



Nevada State Public Charter School Authority

2019 Application for the Renewal of a Written Charter
Per [NRS 388A.285](#) and [NAC 388A.415](#)

CHARTER SCHOOL RENEWAL APPLICATION AND GUIDELINES

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

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

Please read through the renewal application and guideline carefully and reach out to **Mark Modrcin, Director of Authorization** at **702.486.8271** or **mmodrcin@spcsa.nv.gov**, with any questions.

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

RENEWAL TIMELINE

Renewal Stage	Date (Fall)	Action
Optional Renewal Orientation	Mid – late June	Schools up for renewal will be invited to join an orientation to answer general questions, address common concerns, and learn more about the renewal process.
Renewal Report from the SPCSA	No later than June 30, 2019	SPCSA staff will provide each school up for renewal a copy of a summarizing performance report for the current charter term.
Letter of Intent	- Posted in Epicenter by August 2 - Due no later than Sept 1	Schools complete this critical first step and submit a notice of intent to apply for charter renewal.
Release of renewal application and decision criteria	- Released no later than August 1 - Due by October 15 @ 5 p.m.	Schools complete the formal renewal application process, submitting required documents and evidence to support a renewal.
Staff Review of Renewal Application	Mid-October through mid-November	Staff reviews schools' applications and supporting documents, including previously conducted site evaluations, to provide an informed, evidence-based recommendation to SPCSA Board.
Staff Recommendation to the Authority ¹	Delivered at an Authority Board Meeting within 60 days of renewal submission or by a mutually agreed upon date	Staff submits recommendation to SPCSA Board based on thorough review. The Authority will discuss and make a decision about schools' renewal in an open meeting.

REQUIRED SUBMISSIONS

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

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

1. Executive Summary [Limited to 5 pages]

Provide a written Executive Summary that includes the following:

- Mission Statement for next charter term
- Key Design Elements of your school
 - What do you do plan to do and why?
- Proposed changes for the next charter term and rationale
 - Speak to programs, structure, and principles

MISSION STATEMENT

The mission of Leadership Academy of Nevada (LANV) will stay the same for the next charter term and is “to provide highly motivated and self-directed students in Nevada with a classical education so that they can become principled leaders.”

KEY DESIGN ELEMENTS

LANV strives to inspire students to become principled leaders and educated scholars by combining a classical, liberal arts education with innovative online-learning technology.

The aim of education at LANV is to cultivate the individual's capacity for intellectual growth and to help him acquire the virtues requisite for an exceptional life. We promote human excellence, both private and public, and have the goal of training individuals with the character, competence, and determination to do the right thing and to do it well. Becoming a principled leader is not something that happens to a person, but a choice one makes...the ultimate in self-governance.

Today's youth need a solid education in the Liberal Arts and the use of technology. Rather than teaching students "what" to think, a liberal arts education teaches students "how" to think. Critical thinking skills are essential to effectively prepare students to be leaders in homes and communities, entrepreneurs in business, and statesmen in government. Those who know "how" to think do not fall prey to propaganda or the whims of men but are able to lead effectively and help society prosper. We challenge students academically and intuitively by structuring our individual classes on a system of Socratic questioning, essays, and oral exams, which identify the student's level of both formative and summative understanding.

By using online collaboration software, we have the ability to provide students with the best teachers (who we will refer as mentors throughout this application) and curriculum throughout the state of Nevada. By utilizing Zoom, an online classroom software, students and mentors will be engaged in real-time interaction, using cameras and microphones, as well as chat-boxes. Because all of our classes are recorded, each student has the opportunity to watch any class he/she missed or to review the material that was discussed. Our learning management system (LMS), Canvas, provides timely communication between mentors, students, and parents by supplying immediate updates on syllabi, assignments, surveys, feedback, and other pertinent information.

We have the advantage of building community both online and locally. Through our online community, students are encouraged to fully engage in all discussions and group projects. Until a student can fully let go of inhibitions, express their ideas, and open

themselves to the viewpoints of others, their education will be lacking. It is through interaction with others that growth comes. In addition, our students have the opportunity to participate together in person. Through many activities, such as leadership adventures, outdoor group activities, service projects, dances, and field trips, our students enjoy ample opportunities to build friendships, camaraderie, and trust outside of the online environment.

