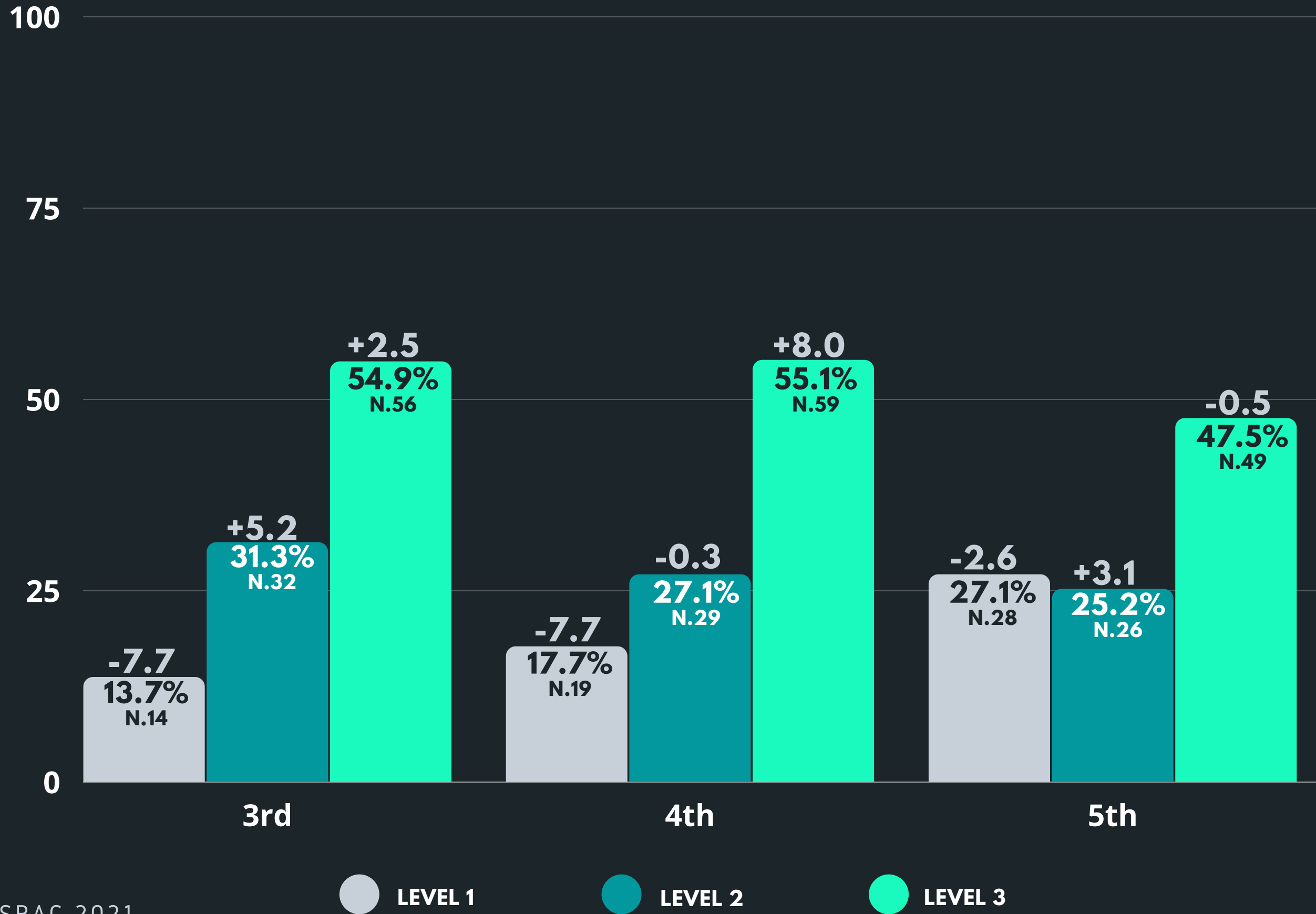
5 T H



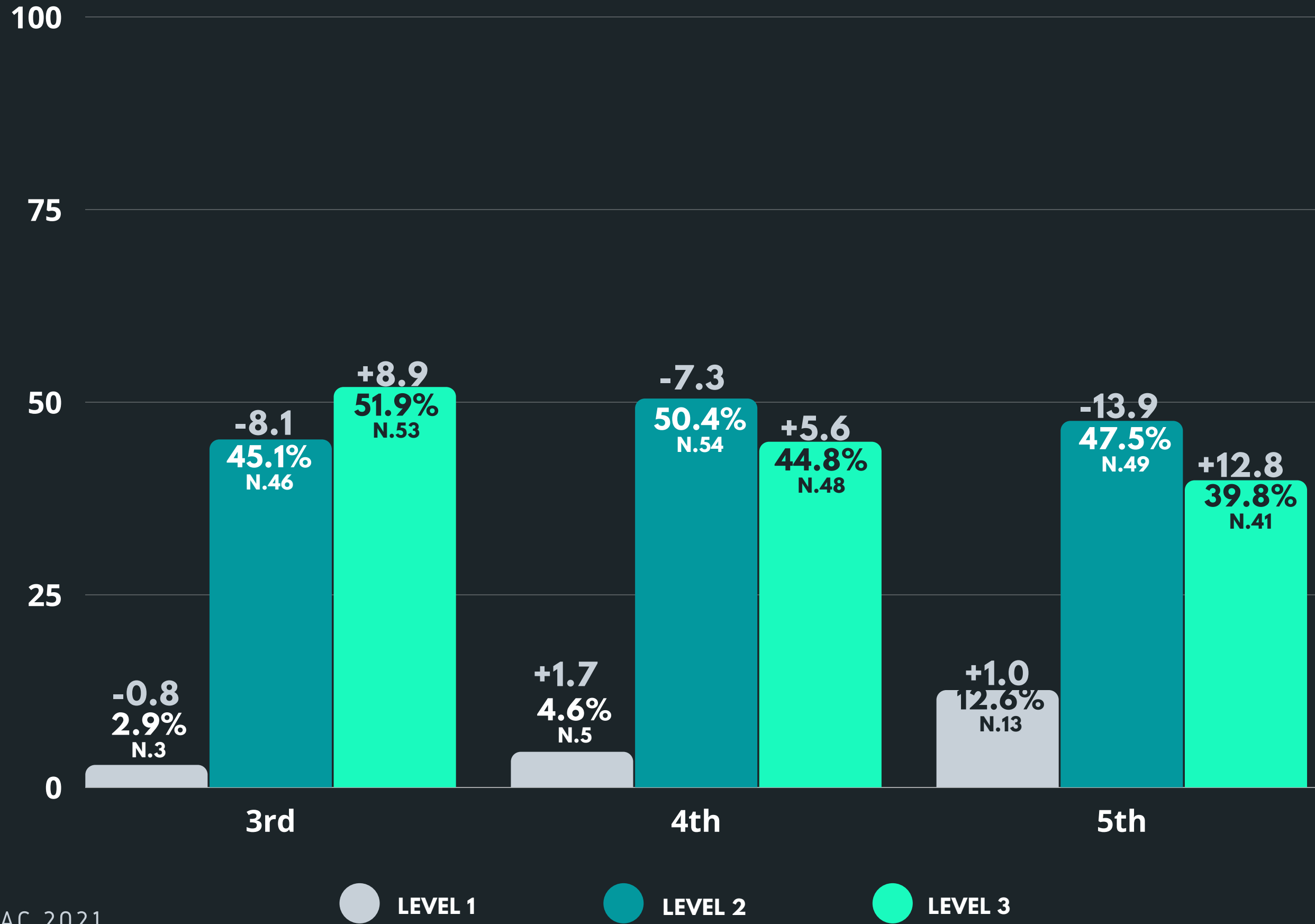




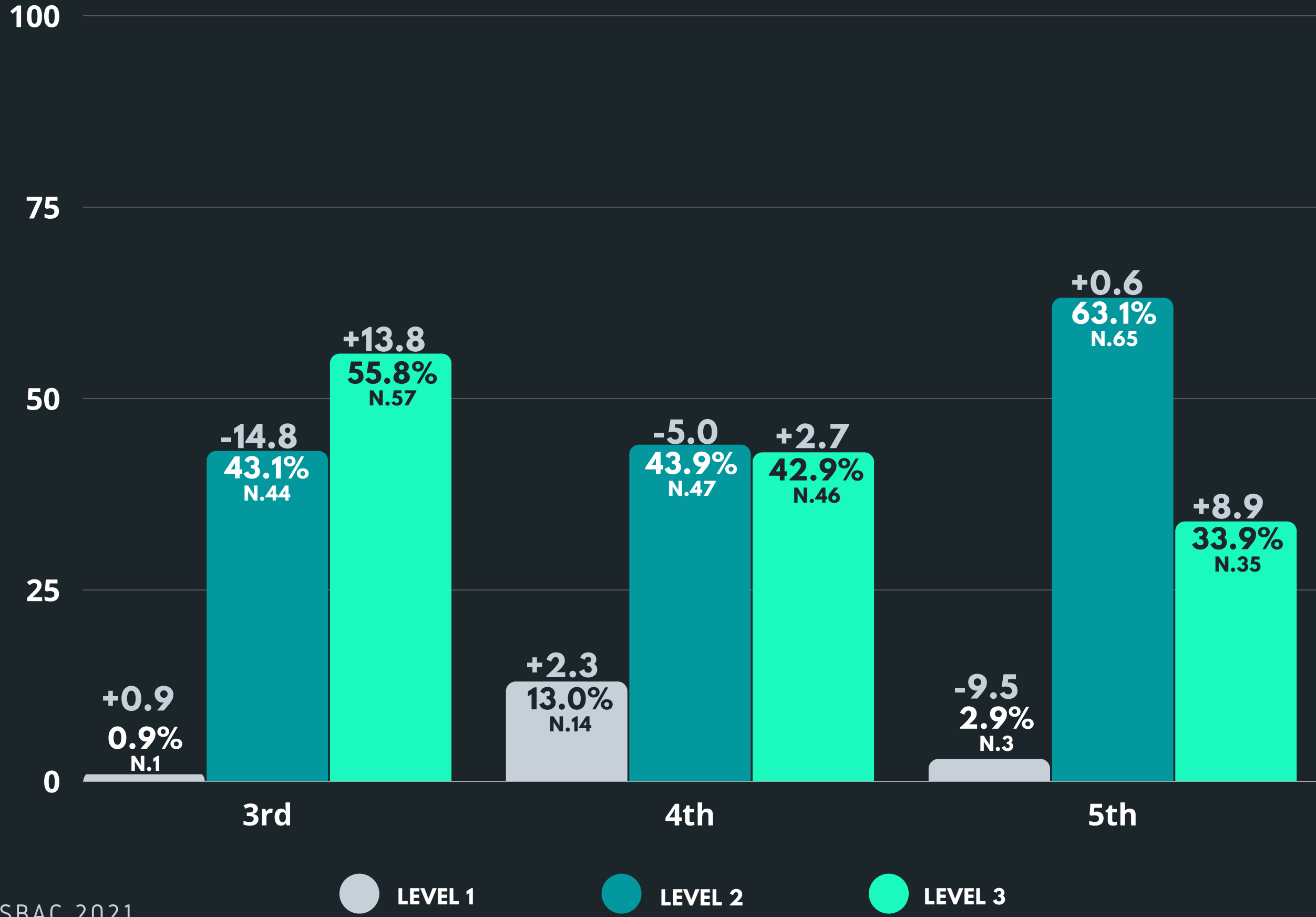




*CHANGE DATA FROM SBAC 2021



*CHANGE DATA FROM SBAC 2021



*CHANGE DATA FROM SBAC 2021



86.1%

DORAL ACADEMY NORTHERN NEVADA MIDDLE SCHOOL



ELA



MATH

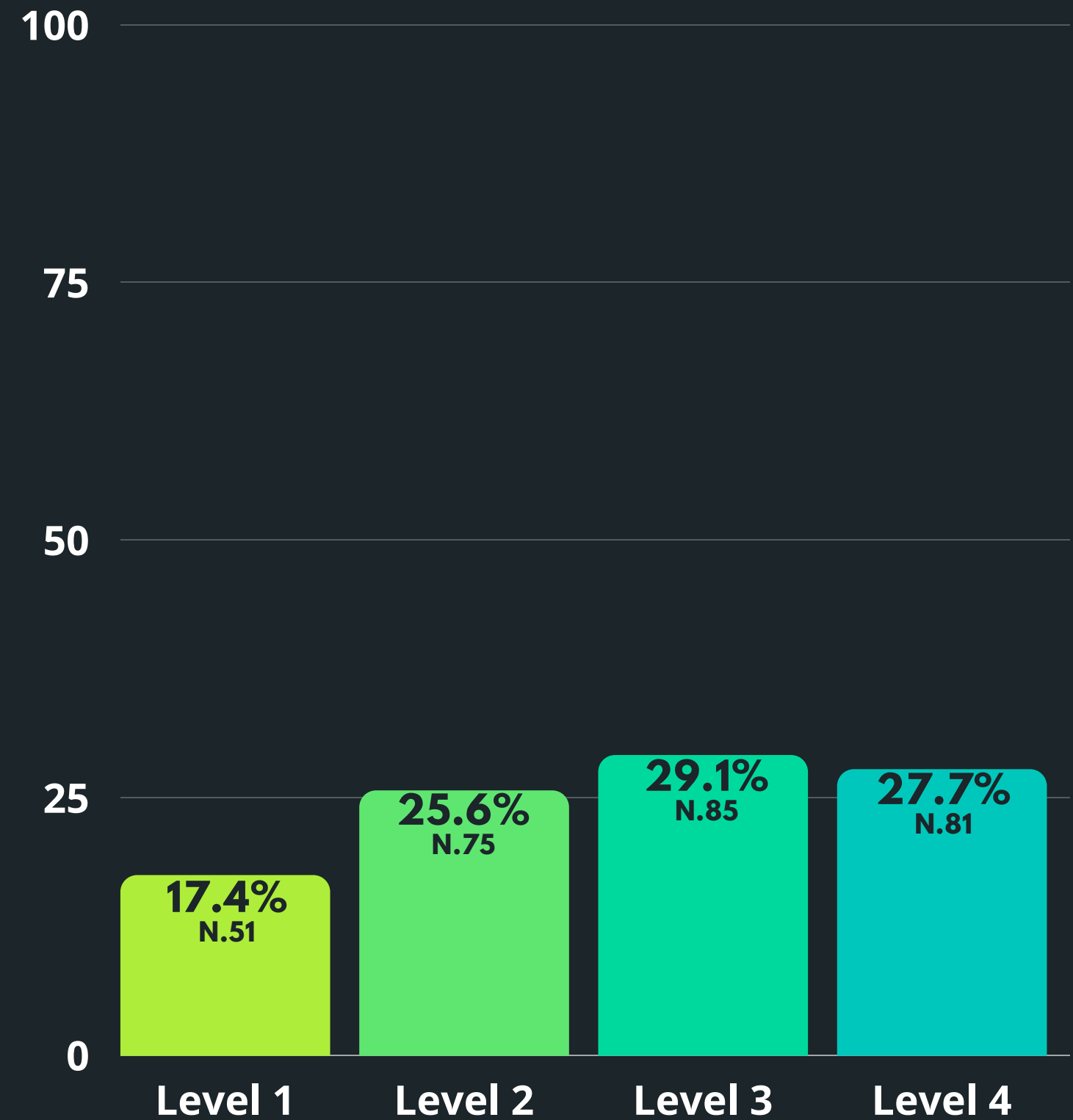
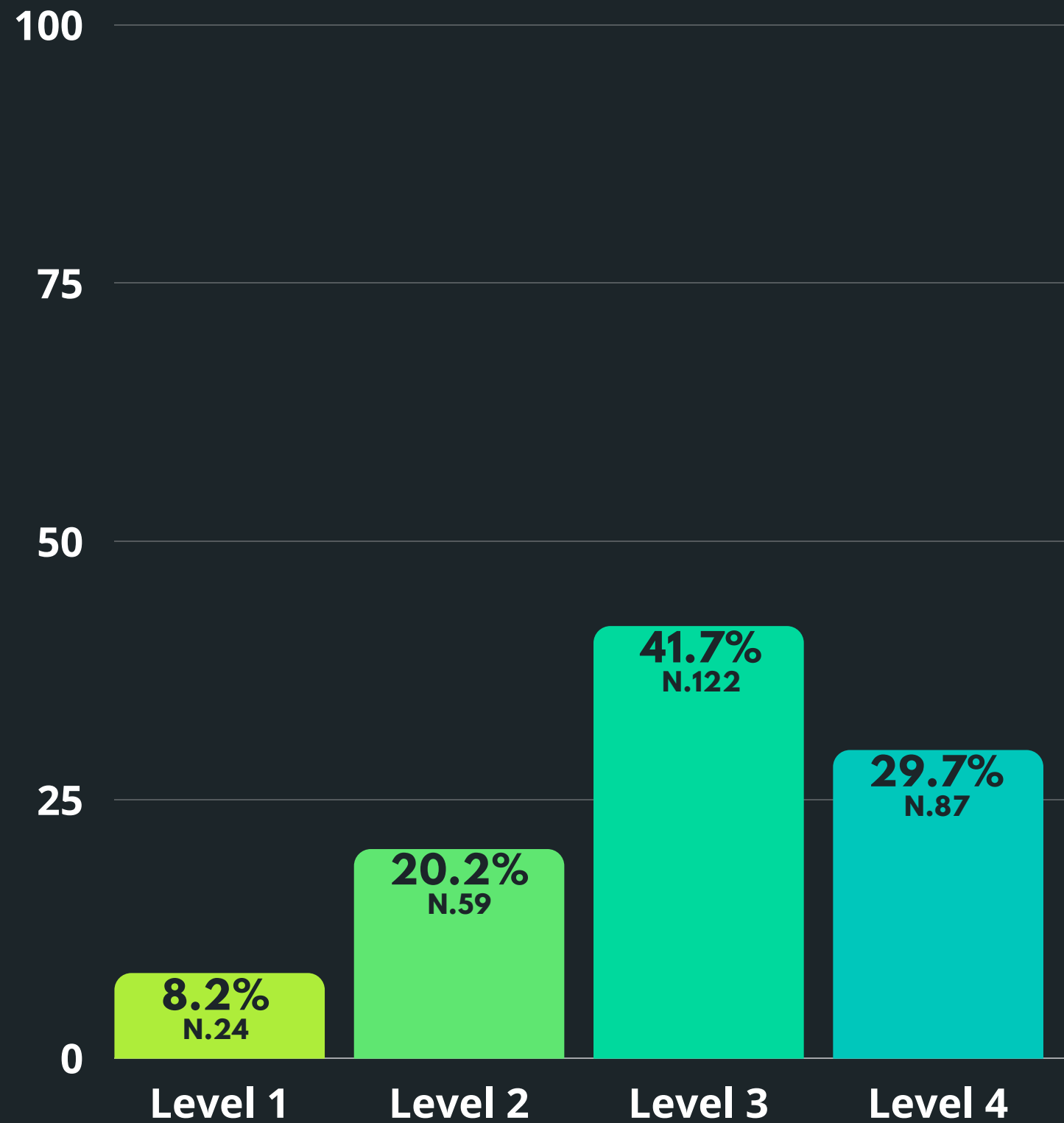


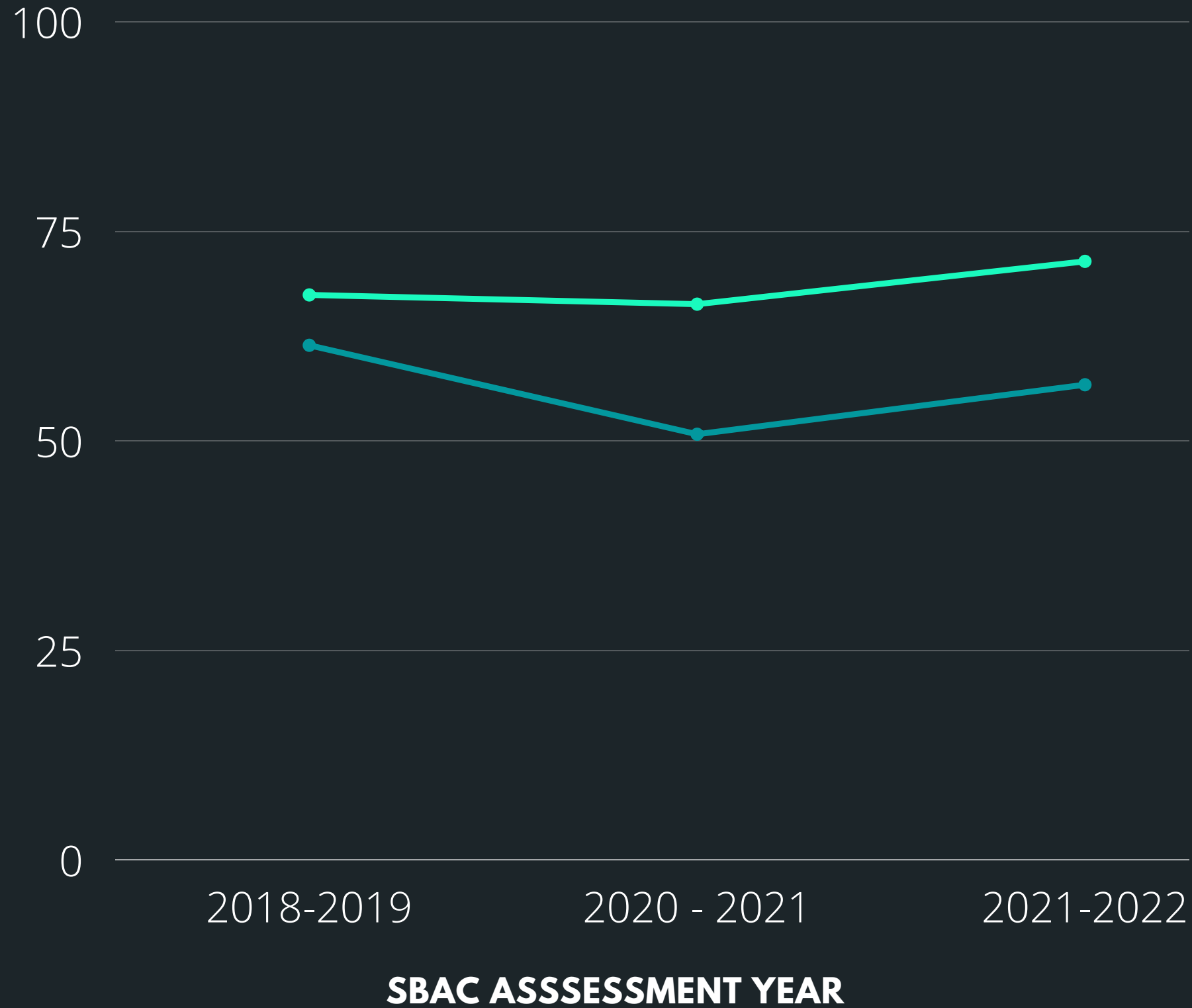
POOLED PROFICIENCY (INCLUDING SCIENCE & NAA) = 64.3%



