

# STATE PUBLIC CHARTER SCHOOL AUTHORITY



## 2021 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

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

For the: **Eagle Charter Schools of Nevada**

Date Submitted: January 5<sup>th</sup>, 2022

Current Charter Contract Start Date: July 1<sup>st</sup>, 2022

Charter Contract Expiration Date: June 30<sup>th</sup>, 2028

Key Contact: Jai Mallory

Key Contact title: Governing Board Member

Key Contact email and phone: JMallory@eagleacademypcs.org; 301-503-5152

Date of School Board approval of this application: December 30<sup>th</sup>, 2021

### Deadlines

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

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

*Red text indicates updates or points of emphasis.*

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<sup>1</sup> Notice or Letter of Intent

This Request For Amendment (RFA) is submitted to request a contract amendment regarding the following (identify which RFA changes you are requesting approval for):

1.  [Add Distance Education](#)
2.  [Add Dual-Credit Program](#)
3.  [Change Mission and/or Vision](#)
4.  [Eliminate a Grade Level or Other Educational Services](#)
5.  [EMOs: Entering, Amending, Renewing, Terminating Charter Contract with an EMO](#)
6.  [Enrollment: Expand Enrollment in \*\*Existing\*\* Grade Level\(s\) and Facilities](#)
7.  [Enrollment: Expand Enrollment in \*\*New\*\* Grade Levels](#)
8.  [Facilities: Acquire or Construct a New or Additional Facility that will not affect approved enrollment](#)
9.  [Facilities: Occupy New or Additional Facility](#)
10.  [Facilities: Occupy a Temporary Facility](#)
11.  [Facilities: Relocate or Consolidate Campuses](#)
12.  [RFA: Transportation](#)
13.  [Change of Incorporation Status](#)
14.  [Other changes](#) Requesting Deferral to 2023 opening; reducing approved enrollment

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## Introduction

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

The SPCSA are now adding a new, brief, simple guidance section to this application. This next section is designed to provide guidance and processing steps to schools for applying for one of the following four most frequently requested RFA applications.

If you're seeking RFAs in one of the following four (4) areas, the following guidance may help you prepare and process your application faster

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

## Most Frequent Requests For Amendments (RFAs)

The following are four most frequently requested amendments to charters/contracts:

1. Dual credit RFA applications
2. Distant education RFA applications
3. Enrollment additions or contractions and grade expansions or contractions
4. Facilities acquisitions or leases

Below are the processing requirements.

For the following:

1. Dual credit RFA applications
2. Distant education RFA applications
3. Enrollment additions or contractions and grade expansions or contractions (Financial Plans required)

Complete the following check marked items from the below application requirements. You do not need to respond to the unchecked areas.

**Sections Required (short form only for the above four RFA requests):**

- Executive Summary
- Meeting The Need
  - Expansions to new grade levels or new campuses must complete the Meeting the Need section.
- Academic Plan (required if expanding to new grades that are currently not being offered)
- Financial Plan
  1. For enrollment RFAs, complete the tab labeled “General” in the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the RFA.
  2. For facility related RFAs, complete the tab labeled “**Facilities**” in the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the facility RFA.
  3. This file is not required for Dual Credit or Distance Education RFAs assuming costs are nominal. The applicant is responsible for confirming this in the narrative should this be the case.
- Operations Plan
- RFA Specific Sections (as applicable for your RFA, as opposed to General Sections)

**Section I: Standard RFA Requirements**

## **A) EXECUTIVE SUMMARY**

*Required for all submissions. 4 Pages or less per RFA*

Eagle Charter Schools of Nevada (Eagle Nevada) is a conditionally approved charter school that is committed to providing high-quality educational choice to underserved students in Clark County. Our mission, vision, governance structure, and academic model remain unchanged. While identifying a suitable facility was challenging, fortunately, we've identified an option in an approved zip code that will allow us to open at scale and in a permanent location. Given the lead time on permits and construction, this campus will need to be opened in August of 2023. That is the driving factor behind the three requests in this RFA:

- 1) Approval of our specific location
- 2) Reduction of year 1 enrollment from 648 to 540; this is aligned with the enrollment capacity within this facility.
- 3) Opening deferral from August of 2022 to August of 2023 to allow for facility renovations, including permitting and construction.

Provide a brief overview of your school, including:

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

Eagle Nevada is a newly authorized (January 2021) charter and has not yet begun serving students. We have identified a suitable, permanent location at 1580 Bledsoe Lane, Las Vegas NV 89110; this RFA is offered to request approval of this location, a reduction in enrollment to suit this building's initial capacity, and an opening deferral to support the renovations required.

Our Governing Board members have collective experience in managing finance at a large corporate bank, accounting, charter school operations as a business manager, serving as athletic director, public school administration, corporate marketing, teaching (ELL), teaching (Special Education), law enforcement, as an active PTO member, and as a CCSD parent.

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

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

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

Mary Scott has over a decade of experience in accounting and twenty years of experience as an Assistant Principal; sixteen years of which have been in Clark County. This most recent experience alone has provided her with the tools and ability to successfully implement school design in the areas of leadership, governance, curriculum, instruction, assessment, family engagement, success with at risk students, and performance management.

Tyrone Henderson is currently an Assistant Vice President at Bank of America. He has over twenty years of experience as a leader, coach, mentor, administrator, and educator (10 years with CCSD). He has also run his own business, served in the Army National Guard, and has graduate experience in Training and Development and in Organizational Leadership.

Joe Smith (founder of Eagle Academy and CEO of our proposed CMO – Eagle Charter Schools) and Jai Mallory, (incoming COO and current Director of Business Management of Eagle Academy), are key members of the team that is positioned to expand the Eagle model to Clark County. For 18 years, Eagle Academy has consistently been ranked among the highest performing charter schools in Washington D.C., while serving a student population that is 100%

low income and at a campus that is surrounded by some of the lowest performing traditional public schools in the District.

## 2. Statement and overview of the mission and vision

### Mission

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

### Vision

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

## 3. Specific statement of the request

"The Board of the above named charter school, operating under a current contract with a start date of July 1<sup>st</sup>, 2022 and a six-year expiration date of June 30<sup>th</sup>, 2028 requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following (check all that apply):

7. Facilities: Occupy additional sites

10. Other (specify): Defer opening for one year; reduce enrollment to align with identified facility capacity  
(See full list above of RFA amendment types)

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

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

Our identified facility is driving these changes. We are requesting specific approval of the campus location, a reduction in enrollment to align with initial facility capacity, and a one year opening deferral to allow for permitting and construction of our permanent campus location.

## 5. Description of proposed target model and target communities

Our target model and target community are unchanged from our authorized application. Our commitment is absolute; we will serve a community with a high number of students who attend one- and two-star schools. By incorporating personalized and differentiated instruction inclusive of a robust MTSS program, a commitment to SEL, intentional data informed instruction, 1:1 technology, sufficient staffing, and parent involvement, our entire model works in concert to support students with special needs, ELL students, low-income students, and students that are academically at risk.

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

Our expected outcomes are unchanged from our authorized application. The success of Eagle Nevada will be measured via a variety of goals, including goals for academic success, Social-Emotional Learning, and parent involvement. Our academic goals recognize that incoming students may be several years behind grade level. Our two primary academic goals are met when students either close this achievement gap by demonstrating 1.5+ years of growth annually or by demonstrating grade level proficiency and out-performing the comparative District schools by 20%. Our academic goals are purposefully analyzed and evaluated by subgroup so that students from traditionally underserved subgroups (low income, Special Education, ELL, minority, and academically at risk) are specifically monitored and supported. Our commitment to developing the whole child is reinforced by including SEL goals with our academic goals. Student attendance and reduced discipline incidents will be the metrics we use to gauge the

effectiveness of our SEL program. Eagle knows that involved, informed, and engaged parents are hugely beneficial to the growth and development of our students. Parent involvement and engagement is measured as a reflection of our success as a campus.

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

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

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

Eagle utilizes restorative, logical consequences and Positive Behavior Interventions and Supports (PBIS). As supported by the discipline data at Eagle Academy, most behavior “problems” can be mitigated by being positive and proactive. Our PRIDE room replaces a “reflection” corner or even an in-school suspension punishment used by many other schools. Our commitment to educating the whole child, including their social emotional growth, is the foundation for reducing the number of significant discipline issues. If students are not successful with the supports we have in place, then the Student Success Team (SST) will evaluate the student’s needs and likely implement a formal behavior plan. This plan can be implemented for students with special needs, ELL students, students with a 504, or students who do not qualify as at-risk. Behavior Plans will be reviewed regularly during the monthly data meetings and will be incorporated into the student’s SEL goals. Discipline data will be reviewed, analyzed, and reported on with the same regularity as academic data. Data by student sub-groups will be evaluated and data will be tracked within individual student records and in our Student Information System.

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

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

All plans and strategies summarized below are unchanged from our authorized charter application.

#### **Marketing and engagement strategies**

A primary marketing tool used by Eagle is our Street Team. School representatives go door to door in the neighborhood to inform families about the school. We will continuously post fliers in our immediate neighborhood and will send postcards each September to families within a 1-mile radius. Our lottery also gives preference to students who are assigned to 1- or 2-star District schools.

Beyond continuing our neighborhood and community engagement efforts in year 0, we will have additional strategies to involve parents after student enrollment and post opening. Examples include: 1 on 1 home visits, Assisting parents in establishing their Parent Teacher Organization (PTO), Regular “open door” informal meetings with the principal, Parent surveys, Parent focus groups (projected topics include curriculum, communication, and reinforcing common behaviors and expectations both at school and at home), Student surveys, Open House, Meet the teacher, Parent teacher conferences, Individual student data meetings (monthly), Class Dojo (daily feedback), Regular newsletters, Parent programs (job fair, resume writing, etc. based on interest and need), and other typical outreach efforts.



## **Closing proficiency gaps**

Per the key components outlined in #7, our entire model works in concert to support students with special needs, ELL students, low-income students, and students that are academically at risk. Three primary systems are expanded upon below.

### **RTI/MTSS**

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

### **Data meetings**

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

### **Professional Development (PD)**

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

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

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

Eagle Nevada is building on the foundation of the 18 years of success of Eagle Academy in Washington, DC. During the 2018-19 school year, both Eagle Academy campuses implemented a robust MTSS program, and each campus increased their performance rating to "Tier 1" – which is the highest charter school rating assigned by the authorizing body in Washington D.C. (Public Charter School Board). Eagle Academy has combined student body that is 100% low income, 98.6% African- American, and serves 70 to 100 homeless students each year. These performance ratings are compared against all charter schools in the District, some of which are located in the most affluent, highest performing areas of DC.

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

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

## ***NOTES***

1. **For all remaining General Requirements Sections:** Complete and submit all RFAs by answering remaining General Requirements Section questions.
2. **Indicate “No change” for any below requested response that has not changed from your charter school contract.**
3. **Indicate “N/A” for any below requested response in this General Requirements Section that is not applicable to your request. Applicants do not need to respond “N/A” to any Specific Requirements RFA section for which they are not applying.**
4. ***If your school is seeking an amendment outside of the Fall or Spring Amendment Cycle, please include at the front of the application:***
  - a. *Letter from the Board chair requesting Good Cause Exemption;*
  - b. *Agenda for the Board Meeting where Board voted to request the Good Cause Exemption; and*
  - c. *The draft or approved minutes for the Board Meeting where the Board voted to request the Good Cause Exemption.*
5. **To expand any closed section(s) below, put your cursor on the left side of a heading below and click the triangle (▲) left of that heading.**

## **B) MEETING THE NEED**

### **TARGETED PLAN**

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

**No change from our authorized application and approved RFA to add zip code 89110.**

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

**No change from our authorized application and approved RFA to add zip code 89110.**

### **GROWTH RATE AND RATIONALE**

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

**No change from our authorized application.**

- a. Provide a rationale for the proposed six-year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well-positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion.
- (2) Specifically identify the key risks associated with this growth plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them.

Examples may include:

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

**While there is no change in the key risks identified in our authorized application, one of our identified key risks is the primary reason for this RFA.** Securing a permanent, appropriate facility in Clark County can be a time-consuming process. Suitable properties are becoming increasingly scarce, and the current construction environment leads to long lead times on reviews, approvals, permits, and materials. Eagle is thrilled to have identified a suitable location, developer, and fiscal solution to open with a permanent location instead of in temporary space. However, the approval of the special use permit, development of plans, and renovation timelines are the foundation for our request for a deferral to opening in August, 2023.

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

**This is not applicable as this is Eagle Nevada's first campus.**

## **PARENT AND COMMUNITY INVOLVEMENT**

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

**No change from our authorized application.**

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

**No change from our authorized application.** (Eagle Nevada has added an additional 100+ parent interest forms through continued outreach efforts.)

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

**No change from our authorized application.**

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

**As reflected in Attachment 4, Eagle Nevada has secured recent, additional letters of support and partnership with Moonwater Capital, the Tesla Owner's Club of Las Vegas, Rock 'n' Behavior and Omega Psi Phi.**

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

**No change from our authorized application.**

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

**No change from our authorized application.**

## C) ACADEMIC PLAN

**No change to the Academic Plan.**

### **MISSION & VISION**

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

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

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

### **CURRICULUM & INSTRUCTIONAL DESIGN**

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

#### (1) Historical Performance

- (a) **Performance Data:** schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.
  - (i) A school is welcome to provide any additional historical academic performance metrics that fall outside of the operator's contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning's STAR, etc.). If provided, describe student performance on these metrics.
  - (ii) *Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.*
- (b) **Interventions:** Please explain any past performance that has not met the organization's expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

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

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

#### (3) Performance Management

- a) **Measuring Progress:** Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole.
  - a. What performance management systems, processes, and benchmarks will the school use to formally assess this progress?

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

## **SCHOOL STRUCTURE: CALENDAR AND SCHEDULE**

- a) Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.
- b) Describe the structure of the school day and week for both the proposed new grades and for existing grades. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.
- c) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

## **DISTANCE EDUCATION**

(Distance Education Expansion Amendments)

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

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

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

## **PRE-KINDERGARTEN PROGRAMS**

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

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

- (1) Identify whether the school plans to offer pre-kindergarten in the first year of operation at the new campus or in any subsequent year of the charter term.
- (2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.

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

## **HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS**

*(New High School Amendments Only)*

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

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

## **SPECIAL POPULATIONS**

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

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

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

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

## **Special Education**

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



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

## Staffing

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

- (1) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?
- (2) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.
- (3) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?
- (4) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?
- (5) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

**There is no change to the Academic Plan from our authorized application.**

## **D) FINANCIAL PLAN**

**This section must be completed for all applications.**

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

**There is no change from our authorized application.**

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

**A complete Financial Plan has been submitted as Attachment 7.**

- (3) **Attachment 5.** Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
  - (a) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of **Attachment 6**. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
  - (b) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
  - (c) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
  - (d) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
  - (e) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

**Our budget narrative has been submitted as Attachment 5.** Per conversations with the SPCSA staff, our budget is being submitted as the complete "Financial Plan workbook."

- (4) Submit a completed financial plan for the proposed school as an **Attachment 7** (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

**Attachment 7 has been included.**

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

**This is not applicable as this will be Eagle Nevada's first charter campus.** Attachment 7 contains comprehensive budget figures for our campus.

- (6) Provide, as an **Attachment** \_\_\_\_, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as

well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.

**This is not applicable as our CMO is newly formed (no change).**

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

**This is not applicable as both Eagle Nevada and our CMO are newly formed.**

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

**No change from the authorized application.**

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

**No change from the authorized application.**

## E) OPERATIONS PLAN

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

1. Historical performance

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

**No change from the authorized application.**

2. Organization governance structure & board development:

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

**No change from the authorized application.**

3. Organization charts and decision-making authority:

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

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

**No change from the authorized application.**

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

- a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an **Attachment** \_\_\_)
- b) Resumes of all current leadership (provide as an **Attachment 16**).
- c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment** \_\_\_)

**No change from the authorized application.** As indicated in our application, one out-of-state Founding Team member would be replaced with a local member. In concert with prior discussion with the SPCSA, Tyrone Henderson has been added to the Governing Board. Tyrone Henderson’s resume, his Board Member Information Form, and the Board meeting minutes approving his appointment have been included as Attachment 16.

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

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

**No change from the authorized application.**

6. Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as an **Attachment** \_\_\_).

**No change from the authorized application.**

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

**No change from the authorized application.**

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

**No change from the authorized application.**

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

**No change from the authorized application.**

## LEADERSHIP FOR EXPANSION

**No change to “Leadership for Expansion.”**

- a) Describe the operator’s current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.
- b) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as an **Attachment** \_\_\_). Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
- c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment** \_\_\_) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2022-23 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates

identified to defer opening new campuses until the 2023-2024 school year and to add additional criteria to the pre-opening requirements for such campuses.

**No change from the authorized application (a-c).**

**STAFFING**

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

**The “RFA Staffing & Enrollment Worksheets Excel file” was not available.** The SPCSA staff approved our proposal to complete the budget, facility, and staffing portions of the “Financial Planning Workbook” as an appropriate substitute. The staffing portion of this workbook has been included as Attachment 8.

**Sample Excerpt—Complete using Excel file**

Year	2022-23	20023-24	2024-25	2025-26	2026-27	2027-28
<b>Management Organization Positions</b>						
<i>Complete this form using the Excel file</i>						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						

**There has been no change to the projected Management Organization positions from the authorized application.**

**HUMAN CAPITAL STRATEGY**

**No change to “Human Capital Strategy.”**

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

- a) **Recruitment:** Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.
- b) **Leadership Pipeline: Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:**
  - 1) How the school plans to identify leadership internally and externally;
  - 2) Who will be responsible for hiring leaders;
  - 3) Formal and informal systems that will prepare leaders for their responsibilities;
  - 4) The school’s philosophy regarding internal promotions;

- 5) The timing for identifying leaders in relation to the launch of a new campus; and,
- 6) Internal or external leadership training programs.
- c) **Professional Development:** Identify the school’s plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.
- d) **Performance Evaluations and Retention:** Identify the school’s approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?
- e) **Compensation:** Explain the board’s compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.

**No change from the authorized application (a-e).**

**SCALE STRATEGY**

**No change to “Scale Strategy.”**

- a) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.
- b) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.
- c) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.
- d) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.
- e) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in **Attachment \_\_\_**. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.
- f) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Function	Mgt Org Decision-Making	Network Leader Decision-Making	Board Decision-Making	Campus Leader Decision-Making
Performance Goals				
Curriculum				
Professional Development				

Data Mgt & Interim Assessments				
Promotion Criteria				
Culture				
Budgeting, Finance, and Accounting				
Student Recruitment				
School Staff Recruitment & Hiring				
HR Services (payroll, benefits, etc.)				
Development/ Fundraising				
Community Relations				
IT				
Facilities Mgt				
Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

**No change from the authorized application (a-f).**

## **STUDENT RECRUITMENT AND ENROLLMENT**

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

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

**No change from the authorized application.**



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

**No change from the authorized application.**

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

**No change from the authorized application.**

- d. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

**Deferral allows our year 1 enrollment calendar to align with subsequent years.** As reflected in our authorized application, Eagle anticipates holding open registration from 10/1 – 11/15 annually, and the lottery will be held within two weeks of the end of open registration.

- e. What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

**Our only change from our authorized application is that we need to reduce initial enrollment by four sections (108 students) based on the initial capacity of our identified facility.** We project 20 sections of 27 students (year 1 enrollment: 540). Re-enrollment (75%), responsibility (principal with support), and rationale (CCSD transiency rate is 25.4%) are unchanged from the authorized application.

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

**No change from the authorized application.**

- g. Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

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

**No change from the authorized application.**

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

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

**Proposed 2023-24**

Grade Level	Number of Students				
	2023-24	2024-25	2025-26	2026-27	2027-28
K	108	108	108	108	108
1	108	108	108	108	108
2	81	81	108	108	108
3	81	81	81	81	81
4	81	20	81	81	81
5	35	20	10	39	20
6		13	10	10	10
7			10	10	10
8				10	10
Total	494	431	516	555	536

Minimum enrollment that results in break-even budget with no changes to staff. Assumes prior year enrollment was as projected.

- Year 1: 494
- Year 2: 431
- Year 3: 516
- Year 4: 555
- Year 5: 536

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

Grade Level	Number of Students				
	2023-24	2024-25	2025-26	2026-27	2027-28
K	108	108	108	108	108
1	108	108	108	108	108
2	81	108	108	108	108
3	81	81	108	108	108
4	81	81	81	108	108
5	81	81	81	81	108
6		81	81	81	81
7			81	81	81
8				81	81
Total	540	648	756	864	891

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

Grade Level	Number of Students				
	2023-24	2024-25	2025-26	2026-27	2027-28
K	119	119	119	119	119
1	119	119	119	119	119
2	89	119	119	119	119
3	89	89	119	119	119
4	89	89	89	119	119
5	89	89	89	89	119
6		88	89	89	89
7			88	89	89
8				89	89
	594	712	831	950	980

- Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.
- Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.
- Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

**No change from the authorized application (a-c).**

## BOARD GOVERNANCE

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

- Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.

**No change from the authorized application.**

- Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

**No change from the authorized application.**

- Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment**     ). Please note that at least 75% of new board members for SY 2021-2022 must be identified at the time of the submission of the expansion request.

**No change from the authorized application.** Henderson’s Board member Information form has been provided for convenience in Attachment 16.

- d. Provide, as part of **Attachment 16**, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.

**Henderson's Board member Information form has been provided in Attachment 16.**

- e. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?

**No change from the authorized application.**

- f. Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.

**No change from the authorized application.**

- g. Describe the board's history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?

**No change from the authorized application.** Per the charter conditions, Henderson has already replaced Fleege on the Board and Mallory is expected to transition off of the Governing Board in January, 2022.

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

**No change from the authorized application.** Per the charter conditions, the Board has already begun governance training. In August 2021, the Governing Board participated in a personalized multi-evening training hosted by Don Soifer of Nevada Action for School Options. This (or comparable) training will occur at least annually; the initial training focused on the Nevada School Performance Framework, open meeting laws, charter school law, effective governance, and effective communication, oversight and management of the Management Company. The Governing Board will use a third-party trainer to onboard new Board Members and is committed to performing a self-evaluation annually as one of the approved charter goals.

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

**No change from the authorized application.**

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

**No change from the authorized application.**

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

**No change from the authorized application.**

1. What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

**No change from the authorized application.**

Goal	Purpose	Outcome Measure

**INCUBATION YEAR DEVELOPMENT**

- m. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2021-2022) to ensure that the school is ready for a successful launch in fall 2022. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment 9**.

**Attachment 9 has been included.** This is an update to Attachment 14 from the authorized Application with dates that reflect opening in August 2023.

- n. Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.

**No change from the authorized application.**

- o. Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

**No change from the authorized application.**

**SCHOOL MANAGEMENT CONTRACTS**

**No change to “School Management Contracts.”**

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

- p. How and why was the EMO or CMO selected?

- q. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- r. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- s. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- t. Please provide the following in **Attachment \_\_\_** :
1. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
  2. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;
  3. As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
  4. Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
  5. Provide a brief overview of the EMO/CMO's history.
  6. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shortened or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
  7. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
  8. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all

performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

**No change from the authorized application (p-t8).**

## SERVICES

**No change to “Services.”**

9. Provide **Attachment** \_\_\_ describing how the school leadership team will support operational execution.
10. Provide narrative or evidence illustrating the staffing model, performance metrics, and the school’s plan for supporting all operational needs of the school, including but not limited to those listed below.
11. In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.
  - i. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
  - ii. Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
  - iii. Facilities maintenance (including janitorial and landscape maintenance)
  - iv. Safety and security (include any plans for onsite security personnel)
  - v. Other services
12. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.
13. Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.
14. Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.
15. Provide, as an Attachment \_\_\_, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

**No change from authorized application (9-15).** Marginal budget adjustments have been made to items in number 11 to capture refined information on facility costs and enrollment. These figures are updated in the budget and budget narrative as appropriate.

## ONGOING OPERATIONS

**No change to “ongoing operations.”**

16. SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school’s Emergency Management Plan required by the State of Nevada. Include the types

of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?

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

**No change from the authorized application (16-17).**



## Section II: SPECIFIC RFA SECTIONS

### RFA: Academic Amendments

No change to entire “Specific RFA sections.”

#### 1. RFA: Add Distance Education

- a. Executive Summary
  - i. An overview of the mission and vision for the expanded school or network, noting any revisions to the approved mission and vision for the school relating to the addition of a distance education program.
  - ii. A list of the current school campuses
  - iii. Proposed model and target communities by zip code
  - iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.
  - v. The key components of your educational model and how the distance education program aligns with the educational model.
  - vi. Key supporters, partners, or resources that will contribute to the distance education program
- b. Targeted Plan
  - i. Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.
  - ii. Explain how your distance education model, and the commitment to serve the population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.
- c. Distance Education Requirements
  - i. Describe the system of course credits that the school will use.
  - ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.
  - iii. Describe how the school will ensure students participate in assessments and submit coursework.
  - iv. Describe how the school will conduct parent-teacher conferences.
  - v. Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.
- d. Special Education
  - i. For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum.
  - ii. What systems will you put in place to ensure that staff members are knowledgeable about all legal distance education requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?
- e. Scale Strategy
  - i. Describe the steps that you will take to scale your model to new sections, including the people involved and the resources contributed both by the founding campus and the new distance education program.
  - ii. If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.
- f. Student Recruitment and Enrollment
  - i. Explain the plan for student recruitment and marketing for the new distance education program that will provide equal access to interested students and families, including how the school will comply

with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

- ii. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting distance education applications and how long the window will last prior to conducting a lottery.
- iii. What distance education enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination?

g. Services

- i. Provide a description of how the school leadership team will support the distance education operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.
- ii. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

h. Financial

Describe the costs associated with the inclusion of the Distance Education program including technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

## 2.RFA: Add Dual-Credit Program

Charter schools which would like to provide a program where a student may earn college credit for courses taken in high school must request this amendment by responding to the general sections of this RFA and the following specific program questions.