Leadership education recognizes that each child was born with the natural talents, passions, desires, interests, and abilities to fully accomplish his or her life's purpose. We know we are fulfilling our mission when our scholars have developed the skills to set and achieve goals and keep commitments, confidently value their uniqueness, and have a desire to use their gifts to serve others. While we focus on the educational attainment of each student as measured by state and national testing, such as the SBAC and ACT, we believe the real result of our efforts will be found in the heart, mind, and soul of each youth. They know who they are and what they are capable of. They experience the exhilaration of diligence and hard work, pressing forward through incredible opposition, and discovering the sweet joy of accomplishment. They are becoming virtuous in character, mighty in scholarship, and innovative in life. In short, they are becoming principled leaders.

In addition to our students becoming principled leaders, we will continue to work with our students to increase their academic achievement. The following table shows our academic achievement (proficiency rates) of our middle school students for the last three years as measured by the annual SBAC tests.

LANV Middle School Proficiency Rates (SBAC) by Year		
Year	Math	ELA
2019	36.9%	56.8%
2018	25.4%	45.2%
2017	24.1%	48.9%

PROPOSED CHANGES

In our original charter application, we contracted with an Educational Management Organization (EMO) to provide various services, including curriculum and assistance in hiring mentors, as well as marketing. Our governing board, however, voted to not renew our EMO contract for the 2019-20 school year, the last year of the current SPCSA contract. Moving forward we will be operating as an independent charter school. We have hired local teachers (mentors) who are more familiar with Nevada academic standards and who have been developing closer relationships with the LANV students. We have developed our own classical, liberal arts education, which was approved by the Nevada Department of Education and we will continue to adapt and make changes to our curriculum in order to increase our student achievement.

We have described in detail our proposed changes in the Academic Plan section below. The following chart shows the growth we expect to meet in the next three years by making changes to our Academic Plan:

LANV Middle School Proficiency Rates (SBAC) by Year *Proficiency Rates for this Year are Projected		
Year	Math	ELA
2022*	60%	70%
2021*	52%	65%
2020*	45%	61%
2019	36.9%	56.8%
2018	25.4%	45.2%
2017	24.1	48.9%

We will continue to improve our high school's star rating as we introduce more CTE and AP courses into our curriculum, as well as increase our graduation rate. We will also maintain our excellent achievement on the national ACT assessment given to juniors each year. The following table shows the 2019 academic achievement of our juniors on the ACT assessment compared to the state and the SPCSA. Our 2019 composite score of 21.7 puts Leadership Academy of Nevada in the top ten high schools in Nevada. In 2017 we were in the top ten high schools for composite scores and in 2018 we were in the top 15. We will continue to work with our high school students to have them prepared for college and beyond.

LANV High School Proficiency Rates (ACT) Comparison for 2019			
Year	LANV Proficiency Rate	SPCSA Proficiency Rate	State Proficiency Rate
2019 Math	52.9%	25.3%	25.5%
2019 ELA	82.4%	53.3%	46.7%

2. Renewal Application

A. Application Form

Complete the provided template application (pg. 6 of this form) for the following:

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

B. Written Narrative [Limited to 5 pages]

Provide any written narrative that addresses the enrollment, retention, attendance, discipline, faculty/staff retention, and other relevant information to support the data provided in the Application Form.

ENROLLMENT

Leadership Academy of Nevada serves a niche market. For many families, an online school is not an option for their family situation. For those who are looking for an online option, our unique model of synchronous, live classes, where students are expected to attend their classes at specific times, may not fit their family's schedule or may be too restrictive. We, therefore, serve a niche market, providing educational services for families looking for a structured, online environment where their students can become principled leaders. Because of these factors, we have not grown beyond our original estimated number of 300 students. We do expect to have 300 students in the 20-21 school year and grow 10% for each year thereafter. We also recognize the need to diversify our student body. We will target our marketing efforts to include students of color and students who reside in disadvantaged areas throughout the state.

RETENTION

Student retention at any virtual school is a challenge. As stated in the previous section, online school is not the best fit for everyone, and a model such as ours provides additional challenges to families. In the last five years, we have noticed that the majority of our students who do not re-enroll with us come from a homeschooling background, try us out for a semester or a year and then decide to go back to homeschool. We have also seen many students who, for one reason or another, want to leave their brick-and-mortar school and try out an online school. Some of the more popular reasons are medical reasons (a temporary medical condition), social or other anxiety, depression, or lack of motivation to get to their own school. Once these students are enrolled with us for a month, a semester, or a year, many of these students decide to go back to their brick-and-mortar school. We are hoping that the changes we have made, by hiring local mentors and having smaller, engaging classes, will increase our retention rates.