ELA

MATH





PROGRESSION OF ACADEMIC ACHIEVEMENT

ELA

2018 - 2019 **67.5%**

2020 - 2021 **66.4%**

2021 - 2022 **71.5%**

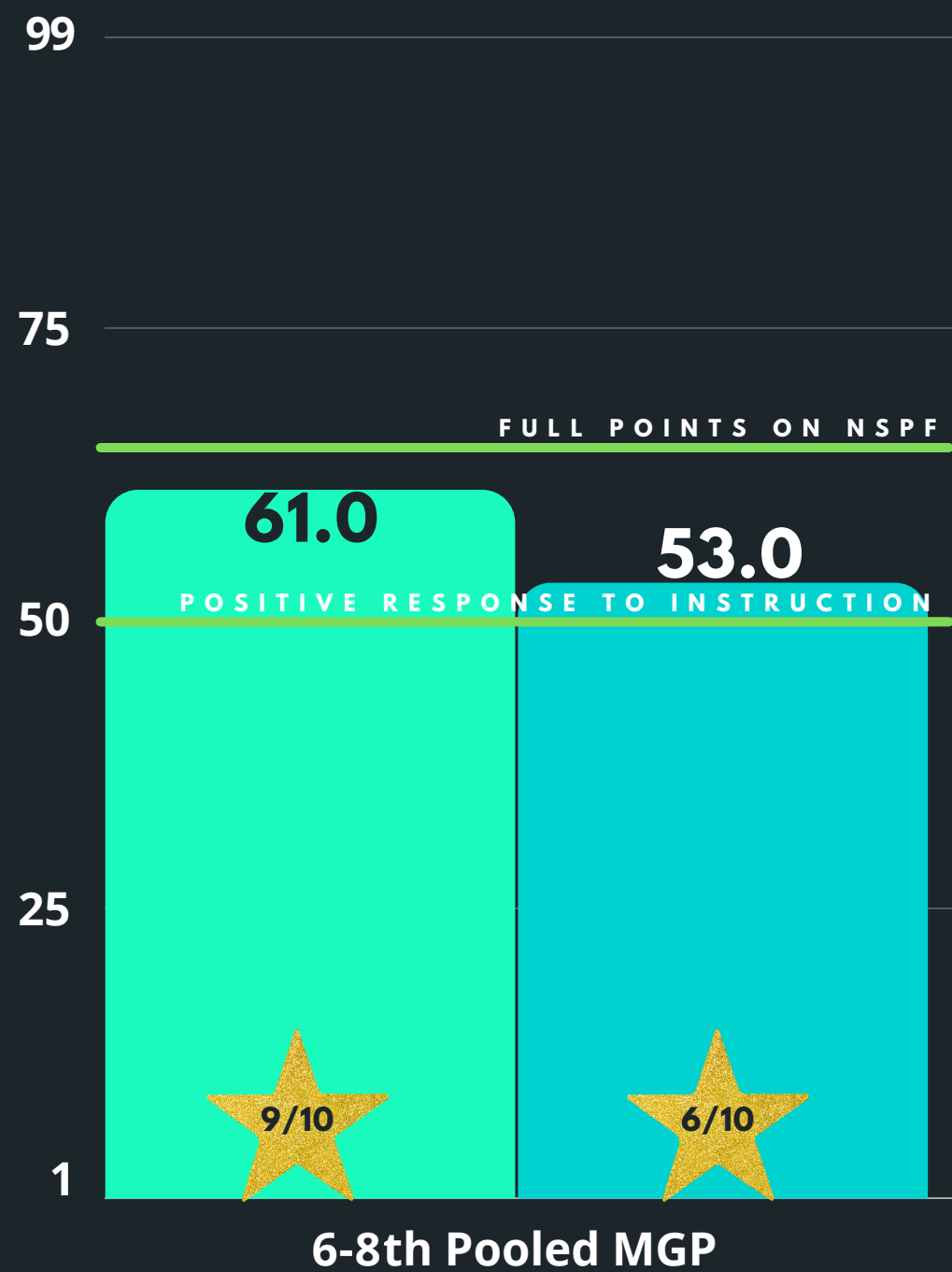
MATH

2018 - 2019 **61.5%**

2020 - 2021 **50.9%**

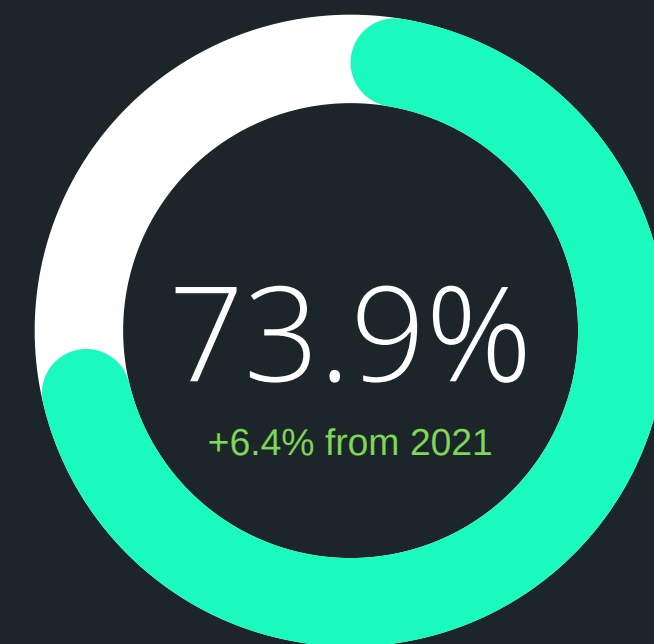
2021 - 2022 **56.8%**

MGP

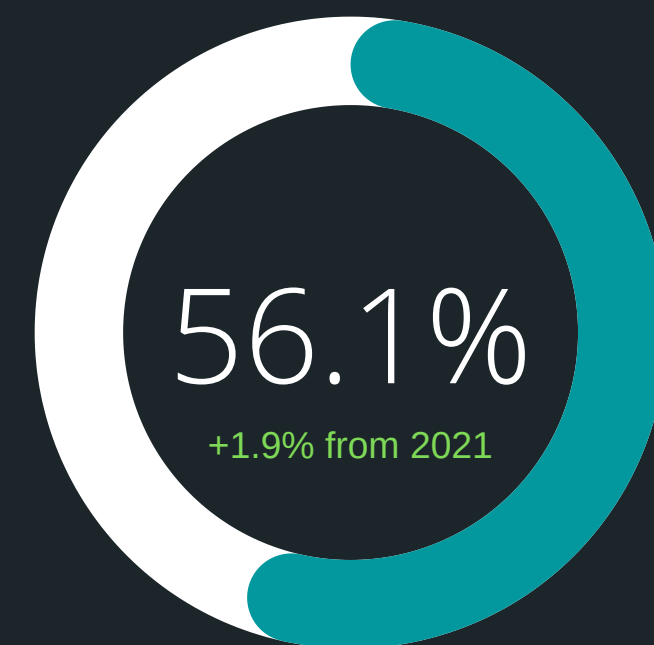


AGP

ELA



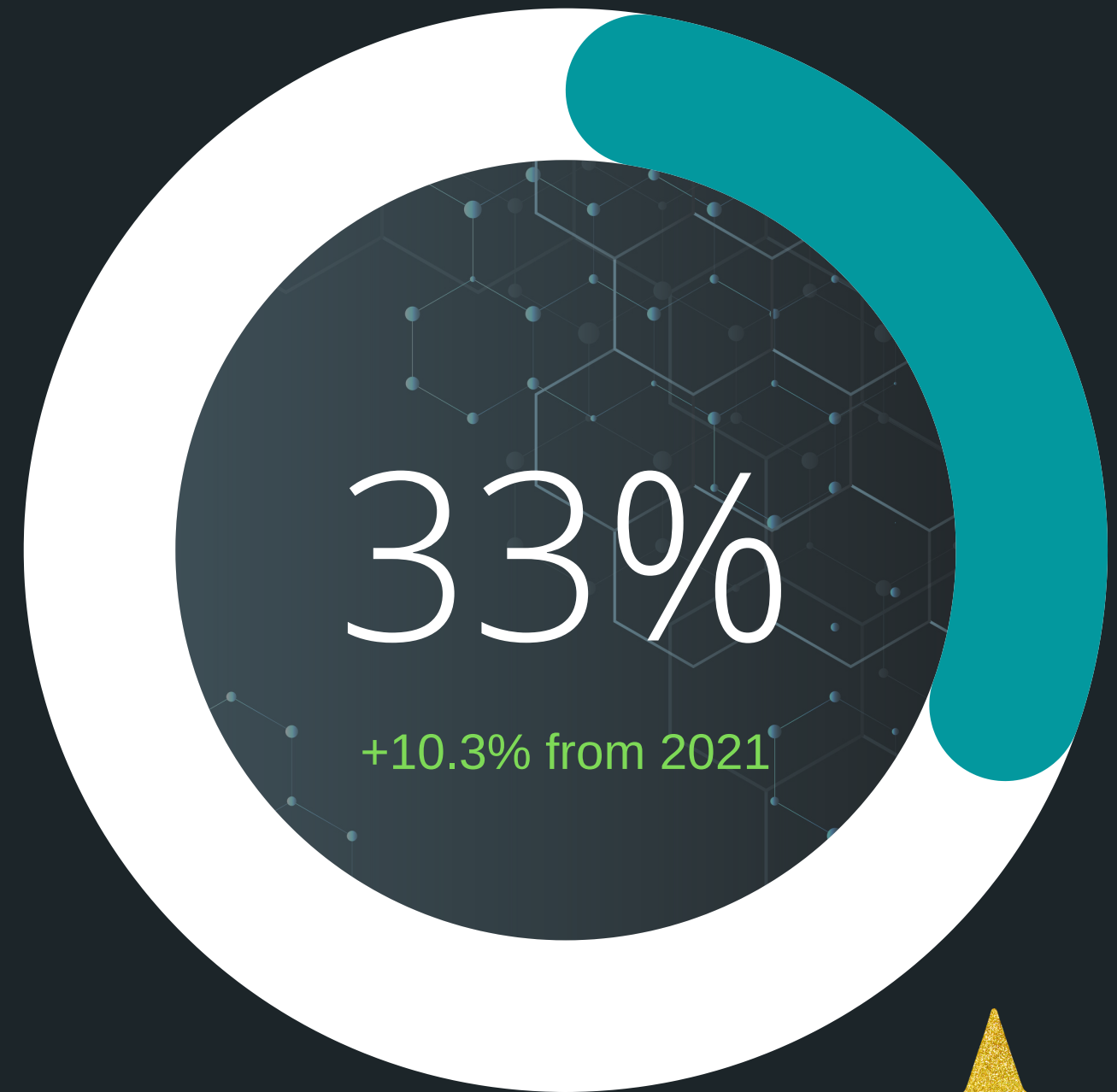
MATH

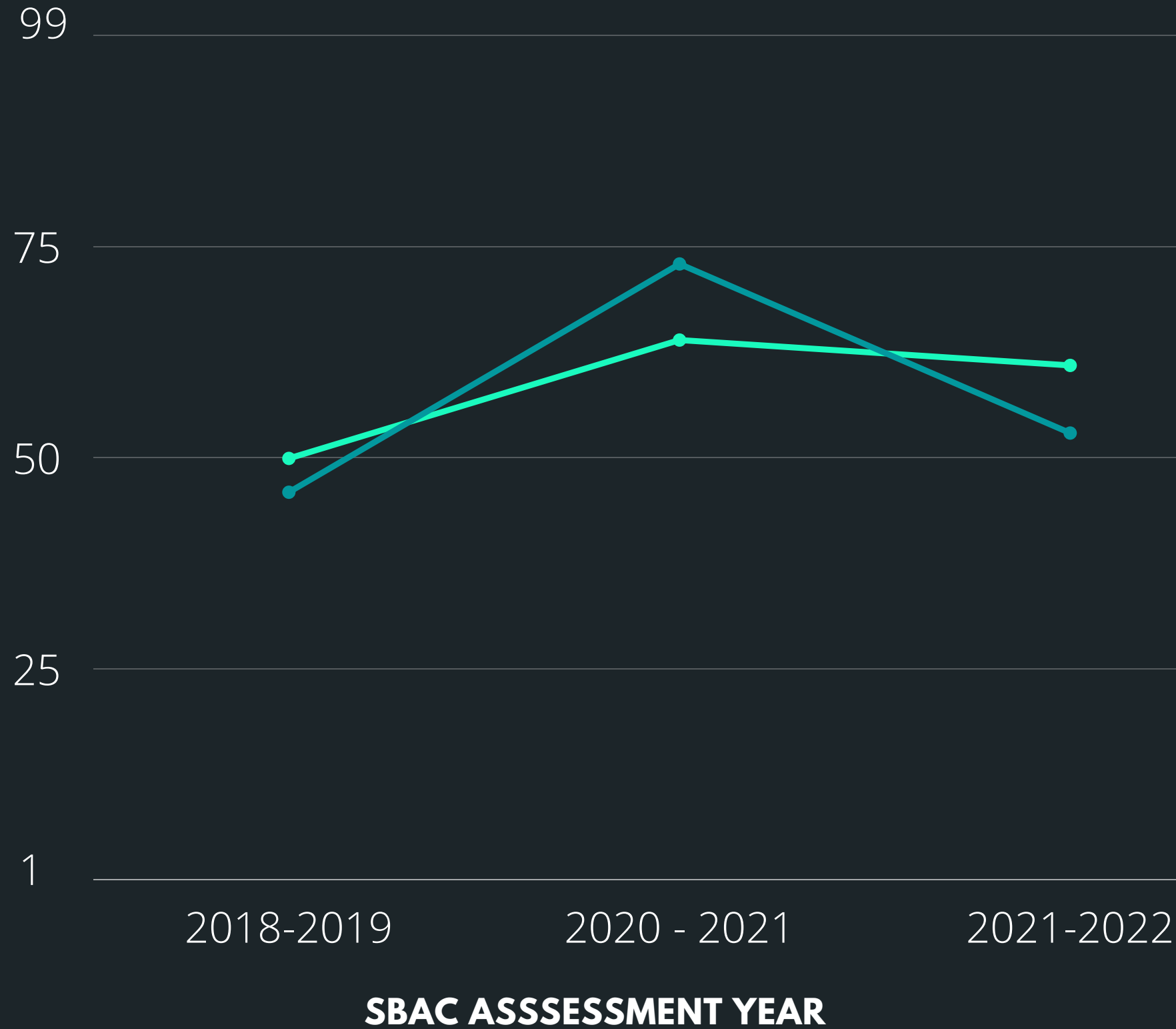


ELA



MATH





PROGRESSION OF GROWTH

ELA

2018 - 2019 **50.0**

2020 - 2021 **64.0**

2021 - 2022 **61.0**

MATH

2018 - 2019 **46.0**

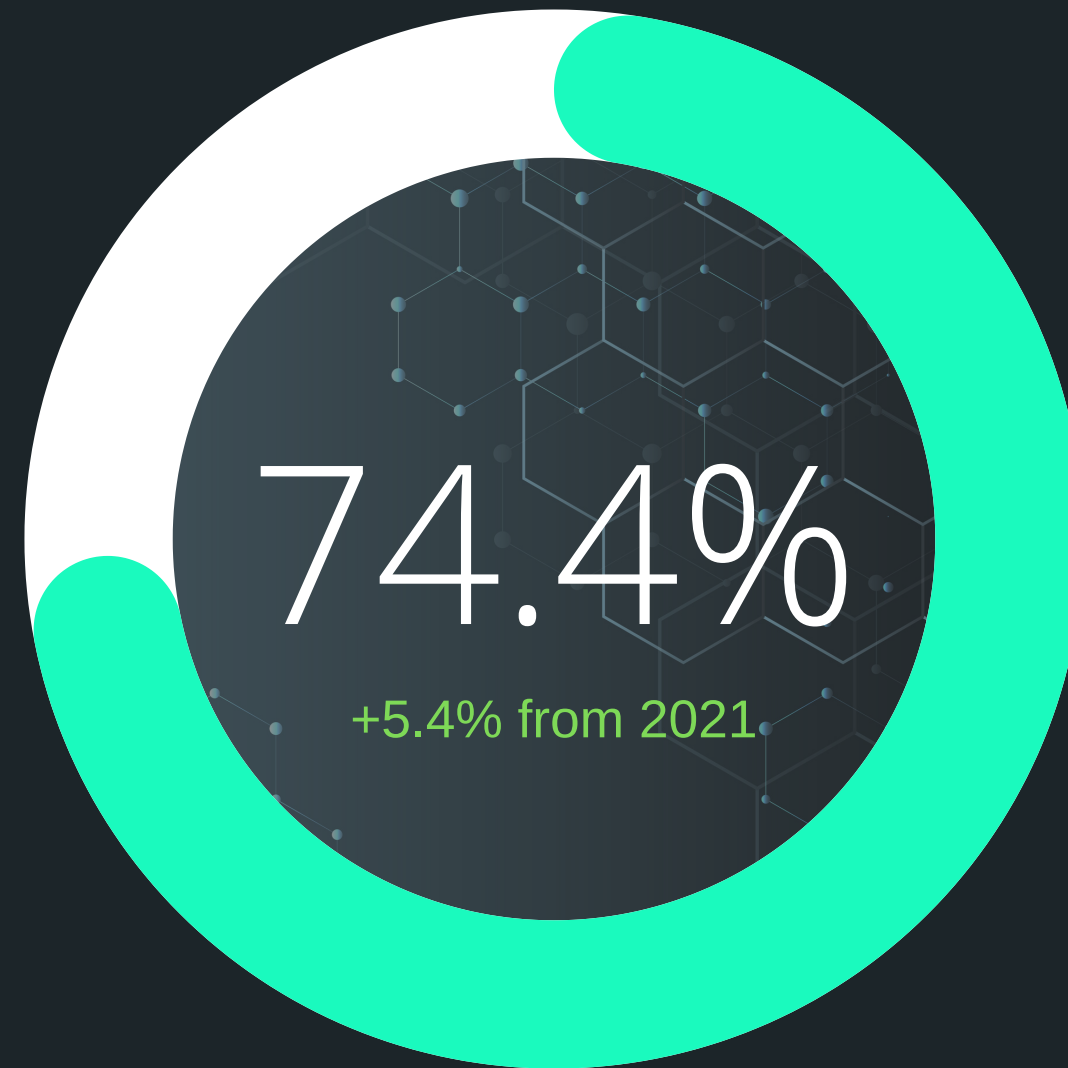
2020 - 2021 **73.0**

2021 - 2022 **53.0**

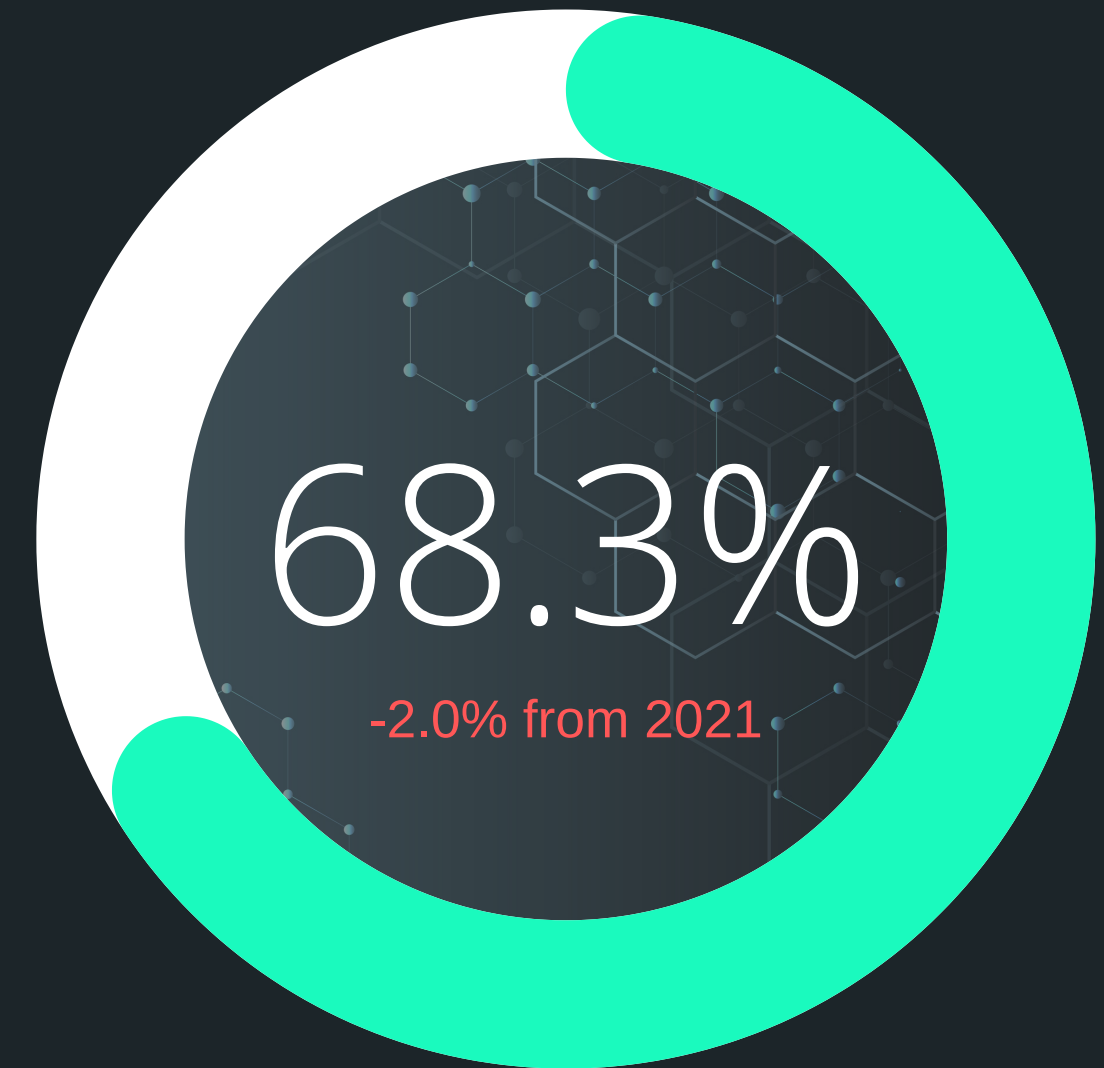
6TH

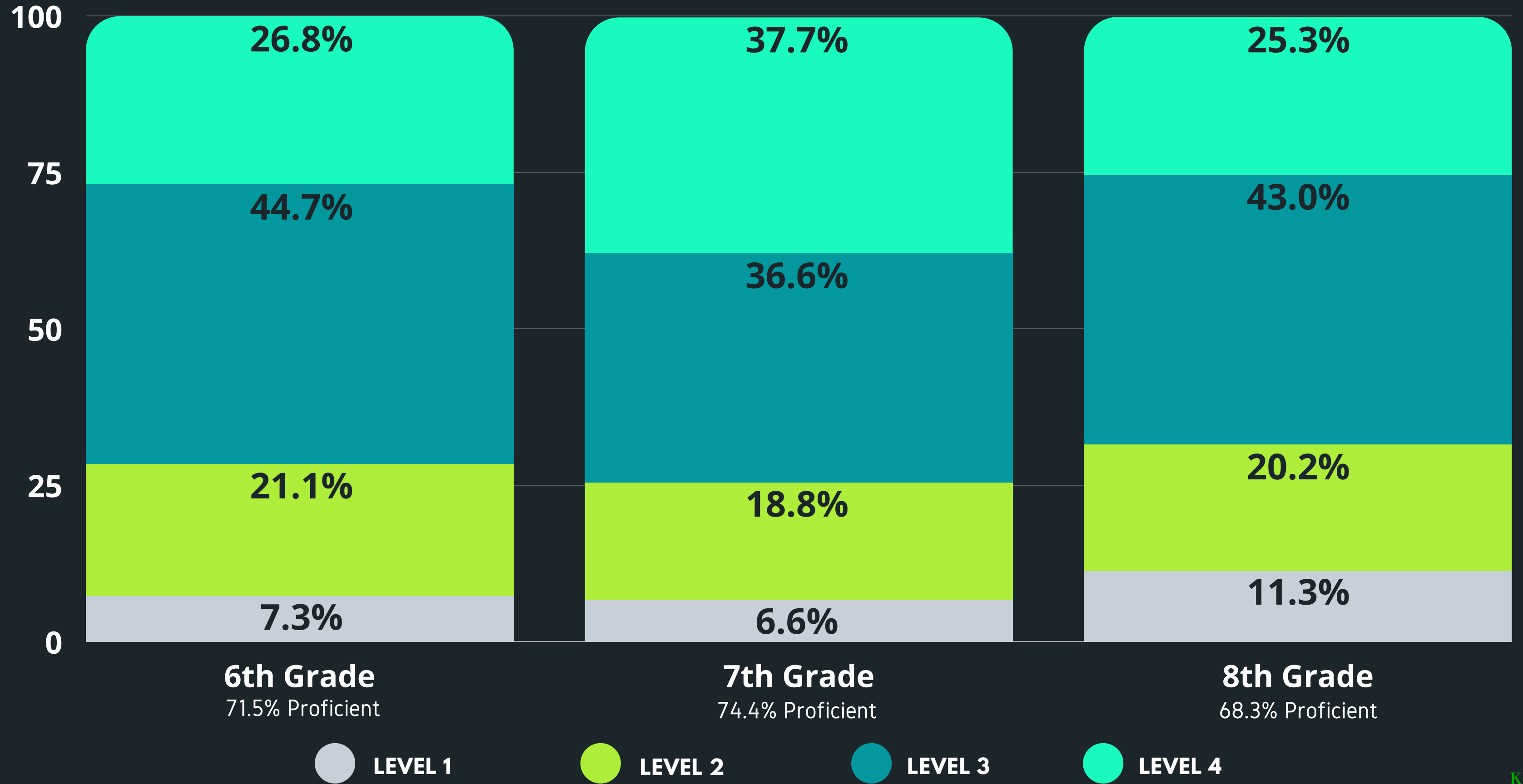


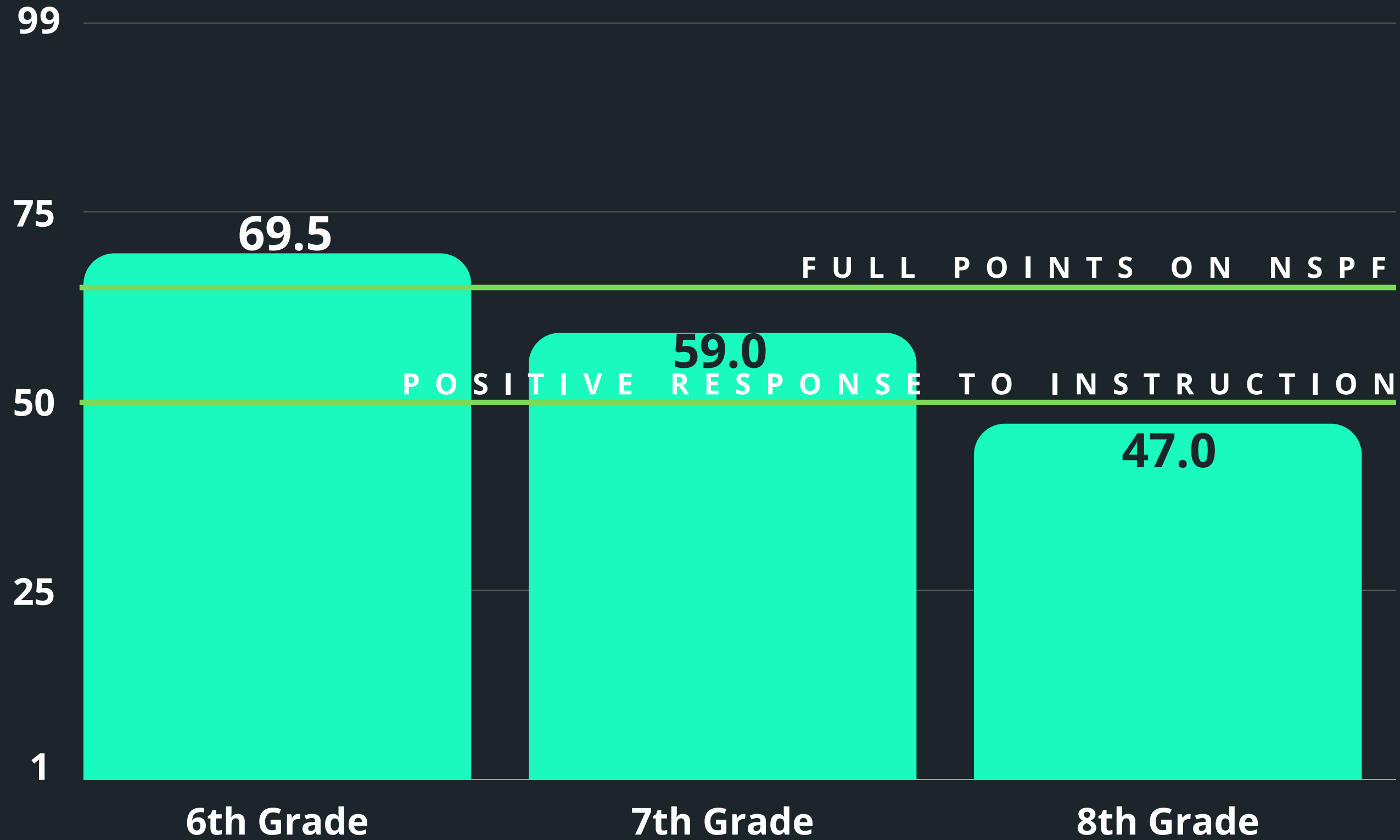
7TH



8TH





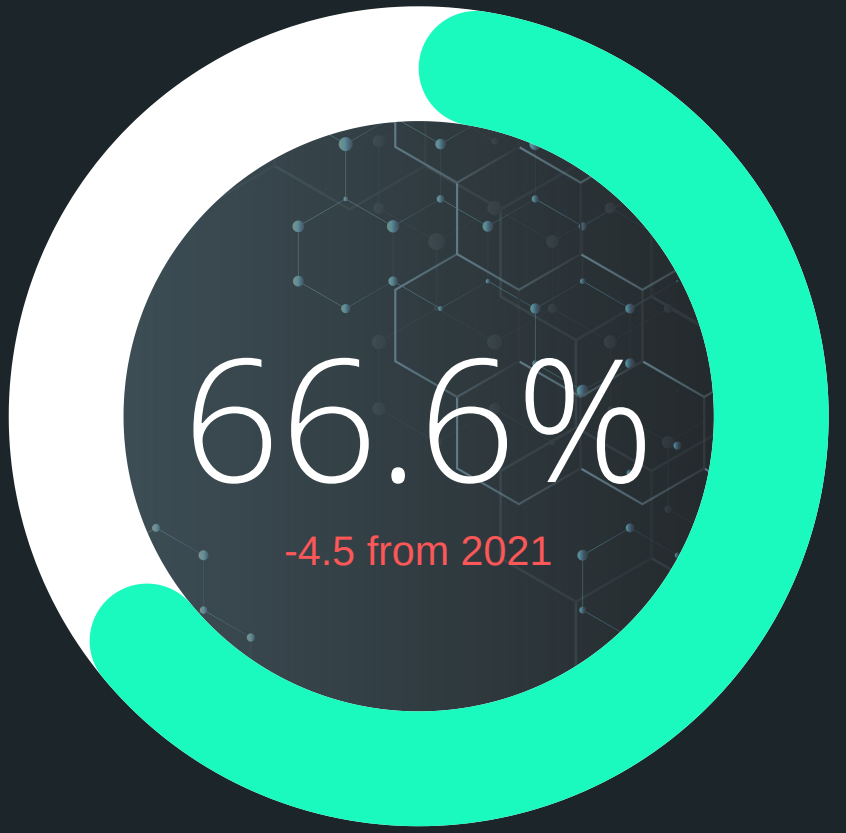
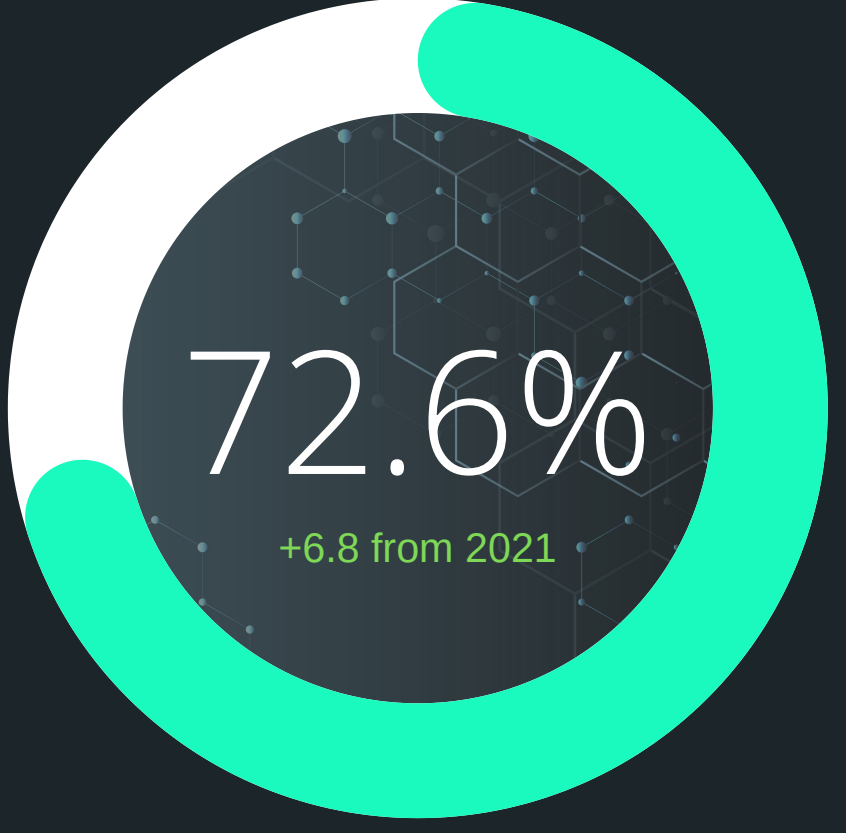
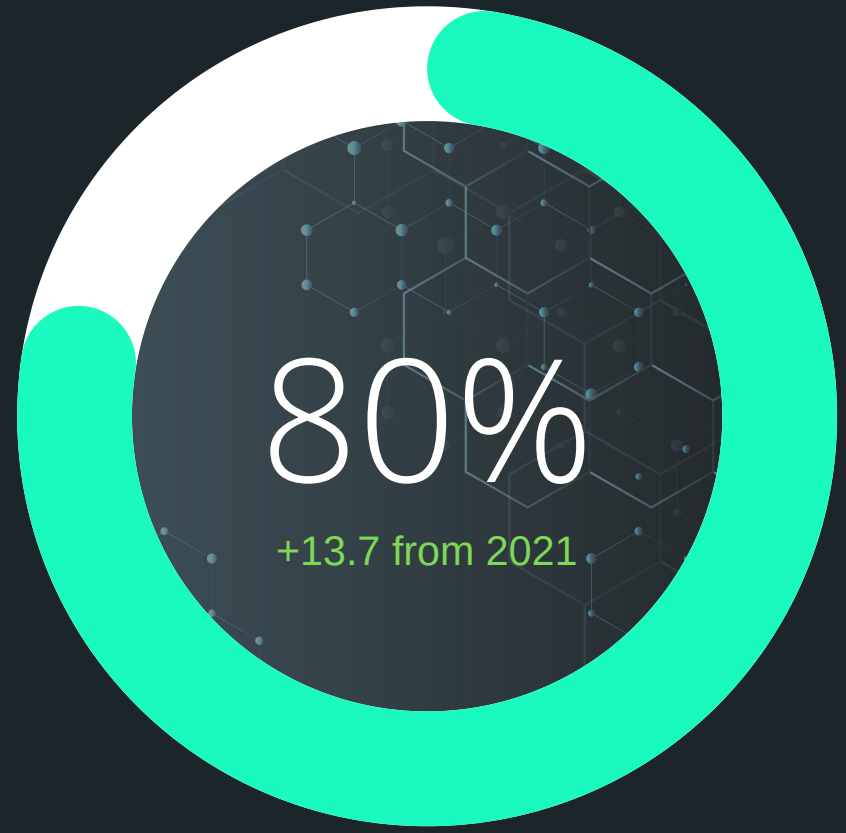


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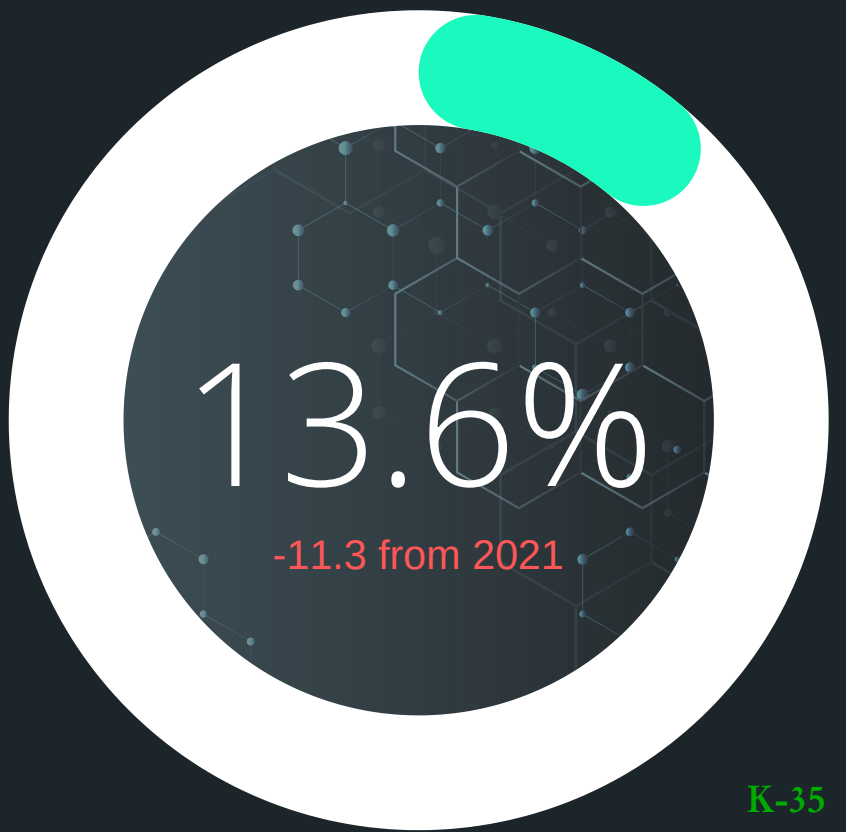
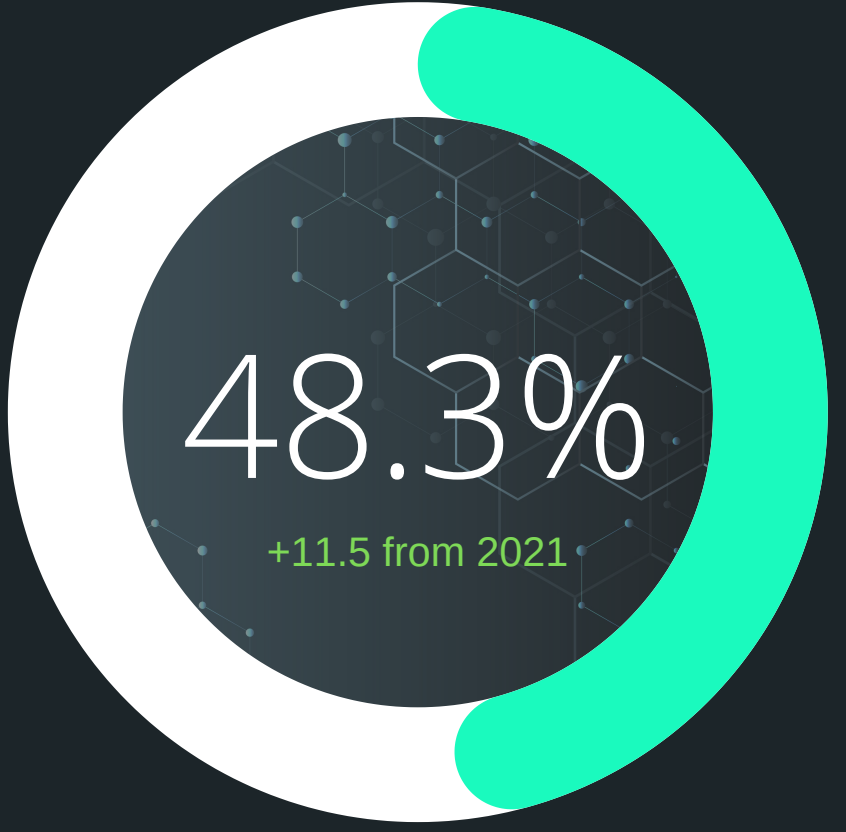
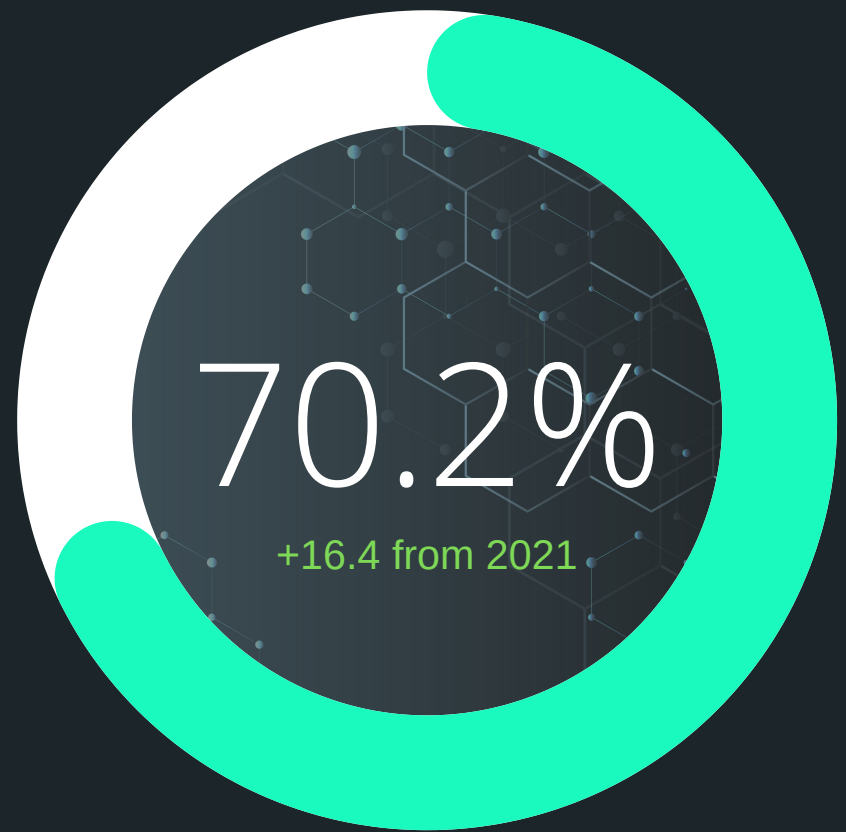
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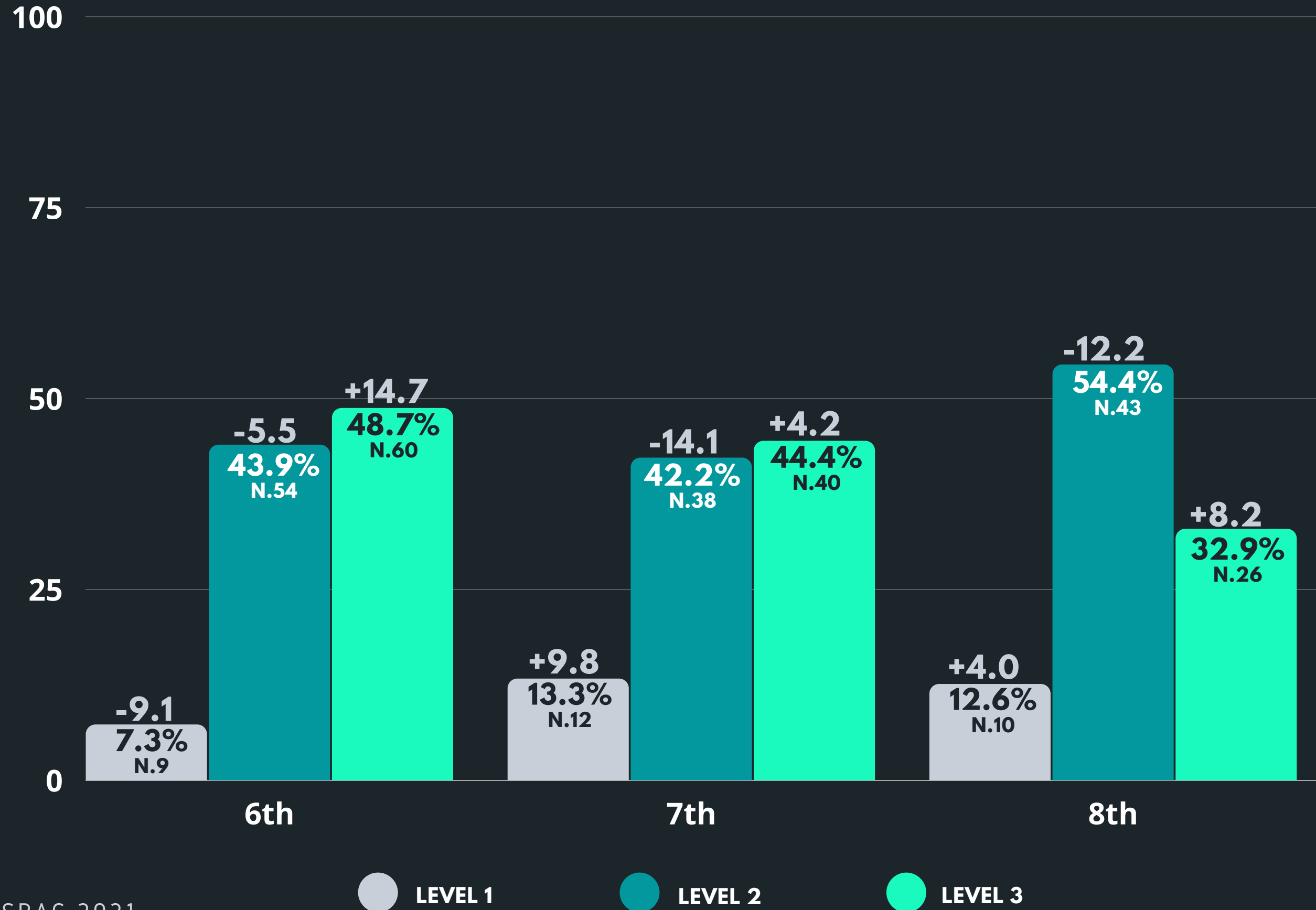
8TH

