

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: **Cactus Park Elementary - pilotED Schools of Nevada Inc**

Date Submitted: Click or tap here to enter text.

Current Charter Contract Start Date: 07/01/2022

Charter Contract Expiration Date: 06/30/2028

Key Contact: Karli Casto

Key Contact title: Founding Principal

Key Contact email and phone: kcasto@pilotednevada.org 425-785-4943

Date of School Board approval of this application: April 21, 2022

Deadlines

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

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

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 Notice or Letter of Intent

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](#)

Contents

Introduction	4
Most Frequent Requests For Amendments (RFAs)	4
Section I: 4	
A) EXECUTIVE SUMMARY	5
B) MEETING THE NEED	6
TARGETED PLAN	6
GROWTH RATE AND RATIONALE	7
PARENT AND COMMUNITY INVOLVEMENT	7
C) ACADEMIC PLAN	8
MISSION & VISION	8
CURRICULUM & INSTRUCTIONAL DESIGN	8
SCHOOL STRUCTURE: CALENDAR AND SCHEDULE	9
DISTANCE EDUCATION	10
PRE-KINDERGARTEN PROGRAMS	10
(All Operators Currently Operating or Proposing to Operate Pre-K)	10
HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS	11
SPECIAL POPULATIONS	11
Special Education	11
Staffing	12
D) FINANCIAL PLAN	13
E) OPERATIONS PLAN	14
LEADERSHIP FOR EXPANSION	15
STAFFING	15
HUMAN CAPITAL STRATEGY	16

SCALE STRATEGY	17
STUDENT RECRUITMENT AND ENROLLMENT	18
BOARD GOVERNANCE	20
INCUBATION YEAR DEVELOPMENT	22
SCHOOL MANAGEMENT CONTRACTS	22
SERVICES	23
ONGOING OPERATIONS	24
Section II: 30	
RFA: Academic Amendments	24
1. 30	
2. 31	
3. 32	
4. 32	
5. 32	
a) 32	
6. 35	
7. 35	
8.	36
Facility RFAs	31
9. 37	
10. 37	
11. 37	
12. 37	
General Facility RFA requirements	32
Facility RFA Attachments required	35
13. 42	
14. 43	
15. 43	

Introduction

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

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

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

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

Most Frequent Request For Amendment Applications

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

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

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

Sections Required

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

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

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

Section I: Standard RFA Requirements

A) EXECUTIVE SUMMARY

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

Provide a brief overview of your school, including:

1. Identification of the school, its location(s), enrollment(s) (most recent ADE quarter), brief history, brief description of its board members and key leadership team members
2. Statement and overview of the mission and vision
3. Specific statement of the request

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

- ☐ 1. Dual-Credit Programs
- ☐ 2. EMOs: Amend charter contract with an EMO or CMO
- ☐ 3. Enrollment: Expand enrollment in existing grades and facilities
- ☐ 4. Enrollment: Expand enrollment in new grade levels
- ☐ 5. Enrollment: Eliminate a grade level or other educational services
- ☐ 6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment
- ☐ 7. Facilities: Occupy additional sites
- ☐ 8. Facilities: Relocate or consolidate campuses
- ☐ 9. Facilities: Occupy a temporary facility
- ☐ 10. Other (specify): _____

(See full list above of RFA amendment types)

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

- 4. A summary explanation of the reasons that the charter school is seeking to make this specific requested change.
- 5. Description of proposed target model and target communities
- 6. Statement of outcomes you expect to achieve across the network of campuses
- 7. Key components of your educational model for the expanded school
- 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.**
- 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.**
- 10. The values, approach, and leadership accomplishments of your school or network leader and leadership team
- 11. Key supporters, partners, or resources that will contribute to your expanded school’s success.

School: Cactus Park Elementary

Location:

Temporary Location: Nevada Prep, 1780 Betty Ln, Las Vegas, NV 89156

Permanent Location: 3115 Las Vegas Blvd N, Las Vegas, NV 89115

Opening Year: 2022

Grades Served Year 1: K-4

Grades Served at Capacity: K-5

Planned Enrollment:

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
K	81	81	81	81	81	81
1	81	81	81	81	81	81
2	81	81	81	81	81	81
3	54	81	81	81	81	81

4	54	54	81	81	81	81
5		54	54	81	81	81
Total	351	432	459	486	486	486

History and Description:

Cactus Park Elementary is a Kindergarten through Fifth Grade elementary school seeking to serve students in Las Vegas beginning in Fall 2022.

Board Members and Key Leadership Members:

- Karli Casto, Founding Principal, Cactus Park Elementary
- Jacob Allen, Chief Executive Officer pilotED Foundation Coach and Consultant at pilotED Foundation
- Lani Luo, Chief Operating Officer pilotED Foundation Coach and Consultant at pilotED Foundation
- Dinisha Mingo, Chief Executive Officer at Mingo Health Solutions (MHS), Current Board Member pilotED Schools of Nevada
- Cecelia Gonzalez, Assemblywoman State of Nevada, Current Board Member pilotED Schools of Nevada
- Angela Cook, Attorney Legal Aid at Center of Southern Nevada, Current Board Member pilotED Schools of Nevada
- Sheila Weathers, Teacher & Literacy at Coach Clark County School District, Current Board Member pilotED Schools of Nevada
- Adam Kahn, Manager of Finance at Impossible Foods, Current Board Member of pilotED Schools of Nevada

Mission and Vision:

The mission and key components of Cactus Park Elementary is to empower elementary students in the ways in which they see themselves and the world around them through the use of a school model that embodies 1) social identity development, 2) a robust civic engagement system, and 3) a rigorous culturally relevant academic curriculum.