- a. Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.
- b. Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.
- c. Discuss the scope of the services and resources that will be provided by the college or university.
- d. Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.
- e. Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.
- f. Identify any employees of the college or university who will serve on the governing body of the charter school.

Provide as an **Attachment** \_\_\_\_, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

## 3.RFA: Change Mission and/or Vision

For an RFA to accomplish this objective:

- a. Complete and submit your RFA with the General application sections above completed.
- b. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- c. Indicate “N/A” for any below requested response that is not applicable to your request.

#### **4. RFA: Eliminate a grade level or other educational services**

For an RFA to accomplish this objective, pursuant to NAC 388A.325:

- a) Complete and submit your RFA with the General Requirements sections above completed.
- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

#### **5. RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO**

##### **a) School Management Contracts**

1. RFAs for “entering into, amending, renewing or terminating a contract with an educational management organization” are processed pursuant to NAC 388A.575
2. Contracts with EMOs are regulated in part pursuant to NAC 388A.580.
3. Limitations on the provision of teachers and other personnel by EMOs is regulated pursuant to NAC 388A.585.
4. Please provide the EMO’s Tax Identification Number (EIN), Organizational Location Address, and Organizational Mailing Address.
5. How and why was the EMO selected?
6. If this amendment would result in the approval of an EMO other than that approved in the initial charter application, please explain in detail the rationale for the change.
7. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
8. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls (including any compensatory controls) that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
9. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any other current or prospective vendor or contractor (including the landlord), prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
10. Provide a brief overview of the organization's history.
11. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
12. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current

leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

13. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

#### **b) Financial Plan**

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
2. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.).
3. Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.
4. Describe the campus', school's, and any management organization's distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.
5. Submit a completed financial plan for the proposed school as an **Attachment**\_\_\_ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
6. Submit, as an **Attachment**\_\_\_, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
7. Provide, as an **Attachment**\_\_\_, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the

affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.

8. Complete the audit data worksheet in **Attachment** \_\_\_\_. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state’s charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment** \_\_\_\_.

### **Attachments Necessary for EMO Amendment**

- 1) A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
- 2) Agenda for Board Meeting Where Board Voted to Request an Amendment to Contract with an Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 3) Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Contract Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 4) Final Term Sheet
- 5) Final, negotiated and executed contract between charter school and educational management organization which complies with NRS 388A, NAC 388A and all other applicable laws and regulations.
- 6) A term sheet signed by the Chief Executive Officer of the Service Provider setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- 7) Crosswalk of academic, organizational, and financial framework deliverables under the charter contract which will be delegated to or supported in whole or in part by the Educational Management Organization.
- 8) Documentation of Service Provider’s non-profit or for-profit status
- 9) Documentation of Service Provider’s authorization to do business in Nevada (e.g. current business license)
- 10) Budget Narrative
- 11) School Budget
- 12) Network Budget
- 13) Historical Audits
- 14) Audit Data Worksheet
  - (a) Academic Performance Worksheet
  - (b) Good Cause Exemption Letter
  - (c) A final crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school’s mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board’s primary evaluative tool for the education management organization.

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

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

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

- b. Please provide academic performance data broken down by subgroups. What is the school’s assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
- c. Please provide an overview of discipline data, broken down by subgroup. What is the school’s assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

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

Year						
Enrollment						

What is your projected enrollment for the years for which you are requesting an expansion?

Year						
Enrollment						

### 7. RFA: Enrollment: Expand Enrollment in New Grade Level(s)

For an RFA to accomplish this objective:

- a) Complete and submit your RFA with the General application sections above completed.
- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

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

The expansion request is evaluated based on the strength of the plan in each of those domains, while applicants are evaluated based on their capacity to execute the program they’ve proposed both based on the coherence, thoroughness, and thoughtfulness of each element of the application and on the data gathered during both the (discretionary) capacity interview process and background research and due diligence on both proposed members of the expanded governing board and proposed staff members. Successful requests will share many of the same characteristics.

This amendment request form pre-supposes that the school plans to utilize the existing facility.

If the current facility requires no construction or renovation to accommodate the addition of these new grades, then provide a brief narrative at each attachment attesting to that fact. Each attestation must be signed by the chair of the governing body and the school leader, must be notarized, and must be remediated to be accessible pursuant to Section 508 of the Rehabilitation Act.

If the existing campus or campus(es) requires any construction or renovation after the date of submission of this request and prior to the commencement of instruction, then answer the applicable specific facility related section questions.

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).
- b. Please provide academic performance data broken down by subgroups. What is the school’s assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
- c. Please provide an overview of discipline data, broken down by subgroup. What is the school’s assessment of its current work in preventing disproportionate discipline practices? How will the school work to

prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

## **8. RFA: Lottery: Change(s) in Charter Lottery Policy**

The SPCSA considers changes to the admission process for sponsored schools to be a material amendment to their charter contract. Charter schools/networks seeking to make changes to their current lottery policy should provide complete descriptions and supporting documentation to the specific information requests below including a revised student enrollment schedule for the remainder of the school contract showing (a) the current enrollment plan, (b) the enrollment plan to be used should the proposed changes be approved and (c) the differences between the two plans.

Please provide the current lottery policy for your charter school/network.

Provide a draft of your proposed lottery policy for your charter school/network, and include a thorough explanation/rationale for any adjustments to lottery priorities and/or weights. Proposed policies must demonstrate alignment to [NRS 388A.456](#) and/or [RI31-16](#). If your school/network is proposing a weighted lottery, please be sure to provide a thorough explanation for the proposed weighting system.

Provide a plan and timeline for communicating the proposed lottery changes to your charter school/network community. How will the charter/network ensure that prospective families are aware of these changes?

Attach a revised student enrollment form to be used under the proposed policy<sup>3</sup>.

**No change from authorized application for any components within: “RFA: Academic Amendments” (1-8).**

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<sup>3</sup> Note: if the charter/network is proposing a weighted lottery, additional information asked of students and families should be clearly labeled as optional.

## Facility RFAs

### General Facility RFA requirements

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

**As outlined in the authorized application, Joe Smith (CEO of our CMO) and Jai Mallory (Board Member and incoming COO) have extensive experience in facility acquisition and management.** Reflecting on their expertise to include lessons learned, they summarized four of the most impactful best practices learned from a substantial renovation that delayed the transition to a new campus by one year.

- RFPs may not always be awarded to the lowest bidder. A strong track record of success with similar construction projects is a key consideration to consider alongside pricing.
  - Proactivity across the board is critical. Weekly construction meetings and updates are essential.
  - Materials are currently in high demand. Require that the construction partner demonstrates access to multiple sources of material. Also, require that their schedule includes projected dates for material orders, delivery, etc.
  - Request a list of potential sub-contractors on the front end; ensure your GC has a "deep bench" should issues arise. Check the qualifications of the sub-contractors too.
2. Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.

**No change from the authorized application.** This continues to be the school itself.

3. **List names and roles of any financially interested parties and describe the interest relating to the current or proposed facility. This includes any existing or potential conflicts of interest or existing, direct or indirect, potential ownership interests with the current and/or proposed facility.**

Eagle Nevada and the Board of Directors have no conflicts of interest with the property or any of the parties involved.

Red Hook Capital Partners IV LLC, a Delaware limited liability company (potential landlord of Eagle Nevada) is in escrow to purchase 1580 Bledsoe Lane, Las Vegas NV 89110 with the intent of developing it into a school for Eagle Nevada. Neither Red Hook (including its owners and directors) nor the current Owner, Full Gospel Las Vegas Korean Church - Assembly of God- a Nevada non-profit corporation, have any relationship with Eagle Nevada or a potential conflict of interest. Upon approval of the lease, Red Hook would be compensated at an appropriate market rate for developing the property and for capital expenses; see Attachment 11.

Matthew Ward at Cresa, LLC is expected to represent Eagle Nevada upon execution of the lease.

Eagle Charter Schools (our CMO) has executed a non-binding LOI in order to secure the property but will not be the tenant or the lessee. ECS will have a management agreement with Eagle Nevada, but this agreement does not include ownership considerations for real property. None of the directors of ECS (Joe Smith, Shanlon Wu, and Song Pak) have a conflict of interest with this property or with the parties above.



4. Show the fiscal impact of the proposed facility plan for the first three years after implementation of your plan using the SPCSA Financial Performance Ratings model (ask staff for a copy of your most recent version). Explain plans to address pro forma rating declines—if any—to at least the below areas from implementation of the plan.
- a) Current Ratio
  - b) Unrestricted Days Cash on Hand
  - c) Cash flow
  - d) Debt to Asset Ratio
  - e) Debt Service Coverage Ratio

Eagle NV's only projected debt is to amortize 540 student Chromebooks (\$162,000; \$37,418/yr for 5 years assuming 5%). Even this sole long-term liability is expected to be unnecessary upon final confirmation of CSP grant funds. Nonetheless, this figure has been included in the Financial Performance ratings tab provided by SPCSA staff and included in our Financial Plan template Excel file.

- a) With a negligible debt amount; Eagle NV's current ratio ranges from 6 toward infinity in the out years.
- b) During year 1; Days Cash on hand is projected to be 16.5 days; which aligns with a target reserve fund of 4%. From there, the days cash on hand continues to increase to 85, 139, 199....days as our annual target reserves increases to 6%, and then 7%, annually.
- c) Year one cash flow has been provided in Attachment 7c and is included in the Excel budget.
- d) All debt to asset projections meet standard. Even without considering bulk technology as an asset, cash alone projects a debt to asset ration of 67% in year 1; decreasing to less than 10% in year 2 and beyond.
- e) If Eagle NV looks to purchase a building; it will ensure that the debt service coverage ratio is greater than 1.1 annually.

5. **Question 5 is not applicable; Question 6 is.**

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

- a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility.
- b) A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.
- c) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.
- d) A copy of the floor plan of the facility, including the notation of all included campus facilities with a **table or statement describing the square footage** of these facilities AND an assurance **the school will submit final versions of this documentation** in compliance with **NAC 388A.315**. **Include in the RFA application the amount of conditioned square footage as well the total acreage of the campus including all property to be under the control or usable by the school. (Do not simply refer to architectural drawings which may include specific dimensions but not square footages of various spaces within the facility.)**
- e) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** \_\_\_\_.
- f) A copy of the Certificate of Occupancy at **Attachment** \_\_\_\_.
- g) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as an **Attachment** \_\_\_\_.
- h) **Documentation showing what, if any, governmental permits, waivers, modifications or variations may be required and a schedule showing approximate dates for those approvals to be considered.**
- i) If the landlord or owner is under contract to deliver the facilities ready for occupancy then indicate "N/A"...If the school is managing the tenant improvements, then provide documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315388A.315 as an **Attachment** \_\_\_\_.
- j) **A copy of the school's traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.**

6. If a proposed facility has **not** been identified or the proposed facility **requires any construction or renovation**

prior to the commencement of instruction, please provide:

- a) Either a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** \_\_\_ OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as an **Attachment 10**.

**Attachment 10 has been provided.**

- b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** \_\_\_ OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as an **Attachment 11**.

**Attachment 11 is a letter of intent containing the lease terms; the actual lease will be drafted upon approval of the RFA and Eagle Nevada will submit all required documentation for review and approval via the SPCSA as required.**

- c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** \_\_\_ OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance that the school will submit final documentation in compliance with NAC 388A.315 as an **Attachment 12**.

**Attachment 12 has been provided.** Eagle Nevada will submit final documentation in compliance with NAC 388A.315.

- d) Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** \_\_\_ OR, if a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment 13**.

**Attachment 13 has been provided.**

- e) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment 14**.

**Eagle Nevada has identified a target facility but is unable to enter into a lease and fully engage an architect and construction team without this approved RFA.** A general timeline has been included as Attachment 14; assuming approval of our deferral to a 2023 opening, a detailed construction project plan will be made available upon request.

- f) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment 14**.

**Eagle Nevada has identified a target facility but is unable to enter into a lease and fully engage an architect and construction team without this approved RFA.** A general timeline has been included as Attachment 14; assuming approval of our deferral to a 2023 opening, a detailed construction project plan will be made available upon request.

- g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315 as an **Attachment 15**.

**Attachment 15 has been provided.**

**7. The organization's plans/methods to finance these facilities, including:**

- a) Whether the school is seeking:

- i)  Loan (CDFI or other),  
(1)  For Construction financing,  
(2)  For Permanent financing,  
(3)  Refinancing

- ii)  Bond Financing,  
(1)  For Construction financing,  
(2)  For Permanent financing,  
(3)  Refinancing  
(4)  Tax-exempt  
(5)  Rated  
(6)  Privately placed

**As reflected in Attachment 11; financing for this building will be built into the lease.**

- b) Identification and description of bond instrument terms, including planned face amount, years/term to maturity, coupon rate.

**Not applicable.**

- c) Identification and description of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.

**Not applicable.**

- d) Comparison schedule/table showing for the first five years from issuance the current full lease rates and conditioned space square footage information compared to the post issuance conditioned space annual payment schedule and square footage with amortization table showing principal and interest payments and principal balance, as well as any balloon or graduated payment increases and refinancing. (A 3 year requirement described earlier in this document regards the SPCSA financial performance ratings model compared with this 5 year comparison of facility costs under current and proposed conditions).

**Not applicable.** All lease and projected operating costs are reflected in Attachment 7.

- e) Describe the required "breakeven" enrollment number of students for the project to be feasible, as well as the breakeven percentage of the planned enrollments (Breakeven Enrollment/ Planned Enrollment), (e.g., "Breakeven Enrollment to Planned Enrollment is 380/420, or 90%"). Additionally include the actual planned total classroom student capacity of the new facilities (e.g., "planned for 450 students at 20 square feet minimum classroom space per pupil").

**Attachment 7 outlines breakeven enrollment calculations for year 1.** The projected surplus can cover a reduction in 46 students (9%) ; a reduction in 120 students (20%) would require fewer staff members.

Per the above Section (Operations → Student recruitment and enrollment), the percentage of projected enrollment require to breakeven reduces drastically in year 2 and beyond. This is due to the weighted funds for certain student populations not being available in the first year of operation.

f) Will the financing/refinancing trigger any prepayment penalties?  Yes,  No.

i) If “Yes”, describe the amount.

No.

g) May any interested parties be entitled to receive any success fees, loans, real estate or other equity interests or other financial interest(s) or gain from this transaction?  Yes,  No. If so, please identify the parties and describe the interest(s).

Yes.

Upon execution of the lease, it is expected that the realtor (Matthew Ward at Cresa, LLC) will be compensated at a market rate for realtor services.

Red Hook Capital Partners IV LLC is expected to be compensated at an appropriate market rate for developing the property and for extending the capital required to purchase and renovate; see Attachment 11. Their compensation will be realized via the lease rate and, potentially, if Eagle Nevada exercises its right to purchase in the future.

h) Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.

**Please see Attachment 11.**

i) Identify and describe recurring costs which will now be directly borne by the applicant which may currently be part of the applicant’s facility costs, such as utility and Common Area Maintenance costs and/or reserve expenses.

**The Financial Plan is included as Attachment 7.** The second page of 7g outlines typical and projected operating costs for the facility; the first page of 7g outlines projected lease costs.

j) Information (e.g., broker offering statements, web pages) on at least two comparable facilities considered/reviewed including location, acreage, square footage, cost/lease rates or purchase price of those facilities.

1) 2605 S. Eastern Ave Las Vegas, NV 89169

105,000 sf

8.0 acres

\$25/sf lease rate (price now listed at \$15.5 million)

3% escalator

<https://www.loopnet.com/Listing/2605-S-Eastern-Ave-Las-Vegas-NV/24111396/>

2) 4101 E. Charleston Avenue Las Vegas, NV 89104

148,000 sf

12.2 acres

\$8,800,000 purchase price + complete interior remodel (estimated at \$120/sf)

<https://www.loopnet.com/Listing/4101-E-Charleston-Blvd-Las-Vegas-NV/18071065/>

k) Financing and financing assumptions. If leases will be used, show the year over year lease rates and lease escalator percentage rate(s) on unabated as well as abated rents, if applicable.

**Please see Attachment 11; this is also captured on Attachment 7g.**

l) Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to NRS 388A.565.

**Please see Attachment 7g; this is also captured on Attachment 7a in the overall budget summary.**

7. (Please note the template contained two Question #7's)

**Question 7 (below) is not applicable.**

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

- a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.
- b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of an **Attachment** \_\_\_\_\_. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of **Attachment** \_\_\_\_\_.

**Facility RFA Attachments required**



December 31, 2021

Governing Board  
State Public Charter School Authority (“SPCSA”)  
2080 E. Flamingo Road Suite 230  
Las Vegas, NV 89119

***Re: Eagle Charter Schools of Nevada (“Eagle NV”)  
Good Cause Exemption Request Defer Opening to SY 2023-2024 &  
Amendment Submission Regarding Location and Enrollment***

Dear SPCSA Board Members,

Eagle NV is seeking a good cause exemption to defer opening its new school from School Year 2022-2023 to School Year 2023-2024. In conjunction with the same, the Nevada Eagle NV Board is also requesting approval of its proposed location and a decrease in enrollment. We understand these requests would also constitute the need for an amendment to our prior submission and charter contract and hereby request the same.

On November 5, 2021 the SPCSA approved a Good Cause Exemption Request to expand the zip codes in which Eagle NV can operate to include zip code 89110. A facility has been selected in the 89110 zip code and the property address is 1580 Bledsoe Lane, Las Vegas, NV 89110 (“Bledsoe Property”). The Bledsoe Property was formerly utilized by the Las Vegas Korean Church and has great potential. However, prior to fully occupying the premises a special use permit will need to be obtained and construction will be required to make the space suitable for a school. To facilitate the same, Eagle NV is working diligently with Red Hook Capital Partners (“Red Hook”) to create a feasible budget and a construction timeline. After consulting with a zoning attorney and others familiar with the application process, permit issuance, and construction schedule/timelines for properties located in Clark County, we have determined that the necessary permits and construction can not be completed by June of 2022 to allow the school to open in August 2022. However, our partnership with Red Hook will provide a mechanism to start the zoning application process in the near term with construction to follow and the facility being ready to open for students at the beginning of the 2023-2024 school year.

The Board of Eagle NV is committed to opening and operating a quality school in an underserved school in Clark County, Nevada. Unfortunately, due to zoning and construction requirements related to the Bledsoe Property and limited other available options, we do not believe opening by August 2022 is feasible. As such, we respectfully request a good cause exemption and deferral to allow the school to open for the 2023-2024 school year as further detailed in the amendment application attached hereto. As detailed therein, we believe that the Bledsoe Property, when remodeled, will accommodate 540 students the first year of operations and we anticipate the same growth trajectory as initially approved by the SPCSA. A revised budget reflecting how this will impact the school is also included with this submission. These documents further support our request for a downward adjustment in our approved enrollment.



The Eagle NV Board has voted to request this deferral, seek approval of the Bledsoe Property location and request an enrollment adjustment. We believe such requests and the proposed amendment are the best course of action for all involved.

We also want to take this opportunity to update you on the activities and progress the Eagle NV Board has made over the last year on the prior conditions that were put in place by the SPCSA. In addition to securing a facility, the Eagle NV Board has worked to further develop community partnerships and has provided additional information regarding the same with this submission. *See Attachment 4.* Additionally, the Eagle NV Board has had ongoing communication with SPCSA staff regarding the pre-opening process for a charter school and will continue to do so in advance of the deferred opening date. Other steps taken by the Eagle NV Board include:

- **Board Training:** Each member of the Eagle NV Board has completed board training which included an Open Meeting Law board training video session prepared by Ryan Herrick and working with Don Soifer at Lone Mountain Strategies. Mr. Soifer has met with each board member, conducted two in person group board training sessions in September of 2021, attended several Eagle NV Board meetings and will conduct a follow-up session in 2022.
- **Board Make-up:** Per the SPCSA's request, Jai Mallory will be dropping off the Eagle NV Board in January of 2022 and we intend to replace her with Sherlene Simpson. Ms. Simpson is currently employed as an Ombudsman with the Nevada-Office of Consumer Health and serves as a Consumer Health Advocate for Governor Sisolak. Ms. Simpson is deeply rooted in the Clark County community with a large network of individuals and organizations and will be an amazing addition to the school.
- **School Leader:** The remaining condition identified by the SPCSA was the hiring of a school leader. It is anticipated that a school leader will be identified by July 2022. Due to the facility delays referenced above, the deferral request and budget implications relating to hiring a leader without a guaranteed opening date we believe this course of action was/is prudent and we will work diligently to fill the position in a timely manner.

We appreciate your time and attention to this matter and are looking forward to opening a school in an area where it will make a substantial impact in 2023.

Very truly yours,

Monica Johnson  
Eagle NV Board Chair





Attachment 1

December 31, 2021

Governing Board  
State Public Charter School Authority ("SPCSA")  
2080 E. Flamingo Road Suite 230  
Las Vegas, NV 89119

**Re: *Eagle Charter Schools of Nevada ("Eagle NV")  
Transmittal Letter***

Dear SPCSA Board Members,

I, Monica Johnson, Board Chair of Eagle Charter School of Nevada am submitting this Letter of Transmittal requesting the amendments as outlined in the RFA submission which includes acquiring a facility, deferral to SY 2023-2024 and change in enrollment.

We appreciate your time and attention to this matter and respectfully ask for your consideration.

Very truly yours,

A handwritten signature in black ink that reads "Monica Johnson".

Monica Johnson  
Eagle NV Board Chair

## Attachment 2

NOTICE OF PUBLIC MEETING  
of the  
Board of Directors of  
Eagle Charter Schools of Nevada

JM is inviting you to a scheduled Zoom meeting.

**Topic: Board Meeting**

**Time: Dec 30, 2021 06:30 PM Pacific Time (US and Canada)**

**Join Zoom Meeting**

<https://us06web.zoom.us/j/83716749225?pwd=ajhwM1Y0YnZZa0FTdmpNWVlEV TdXUT09>

**Meeting ID: 837 1674 9225**

**Passcode: wYBNm3**

One tap mobile

Dial by your location

+1 301 715 8592 US (Washington DC)

+1 929 205 6099 US (New York)

+1 312 626 6799 US (Chicago)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

**Meeting ID: 837 1674 9225**

**Passcode: 832251**

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

**Please Note:** The Board of Directors 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.

Public comment is limited to three minutes per person. Please email [jmallory@eagleacademypcs.org](mailto:jmallory@eagleacademypcs.org) to sign up for public comment or if you are requesting copies of meeting materials.

Supporting materials for items listed on the above-referenced agenda are available, at no charge, at the Eagle Charter School's website, <http://eagleschoolsnv.org/>, or by contacting Jai Mallory, [jmallory@eagleacademypcs.org](mailto:jmallory@eagleacademypcs.org).

In accordance with Nevada's Open Meeting Law, this public notice and agenda has been posted on or before December 27, 2021 as follows: At the

1. Eagle Charter School's website: <http://charterschools.nv.gov/>
2. State of Nevada's official website, <https://notice.nv.gov/>
3. At two public locations.

**Eagle Charter Schools of Nevada**  
**Board of Directors Meeting**  
**Agenda**

*12/30/21 @ 6:30pm PST*

1) Opening of Meeting (M. Johnson)

- a. Call to Order
- b. Approve Agenda
- c. Roll Call

2) Public Comment #1

*Public Comment will be taken during this agenda item regarding any item appearing on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. See NRS 241.020. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments. The board Chair may allow additional public comment at her discretion. Public Comment #2 will provide an opportunity for public comment on any matter not on the agenda.*

3) Operations & Finance (M. Scott)

- a. Consideration of request to the SPCSA to submit a Good Cause Exemption request, to amend charter to address potential deferral of opening to school year 2023-2024, change in enrollment and facility choice.