AGP

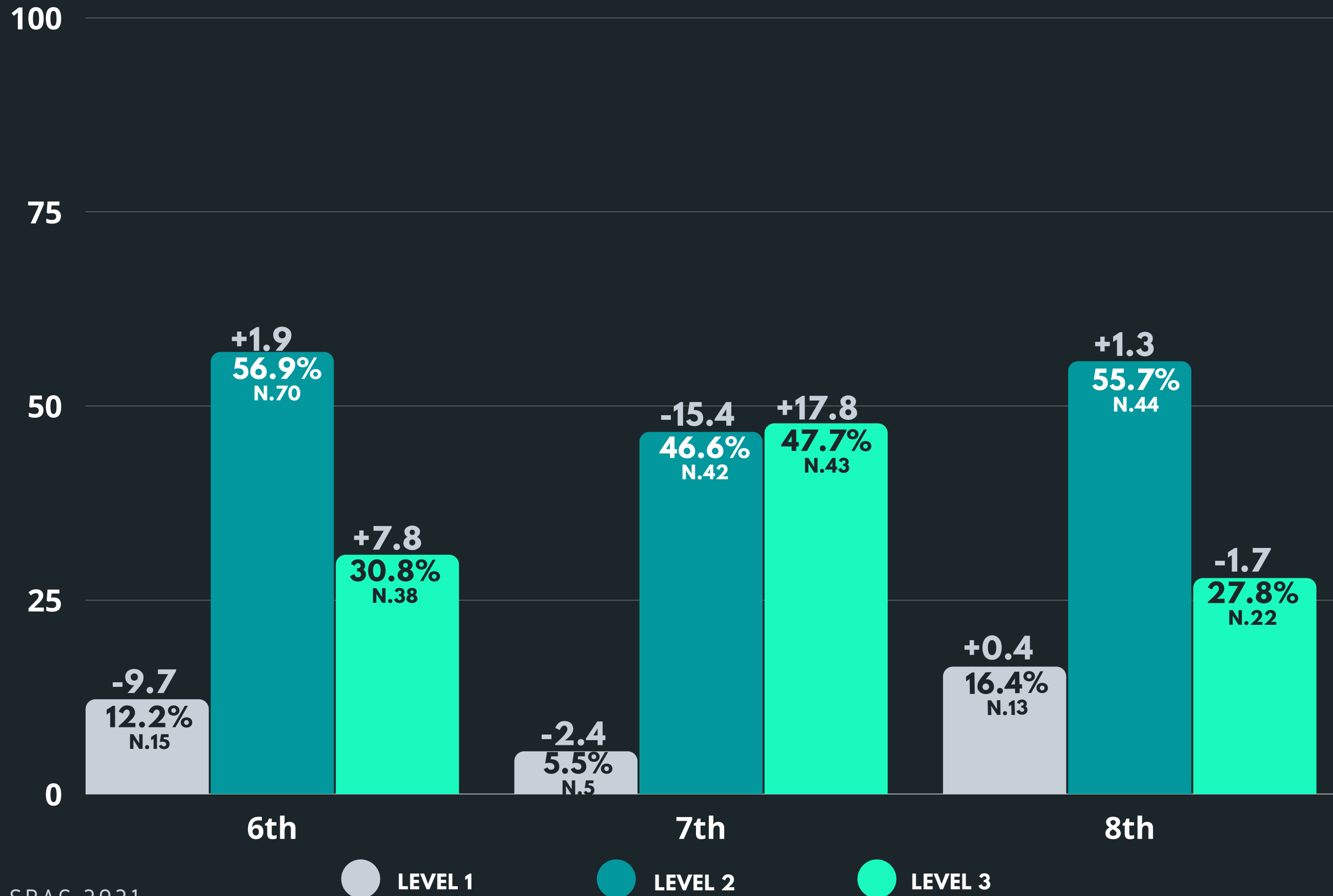


GAP

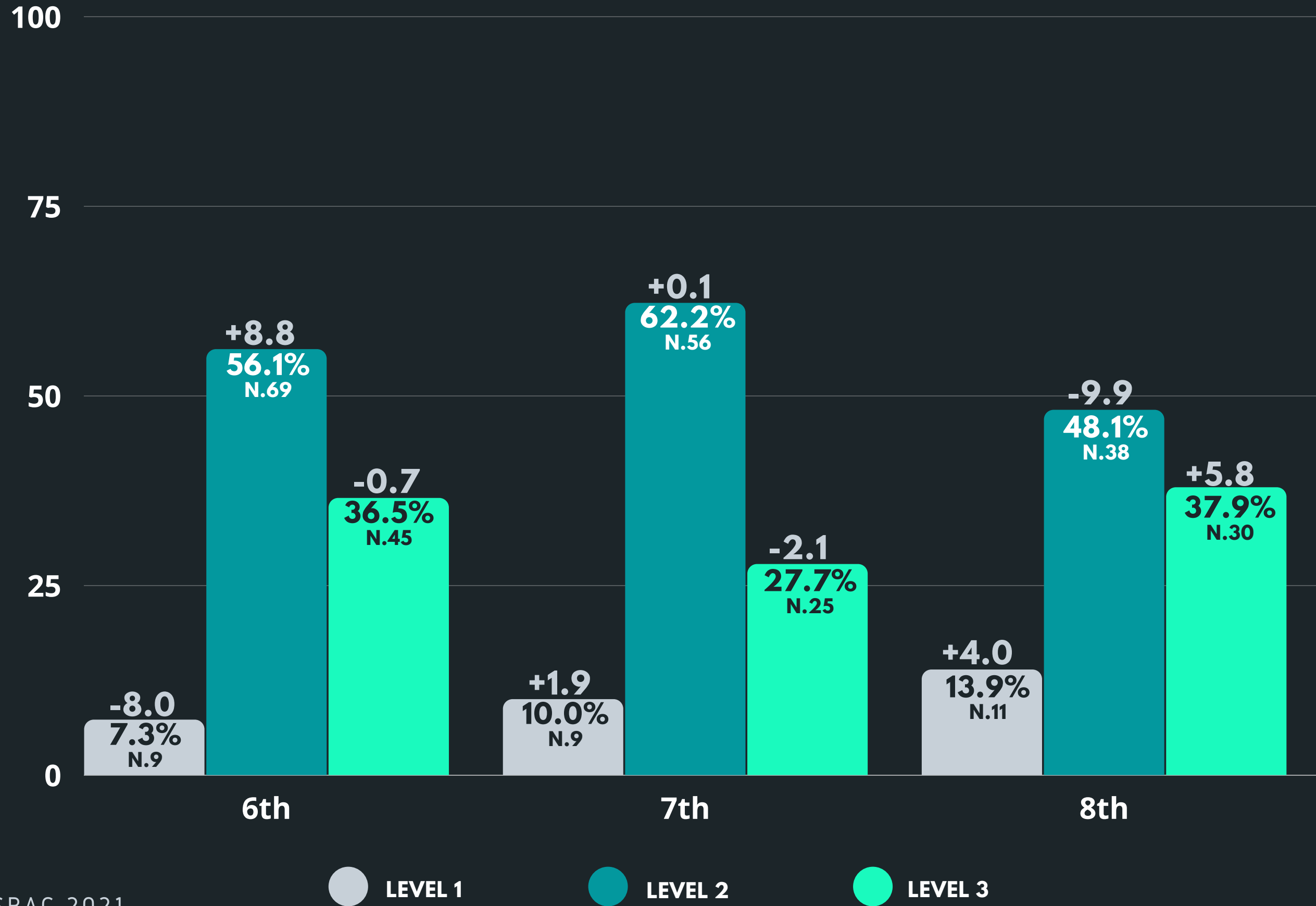




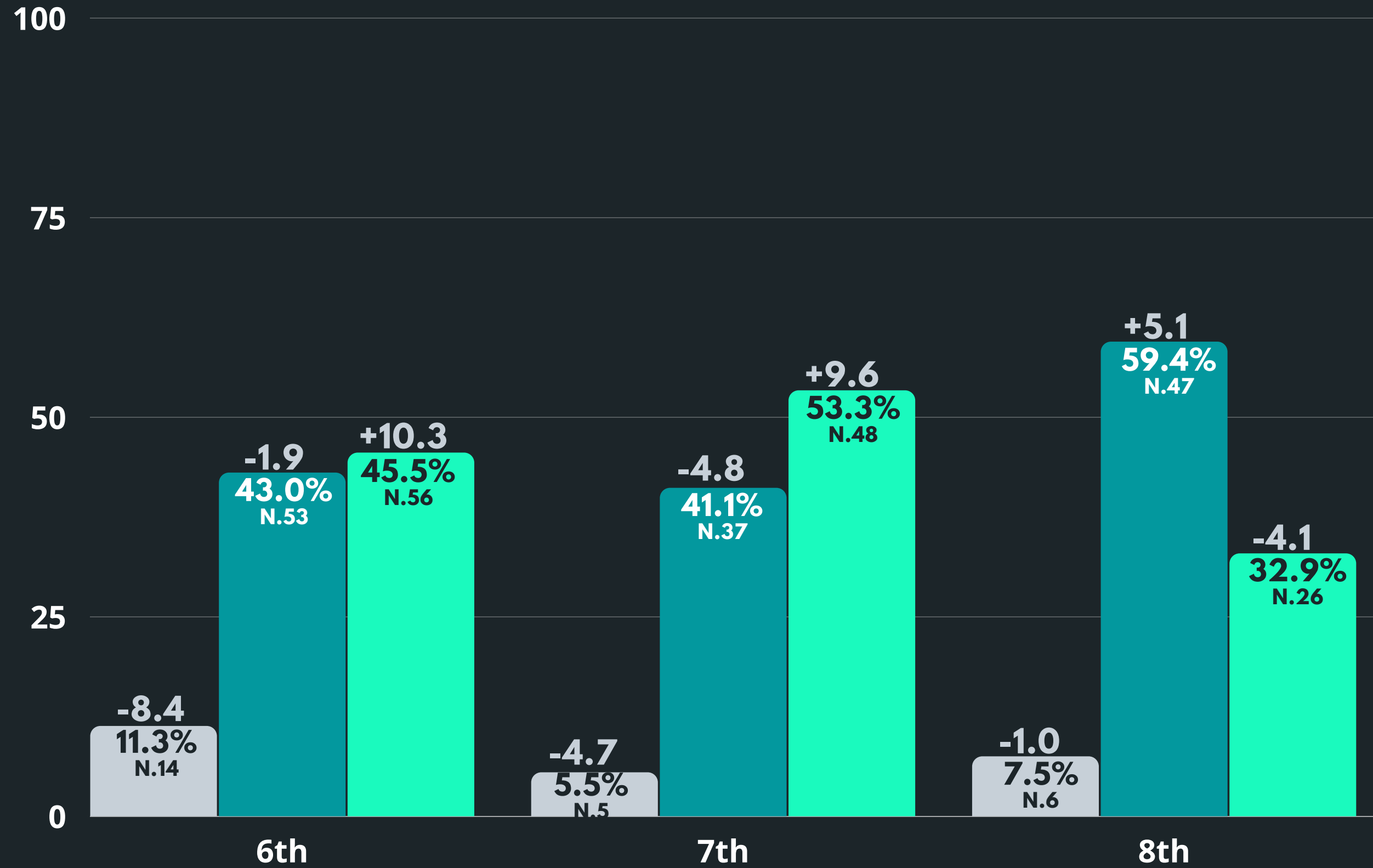
*CHANGE DATA FROM SBAC 2021



*CHANGE DATA FROM SBAC 2021



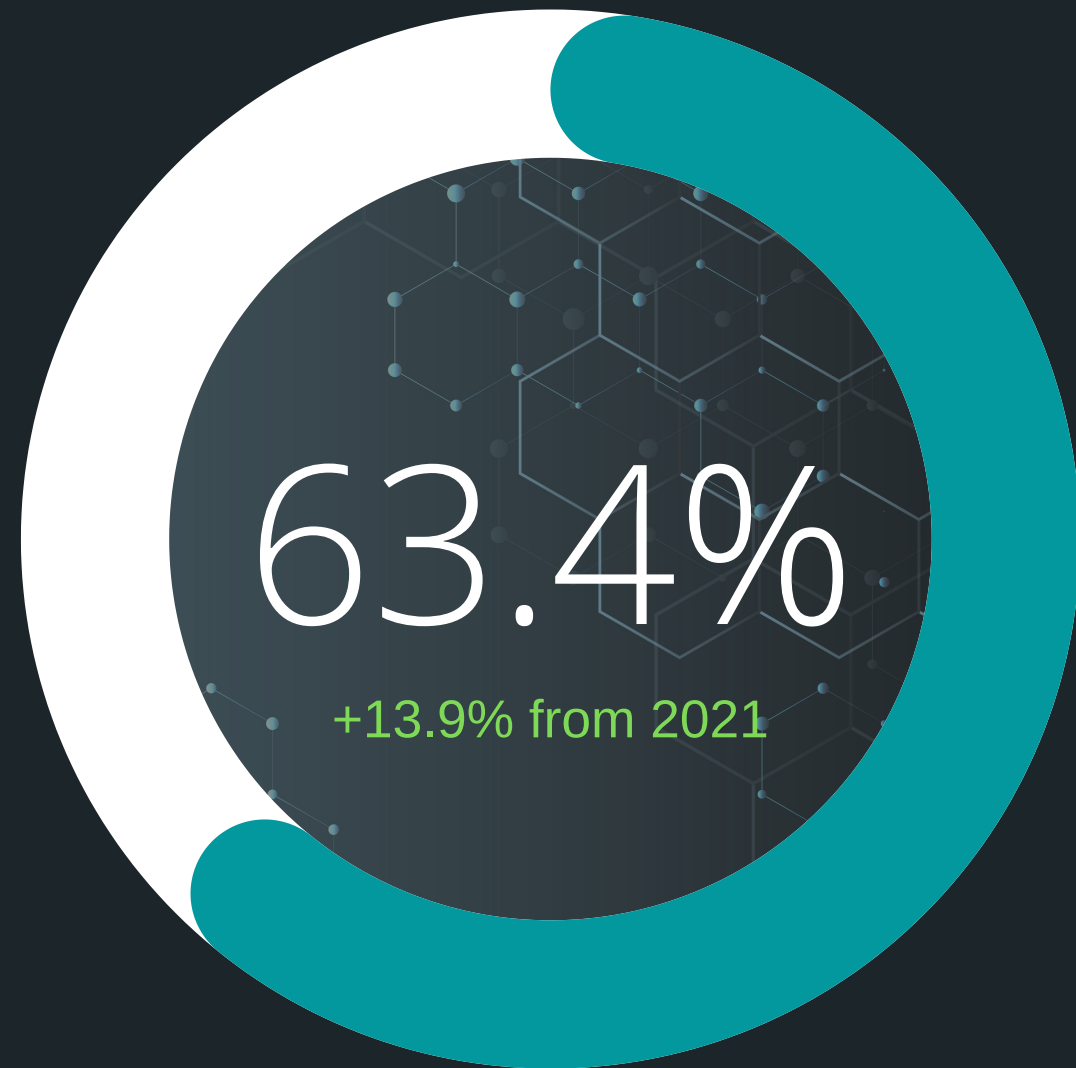
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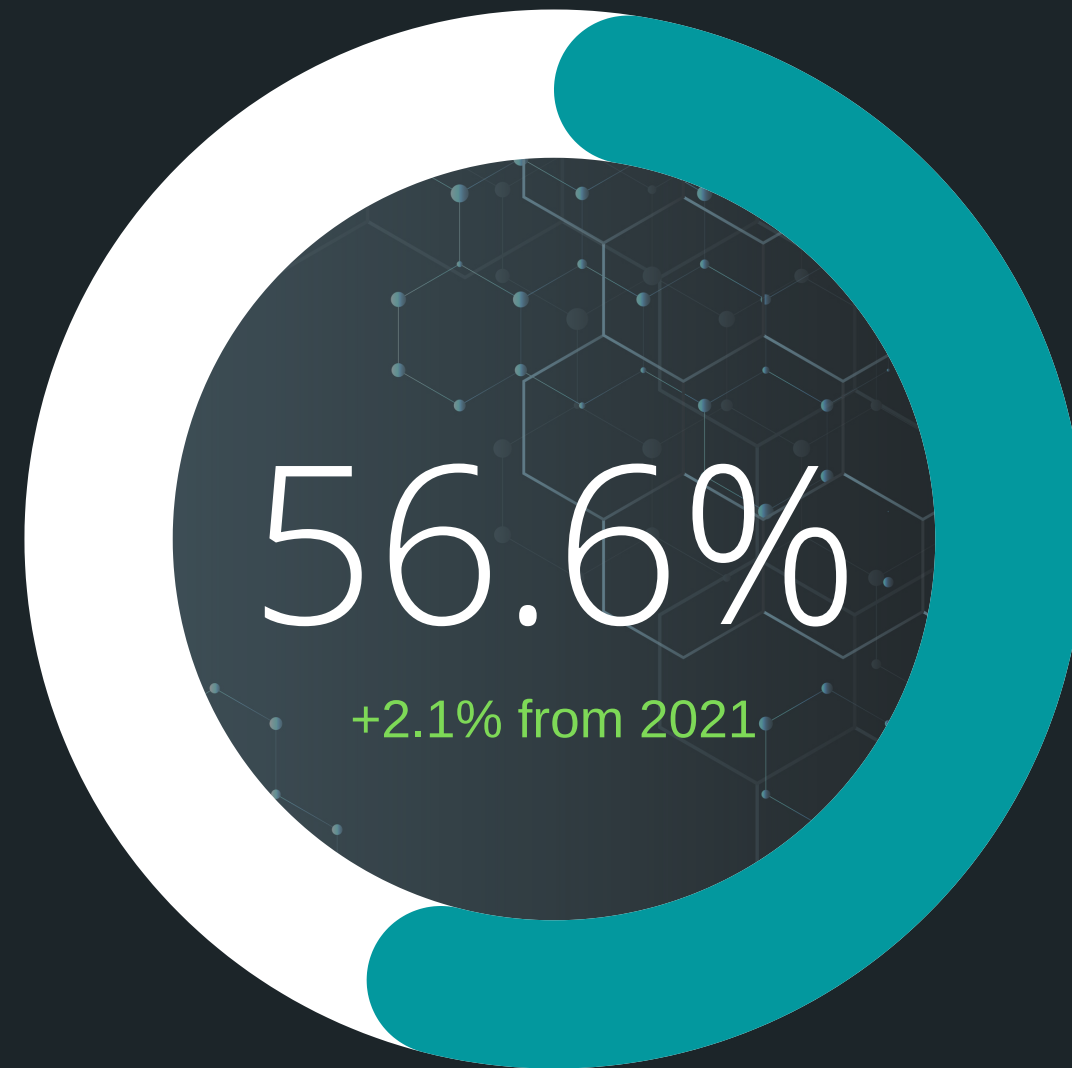
● LEVEL 1 ● LEVEL 2 ● LEVEL 3

*CHANGE DATA FROM SBAC 2021

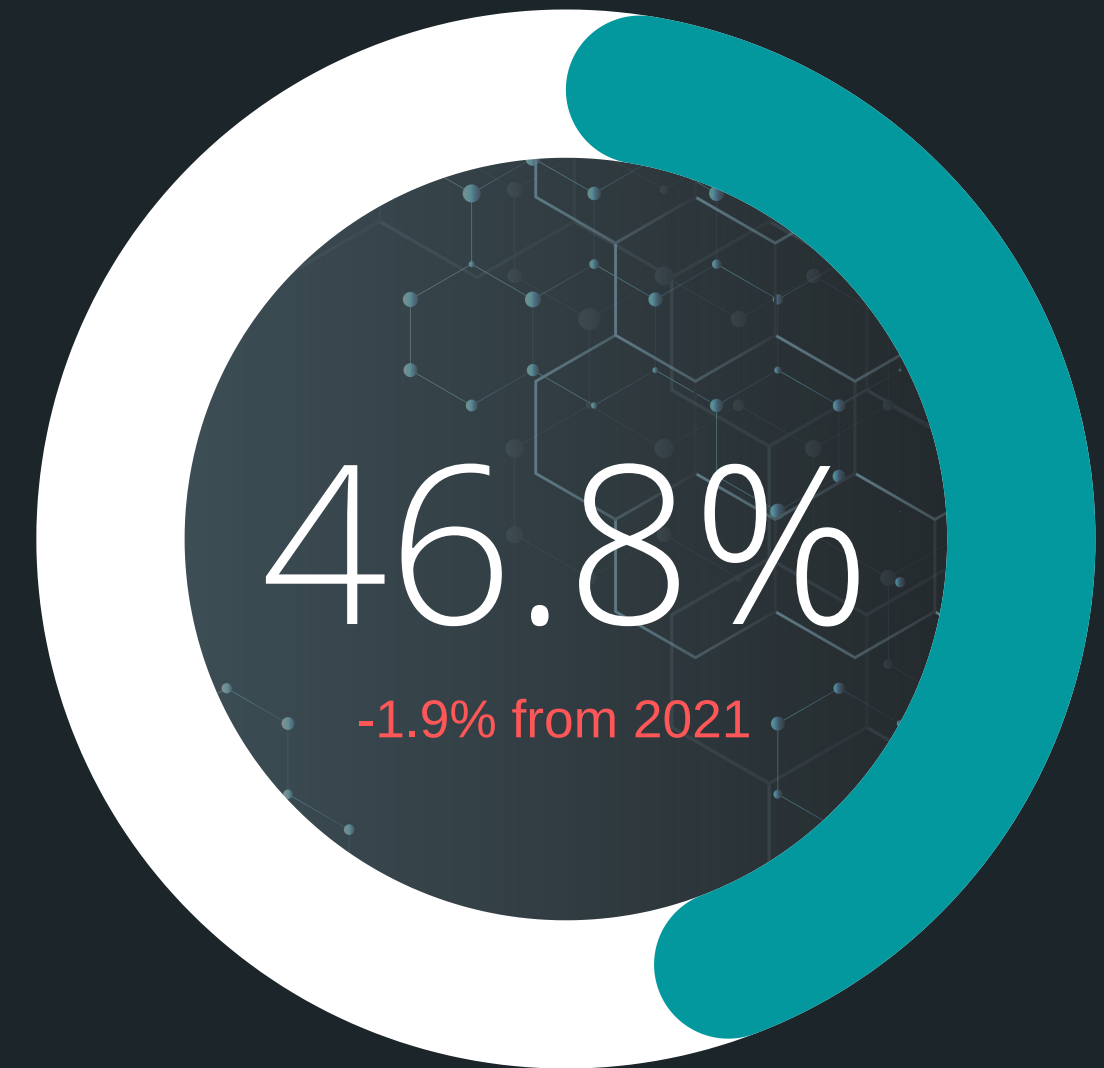
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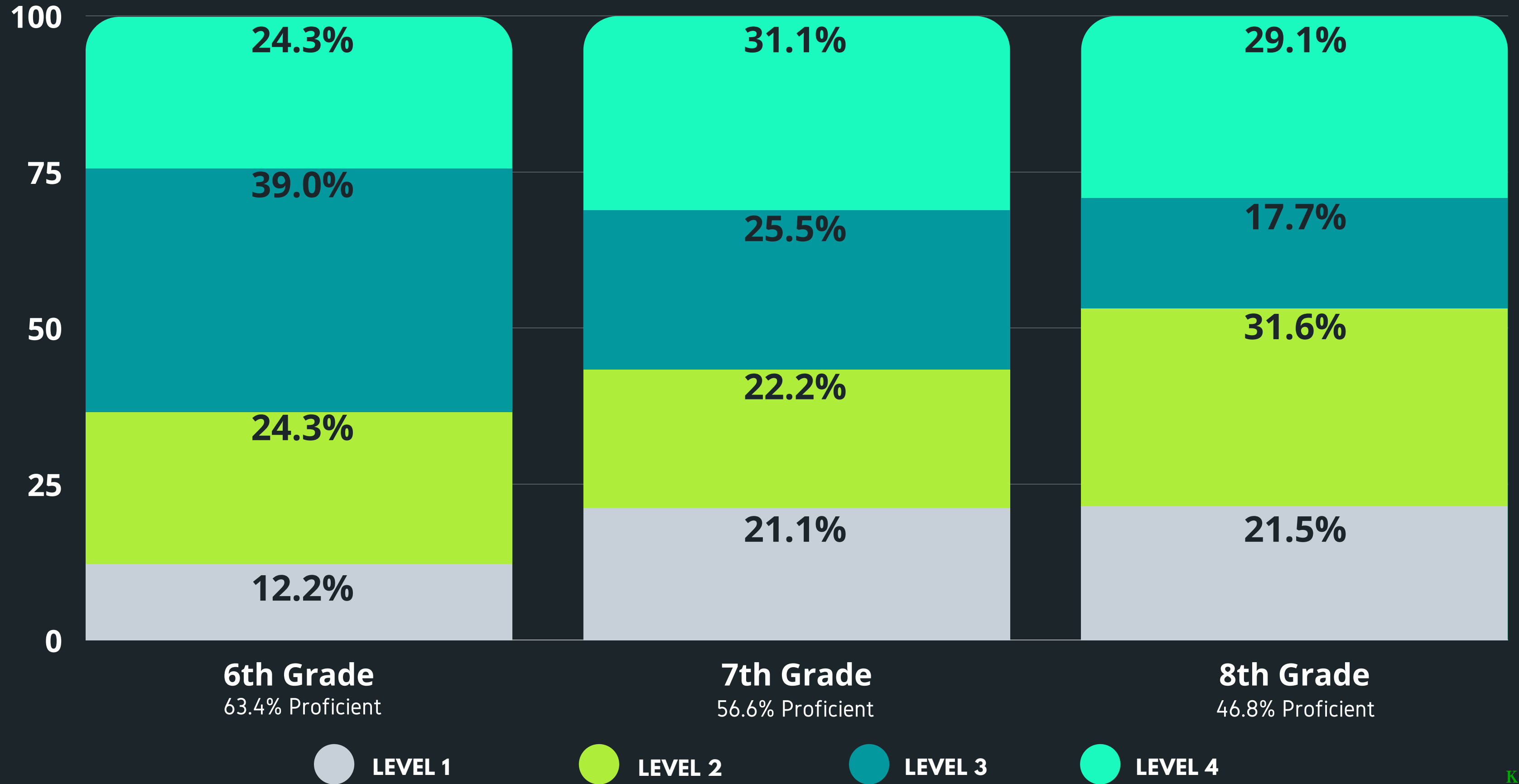