Statement of Request:

The Board of the above named charter school, operating under a current contract with a start date of 07/01/2022 and a six-year expiration date of 06/30/2028 requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following (check all that apply)

- ☐ 1. Dual-Credit Programs
- ☐ 2. EMOs: Amend charter contract with an EMO or CMO
- ☐ 3. Enrollment: Expand enrollment in existing grades and facilities
- ☐ 4. Enrollment: Expand enrollment in new grade levels
- ☐ 5. Enrollment: Eliminate a grade level or other educational services
- ☐ 6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment
- ☐ 7. Facilities: Occupy additional sites
- ☐ 8. Facilities: Relocate or consolidate campuses
- ☒ 9. Facilities: Occupy a temporary facility
- ☒ 10. Other (specify): Transportation

Summary of Explanation for Change:

Facilities: Occupy a Temporary Facility

Cactus Park Elementary is requesting to start the school year at a temporary location at Nevada Prep. Due to unforeseen construction constraints and city permit holds, the permanent school location at 3115 Las Vegas Blvd N will not be able to hold a Certificate of Occupancy 30 days before the first day of school. As a proactive measure to ensure an uninterrupted start of school for families eager for the first day, Cactus Park Elementary is partnering with Nevada Prep with the support from Red Hook Capital to begin this school year at Nevada Prep's campus as a temporary location. Cactus Park Elementary will be operating at this temporary location until the final delivery of our permanent site.

Other: Transportation

Charter Landscape of Las Vegas: In discussion with other charter leaders, in reviewing the financial constraints of other charter models, and in meeting with families at other charters, transportation is not an expected nor required aspect of a model for a majority of charter schools in the Las Vegas valley.

Family Need: According to in-house survey data, 88% of Cactus Park Elementary families are not interested in the proposed bus program. The majority of families at Cactus Park Elementary have indicated that they will be bringing their children to school through personal transportation.

Financial Sustainability: In realizing the aforementioned charter landscape aspects, providing transportation at the scale that was originally proposed in the charter application would make financial sustainability impossible in the initial years of startup. In the event that in future years, Cactus Park Elementary finds there to be a dire need for specific parents to receive transportation (the number 1 barrier for such parents to attend and/or direct impact to our enrollment projections), we will consider a targeted transportation model of miniature buses or large vans.

As such, Cactus Park Elementary is requesting to remove transportation as a part of its school model in year 1 with tentative transportation services for years 2 and beyond.

Description of proposed target model and target communities

The proposed target communities is 100% FRL, 42% English Learners, and 12% Special Education.

The mission and key components of Cactus Park Elementary is to empower elementary students in the ways in which they see themselves and the world around them through the use of a school model that embodies **1) social identity development, 2) a robust civic engagement system, and 3) a rigorous culturally relevant academic curriculum.** Through this highly-researched model of social identity development, civic engagement, and academic excellence, Cactus Park Elementary strives to interrupt generational cycles of poverty experienced by students and families in Las Vegas where the median household income is nearly \$23,000 less than the national median household income.

Statement of Outcomes

Social Identity Development: The identity program at Cactus Park Elementary is a highly rigorous curriculum and associated class that students take daily. The curriculum pairs **CASEL-aligned** social identity standards with culturally relevant social studies content specific to the Las Vegas Valley.

1. We expect 100% of students to rate the school on our Teacher Student Rapport (TSR) survey as a place that is high in affirmation of self and low in adult biases and denigration of self
2. We expect 100% of students to attend a social-emotional-based social studies class daily.

Civic Engagement: Civic engagement allows our students the opportunity to execute upon the knowledge and skills they learn at Cactus Park Elementary. Whether it's reading to senior citizens in isolation to leading community activities at our on-site Cactus Park, students will be ready to tackle community outreach and civic change.

1. We expect 100% of students to complete a minimum of (4) civic engagement opportunities annually
2. We expect 100% of teachers to aid in a minimum of (2) civic engagement opportunities annually

Academic Excellence: A rigorous academic program will allow our students the opportunity to access areas of life achievement that may in other institutions be fleeting or highly misaligned. Cactus Park Elementary will offer world-class, highly researched, and Nevada Academic Content Standards-aligned curriculum (CKLA & Eureka) that have been tested and rated highly by EdReports. Additionally, we will use the NWEA Map assessment and SBAC to continually measure success of the aforementioned curriculum. As addressed in the *TARGETED PLAN* below, academic excellence will allow the highly impoverished community of 89115 the opportunity to forever change generational trajectories.

1. We expect 75% of our students to routinely meet their individualized growth goals on the NWEA Map assessment in both Reading and Math.
2. We expect 3-5% annual growth year-over-year on the SBAC as a school.

Key Components of Education Model

(a) Improving the academic achievement of pupils; Academic excellence is one of the three pillars of Cactus Park's mission and vision. Using best practices from school models both locally and nationally, we intend to outperform neighboring schools by the end of our third year. From CKLA to Attuned Education Partners, we intend to partner with organizations and curriculum providers that have a proven track-record educating similar demographics as that of our students in 89115, the zip code of our proposed school.

(b) Encouraging the use of effective and innovative methods of teaching; Years of partnership with education researchers and innovative school funders at NewSchools Venture Fund, Charter School Growth Fund, Opportunity 180, and Chan Zuckerberg Initiative have given us exposure to innovative teaching methods. From the implementation of small-group pilotPods to the use of culturally-relevant teaching methods, Cactus Park will utilize best-in-class approaches.

(c) Providing an accurate measurement of the educational achievement of pupils; Both the SBAC and NWEA Map assessment are proven *winners* in the areas of measuring achievement and growth for pupils. We will not only use both assessment measurements but will ensure a strong culture of improvement and development is had for all team members using data from such assessments.

(d) Establishing accountability and transparency of public schools; Using previous experiences and partnerships with the Indianapolis Office of Education Innovation and with Education Board Partners, Cactus Park Elementary has already ensured a strong governance model with transparency and stewardship as cornerstones. These underpinnings and previous experience will give Cactus Park a running-start on governance.

(e) Providing a method for public schools to measure achievement based upon the performance of the schools; and as previously mentioned, Cactus Park will use interim assessments, SBAC, and NWEA Map as ways to measure achievement. Additionally, Cactus Park will check annually for progress on such assessments in comparisons to other nearby elementary schools to ensure we are providing a better option for students and families.

(f) Creating new professional opportunities for teachers. From Cactus Park's wellness stipends to career advancement opportunities and rigorous professional development cycles, we are adamant about creating a space where teachers feel challenged yet joyful. We will continue to partner with organizations like Attuned, RELAY, and other top-notch providers to further the achievement of not only our students but that of our teachers, as well. Annual site visits to other top performing schools and an annual retreat centered around wellness and teaching will also be implemented.