1. Good Cause Exemption
2. Facility location
3. Defer our opening to school year 2023-2024
4. Change in Enrollment

**Information/Discussion/Possible Action**

b. **Red Hook Capital**

1. Red Hook Capital review of letter of intent regarding Bledsoe school location. Discussion regarding next steps.

**Information/Discussion**

4) Old Business (M. Johnson)

- a. Approval of meeting minutes

**Possible Action**

5) New Business

6) Comment #2

*Public Comment will be taken during this agenda item regarding any item appearing on the agenda. No action may be taken on a matter discussed under*

*this item until the matter is included on an agenda as an item on which action may be taken. See NRS 241.020. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments. The board Chair may allow additional public comment at her discretion. Public Comment #2 will provide an opportunity for public comment on any matter not on the agenda.*

- 7) Closing Items (Johnson)
  - a. Next Board Meeting(s) schedule or changes
  - b. Board Member updates
  - c. Adjourn

Attachment 3

**Eagle Charter Schools of Nevada**  
**Board of Directors**  
**Meeting Minutes**  
*12/30/21 @ 6:30pm PST*

- 1) Opening of Meeting (M Johnson/designated to J Mallory)
  - a. Call to Order
    - i. *6:36pm PST*
  - b. Approve Agenda
    - i. **1. Motion: Mary 2. Second: T Henderson 3. Motion carries unanimously.**
  - c. Roll Call
    - i. *Present: Board Members Jai Mallory, Monica Johnson, Mary Scott, Tyrone Henderson; Joe Smith/ECS, Nick Fleege/Consultant*
  
- 2) Public Comment #1

*Public Comment will be taken during this agenda item regarding any item appearing on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. See NRS 241.020. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments. The board Chair may allow additional public comment at her discretion. Public Comment #2 will provide an opportunity for public comment on any matter not on the agenda.*
  
- 3) Operations & Finance (M Scott)
  - a. Consideration of request to the SPCSA to submit a Good Cause Exemption request, to amend charter to address potential deferral of opening to school year 2023-2024, change in enrollment and facility choice.
    1. Good Cause Exemption
    2. Facility location
    3. Defer our opening to school year 2023-2024
    4. Change in Enrollment

**Information/Discussion/Possible Action**

    - i. *The board has received all of the information needed to submit a Good Cause Exemption request along with a Request for Amendment for the Bledsoe facility location, a deferral request to open in SY 2023 to allow for facility renovations to be completed, and a reduction of year one enrollment from 648 to 540 to align with the capacity of the Bledsoe facility.*
    - ii. **1. Motion to submit Good Cause Exemption Request defer opening to SY 2023-2024 & Request for Amendment submission regarding location and enrollment : M Scott; Second: T Henderson 3. Motion carries unanimously**

b. Red Hook Capital

1. Red Hook Capital review of letter of intent regarding Bledsoe school location. Discussion regarding next steps. **Information/Discussion**

- i. *The Facilities Committee has been working with the management company ECS, Red Hook, Mr. Fleege and Ms. Hendricks. A non-binding LOI was signed by ECS. Next steps pending approval of RFA are lease negotiations.*

4) Old Business (M Johnson/designated to J Mallory)

a. Approval of meeting minutes **Possible Action**

- i. **The minutes from the November 16 board meeting have been circulated to members.**
- ii. **1. Motion to approve minutes from 11/16/21: M Scott; Second: T Henderson 2. Motion carries unanimously**

5) New Business (N Fleege)

- a. *Outline of what the next 30 days looks like.*

6) Public Comment #2

*Public Comment will be taken during this agenda item regarding any item appearing on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. See NRS 241.020. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments. The board Chair may allow additional public comment at her discretion. Public Comment #2 will provide an opportunity for public comment on any matter not on the agenda.*

7) Closing Items (M Johnson/designated J Mallory)

a. Next Board Meeting(s) schedule or changes

- i. *Tentatively January 25, 2022*

b. Board Member updates (None)

c. Adjourn 6:50pm PST

- i. **1. Motion to adjourn: M Scott; Second: T Henderson 2. Motion carries unanimously**

## Rock 'n' Behavior Partnership Letter

October 01, 2021

To: Jai Mallory  
The Board of Directors of  
Eagle Charter Schools of Nevada

Rock 'n' Behavior is excited to partner with Eagle Charter Schools of Nevada to provide exposure and an opportunity to learn how to play an instrument through music lessons to the students.

Rock 'n' Behavior is a music lessons provider that provides comprehensive classroom and individualized, one-on-one (virtual and in-home) to children with autism, Downs Syndrome, etc. (i.e., neuro-divergent) as well as neuro-typical children. There is no program in Las Vegas like Rock 'n' Behavior. We take behavioral principles, and apply them to music lessons at school, virtually and in their home. Studies have shown that children learning in the least restrictive environment are more successful at learning the task at hand.

1. **FREE or DISCOUNTED:** We will offer special Free or Discounted programs to any parents willing to participate in a virtual program and for those who qualify (e.g., referrals, incentive programs for children's improvement in the course). Data is taken to track the progress of each student so as to provide a better understanding of their skills, their acquisition rate of new skills, and to know who is awarded for the incentive program for progressing most.
2. **FREE INSTRUMENT REPAIR:** Part of Rock 'n' Behavior's service is that we travel to the client's home and repair/fix the problem of any instrument for free, with the stipulation that the family provides the materials (if any).
3. **CURATED MUSIC PROGRAM:** At Eagle Charter Schools of Nevada, Rock 'n' Behavior will curate a music program for the school and cultivate a group music instruction class. This is tantamount to children utilizing their ability to socialize and learn the necessary skills to create meaningful relationships in their lives. Learning an instrument helps this because it creates common interests among peers and leads them to make plans to create relationships outside of school.

*Best regards,*

Sims-Houston Collison, Owner, Rock 'n' Behavior

3660 Fuselier Dr., North Las Vegas, NV 89032



**December 21, 2021**

The Board of Directors  
Eagle Charter School of Nevada  
Clark County, NV

***RE: Support of Eagle Charter Schools of Nevada***

To Whom It May Concern:

Please accept this letter as my full support of Eagle Charter School of Nevada.

Over the course of the last several months, I have had the pleasure of meeting the organizers and operators of the school. Immediately, I was very impressed with their experience and mission. As a long-standing member of the Las Vegas business and social community, I clearly recognize the need they intend to fulfill.

Every student deserves a good education, regardless of ethnicity and economic means. Eagle specifically intends to educate those most in need, on many levels.

Further, on behalf of my company (*Moonwater Capital*), we will happily donate t-shirts or backpacks to the first 100 enrolled students in the school. On a continual basis, we will work with the school to provide support at school events, on an as needed basis, helping to work with the students, while supporting Eagle's mission.

I look forward to being able to visit the school upon their opening.

Sincerely,

A handwritten signature in black ink, appearing to read "Ofir Hagay".

Ofir Hagay

**President & CEO** | Moonwater Capital

O: [702-832-4700](tel:702-832-4700) | D: [702-832-4701](tel:702-832-4701) | C: [702-525-7095](tel:702-525-7095) | [ofir@moonwatercapital.com](mailto:ofir@moonwatercapital.com)





August 20, 2021

The Board of Directors  
Eagle Charter School of Nevada  
Clark County, NV

Dear Board of Directors,

Tesla Owners Club of Las Vegas is pleased to partner the Eagle Charter Schools of Nevada to assist in any way we can support the school once the school has selected STEM teachers and we can determine how our group can best fit in.

Tesla Owners Club of Las Vegas is an electric car club that is focused on sustainability and the transition to sustainable transport and energy. Our group works closely with Tesla and other EV organizations.

We look forward to helping with tutoring, mentoring, presentations on sustainability, science, robotics, and aid with acquiring equipment for demonstrations.

Regards,

A handwritten signature in black ink, appearing to read 'Paul Scott', with a long horizontal flourish extending to the right.

Paul Scott  
President  
Tesla Owners Club of Las Vegas



**Omega Psi Phi Fraternity, Inc.**  
**BETA MU MU CHAPTER**  
**POST OFFICE BOX 36666**  
**LAS VEGAS, NEVADA 89133-6666**  
**Website:** <http://www.ques-betamumu.org>  
**Email:** [oppbetamumu@gmail.com](mailto:oppbetamumu@gmail.com)  
**Telephone:** 1-844-458-1911 Ext 802



January 4, 2022

Dear Eagle Charter School Board of Directors,

Beta Mu Mu, an unincorporated association of Omega Psi Phi Fraternity, Inc. is partnered with multiple education institutions within Clark County Nevada to provide enrichment opportunities as well as community outreach services to at risk and disadvantaged households. Our services include an annual Youth Symposium, Teacher Appreciation Awards Event, Youth Neighborhood Association Partnership Program (YNAPP) Projects, Charles Drew Blood Drive, Mentorship, Omega Christmas, Omega Thanksgiving, and culture awareness events.

The target age group for our programs and services are youth ages 8 to 18 and we would like to extend a heartfelt welcome to Eagle Charter School to our diver's community and offer our services and programs as a potential partnership in the future. As part of our partnership, we ask that you help us identify, support, sponsor and recognize disadvantaged students and households attending Eagle Charter School that have exhibited perseverance through academic achievement and good citizenship. The difference between stumbling blocks and steppingstones is the way they are stacked.

The Beta Mu Mu and Omega Psi Phi Fraternity Inc. is asking for your support in these critical areas of opportunities so that may continue help remove stumbling blocks and change the stumbling blocks into steppingstones for our at-risk population of students. A better community begins with support and potential partnerships such as ours to ensure disadvantaged students in Clark County and Nevada fulfil and maximize all their potential greatness.

Omega Psi Phi, Fraternity, Inc., is a 501(c) (7) nonprofit organization Tax ID: 20-8452706 located in 14 countries with 750 chapters worldwide. For questions about our community projects contact our community outreach Chairman at 1-844-458-1911, Ext 802. Thank you for your perspective partnership and support.

Respectfully,

*Monty P. McCoy*

Monty P. McCoy,  
Basileus  
Beta Mu Mu Chapter  
Omega Psi Phi Fraternity, Inc.

## Attachment 5

### Budget Narrative

- (1) **Attachment 5.** Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
- (a) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of **Attachment 6**. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
  - (b) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
  - (c) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
  - (d) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
  - (e) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

#### Overview:

Compared with our authorized application, this budget shows a reduction in enrollment from 648 to 540 students; we project our identified facility to support twenty classrooms (instead of the initial twenty-four classrooms) of twenty-seven students each in year one. In subsequent years, our budget anticipates adding portable classrooms to meet the same growth projections as outlined in our authorized application.

This budget is largely aligned with our authorized charter submission. Revenue projections have been updated to directly align with SPCSA's base amounts for Clark County and weighted funding for specific student groups beginning in year 2. (The increase in per pupil funding after year 1 is driven by the receipt of these funds beginning in year 2.) Staffing (Attachment 8) has decreased by 6 FTE compared with our authorized application to account for 108 fewer students.

In conversation with the SPCSA staff, Eagle Nevada completed the budget, staffing, and facility sheets in the comprehensive "Financial Plan Template" that is required of new applicants. The entire excel document is uploaded with this submission, and key worksheets have been included as Attachment 7. These include:

- 7a – Summary tab (pages 1 and 2 of Attachment 7)
  - This is a typical overview of all revenues and expenses. The “reserves” projection (row 56; page 1) is set at 4%, 6%, and 7% of expenses in years 1, 2, and 3+ respectively.
- 7b – Statistics tab (pages 3-5 of Attachment 7)
  - These are key indicators that the SPCSA has identified for comparison and tracking; there is no additional school data entry on this tab.
- 7c – Year 1 cash flow tab (pages 6-8 of Attachment 7). Please note: row numbers used as reference were protected and not able to be updated.
  - Cash flow projections are typically evenly distributed over 10 or 12 months unless there is good cause to know that expenses will be front or back end loaded.
  - Revenue: PCFP Revenue (row 17) is per SPCSA provided calculations. Federal Title Funds (rows 19-22) are projected to be received in the second half of the year (no change from authorized application). Charter Startup Funds (row 27) is used for the CSP grant (since the CSP grant was not included on this sheet as a line item).
  - Expenses: Personnel expenses (row 39) are over 12 months with a double payment in June to capture the accrued July payroll (assuming staff members elect to be paid August – July). EMO-CMO payments (between rows 48 and 38), if necessary, the CMO will defer receipt of payment to help with cash flow in the initial part of the year. This currently reflects CMO payments due for July through October will be paid 50% in October and 50% in January. This is a cash flow consideration resulting from the projected quarterly payment schedule and will resolve itself in short order.
- 7d – Enrollment and Revenue tab (pages 9-11 of Attachment 7)
  - Enrollment shows a decrease in four sections (108 students) compared with our authorized application. Per pupil revenue is taken from the SPCSA’s base funding amount for Clark County. Student group population percentages are unchanged from our authorized application; weighted funding beginning in year 2 has been added accordingly. Assumptions for NSLP revenue and expenses, Federal Title revenue (based on Eagle Academy’s actual numbers in Washington DC), and other inputs are unchanged from the authorized application.
  - Outside of state and federal funding, there are three “variable” revenue streams:
    - Student fees was included in our charter application and captured revenue from before and after school care; this has been purposefully omitted from this RFA budget. We still anticipate providing those services. Since those services generate a net surplus, they were removed from this draft to further demonstrate that this budget stands on its own.
    - Private fundraising (row 138); this is unchanged from our authorized application; our CMO has pledged \$150,000 in year 0 funds should the school not secure at least that much funding, so that is the floor for year 0 funding.
    - Start up funds (row 130); Eagle Nevada has been notified that we have been awarded the CSP startup grant, but funding amounts are not yet available. We applied for \$1,500,000 and have only budgeted for 20% of that revenue. We believe that estimate to be very conservative. Please note, this was not included in row 131 because row 131 does not translate to the cash flow tab.
- 7e – General Operating Expenses tab (pages 12 and 13 of Attachment 7)

- Assumptions for General Operating expenses are provided in detail and are typically unchanged when examined at the per pupil or per FTE level. These numbers were supported by quotes or actual expenses at Eagle Academy in our authorized application.
  - 7f – FFE&T tab (page 14 of Attachment 7)
    - Furniture, Fixtures, Equipment, and Technology assumptions are unchanged from our authorized application. Only student Chromebooks are projected to be amortized over 5 years; pending full receipt of the CSP grant that would eliminate that need. Chromebooks and laptops are assumed to be replaced in year 6, and “other equipment” captures our intended security system. We expect internet services expenses to be offset by E-Rate revenue, but that revenue has not been included in the budget as it is not yet confirmed.
  - 7g – Projected lease expense (internally created) + Facilities tab (pages 15 and 16 of Attachment 7).
    - Our Annual Projected lease expense (page 15) chart was created to align with the projected project costs and lease rate reflected in the facility Letter of Intent (Attachment 11). Given the non-linear lease changes year/year (provided by our landlord to help with cashflow), the “Facilities tab” was unable to accurately capture our annual lease expense. This chart also shows portable classroom added to support growth in years 2+. That consideration (portables) will be compared against other facility options (such as expanding the existing campus, renovating to add a second floor, etc.), but the figures are presented here to demonstrate the fiscal viability of one option to support increasing enrollment.
    - On the facilities tab (page 16), the annual lease rate is the sum of rows 23 and 32 (Property taxes). Row 32 was used as a placeholder to true up to the actual rate as the embedded worksheet calculations did not allow proper lease calculations. Inflation projections for Custodial (3%), Utilities (3%), Campus security (5%), and Maintenance (5%) expenses is now included within formulas in the sheet.
- a) Anticipated Funding Sources
- a. State per/pupil funds are aligned with SPCSA’s published figures
  - b. Federal Title Funds are projected on of actual revenue at Eagle Academy
  - c. CSP grant funds (\$300,000) are (we believe) conservatively projected. Eagle NV has been notified that we are awarded the CSP startup grant but have not been given an award amount at the time of this RFA submittal.
  - d. Other Philanthropic funds (\$150,000) – this is guaranteed from our CMO as part of our services agreement. Should Eagle NV not secure at least \$150,000 in year 0 funding, ECS will donate the difference in year 0. This is unchanged from the authorized application.
- b) Anticipated Expenditures
- Attachments 7e, 7f, 7g, and 8 (Staffing) outline expenses by line item. These expenses can be seen summarized at a higher, governance, level on page 1 of Attachment 7 (7a). Underlying assumptions for these expenses are based off of quotes or actual expenses at Eagle Academy

and are generally unchanged from the authorized application unless specifically noted.

c, d, e) Contingency plan

Under-enrollment is the primary risk; our revenue is not reliant on donations or grants; it is tied to enrollment. If Eagle misses our enrollment target by more than 46 students (9%), then we will need to cut costs or raise additional revenue. Securing grants, donations, rent abatement, or sufficiently increasing enrollment resolves the budget shortfall. If none of those efforts are successful, then Eagle needs to reduce expenses. Assuming a severe scenario where we miss our enrollment target by 20% (108 fewer students than projected) in year 1, we would project a budget shortfall of \$386,000. The following actions would balance the annual budget with an enrollment of 432:

- i. Reduction of 108 Chromebooks (+\$7500 amortized during the first year)
- ii. Reduction of 108 student desks (+20,000)
- iii. Reduction of 6 full time staff members (+\$350,000)
  1. four grade level instructional staff (108 fewer students equates to ~4 fewer sections of students)
  2. one Reading/ELL specialist
  3. one Special Education assistant
- iv. Reduction in classroom technology (4 x \$3500 = +\$14,000)
- v. Reduction of "Travel and Meetings" to account for fewer staff members (+\$6,000)

- State and Local Revenue Shortfall: Should the baseline funding amounts for state Special Education, Federal Title Grants, or IDEA fall short of projections, the budget surplus can absorb those reduced revenue numbers so long as enrollment meets projections. If there is an unexpected and drastic reduction in the baseline funding amounts, then Eagle will consider increasing class size by one student per class to overcome this shortfall. Special Education, ELL, and MTSS services provided will not be reduced.
- Philanthropic shortfall: Eagle is not reliant on any ongoing philanthropic support. If the Eagle is no longer a recipient of the CSP grant, FFE&T expenses can be amortized to reduce upfront expenses and then paid off early once weighted state revenue is received in year 2.

## Attachment 6

### Funding Sources

Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of **Attachment 6**. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.

a) Anticipated Funding Sources

- a. State per/pupil funds are aligned with SPCSA's published figures
- b. Federal Title Funds are projected on of actual revenue at Eagle Academy
- c. CSP grant funds (\$300,000) are (we believe) conservatively projected. Eagle NV has been notified that we are awarded the CSP startup grant but have not been given an award amount at the time of this RFA submittal. Further documentation is not yet available from Opportunity 180.
- d. Other Philanthropic funds (\$150,000) – this is guaranteed from our CMO as part of our services agreement. Should Eagle NV not secure at least \$150,000 in year 0 funding, ECS will donate the difference in year 0. This is unchanged from the authorized application. Please see page 468 of the authorized (resubmitted) application.

Attachment 7

**School Financial Plan Summary**  
**Eagle Charter Schools of Nevada**

[TOC](#)

Mike Dang, 702.486.8879

C:\Users\Nicho\AppData\Local\Packages\microsoft.windowscommunicationsapps\_8wekyb3d8bbwe\LocalState\Files\0\538\Attachments\SPCSA-New-School-Application-Financial-Plan-Template-2021-11-01 - Eagle NV RFA(18775).xlsx\Summary

Totals/Max'/Avg		SY 0/Incu		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6		
		2022	2023	2024	2025	2026	2027	2028	2029		
9	Number of Students	Plan max 918	-	540	648	756	864	891	918		
10	Number of Employees (FTE)	Plan max 63	0.6	36.0	47.0	55.0	60.0	62.0	63.0		
11	Facility Size (square footage)		200	24,629	28,085	31,541	34,997	35,861	36,725		
12											
13	<b>REVENUE &amp; RESOURCES</b>	<b>Total</b>	<b>Avg/yr(1-6)</b>	<b>%AvTot</b>	<b>SY 0/Incu</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 6</b>
14	State & Local Revenue w/o St SpEd	\$40,331,685	\$6,721,948	80%	\$ -	\$3,938,220	\$5,705,817	\$6,686,301	\$7,666,785	\$8,044,721	\$8,289,842
15	CS Sponsorship Fee (Infl' Adj'd)	(471,113)	(78,519)	(0.93%)	-	(49,228)	(66,404)	(77,716)	(89,027)	(92,955)	(95,783)
16	Title I	2,908,710	484,785	6%	-	340,200	408,240	476,280	544,320	561,330	578,340
17	Title IIA	325,499	54,250	1%	-	38,070	45,684	53,298	60,912	62,816	64,719
18	Title III	69,255	11,543	0%	-	8,100	9,720	11,340	12,960	13,365	13,770
19	Title IV	-	-	-%	-	-	-	-	-	-	-
20	Federal Breakfast Program	1,645,499	274,250	3%	-	192,456	230,947	269,438	307,930	317,552	327,175
21	Federal Lunch Program	2,565,482	427,580	5%	-	300,056	360,068	420,079	480,090	495,093	510,096
22	IDEA	734,103	122,351	1%	-	85,860	103,032	120,204	137,376	141,669	145,962
23	State Special Education Funding	2,049,616	341,603	4%	-	-	299,214	359,057	418,900	478,742	493,703
24	"Replication & Expansion" start-up fund	300,000	50,000	1%	-	300,000	-	-	-	-	-
25	Charter School Program (CSP) Grant (w	-	-	-%	-	-	-	-	-	-	-
26	Other start-up funds (incl' SEA grants)	-	-	-%	-	-	-	-	-	-	-
27	Student fees (Net)	-	-	-%	-	-	-	-	-	-	-
28	Food Services	-	-	-%	-	-	-	-	-	-	-
29	Transportation	-	-	-%	-	-	-	-	-	-	-
30	Investment Income	-	-	-%	-	-	-	-	-	-	-
31	School level fundraising	-	-	-%	-	-	-	-	-	-	-
32	Private fundraising (foundations, corpor	150,000	-	-%	150,000	-	-	-	-	-	-
33	Private fundraising (individuals)	-	-	-%	-	-	-	-	-	-	-
34	<b>TOTAL REVENUE</b>	<b>\$50,608,736</b>	<b>\$8,409,789</b>	<b>100%</b>	<b>\$150,000</b>	<b>\$5,153,735</b>	<b>\$7,096,318</b>	<b>\$8,318,281</b>	<b>\$9,540,245</b>	<b>\$10,022,333</b>	<b>\$10,327,824</b>
37	<i>Total Revenue PP</i>					\$9,544	\$10,951	\$11,003	\$11,042	\$11,248	\$11,250
40											
41	<b>EXPENSES</b>	<b>Total</b>	<b>Avg/yr(1-6)</b>	<b>%AvTot</b>	<b>SY 0/Incu</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 6</b>
42	Personnel	\$20,967,921	\$3,481,216	41%	\$80,625	\$2,369,060	\$3,041,917	\$3,556,897	\$3,866,678	\$3,993,098	\$4,059,646
43	Facilities	7,122,325	1,186,574	14%	2,880	659,690	888,127	1,150,953	1,399,188	1,473,356	1,548,129
44	General Operating Expenses	7,689,797	1,281,633	15%	-	946,037	1,048,580	1,230,032	1,416,940	1,482,358	1,565,849
45	EMO Payments	4,793,580	798,930	10%	-	489,605	674,150	790,237	906,323	952,122	981,143
46	Marketing	205,000	23,333	0%	65,000	25,000	25,000	25,000	25,000	20,000	20,000
47	FFE&T	1,580,760	263,460	3%	-	387,249	209,537	215,807	222,077	170,867	375,225
48	Transportation	-	-	-%	-	-	-	-	-	-	-
49	Insurance	349,406	58,234	1%	-	55,390	56,498	57,628	58,780	59,956	61,155
50	<b>TOTAL EXPENSES</b>	<b>\$42,708,789</b>	<b>\$7,093,381</b>	<b>84%</b>	<b>\$148,505</b>	<b>\$4,932,031</b>	<b>\$5,943,809</b>	<b>\$7,026,553</b>	<b>\$7,894,986</b>	<b>\$8,151,757</b>	<b>\$8,611,148</b>
51	<i>Total Expenses PP</i>					\$ -	\$9,133	\$9,173	\$9,294	\$9,138	\$9,149
52											
53	<b>SURPLUS/(DEFICIT)/Period</b>	<b>\$7,899,947</b>	<b>\$1,316,409</b>	<b>16%</b>	<b>\$1,495</b>	<b>\$221,703</b>	<b>\$1,152,508</b>	<b>\$1,291,728</b>	<b>\$1,645,259</b>	<b>\$1,870,576</b>	<b>\$1,716,677</b>
54	<i>Per student</i>					\$411	\$1,779	\$1,709	\$1,904	\$2,099	\$1,870
55	<b>SURPLUS/(DEFICIT)(Cumulative; capital req)</b>				<b>\$1,495</b>	<b>\$223,198</b>	<b>\$1,375,707</b>	<b>\$2,667,435</b>	<b>\$4,312,694</b>	<b>\$6,183,270</b>	<b>\$7,899,947</b>
56	<i>Reserves</i>	\$2,771,821			\$ -	\$197,281	\$356,629	\$491,859	\$552,649	\$570,623	\$602,780
57											
58	<i>Additional Funding/Borrowing required/period</i>										
59	<i>Cumulative Additional Funding potentially required</i>										
60	<i>SPCSA does not encourage debt but understands borrowing may be required. Supporting documentation of any planned borrowing must be provided.</i>										
73											
74	<i>Debt Service Payments-1 (Principal &amp; Interest)</i>				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
75	<i>Debt Service Payments-2 (Principal &amp; Interest)</i>				-	-	-	-	-	-	-



Attachment 7

Totals/Max'/Avg		SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
		2022	2023	2024	2025	2026	2027	2028
		2023	2024	2025	2026	2027	2028	2029
76	<i>Total Debt Service</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
77	<b><i>SURPLUS/(DEFICIT) After Debt Service &amp; Reserves</i></b>	\$1,495	\$24,422	\$795,880	\$799,870	\$1,092,610	\$1,299,953	\$1,113,896
78								
79	<i>Surplus/(Deficit)-Schl &amp; Pri' Fundraising-S Fees</i>	<b><i>\$(148,505)</i></b>	<i>\$221,703</i>	<i>\$1,152,508</i>	<i>\$1,291,728</i>	<i>\$1,645,259</i>	<i>\$1,870,576</i>	<i>\$1,716,677</i>
80	<i>Surplus/(Deficit) (Cumulative)</i>		<i>\$221,703</i>	<i>\$1,374,211</i>	<i>\$2,665,940</i>	<i>\$4,311,199</i>	<i>\$6,181,775</i>	<i>\$7,898,452</i>
81								

Attachment 7

**School Plan Statistics** [TOC](#)  
**ABC Academy**

Mike Dang, 702.486.8879

[https://nv.sharepoint.com/sites/spcsa/Shared Documents/Authorizing/Application Packet/Template Financial Plan Workbook/\[SPCSA-New-School-Application-Financial-Plan-Template-PCFP-2021 09 22.xlsx\]Sheet1](https://nv.sharepoint.com/sites/spcsa/Shared Documents/Authorizing/Application Packet/Template Financial Plan Workbook/[SPCSA-New-School-Application-Financial-Plan-Template-PCFP-2021 09 22.xlsx]Sheet1)

			SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
		Totals/Max'/Avg	2021	2022	2023	2024	2025	2026	2027
			2022	2023	2024	2025	2026	2027	2028
9	Number of Students	Plan max 400	-	100	200	300	400	400	400
10	Number of Employees (FTE)	Plan max 6	1.0	4.0	5.0	5.0	5.0	5.0	6.0
11	Facility Size (square footage)		-	4,000	4,000	4,000	4,000	4,000	4,000
12									
13	<b>KEY STATISTICS</b>		<b>SY 0/Incu</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 6</b>
14	# students > Bkeven			23 s	105 s	117 s	149 s	166 s	153 s
15	% students > Bkeven			4%	16%	16%	17%	19%	17%
16	Ending Fund Balance (cumulative)		\$1,495	\$223,198	\$1,375,707	\$2,667,435	\$4,312,694	\$6,183,270	\$7,899,947
17	Cumulative Reserve/Expense			5%	23%	38%	55%	76%	92%
18									
19	<b>Number of Students</b>	max 918	-	540	648	756	864	891	918
20	<b>Number of Employees</b>	max 63	1	36	47	55	60	62	63
21	Number of Occupants	max 981	1	576	695	811	924	953	981
22	<i>Growth, # students</i>				20%	17%	14%	3%	3%
23	Number of Teachers (SPED)	max 6	-	3	5	5	6	6	6
24	Number of Teachers (ELL)	max 4	-	3	3	4	4	4	4
25	Number of Teachers (Grade)	max 43	-	23	31	36	40	42	43
26	Number of Teachers (Total)	max 53	-	29	39	45	50	52	53
27	<b>Student/Teacher</b>	max 19		19	17	17	17	17	17
28	<b>Student/Classroom w/o Teacher</b>			-	-	-	-	-	-
29	Number of Admin	max 4	1	3	3	4	4	4	4
30	Student/Admin ratio	max 230	-	180	216	189	216	223	230
31	Teacher/Admin ratio	max 13	-	10	13	11	13	13	13
32	Number of Office (non Admin)	max 7	1	6	6	7	7	7	7
33	Student/Office ratio	max 131		90	108	108	123	127	131
34	Teacher/Office ratio	max 8		5	7	6	7	7	8
35	Salaries: Administrator	av \$87,222		\$91,667	\$91,667	\$85,000	\$85,000	\$85,000	\$85,000
36	Salaries: Office staff	av \$21,865		24,167	24,167	20,714	20,714	20,714	20,714
37	Salaries: Teachers (SPED)	av \$48,239		50,333	47,800	47,800	47,833	47,833	47,833
38	Salaries: Teachers (ELL)	av \$50,000		50,000	50,000	50,000	50,000	50,000	50,000
39	Salaries/Teachers-Grade Level	av \$45,000		45,000	45,000	45,000	45,000	45,000	45,000
40	Title IIA Professional Dev	av \$1,219		1,313	1,171	1,184	1,218	1,208	1,221
41									
42	Revenue/pupil	av \$10,840		\$9,544	\$10,951	\$11,003	\$11,042	\$11,248	\$11,250
43	Expenses/pupil	av \$9,211		9,133	9,173	9,294	9,138	9,149	9,380
44	Net/p	av \$1,629		\$411	\$1,779	\$1,709	\$1,904	\$2,099	\$1,870
45	Square Feet (Facility, Conditioned)	max 36,725		24,629	28,085	31,541	34,997	35,861	36,725
46	Sq ft / Students	min 40		46	43	42	41	40	40
47	Sq ft / Occupants	min 37		43	40	39	38	38	37
48	Student fees PP	\$ -		-	-	-	-	-	-

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50	<b>PERCENT TOTAL REVENUE</b>								
51		<b>SY 0/Incu</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 6</b>	
52	<b>REVENUE</b>								
52	State & Local Revenue w/o St SpEd	80%	-%	76%	80%	80%	80%	80%	80%
53	CS Sponsorship Fee (Infl' Adj'd)	(0.93%)	-%	-%	-%	-%	-%	-%	-%
54	Title I	6%	-%	7%	6%	6%	6%	6%	6%
55	Title IIA	1%	-%	1%	1%	1%	1%	1%	1%
56	Title III	0%	-%	0%	0%	0%	0%	0%	0%
57	Title IV	-%	-%	-%	-%	-%	-%	-%	-%
58	Federal Breakfast Program	3%	-%	4%	3%	3%	3%	3%	3%
59	Federal Lunch Program	5%	-%	6%	5%	5%	5%	5%	5%
60	IDEA	1%	-%	2%	1%	1%	1%	1%	1%
61	State Special Education Funding	4%	-%	-%	4%	4%	4%	5%	5%
62	"Replication & Expansion" start-up funds	1%	-%	6%	-%	-%	-%	-%	-%
63	Charter School Program (CSP) Grant (w/	-%	-%	-%	-%	-%	-%	-%	-%
64	Other start-up funds (incl' SEA grants)	-%	-%	-%	-%	-%	-%	-%	-%
65	Student fees (Net)	-%	-%	-%	-%	-%	-%	-%	-%
66	Food Services	-%	-%	-%	-%	-%	-%	-%	-%
67	Transportation	-%	-%	-%	-%	-%	-%	-%	-%
68	Investment Income	-%	-%	-%	-%	-%	-%	-%	-%
69	School level fundraising	-%	-%	-%	-%	-%	-%	-%	-%
70	Private fundraising (foundations, corpora	0%	100%	-%	-%	-%	-%	-%	-%
71	Private fundraising (individuals)	-%	-%	-%	-%	-%	-%	-%	-%
72	<b>TOTAL REVENUE</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
73									
74	<b>EXPENSES</b>								
75	<b>Personnel</b>	<b>41%</b>	<b>54%</b>	<b>46%</b>	<b>43%</b>	<b>43%</b>	<b>41%</b>	<b>40%</b>	<b>39%</b>
76	<b>Facilities</b>	<b>14%</b>	<b>2%</b>	<b>13%</b>	<b>13%</b>	<b>14%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>
77	<b>General Operating Expenses</b>	<b>15%</b>	<b>-%</b>	<b>18%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>
78	<b>EMO/CMO Payments, Net</b>	<b>9%</b>	<b>-%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>
79	Marketing	0%	43%	0%	0%	0%	0%	0%	0%
80	FFE&T	3%	-%	8%	3%	3%	2%	2%	4%
81	Transportation	-%	-%	-%	-%	-%	-%	-%	-%
82	Insurance	1%	-%	1%	1%	1%	1%	1%	1%
83	Other Pre-approval & Pre-Opening	-%	-%	-%	-%	-%	-%	-%	-%
84	<b>TOTAL EXPENSES</b>	<b>84%</b>	<b>99%</b>	<b>96%</b>	<b>84%</b>	<b>84%</b>	<b>83%</b>	<b>81%</b>	<b>83%</b>
85	<b>SURPLUS/(DEFICIT)</b>	<b>16%</b>	<b>1%</b>	<b>4%</b>	<b>16%</b>	<b>16%</b>	<b>17%</b>	<b>19%</b>	<b>17%</b>
86	<i>Per student</i>		\$ -	\$411	\$1,779	\$1,709	\$1,904	\$2,099	\$1,870
87									
88	Ending Fund Balance (Estimator)	\$ -	\$1,495	\$223,198	\$1,375,707	\$2,667,435	\$4,312,694	\$6,183,270	\$7,899,947
89									

## Attachment 7

90	<b>PER PUPIL (AVERAGES)</b>	<b>SY 0/Incu</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 6</b>
91	<b>REVENUE PP</b>	<b>(Avg y1-6)</b>						
92	State & Local Revenue w/o St SpEd	\$8,646	\$7,293	\$8,805	\$8,844	\$8,874	\$9,029	\$9,030
93	CS Sponsorship Fee (Infl' Adj'd)	(101)	(91)	(102)	(103)	(103)	(104)	(104)
94	State Special Education Funding	416	-	462	475	485	537	538
95	Title I	630	630	630	630	630	630	630
96	Title IIA	71	71	71	71	71	71	71
97	Title III	15	15	15	15	15	15	15
98	Federal Breakfast Program	356	356	356	356	356	356	356
99	Federal Lunch Program	556	556	556	556	556	556	556
100	IDEA	159	159	159	159	159	159	159
101	Transportation	-	-	-	-	-	-	-
102	R&E start-up funds	93	556	-	-	-	-	-
103	Other start-up funds	-	-	-	-	-	-	-
104	Student fees	-	-	-	-	-	-	-
105	Investment Income	-	-	-	-	-	-	-
106	School level fundraising	-	-	-	-	-	-	-
107	Private fundraising (foundations, corpora	-	-	-	-	-	-	-
108	Private fundraising (individuals)	-	-	-	-	-	-	-
109	<b>TOTAL REVENUE PP</b>	<b>\$10,840</b>	<b>\$9,544</b>	<b>\$10,951</b>	<b>\$11,003</b>	<b>\$11,042</b>	<b>\$11,248</b>	<b>\$11,250</b>
110								
111	<b>EXPENSES PP</b>							
112	Personnel	\$4,528	4,387	4,694	4,705	4,475	4,482	4,422
113	Facilities	1,512	1,222	1,371	1,522	1,619	1,654	1,686
114	General Operating Expenses	1,668	1,752	1,618	1,627	1,640	1,664	1,706
115	EMO/CMO Payments, Net	1,030	907	1,040	1,045	1,049	1,069	1,069
116	Marketing	32	46	39	33	29	22	22
117	FFE&T	364	717	323	285	257	192	409
118	Transportation	-	-	-	-	-	-	-
119	Insurance	78	103	87	76	68	67	67
120	Other Pre-approval & Pre-Opening	-	-	-	-	-	-	-
121	<b>TOTAL EXPENSES PP</b>	<b>\$9,211</b>	<b>\$9,133</b>	<b>\$9,173</b>	<b>\$9,294</b>	<b>\$9,138</b>	<b>\$9,149</b>	<b>\$9,380</b>
122								
123	<b>SURPLUS/(DEFICIT) Per Pupil</b>	<b>\$1,629 /pp</b>	<b>\$411 pp</b>	<b>\$1,779 pp</b>	<b>\$1,709 pp</b>	<b>\$1,904 pp</b>	<b>\$2,099 pp</b>	<b>\$1,870 pp</b>
124	<i>Surplus/(Deficit) Per Pupil</i>		\$1	\$3	\$2	\$2	\$2	\$2
125	<i>Margin: Surplus(Deficit)/Revenue (aka Annual ratio)</i>		4%	16%	16%	17%	19%	17%

# Attachment 7

**Year 1 Cash Flow Worksheet**  
**Eagle Charter Schools of Nevada**  
 Mike Dang  
 702.486.8879

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C:\Users\Nicho\AppData\Local\Packages\microsoft.windowscommunicationsapps\_8wekyb3d8bbwe\LocalState\Files\S0\538\Attachments\SPCSA-New-School-Application-Financial-Plan-Template-2021-11-01 - Eagle NV RFA(18775).xlsx\Summary

Fall 2023  
 Winter, Spring 2024  
 Sponsorship Fee 1.25%

## School Operations Year 1

*(This is a year 1 budget. It is not a pre-opening budget)*

*For those on a quarterly payment plan, the E14 formula of =(B14/4)\*0.75 reflects not getting full amount in Q1. Balance received equally thereafter.*

*(Carry over totals and input to appropriate worksheets)*

	From	Variance	SY1 Ending	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
	Enrol tab		2024	July	August	September	October	November	December	January	February	March	April	May	June	
			Mo	7	8	9	10	11	12	1	2	3	4	5	6	
			BOM	7/1/2023	8/1/2023	9/1/2023	10/1/2023	11/1/2023	12/1/2023	1/1/2024	2/1/2024	3/1/2024	4/1/2024	5/1/2024	6/1/2024	
			Days	31	31	30	31	30	31	31	29	31	30	31	30	
<b>REVENUES</b>																
PCFP Revenue	\$3,938,220	\$ -	\$3,938,220	\$738,416			\$1,066,601			\$1,066,601			\$1,066,601			
CS Sponsorship Fee @ 0.0125	(49,228)	-	(49,228)	(9,230)	-	-	(13,333)	-	-	(13,333)	-	-	(13,333)	-	-	-
Title I	340,200	-	340,200							56,700	56,700	56,700	56,700	56,700	56,700	
Title IIA	35,910	-	35,910							5,985	5,985	5,985	5,985	5,985	5,985	
Title IIA	2,160	-	2,160							360	360	360	360	360	360	
Title III	8,100	-	8,100							1,350	1,350	1,350	1,350	1,350	1,350	
Federal Breakfast Program	192,456	-	192,456			19,246	19,246	19,246	19,246	19,246	19,246	19,246	19,246	19,246	19,246	
Federal Lunch Program	300,056	-	300,056			30,006	30,006	30,006	30,006	30,006	30,006	30,006	30,006	30,006	30,006	
IDEA	85,860	-	85,860							14,310	14,310	14,310	14,310	14,310	14,310	
State Weighted Funding	-	-	-													
Charter Start up funds	300,000	-	300,000	300,000												
Other start-up grant funds	-	-	-													
School level fundraising	-	-	-													
Student Fees	-	-	-													
Investment Income	-	-	-													
Private Fundraising (w/Ltr of Support)	-	-	-													
Fundraising Donations (w/Ltr of Supp)	-	-	-													
<b>Total Revenues</b>	<b>\$5,153,735</b>	<b>\$ -</b>	<b>\$5,153,735</b>	<b>\$1,029,186</b>	<b>\$ -</b>	<b>\$49,251</b>	<b>\$1,102,520</b>	<b>\$49,251</b>	<b>\$49,251</b>	<b>\$1,181,225</b>	<b>\$127,956</b>	<b>\$127,956</b>	<b>\$1,181,225</b>	<b>\$127,956</b>	<b>\$127,956</b>	
<b>Total Revenues Y-T-D</b>				1,029,186	1,029,186	1,078,437	2,180,957	2,230,209	2,279,460	3,460,685	3,588,641	3,716,597	4,897,822	5,025,778	5,153,735	
<b>% Revenue YTD</b>				20%	20%	21%	42%	43%	44%	67%	70%	72%	95%	98%	100%	
<b>OPERATING EXPENDITURES &amp; OTHER CASH OUTLAYS</b>																
Personnel	\$2,369,060	\$ -	\$2,369,060	-	197,422	197,422	197,422	197,422	197,422	197,422	197,422	197,422	197,422	197,422	197,422	394,843
Instructional Supplies	445,663	-	445,663	37,139	37,139	37,139	37,139	37,139	37,139	37,139	37,139	37,139	37,139	37,139	37,139	
Contract Services	50,000	-	50,000	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	27,083	
Food & Transportation Program	422,820	-	422,820	-	-	42,282	42,282	42,282	42,282	42,282	42,282	42,282	42,282	42,282	42,282	
Athletics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
General Optg Exp/ Inflation	27,554	-	27,554	1,177	1,177	2,445	2,445	2,445	2,445	2,445	2,445	2,445	2,445	2,445	3,195	
Marketing	25,000	-	25,000	-	-	5,000	5,000	5,000	5,000	5,000	-	-	-	-	-	
Campus (Lease/Mortgage)	659,690	-	659,690	54,974	54,974	54,974	54,974	54,974	54,974	54,974	54,974	54,974	54,974	54,974	109,948	
Security Deposits (Site Lease)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
FFE&T	387,249	-	387,249	300,000	7,932	7,932	7,932	7,932	7,932	7,932	7,932	7,932	7,932	7,932	7,932	
EMO-CMO	489,605	-	489,605	-	-	103,595	4,679	4,679	4,679	215,812	12,156	12,156	112,216	12,156	12,156	
Insurance	55,390	-	55,390	4,616	4,616	4,616	4,616	4,616	4,616	4,616	4,616	4,616	4,616	4,616	4,616	
<b>Total Expenditures</b>	<b>\$4,932,031</b>	<b>\$ -</b>	<b>\$4,932,031</b>	<b>\$345,014</b>	<b>\$305,342</b>	<b>\$353,892</b>	<b>\$457,488</b>	<b>\$358,571</b>	<b>\$358,571</b>	<b>\$569,704</b>	<b>\$361,048</b>	<b>\$361,048</b>	<b>\$461,109</b>	<b>\$361,048</b>	<b>\$639,194</b>	
<b>Net Surplus (Deficit)</b>	<b>-</b>	<b>-</b>	<b>\$221,703</b>	<b>\$684,172</b>	<b>\$(305,342)</b>	<b>\$(304,641)</b>	<b>\$645,032</b>	<b>\$(309,320)</b>	<b>\$(309,320)</b>	<b>\$611,521</b>	<b>\$(233,092)</b>	<b>\$(233,092)</b>	<b>\$720,116</b>	<b>\$(233,092)</b>	<b>\$(511,238)</b>	
<i>Net Surplus (Deficit) Check</i>	<b>\$221,703</b>	<b>-</b>	<b>\$221,703</b>	<b>\$684,172</b>	<b>\$(305,342)</b>	<b>\$(304,641)</b>	<b>\$645,032</b>	<b>\$(309,320)</b>	<b>\$(309,320)</b>	<b>\$611,521</b>	<b>\$(233,092)</b>	<b>\$(233,092)</b>	<b>\$720,116</b>	<b>\$(233,092)</b>	<b>\$(511,238)</b>	
<b>Cumulative Funding-Capital Surplus (Deficit)</b>				<b>\$684,172</b>	<b>\$378,830</b>	<b>\$74,188</b>	<b>\$719,221</b>	<b>\$409,900</b>	<b>\$100,580</b>	<b>\$712,101</b>	<b>\$479,009</b>	<b>\$245,917</b>	<b>\$966,033</b>	<b>\$732,941</b>	<b>\$221,703</b>	
<b>Total Expenses Y-T-D</b>				345,014	650,356	1,004,249	1,461,737	1,820,308	2,178,879	2,748,584	3,109,632	3,470,680	3,931,789	4,292,837	4,932,031	
<b>% Budget YTD</b>				7%	13%	20%	30%	37%	44%	56%	63%	70%	80%	87%	100%	
<b>YTD ((Rev-Exp)/Rev)(Timing of Revenue Inflows/Expense Outflows)</b>				65%	34%	3%	30%	15%	0%	17%	9%	2%	16%	11%	0%	
<b>Days YTD</b>				31	62	92	123	153	184	215	244	275	305	336	366	

# Attachment 7

Fall  
Winter, Spring  
Sponsorship Fee

2023 **School Operations Year 1**  
2024 *(This is a year 1 budget. It is not a pre-opening budget)*  
1.25% *For those on a quarterly payment plan, the E14 formula of  $=(B14/4)*0.75$  reflects not getting full amount in Q1. Balance received equally thereafter.*

*(Carry over totals and input to appropriate worksheets)*

	From Enrol tab	Variance	SY1 Ending 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
<b>SCHOOL FINANCING/BORROWING/FUNDING</b>															
50	<b>SCHOOL FINANCING/BORROWING/FUNDING</b>														
51	<b>Beginning Loan Balance</b>														
52			\$ -												
53															
54		7.00%	\$ -												
55			\$ -												
56				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
57															
58															
59			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
60															
61	<b>Projected Cash Balance Statement</b>														
62															
63			\$221,703	\$684,172	\$(305,342)	\$(304,641)	\$645,032	\$(309,320)	\$(309,320)	\$611,521	\$(233,092)	\$(233,092)	\$720,116	\$(233,092)	\$(511,238)
64															
65			\$ -	-	684,172	378,830	74,188	719,221	409,900	100,580	712,101	479,009	245,917	966,033	732,941
66															
67			<b>\$221,703</b>	<b>\$684,172</b>	<b>\$378,830</b>	<b>\$74,188</b>	<b>\$719,221</b>	<b>\$409,900</b>	<b>\$100,580</b>	<b>\$712,101</b>	<b>\$479,009</b>	<b>\$245,917</b>	<b>\$966,033</b>	<b>\$732,941</b>	<b>\$221,703</b>
68															
69					2.2	1.1	0.2	2.0	1.1	0.2	2.0	1.3	0.5	2.7	1.1
70															
71	<b>Revenue / Revenue %</b>														
72															
73	<b>REVENUES</b>														
74			76%	72%	-%	-%	97%	-%	-%	90%	-%	-%	90%	-%	-%
75			(1%)	(1%)	-%	-%	(1%)	-%	-%	(1%)	-%	-%	(1%)	-%	-%
76			7%	-%	-%	-%	-%	-%	-%	5%	44%	44%	5%	44%	44%
77			1%	-%	-%	-%	-%	-%	-%	1%	5%	5%	1%	5%	5%
78			0%	-%	-%	-%	-%	-%	-%	0%	1%	1%	0%	1%	1%
79			4%	-%	-%	39%	2%	39%	39%	2%	15%	15%	2%	15%	15%
80			6%	-%	-%	61%	3%	61%	61%	3%	23%	23%	3%	23%	23%
81			2%	-%	-%	-%	-%	-%	-%	1%	11%	11%	1%	11%	11%
82			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
83			6%	29%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
84			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
85			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
86			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
87			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
88			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
89			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
90			100%	100%	-%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
91				20%	20%	21%	42%	43%	44%	67%	70%	72%	95%	98%	100%
92															

## Attachment 7

Fall  
Winter, Spring  
Sponsorship Fee

2023 **School Operations Year 1**  
2024 *(This is a year 1 budget. It is not a pre-opening budget)*  
1.25% *For those on a quarterly payment plan, the E14 formula of  $=(B14/4)*0.75$  reflects not getting full amount in Q1. Balance received equally thereafter.*

*(Carry over totals and input to appropriate worksheets)*

	From Enrol tab	Variance	SY1 Ending 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
93 <b>Expense / Revenue %</b>															
94															
95 <b>EXPENSES</b>															
96 Salaries			46%	-%	-%	401%	18%	401%	401%	17%	154%	154%	17%	154%	309%
97 Benefits			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
98 Part-Time Wages			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
99 Performance Bonuses			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
100 Payroll Services			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
101 Instructional Supplies			9%	4%	-%	75%	3%	75%	75%	3%	29%	29%	3%	29%	29%
102 Contracts			1%	0%	-%	4%	0%	4%	4%	0%	2%	2%	0%	2%	21%
103 Food Service			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
104 Transportation			8%	-%	-%	86%	4%	86%	86%	4%	33%	33%	4%	33%	33%
105 Athletics			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
106 Marketing			0%	-%	-%	10%	0%	10%	10%	0%	-%	-%	-%	-%	-%
107 Lease/Mortgage			13%	-%	-%	112%	5%	112%	112%	5%	43%	43%	5%	43%	86%
108 Custodial			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
109 Utilities			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
110 CAM/Maintenance			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
111 Campus Security			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
112 Capital Outlay (TI)			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
113 Security Deposits (Site Lease)			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
114 FFE&T			8%	29%	-%	16%	1%	16%	16%	1%	6%	6%	1%	6%	6%
115 Insurance			1%	0%	-%	9%	0%	9%	9%	0%	4%	4%	0%	4%	4%
116 <b>Total Expenditures</b>			8%	29%	-%	16%	1%	16%	16%	1%	6%	6%	1%	6%	6%
117 <b>Total Expenses Y-T-D</b>				0%	-%	9%	0%	9%	9%	0%	4%	4%	0%	4%	4%
118 % of available cash at start of month				-%	45%	93%	617%	50%	87%	566%	51%	75%	188%	37%	87%
119 % of available cash at end of month				50%	81%	477%	64%	87%	357%	80%	75%	147%	48%	49%	288%
120 <b>Projected Cash Balance Statement</b>															
121															
122 Net change in Cash from operations			1	66%	-%	(619%)	59%	(628%)	(628%)	52%	(182%)	(182%)	61%	(182%)	(400%)
123															
124 Begin Cash Balance(F/B)				\$ -	1	1	(6)	(5)	(11)	(17)	(17)	(19)	(21)	(20)	(22)
125															
126 <b>End Cash Balance (F/B)</b>			<b>1</b>	<b>1</b>	<b>1</b>	<b>(6)</b>	<b>(5)</b>	<b>(11)</b>	<b>(17)</b>	<b>(17)</b>	<b>(19)</b>	<b>(21)</b>	<b>(20)</b>	<b>(22)</b>	<b>(26)</b>
127															
128 Benefits/Salaries Exp				-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
129 # Employees				36	36	36	36	36	36	36	36	36	36	36	36
130 Benefits/Employee				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
131 Salaries/Employee				\$ -	\$4,200	\$4,200	\$4,200	\$4,200	\$4,200	\$4,200	\$4,200	\$4,200	\$4,200	\$4,200	\$8,401

# Attachment 7

## Enrollment & Revenue

TOC

**Eagle Charter Schools of Nevada**

Mike Dang

702.486.8879

C:\Users\Nicho\AppData\Local\Packages\microsoft.windowscommunicationsapps\_8wekyb3d8bbwe\LocalState\Files\SO\538\Attachments\SPCSA-New-School-Application-Financial-Plan-Template-2021-11-01 - Eagle NV RFA(18775).xlsx\Summary

### School Year 1 (Fall Start) Teaching Starts SY Ending

	SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2022	2023	2024	2025	2026	2027	2028
<b>Enrollment &amp; Revenue Totals</b>	2023	2024	2025	2026	2027	2028	2029

*Be sure to copy year 1 information from the Cashflow Worksheet*

#### REVENUE

#### ENROLLMENT (All Populations)

Number of grade levels		6	7	8	9	9	9
Number of Students per Classroom (Goal)		27	27	27	27	27	27
Number of classrooms calculated (Estimate)		20	24	28	32	33	34
Number of classrooms (Planned)		-	-	-	-	-	-
Student / Classroom, calculated		-	-	-	-	-	-
<b>K</b>		108	108	108	108	108	108
1st		108	108	108	108	108	108
2nd		81	108	108	108	108	108
3rd		81	81	108	108	108	108
4th		81	81	81	108	108	108
5th		81	81	81	81	108	108
6th		-	81	81	81	81	108
7th		-	-	81	81	81	81
8th		-	-	-	81	81	81
9th		-	-	-	-	-	-
10th		-	-	-	-	-	-
11th		-	-	-	-	-	-
12th		-	-	-	-	-	-
<b>Total Student Enrollment</b>		<b>540</b>	<b>648</b>	<b>756</b>	<b>864</b>	<b>891</b>	<b>918</b>
<i>Number of students tentatively committed to enroll, based on community engagement activities</i>		<b>425</b>					
<i>Target Reenrollment (NRS 388A.273)</i>		<b>80%</b>	<b>80%</b>	<b>80%</b>	<b>80%</b>	<b>80%</b>	<b>80%</b>
<i>Estimated # students to newly enroll (above reenrollment)</i>		108	129.6	151.2	172.8	178.2	183.6

#### ENROLLMENT BY STUDENT GROUP (Federally Fundable)

	Est' with Dupli'n						
State Special Education (SPED)	15.0%		81	97	113	130	134
English Language Learners (EL)	30.0%		162	194	227	259	267
Gifted & Talented (GATE)	-%		-	-	-	-	-
Free & Reduced Lunch (FRL)	90.0%		486	583	680	778	802
<i>Totals on this line may exceed 100% and planned enrollments</i>	135.0%	<i>FYI: Overlap</i>	729	875	1,021	1,166	1,203

#### ENROLLMENT BY STUDENT GROUP (State unique qualifying enrollment estimates)

State level weighted funding is provided to help schools educate and support students in special population categories. Categories include English Learners (EL), Gifted And Talented Education (GATE), Free and Reduced Lunch (aka At Risk) learners. Additional funding is also provided to help teach students with Special Education needs. While a student may technically be a member of multiple special populations categories, state funding is provided for only one category, deemed to be the category qualified for which provides the highest additional funding. The below Duplication calculations section is designed to estimate how many funding qualified students there are among the otherwise category qualified students. The highest funding is provided for SPED, followed by EL, followed by GATE, followed by At Risk.