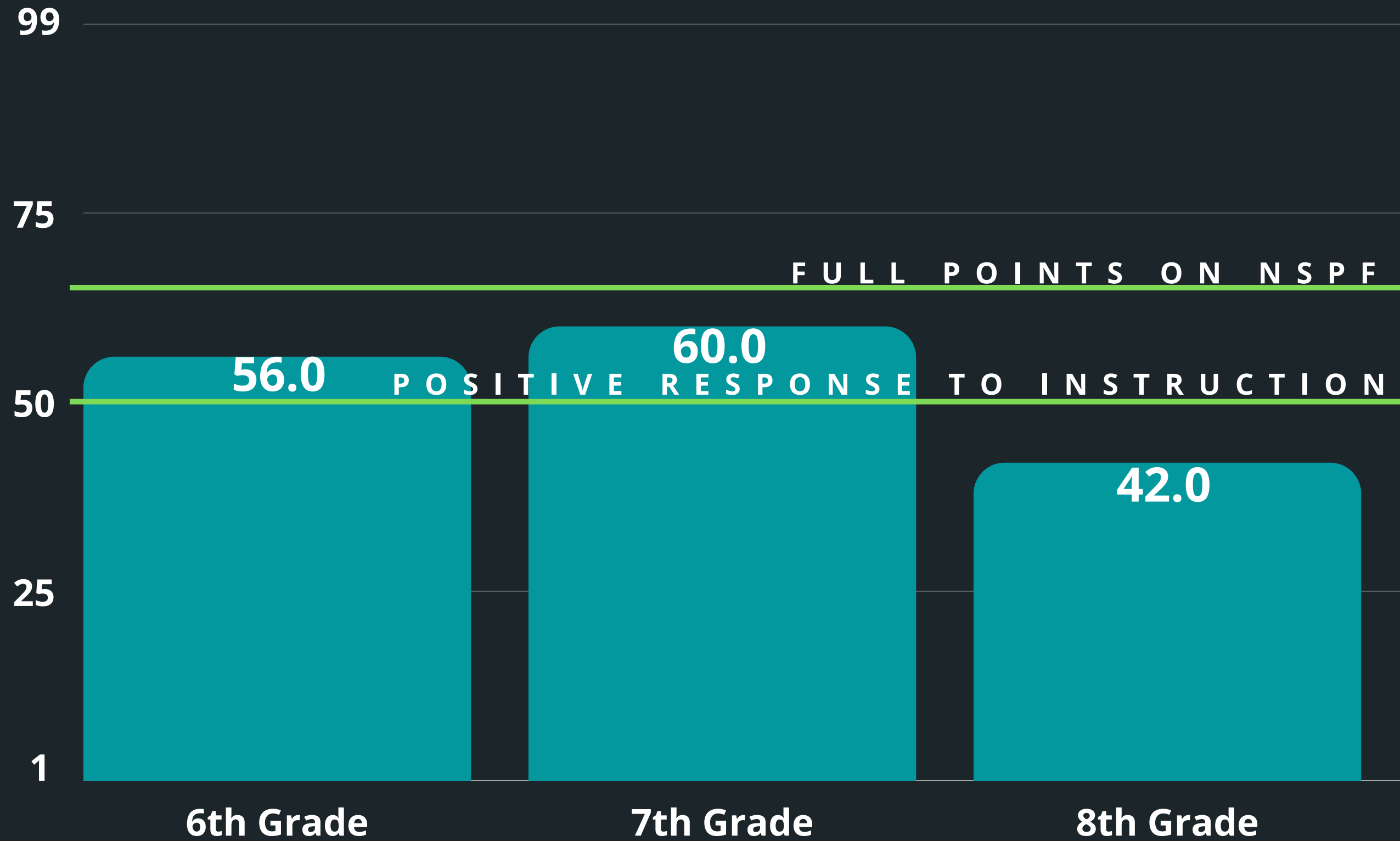
7TH



8TH





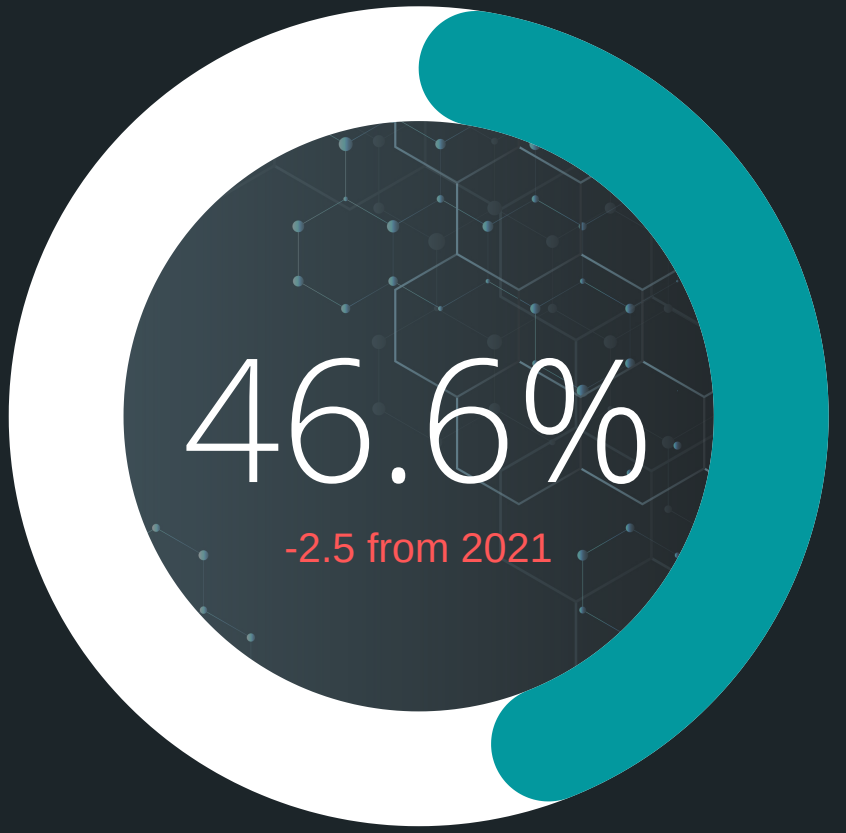


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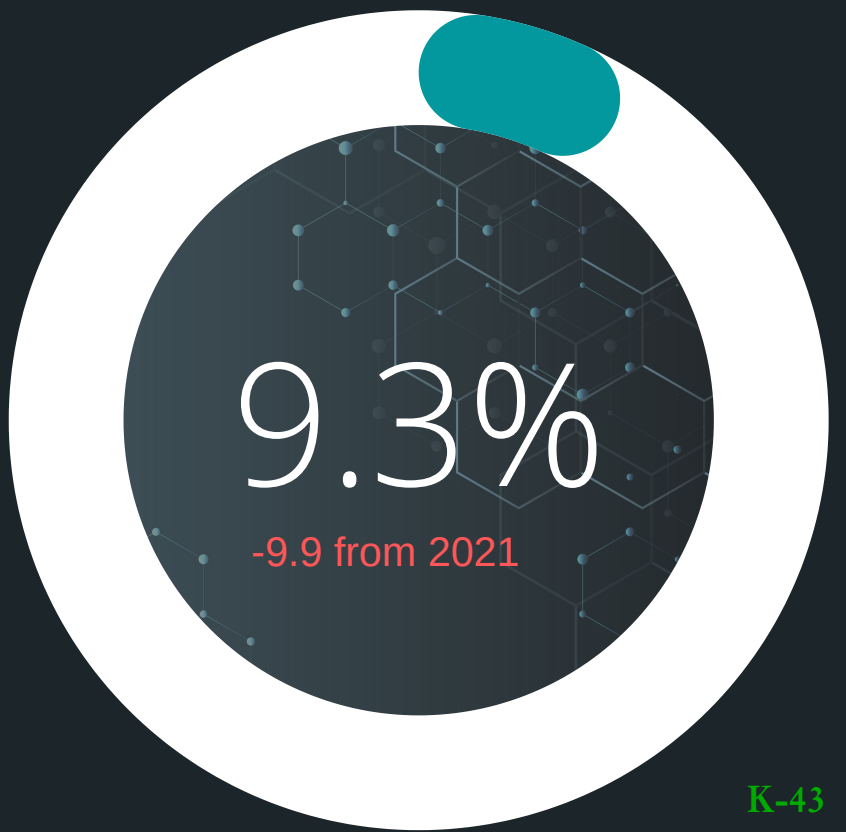
7TH

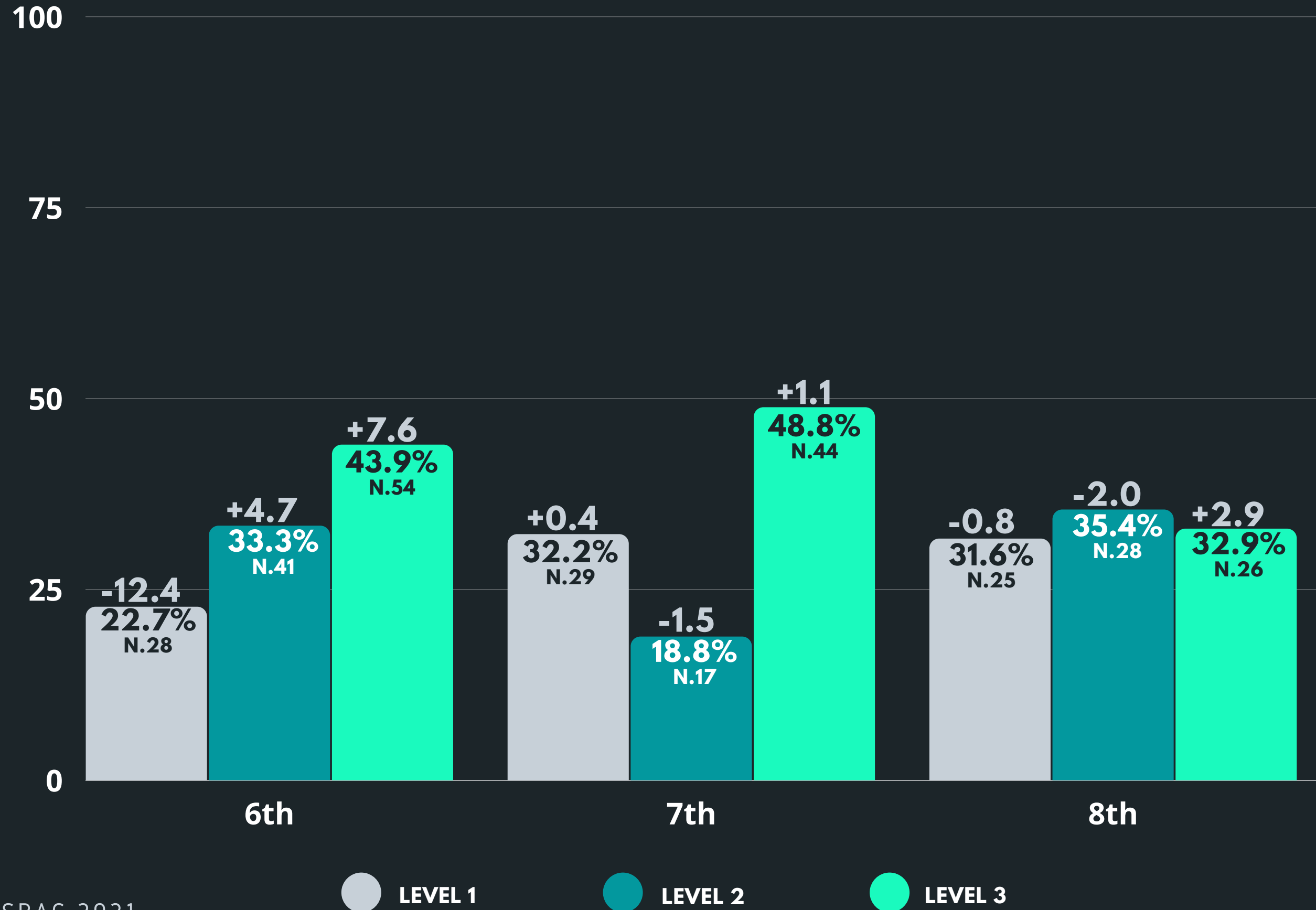
8TH

AGP

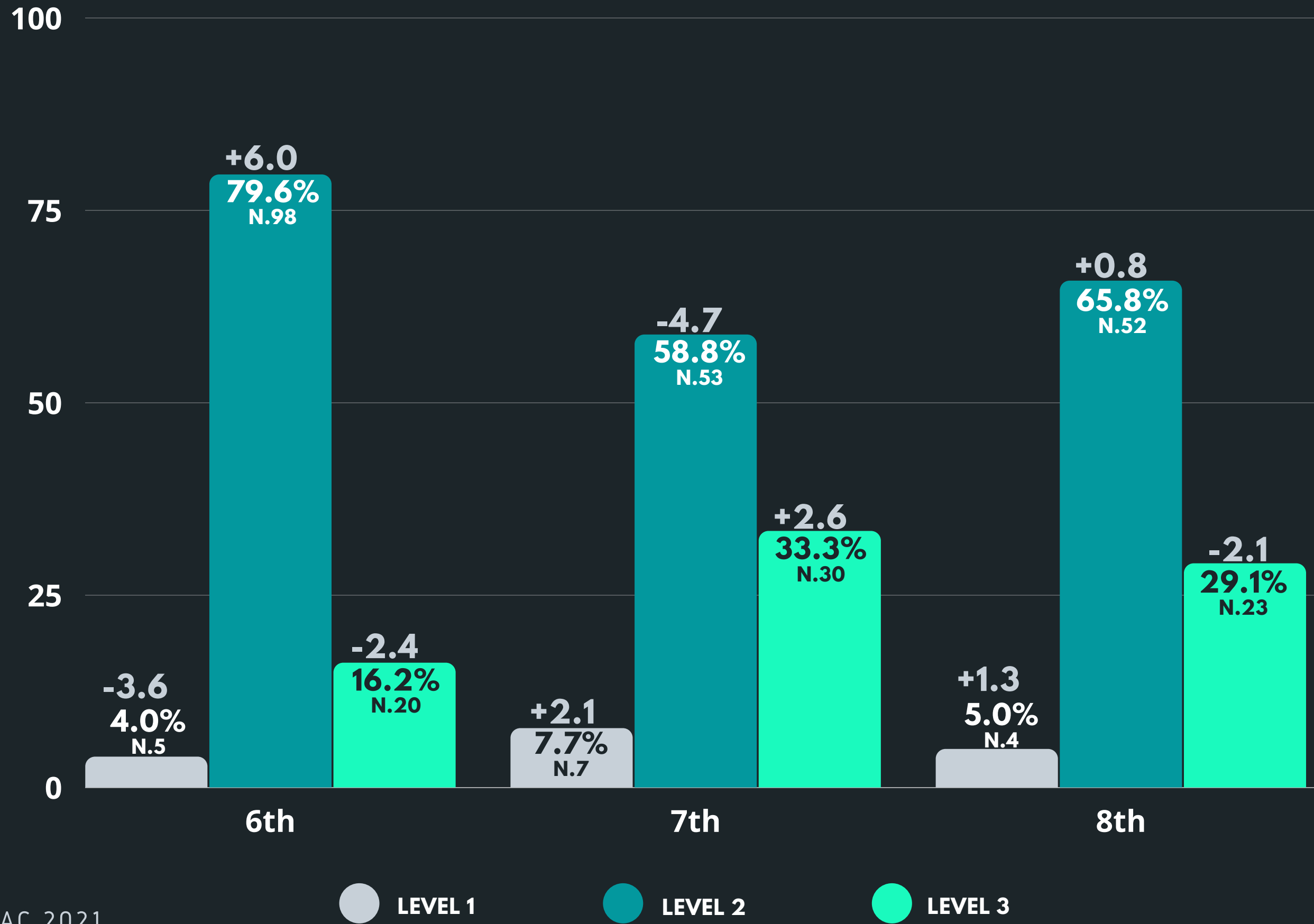


GAP

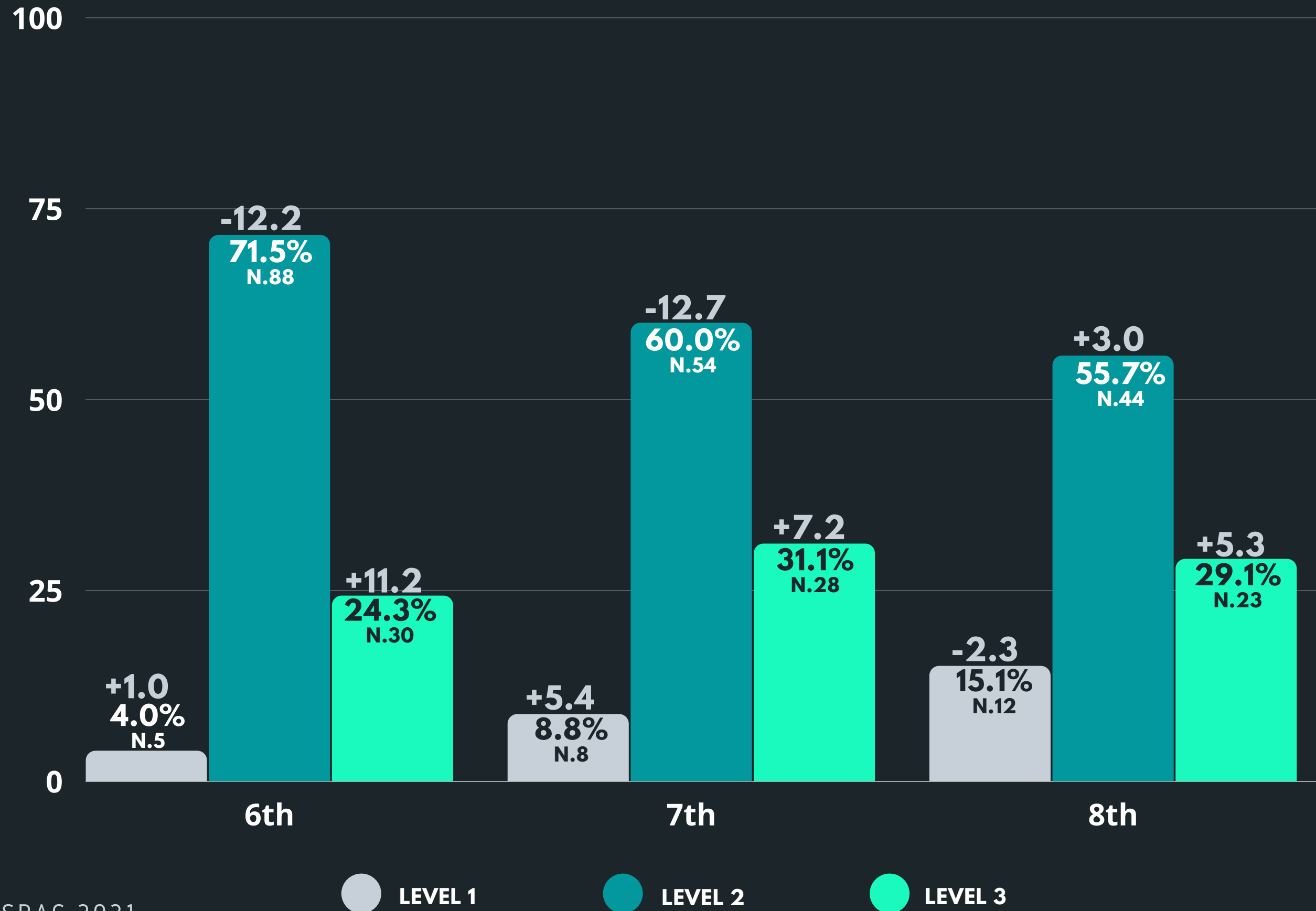




*CHANGE DATA FROM SBAC 2021



*CHANGE DATA FROM SBAC 2021



*CHANGE DATA FROM SBAC 2021



93.3%

DORAL ACADEMY OF NORTHERN NEVADA

IREADY SPRING 21-22

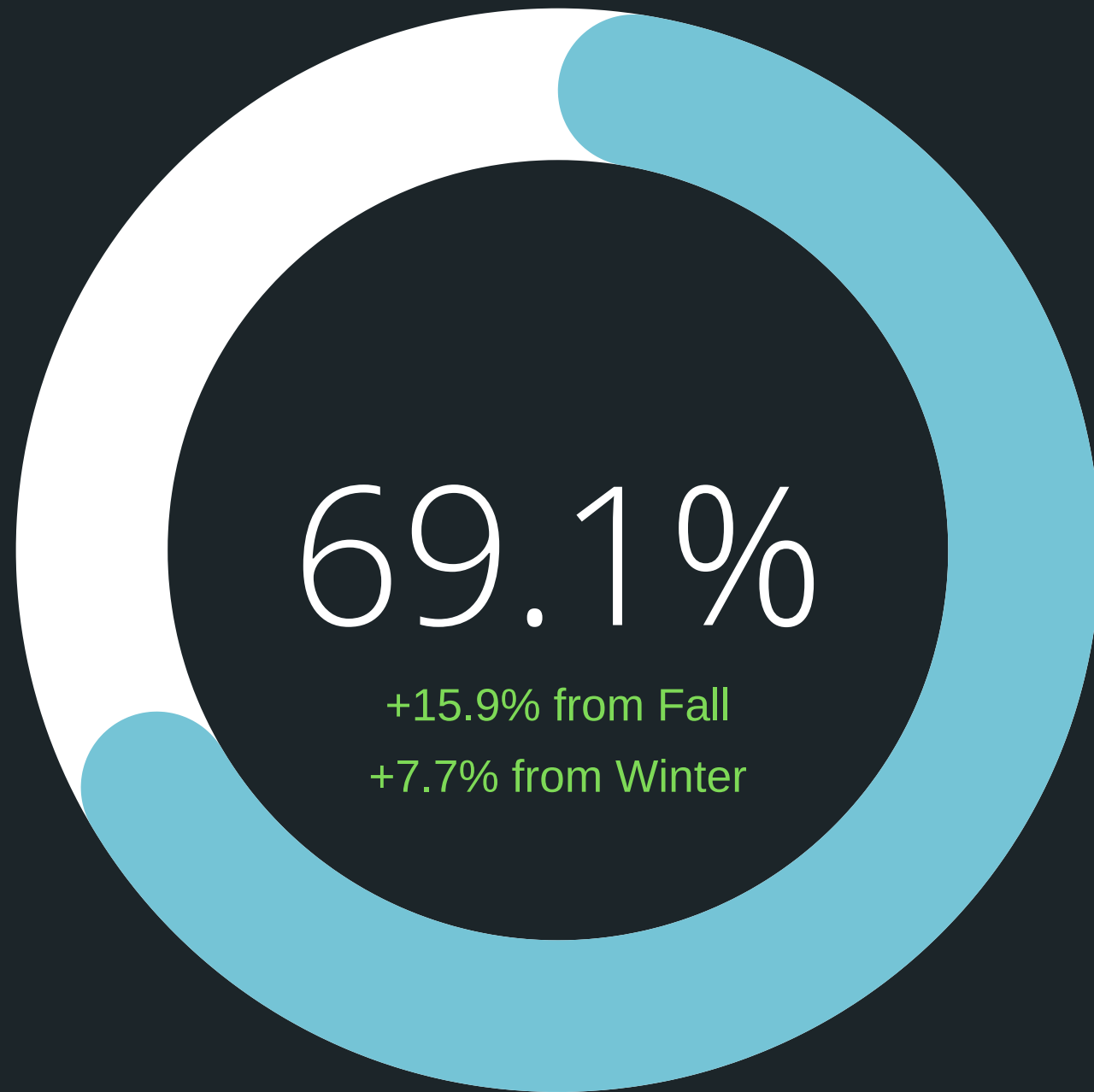
End of Year Data



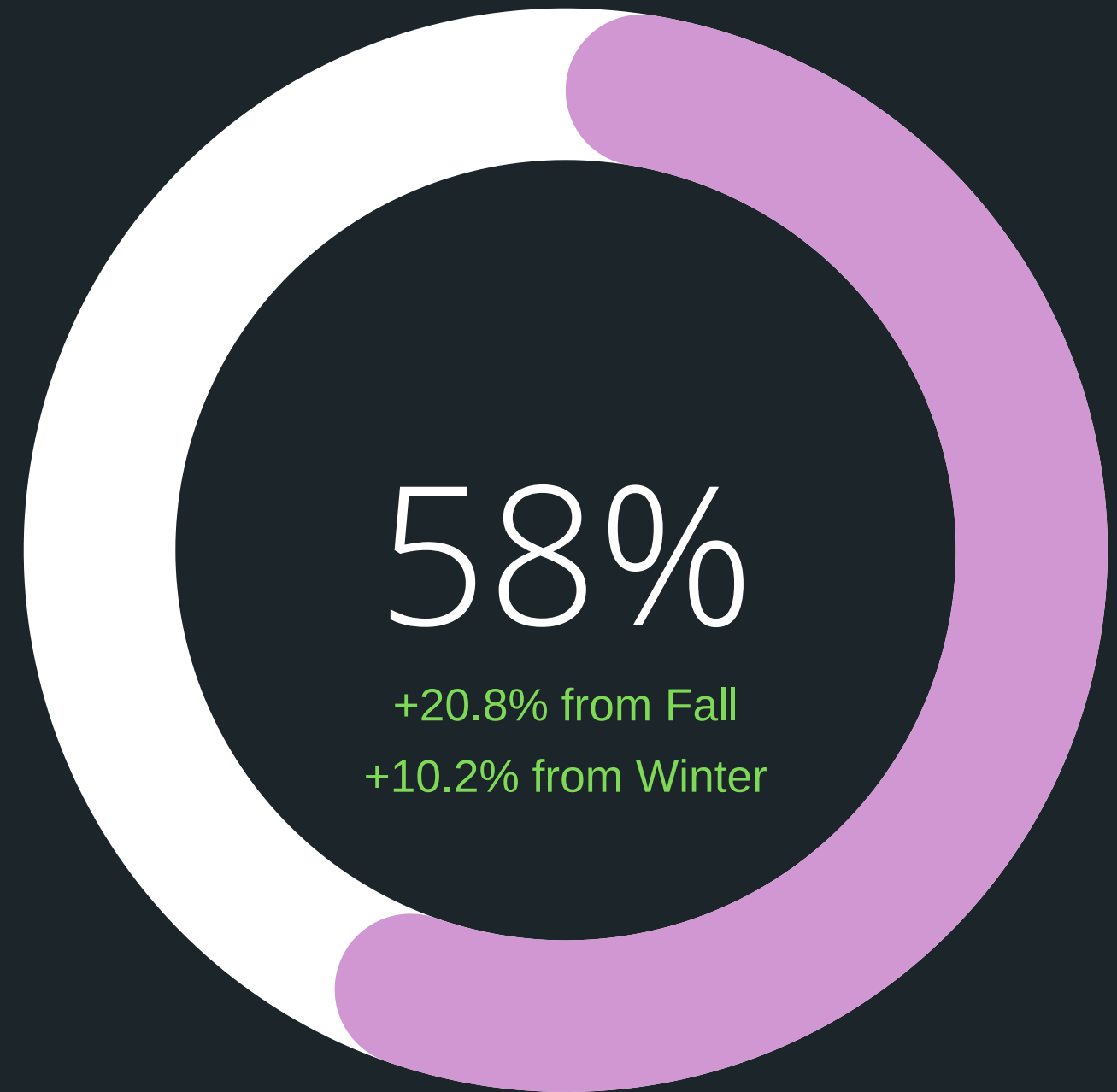
DORAL ACADEMY OF NORTHERN NEVADA ELEMENTARY SCHOOL



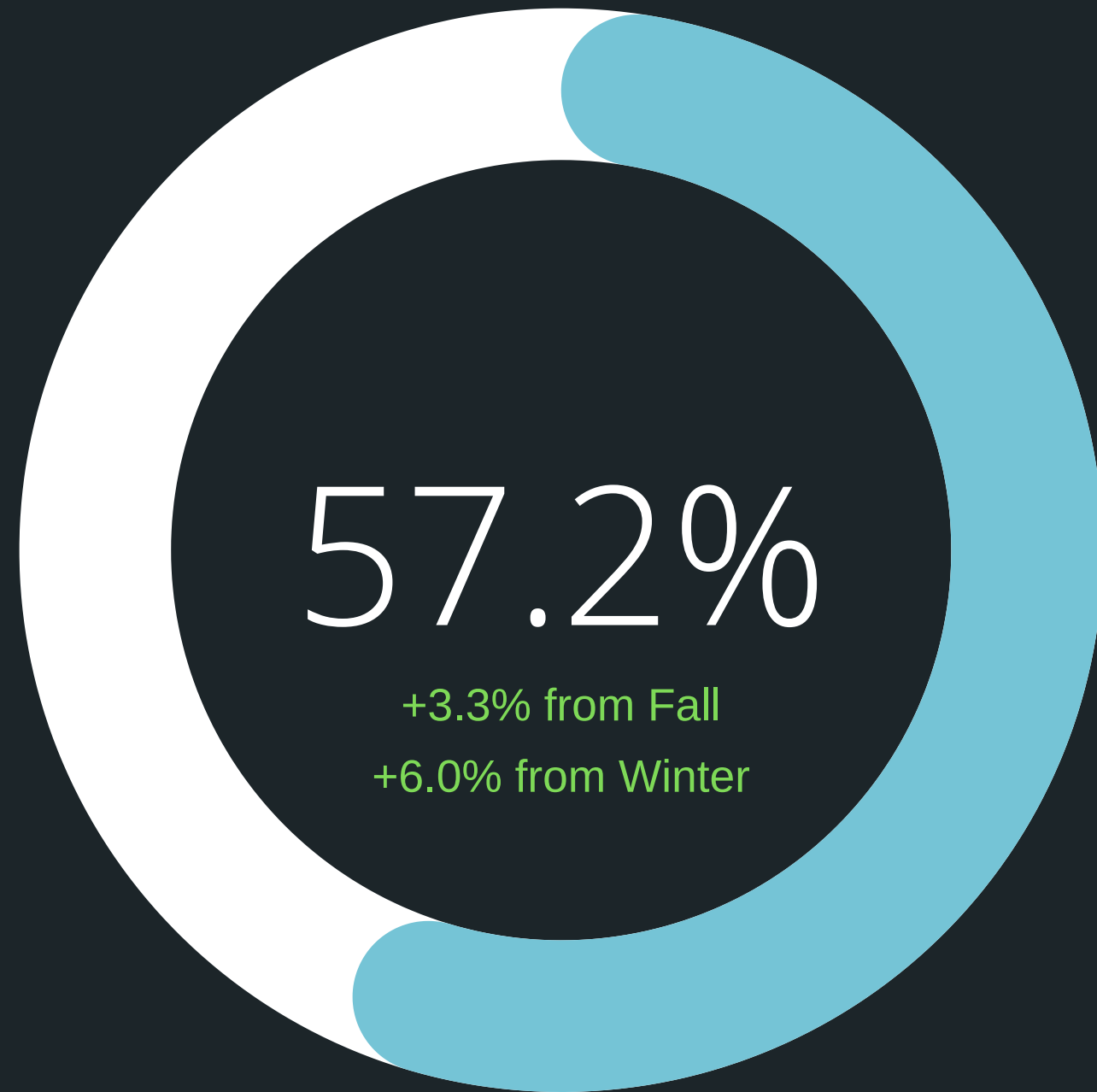
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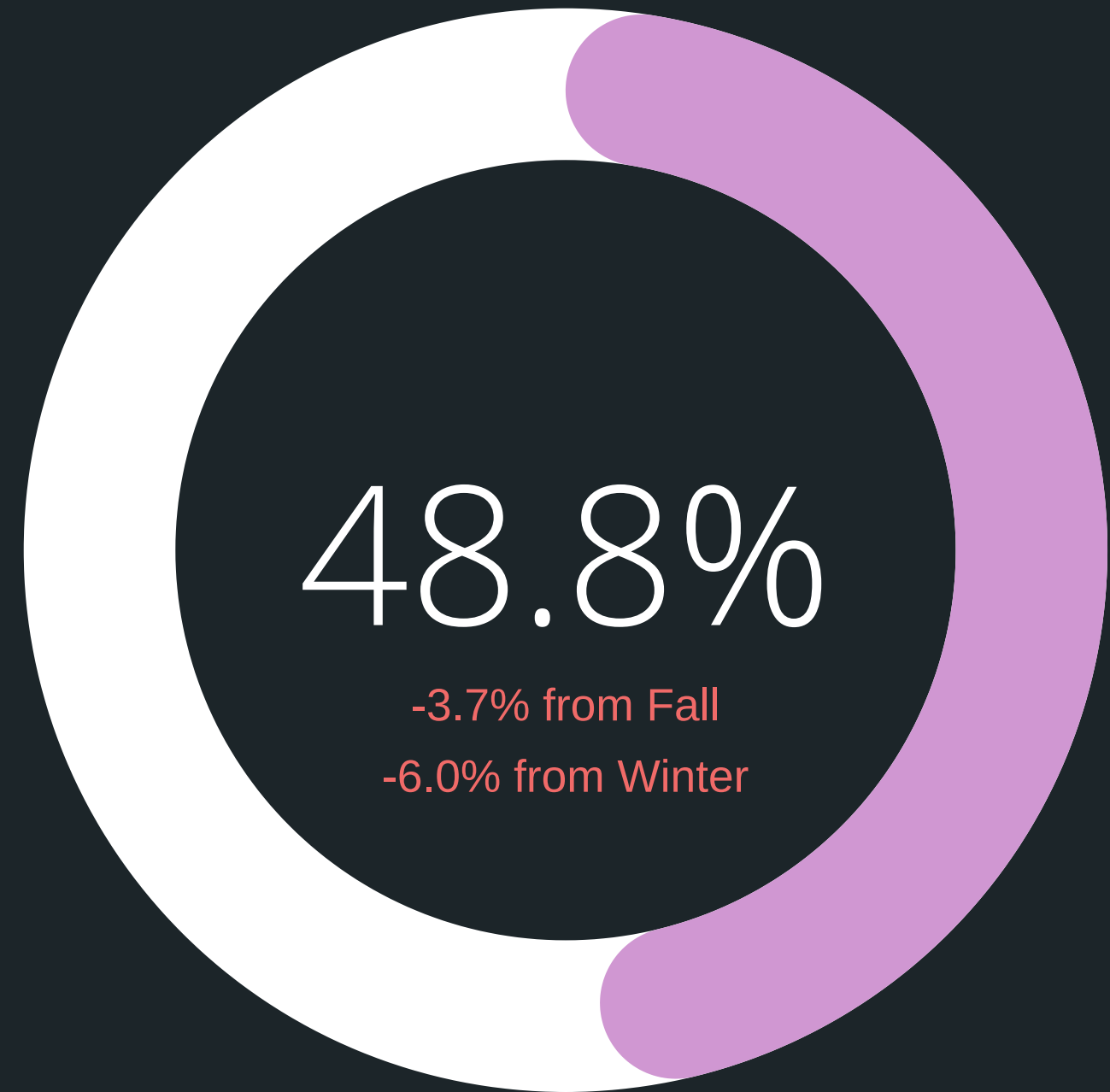
MATH