Restorative Justice Principles

Positive Engagement Plans

It is imperative for students, families, and the Cactus Park team to regularly realize that through an exceptionally positive environment, many school-wide ailments such as bullying and safety problems will naturally lessen, as seen in the drastic decrease of suspensions at Cactus Park's sister campus in Indianapolis (Y1 with 24% to Y3 with 9%) and as seen in various studies around positive behavioral interventions and supports (PBIS) (research below).

Therefore, each classroom will have a positive engagement plan which clearly defines and teaches expectations for behavior and routines at school and to teach social skills in a way that is appropriate to the age of the student.

By increasing the use of social skills instruction through a dedicated Identity class and having restorative practices ingrained in daily interactions, the response to behaviors will emphasize actions that reduce lost instructional time and strengthen the relationships among students and between students and the Cactus Park team. The Dean of Culture will regularly collect and review data using DeansList so that students can be recognized and celebrated for their accomplishments and adjust prescribed practices when needed. The data will also help the culture team know what additional supports and training are needed to tailor to differentiated needs, with such individual plans including check-in-check-out systems and staff mentorship.

Research and Evidence of Success

Astor, R. A., Benbenishty, R., Estrada, J. N. (2009). School violence and theoretically atypical schools: The principal's centrality in orchestrating safe schools. *American Educational Research Journal*, 46, 423–461.

Battistich, V., Schaps, E., Wilson, N. (2004). Effects of an elementary school intervention on students' "connectedness" to school and social adjustment during middle school. *The Journal of Primary Prevention*, 24, 243–262.

Beets, M. W., Flay, B. R., Vuchinich, S., Acock, A. C., Li, K., Allred, C. (2008). School climate and teachers' beliefs and attitudes associated with implementation of the positive action program: A diffusion of innovations model. *Prevention Science*, 9, 264–275

For students with IEPs, Cactus Park utilizes restorative justice and trauma-informed practices across all student demographics in times of distress, in creation of IEPs, and/or disciplinary action. A thorough, fair, and deeply empathetic approach is utilized at all times and will regularly fall within the 504, BIP, and/or IEP guidelines for students with disabilities.

Research and Evidence of Success:

Rossen, E. (2018, November). Creating trauma-informed individualized education programs. CYF News.

<http://www.apa.org/pi/families/resources/newsletter/2018/11/trauma-teaching>

Diversity and Equity in Enrollment

While much research has been produced about the power and effects of a rigorous and culturally relevant education for low-income families, Cactus Park Elementary seeks to meet the needs of our local community in four specific ways. The following four ways are in direct response to prospective parent input and research conducted by the Cactus Park and pilotED Foundation team:

a) Create More High-Quality Elementary Seats

According to Opportunity 180's Priority Footprint map and 2020 Census data, the 89115, 89030, and 89110 zip codes have a significant need for more high-quality seats. Population growth within 1-mile of the proposed school location (3115 N Las Vegas Blvd) is rapidly growing with an increase of 12% since 2000 and 5.4% of expected population growth between 2020 and 2025. This boom in population will only further accelerate the over-crowded neighborhood school classrooms, creating a desperate need for seats.

b) Decrease Food Insecurity

In discussions with officials at the City of North Las Vegas and after researching Feeding America's recent Clark County statistics, food and clothing insecurity are massive problems in Las Vegas with over 15% of families struggling to keep food on the table. The COVID pandemic has hit many of our students' families hard. Our campus will have a robust food and clothes pantry, similar to the one in Indianapolis. Thousands of pounds of food and thousands of articles of clothing are donated annually to our students and their families. We intend to partner with the largest food pantry in Vegas to ensure our satellite pantry is reaching the needs of our community.

c) Increase Family Partnership

In our over 20 conversations with interested Cactus Park Elementary parents and families, it became extremely clear that families want to be seen as partners and resources. Over 80% of the interviewed parents sent at least one kid to a school in Clark County that they said could improve with their parent/guardian communication and partnership. Whether it's our Parent University or weekly communication with parents/guardians, Cactus Park will be a shining light for parents and family members alike.

d) Increase Culturally Relevant Teaching (CRT) Practices

Within a 3-mile radius of our proposed campus, over 75% of families identify as Hispanic, African-American, Asian, Multiracial, or other non-Caucasian ethnicity. We expect our student population to reflect this statistical demographic. To

ensure a strong educational experience in our students' elementary school years, Cactus Park will implement best-in-class CRT and PBIS approaches similar to the ones used in pilotED's Indianapolis campus. Various research studies including a 2015 study by researchers at Western Michigan University, showed the power of closing achievement gaps using CRT literacy practices for at-risk populations. Furthermore, despite CCSD seeking to increase CRT practices in all of its schools, many parents we interviewed said they felt that their student's school was not adequately meeting the needs of their ethnically diverse learners.

e) Increase After-School Programming

During our almost two dozen parent/guardian interviews, it became clear that affordable after-school programming that was safe, fun, and enriching was lacking in many schools. It is for this reason that we decided to increase the programming in our model with additional clubs and after-school programming. We intend to provide comprehensive stipends to teachers to volunteer in leading various after school programs and sports. Currently, we expect to have agriculture club at the onsite farm, robotics, soccer, and other programs if we have the ability to find passionate and willing leaders for all activities during our start-up year.

Principal Leadership Accomplishments

Karli has 10 years of experience being a teacher, instructional leader, and supervisor for teachers PreK - 5th grade levels and all content areas, including special education and specialists. She has led a technology focused special education inclusion classroom in a Title I school with using iPads at 1:1 student ratio in daily instruction to drive student motivation and success, including blended and flipped classroom models. She achieved the following results given her set of students at the Title I school and technology centered special education inclusion classroom:

- 2017-2018 students increased from 29% math proficiency in December to 46% math proficiency in March according to Evaluate
- 2017-2018 math SBAC proficiency - Casto 26%; School-wide 15%

Key Supporters

Social Identity Development:

- pilotED Foundation -- developer of the CASEL-aligned social studies curriculum; will provide associated coaching services; will ensure that Teacher Student Rapport (TSR) survey is regularly updated to capture changing local data
- Parents & Families -- provides ongoing contextual basis for students to engage in the culturally-relevant content and discussions
- NewSchools Venture Fund -- current funder; provides ongoing cohort exposure and coaching alongside other diverse and culturally relevant-focused charter schools
- Chan Zuckerberg Initiative -- current funder; provides ongoing opportunities and research aligned to whole child development including social identity