	Estimated % w/ Duplication	Undupl'ed Default %	Est'd % wo Duplication				
State Special Education (SPED)	15.0%	100.00%	15.00%	81	97	113	130
English Language Learners (ELL)	30.0%	85.79%	25.74%	139	167	195	222
Gifted & Talented (GATE)	-%	95.56%	-%	-	-	-	-



## Attachment 7

				SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
				2022	2023	2024	2025	2026	2027	2028
				2023	2024	2025	2026	2027	2028	2029
<b>Enrollment &amp; Revenue</b>	<b>Totals</b>									
At Risk (AR, fka FRL)	90.0%	76.95%	53.34%		288	346	403	461	475	490
Students not identified in any of the above groups (Adju)	-%	-%	-%		32	38	45	51	53	54
Schools are paid for the higher category when duplicat	<b>135.0%</b>	<b>94.1%</b>		<b>540</b>	<b>648</b>	<b>756</b>	<b>864</b>	<b>891</b>	<b>918</b>	<b>918</b>
Students for which weighted funding may be received # Be sure next data tabe set =100%				<b>508</b>	<b>610</b>	<b>711</b>	<b>813</b>	<b>838</b>	<b>864</b>	<b>864</b>
Students for which weighted funding may be received %				<b>94%</b>	<b>94%</b>	<b>94%</b>	<b>94%</b>	<b>94%</b>	<b>94%</b>	<b>94%</b>
Above estimating table allows applicants to overwrite estimating formulas if they have reason to do so.				-	-	-	-	-	-	-

County (In Person) / Distance Ed Clark <--Select base PCFP payment category here

<b>STATE FUNDING PORTION</b>		<b>Add'l Funding Wts</b>								
Note: State Weighted and SpEd funding are paid based on prior year verified special population enrollments. Schools in year 1 do not receive weighted or SpEd funds until year 2.										
		Add'l Wts%	Add'l Wts\$							
State Special Education (SPED)		52.2%	\$3,694	\$ -	\$299,214	\$359,057	\$418,900	\$478,742	\$493,703	
English Language Learners (EL)		23.0%	\$1,627	-	226,123	271,347	316,572	361,797	373,103	
Gifted & Talented (GATE)		12.0%	\$849	-	-	-	-	-	-	
Free & Reduced Lunch (FRL)		3.0%	\$212	-	61,123	73,348	85,573	97,797	100,853	
General support only (All students)		<b>\$7,293</b>	\$7,293	3,938,220	4,725,864	5,513,508	6,301,152	6,498,063	6,694,974	
<b>Statewide Base Per Pupil</b>		<b>\$7,074</b>								

<b>ENROLLMENT % (FEDERAL FUNDING PORTION)</b>										
At Risk (% of students)				90%	90%	90%	90%	90%	90%	90%
ELL (% of students)				30%	30%	30%	30%	30%	30%	30%
Special Education (% of students) (contact staff if >25% SPED)				15%	15%	15%	15%	15%	15%	15%
Special Education (# of students)				81	97	113	130	134	138	138
Inflation adjustor (% per year)		<b>2.00%</b>	Applies to PCFP and Sponsorship fee							
Special Education (SPED) Weighted Funding		<b>\$0.00</b>	Per student (Placeholder \$3,000 6.28.21)							
PCFP Sponsorship Fee		1.25%	% of Base							
Title IA		<b>\$700.00</b>	/FRL Student							
Title IIA (For FRL students only)		<b>\$70.00</b>	/FRL Student							
Title IIA (Fixed amt for all students)		<b>\$4.00</b>	/FRL Student							
Title III		<b>\$50.00</b>	Per ELL student							
Title IV (Do not use)		Do not use								
IDEA (total)		<b>\$1,060.00</b>	Per SPED student							
Breakfast Program -- Federal Reimbursement		yes	"yes" or "no"							
Breakfast Program		<b>\$2.20</b>	Per student per day							
Lunch Program		<b>\$3.43</b>	Per student per day							
School level fundraising		<b>\$0.00</b>	Per student							
County where school is located		Clark								

Overwrite your inputs to the left. These assumptions are provided as examples only. They are those that other schools have used. They may not be applicable to your situation.

Attachment 7

		SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	
		2022	2023	2024	2025	2026	2027	2028	
		2023	2024	2025	2026	2027	2028	2029	
11	<b>Enrollment &amp; Revenue</b>	<b>Totals</b>							
105									
106	<b>Enrollment Detail</b>		540	648	756	864	891	918	
108	<b>STATE &amp; LOCAL (PCFP) FUNDING</b>								
109	State PCFP Adj' Base Revenue		\$3,938,220	\$5,312,324	\$6,217,260	\$7,122,196	\$7,436,399	\$7,662,633	
110	State Weighted Funding (EL, GATE, AR)		\$ -	\$287,246	\$344,695	\$402,145	\$459,594	\$473,956	
111	State SPED Funding		-	299,214	359,057	418,900	478,742	493,703	
112	Local SPED Funding		-	-	-	-	-	-	
113	Inflation adjustor	2.00%		\$106,246	\$124,345	\$142,444	\$148,728	\$153,253	
114	Inflation adjusted Total Revenue		\$3,938,220	\$6,005,031	\$7,045,358	\$8,085,684	\$8,523,463	\$8,783,545	
115	PCFP Sponsorship Fee (on Base)		\$(49,228)	\$(66,404)	\$(77,716)	\$(89,027)	\$(92,955)	\$(95,783)	
116	<b>PCFP Revenue Net of Sponsor Fee</b>		\$3,888,992	\$5,938,627	\$6,967,642	\$7,996,657	\$8,430,508	\$8,687,762	
117	<b>PCFP Revenue Net of Sponsor Fee pp</b>		\$7,202	\$9,165	\$9,216	\$9,255	\$9,462	\$9,464	
118									
121	<b>FEDERAL &amp; OTHER FUNDING PORTION</b>								
122	Title I	2,908,710	340,200	408,240	476,280	544,320	561,330	578,340	
123	Title IIA (FRL only)	307,031	35,910	43,092	50,274	57,456	59,252	61,047	
124	Title IIA (FRL & Non FRL)	18,468	2,160	2,592	3,024	3,456	3,564	3,672	
125	Title III	69,255	8,100	9,720	11,340	12,960	13,365	13,770	
126	Title IV								
127	Federal Breakfast Program	1,645,499	192,456	230,947	269,438	307,930	317,552	327,175	
128	Federal Lunch Program	2,565,482	300,056	360,068	420,079	480,090	495,093	510,096	
129	IDEA	734,103	85,860	103,032	120,204	137,376	141,669	145,962	
130	Start-up funds (Federal Replication & Expansion already awarded to operator--not SEA grant)	300,000	\$ -	\$300,000	\$ -	\$ -	\$ -	\$ -	
131	Charter School Program (CSP) Grant (w/letter)	-	-	-	-	-	-	-	
132	Other start-up grant funds, incl' SEA Grants w/ltr	-	-	-	-	-	-	-	
133	School level fundraising w/supporting documentation	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
134	Student fees (Net)	-	-	-	-	-	-	-	
135	Food Services Revenue	-	-	-	-	-	-	-	
136	Transportation Funding	-	-	-	-	-	-	-	
137	Investment Income	-	-	-	-	-	-	-	
138	Private fundraising (foundations, corporate) w/ltr	150,000	150,000	-	-	-	-	-	
139	Fundraising / Donations w/ltrs	-	-	-	-	-	-	-	
140			\$ 150,000	\$ 1,264,742	\$ 1,157,691	\$ 1,350,639	\$ 1,543,588	\$ 1,591,825	
141	<b>Per Pupil (Federal Funding Portion)</b>		\$ 2,342	\$ 1,787	\$ 1,787	\$ 1,787	\$ 1,787	\$ 1,787	
142	<b>TOTAL REVENUE</b>	\$50,458,736	\$ 150,000	\$ 5,153,735	\$ 7,096,318	\$ 8,318,281	\$ 9,540,245	\$ 10,022,333	
143	<b>Total PCFP Revenue PP</b>		\$ 9,544	\$ 10,951	\$ 11,003	\$ 11,042	\$ 11,248	\$ 11,250	

# Attachment 7

## General Operating & Transp' Expenses

**Eagle Charter Schools of Nevada**  
Mike Dang  
702.486.8879

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C:\Users\Nicho\AppData\Local\Packages\microsoft.windowscommunicationsapps\_8wekyb3d8bbwe\LocalState\Files\501538\Attachments\SPCSA-New-School-Application-Financial-Plan-Template-2021-11-01 - Eagle NV RFA(18775).xlsx\Gen Oprg

**School Year 1 (Fall Start) Teaching Starts**  
SY Ending

**2023**  
**2024**

	Fall, Winter	SY 0/Incubation	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
		2022	2023	2024	2025	2026	2027	2028
<b>Totals</b>		<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>

*Be sure year 1 information below matches with your Year 1 Cashflow Worksheet totals*

REVENUE								
<b>ENROLLMENT</b>								
Number of grade levels	-	6	7	8	9	9	9	9
Number of classrooms	-	20	24	28	32	33	34	34
<b>Total Student Enrollment</b>		<b>540 Ss</b>	<b>648 Ss</b>	<b>756 Ss</b>	<b>864 Ss</b>	<b>891 Ss</b>	<b>918 Ss</b>	<b>918 Ss</b>
Student / Classroom		27	27	27	27	27	27	27
Target Reenrollment (NRS 388A.273)	\$ -	80%	80%	80%	80%	80%	80%	80%
Estimated # students to newly enroll		108	129.6	151.2	172.8	178.2	183.6	183.6
FRL (% of students)	\$ -	90%	90%	90%	90%	90%	90%	90%
FRL (# of students)		486	583	680	778	802	826	826
ELL (% of students)	\$ -	30%	30%	30%	30%	30%	30%	30%
ELL (# of students)		162	194	227	259	267	275	275
Special Education (% of students) (contact staff if >25% SPED)	\$ -	15%	15%	15%	15%	15%	15%	15%
Special Education (# of students)		81	97	113	130	134	138	138

<b>TOTAL REVENUE</b>	\$50,458,736	\$150,000	5,153,735	7,096,318	8,318,281	9,540,245	10,022,333	10,327,824
Total Revenue / Pupil			9,544	10,951	11,003	11,042	11,248	11,250
Total GenOp	\$7,689,797	\$ -	946,037	1,048,580	1,230,032	1,416,940	1,482,358	1,565,849
GenOp per Student	\$1,666		1,752	1,618	1,627	1,640	1,664	1,706
Net Surplus after Gen Op	\$42,768,939	\$150,000	4,207,697	6,047,738	7,088,249	8,123,305	8,539,975	8,761,975
Net Surplus after Gen Op per Student	\$9,296		7,792	9,333	9,376	9,402	9,585	9,545
Net Surplus/Deficit	\$12,693,527	\$1,495	711,308	1,826,658	2,081,965	2,551,582	2,822,698	2,697,820
Net Surplus/Deficit per student	\$2,749	\$ -	1,317	2,819	2,754	2,953	3,168	2,939

STAFF FTE COUNT								
FTE - Administrators		1	3	3	4	4	4	4
FTE - Office		-	3	3	3	3	3	3
FTE - SPED Teachers		-	3	5	5	6	6	6
FTE - ELL Teachers		-	3	3	4	4	4	4
FTE - Guidance Counselors & Other		-	1	2	3	2	3	3
FTE - Grade Level Teachers		-	23	31	36	40	42	43
<b>FTE - Total</b>		<b>1</b>	<b>36</b>	<b>47</b>	<b>55</b>	<b>60</b>	<b>62</b>	<b>63</b>

GENERAL OPERATING EXPENSES								
	Assumptions	(Manual entry)	You may override these formulas with more accurate estimates					
Instruction								
Professional development	\$238,000	Per FTE	\$8,568	\$11,186	\$13,090	\$14,280	\$14,756	\$14,994
Staff recruitment	\$10,000.00	Per Year	10,000	10,000	10,000	10,000	10,000	10,000
Special Ed/Psychology Consultant	\$55,000.00	Annual Expense	55,000	55,000	55,000	55,000	55,000	55,000
EMO / CMO Fee See Tab								
Textbooks - initial costs	\$175,000	Per student	94,500	18,900	18,900	18,900	4,725	4,725
Textbooks - repurchase of new books	\$10,000	Number of years use						
Library books per new student	\$ -	Per New Student						
Food services	\$60	Per student	32,400	38,880	45,360	51,840	53,460	55,080
Music program	\$ -	Per Student						
Management fees (Non EMO; Non CMO)	\$ -	% of PCFP & Other C						
Licensing fees	\$ -	% of PCFP & Other C						
Office Supplies (non direct student; not equip)	\$31,000	Per student	16,740	20,088	23,436	26,784	27,621	28,458
Supplies for students (not equip)	\$150,000	Per student	81,000	97,200	113,400	129,600	133,650	137,700
Assessment costs	\$24,000	Per student	12,960	15,552	18,144	20,736	21,384	22,032
Yearbook	\$ -	Per student						
School store	\$ -	Per student						
Contracted SPED	\$496,000	Per SPED student	40,176	48,211	56,246	64,282	66,290	68,299
Instructional supplies - Teachers (just teaching faculty)	\$ -	Per Instructional FTE						
General office supplies (enter here or above/student; not equip)	\$417,000	Per month	5,004	5,004	5,004	5,004	5,004	5,004
School uniforms - new students	\$10,000	Per new student	5,400	1,080	1,080	1,080	270	270
School uniforms - returning students (exclude new students)	\$10,000	Per returning student		5,400	6,480	7,560	8,640	8,910
General building decorum	\$10,000.00	Annual Exp	10,000	10,000	10,000	10,000	10,000	10,000
Health supplies	\$8,000	Per student per year	4,320	5,184	6,048	6,912	7,128	7,344
Bank fees	\$ -	Annual Exp						
Athletic expenditures (detail below)	\$10,000	Per Student	5,400	6,480	7,560	8,640	8,910	9,180
Postage and shipping	\$2,000	Per student	1,080	1,296	1,512	1,728	1,782	1,836
Gifts & awards - students	\$10,000	Per student	5,400	6,480	7,560	8,640	8,910	9,180
Gifts & awards - faculty and staff	\$10,000	Per FTE	360	470	550	600	620	630
Dues and memberships	\$10,000	Per FTE	360	470	550	600	620	630
Travel and Meetings	\$1,071.00	Per FTE	38,556	50,337	58,905	64,260	66,402	67,473
Background checks	\$35,000	Per new FTE	1,239	385	280	175	70	35
Accounting services	\$5,000.00	Annual Exp	5,000	5,000	5,000	5,000	5,000	5,000
Field trips	\$1,200.00	Per grade level	7,200	8,400	9,600	10,800	10,800	10,800
Field trips - out of state	\$ -	Per grade level						
Governance/Board Background Checks	\$1,000	Per year	1,000	1,000	1,000	1,000	1,000	1,000
Governance/Board Training	\$4,000	Per year	4,000	4,000	4,000	4,000	4,000	4,000
Governance/Board Other Expenses	\$ -	Per year						
Parent & staff meetings	\$5,000.00	Annual Exp		5,000	5,000	5,000	5,000	5,000
Saturday School (contractors for instruction)	no	Input "yes" or "no"						

### Attachment 7

		Fall, Winter		SY 0/Incubation	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Totals		2022	2023	2023	2024	2025	2026	2027	2028	2029
<b>Total Instructional Supplies</b>		\$ -	\$ 445,663	\$ 431,003	\$ 483,705	\$ 532,421	\$ 531,042	\$ 542,580		
<i>Per student</i>		\$ -	\$825	\$665	\$640	\$616	\$596	\$591		
<b>Contract/Other Services (Not otherwise included in app)(note EMO, CMO, BOSP tab)</b>										
Admissions Lottery										
Annual audit			\$25,000		\$25,000		\$25,000		\$25,000	\$25,000
Application Costs Consultants:										
Board Recruitment and Screening										
Brochures, Information										
Charter application										
Community meeting, hosting										
Curriculum Development										
Deposits (non facility--if not shown elsewhere)										
Education Consultant										
HR: Hiring: Head of School										
HR: Hiring: Other										
Legal fees (Incubation Year)										
Legal fees (Post incubation)			\$25,000		\$25,000		\$25,000		\$25,000	\$25,000
Nonprofit Incorporation-Federal (see note-->)										
Nonprofit Incorporation-State (see note-->)										
School leader acquisition/development costs in incubation										
Staff Recruitment/Hiring										
Website Development										
Consulting Services: (overwrite w/type, name if available)										
Consulting Services: (overwrite w/type, name if available)										
Consulting Services: (overwrite w/type, name if available)										
Consulting Services: (overwrite w/type, name if available)										
Consulting Services: (overwrite w/type, name if available)										
Partnership: (overwrite w/type, name if available)										
Partnership: (overwrite w/type, name if available)										
Partnership: (overwrite w/type, name if available)										
Partnership: (overwrite w/type, name if available)										
Partnership: (overwrite w/type, name if available)										
Partnership: (overwrite w/type, name if available)										
Partnership: (overwrite w/type, name if available)										
Partnership: (overwrite w/type, name if available)										
Partnership: (overwrite w/type, name if available)										
<b>Total Contract/Other Services</b>		\$ -	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
<b>Food Program</b>		<b>School Pays?</b>								
Breakfast		yes	\$1.75	\$170,100	\$204,120	\$238,140	\$272,160	\$280,665	\$289,170	
Lunch program		yes	\$2.60	\$252,720	\$303,264	\$353,808	\$404,352	\$416,988	\$429,624	
Snacks		no	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Saturday food program		no	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Food Costs</b>		\$ -	\$ 422,820	\$ 507,384	\$ 591,948	\$ 676,512	\$ 697,653	\$ 718,794		
<b>TRANSPORTATION REVENUES/FUNDING</b>										
Transportation Revenues/Funding (if applicable)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TRANSPORTATION COSTS</b>										
Percentage of students transported		-	%							
Students per bus		-								
Bus purchase price (used bus)		\$ -								
Miles driven per bus per day		-								
Miles driven per bus per year		-								
Miles per gallon		-								
Gallons purchased per year		-								
Price per gallon		\$ -								
Annual fuel costs per bus		\$ -								
Maintenance costs per bus		\$ -	per mile							
Annual maintenance costs per bus		\$ -								
Bus Contracting Costs		\$ -	annual							
Number of students participating		-		-	-	-	-	-	-	-
Number of buses required		-		-	-	-	-	-	-	-
Bus purchasing costs		\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fuel costs		\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Maintenance costs		\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bus Contracting Costs		\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL TRANSPORTATION COSTS</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>NET TRANSPORTATION CASHFLOW</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Attachment 7

**Furnishings, Fixtures, Equipment & Technology (FFE&T)**

**Eagle Charter Schools of Nevada**

Mike Dang

702.486.8879

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C:\Users\Nichol\AppData\Local\Packages\microsoft.windowscommunicationsapps\_8wekyb3d8bbwe\LocalState\Files\S0\538\Attachments\SPCSA-New-School-Application-Financial-Plan-Template-2021-11-01 - Eagle NV RFA(18775).xlsx\Gen Optg

SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
2022	2023	2024	2025	2026	2027	2028
2023	2024	2025	2026	2027	2028	2029

**ASSUMPTIONS**

11 Student enrollment		<b>540</b>	<b>648</b>	<b>756</b>	<b>864</b>	<b>891</b>	<b>918</b>
12 FTE Total (PT not incl)		<b>36</b>	<b>47</b>	<b>55</b>	<b>60</b>	<b>62</b>	<b>63</b>

(Enter manually)

14 Number of copiers needed		-	-	-	-	-	-		
15 Annual copier lease		-	-	-	-	-	-		
16 Copier - usage fee	\$35.00	Per student	-	18,900	22,680	26,460	30,240	31,185	32,130
17 Computers - Faculty	\$850.00	Per new laptop	-	30,090	9,350	6,800	4,250	1,700	30,940
18 Computers (Replacement) - Faculty	\$ -		-	-	-	-	-	-	-
19 Computers - Students	\$300.00		-	37,418	69,818	69,818	69,818	45,518	170,100
20 Computers (Replacement)- Students	\$ -		-	-	-	-	-	-	-
21 Cart Costs	\$ -		-	-	-	-	-	-	-
22 FTE Cell phone handsets	\$ -	Per handset	-	-	-	-	-	-	-
23 FTE Cell phones	\$ -	Per month	-	-	-	-	-	-	-
24 Internet setup			-	-	-	-	-	-	-
25 Server			-	11,549	11,549	11,549	11,549	11,549	60,000
26 Classroom technology, other	\$3,500.00	Per classroom	-	70,000	14,000	14,000	14,000	3,500	3,500
27 Educational software/curriculum	\$36.00	Per student	-	19,440	23,328	27,216	31,104	32,076	33,048
28 NWEA-MAP	\$24.00	Per student	-	12,960	15,552	18,144	20,736	21,384	22,032
29 iReady	\$ -	Per student	-	-	-	-	-	-	-
30 Class Dojo	\$ -	Per student	-	-	-	-	-	-	-
31 Infinite Campus	\$ -	Per student	-	-	-	-	-	-	-
32 Technology Support Services	\$ -	Per month	-	-	-	-	-	-	-
33 Internet and phone monthly service	\$1,000.00	Per month	-	12,000	12,000	12,000	12,000	12,000	12,000
34 Other Equipment (security system, Hardware costs, setup fees)			-	52,000	-	-	-	-	-
35 Other Equipment replacement	\$ -	Expected years	-	-	-	-	-	-	-
36 Monthly equipment cost	\$500.00	Per month	-	6,000	6,000	6,000	6,000	6,000	6,000
37 Computer Hardware (Other)	\$ -	Per new FTE	-	-	-	-	-	-	-
38 Computer Software	\$ -	Per FTE	-	-	-	-	-	-	-
39 Faculty furniture (desks, tables, chairs...)	\$480.00	Per new FTE	-	16,992	5,280	3,840	2,400	960	480
40 Student furniture (desks, tables, chairs...)	\$185.00	Per new student	-	99,900	19,980	19,980	19,980	4,995	4,995

**TOTAL FFE & T COSTS**

(book expense, e.g., full accrual)	\$1,580,760	\$-	\$387,249	\$209,537	\$215,807	\$222,077	\$170,867	\$375,225
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Comments (Row #, you can include calculations in this workspace area; you can also insert Comments in cells above)

45	
46	
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## Attachment 7

## Attachment 7g

Annual projected lease expense

1580 Bledsoe Lane Las Vegas, NV 89110						
Campus						
Square footage	24629	24629	24629	24629	24629	24629
Projected lease amount	\$ 535,314	\$ 594,793	\$ 739,243	\$ 862,450	\$ 890,533	\$ 917,248
\$/sf	\$ 21.74	\$ 24.15	\$ 30.02	\$ 35.02	\$ 36.16	\$ 37.24
Portables						
Number of portables	0	4	8	12	13	14
Square footage (each)	864	864	864	864	864	864
Square footage (Total)	0	3456	6912	10368	11232	12096
Projected annual lease amount (each)	\$21,000.00	\$21,630.00	\$22,278.90	\$22,947.27	\$23,635.69	\$24,344.76
Total lease	\$0.00	\$86,520.00	\$178,231.20	\$275,367.20	\$307,263.91	\$340,826.58
\$/sf		\$25.03	\$25.79	\$26.56	\$27.36	\$28.18
<b>Total</b>						
Square footage	24629	28085	31541	34997	35861	36725
<b>Lease amount</b>	<b>\$535,314.00</b>	<b>\$681,313.00</b>	<b>\$917,474.20</b>	<b>\$1,137,817.20</b>	<b>\$1,197,796.91</b>	<b>\$1,258,074.58</b>
\$/sf	\$21.74	\$24.26	\$29.09	\$32.51	\$33.40	\$34.26