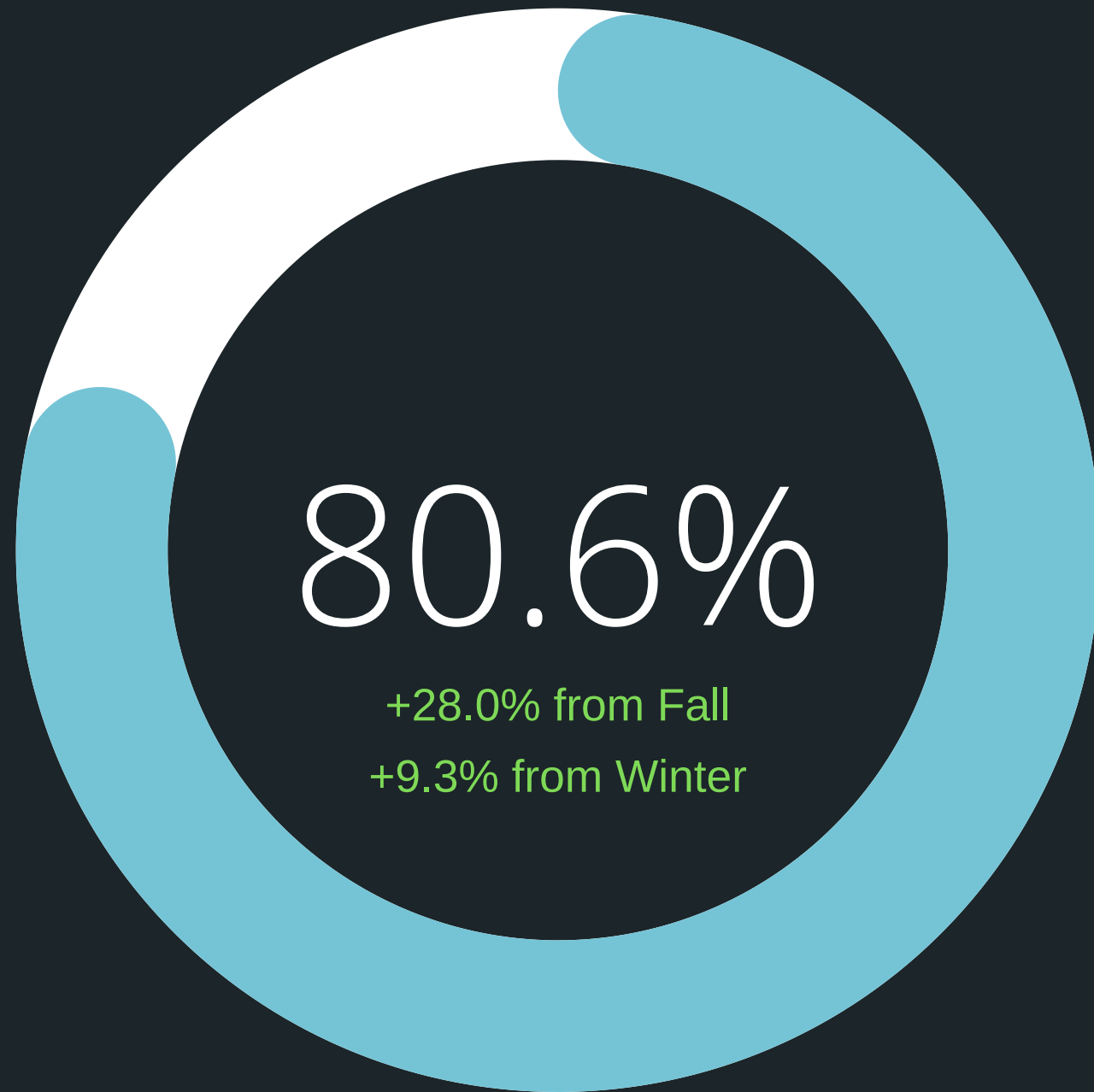
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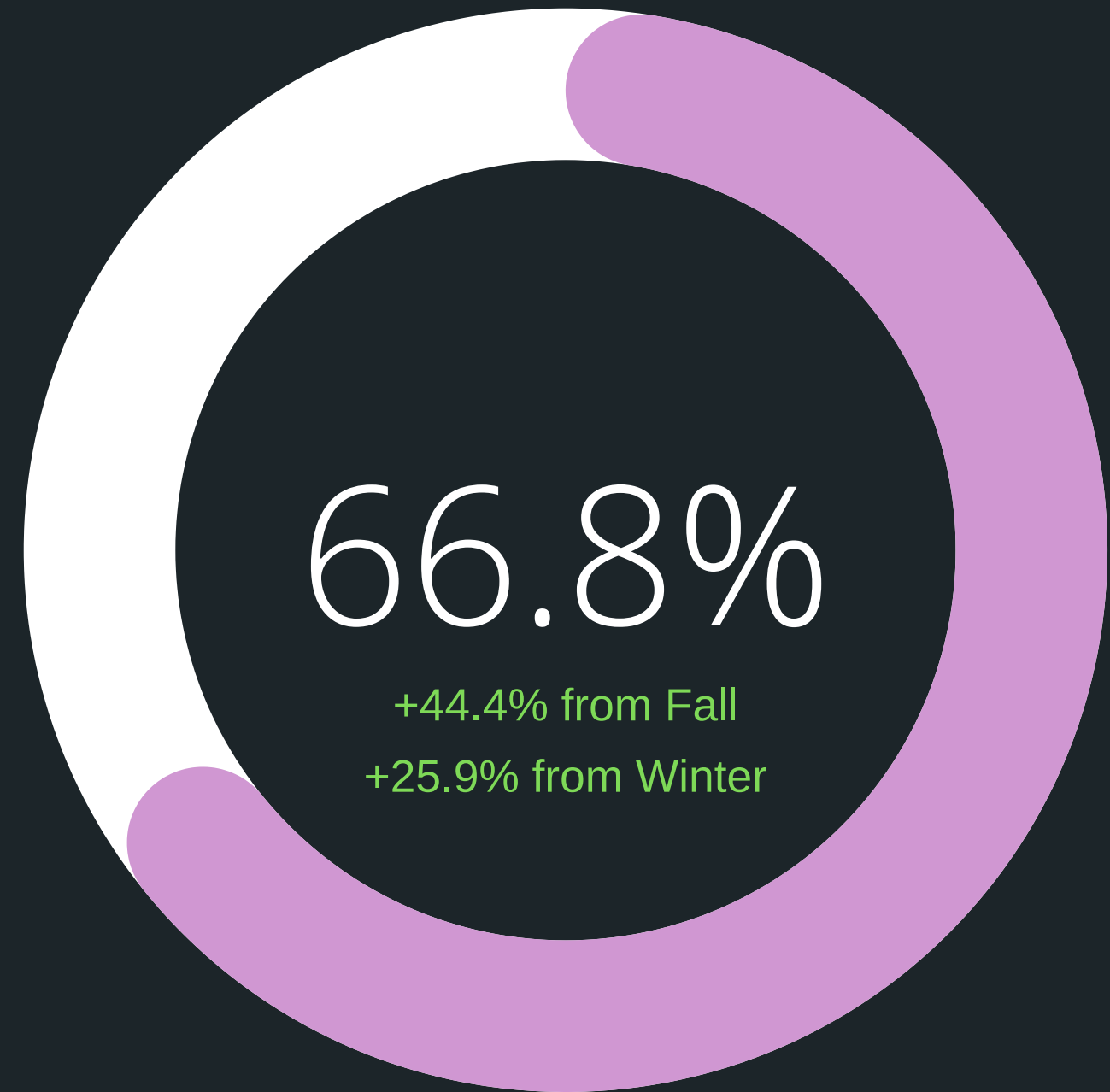
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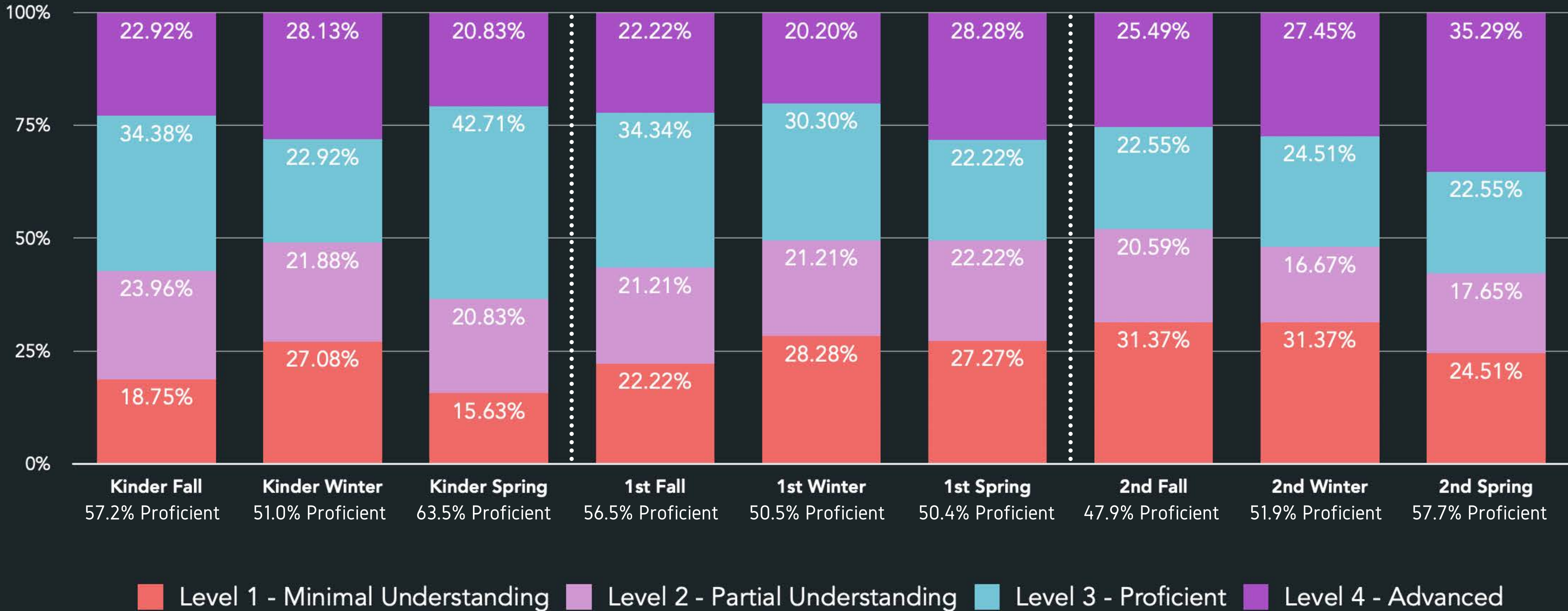


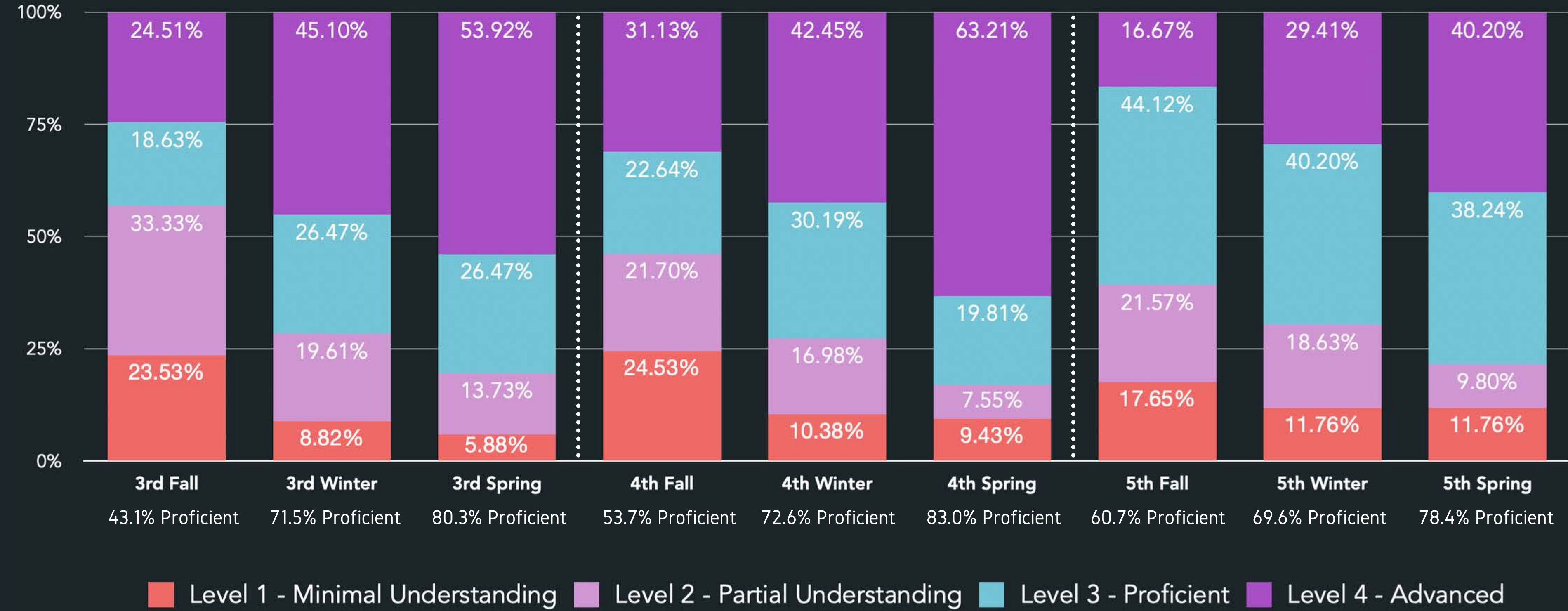
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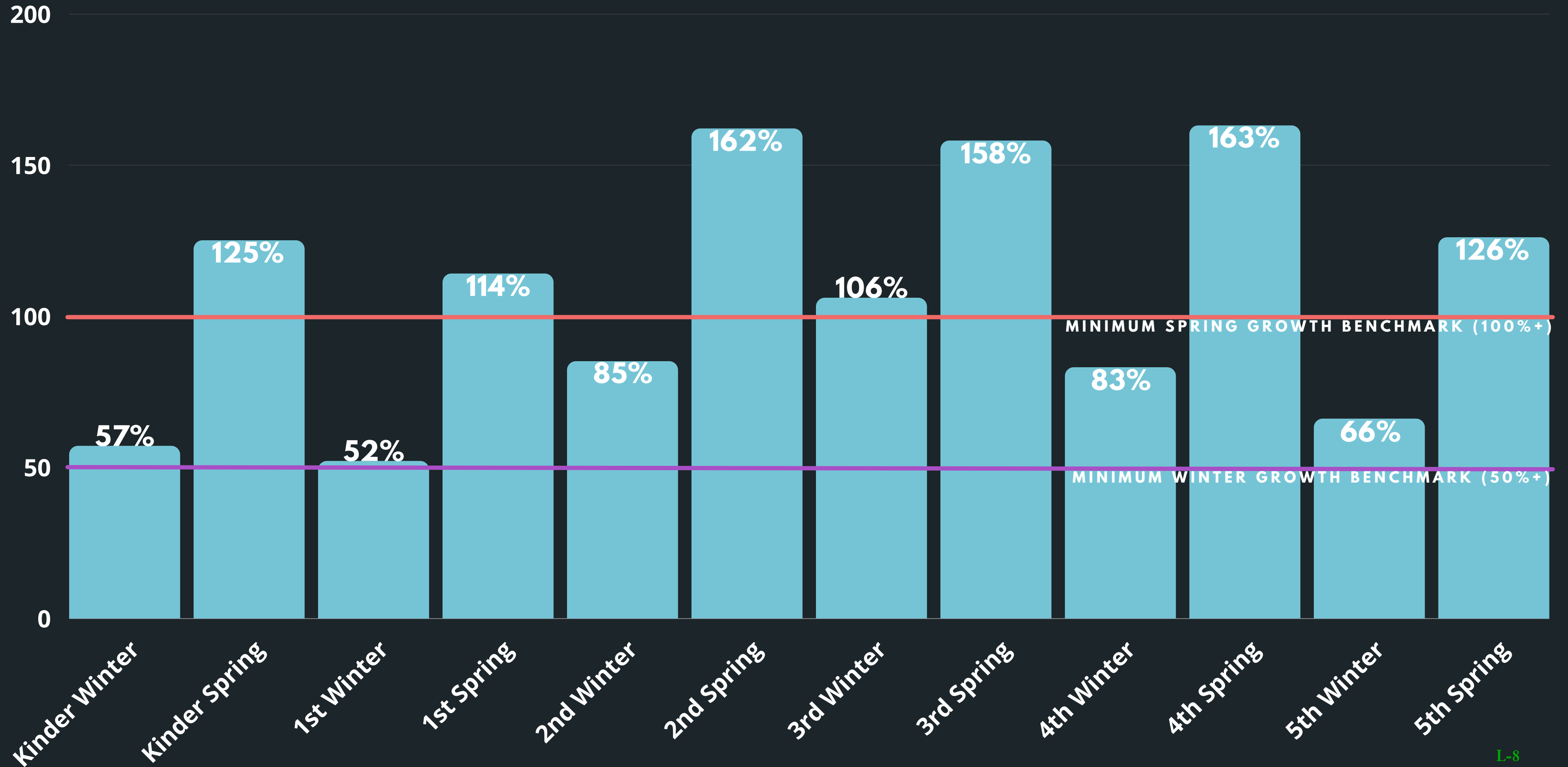


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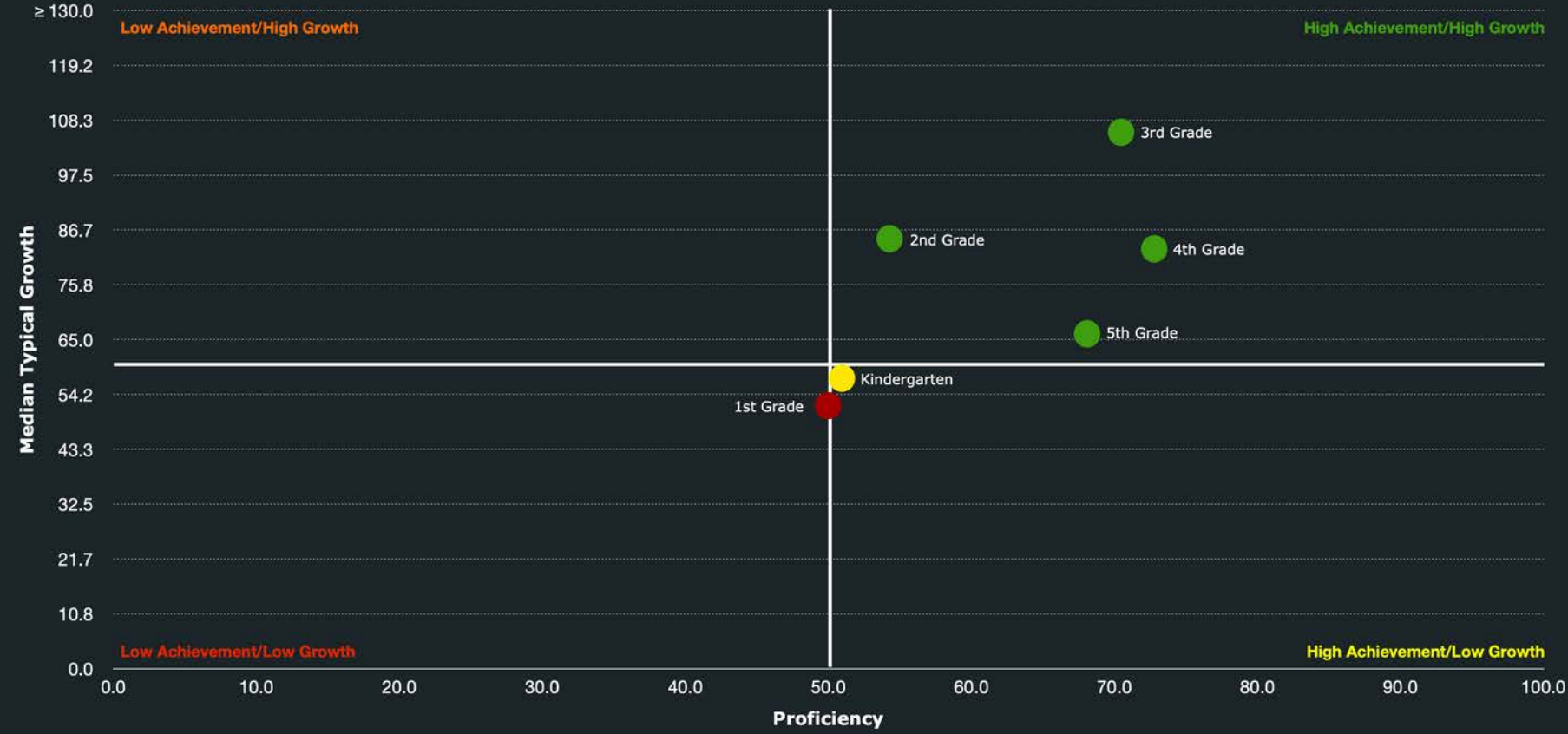




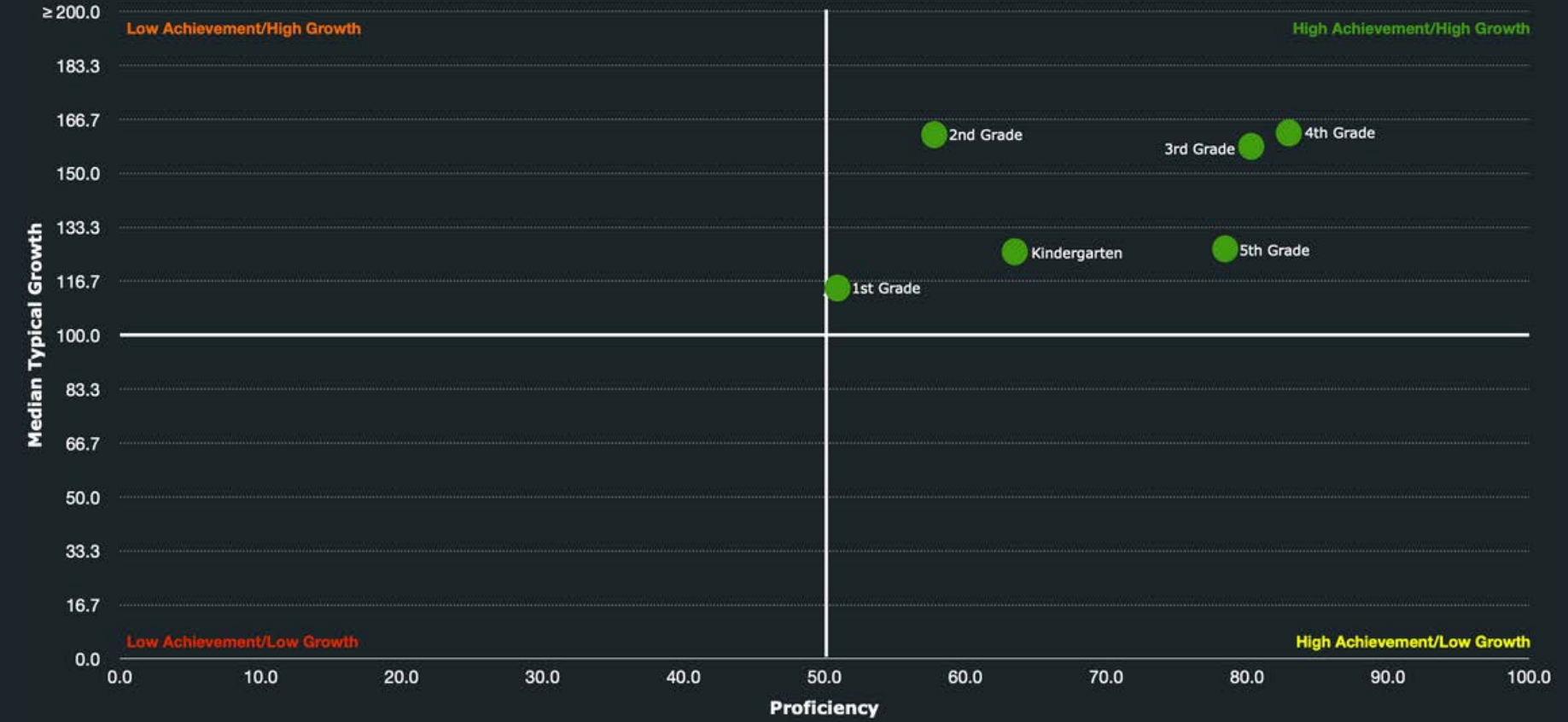




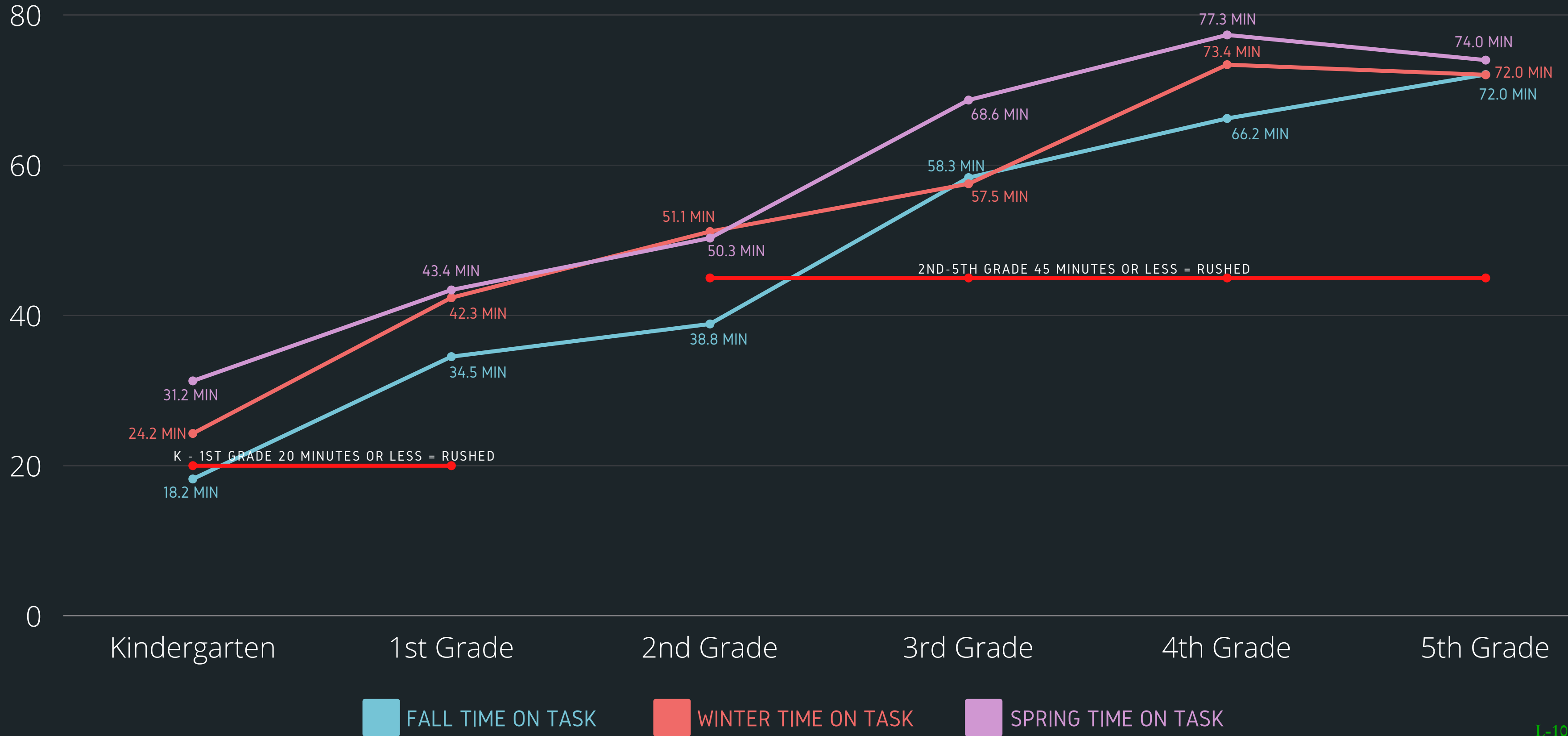
FALL 21 TO WINTER 22



FALL 21 TO SPRING 22

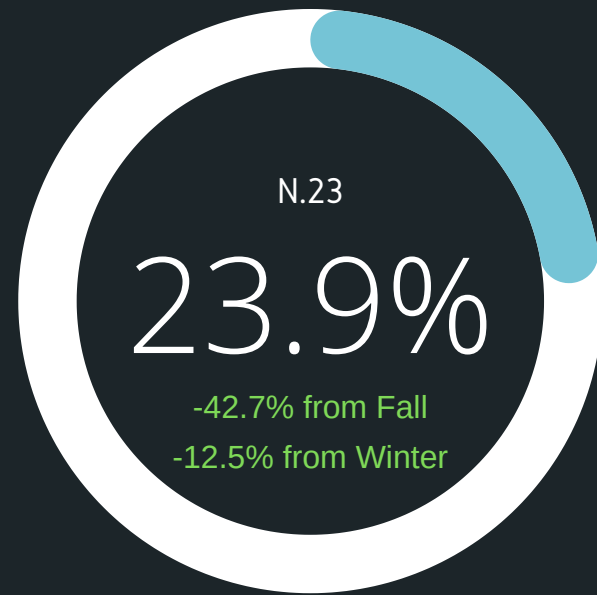


AVG TIME ON TASK

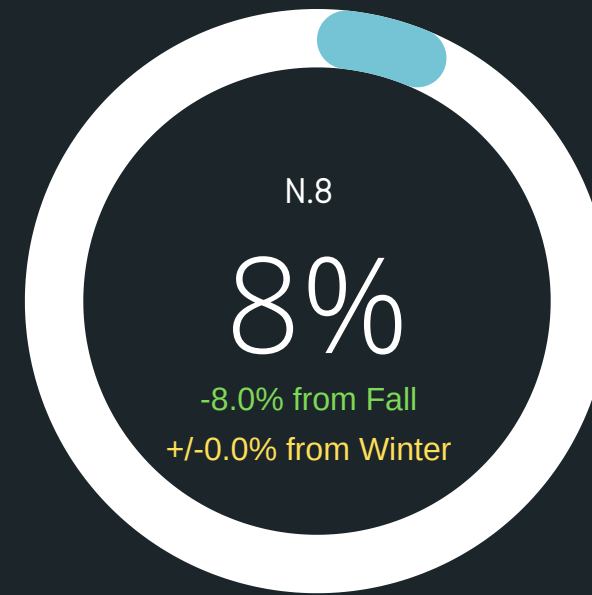


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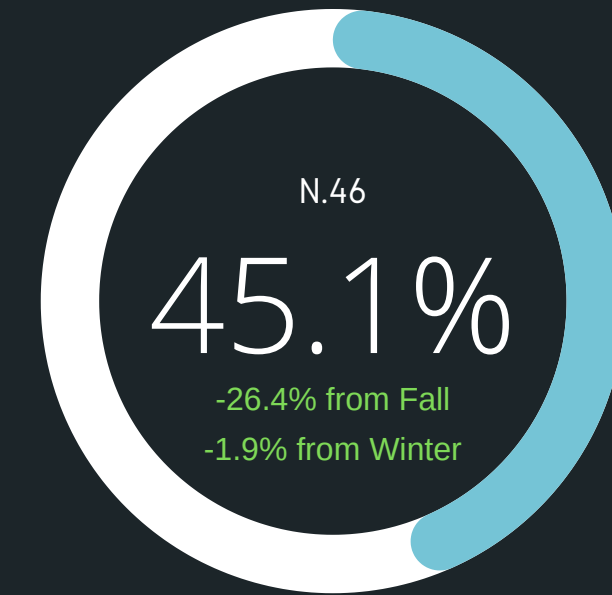
KINDERGARTEN