ATTENDANCE

As an online school, students are considered to be in attendance if they meet one or more criteria in each class each school week: 1) Attend a live, synchronous online class, 2) make progress by turning in assignments/work in each class, or 3) have a two-way communication with the instructor about the specific class.

As our expectation is that all students attend live classes, and if they cannot make it to class, watch the recording, our student attendance is high. We complete an annual Pupil Enrollment and Attendance Audit in which we must show proof of our students' attendance in each class, each week. We consistently have attendance higher than 98% in each grade.

DISCIPLINE

In the past five years there have been very few discipline issues and we have not suspended or expelled any students. The major discipline issue we have had to deal with is plagiarism, but we don't believe we have any higher incidences than other schools.

FACULTY/STAFF RETENTION

For the 2018-19 school year we had 100% staff retention. In the 2019-20 school year we hired all new teachers as we were transitioning from our EMO to an independent charter school, resulting in a staff retention rate of only 22%. We anticipate that our retention rate in subsequent years will once again reflect previous years, close to 100%.

C. Required Supporting Documents

Please upload with your renewal application the following documents:

- Proposed calendar for the first year of the new charter term (Uploaded)
- Daily schedule for all grade levels (Uploaded)

3. Academic Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the academic vision and plans for the next charter term. This should include detailed descriptions of key design elements, programs, structures, principles, that are remain unchanged as well as those that may be changing. For any proposed changes, please provide a rationale. This section should also include a description of any academic improvements that the charter school has undertaken or plans to implement.

ACADEMIC PLANS

"The heights by great men reached and kept were not attained by sudden flight, but they while their companions slept, were toiling upward in the night." (Longfellow, Henry Wadsworth. "The Ladder of St. Augustine." Poetry Foundation. 2011. Harriet Monroe Poetry Institute. 9 August 2012. <www.poetryfoundation.org/poem/173902>)

Leadership education is not an easy path. It requires disciplined and highly-motivated students who are willing to put in hundreds of hours of rigorous study and to sacrifice immediate desires for a more excellent goal. At LANV, we have developed seven objectives couched in our educational philosophy to assist students in navigating this course successfully:

1. Inspire youth to become principled leaders;
2. Provide a solid liberal arts education;
3. Instruct through enthusiastic teachers/mentors;
4. Create an engaging and stimulating online learning environment;

5. Utilize current technology;
6. Support families in the education of their children; and
7. Build a community of learning.

It is one thing to desire to lead, another to have the necessary skills to successfully lead, and quite another to have the moral courage to do it with integrity and honor. When one combines all three, he is a principled leader. This is what Leadership Academy of Nevada strives to instill in our students.

Students learn to be great leaders when they are inspired by others and are allowed and empowered to practice. This is at the heart of our educational philosophy. Through the study of liberal arts, guided by mentors, and with encouragement in a supportive student environment, youth have the opportunity to learn from others, hone their skills, and become adept leaders.

Liber, hence the name "liberal" arts, is the Latin root for the concept of freedom and is foundational to leadership education. It is a broad and deep methodical study designed to generate within the student a moral sense of honor and an educational prowess necessary to become a valiant and courageous leader. The Association of American Colleges and Universities described it as, "a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a stronger sense of values, ethics, and civic engagement...characterized by challenging encounters with important issues, and more a way of studying than a specific course or field of study." (Humphries, Deborah. *Making the Case for Liberal Education*. Washington, DC: Association of American Colleges and Universities, 2006.)

In the classical tradition, *arête*, meaning virtue and goodness, was vital to intellectual and aesthetic excellence. A classical, liberal-arts education is a rigorous, systematic study intended to develop virtue in the student. Virtue is the ability to act in accordance with what one knows to be right. Virtuous men can force themselves to do what they know is right even when it runs against their natural tendency. This type of education constantly demands the student to override his baser inclinations in order to reach his goal: mastery of the subject and mastery of self. When a student obtains this level of education, he is able to effectively serve society, lead them in freedom, and make a positive difference in the world.