# Attachment 7

**Facilities**  
**Eagle Charter Schools of Nevada**  
 Mike Dang, 702.486.8879

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Potential location(s) under consideration: (Address or cross street, City, County)  
**1580 Bledsoe Lane Las Vegas, NV 89110**  
 N/A

C:\Users\Nicho\Documents\Eagle NV RFA - SPCS-A-New-School-Application-Financial-Plan-Template-2021-11-01 (submitted).xlsx\Lease rate calculations

FACILITIES	SELECT "Purchase" or "Lease"	Lease	SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	
2022	2023	2024	2025	2026	2027	2028	2029	2028	2029	
<b>LEASE OPTION</b>			<b>Enrollment</b>	540 s	648 s	756 s	864 s	891 s	918 s	
SF/pupil			46 sf/p	43 sf/p	42 sf/p	41 sf/p	40 sf/p	40 sf/p	40 sf/p	
Lease area (conditioned space)(sq ft)			200 sf	24,629 sf	28,085 sf	31,541 sf	34,997 sf	35,861 sf	36,725 sf	
Lease rate/sq ft/Month (Contract--Before waivers/deferrals; w/o escalator)			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Lease rate/sq ft/Year (Contract--Before waivers/deferrals; w/o escalator)										
Lease rate/sq ft/month (After waivers, w/o escalator)(If applicable)			\$1.20 /mo	\$1.81 /mo	\$2.02 /mo	\$2.42 /mo	\$2.71 /mo	\$2.78 /mo	\$2.85 /mo	
Lease rate/sq ft/year (After waivers, w/o escalator)			\$14.40 /yr	\$21.74 /yr	\$24.26 /yr	\$29.09 /yr	\$32.51 /yr	\$33.40 /yr	\$34.26 /yr	
Lease rate escalator					3%	3%	3%	3%	3%	
Lease cost/sf/month (after waivers)			\$1.20	\$1.81	\$1.87	\$1.92	\$1.98	\$2.04	\$2.10	
Lease rate /yr w/escal' (after waivers)			\$14.40	\$21.74	\$22.39	\$23.06	\$23.75	\$24.46	\$25.20	
<b>Facility lease cost/yr</b>			\$4,528,060	\$2,880	\$535,314	628,743	727,297	831,198	877,270	925,358
	<b>Per sq ft</b>									
Custodial (Non CAM)/yr	\$1.75 /sf/yr	363,186	\$43,101	\$50,623	\$58,509	\$66,757	\$70,288	\$73,909		
Utilities/yr	\$2.00 /sf/yr	415,070	49,258	57,855	66,867	76,293	80,329	84,468		
CAM/yr	\$ - /sf/yr	-	-	-	-	-	-	-		
Campus security	\$ - /yr	330,000	-	60,000	63,000	66,000	69,000	72,000		
Insurance (If not on Ins' tab)	\$ - /yr	-	-	-	-	-	-	-		
Internal/major repairs	\$ - /sf/yr	-	-	-	-	-	-	-		
Maintenance	\$1.30 /sf/yr	283,399	32,018	38,336	45,104	52,321	55,943	59,678		
Property Taxes	\$ - /sf/yr	1,202,610	-	52,570	190,177	306,620	320,527	332,717		
Escalator on Custodial, Utilities, CAM, Security)	-% Above costs	2,594,265	124,376	259,384	423,656	567,990	596,087	622,771		
<b>Security Deposit(s)(post to Cashflow ("CF Y1 M</b>	\$ - Lump sum	-	-	-	-	-	-	-		
<b>Tenant Improvement Costs (Initial Capital Outlay for Occupancy)</b>										
Architecture & Engineering										
Space Planning										
Other facility preparation costs										
<b>Depreciation-Capital Outlay</b>										
<b>Total cash cost to lease (FY1, not shown on Summary tab)</b>		\$7,122,325	\$2,880	\$659,690	\$888,127	\$1,150,953	\$1,399,188	\$1,473,356	\$1,548,129	
<b>Total lease book expense (shown on Summary tab)</b>			\$2,880	\$659,690	\$888,127	\$1,150,953	\$1,399,188	\$1,473,356	\$1,548,129	
<b>Book Expense - Cash Cost</b>			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Facility lease cost / Month</b>				\$44,610	\$52,395	\$60,608	\$69,266	\$73,106	\$77,113	
Custodial (Non CAM)/mo				3,592	4,219	4,876	5,563	5,857	6,159	
Utilities/mo				4,105	4,821	5,572	6,358	6,694	7,039	
CAM /mo				-	-	-	-	-	-	
Campus security				-	-	-	-	-	-	
If Lease, then facility type: <u>Retail/shopping, office, industrial, school, church, other</u>										
City/County sign off of improvement plans--all required work identified										
<b>PURCHASE OPTION</b>										
Square feet purchased	2.5 sf	Equity	-%	% of purchase price						
Purchase price per sq ft	\$ -	Per sq ft	\$ -	Amount Financed						
Purchase price	\$0	Per sq ft	-	Loan Term (years)						
Renovation cost per sq ft	\$ -	Per sq ft	-	Bank Fees & Points						
Total renovation costs	\$ -	Per sq ft	-	Interest Rate						
<b>Purchase price and renovation costs</b>	\$ -									
Monthly Debt Service	\$ -									
Annual Debt Service	\$ -									
Estimated annual interest expense	\$ -									
(based on PV of all interest payments)										
Custodial Services	\$ -	Per sq ft	-							
Utilities	\$ -	Per sq ft	-							
Maintenance	\$ -	Per sq ft	-							
Campus security	\$ -	Per year	-							
Equity (down payment)										
Financing costs (6 months during planning year)										
<b>Total cash costs to purchase</b>										
<b>Total purchase book expense</b>										
<b>TOTAL FACILITIES CASH COSTS</b>		\$7,122,325	\$2,880	\$659,690	\$888,127	\$1,150,953	\$1,399,188	\$1,473,356	\$1,548,129	
<b>TOTAL FACILITIES Book Expense</b>		\$7,122,325	\$2,880	\$659,690	\$888,127	\$1,150,953	\$1,399,188	\$1,473,356	\$1,548,129	
<b>Total lease book expense (shown on Summary tab)</b>		\$7,122,325	\$2,880	\$659,690	\$888,127	\$1,150,953	\$1,399,188	\$1,473,356	\$1,548,129	
Difference			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

**School Year 1 (Fall Start) Teaching Starts**  
**SY Ending**

SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
2022	2023	2024	2025	2026	2027	2028
2023	2024	2025	2026	2027	2028	2029

Summary will populate automatically, please begin data entry below in areas with yellow cells.

**Personnel Summary**

**STAFF FTE COUNT (FT & PT w/Benefits)**

You may paste this summary section into your narrative -->  
 Staff counts here must match your narrative staff count

<b>Staff Summary</b>	<b>SYE 2023</b>	<b>SYE 2024</b>	<b>SYE 2025</b>	<b>SYE 2026</b>	<b>SYE 2027</b>	<b>SYE 2028</b>	<b>SYE 2029</b>
FTE - Administrators	0.6	3.0	3.0	4.0	4.0	4.0	4.0
FTE - Office	-	3.0	3.0	3.0	3.0	3.0	3.0
FTE - SPED Teachers	-	3.0	5.0	5.0	6.0	6.0	6.0
FTE - ELL Teachers	-	3.0	3.0	4.0	4.0	4.0	4.0
FTE - Guidance Counselors & Other	-	1.0	2.0	3.0	3.0	3.0	3.0
FTE - Grade Level Teachers	-	23.0	31.0	36.0	40.0	42.0	43.0
<b>Total FTEs w/benefits @ School</b>	<b>0.6</b>	<b>36.0</b>	<b>47.0</b>	<b>55.0</b>	<b>60.0</b>	<b>62.0</b>	<b>63.0</b>
Part-Time Staff w/o benefits (FTE count)	-	-	-	-	-	-	-
<b>Total Staff w &amp; w/o benefits (FTE count)</b>	<b>0.60</b>	<b>36.00</b>	<b>47.00</b>	<b>55.00</b>	<b>60.00</b>	<b>62.00</b>	<b>63.00</b>

Avg (no SY 0)

<b>Enrollment</b>	avg \$770	540	648	756	864	891	918
FTE Teachers (SPED, ELL, Grade Level)		29	39	45	50	52	53
Student/Teacher ratio		19	17	17	17	17	17

<b>Total Revenue</b>	avg \$8,409,789	\$150,000	\$5,153,735	\$7,096,318	\$8,318,281	\$9,540,245	\$10,022,333	\$10,327,824
<b>TOTAL SALARIES</b>	avg \$2,677,840	\$65,790	\$1,833,960	\$2,347,020	\$2,739,720	\$2,972,280	\$3,064,080	\$3,109,980
<b>BENEFITS</b>	avg \$793,686	\$14,727	\$528,620	\$686,437	\$807,277	\$883,598	\$917,858	\$938,326
MEDICAL		2,700	165,240	220,045	262,649	292,257	308,039	319,267
Retirement (PERS-Required)		10,197	284,264	363,788	424,657	460,703	474,932	482,047
Other benefits		1,829	79,116	102,605	119,971	130,638	134,887	137,012
<b>Total Personnel Expense</b>	avg \$3,481,216	\$80,625	\$2,369,060	\$3,041,917	\$3,556,897	\$3,866,678	\$3,993,098	\$4,059,646
Total Personnel Expense per Student	avg \$4,528		4,387	4,694	4,705	4,475	4,482	4,422
Net Surplus after Personnel	avg \$4,928,573	69,375	2,784,674	4,054,400	4,761,385	5,673,567	6,029,235	6,268,179
Net Surplus after Personnel per Student	avg \$6,312		5,157	6,257	6,298	6,567	6,767	6,828
Net Surplus/Deficit	avg \$2,115,339	1,495	711,308	1,826,658	2,081,965	2,551,582	2,822,698	2,697,820
Net Surplus/Deficit per student	avg \$2,658		1,317	2,819	2,754	2,953	3,168	2,939



49	<b>EXPENSES</b>		<b>SY 0/Incu</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 6</b>
50	<b>STAFFING COSTS</b>		2022	2023	2024	2025	2026	2027	2028
51	<b>ASSUMPTIONS</b>		2023	2024	2025	2026	2027	2028	2029

52	<b>Payroll Tax and Benefits</b>	
53	<b>Medical</b>	
54	Single Coverage	\$4,500 Per year
55	Family Coverage	\$4,500 Per year
56	School's percentage of coverage	100%
57	Assumed percentage of employees choosing single coverage	100%
58	Weighted avg. cost for medical	\$4,500 Per employee per year
59	FICA	1.45% Percentage of Salary
60	State Retirement (PERS, Required)	15.50% Percentage of Salary
61	Life Insurance	0.00% Percentage of Salary
62	GASB 75 (replaces GASB 45)	\$ - Per employee
63	Unemployment Insurance	\$959 Per employee
64	Workers' Compensation	\$500 Per employee
65		
66	Payroll Services	\$15 Per employee per month
67	Performance Bonus	Enter row ~379
68	<b>Inflation (Salaries &amp; related, COLA)</b>	2.00% Medical benefits costs tied to salaries, rise w/inflation
69		
70	Instructional days per year (Minimum)	180
71	Saturday schools per year	-
72	Contractors required for Saturday School	-
73	Price per contractor	\$ -

PERS, 7/10/2020 :  
 \* Charter Schools are Choice agencies so all PERS eligible employees would have the option to select the Employer paid or the Employee/Employer paid contribution plan if the employee has never selected the Employer paid plan in the past at a choice employer.  
 \* For some School Districts their Certified employees are Non Choice and must be reported under the Employer Paid plan, and their non certified staff for some Districts do have a choice of plans. I believe the certified/ non certified would apply more to the School Districts in the State, and not the Charter Schools.

PERS, 4/14/2020 :  
 \* The Employer Paid rate is 29.25% and the Employee/ Employer Paid plan is 15.25% for the EE and 15.25% for the Employer.  
 PERS rate change, 7/12/2021  
 THE CONTRIBUTION RATE FOR MEMBERS OF THE RETIREMENT SYSTEM WHO ELECT EMPLOYEE/EMPLOYER PAY CONTRIBUTION PLAN IS 15.50%.

<https://www.nvpers.org/public/employers/PERS%20Official%20Policies.pdf>

CONTRIBUTION PLAN ELECTION 286.200 3.44 New hires after January 1, 1991, of the employee groups enumerated in Policy 3.24 shall have the option to: a. Contribute under the employee/employer contribution plan, or b. Contribute under the employer-pay contribution plan. 286.200 3.45 New hires under Policy 3.44 who elect to contribute under the employee/employer contribution plan may: a. At any time after their date of hire, elect to contribute under the employer-pay contribution plan but, b. Once they elect to contribute under the employer-pay contribution plan may not thereafter revert to the employee/employer contribution plan. 286.200 3.46 New hires failing to make an election to contribute under either the employee/employer contribution plan or the employer-pay contribution plan under Policy 3.44 shall be enrolled in the

This area and below are not included in print range above.

76		<b>SYEnding</b>	<b>Base Salary</b>								
77			(Input year or "NA")								
78	<b>FTE Count &amp; Hiring Timing</b>	Fall of School Year 1 =	2023	<b>FTE Count &amp; Hiring Timing (Enter automatically or manually, hard code)</b>							
79	<b>Administrators (Full-time &amp; Part-Time w/benefits)</b>	<b>SYEnding</b>									
80	Principal	2023	\$ 90,000	0.3	1.0	1.0	1.0	1.0	1.0	1.0	1.0
81	Vice Principal	2024	65,000	-	1.0	1.0	2.0	2.0	2.0	2.0	2.0
82	Chief Operating Officer	2023	120,000	0.4	1.0	1.0	1.0	1.0	1.0	1.0	1.0
83	Admin 4	year	-	-	-	-	-	-	-	-	-
84	Admin 5	year	-	-	-	-	-	-	-	-	-
85											
86	<b>Total Administrators</b>			1	3	3	4	4	4	4	4
87											
88	<b>Office Staff (Full-time &amp; Part-Time w/benefits)</b>										
89	Office Manager	2024	\$ 40,000	-	1.0	1.0	1.0	1.0	1.0	1.0	1.0
90	Registrar	2024	40,000	-	1.0	1.0	1.0	1.0	1.0	1.0	1.0
91	IT Director	2024	65,000	-	1.0	1.0	1.0	1.0	1.0	1.0	1.0
92	Office 4	year	-	-	-	-	-	-	-	-	-
93											
94	<b>Total Administrators and Office Staff</b>			1	6	6	7	7	7	7	7
95											
96	<b>Special Education (SPED) Teachers (Full-time &amp; Part-Time w/benefits)</b>										
97	Special Education Director 1	2024	\$ 55,000	-	1.0	1.0	1.0	1.0	1.0	1.0	1.0
98	Special Education Coordinator 2	2024	48,000	-	2.0	3.0	3.0	4.0	4.0	4.0	4.0
99	Special Education Assistant	2025	40,000	-	-	1.0	1.0	1.0	1.0	1.0	1.0
100	Special Education Coordinator 4	year	-	-	-	-	-	-	-	-	-
101	Special Education Coordinator 5	year	-	-	-	-	-	-	-	-	-
102	SPED Specialist Assistant 6	year	-	-	-	-	-	-	-	-	-
103	SPED Specialist Assistant 7	year	-	-	-	-	-	-	-	-	-
104	SPED Specialist Assistant 7	year	-	-	-	-	-	-	-	-	-
105	SPED Specialist Assistant 7	year	-	-	-	-	-	-	-	-	-
106	<b>Total Special Education Teachers</b>			-	3.0	5.0	5.0	6.0	6.0	6.0	6.0
	SPED Students				81	97.2	113.4	129.6	133.65	137.7	
	SPED Students/Teacher Ratio				27	19.44	22.68	21.6	22.275	22.95	
109											
110	<b>English Language Learner (ELL) Teachers (Full-time &amp; Part-Time w/benefits)</b>										
111	ELL Teacher/Reading Specialist	2024	\$ 50,000	-	3.0	3.0	4.0	4.0	4.0	4.0	4.0
112	ELL Teacher/Reading Specialist	year	-	-	-	-	-	-	-	-	-
113	ELL Teacher/Reading Specialist	year	-	-	-	-	-	-	-	-	-
114	year	year	-	-	-	-	-	-	-	-	-
115	year	year	-	-	-	-	-	-	-	-	-
116	year	year	-	-	-	-	-	-	-	-	-
117	year	year	-	-	-	-	-	-	-	-	-

118		year	-			-	-	-	-	-	-	-
119		year	-			-	-	-	-	-	-	-
120	<b>Total ELL Teachers</b>					-	3	3	4	4	4	4
121	<b>Guidance Counselor &amp; Other Staff (Full-time &amp; Part-Time w/benefits)</b>											
122	Nurse	2024	\$ 42,000			-	1.0	1.0	1.0	1.0	1.0	1.0
124	Guidance Counselor	2026	45,000			-	-	-	1.0	1.0	1.0	1.0
125	School Psychologist	2025	55,000			-	-	1.0	1.0	1.0	1.0	1.0
126		year	-			-	-	-	-	-	-	-
127		year	-			-	-	-	-	-	-	-
128		year	-			-	-	-	-	-	-	-
129		year	-			-	-	-	-	-	-	-
130		year	-			-	-	-	-	-	-	-
131		year	-			-	-	-	-	-	-	-
132	<b>Total Guidance Counselors/Other</b>					-	1	2	3	3	3	3
133	<b>Total Special Education/ELL Teachers/Guidance Counselors</b>					-	7	10	12	13	13	13
134	<b>Total Faculty before Teachers</b>					1	13	16	19	20	20	20
136	<b>Grade Level (Core) Teachers (Full-time &amp; Part-Time w/benefits)</b>											
137	<b>Teacher</b>	<b>Grade Level</b>	<b>SYE 2023</b>	<b>Base Salary</b>	<b>Subject</b>	<b>FTE Count</b>	<b>(Input year or "NA")</b>					
138		<b>Fall of School Year 1 =</b>					<b>You may enter more than one person in any cell if the salaries are the same--or if you're using an average salary (and they're starting the same year).</b>					
141	Grade Level Teacher	year	na	\$ -	General	-	-	-	-	-	-	-
142	Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-
143	Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-
144	Kindergarten Teacher	K	na	\$45,000	General	-	4.0	4.0	4.0	4.0	4.0	4.0
146	Kindergarten Teacher	year	na	-	General	-	-	-	-	-	-	-
147	Kindergarten Teacher	year	na	-	General	-	-	-	-	-	-	-
148	Kindergarten Teacher	year	na	-	General	-	-	-	-	-	-	-
149	Kindergarten Teacher	year	na	-	General	-	-	-	-	-	-	-
151	1st Grade Teacher	1	na	\$45,000	General	-	4.0	4.0	4.0	4.0	4.0	4.0
152	1st Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
153	1st Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
154	1st Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
155	1st Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
157	2nd Grade Teacher	2	na	\$45,000	General	-	3.0	4.0	4.0	4.0	4.0	4.0
158	2nd Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
159	2nd Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
160	2nd Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
161	2nd Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
163	3rd Grade Teacher	year	na	\$45,000	General	-	3.0	3.0	4.0	4.0	4.0	4.0
164	3rd Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
165	3rd Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
166	3rd Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
167	3rd Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
169	4th Grade Teacher	year	na	\$45,000	General	-	3.0	3.0	3.0	4.0	4.0	4.0
170	4th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
171	4th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
172	4th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
173	4th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
175	5th Grade Teacher	year	na	\$45,000	General	-	3.0	3.0	3.0	3.0	4.0	4.0
176	5th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
177	5th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
178	5th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
179	5th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
181	6th Grade Teacher	year	na	\$45,000	General	-	-	3.0	3.0	3.0	3.0	4.0
182	6th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
183	6th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
184	6th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
185	6th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-

187	7th Grade Teacher	year	na	\$45,000	General	-	-	-	3.0	3.0	3.0	3.0
188	7th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
189	7th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
190	7th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
191		year	na	-	General	-	-	-	-	-	-	-
192		year	na	-	General	-	-	-	-	-	-	-
193												
194	8th Grade Teacher	year	na	\$45,000	General	-	-	-	-	3.0	3.0	3.0
195	8th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
196	8th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
197	8th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-
198		year	na	-	General	-	-	-	-	-	-	-
199												
200	PE teacher	year	na	\$45,000	General	-	2.0	3.0	3.0	3.0	4.0	4.0
201	PE teacher	year	na	-	General	-	-	-	-	-	-	-
202	Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-
203	Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-
204	Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-
205												
206	STEAM Teacher	year	na	\$45,000	General	-	-	1.0	2.0	2.0	2.0	2.0
207	STEAM Teacher	year	na	-	General	-	-	-	-	-	-	-
208	Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-
209	Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-
210	Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-
211												
212	Spanish Teacher	year	2024	\$45,000	General	-	1.0	1.0	1.0	1.0	1.0	1.0
213	Art Teacher	year	2025	45,000	General	-	-	1.0	1.0	1.0	1.0	1.0
214	Music Teacher	year	2026	45,000	General	-	-	1.0	1.0	1.0	1.0	1.0
215	Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-
216	Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-
217												
218	Grade Level Teacher	year	na	\$ -	General	-	-	-	-	-	-	-
219	Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-
220	Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-
221	Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-
222	Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-
223												
224	Grade Level Teacher	year	na	\$ -	General	-	-	-	-	-	-	-
225	Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-
226	Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-
227	Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-
228	Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-
229												
230	Grade Level Teacher	year	na	\$ -	General	-	-	-	-	-	-	-
231	Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-
232	Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-
233	Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-
234	Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-
235												
236	<b>Total Grade Level Teachers (Count)</b>					-	<b>23</b>	<b>31</b>	<b>36</b>	<b>40</b>	<b>42</b>	<b>43</b>
237	Total Teachers (SPED, ELL, Grade + Counselors)					-	30	41	48	53	55	56
238												
239	<b>SALARIES</b>											
240												
241	<b>Administrators (Full-time &amp; Part-Time w/benefits)</b>											
242	Principal	\$562,500				22,500	90,000	90,000	90,000	90,000	90,000	90,000
243	Vice Principal	650,000				-	65,000	65,000	130,000	130,000	130,000	130,000
244	Chief Operating Officer	762,000				42,000	120,000	120,000	120,000	120,000	120,000	120,000
245	Admin 4	-				-	-	-	-	-	-	-
246	Admin 5	-				-	-	-	-	-	-	-
247	<b>Subtotal</b>	1,974,500				64,500	275,000	275,000	340,000	340,000	340,000	340,000
248												
249	<b>Office Staff (Full-time &amp; Part-Time w/benefits)</b>											
250	Office Manager	240,000				-	40,000	40,000	40,000	40,000	40,000	40,000
251	Registrar	240,000				-	40,000	40,000	40,000	40,000	40,000	40,000
252	IT Director	390,000				-	65,000	65,000	65,000	65,000	65,000	65,000
253	Office 4	-				-	-	-	-	-	-	-
254	<b>Subtotal Office Staff</b>	870,000				-	145,000	145,000	145,000	145,000	145,000	145,000
255												
256	<b>Total Administrators and Office Staff</b>	2,844,500				64,500	420,000	420,000	485,000	485,000	485,000	485,000

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**Special Education (SPED) Teachers (Full-time & Part-Time w/benefits)**

Special Education Director 1	330,000	-	55,000	55,000	55,000	55,000	55,000	55,000	55,000
Special Education Coordinator 2	960,000	-	96,000	144,000	144,000	144,000	192,000	192,000	192,000
Special Education Assistant	200,000	-	-	40,000	40,000	40,000	40,000	40,000	40,000
Special Education Coordinator 4	-	-	-	-	-	-	-	-	-
Special Education Coordinator 5	-	-	-	-	-	-	-	-	-
SPED Specialist Assistant 6	-	-	-	-	-	-	-	-	-
SPED Specialist Assistant 7	-	-	-	-	-	-	-	-	-
SPED Specialist Assistant 7	-	-	-	-	-	-	-	-	-
SPED Specialist Assistant 7	-	-	-	-	-	-	-	-	-
<b>Total Special Education Teachers</b>	<b>\$1,490,000</b>	<b>-</b>	<b>151,000</b>	<b>239,000</b>	<b>239,000</b>	<b>239,000</b>	<b>287,000</b>	<b>287,000</b>	<b>287,000</b>

**English Language Learner (ELL) Teachers (Full-time & Part-Time w/benefits)**

ELL Teacher/Reading Specialist	1,100,000	-	150,000	150,000	200,000	200,000	200,000	200,000	200,000
ELL Teacher/Reading Specialist	-	-	-	-	-	-	-	-	-
ELL Teacher/Reading Specialist	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
<b>Total ELL Teachers</b>	<b>\$1,100,000</b>	<b>-</b>	<b>150,000</b>	<b>150,000</b>	<b>200,000</b>	<b>200,000</b>	<b>200,000</b>	<b>200,000</b>	<b>200,000</b>