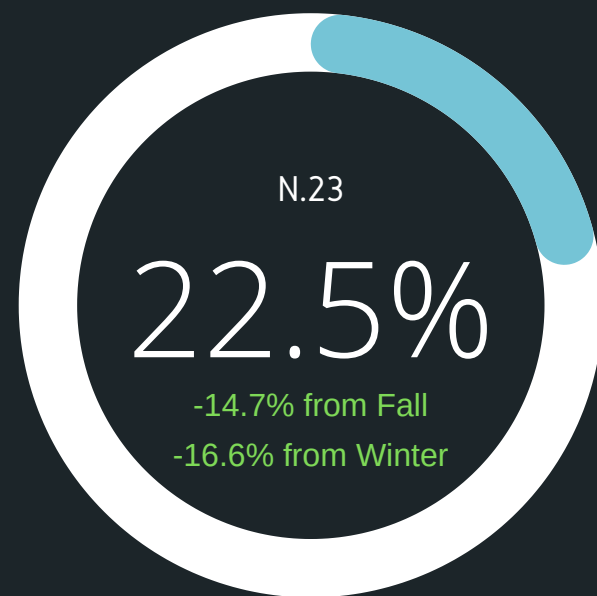
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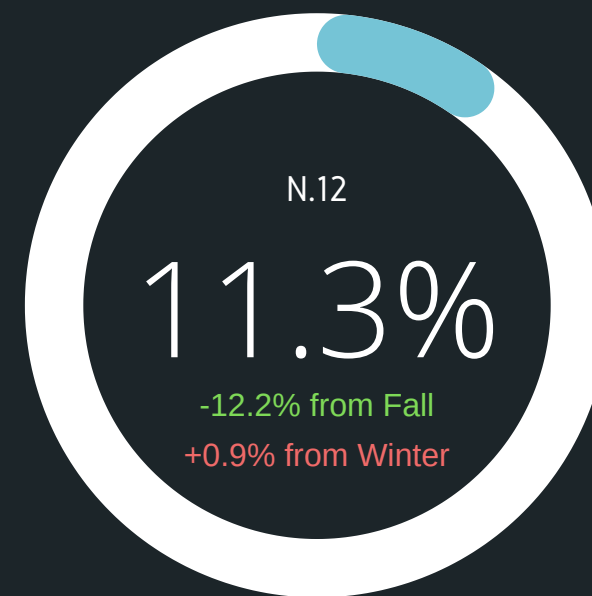
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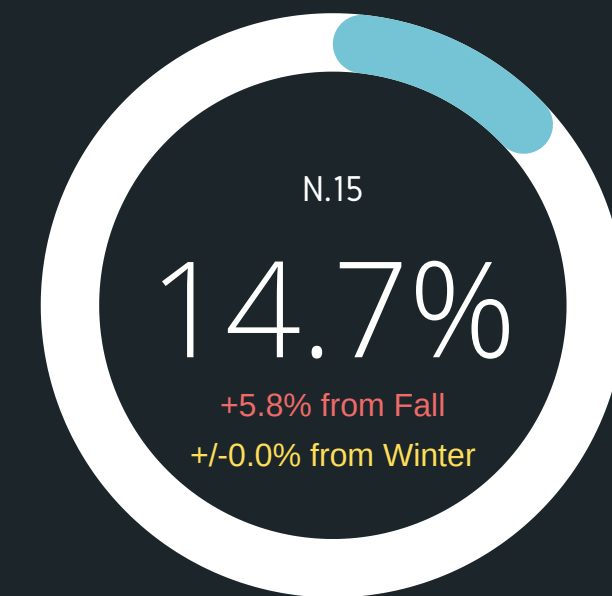
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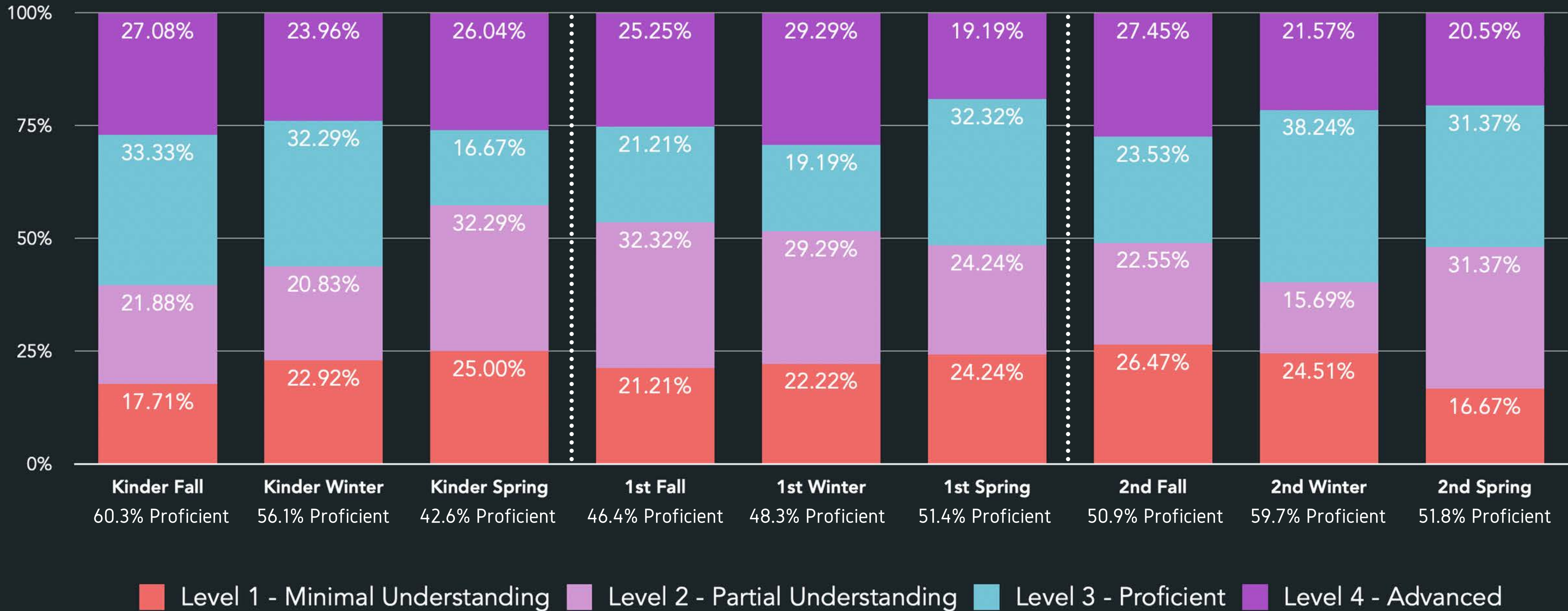


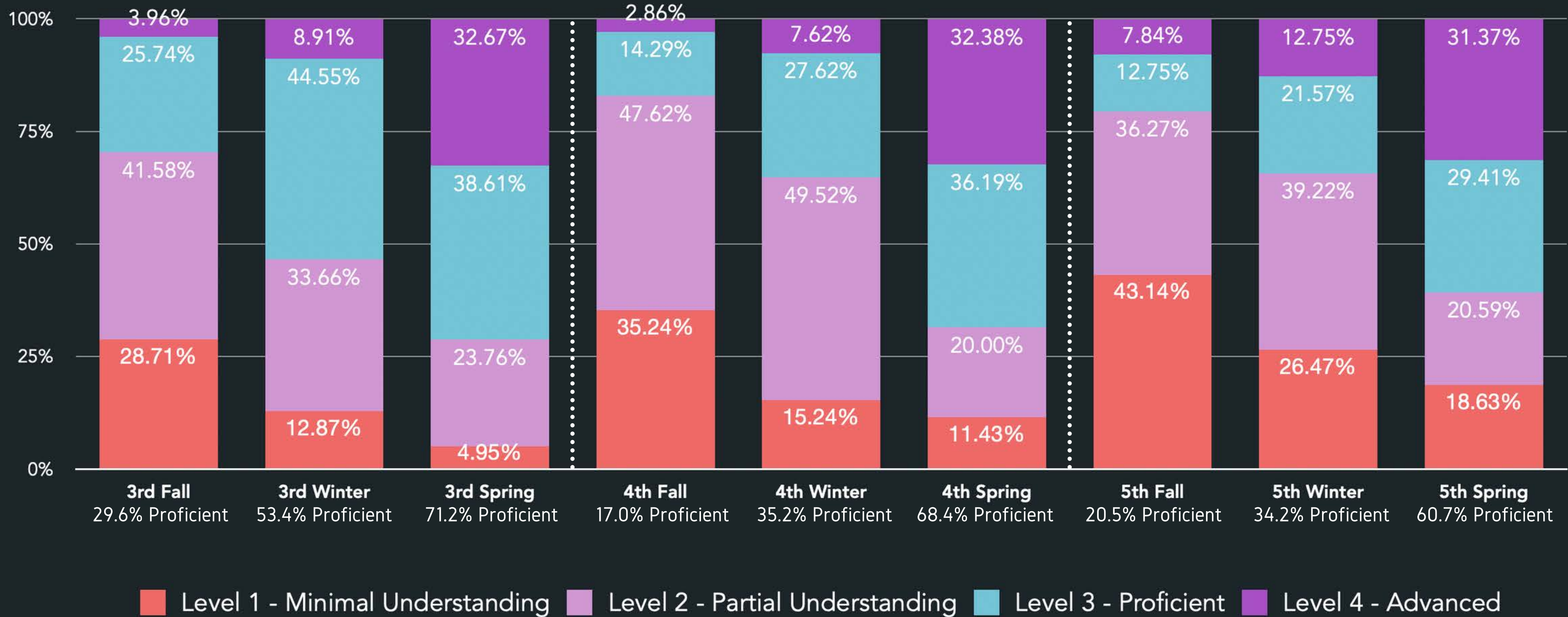
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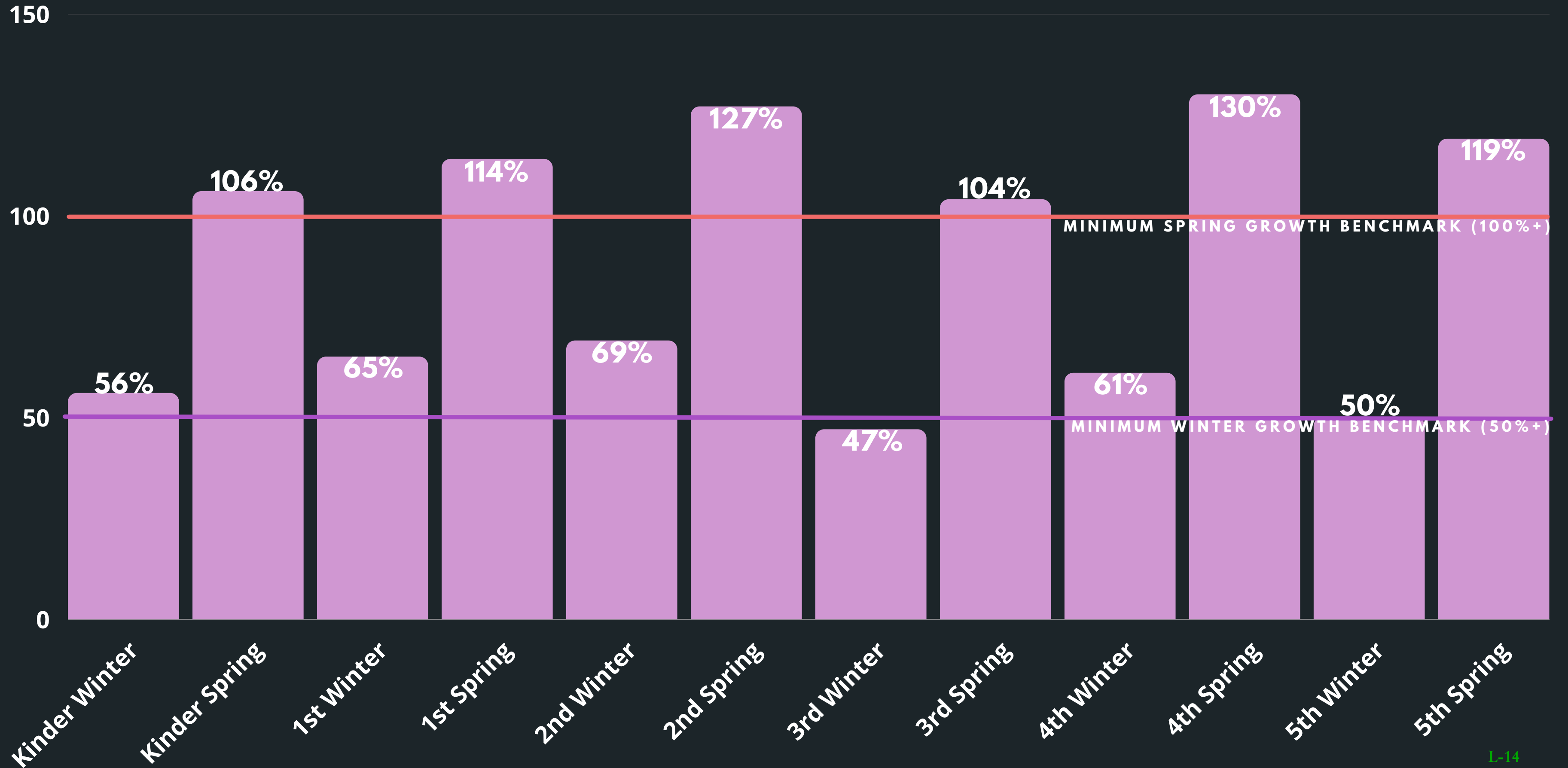


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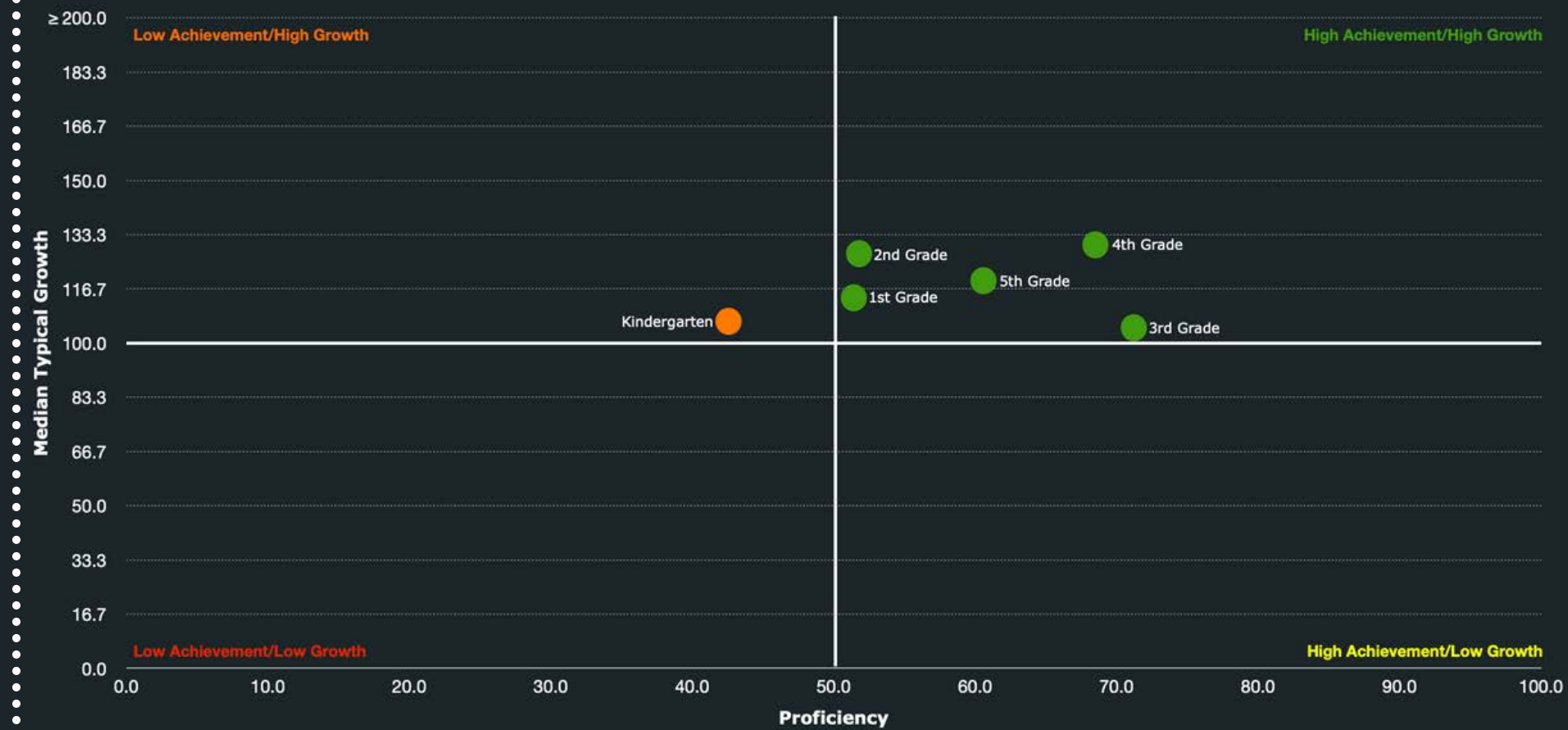
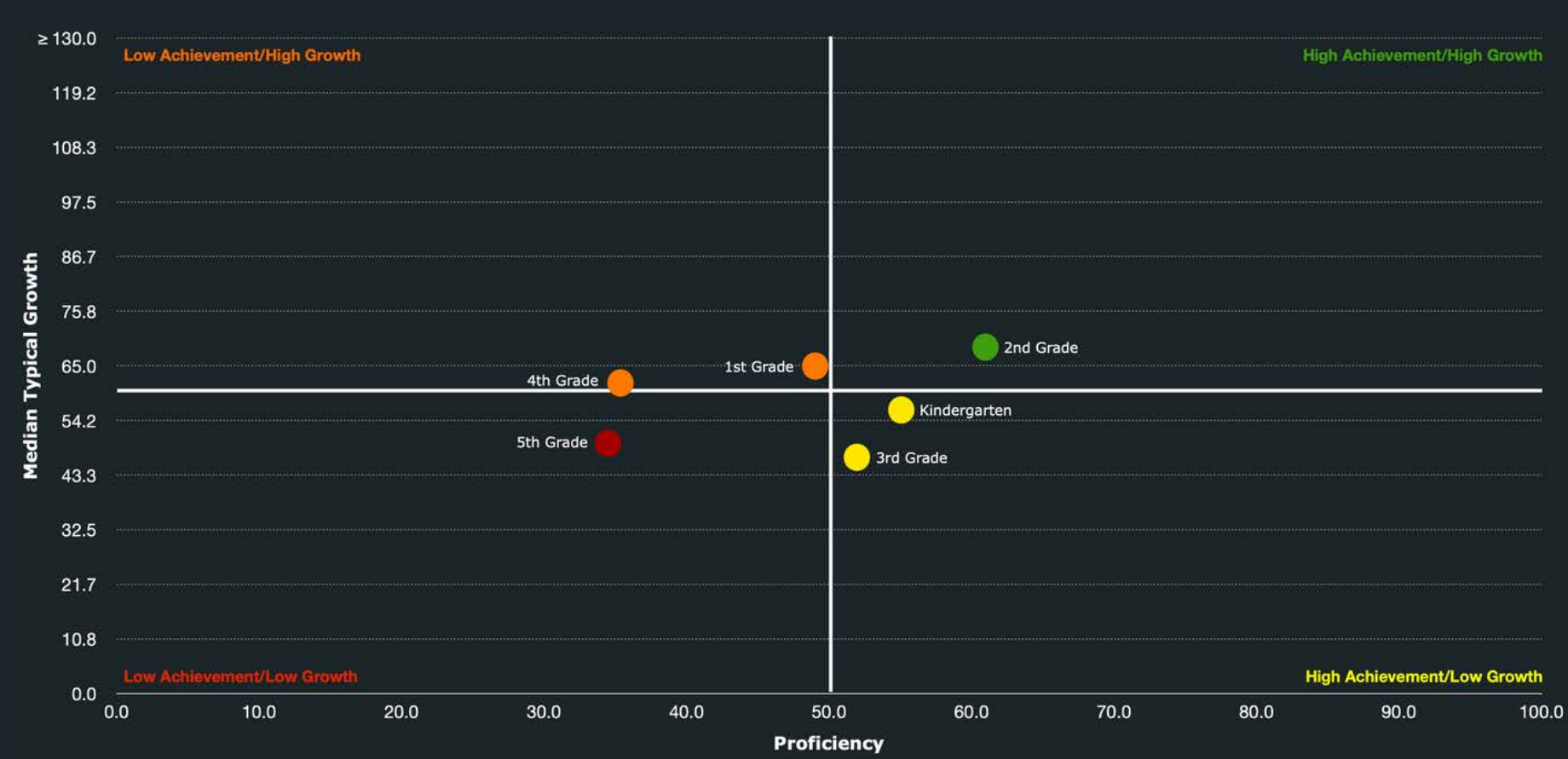




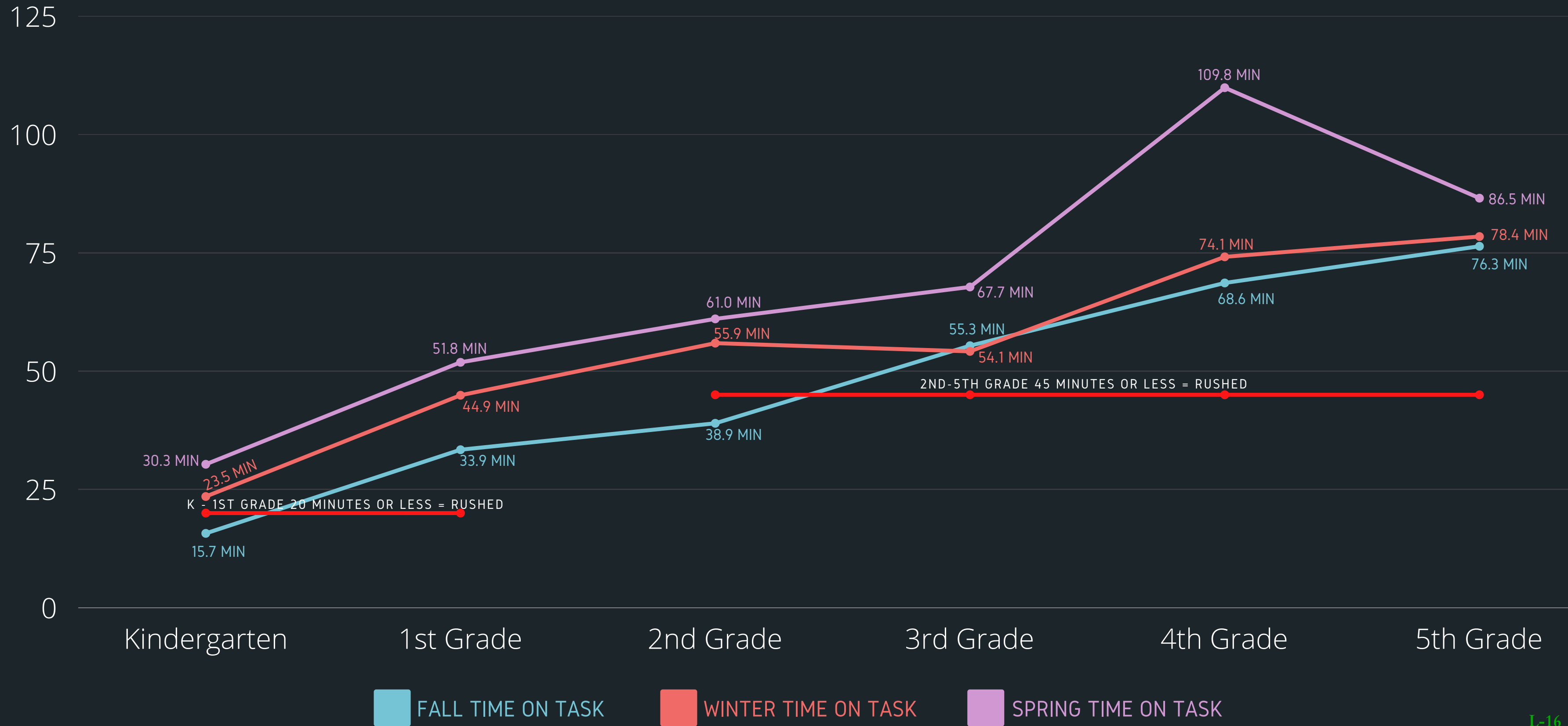


FALL 21 TO WINTER 22

FALL 21 TO SPRING 22

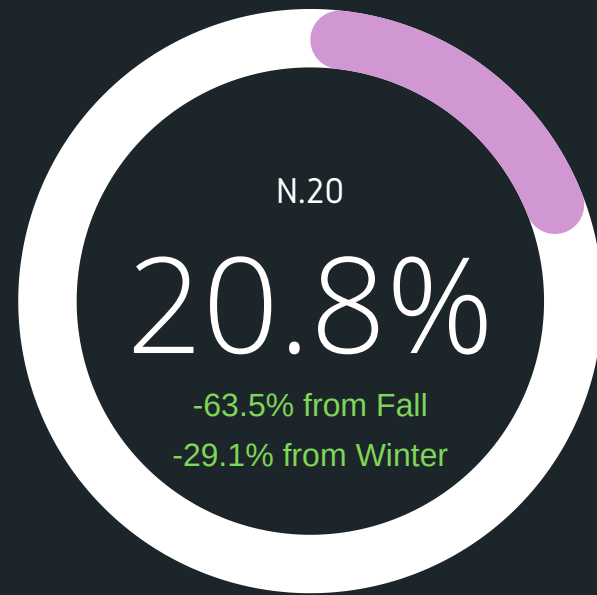


AVG TIME ON TASK

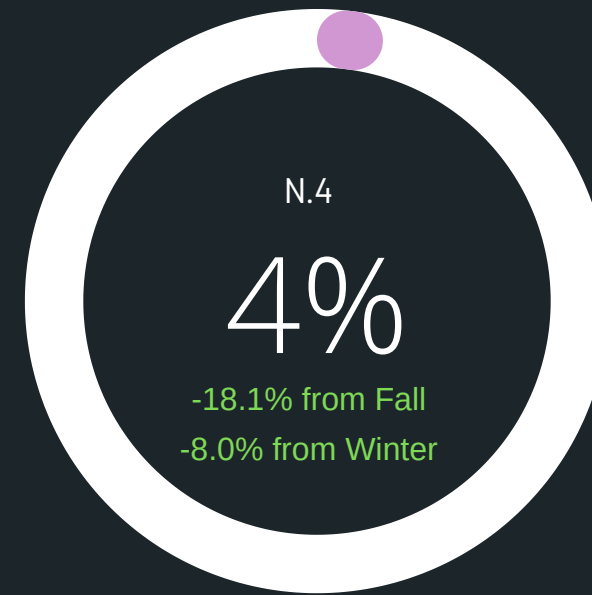


PERCENTAGE OF RUSHERS

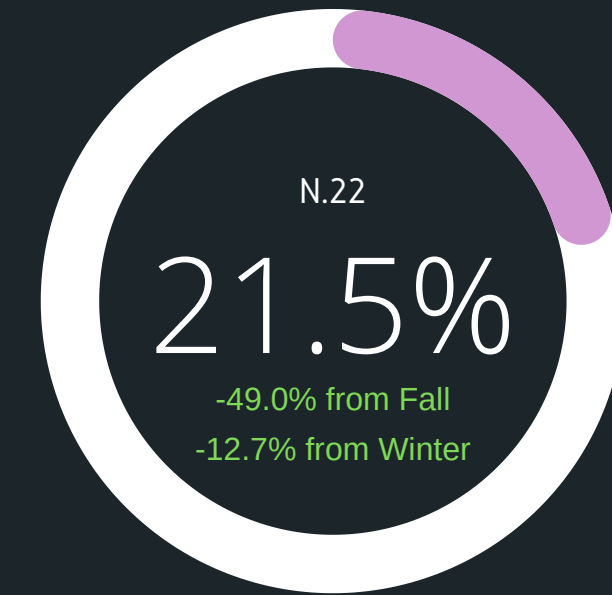
KINDERGARTEN



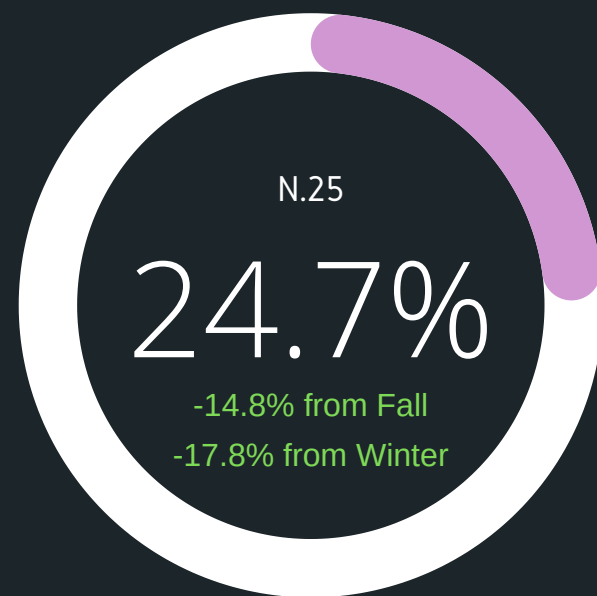
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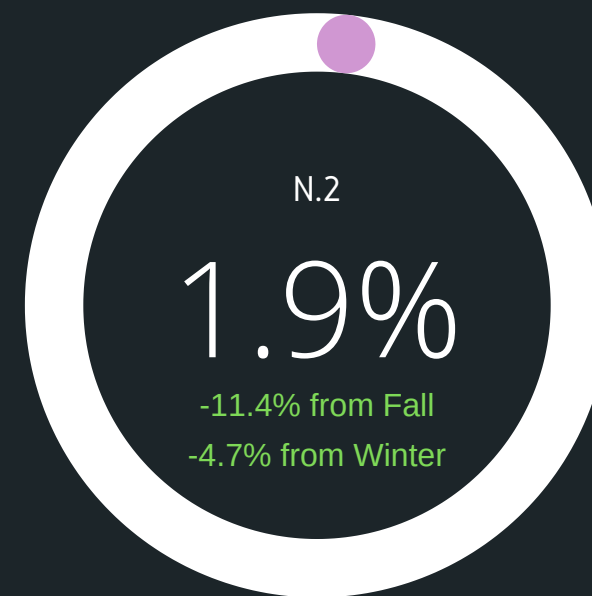
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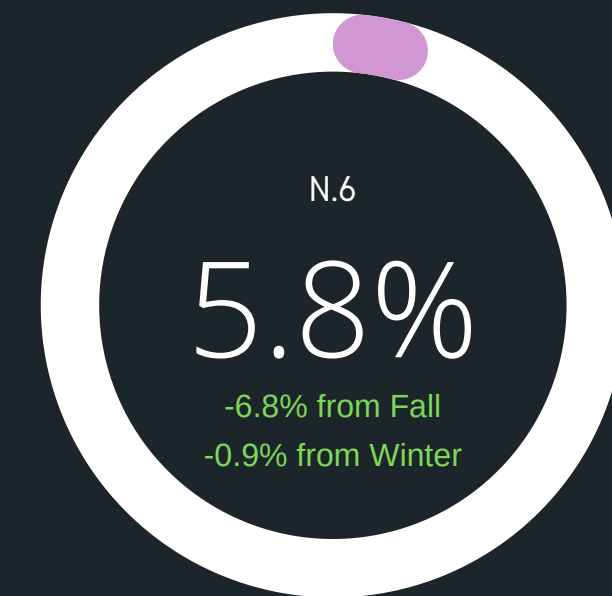
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4TH GRADE