Civic Engagement:

- pilotED Foundation -- coaching around best practices in civic engagement opportunities
- Local senior living centers/nursing homes, parks, civic centers, and community centers -- provide a place for civic engagement opportunities
- Chan Zuckerberg Initiative -- current funder; provides ongoing opportunities and research aligned to whole child development including civic mindedness

Academic Excellence:

- CKLA & Eureka -- two highly-rated and aligned curriculum developers for ELA and Math programs at Cactus Park Elementary; lead professional development for teachers
- Attuned Education Partners -- leadership coaching; observation and feedback support; lesson planning exemplars; instructional leadership support
- NewSchools Venture Fund -- current funder; provides ongoing cohort exposure and coaching alongside other schools who implement the NWEA Map assessment
- RELAY Graduate School -- observation and feedback exemplars; lesson planning exemplars; instructional leadership support

Other Operational, Financial, and Family Supports

- Jared Luke and William Legere at the City of North Las Vegas -- will continue to serve as a thought-partner in finding best ways to serve students and families
- Tammy Malich at the City of Las Vegas -- will continue to serve as a thought-partner in finding best ways to serve students and families
- ADP -- Back-office provider; payroll; HR
- Red Hook Capital Partners -- facility planning
- Opportunity 180 -- current funder; thought leadership on impact
- Erica Mosca -- will continue to serve as a community thought partner; will source potential staff members from alumni of Leaders in Training
- Charter School Growth Fund -- current funder; provides (3) years of professional development for leadership members
- Attuned Education Partners -- provides on-going instructional support for leadership members
- Communities in Schools of Nevada -- parent programming; student crisis intervention training; teacher preparation

- Boystown -- parent programming; student crisis intervention training; teacher preparation
- Education Board Partners – ongoing supports for local board governance
- Chicanos Por La Causa -- parent resource development and trainings
- Futuro Academy -- served as a charter school fellowship site for founding principal

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 - No change

- (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.
- (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.**

GROWTH RATE AND RATIONALE - No change

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

1.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.**

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

PARENT AND COMMUNITY INVOLVEMENT - No change

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

C) ACADEMIC PLAN

MISSION & VISION - No change

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.

2. 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.
3. 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 - No change

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) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and

4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.

- f) **Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.
- g) **Remediating Academic Underperformance:** Describe the school's approach to help remediate students' academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1 of the expansion, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?
- h) **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model.
- i) **Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?
- j) **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.
- k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE - No change

- 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 - No change

4. (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 - No change

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

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

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

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS - No change

(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 - No change

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 - No change

- (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 - No change

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.*

D) FINANCIAL PLAN

1. 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.
- (2) Depending on the type of RFA requested, staff may require applicant to submit additional documentation regarding the potential fiscal impact of the proposed changes. Fiscal impact documentation is required for all facility acquisition/construction RFAs.
- (3) **Attachment ____**. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed

discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

- (a) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of **Attachment** _____. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
 - (b) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
 - (c) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
 - (d) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
 - (e) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
- (4) Submit a completed financial plan for the proposed school as an **Attachment** ____ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
 - (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).
 - (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.
 - (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** ____.
 - (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.
 - (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.

Accounting, Payroll, and Audits

Cactus Park Elementary partners with ADP for all payroll management and navigating evolving tax codes. ADP allows school leadership to spend less time on payroll and more time working with students and families, ensures compliance with regulations

and requirements governing pay and payroll taxes in Nevada, and makes sure employees get paid on time, efficiently, and correctly.

Cactus Park Elementary has employing a Business & Operations Manager with financial management and human resource experience for accounting management focused on cash flow management, financial statements, reconciliations, financial reporting, and purchasing.

In compliance with GAAP standards, Cactus Park Elementary will operate using segregation of duties when making all purchases. The Board of Directors holds the overall authority and oversight of the financial management at Cactus Park Elementary, but day to day operations will be handled by the Principal and the Business & Operations Manager. Such oversight will be conducted through the Finance Committee, chaired by the Treasurer of the Board of Directors. The Treasurer will be holding meetings to discuss key performance indicators and financial controls with the Business & Operations Manager every other month before the Board of Director meets. To make a purchases, the Business & Operations Manager will create an entry on the Purchase Requisition Form booklet, a numbered document where all purchases requests are made. The Principal must also sign the document to certify the purchase. Any purchases over \$5,000 must be approved by the Board Treasurer.

Cactus Park Elementary will be partnering with local CPA firm to conduct the independent annual audit. The selection process for the independent auditor in Nevada will be similar to that of our Indianapolis campus - cost efficient and charter-school industry focused. We look for auditors who comply with auditing standards generally accepted in the United States of America. We require that auditors plan and perform the audits to obtain reasonable assurance about whether our financial statements are free from material misstatement.

Cactus Park Elementary is requesting to remove transportation as a part of its school model in year 1 with tentative transportation services in years 2 and beyond.

See **Attachment 1** for budget narrative. No changes were made from the original charter application.

See **Attachment 2** for a completed financial plan.

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 - **No change**

- (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.
 - a. 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.
 - b. 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?

2. Organization governance structure & board development: **No change**

- (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.

3. Organization charts and decision-making authority: **No change**

- (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*.

4. Describe the proposed organizational model; include the following information: **No change**

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

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: **No change**

- (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.

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**

7. Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff. **No change**

8. Explain your campus instructional leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader's guidance? **No change**

9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill? **No change**

LEADERSHIP FOR EXPANSION

- Describe the operator's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions. **No change**
- 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. **No change**
- 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**

STAFFING

- 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. **No change**

Sample Excerpt—Complete using Excel file

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

HUMAN CAPITAL STRATEGY **No change**

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.

SCALE STRATEGY No change

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

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

STUDENT RECRUITMENT AND ENROLLMENT - No change

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.

- g. 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.
- h. 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.
- i. Detail how the school's programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery² which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.
- j. 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.
- k. 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.
- l. 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?
- m. Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

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

- n. 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.”*

Sample Excerpt

Grade Level	Number of Students				
	2022-23	20023-24	2024-25	2025-26	2026-27
Pre-K					
K					
1					
2...					
10					
11					
12					
Total					

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

Sample Excerpt

Grade Level	Number of Students				
	2022-23	20023-24	2024-25	2025-26	2026-27
Pre-K					
K...					
12					
Total					

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

Sample Excerpt

Grade Level	Number of Students				
	2022-23	20023-24	2024-25	2025-26	2026-27
Pre-K					
K					
12					
Total					

- a. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.
- b. Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade

levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

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

BOARD GOVERNANCE - No change

2. 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.”