**Guidance Counselor & Other Staff (Full-time & Part-Time w/benefits)**

Nurse	252,000	-	42,000	42,000	42,000	42,000	42,000	42,000	42,000
Guidance Counselor	180,000	-	-	-	45,000	45,000	45,000	45,000	45,000
School Psychologist	275,000	-	-	55,000	55,000	55,000	55,000	55,000	55,000
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
<b>Total Guidance Counselors/Other</b>	<b>\$707,000</b>	<b>-</b>	<b>42,000</b>	<b>97,000</b>	<b>142,000</b>	<b>142,000</b>	<b>142,000</b>	<b>142,000</b>	<b>142,000</b>

Grade Level Teacher	-	-	-	-	-	-	-	-	-
Grade Level Teacher	-	-	-	-	-	-	-	-	-
Grade Level Teacher	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
Kindergarten Teacher	1,080,000	-	180,000	180,000	180,000	180,000	180,000	180,000	180,000
Kindergarten Teacher	-	-	-	-	-	-	-	-	-
Kindergarten Teacher	-	-	-	-	-	-	-	-	-
Kindergarten Teacher	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
1st Grade Teacher	1,080,000	-	180,000	180,000	180,000	180,000	180,000	180,000	180,000
1st Grade Teacher	-	-	-	-	-	-	-	-	-
1st Grade Teacher	-	-	-	-	-	-	-	-	-
1st Grade Teacher	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
2nd Grade Teacher	1,035,000	-	135,000	180,000	180,000	180,000	180,000	180,000	180,000
2nd Grade Teacher	-	-	-	-	-	-	-	-	-
2nd Grade Teacher	-	-	-	-	-	-	-	-	-
2nd Grade Teacher	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
3rd Grade Teacher	990,000	-	135,000	135,000	180,000	180,000	180,000	180,000	180,000
3rd Grade Teacher	-	-	-	-	-	-	-	-	-
3rd Grade Teacher	-	-	-	-	-	-	-	-	-
3rd Grade Teacher	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
4th Grade Teacher	945,000	-	135,000	135,000	135,000	180,000	180,000	180,000	180,000
4th Grade Teacher	-	-	-	-	-	-	-	-	-
4th Grade Teacher	-	-	-	-	-	-	-	-	-
4th Grade Teacher	-	-	-	-	-	-	-	-	-

327	-	-	-	-	-	-	-	-	-
328	-	-	-	-	-	-	-	-	-
329	5th Grade Teacher	900,000	-	135,000	135,000	135,000	135,000	180,000	180,000
330	5th Grade Teacher	-	-	-	-	-	-	-	-
331	5th Grade Teacher	-	-	-	-	-	-	-	-
332	5th Grade Teacher	-	-	-	-	-	-	-	-
333	-	-	-	-	-	-	-	-	-
334	-	-	-	-	-	-	-	-	-
335	6th Grade Teacher	720,000	-	-	135,000	135,000	135,000	135,000	180,000
336	6th Grade Teacher	-	-	-	-	-	-	-	-
337	6th Grade Teacher	-	-	-	-	-	-	-	-
338	6th Grade Teacher	-	-	-	-	-	-	-	-
339	-	-	-	-	-	-	-	-	-
340	-	-	-	-	-	-	-	-	-
341	7th Grade Teacher	540,000	-	-	-	135,000	135,000	135,000	135,000
342	7th Grade Teacher	-	-	-	-	-	-	-	-
343	7th Grade Teacher	-	-	-	-	-	-	-	-
344	7th Grade Teacher	-	-	-	-	-	-	-	-
345	-	-	-	-	-	-	-	-	-
346	-	-	-	-	-	-	-	-	-
347	-	-	-	-	-	-	-	-	-
348	8th Grade Teacher	405,000	-	-	-	-	135,000	135,000	135,000
349	8th Grade Teacher	-	-	-	-	-	-	-	-
350	8th Grade Teacher	-	-	-	-	-	-	-	-
351	8th Grade Teacher	-	-	-	-	-	-	-	-
352	-	-	-	-	-	-	-	-	-
353	-	-	-	-	-	-	-	-	-
354	PE teacher	855,000	-	90,000	135,000	135,000	135,000	180,000	180,000
355	PE teacher	-	-	-	-	-	-	-	-
356	Grade Level Teacher	-	-	-	-	-	-	-	-
357	Grade Level Teacher	-	-	-	-	-	-	-	-
358	Grade Level Teacher	-	-	-	-	-	-	-	-
359	-	-	-	-	-	-	-	-	-
360	STEAM Teacher	405,000	-	-	45,000	90,000	90,000	90,000	90,000
361	STEAM Teacher	-	-	-	-	-	-	-	-
362	Grade Level Teacher	-	-	-	-	-	-	-	-
363	Grade Level Teacher	-	-	-	-	-	-	-	-
364	Grade Level Teacher	-	-	-	-	-	-	-	-
365	-	-	-	-	-	-	-	-	-
366	Spanish Teacher	270,000	-	45,000	45,000	45,000	45,000	45,000	45,000
367	Art Teacher	225,000	-	-	45,000	45,000	45,000	45,000	45,000
368	Music Teacher	225,000	-	-	45,000	45,000	45,000	45,000	45,000
369	Grade Level Teacher	-	-	-	-	-	-	-	-
370	Grade Level Teacher	-	-	-	-	-	-	-	-
371	-	-	-	-	-	-	-	-	-
372	Grade Level Teacher	-	-	-	-	-	-	-	-
373	Grade Level Teacher	-	-	-	-	-	-	-	-
374	Grade Level Teacher	-	-	-	-	-	-	-	-
375	Grade Level Teacher	-	-	-	-	-	-	-	-
376	Grade Level Teacher	-	-	-	-	-	-	-	-
377	-	-	-	-	-	-	-	-	-
378	Grade Level Teacher	-	-	-	-	-	-	-	-
379	Grade Level Teacher	-	-	-	-	-	-	-	-
380	Grade Level Teacher	-	-	-	-	-	-	-	-
381	Grade Level Teacher	-	-	-	-	-	-	-	-
382	Grade Level Teacher	-	-	-	-	-	-	-	-
383	-	-	-	-	-	-	-	-	-
384	Grade Level Teacher	-	-	-	-	-	-	-	-
385	Grade Level Teacher	-	-	-	-	-	-	-	-
386	Grade Level Teacher	-	-	-	-	-	-	-	-
387	Grade Level Teacher	-	-	-	-	-	-	-	-
388	Grade Level Teacher	-	-	-	-	-	-	-	-
389	-	-	-	-	-	-	-	-	-
390	<b>Total Grade Level Teacher Salaries</b>	<b>\$9,675,000</b>	<b>\$ -</b>	<b>\$1,035,000</b>	<b>\$1,395,000</b>	<b>\$1,620,000</b>	<b>\$1,800,000</b>	<b>\$1,890,000</b>	<b>\$1,935,000</b>
391									
392	<b>Performance Bonuses</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
393									
394	<b>Inflation (Salaries &amp; related, COLA)</b>		<b>\$1,290</b>	<b>\$35,960</b>	<b>\$46,020</b>	<b>\$53,720</b>	<b>\$58,280</b>	<b>\$60,080</b>	<b>\$60,980</b>
395									
396	<b>TOTAL SALARIES</b>	<b>\$16,132,830</b>	<b>\$65,790</b>	<b>\$1,833,960</b>	<b>\$2,347,020</b>	<b>\$2,739,720</b>	<b>\$2,972,280</b>	<b>\$3,064,080</b>	<b>\$3,109,980</b>

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<b>BENEFITS</b>								
<b>MEDICAL</b>								
Total Medical Benefits		2,700	165,240	220,045	262,649	292,257	308,039	319,267
<b>FICA (Federal Insurance Contributions Act)</b>								
Total FICA		954	26,592	34,032	39,726	43,098	44,429	45,095
<b>State Retirement (PERS-Required)</b>								
TOTAL STATE RETIREMENT COSTS		10,197	284,264	363,788	424,657	460,703	474,932	482,047
<b>Life Insurance</b>								
TOTAL LIFE INSURANCE		-	-	-	-	-	-	-
<b>GASB 45</b>								
Total GASB 45		-	-	-	-	-	-	-
<b>Unemployment Insurance</b>								
TOTAL UNEMPLOYMENT INSURANCE		575	34,524	45,073	52,745	57,540	59,458	60,417
<b>Workers' Compensation Insurance</b>								
Total Workers' Comp		300	18,000	23,500	27,500	30,000	31,000	31,500
<b>TOTAL BENEFITS</b>		<b>\$14,727</b>	<b>\$528,620</b>	<b>\$686,437</b>	<b>\$807,277</b>	<b>\$883,598</b>	<b>\$917,858</b>	<b>\$938,326</b>
<i>% of Salaries</i>		22%	29%	29%	29%	30%	30%	30%
<b>Part-Time Employees (w/o benefits)</b>								
	Annualized Pay							
1. Input Part-Time Employee(s) (PTE)								
Count of PTE (FTE equivalent)(calculator below)		-	-	-	-	-	-	-
Annualized salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2. Input part-time employee								
Count of PTE (FTE equivalence)		-	-	-	-	-	-	-
Annualized salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3. Input part-time employee								
Count of PTE (FTE equivalence)		-	-	-	-	-	-	-
Annualized salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4. Input part-time employee								
Count of PTE (FTE equivalence)		-	-	-	-	-	-	-
Annualized salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5. Input part-time employee								
Count of PTE (FTE equivalence)		-	-	-	-	-	-	-
Annualized salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Part-Time Employee Wages		-	-	-	-	-	-	-
FICA on Part-Time Employees wages	1.5%	-	-	-	-	-	-	-
<b>PART TIME WAGES</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<i>Total Part-Time Employees (w/o benefits)(FTE Count)</i>		-	-	-	-	-	-	-
<b>PAYROLL SERVICES</b>		<b>\$58,248</b>	<b>\$108</b>	<b>\$6,480</b>	<b>\$8,460</b>	<b>\$9,900</b>	<b>\$10,800</b>	<b>\$11,160</b>
<b>PERSONNEL (W/PAYROLL)</b>		<b>\$20,967,921</b>	<b>\$80,625</b>	<b>\$2,369,060</b>	<b>\$3,041,917</b>	<b>\$3,556,897</b>	<b>\$3,866,678</b>	<b>\$4,059,646</b>

Part-Time Employee calculator (for input above)

	Staff 1	Staff 2	Staff 3	Staff 4	Staff 5
Estimated hours per week	-	-	-	-	-
Estimated weeks to work	-	-	-	-	-

Estimated total hours worked	-	-	-	-	-
Standard Hours worked per year	2,080	2,080	2,080	2,080	2,080
Portion of Standard Year worked	-	-	-	-	-
Standard school days/year with teaching days	-	-	-	-	-
Hours per day possible w/o Overtime	-	-	-	-	-
Standard Hours per school year, base for payment	-	-	-	-	-
Portion of Standard School Year worked	-	-	-	-	-

## Attachment 9

### Incubation Year Planning Table

(Updated version from authorized application)

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 23-24) to ensure that the school is ready for a successful launch in fall 2023. Feel free to add rows as needed.

As noted in the Incubation Year Planning Table and throughout the application, Eagle’s proposed CMO (ECS) is a key partner in successfully launching Eagle NV and ensuring fidelity to the Eagle academic model. In areas where ECS is specifically tasked with completing an activity, such as establishing a chart of accounts, the Eagle staff member that is most critical to being involved in that process (the COO in this case) is also included below.

General Note (added 12/24/21) – Eagle NV is applying for a deferral from a 2022 opening to 2023. This would allow Eagle to fully renovate a permanent facility for its scholars. The timeline below has been updated to reflect this deferral. Pending confirmation of the CSP grant (which is “awarded” but the amount is currently unknown), Eagle will look to hire its Principal and COO in the summer of 2022. That allows an entire year for these key staff members to manage the facility construction, inform and recruit families, finalize processes, procedures, and handbooks, hire staff, and broadly plan for a successful campus launch.

<b>2023-2024 Planning Year Milestones (SMART Goals) by Work Stream</b>	<b>Activity</b>	<b>Key Personnel</b>	<b>Milestone Date(s)</b>
<i>INSTRUCTION</i>			
	Confirm instructional materials alignment with NVACS	Principal; CMO	June 2023
	Instructional materials ordered	COO; CMO	June 2023
	Classroom consumables ordered	COO; CMO	June 2023
	Class rosters completed	Principal; CMO	July 2023
	Create schedule for initial NWEA-MAP assessment and analysis	Principal	July 2023
	Scope and Sequence development for all NVACS/Courses	Principal; CMO	August 2023
	Contract with 3 <sup>rd</sup> party curriculum/assessment vendors as necessary	Principal; COO	August 2023
	Contract with 3 <sup>rd</sup> party specialists/therapists as dictated by student needs	Principal; COO	July 2023
	Training – Special Education	Principal; Special Education Director; CMO	July/August 2023
	Training – ELL students	Principal; ELL Director; CMO	July/August 2023
	Training – MTSS	Principal; CMO	July/August 2023



		*all instructional staff are trained	
	Training – Differentiated Instruction	Principal; CMO  *all instruction staff are trained	July/August 2023
	Student IEP records received	Principal; Special Education Director; Registrar	July/August 2023
	Student IEP meeting schedule drafted	Principal; Special Education Director	July/August 2023
	Finalize daily schedules	Principal; CMO	August 2023
<i>TALENT</i>			
	Principal identified; interim administrator may be hired for balance of year 0.	Governing Board; CMO	July 2022
	Chief Operating Officer onboarded	Governing Board; CMO	July 2022
	Instructional staff interview process confirmed	Principal; CMO	February 2023
	Staffing need confirmed	Principal; CMO	February 2023
	Job descriptions updated/approved	Principal; CMO	February 2023
	Administrators hired	Principal; CMO	April 2023
	Employee Benefits package confirmed	COO; CMO	May 2023
	Instructional Staff hired	Principal; CMO	June 2023
	Operations staff hired	COO; CMO	June 2023
	3rd party data consultant hired	COO; CMO	June 2023
	Background/fingerprint checks complete	COO; CMO	June 2023
	Employee Handbook approved	COO; CMO	July 2023
	State and Federal employment posters posted	COO	August 2023
<i>OPERATIONS</i>			
	Facility identified	Governing Board; COO; CMO	February 2022
	Facility under contract in consult with SPCSA as required	Governing Board; COO; CMO	March 2022
	Facility renovated (ADA, Health Department, Building Department regulation met)	Governing Board; COO; CMO	July 2023
	Temporary office space secured	COO	March 2023
	School Calendar confirmed	Principal; CMO	January 2023
	Contract with Payroll provider	COO; CMO	July 2022
	School Uniform vendors secured	COO; CMO	June 2023
	Student information system secured	COO; Principal; CMO	June 2023
	Incoming student records gathered	Principal; CMO	June 2023

	Food service vendor identified	COO; Principal; CMO	June 2023
	Insurance secured	COO; CMO	June 2023
	Student/staff records process and procedures	COO; Principal; CMO	June 2023
	Security/Maintenance/Custodial contracts in place	COO; CMO	July 2023
	NSLP application	COO; Principal; CMO	July 2023
	Finalize Emergency Management Plan	COO; Principal; CMO	August 2023
	Finalize Emergency procedures (fire drills, lockdown, campus intruder, etc.)	COO; Principal; CMO	August 2023
	Student Information System (Powerschool; Campus Infinity) training	COO; Principal; Office Staff; CMO	August 2023
<i>TECHNOLOGY</i>			
	Campus email addresses created	COO; Director of IT	June 2022
	Background check (Raptor) system installed	COO; Director of IT	June 2023
	Phone/Internet providers secured	COO; Director of IT; CMO	June 2023
	Campus renovated to support technology needs	COO; Director of IT; CMO	July 2023
	Security system installed	COO; Director of IT; CMO	July 2023
	Classroom technology installed	COO; Director of IT; CMO	July 2023
	Campus technology (copiers, desktop computers, etc.) purchased/installed	COO; Director of IT; CMO	July 2023
	Student iPads purchased/formatted	Director of IT; CMO	July 2023
	Staff laptops purchased/formatted	COO; Director of IT; CMO	July 2023
<i>FINANCE</i>			
	Bank account established	Governing Board	April 2022
	Authorized signers established	Governing Board	April 2022
	3 <sup>rd</sup> party bookkeeper identified	COO; CMO	June 2023
	Governing Board fiscal policies and procedures approved	Governing Board; CMO	June 2023
	1 <sup>st</sup> year budget finalized	Governing Board; CMO	June 2023
	Chart of Accounts established	COO; CMO	July 2022
<i>PARENT &amp; COMMUNITY ENGAGEMENT</i>			
	Community outreach; fliers, info sessions, Street Team canvassing, press releases, etc.	Principal; CMO	Ongoing
	Marketing materials updated	Principal; CMO	March 2022

	Website and social media platforms updated	Principal; CMO	April 2022
	Registration form completed in English and Spanish	COO; CMO	July 2022
	Open enrollment window	Principal; Governing Board	October – November 2022
	Student enrollment lottery	Principal; Governing Board	November 2022
	Enrollment target reached	Principal; CMO	March 2023
	Enrollment packet available in English and Spanish	COO; CMO	February 2023
	Student enrollment packets completed for each student	Registrar, COO; CMO	June 2023
	Open House	Principal	July 2023
	Meet the Teacher	Principal	July 2023
	Home Visits	Principal	July – August 2023
<i>SCHOOL SYSTEMS &amp; CULTURE</i>			
	Student handbook complete	Principal; CMO	June 2023
<i>OTHER</i>			
	RFA approved	Committee to Form; CMO	January 2022
	501c3 application submitted	Governing Board	Complete.
	Governing Docs ratified	Governing Board	Complete.
	Policy Governance Training	Governing Board; CMO	Complete.
	Governing Board policies confirmed	Governing Board; CMO	June 2022
	Apply for state Tax exemption	Governing Board; CMO	June 2022
	Board meeting calendar established	Governing Board	Complete.

## Attachment 10

### *Facility location Details*

Assessor Info:

**Parcel:** 14028112001

**Owner Name(s):** CHURCH ASSEMBLY GOD KOREAN

**Site Address:** 1580 BLEDSOE LN LAS VEGAS, NV 89110

**Jurisdiction:** CC Sunrise Manor - 89110

**Sale Date:** Not Available

**Sale Price:** Not Available

**Estimated Lot Size:** 3.96

**Construction Year:** 1939

**Recorded Doc Number:** [00001640 01599955](#)

**Aerial Flight Date:** 4/27/2020

<https://maps.clarkcountynv.gov/openweb/?@812272,26770473,9>





December 16, 2021

**Rebecca Feiden,**

SPCSA Executive Director

**Melissa Mackedon,**

SPCSA Board Chair

Re: Letter of Support for Eagle Charter Schools of Nevada

Dear Ms. Feiden & Ms. Mackedon:

We write to affirm our partnership with Eagle Charter Schools of Nevada and recognize the importance of the school's securement of a facility in its pre-opening process. We are excited to work with the school's board to sign a lease with Red Hook and look forward to continuing to work in partnership toward Eagle Charter Schools of Nevada's mission and our vision.

The school's board members, Joe Smith and the ECS team have worked urgently and aggressively with us on facilities, recognizing the challenges and importance of facilities within the Las Vegas region. From the establishment of our partnership with Eagle Charter Schools of Nevada in September until now, our teams have been laser focused on securing a long-term space for Eagle Charter Schools of Nevada. Facilities have been a priority for Joe and his team, and Red Hook is happy to be a partner with Eagle Charter Schools of Nevada in this endeavor.

With Eagle Charter Schools of NV approval of their charter petition delay extension, we are excited to move to signing a lease in January of 2022. We expect to have the facility ready for school to start in August 2023 and look forward to Eagle Charter Schools of NV being in their school's home for years to come.

We are excited to be facility partners with Eagle Charter Schools of NV and look forward to continuing to work urgently with them to get doors open for the 2023-24 school year.

Thank you,

A handwritten signature in black ink, appearing to read "Marisa Quintanar", is written over a light blue horizontal line.

Marisa Quintanar, Vice President

Red Hook Capital Partners

2120 E Grand Ave, El Segundo, CA 90245

Eagle Charter Schools of Nevada



December 16, 2021

Re: Zoning Clark County

To Whom It May Concern:

We write to affirm our experience and knowledge about developing schools in Clark County, specifically a property on Bledsoe lane that our client, Eagle Charter Schools of Nevada is pursuing. Schools are allowed in this particular zone with the approval of a special use permit.

The property is located in the RE ZONE which allows for school uses with approval of a Special Use Permit (SUP) which goes in front of the planning commission. The timeline for the SUP will be approximately 6 months. The entire process to obtain permits will be approximately 1 year including design, plan check, and permits. The planning commission will make a decision on the land use request by assessing the traffic, parking, drop-off/pickup, project design, number of students and school's operations, etc. In order to successfully obtain an SUP Red Hook would need to demonstrate that the proposed use will not have a negative impact on the surrounding community.

Red Hook has worked on multiple projects in Clark County and has been successful obtaining a Special Use Permit. To date we have a positive relationship with the county and have been able to navigate the administrative and discretionary processes. Red Hook prides itself on staying on track with the timelines and budgets with all of our projects.

We are excited to be facility partners with Eagle Charter Schools of Nevada and look forward to continuing to work urgently with them to get doors open for the 2023-2024 school year.

Thank you,

A handwritten signature in black ink, appearing to read "Marisa Quintanar", with a stylized flourish at the end.

Marisa Quintanar, Vice President  
Red Hook Capital Partners  
2120 E Grand Ave, El Segundo, CA 90245



Sept. 28, 2021

**Mr. Joe M. Smith**  
Chief Executive Officer

Re: Letter of Intent

Dear Mr. Smith:

On behalf of Red Hook Capital Partners ("Landlord"), we are pleased to present the following Letter of Intent for the leasing of commercial real estate to **Eagle Charter Schools of Nevada** ("Tenant") under the following terms and conditions:

Property Address:	1580 Bledsoe Lane Las Vegas, Nevada 89110
Premises:	To Be Determined
Landlord:	Red Hook Capital Partners, or a newly formed affiliate.
Tenant:	<b>Eagle Charter Schools Of Nevada</b>
Lease Commencement Date:	August 2022
Initial Lease Term:	Twenty Five Years
Base Rental Rate:	To be determined based on 7% (subject to change based on Tenants credit) of the total project costs (including acquisition costs, improvement costs, reasonable transaction costs, and Landlord's acquisition and development fees).





Escalations:

Base rent on Year 2 will be 7.50%. Base rent on Year 3 will be 8.00%. Base rent on Year 4 will be 8.50%. The subsequent years the Base Rental Rate shall have annual increases equal to 3.0%. (Please reference financial model)

Early Access:

Provided there is no interference with construction of Tenant's Improvements and provided Tenant has received its Certificate of Occupancy and provided notice to Landlord of its intent to gain access to the Premises, Tenant, its contractors, subcontractors and agents shall have access to the Premises after lease execution and delivery of certificate of insurance, but before the Lease Commencement Date, with no obligation to pay Base Rent or Operating Expenses and Real Estate Taxes for the purpose of installing furniture, fixtures, cabling and other wiring, and equipment.

Use:

Tenant shall use the Premises for the purpose of operating a public charter school. Tenant shall maintain its charter designation through the lease term.

Operating Expenses  
& Property Taxes:

Repairs & Maintenance

Tenant shall pay all expenses directly associated with the Property including property taxes, insurance, utilities and janitorial expenses.



Of Premises:

Landlord shall be required to maintain and repair the Base Building which shall be defined as the foundation, outer walls, and other structural components as set forth in the lease.

Renewal Options:

Tenant shall have two (2), five (5) year Renewal Options. The Renewal Options shall be exercised no later than nine (9) months prior to lease expiration of the initial lease term or the initial option period. The Base Rental Rate shall be the greater of (i) the Fair Market Rental Rate of comparable buildings in the vicinity of the Premises, and (ii) a three percent increase over the Base Rental Rate in the year preceding the first year of the Renewal Option. Three percent annual rent increases will apply during any Renewal Option period.

Tenant Improvements:

Landlord shall improve the property and Premises subject to Tenant's specifications pursuant to working drawings prepared by Tenant and subject to Landlord's reasonable approval, and a tenant improvement work letter to be agreed upon between Tenant and Landlord and attached to the Lease.

Tenant Access:

Tenant shall have access to the building, premises, and all parking areas 24 hours a day 7 days per week.



Signage:

Subject to City approvals and permits, Tenant shall have the right to building top signage and monument signage, at Tenant's sole cost, expense and maintenance subject to Landlord approval which will not be unreasonably withheld.

Building Security:

Tenant shall have the right to install security systems for the Premises.

Non-Disturbance:

Landlord shall provide a commercially reasonable non-disturbance agreement with Landlord's lender in a form acceptable to all parties.

Tenant's Option  
To Purchase:

Tenant shall have the option to purchase the Premises (building and land) not earlier than 3 years after the Commencement Date of the Lease and not later than 7 years after such date. The purchase price under this option shall be the price that produces a 11.5% internal rate of return (IRR) to Landlord determined on an unlevered basis, after consideration of all fees paid to and expenses incurred by Landlord.

Compliance  
With Codes:

Prior to Lease Commencement, the Building shall comply with applicable building codes, including all requirements imposed by the City or County.

Security Deposit:

Terms and conditions subject to mutual agreement between Tenant and Landlord.



Lease Form:

The lease document shall be a commercial Single-Tenant Triple Net lease agreement (except as described above) prepared by Landlord and approved by Tenant and delivered after execution of this Letter of Intent.

Exclusive:

Landlord and Tenant agree to work together exclusively for a period of 180 days from the date of this Letter of Intent. Tenant agrees that it will not enter into any contractual or other similar arrangement with other owners of properties or parties who are in the business of developing school facilities in a manner similar to the Landlord.