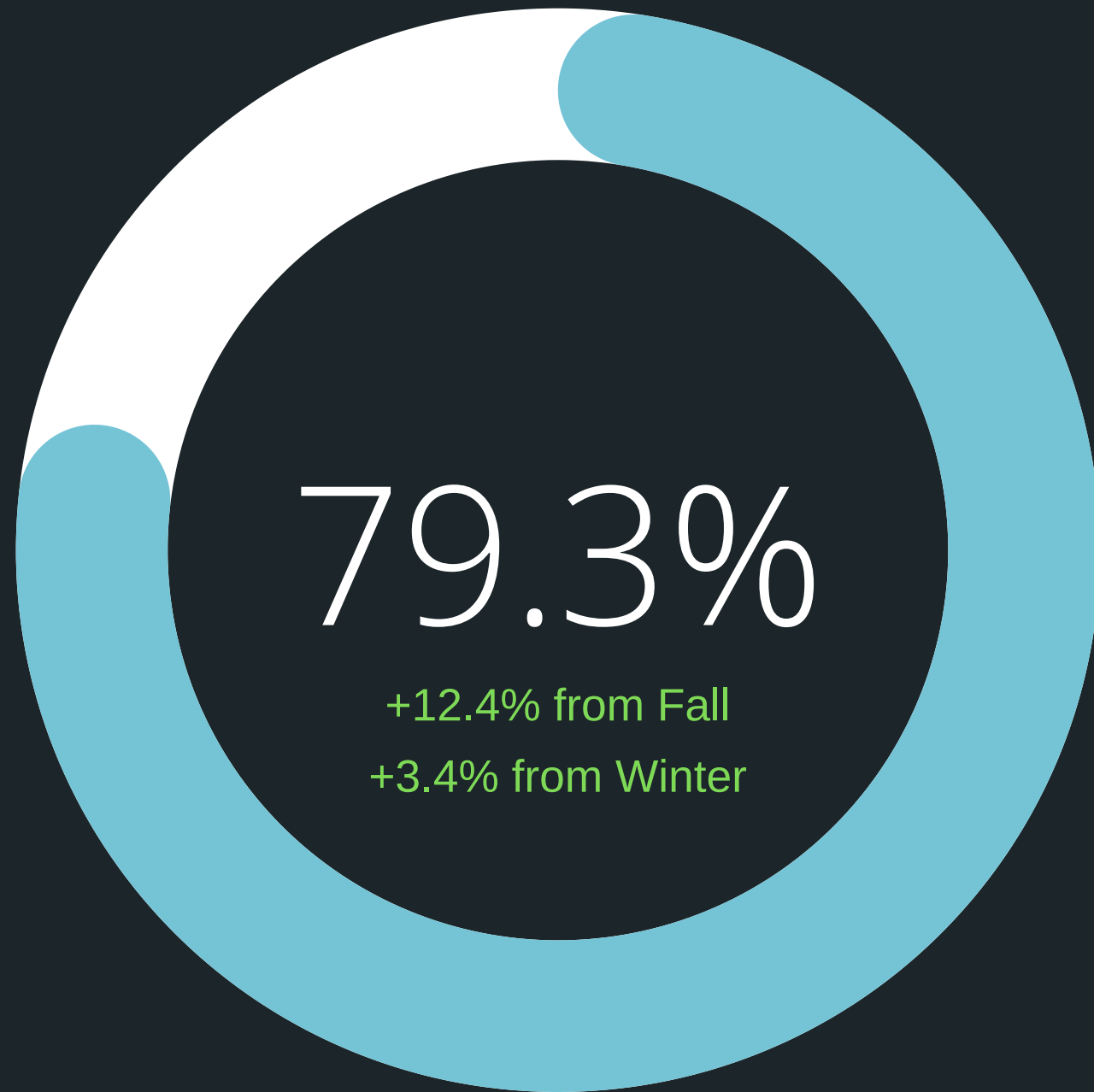
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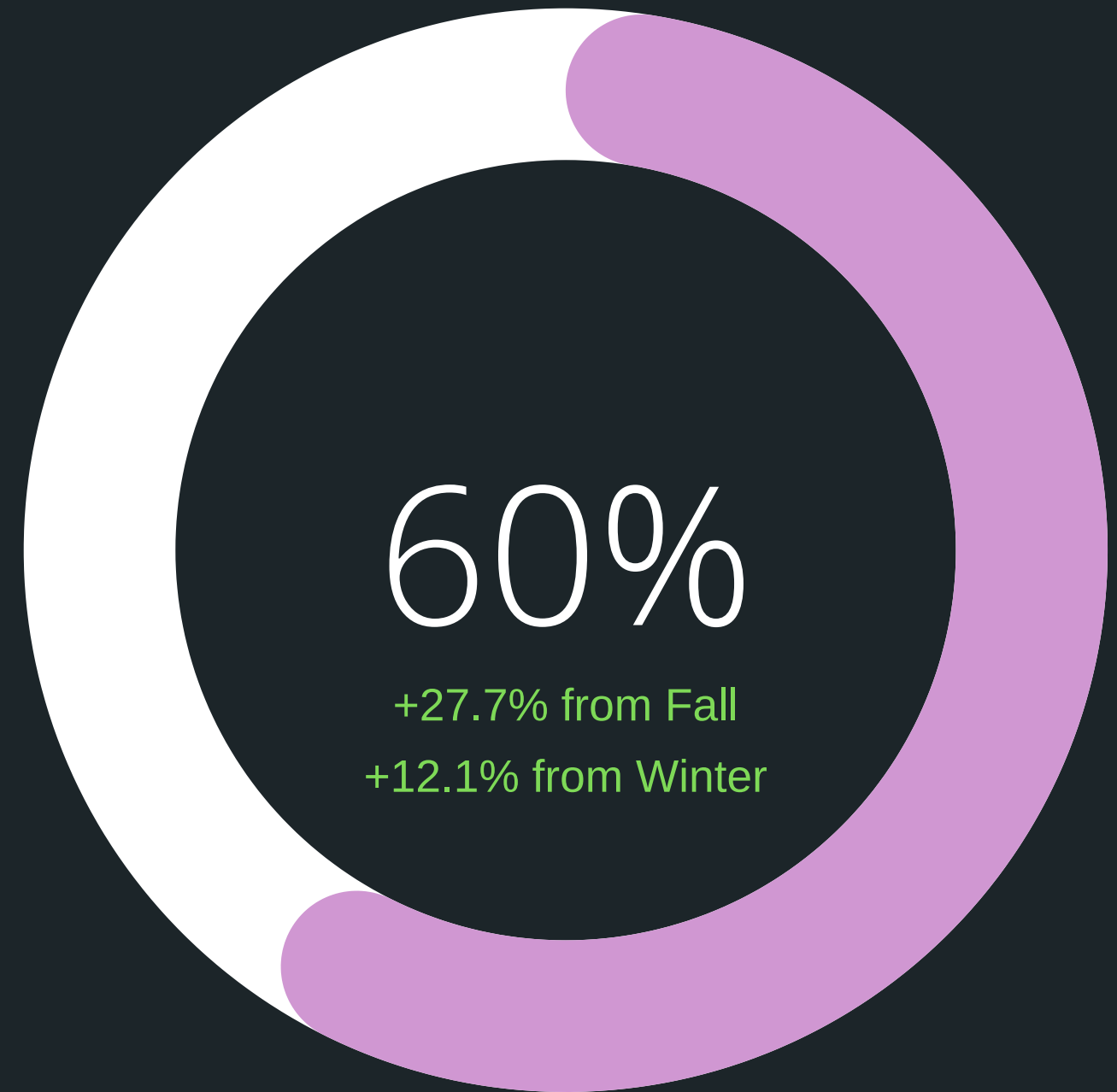
DORAL ACADEMY OF NORTHERN NEVADA MIDDLE SCHOOL

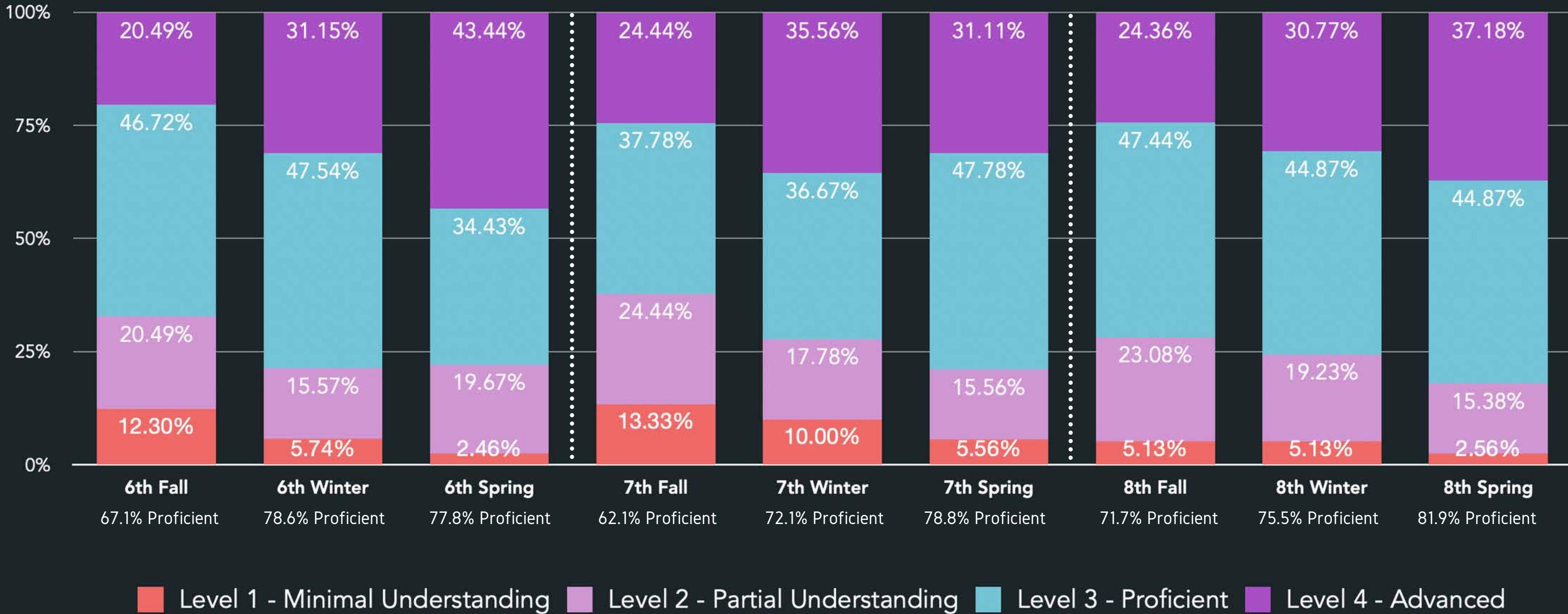


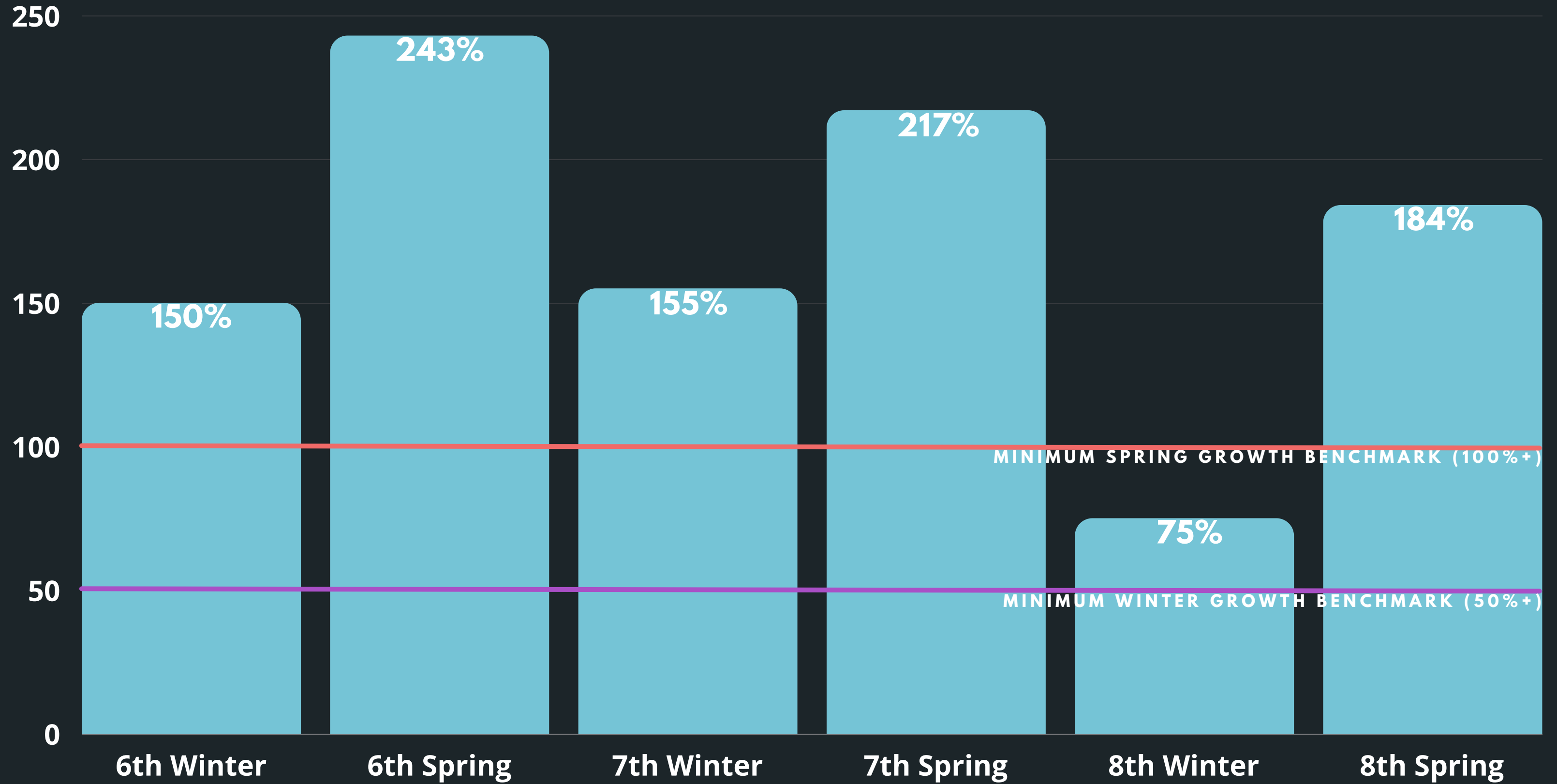
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MATH

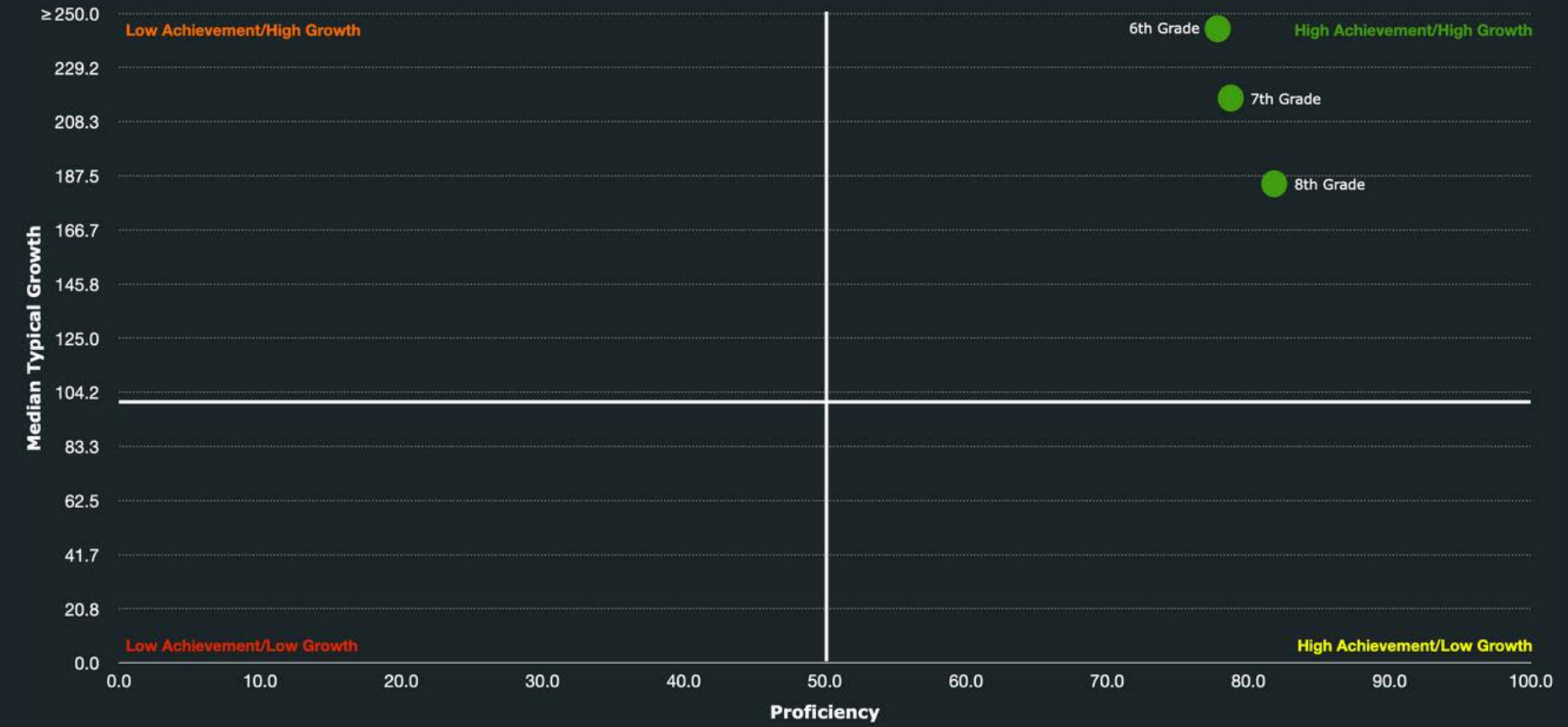
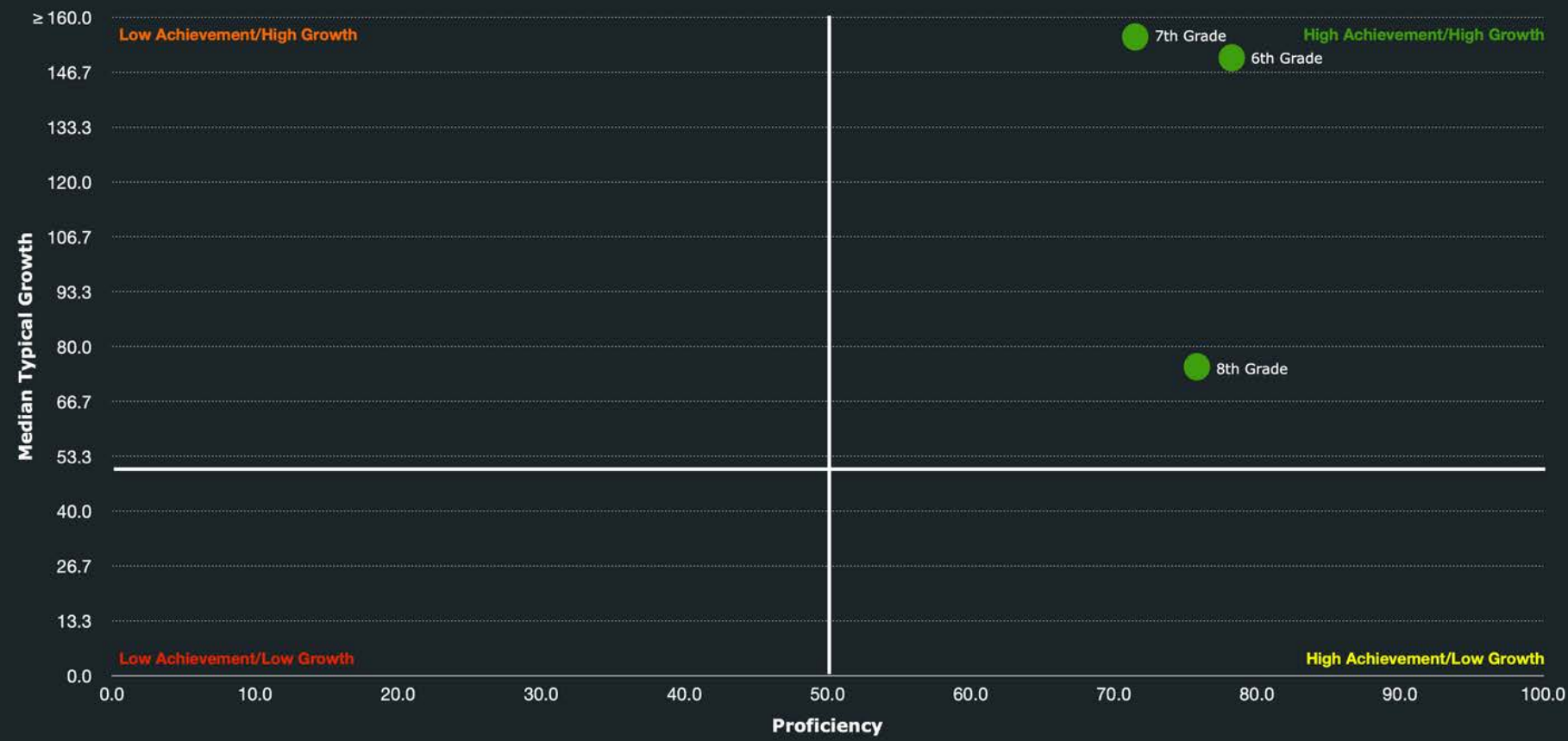




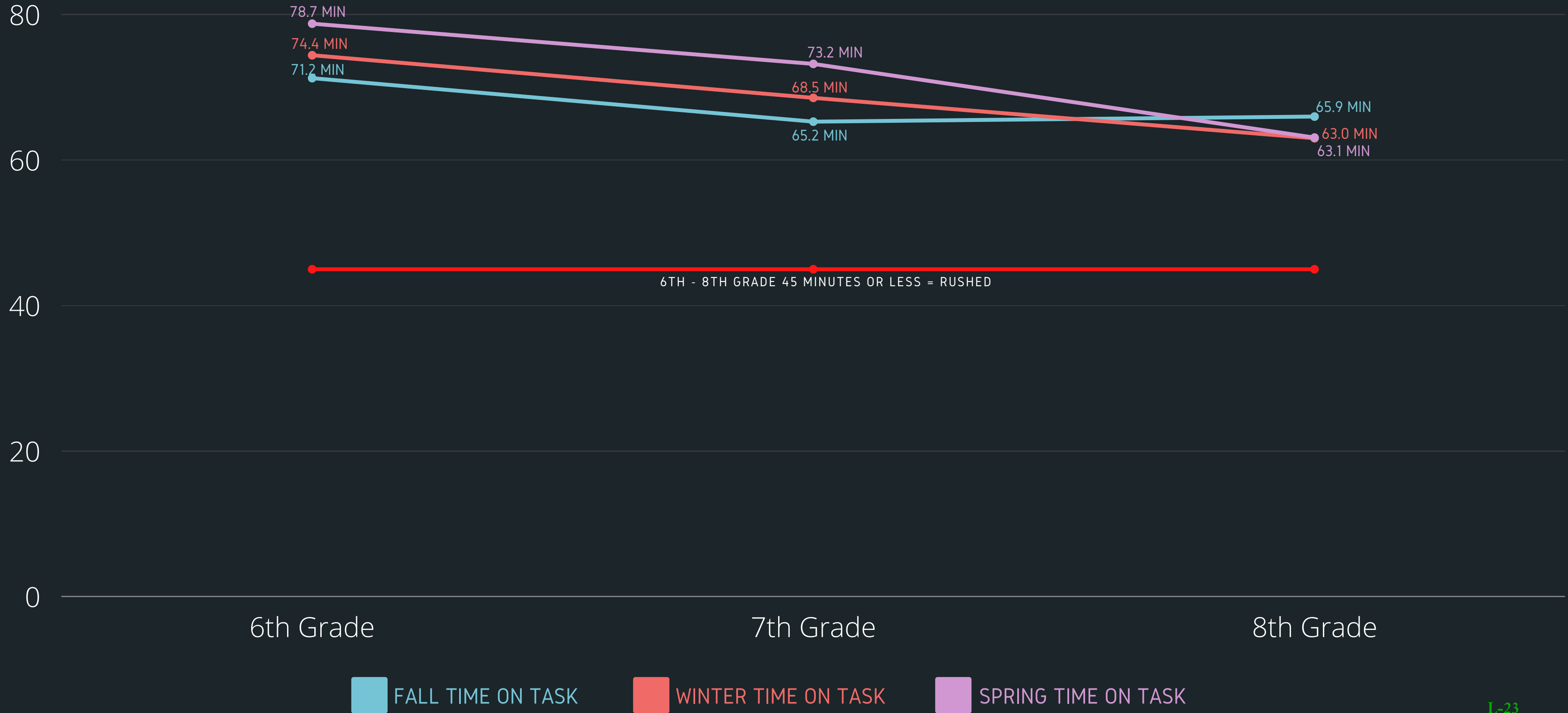


FALL 21 TO WINTER 22

FALL 21 TO SPRING 22

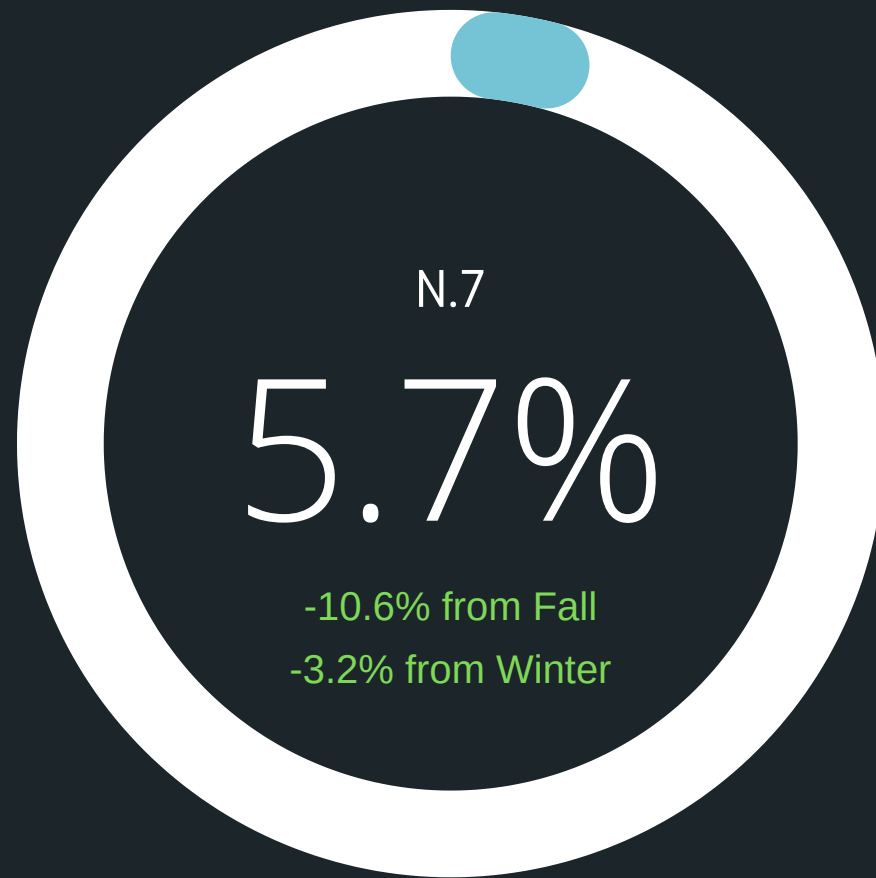


AVG TIME ON TASK

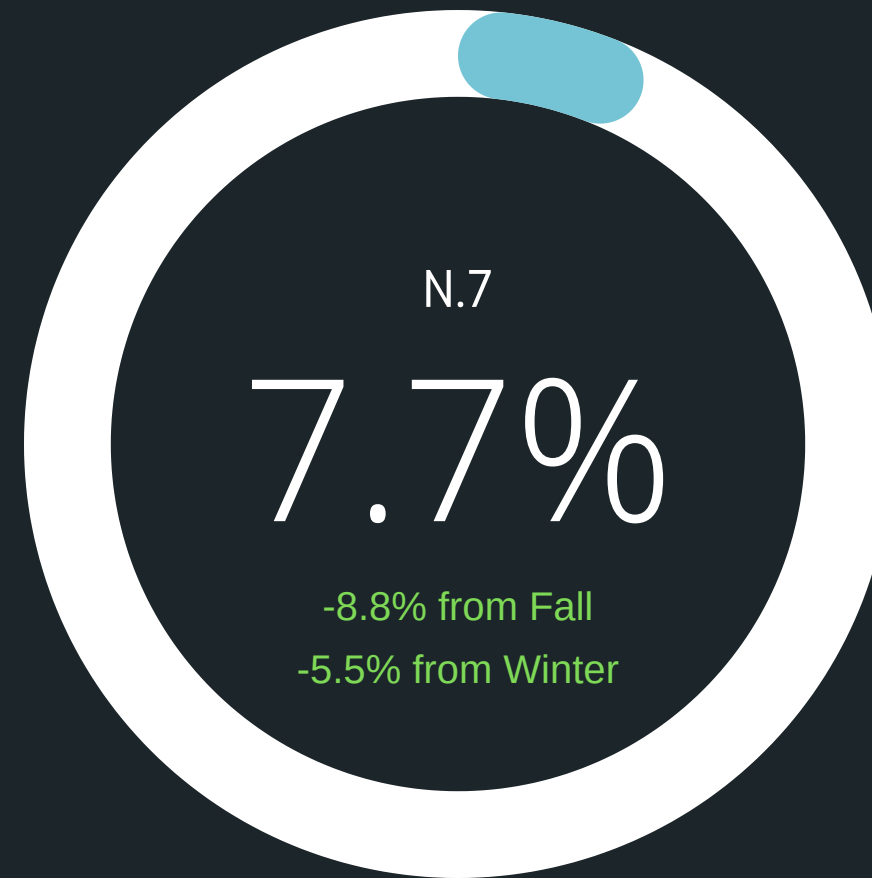


PERCENTAGE OF RUSHERS

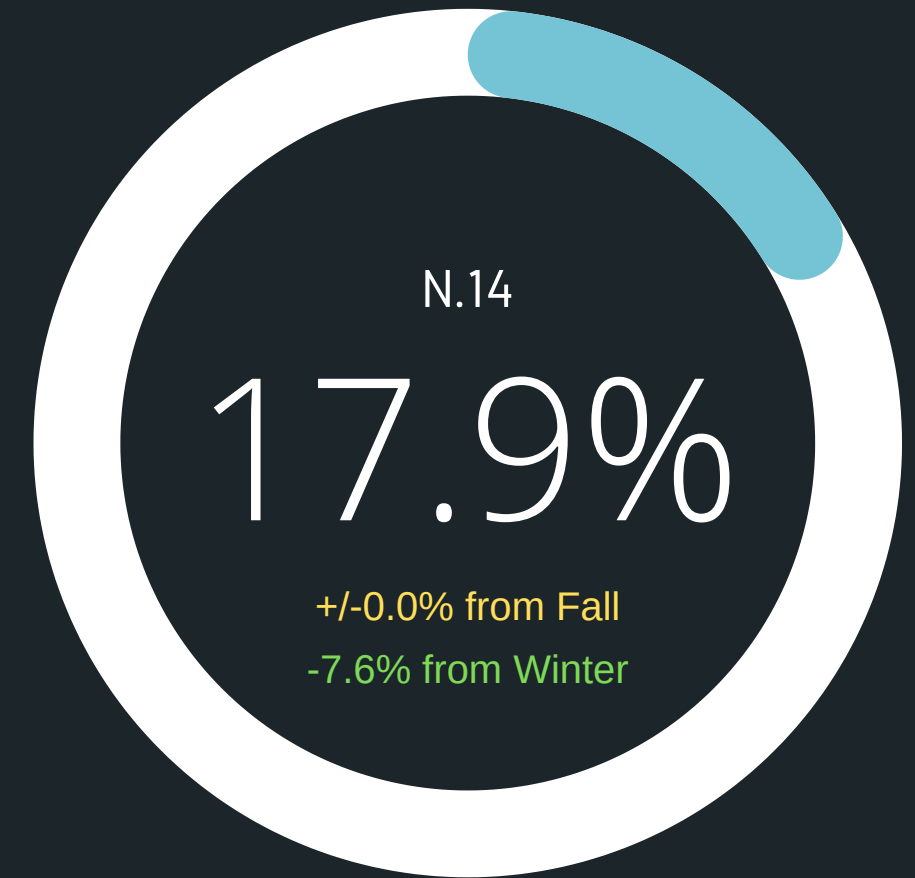
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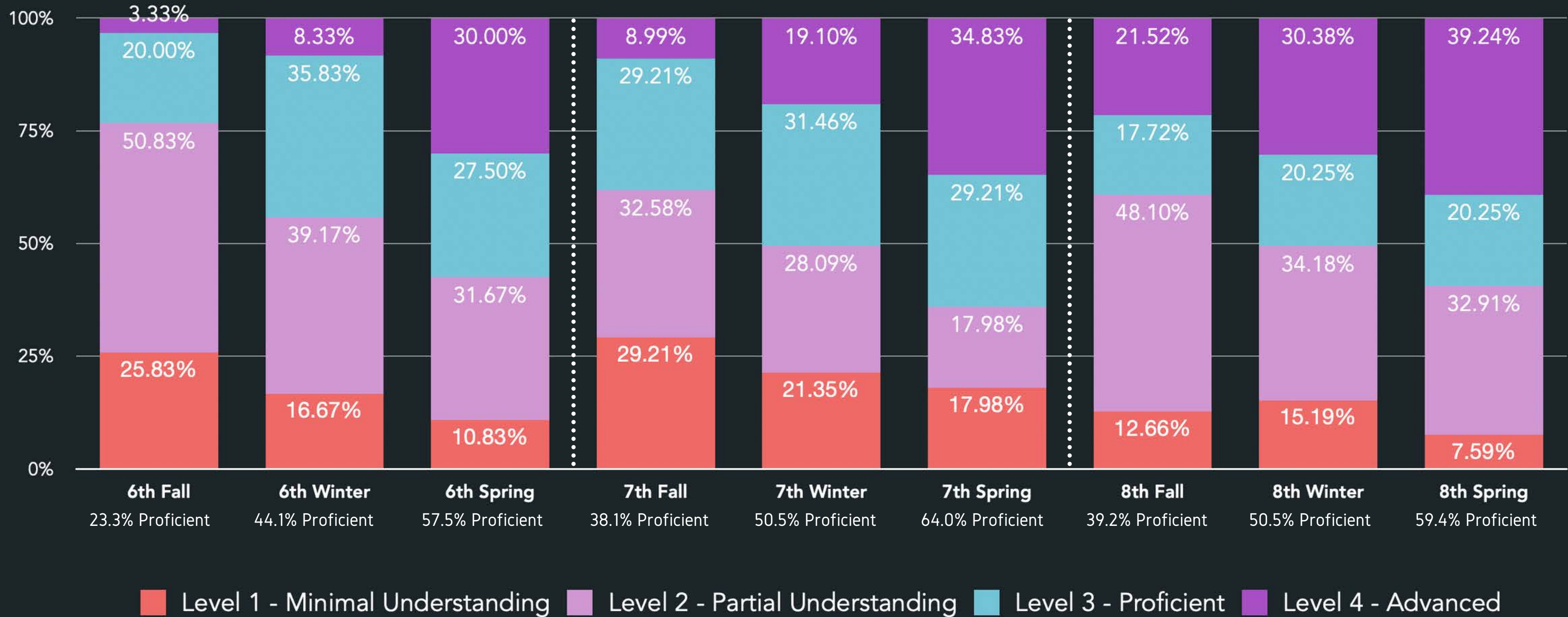