- o. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- p. 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.
- q. 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.
- r. Provide, as part of **Attachment** ____, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member’s resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.
- s. 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?
- t. 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.
- u. 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?

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

Goal	Purpose	Outcome Measure

INCUBATION YEAR DEVELOPMENT (for approved schools that have not yet opened) - **No change**

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

SCHOOL MANAGEMENT CONTRACTS - No change

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).

- dd. How and why was the EMO or CMO selected?
- ee. 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).
- ff. 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.
- gg. 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.
- hh. 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 shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
 - 7. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and all other authorizer personnel contacted. Include a summary

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

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

SERVICES

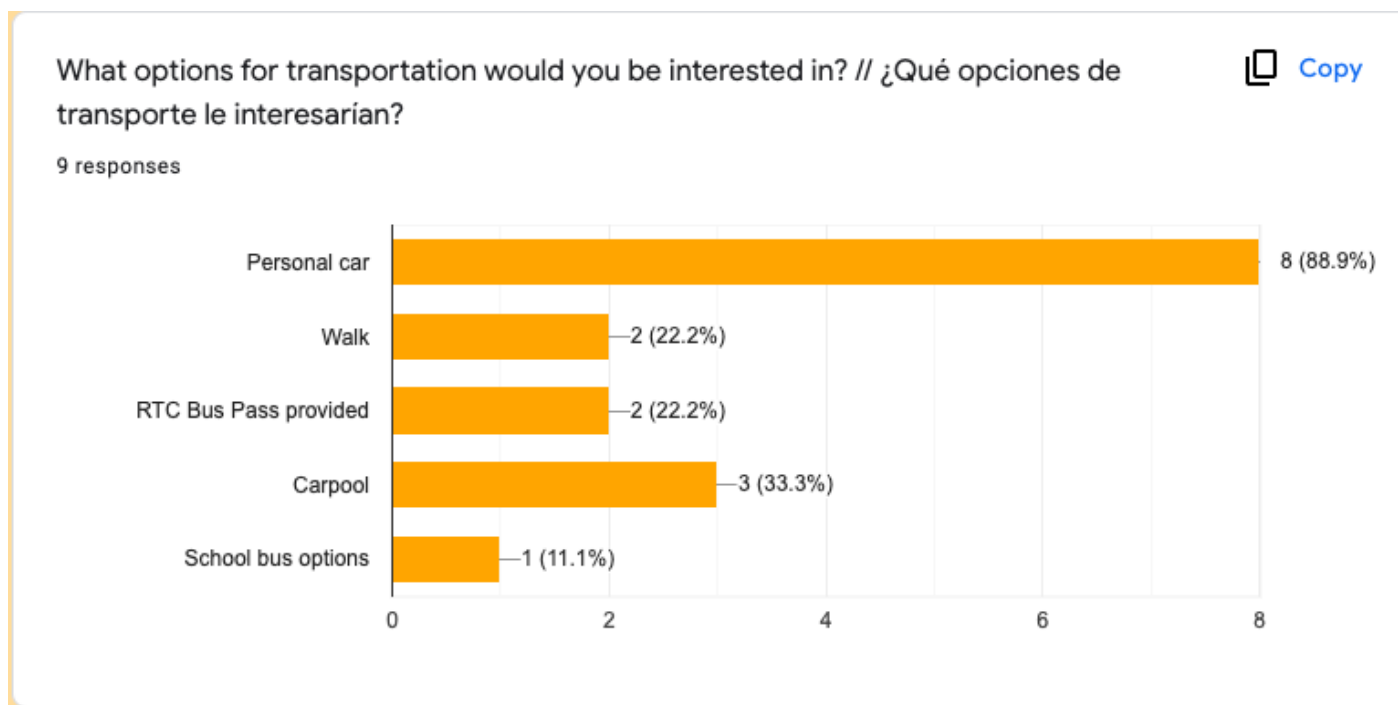
9. Provide **Attachment ____** describing how the school leadership team will support operational execution.
10. Provide narrative or evidence illustrating the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. – **No Changes**
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. – **No Changes**
 - 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. – **No Changes**
 - iii. Facilities maintenance (including janitorial and landscape maintenance) – **No Changes**
 - iv. Safety and security (include any plans for onsite security personnel) – **No Changes**
 - v. Other services – **No Changes**
12. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges. – **No Changes**
13. Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy. – **No Changes**
14. Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations. – **No Changes**

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 Changes**

Cactus Park Elementary is committed to ensuring that every student can attend school without barriers when it comes to transportation. The original application indicated the school's intention to provide bus transportation services to its families. The proposed bus transportation program, while a nice-to-have service for families, can cause unnecessary financial burden to the school that will hinder its core programming in the startup years. As such, school leadership is requesting to remove transportation as a part of its school model in year 1 with tentative transportation services in years 2 and beyond.

Las Vegas Charter Landscape - In discussion with other charter leaders, in reviewing the financial constraints of other charter models, and in meeting with families at other charters, Cactus Park Elementary has concluded that transportation is not an expected nor required aspect of a model for a majority of charter schools in the Las Vegas valley.

Family Need: Based on data from US Census, Savi, parent surveys, and recruitment projections, the majority of its students will reside within a three-mile radius of the school. Based on the conversations with families and surveys conducted by the Cactus Park Elementary team, the school anticipates that a majority of our students will be able to walk or be driven to the school by parent or guardian. According survey data from Spring 2022 conducted with registered parents to understand family transportation needs, 88% of families responded to being able to drive to school in their personal cars, 33% of families are interested in carpooling, 22% of families are interested in receiving an RTC Bus Pass, and 11% are interested in the school bus option. Seeing that the majority of families who participated in this survey do not need the proposed bus service, Cactus Park Elementary has concluded that it may not be an advantageous program for the startup years. See graph below for the survey results.