This Letter of Intent is an outline of proposed terms; it is not an offer by Landlord and except for the last paragraph entitled "Exclusive," (which is binding on the parties) this Letter of Intent is non-binding. Any rental agreement or creation of a tenancy between Landlord and Tenant shall be binding only upon the mutual execution of a formal lease agreement.

Sincerely,  
Red Hook Capital Partners IV LLC

Agreed and accepted this 15 day of October, 2021

**LANDLORD:**


A handwritten signature in black ink, appearing to read "Marisa Quintanar", is written over a horizontal line.

**By: Marisa Quintanar**



Agreed and accepted this 13 day of October, 2021

**TENANT:**



**By: Joe M. Smith**

**Its: Chief Executive Officer**

Agreed and accepted this \_\_\_\_\_ day of September,

2021 **TENANT:**

\_\_\_\_\_

**By:**

**Its: Board Chairman, Eagle Charter Schools of  
Nevada**

# Eagle Charter Schools of Nevada Financial Model



Project Costs	
Land - Building	\$4,000,000
Finder's Fee	\$15,000
Capital Credit	\$40,000
Hard Costs	\$3,994,350
Soft Costs	\$750,000
Contingencies	\$711,653
Development Fee	\$272,800
Transaction Costs	\$110,000
Capitalized Interest	\$236,371
Lender Fee	\$66,277
<b>Total Project Costs</b>	<b>\$10,196,451</b>

Lease Start Date	7/1/2023
Initial Rent Rate	7.00%
Annual Lease Increase	3.00%
Year 3 Rent Rate	8.00%
Year 4 & Terminal Rent Rate	8.50%
Purchase Option IRR	11.50%

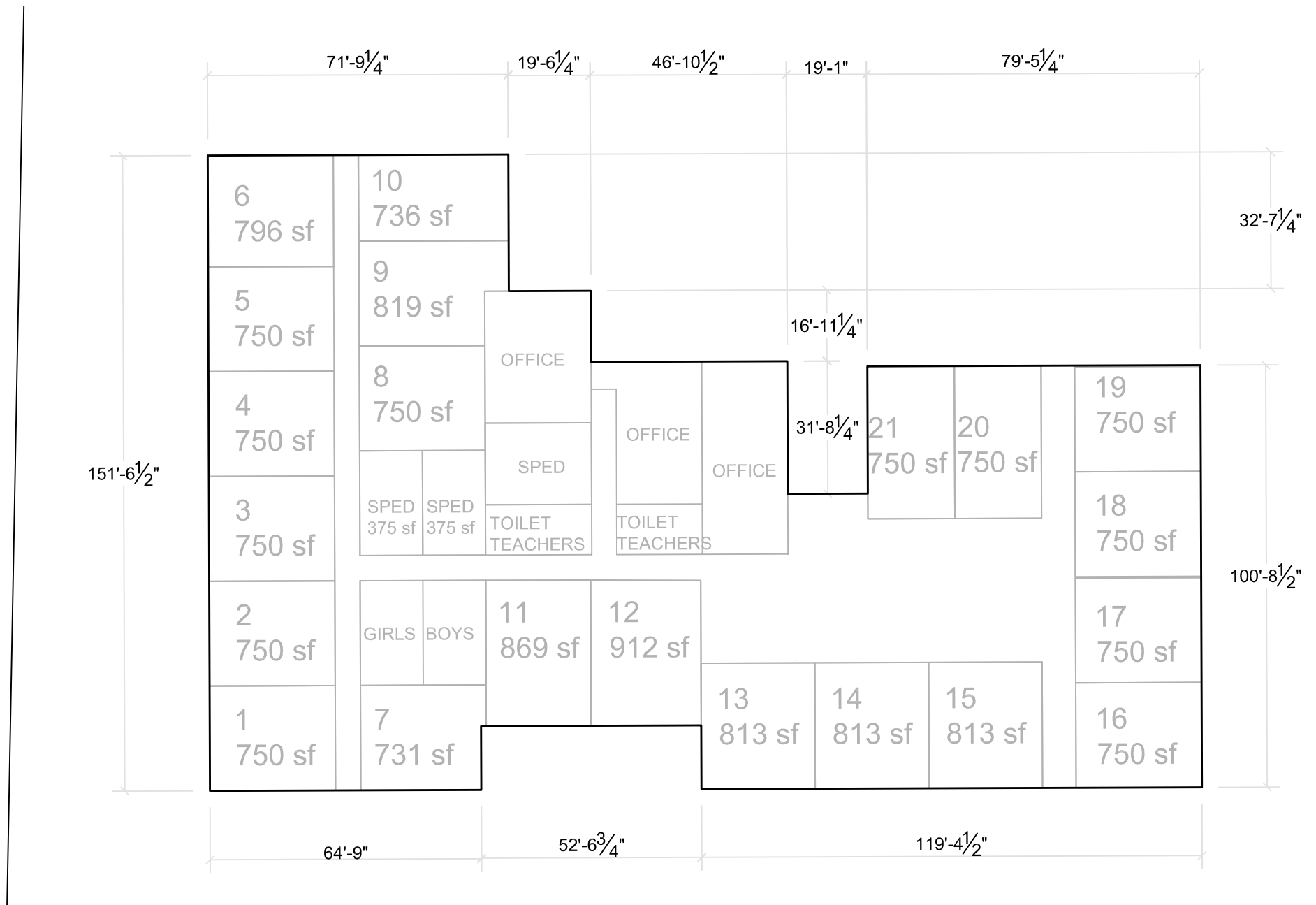
## Red Hook Proforma Cash Flow Statement - Annual

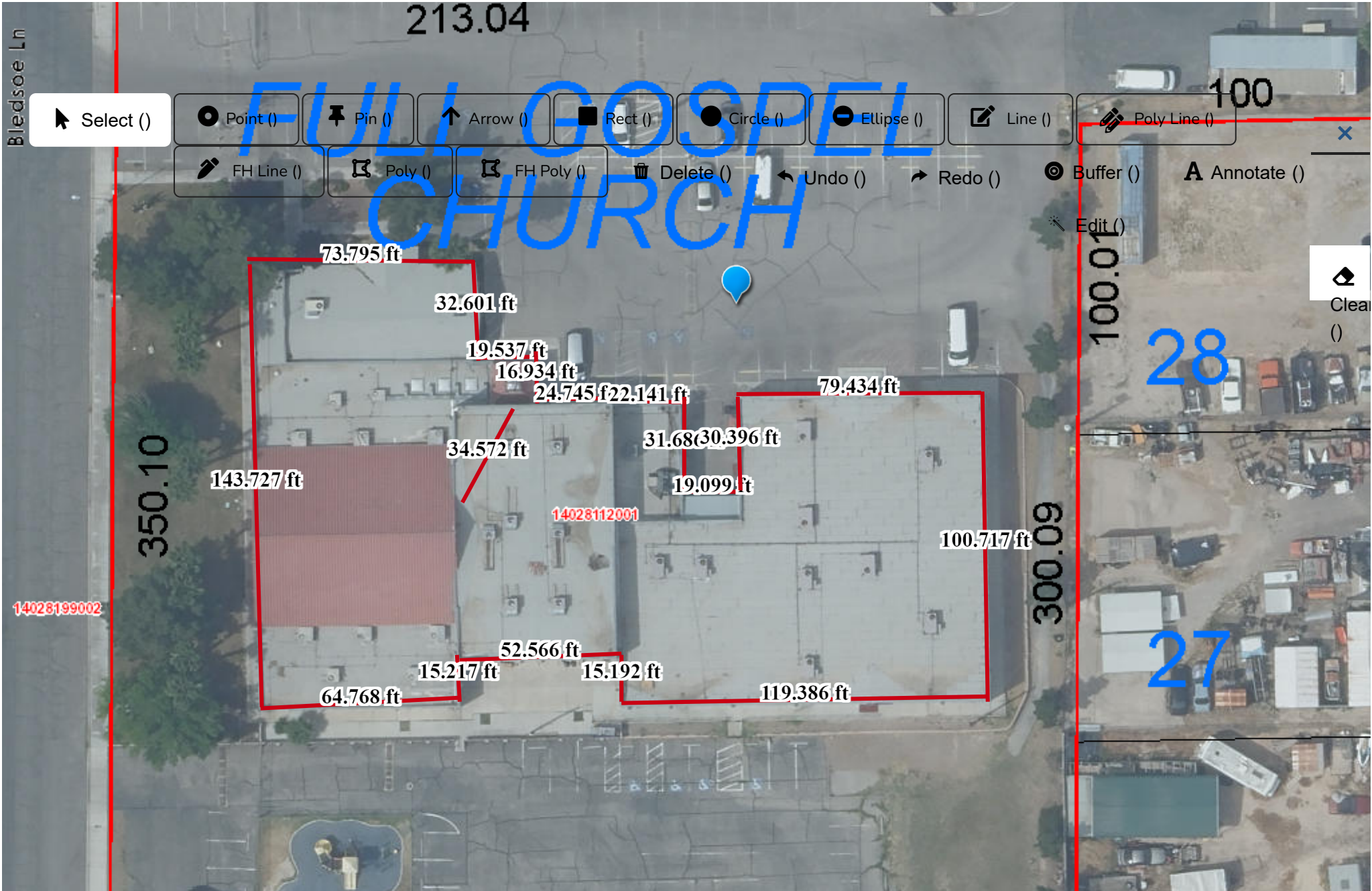
**\*SUBJECT TO CREDIT APPROVAL\***

Academic Year	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>	<u>2028</u>	<u>2029</u>	<u>2030</u>	<u>2031</u>	<u>2032</u>	<u>2033</u>	<u>2034</u>
Gross Rent <sup>1</sup>	\$713,752	\$713,752	\$807,219	\$862,450	\$890,533	\$917,248	\$944,766	\$973,109	\$1,002,302	\$1,032,371	\$1,063,342
Abatement	<u>(\$178,438)</u>	<u>(\$118,959)</u>	<u>(\$67,976)</u>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Net Rent	\$535,314	\$594,793	\$739,243	\$862,450	\$890,533	\$917,248	\$944,766	\$973,109	\$1,002,302	\$1,032,371	\$1,063,342
Option Purchase Price <sup>2</sup>			\$13,531,790	\$14,222,303	\$14,969,136	\$15,768,797					

<sup>1</sup> Rent for 2024 Academic Year represents August 2023 - June 2024

<sup>2</sup> Option Purchase Price is for August of each year shown







## **Attachment 13**

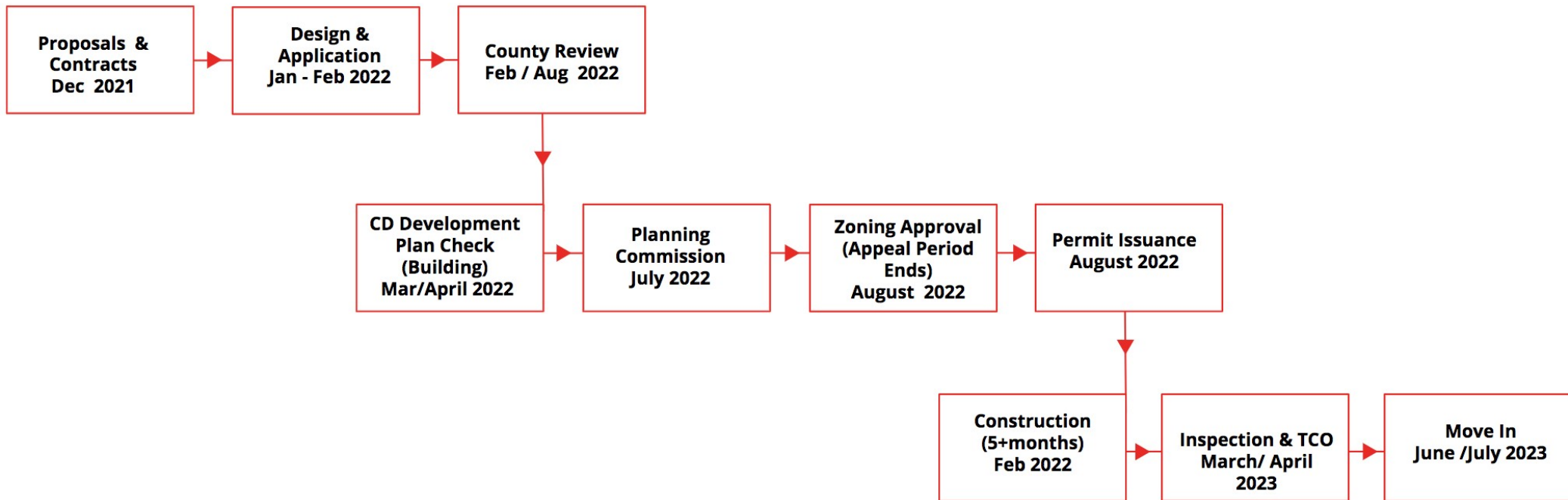
Facility Owner&Landlord contact info

Red Hook Capital Partners IV LLC, a Delaware limited liability company (potential landlord of Eagle Academy Las Vegas) is in Escrow to purchase 1580 Bledsoe Lane, Las Vegas NV 89110 with the intent of developing it into a school for Eagle Academy Nevada.

Current Owner: Full Gospel Las Vegas Korean Church – Assembly of God, a Nevada non-profit corporation

Joshua Kang - Senior Pastor 1580 Bledsoe Lane Las Vegas, NV 89110

Neither Red Hook nor the current Owner, Full Gospel Las Vegas Korean Church - Assembly of God, have any relationship with Eagle Charter Schools of Nevada or Eagle Charter Schools. Further, neither the owners or directors of Red Hook have any personal relations or interests in Eagle Charter Schools of Nevada.



**RE: Eagle Charter Schools of Nevada**

William Gardner &lt;wgardner@dir.nv.gov&gt;

Wed 12/22/2021 3:12 PM

To: Jai Mallory &lt;JMallory@eagleacademypcs.org&gt;

Good afternoon,

You will need to go to the Nevada OSHA website: [Forms / Applications \(nv.gov\)](https://www.dir.nv.gov/forms-applications) and complete a Pre-Construction Notification Form. You will mail the completed form to our office – or if you complete it digitally you can email it to me directly and I'll get it to the appropriate District Manager for the office.

If your concerns are otherwise about general safety, I encourage you to reach out to the Safety Training and Consultation Section which does great work on assessing construction projects for safety, and by involving them it exempts the project from enforcement inspections for a period of time during ongoing consultation. [Nevada SCATS: Safety Consultation and Training Section \(state.nv.us\)](https://www.dir.nv.us/scats). This service is free to the public.

I hope that helps.

Sincerely,

**William A. Gardner**  
**Chief Administrative Officer**  
**Nevada OSHA**  
**3360 West Sahara Avenue, Suite 200**  
**Las Vegas, NV 89102**  
**Phone: (702) 486-9032**  
**Fax: (702) 486-8715**  
[wgardner@dir.nv.gov](mailto:wgardner@dir.nv.gov)



State of Nevada

Department of Business and Industry  
Division of Industrial Relations  
Occupational Safety and Health Administration

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**From:** Jai Mallory <JMallory@eagleacademypcs.org>  
**Sent:** Wednesday, December 22, 2021 12:05 PM  
**To:** William Gardner <wgardner@dir.nv.gov>  
**Cc:** Jai Mallory <JMallory@eagleacademypcs.org>  
**Subject:** Eagle Charter Schools of Nevada

**WARNING** - This email originated from outside the State of Nevada. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Dear Mr. Gardner,

Eagle Charter School of Nevada is a newly approved charter school located in Clark County with a projected opening date of June, 2023.

Please inform us of what we will need to be aware of for construction plus the operation of the school.

Thank you,

Jai Mallory, Board Member  
Eagle Charter School of NV  
301.503.5152

**Horace Tyrone Henderson**

10532 Sparks Summit Lane.

Las Vegas, NV 89166

HTyrone42@gmail.com

Cell: 702-353-1020

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**Mission Statement**

To serve as an Authentic and Charismatic leader, live a balanced life and apply ethical principles to make a significant difference in every person life I serve as a mentor and leader.

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**Career Profile**

Twenty years of professional experience as a leader, coach, mentor and educator. Passionate in training and developing individuals in identifying and achieving their personal goals to ensure their maximum effectiveness.

- Administrator; Assistant Principal, Athletic Director
  - Educator: Administrative License, Sociology License, Physical and Health License, Culinary Arts, and Business Administration and Manager Service License,
  - Vice President, Manager of Fortune 500 Companies Financial Institutions
  - Mentor and coach of several sports: basketball, football, and baseball
  - President, Owner of Behavior Management Company
  - First Line Assistant/Supply and Logistic Officer, United States Army
- 

**Professional Experience as an Educator and Coach**

**2009- 2018-Clark County School District, Las Vegas, Nevada**

- Culinary Arts Instructor/ Culinary Arts Club Advisor (2015-2018)
  - Physical Education Instructor/ Assistant Boys Varsity Baseball Coach- Canyon Springs High School (2014 to 2015)
  - Physical Education / Head Coach of Women’s Basketball – Shadow Ridge High School (8/11 – 06/2014)
  - Business & Physical Ed Instructor–Coronado High School (9/10 – 8/11)
  - Business Instructor / Leadership Principles Instructor / Physical Education / U.S. Government - Desert Rose Adult High School (6/09 - 2010)
  - Biltmore Behavior Continuation summer school Instructor (06/2010-7/2017)
  - Assistant Head Varsity Coach (Awarded “State Runner-up” Boys Basketball Champion Canyon Springs High School (2009 - 2010)
  - Assistant Head Men’s Basketball Coach - Cimarron High School (2008 - 2010)
  - Assistant Head Men’s Basketball - Centennial High School (1999 - 2007)
-

## Leadership Experience

**2020-Present** Assistant Vice President Bank of America- Financial Center Manager

**2019-2020** Director of Site Administrator-Nevada State High School

2018- 2019 - Assistant Principal Imagine Schools 100 Academy of Excellence

2017- 2018- Behavior Learning Strategist Canyon Springs High School, Las Vegas, Nevada

2017-2018- Athletic Director American Leadership Academy (A.L.A.)

2016- 2017- Academic Opportunity Department Coordinator Canyon Springs High School, Las Vegas, Nevada

2015- 2016 Career & Technical Department Academic Opportunity Teacher Canyon Springs High School, Las Vegas, Nevada

2015-2018 Culinary Arts FCCLA Club Advisory Leader- Canyon Springs High School, Las Vegas, Nevada

2009- 2015 Focus Management Behavioral Services, Las Vegas, Nevada  
Founder and CEO

2005/2008 – 2009-US Bank, Las Vegas, Nevada, Branch Manager

2007 – 2008-Colonial Bank, Las Vegas, Nevada-Vice President /Sales Team Leader

2005 – 2007-Bank of America, Las Vegas, Nevada -Vice President / Community Manager / Sales

2004 - 2005 JUST MAIL IT, Las Vegas, Nevada, Owner and General Manager

### Restaurant Manager Hospitality Experience

2001 – 2004-JACK-IN-THE-BOX, Las Vegas, Nevada, General Operations

1999 – 2001-EXCALIBUR HOTEL & CASINO, Las Vegas, Nevada

Restaurant Management - Sherwood Forest / Restaurant Management - Room Service

Executive Steward - Back-Of-House-Operations / Assistant Snack Bar Manager - Four

Snack Bars

1997 – 1999-JACK-IN-THE-BOX, Las Vegas, Nevada

First Assistant Manager

1993 – 2002- UNITED STATES ARMY / ARMY NATIONAL GUARD,  
Las Vegas, Nevada/Fort Riley, Kansas, Management / First Line Assistant / Supply &  
Logistics Officer

## Education

Doctor of Education-Emphasis Organizational Leadership

Grand Canyon University, Anticipation Completion Date- August 2020

Educational Specialist, Emphasis Educational Leadership

Nova Southeastern University – Awarded 08/31/2016

Master of Education – Emphasis Training and Development

Strayer University -Awarded 03/11/2011

Master of Arts - Emphasis Management

Webster University -Awarded 10/15/2001

Bachelor of Science-Social Science  
Upper Iowa University-Awarded 03/31/1996  
Associate Degree-Physical Education  
Mt. San Jacinto College -Awarded 07/92

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### Professional References

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**Greg Hunter**

Principal  
Canyon Springs High School, Las Vegas NV  
(702) 401-3992

**Ronalyn Napier**

Principal  
Hickey Elementary School  
(702) 375-768

**Carol Leavitt**

Retired Principal  
Centennial High School  
(702) 871-4357

**Maral Labbotto**

Dean of Students  
Mack Middle School  
(801) 644-9645

**John Ramirez**

Executive Director  
Nevada State High School  
(559) 804-0184

## Start-Up Charter School Board Member Information

**To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).  
All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve Eagle Charter School of Nevada
2. Full name Horace Henderson  
Home Address 6920 Noah Raven Blvd., North Las Vegas, NV 89084  
Business Name and Address Bank of America  
Phone Number 702-353-1020  
E-mail address htyrone42@gmail.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.  
**My professional background is in business, education and hospitality. I have 10 years of experience as a teacher and administrator in education and 8 years of experience in banking, finance and business. I am also a military veteran.**  
 Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
 Does not apply to me.  Yes
5. Why do you wish to serve on the board of the proposed charter school?  
**To serve the public.**



## Start-Up Charter School Board Member Information

6. What is your understanding of the appropriate role of a public charter school board member?  
**Fiscal and fiduciary oversight of the school activities and operations.**
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
**I am an Officer of the Board of Omega Phi Psi fraternity.  
I will be effective as a board member due to my previous experience in educational leader and financial center manager at a fortune 500 company.**
8. Describe the specific knowledge and experience that you would bring to the board.  
**educational leadership and financial aptitude.**

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
**The mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity and problem solving abilities.**
2. What is your understanding of the school's proposed educational program?  
**The school will be a K-8 program and will model an educational program to support the needs of at risk students and families.**
3. What do you believe to be the characteristics of a successful school?  
**A sound working and learning environment and a strong governing board, strong school level leadership team, good professional development training, strong financial oversight.**
4. How will you know that the school is succeeding (or not) in its mission?  
**School academic data, student enrollment number, teacher retention.**

### Governance

1. Describe the role that the board will play in the school's operation.  
**Governance and oversight.**
2. How will you know if the school is successful at the end of the first year of operation?  
**Students enrolled for one year at Eagle will meet/exceed the grade level specific benchmarks in ELA, ELL, Math Science.**
3. How will you know at the end of three years of the school is successful?  
**Student enrollment, student retention, student academic baselines, measurements, test scores. Students enrolled for three or more years at Eagle will achieve proficient or advanced levels on test scores greater than CCSD students at the same grade level.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
**Review monthly financial and academic reports. Conduct site visits and meet with school leadership monthly. Make sure the school learning environment is effective and efficient to all teachers, students and parents.**

## Start-Up Charter School Board Member Information

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
**Report this immediately to the SPCSA.**

### Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know any such trustees.  Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I / we do not know any such persons.  Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I / we do not anticipate conducting any such business.  Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I / we do not know any such persons.  Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

## Start-Up Charter School Board Member Information

N/A.  I / we have no such interest.  Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A.  I / we or my family do not anticipate conducting any such business.  Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.  Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None.  Yes

### Certification

I, Horace T Henderson, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Eagle Charter School is true and correct in every respect.

Horace T Henderson  
Signature

12/21/2021  
Date

# Eagle Nevada Board of Directors Meeting Agenda

4/19/21 @ 4:00pm PDT

- 1) Opening of Meeting (Johnson)
  - a. Call to Order
    - i. 4:10pm
  - b. Approve Agenda
  - c. Roll Call
    - i. Present: Johnson, Scott, Fleege, Mallory
    - ii. Joe Smith (ECS), Matthew Ward (Realtor)
  
- 2) Public Comment
  - i. None
  
- 3) Governance (ECS)
  - a. Discussion and possible action: Governance documents (proposed Articles of Incorporation, Bylaws, Conflict of Interest Disclosure)
    - i. **Motion: to accept the governance docs as presented Scott; Second: Jai**
      1. **Unanimous approval of all members**
  - b. Discussion and possible action: New Board member
    - i. **Motion: to replace board member Fleege with Horace Henderson. Fleege will remain on the board until end of this meeting.**
      1. **Motion: Monica; Second: Jai**
      2. **Unanimous approval of all members**
  
- 4) Operations (ECS)
  - a. General report
  - b. Facility progress report
    - i. Report provided by Realtor Matthew Ward and Joe Smith, ECS
      1. They have narrowed down the options to three properties.
      2. Chair Johnson requested a report from ECS as to why the Kmart building was disqualified & if there is a covenant issue or other issues, for ECS to identify that for the board to close the loop on the charter application.
    - ii. **Directive/Action Item to ECS**
      1. **For ECS to arrange a tour of the three prospective building options in May and provide financing options for board review, consideration and decision.**

- 5) Financial (ECS)
  - a. Discussion: Impact of facility choice on enrollment and budget
    - i. *Discussion Joe Smith and largely addressed in Agenda item 4*
- 6) Old Business
  - a. **Approval of minutes from the February 22<sup>nd</sup> meeting**
    - 1. **Motion: to approve the meeting minutes from Feb 22 board meeting**
    - 2. **Motion: Fleege; Second: Mary**
    - 3. **Unanimous approval of all board members**
- 7) New Business
  - a. *Charter agreement just received from SPCSA. Fleege will circulate for board and attorney review and signature.*
- 8) Closing Items (Johnson)
  - a. Next Board Meeting(s)
    - i. *Monday, May 24, 2021, 4:00pm Pacific Time*
  - b. Board Member updates
  - c. Adjourn
    - i. *5:10pm*