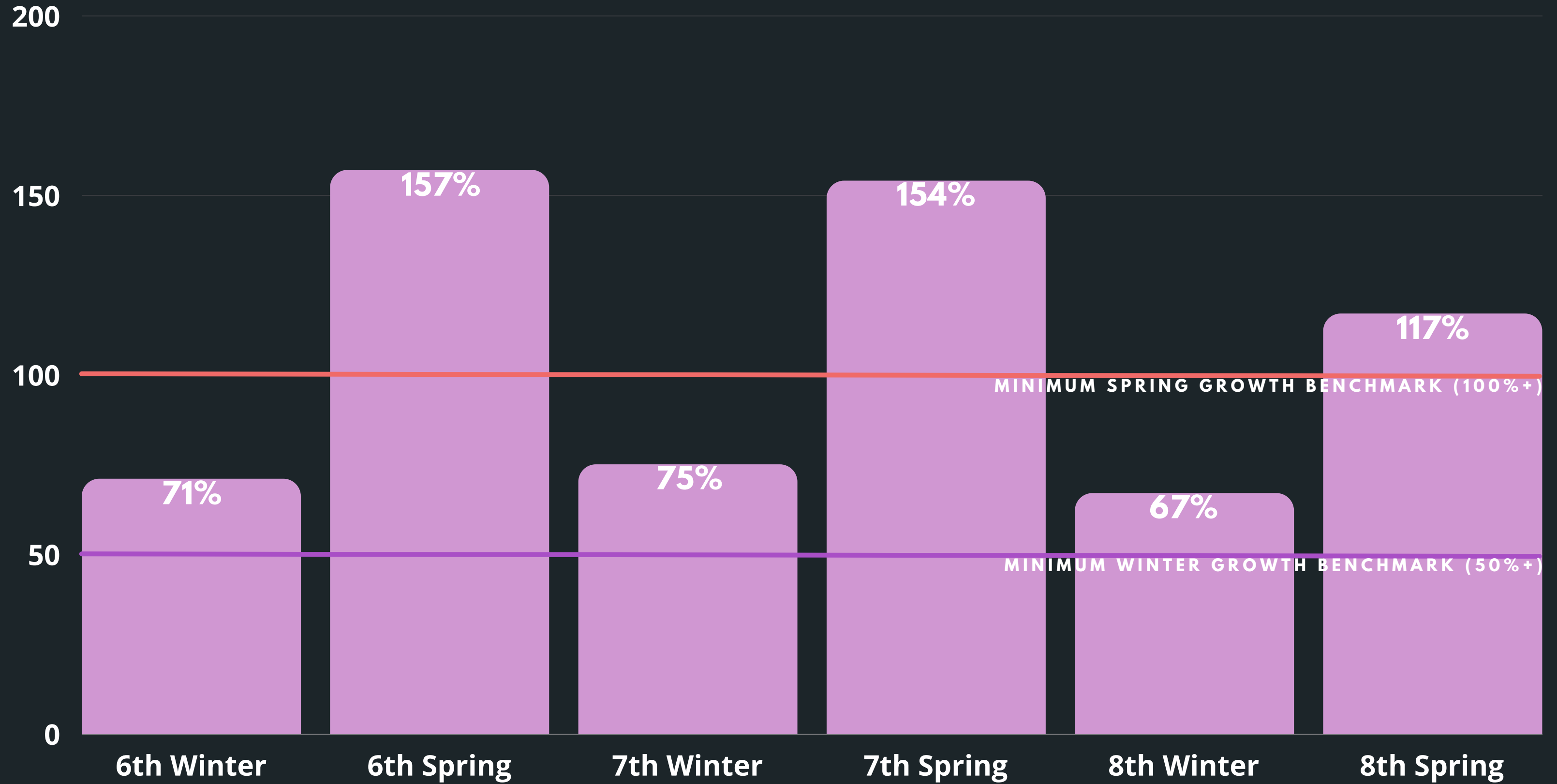
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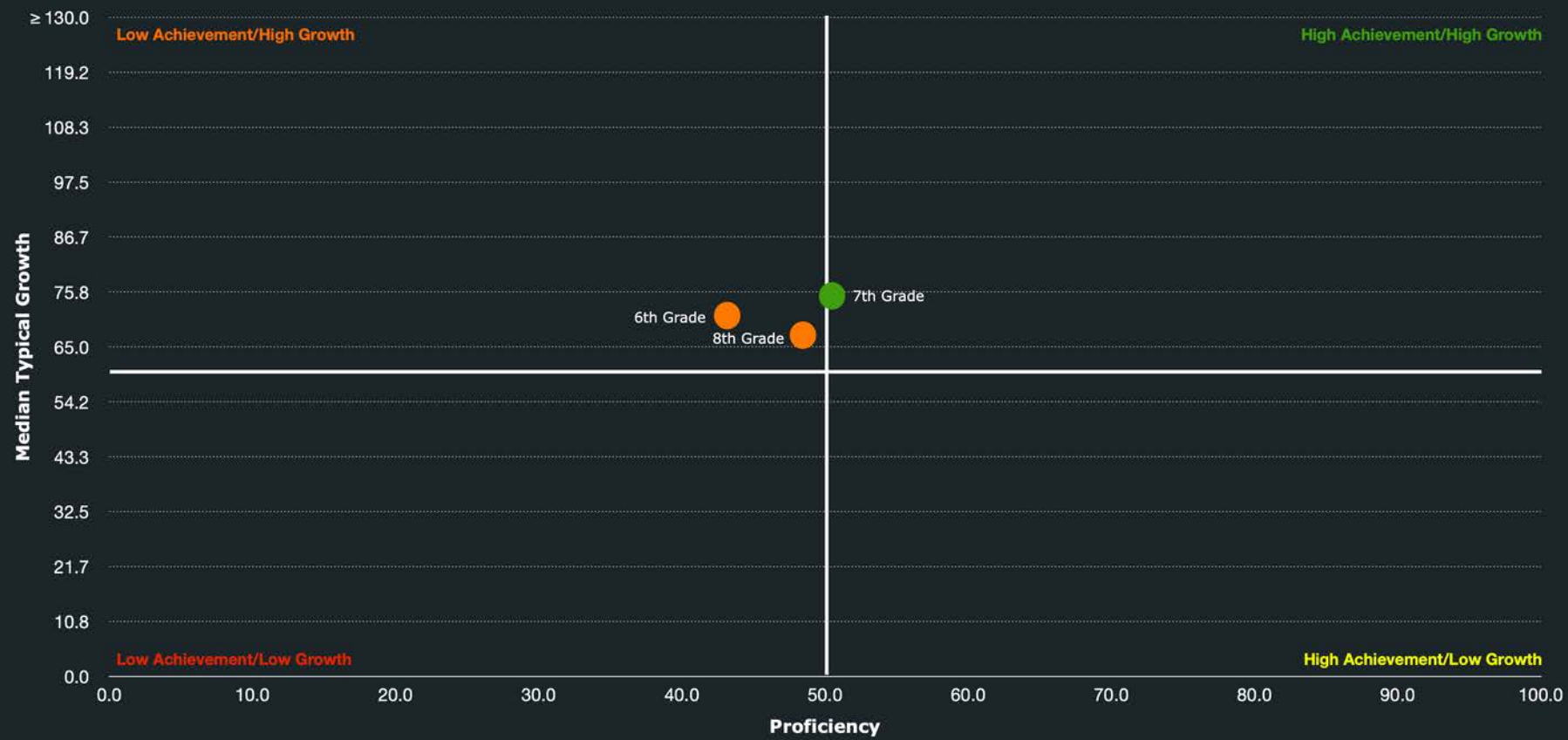
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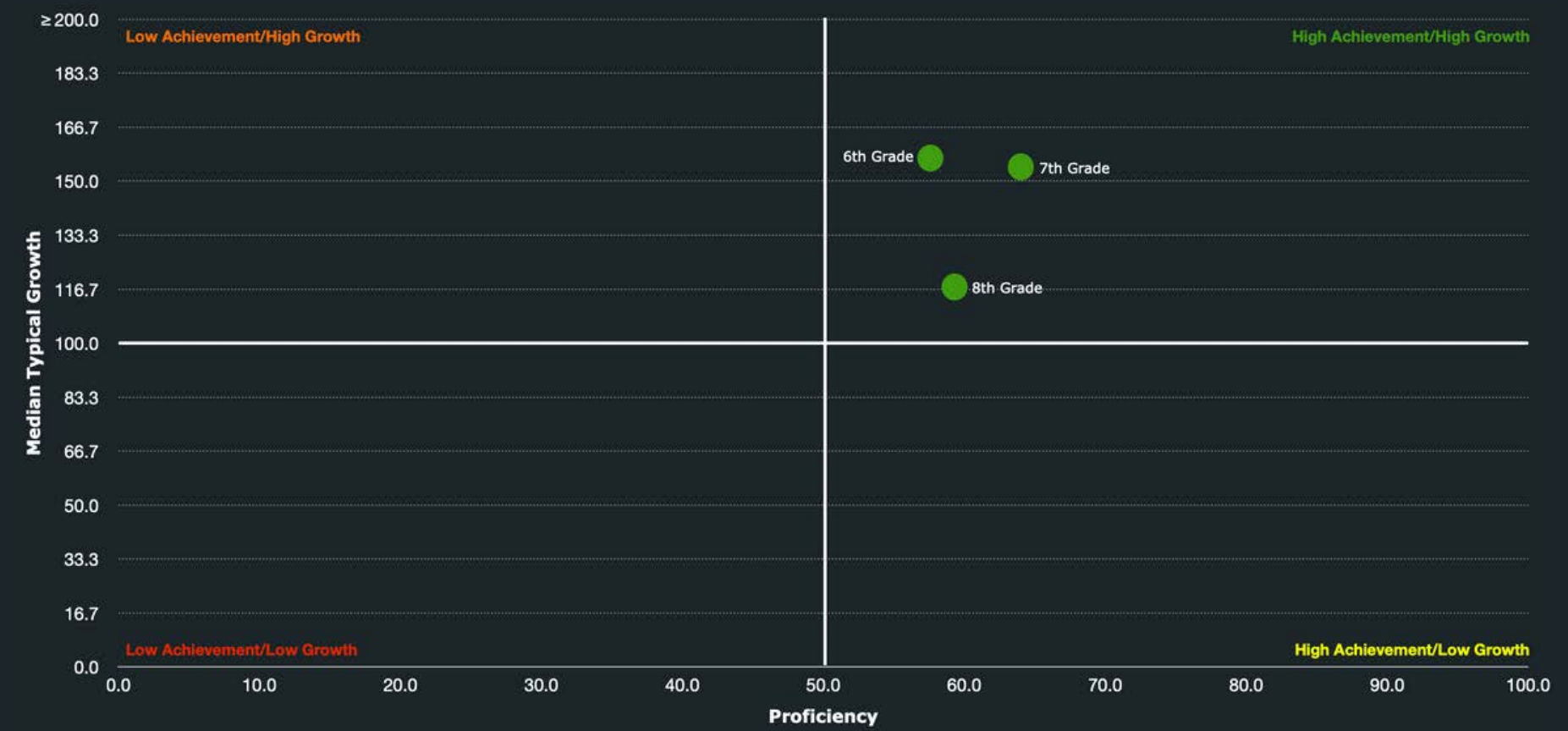




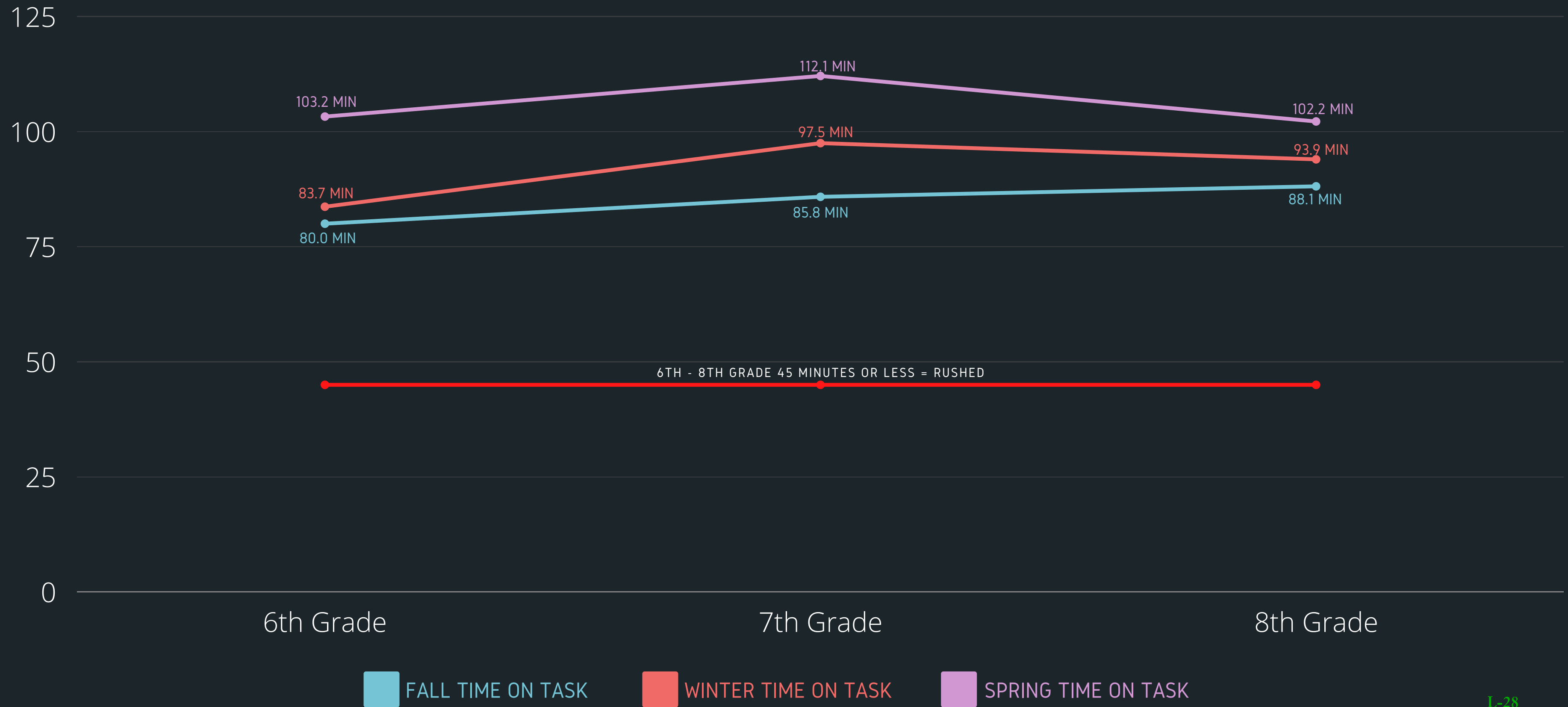
FALL 21 TO WINTER 22



FALL 21 TO SPRING 22

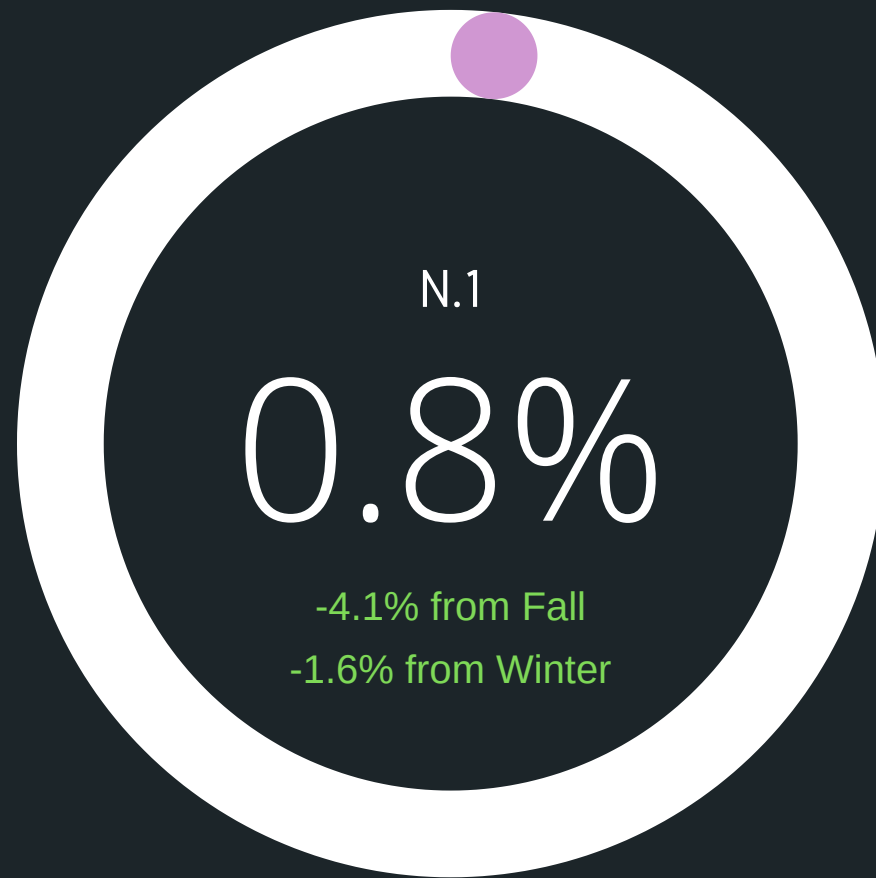


AVG TIME ON TASK



PERCENTAGE OF RUSHERS

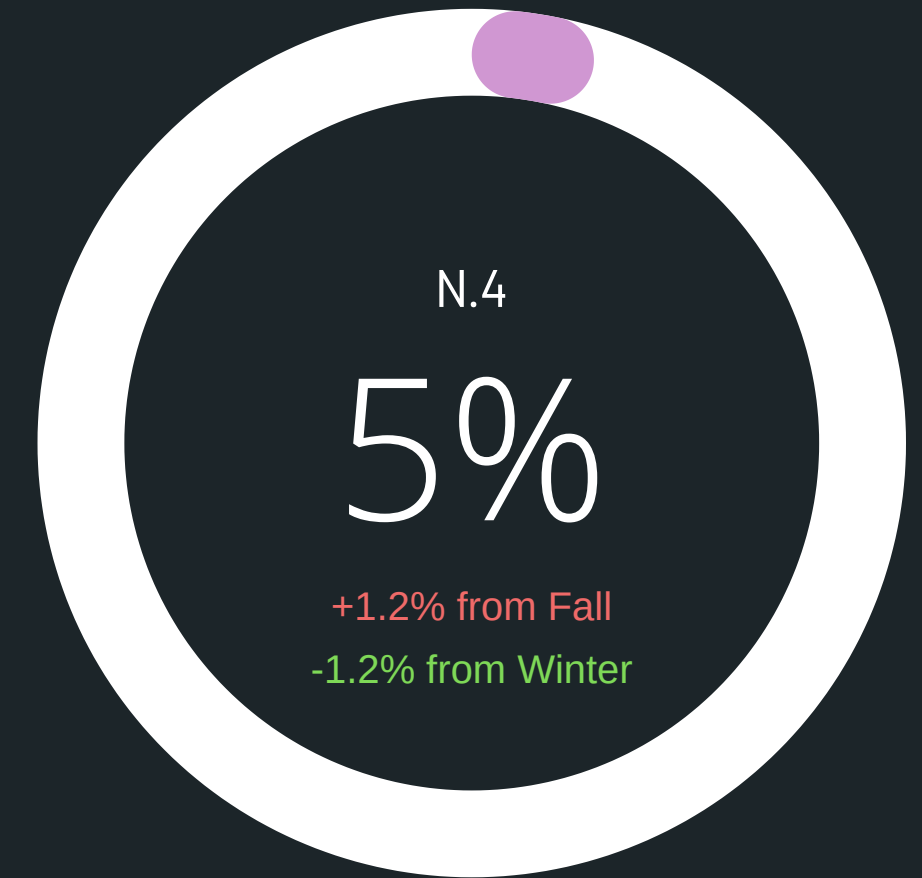
6TH GRADE



7TH GRADE



8TH GRADE





NOTICE OF PUBLIC MEETING
of the
Board of Directors of
Doral Academy of Northern Nevada

Notice is hereby given that the Board of Directors of Doral Academy of Northern Nevada, a public charter school, will conduct a public meeting on September 27, 2022 beginning at 6:00 p.m. at 3725 Butch Cassidy Dr. Reno, NV 89511. The public is invited to attend.

Attached hereto is an agenda of all items scheduled to be considered.

Please Note: The Board of Directors of Doral Academy of Northern Nevada may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item at any time.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance may contact Lorena Perez at (775) 287-5295 or lorena.perez@academicnv.com at least two business days in advance so that arrangements may be made.

The meeting agenda, support materials, and minutes are available at 10587 Double R. Blvd. Ste. 104, Reno, NV 89521, via email at lorena.perez@academicnv.com, or by visiting the school's website at <https://www.doralnorthernnevada.org/> For copies of the meeting audio, please email lorena.perez@academicnv.com.

Public comment may be limited to three minutes per person at the discretion of the Chairperson. **Please email lorena.perez@academicnv.com to sign up for public comment.**

The vision of Doral Academy of Northern Nevada is as a beacon of educational practice, Doral Academy of Northern Nevada will foster efficacy in critical thinking, confident decision-making, creative problem-solving, purposeful collaboration, and leading with kindness and compassion.

Attachment M - Board Agenda & Meeting Minutes



Board of Directors

Alicia Lerud - Board Chair

Indra Winqest – Board Vice Chair

Adam Kramer – Board Secretary

Robert Lucey – Board Treasurer

Danielle Cherry – Board Member

Aaron Grossman – Board Member

Leslie Hermann – Board Member

Angela Orr – Principal

Meeting of the Board of Directors

September 27, 2022

AGENDA

1. OPENING EXERCISES

- a. Call Meeting to Order and Roll Call

2. PUBLIC COMMENT

(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)

3. ACTION & DISCUSSION ITEMS

- a. Review and Approval of the Minutes from the August 23, 2022 Board Meeting (For Possible Action)
- b. School Initiatives Report by Principal Orr (For Discussion)

Attachment M - Board Agenda & Meeting Minutes



- c. Review of the School Financial Performance (For Discussion)
- d. Discussion and Possible Action to Approve Retention Bonuses for the 2022/2023 School Year (For Discussion)
- e. Discussion and Possible Action Regarding Priority Enrollment and/or Weighted Lottery Options (For Possible Action)
- f. Discussion and Possible Action Regarding the SPCSA Required Recruitment and Enrollment Plan (For Possible Action)
- g. Discussion and Possible Action Regarding the Charter Renewal Application (For Possible Action)
- h. Update from TriStrategies (For Discussion)
- i. Facility Update (For Discussion)
- j. Update on Fundraising and Upcoming Events from DANN Foundation Board (For Discussion)

4. ANNOUNCEMENTS & NOTIFICATIONS

5. MEMBER COMMENT

6. PUBLIC COMMENT

(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)

7. ADJOURN MEETING

This notice and agenda has been posted on or before 9 a.m. on the third working day before the meeting at the following locations:

- 1) Doral Academy of Northern Nevada: 3725 Butch Cassidy Dr. Reno, NV 89511
- 2) www.doralnorthernnevada.org
- 3) notices.nv.gov

**MINUTES
of the meeting of the
BOARD OF DIRECTORS of DORAL ACADEMY OF NORTHERN NEVADA
September 27, 2022**

The Board of Directors of Doral Academy of Northern Nevada held a public meeting on September 27, 2022 at 6:00 p.m. at 3725 Butch Cassidy Dr. Reno, NV 89511.

1. Call to Order and Roll Call

Board Chair Alicia Lerud called the meeting to order at 6:00 p.m. with a quorum present. In attendance were Board members Alicia Lerud, Indra Winqest, Adam Kramer, Robert Lucey, Leslie Hermann (left at 7:45 p.m.), and Danielle Cherry (arrived at 6:10 p.m.).

Not present was board member Robert Lucey.

Also present was Principal Angela Orr and Assistant Principal Nicolette Smith; as well as Academica representatives Colin Bringhurst, Colton Loretz, Lorena Perez, Carlos Segrera, Trevor Goodsell, and Paul Ballou.

2. Public Comment and Discussion

There was no public comment.

3. Action and Discussion Items

a. Review and Approval of the Minutes from the August 23, 2022 Board Meeting

Member Kramer moved to approve the minutes from the August 23, 2022 Board meeting. Member Winqest seconded the motion, and the Board voted unanimously to approve.

b. School Initiatives Report by Principal Orr

Principal Angela Orr shared the following with the Board under Instruction & Professional Learning:

- Professional Learning Day October 10th
 - Arts Integration
 - Connection Goals
 - Cognitive Science Applications for the Classroom
 - Oracy and Explicit Writing
- Teacher Leader Cadre
- Teacher Mentor Program
- Oracy goal in full swing! Every student speaks in every lesson every day!

Under Data, Assessment, & Progress Monitoring she shared the following:

- Data Meetings with Jessica Barr

Attachment M - Board Agenda & Meeting Minutes

- Early Release Deep Data Dive
- ESSER money for tutoring before and after school across grade levels
- SBAC Proficiency Data Over Time
- State & District Ratings

Under Campus Updates she shared the following:

- New 1st grade teacher
- Halloween Staff Costume Contest
- Focus on Relationship Building
- School Performance Plan Goals

Under Building & Grounds she shared the following:

- Snow removal contract renewed

c. **Review of the School Financial Performance**

Mr. Carlos Segrera reviewed the financials as presented in the support materials.

Member Winquest had a request to have a budget projection at the end of the third quarter to see the projections of how they were looking for the end of the year. He added that it would be great to be able to know where they were and if there was any savings or additional funds. Mr. Segrera added that they could have an educated estimate in the October or November meeting as to where they were going to end the year.

Member Hermann asked what the Special Education Contracted Services money paid for. Principal Orr explained that it was their contracted services through SESS which provided them with different providers.

d. **Discussion and Possible Action to Approve Retention Bonuses for the 2022/2023 School Year**

Mr. Colin Bringhurst addressed the Board and explained that the Board had an opportunity to give returning teachers and staff a retention bonus. Principal Orr added that they would also be doing special ESSER bonuses that applied to all current employees from the current year and returning teachers and staff would receive their retention bonus and COVID bonus.

Member Kramer moved to approve the retention bonuses. Member Cherry seconded the motion, and the motion passed with one abstention by Member Winquest.

e. **Discussion and Possible Action Regarding Priority Enrollment and/or Weighted Lottery Options**

Mr. Bringhurst explained that after the discussion from the last board meeting the Board was being provided with three options, which he noted they were not limited to those three. *He further explained the options to the Board adding that the weighted lottery policy...****He explained that the first option on the weighted lottery policy, there was a slight change to the current weighted lottery policy that was approved by the Board. He noted that the only change to

Attachment M - Board Agenda & Meeting Minutes

the policy was changing the 2:1 weight to a 5:1 weight. The second option was a modification to the current lottery and enrollment policy, which he noted that the modification was the 5th priority pursuant under NRS 388A.456(1)(g), which stated that priority would be given to a child who at the time his or her application is submitted, is enrolled in a public school that was rated a one or two star school within a two mile radius of Doral Academy of Northern Nevada. He explained that the option also had a threshold of 20%, which he explained that if the FRL percentage was lower than 20% the priority would apply, and if they were at 20% or above the priority would not apply. Lastly, he referred the Board to the last option, which was the same priority without the threshold of 20%, but that it was the same priority under NRS 388A.456(1)(g). He also noted a typo on the policies, which included the address for the previous potential second campus location.

Member Cherry made a motion in an effort to increase diversity at Doral Academy of Northern Nevada to more closely align with the State Public Charter School Authority's strategic plan and to serve a student population that is more representative of DANN's local community moved to approve a modified enrollment policy that includes a fifth priority under NRS 388A.456(1)(g) that would apply when DANN's percent of students that qualify for free and reduced lunch fall below 16% of its total student body as drafted in the support materials on page 25 and 26, with the change to the current school address. Member Winquest seconded the motion, and the Board voted unanimously to approve.

f. Discussion and Possible Action Regarding the SPCSA Required Recruitment and Enrollment Plan

Principal Orr explained to the Board that she presented the recruitment and enrollment plan to the Board at the previous meeting. She noted there had not been any substantial changes to the plan and that she added the table with the schools to define their community.

She welcomed any questions from the Board. Member Hermann stated that she was in awe of how much work Principal Orr had put into the plan and that it was comprehensive and thanked her for a job well done. Member Cherry stated that she wanted to add verbiage on the plan under the 'challenges' section to include how they were open part-time during the pandemic while Washoe County School District was fulltime.COVID related challenges to the recruitment and enrollment plan such as only being able to be open part-time while the Washoe County School District was on a fulltime schedule.

Member Winquest moved to approve the recruitment and enrollment plan as presented also to include the information requested by Member Cherry. Member Kramer seconded the motion, and the Board voted unanimously to approve.

g. Discussion and Possible Action Regarding the Charter Renewal Application

Mr. Bringhurst referred the Board to page 76 of the support materials. He explained that the application was to ask the State Public Charter School Authority to renew their charter for an additional period of time. The application explains what the school is doing and has been doing to have the success they have had and what they will do in the future in order to continue the success. He added that the board approved recruitment and enrollment plan was also included in

Attachment M - Board Agenda & Meeting Minutes

the application. He asked if the Board had any questions regarding the application, any of the subparts, or attachments. The Board had no further questions.

Member Winquest moved to approve the charter renewal application. Member Hermann seconded the motion, and the Board voted unanimously to approve.

h. Update from Tri-Strategies

Member Lerud stated that she talked to Mr. Eddie Ableser with Tri-Strategies and explained that he had no update but would be giving a full presentation to the Board during the November meeting once there were pre-filed bills available.

j. Update on Fundraising on Upcoming Events from DANN Foundation Board

Member Cherry gave the Board an update regarding Drinks and Dragons that was scheduled for November 4th. She added that they were in the early process of viewing land for sale on the side of the school to acquire more field space. The Gala was also set for March 4th and that there was an open spot in the foundation board.

i. Facility Update

Mr. Gary McClain gave the Board an update regarding the facilities

j. Update on Fundraising on Upcoming Events from DANN Foundation Board

Member Cherry gave the Board an update regarding their upcoming fundraisers, which included the Drinks and Dragons fundraiser on November 4th and the Gala set for March 14th.

4. Announcements & Notifications

Mr. Bringhurst encouraged the Board if they were ever in Las Vegas to stop by the Academica office.

5. Member Comment

Member Lucey thanked Mr. Howell for attending the meeting.

6. Public Comment

There was no public comment.

7. Adjourn Meeting

Member Lerud adjourned the meeting at 9:39 p.m.

Approved on:

**Secretary of the Board of Directors
Doral Academy of Northern Nevada**

DRAFT