Financial Sustainability: Lastly, in realizing the aforementioned charter landscape aspects and family needs, providing transportation at the scale that was originally proposed in the charter application would make financial sustainability impossible in the initial years of startup. Specifically, to be able to operate the proposed bus transportation program, the school would have to cut core programming such as the removal of key instructional staff.

Future Plans for Transportation: In the event that in future years, Cactus Park Elementary finds there to be a dire need to specific parents to receive transportation (the number 1 barrier for such parent to attend and/or direct impact to

our enrollment projections), Cactus Park Elementary will consider a targeted transportation model of miniature buses or large vans.

ONGOING OPERATIONS - No Changes

16. SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?
17. Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.

Section II: SPECIFIC RFA SECTIONS

RFA: Academic Amendments

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, 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.

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

3. 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.

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

Year						
Enrollment						

5. 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.
6. 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.

To incorporate a weighted lottery program, a Request For Amendment must present, in at least three to five narrative pages, plus any spreadsheet, a description of the following:

1. The current academic model including current student demographics and academic performance, including performance by student group,
2. An updated Meeting the Need section noting relevant sections and changes. The projected impacts from the proposed weighted lottery on student demographics,
3. How the school will ensure strong academic results for all students, including any adjustments to the school model and/or staffing to account for expected changes in student demographics,
4. A summary of the current fiscal state of the school under the current model, such as by a copy of the current school budget, and

5. A summary of the projected fiscal impact to revenues, expenditures, reserves, and surplus (deficit).

Additionally, include a copy of the current lottery policy as well as a copy of the charter school board-approved, proposed weighted lottery policy.

The draft of your proposed lottery policy must 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 [R131-16](#). 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 policy³.

Facility RFAs

9. RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320)

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

10.RFA: Occupy New or Additional Sites (NAC 388A.315)

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

11.RFA: Occupy a Temporary Facility

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

12.RFA: Relocate or Consolidate Campuses

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

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

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

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.

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.
3. List names and roles of any parties which could be deemed financially interested and describe the potential or actual 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.
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 the most recent model for your school). Explain plans to address any pro forma rating declines—if any—to at least the below areas from implementation of the plan.
 - a) Current Ratio (CR)
 - b) Unrestricted Days Cash on Hand (UDCOH)
 - c) Cash Flow (CF)
 - d) Debt to Asset Ratio (D/A)
 - e) Debt (or Lease) Service Coverage Ratio (DSCR or LSCR)
5. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, provide only the relevant post construction, post renovation items described below:
 - 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 and all other documentation required pursuant to [NAC 388A.315](#) ("Request to occupy new or additional facility"). Include notations of all included campus facilities with a **table or statement describing the square footage** of the facility AND an assurance **the school will submit any final versions of the documentation** called for here and in [NAC 388A.315](#).
 - i) **Include conditioned space square footage, total campus acreage acquired/ under control of the school. (Do not simply refer reviewers to architectural drawings which may or may not include specific dimensions.)**
 - 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) **The most recent project schedule showing milestone dates including Temporary and Final Certificates of Occupancy, other governmental permits, waivers, modifications or variations which may be required and their planned approval dates.**
 - 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: **NOT APPLICABLE**
- d) 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** ____.
 - e) 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** ____.
 - f) 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** ____.
 - g) 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** ____.
 - h) 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** ____.

- i) A detailed construction project plan and timeline, including a Gannt 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** ____.
- j) 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** ____.
- k) **The organization's plans/methods to finance these facilities, including:**
 - i) **Whether the school is seeking:**
 - (1) ☐ A loan (CDFI or other),
 - (a) ☐ For Construction financing,
 - (b) ☐ For Permanent financing,
 - (c) ☐ Refinancing
 - (2) ☐ Bond Financing,
 - (a) ☐ For Construction financing,
 - (b) ☐ For Permanent financing,
 - (c) ☐ Refinancing
 - (d) ☐ Tax-exempt
 - (e) ☐ Rated
 - (f) ☐ Privately placed
 - (3) Identification and description of bond instrument terms, including a schedule showing planned face amount, years/term to maturity, coupon/interest rate(s).
 - (4) A schedule of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.
 - b) Comparison schedule/table (using SPCSA MS Excel file to be completed and returned in working MS Excel file format) 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).
 - c) What is 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%")?
 - i) State the planned total classroom student capacity of the new facilities (e.g., "24,750 sqft total planned for up to 450 students at 55 square feet per pupil").
 - d) Will the financing/refinancing trigger any prepayment penalties? ☐ Yes, ☐ No.
 - i) If "Yes", describe the amount.
 - e) 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).

- f) Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.
 - g) 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.
 - h) 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.
 - i) 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.
 - j) Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to NRS 388A.565.
 - k) 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.
7. For schools which are seeking to occupy multiple facilities over several years, 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. **NOT APPLICABLE**
- 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** _____.

7.

Facility RFA Attachments required

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 Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
3. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
4. If a facility has been identified, 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 OR, if a facility has not been identified, a discussion of the desired community of location and the rationale for selecting that community 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

5. If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement OR 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
6. If a facility has been identified, a copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet OR, if a facility has not been identified, 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
7. If a facility has been identified, 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 OR 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
8. Full Certificate of Occupancy OR a detailed construction project plan and timeline, including a Gannt 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
9. 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 OR a detailed construction project plan and timeline, including a Gannt 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.
10. 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

Facilities: Occupy a Temporary Facility

Cactus Park Elementary is requesting to start the school year at a temporary location at Nevada Prep, a local charter school in Las Vegas. Due to unforeseen construction constraints and city permit holds, the permanent school location at 3115 Las Vegas Blvd N will not be able to hold a Certificate of Occupancy 30 days before the first day of school. As a proactive measure to ensure an uninterrupted start of school for families eager for the first day, Cactus Park Elementary is partnering with Nevada Prep with the support from Red Hook Capital to begin this school year at Nevada Prep's campus as a temporary location. Cactus Park Elementary will be operating at this temporary location until the final delivery of our permanent site.

During the period of which Cactus Park Elementary will be operating out of Nevada Prep's campus, a lease will be signed with Cactus Park Elementary as Lessee and Nevada Prep as Lessor. The Lessor will be responsible for maintaining the building. Costs associated with leasing the temporary space will be paid by Cactus Park Elementary.

David Blodgett, the Executive Director of Nevada Prep, is the interested party representing the Lessor. There are no known conflicts of interest regarding the use of the proposed facility at Nevada Prep.

Physical Address of the temporary location: 1780 Betty Ln, Las Vegas, NV 89156, United States

The Lease between Cactus Park Elementary and Nevada Prep will become available when Red Hook Capital (construction company for the permanent building) is able to provide dates and details of the final delivery of the Certificate of Occupancy.

a.

13. ☒ RFA: Transportation

1. See (NAC 388A.330(4))
2. Describe the school's plan for transportation. Be sure to include:
 - The number of students to receive transportation, including their grades
 - The hours transportation is to be provided
 - The physical location(s) proposed as pick-up and drop-off locations
 - The entity/vendor providing transportation
3. Provide a statement of assurance confirming that the Charter School has met all vehicle regulations for the state.
4. Describe how the school and/or transportation vendor will comply with NRS 386.815 regarding operating a school bus for extended periods of time (as necessary).
5. Describe how the school and/or transportation vendor will comply with NRS 386.820, specifically:
 - The proposed schedule for practicing student evacuation
 - A description of the bus safety program
6. Confirm that the driver(s) of the school bus will meet the minimum qualifications as described in NRS 386.825. Furthermore, please describe how the school will maintain all required employer documentation per NDE regulatory guidance for school bus operations.
7. Confirm that the school meets the safety standards and requirements as outlined in NRS 386.830 – NRS 386.840 as well as any additional local and federal requirements.

Cactus Park Elementary is committed to ensuring that every student can attend school without barriers when it comes to transportation. In discussion with other charter leaders, in reviewing the financial constraints of other charter models, and in meeting with families at other charters, Cactus Park Elementary has concluded that transportation is not an expected nor required aspect of a model for a majority of charter schools in the Las Vegas valley. Based on data from US Census, Savi, and recruitment projections, Cactus Park Elementary knows that the majority of its students will reside within a three-mile radius of the school. The team anticipates that a majority of our students will be able to walk or be driven to the school by parent or guardian. Additionally, in realizing the aforementioned charter landscape aspects, providing transportation at the scale that was originally proposed in the charter application would make financial sustainability impossible in the initial years of startup. In the event that in future years, Cactus Park Elementary finds there to be a dire need to specific parents to receive transportation (the number 1 barrier for such parent to attend and/or direct impact to our enrollment projections), Cactus Park Elementary will consider a targeted transportation model of miniature buses or large vans. As such, Cactus Park Elementary is requesting to remove transportation as a part of its school model in years 1-3 with tentative transportation services in for years 4 and beyond.

14. ☐ Change of incorporation status

The notice of intent and the RFA must include a description of the type of nonprofit status being sought, e.g., Nevada nonprofit and/or IRC 501(c)(3) nonprofit, and an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

15. RFA: Other Changes

1. **For certain other RFA requests**
 - a. See NAC 388A.330

- b. The governing body must submit a written request to the sponsor of the charter school for a determination of whether a proposed amendment is material or nonmaterial if the charter school wishes to amend its written charter or charter contract in a way that is not described in NAC 388A.310 to 388A.335, inclusive.
- 2. **For all other RFA requests not otherwise described**
 - a. See NAC 388A.335
 - b. Complete all applicable sections above, general and specific
- 3. **For material amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is “material or strategically important”, pursuant to NRS 388A.223, the governing body must obtain approval from the sponsor before the amendment becomes effective.
 - a. The notice of intent and the RFA must include an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.
- 4. **Nonmaterial amendments**
 - a. NAC 388A.335(2)
 - b. For all other RFA requests not otherwise described in NAC 388A.335
 - c. If the sponsor determines that the proposed amendment is not material, the governing body is not required to obtain approval from the sponsor before the amendment becomes effective.



**pilotED Schools of Nevada Inc.
BOARD OF DIRECTORS APRIL 2022 MEETING**

Date: April 21, 2022

Location: Virtual

Time: 4:00pm-5:30pm PST

Dial-in: meet.google.com/uue-zwmw-wgv

Attending: Adam Kahn, Cecelia Gonzalez, Dinisha Mingo, Sheila Weathers, Karli Casto, Lani Luo, Jacob Allen

AGENDA:

1. Call to Order – Establishment of a Quorum
 - i. Attending: Adam Kahn, Cecelia Gonzalez, Dinisha Mingo, Sheila Weathers
 - ii. Quorum established at 4:05 PM PST
2. Mission Moment
 - i. Board members watched Dena Simmons video on the education systems
 - ii. Board members shared their reflections
3. Principal Report
 - i. Enrollment
 1. Was hitting a plateau for a few months, but enrollment numbers jumped since the last two weeks. With Jacob and Lani coming in to help canvas, we're seeing a good jump.
 2. Target is 351.
 3. Referral program to incentivise people to spread the word
 4. Yard signs have arrived
 - ii. Hiring
 1. Onboarded our Business & Operations Manager and Assistant Principal starting on April 11
 2. Assistant Principal resigned after 1 week.
 3. We have some good candidates in the pipeline so we are excited to meet them.
 4. Board member Sheila Weathers says that with everything happening in CCSDC, people are at the crossroads of wanting to leave their current position.
 5. Special Education Director has been hired!
 6. Environmental Arts teacher has been hired – resident farmer
 7. A few more offers are out and waiting to get back.
 - iii. YO Updates
 1. ELL and SPED policies to be voted on tonight
 2. Working together with Champions to set up before and after care

3. Bank account is set up
4. PEO/back office provider is being signed up on.
- iv. Board Votes
 1. Special Education Policy (*Document #6*)
 - a. Adapted from the Indiana policy and updated with Nevada specifics
 - b. Cecelia motions to vote
 - c. Dinisha seconds
 - d. Aye: Sheila, Adam, Dinisha, Cecilia.
 - e. Document is approved
 2. English Learners Policy (*Document #7*)
 - a. Adapted from the Indiana policy and updated with Nevada specifics
 - b. Dinisha motions to vote
 - c. Sheila seconds
 - d. Aye: Sheila, Adam, Dinisha, Cecelia
 - e. Motion passes

4. Foundation Report

- i. Tentative Budget Review and Next Steps (*Document #1*)
 1. Teacher pay may not be enough since more experienced teachers are being paid beyond the base pay in the budget
 2. Adam had a question about potential discounts with the network
 3. Discussion about startup year being strapped for cash
- ii. Board Votes
 1. Election of Officers (*Document #2*)
 - a. *Cecelia has asked to be secretary*
 - i. *Dinisha motions for Cecelia to be secretary*
 - ii. *Adam seconds*
 - iii. *Aye: Sheila, Adam, Dinisha, Cecelia*
 - iv. *Motion passes*
 - b. Treasurer - Adam
 - i. Dinisha motions for Adam to be treasurer
 - ii. Sheila seconds
 - iii. Aye: Sheila, Adam, Dinisha, Cecelia
 - iv. Motion passes
 - c. Vice Chair
 - i. Voting postponed to email voting. Jacob will follow up.
 - d. Chair
 - i. Voting postponed to email voting. Jacob will follow up.
 2. Charter Contract (*Document #3*)
 - a. Only one material problem - defining pilotED Foundation as a CMO. The Foundation is not a CMO, just a coaching and consulting service. SPCSA is not used to it, so they're not allowing us to amend this right now.
 - b. Vote
 - i. Cecelia motions to vote
 - ii. Dinisha seconds
 - iii. Aye: Aye: Sheila, Adam, Dinisha, Cecelia
 - iv. Motion passes
 3. Transportation Amendment (*Document #4*)
 - a. Sheila motions to approve the transportation amendment

- b. Dinisha seconds
 - c. Aye: Sheila, Adam, Dinisha, Cecelia
 - d. Motion passes
- 4. NSLP Designated Official Certification Form (*Document #5*)
 - a. Dinisha motions to approve Karli as the Officer for the National School Lunch Program
 - b. Sheila seconds
 - c. Motion approves
- 5. Retroactive Offer Letter to Karli (*Document #8*)
 - a. Dinisha motions to vote
 - b. Sheila seconds
 - c. Aye: Sheila, Adam, Dinisha, Cecelia

5. New Business

6. Close-Out

- i. Cecelia motions to adjourn
- ii. Dinisha seconds
- iii. Aye: Sheila, Adam, Dinisha, Cecelia

b. Adjournment



pilotED Schools of Nevada Inc.
BOARD OF DIRECTORS JUNE 2022 MEETING MINUTES

Date: June 16th, 2022

Location: In-Person | WeWork Town Square

Time: 4:00pm-5:30pm PST

Attending:

[Jacob Allen](#), [Karli Casto](#), [Emerald Washington](#), Angela, Shelia, Adam, Denisha (virtual)

AGENDA:

1. Call to Order – Establishment of a Quorum: 4:12pm
2. Mission Moment - *Create more board engagement with CPE outside of meetings*
 - Feedback - Nevada Reading week, Fall Festival (Halloween), Reading Nights, Math nights, STEM nights, oratorical competitions, teacher appreciation week (one day), help a teacher out one day a quarter (admin task), lunch duty, field trip chaperone, kinder graduation, gardening day with students, consultancy for teachers.
 - Create a schoolwide calendar so board members can select dates to Participate in school/community events.
3. Principal Report
 - i. Enrollment - Adjusted Target 200 enrolled students, b/c of 2-6 week delay in opening b/c of construction delays, willing push back 2 weeks start date, if 6 weeks then start on time at Nevada Prep, Red hook will accommodate CPE financially to help with the financial loss b/c of the low enrollment. - Suggest Red Hook provide schedules to transport students to temp location.
 1. 227 Enrolled (113.5%)
 2. 130 Fully registered (65%)
 - a. Some grades fully-enrolled (3rd, 2nd)
 - ii. Staffing - Fully staffed with the exception of office manager and facilities manager. Post on ED Join.
 - iii. Media Blitz - June & July Hired PR Representative, Increased in media presence over the last few weeks, someone has donated their desert tortoise to CPE b/c of the media coverage. Green our Planet Grant applied for the Hydroponic Garden.
 - iv. Temporary Location // Vote - Nevada Prep, Free Lease, 4-2 week Solution, SPCSA need vote, Sheila Moved to vote - Adam 2nd (Motion Passed 4 yes/ 0-Nos)
 - v. Staff Handbook (Doc #1) // Vote - Sheila Moved to vote - Adam 2nd (Motion Passed 4 yes/ 0-Nos)
 - vi. Mandated Reporting (Doc #2) // Vote - Sheila Moved to vote - Adam 2nd (Motion Passed 4 yes/ 0-Nos)

- vii. Student Handbook (Doc #3) // Vote - Sheila Moved to vote - Adam 2nd (Motion Passed 4 yes/ 0-Nos)
 - viii. Health Services (Doc #4) // Vote - Sheila Moved to vote - Adam 2nd (Motion Passed 4 yes/ 0-Nos)
 - ix. Updated Special Education Policy (Doc #5) // Vote - Sheila Moved to vote - Adam 2nd (Motion Passed 4 yes/ 0-Nos)
 - x. SOP (Doc #8) // Vote - Sheila Moved to vote - Adam 2nd (Motion Passed 4 yes/ 0-Nos)
 - xi. Calendar (Doc #9) // Vote - Sheila Moved to vote - Adam 2nd (Motion Passed 4 yes/ 0-Nos)
4. Foundation Report
- i. Officer Final Slate // Vote - Sheila Moved to vote - Adam 2nd (Motion Passed 4 yes/ 0-Nos)
 - a. Angela Cook - Chair
 - b. Sheila Weathers - Vice Chair
 - c. Adam Kahn - Treasure
 - d. Cecelia Gonzalez - Secretary
 - e. Dinisha Mingo - General Member
 - ii. Officer Positions Trainings (set dates) - Members will set up 1:1 with Jacob
 - iii. SPCSA Trainings (see dates) - Email from Jacob to sign up for trainings
 - iv. Conflict of Interest Policy (Doc #6) // Vote - Sheila Moved to vote - Adam 2nd (Motion Passed 4 yes/ 0-Nos)
 - v. Assurance of OML (Doc #7) // Vote - Sheila Moved to vote - Adam 2nd (Motion Passed 4 yes/ 0-Nos)
 - vi. Board Member Payment \$50.00 Send email to Jacob for direct deposit for payment.
5. New Business - No new business discussed
6. Close-Out
- a. Adjournment - Meeting adjourned 5:07pm