In the training of eminent leaders, the most efficient tools will be classics and original sources rather than textbooks. "It is chiefly through books that we enjoy intercourse with superior minds...In the best books, great men talk to us, give us their most precious thoughts, and pour their souls into ours." (Channing, William Ellery. *The Complete Works of William Ellery Channing*. London: Christian Life Publishing, 1884.) As students are exposed to and become familiar with the most enlightened ideas of humanity, their reasoning powers expand, they acquire leadership skills, and they aspire to greatness. Classics introduce young minds to the most innovative achievements of mankind, the most profound thinkers, and the enlightened teachings of the ages.

One person cannot educate another. Individual students alone have the power to educate themselves. Every human being learns exactly as much as he or she chooses to learn. However, we can increase the opportunity, incentive, and motivation as we improve the environment, the materials, and the resources. Students need to see someone setting the example. A great teacher, who is passionately pursuing education and continually inviting students to participate, will have a powerful effect upon the hearts and minds of willing youth. Teachers can and should inspire others; this is the essence of great teaching. It is through their invitation that the student feels compelled to do the necessary hard work of learning. These kinds of teachers come in two forms: mentors and classics. (Idea from: DeMille, Oliver Van. *A Thomas Jefferson Education*. Cedar City: George Wythe College Press. 2006.) Contemporary mentors meet face to face with students, inspiring them through the transfer of knowledge, enthusiasm, and individual attention.

"For learning requires a mentor - an Athena, a Virgil, a Beatrice - to lead and teach, guide and instruct...showing their charges how to learn, stepping back when the pupil begins to see and to understand on his own." (Cowan, L.) Mentors require students to be prepared; to think broadly about the material they study; to see things from a different perspective; to speak up, and to take a stand. Perhaps one of the most critical aspects of a mentor comes from his demand for students to apply the information personally. Identifying specific lessons learned and linking them to individual goals and aspirations is essential for the growth of each student. A mentor's job is to turn every online learning environment into an opportunity for energetic discussion and discovery. As he takes the students on an educational journey, he helps them connect with personal aspirations, engages their curiosity, and cultivates genuine interest in their sense of purpose.

"Since learning...is essentially a process of discovery, the teacher's art consists largely in devices whereby one individual can help another to lift himself up from a state of knowing and understanding less to knowing and understanding more. Left to his own devices, the learner would not get very far unless he asked himself questions, perceived problems to be solved, suffered puzzlement over dilemmas, put himself under the necessity of following out the implications of this hypothesis or that, made observations and weighed the evidence for alternative hypothesis..." (Mortimer J. Alder. "Teaching Learning and Their Counterfeits." Cambridge Study Center. 8 August 2012. <www.cambridgestudycenter.com/teaching-learning-and-their-counterfeits/>)

An engaging, interactive classroom is one of the defining attributes of leadership education. Traditional lecture-style teaching casts students as passive responders. Leadership requires initiative and engagement, the courage to improvise, a sense of empowerment, and a persistent, inspiring purpose.

Students learn when they are having fun, challenging each other, learning and discovering together. Like the rest of us, students often do not know what they think until they are compelled to choose. Open debate and conversation bring to the surface

unconscious thought processes that students can then examine consciously. Students learn by taking stands and defending them and experiencing the consequences. This is the heart of the Socratic method.

The primary goal of the Socratic method is to explore difficult issues and to teach students critical thinking skills. Youth who desire to be leaders must learn how to thoroughly understand and defend their positions. This is a process that comes only through a quest for truth, meaning, and application as they discuss with and listen to the viewpoints of others while developing their own thoughts and perspectives. Guided by a mentor who resists the temptation to fill the silence with lecture, students take full responsibility for their own learning. Insightful and properly placed questions encourage participation, reducing behavioral issues and promoting self-discipline. This approach establishes an intellectual atmosphere and a general attitude suspending judgment while examining reasoning.

With today's technological advances, our mentors have the ability to be innovative and make the "classroom" experience come alive. In our live classes, mentors and students will converse in real-time through video streaming, voice, and chat applications. Zoom, our online classroom, also gives us the advantage of meeting in an engaging virtual classroom, where students can be broken up into smaller groups or teams, or where students can even work one-on-one with other students or the mentor.

As stated earlier, because all of our classes are recorded, each student will have the opportunity to watch any class he/she missed or simply to review the material discussed.

Superior education is difficult to accomplish without the contribution of families. We believe that parents with leadership vision are imperative to student success. As we strive to inspire and motivate parents, they will in turn be more effective leaders in their homes and supportive to their children in pursuing appropriate educational goals.

Parents will have the opportunity to learn through parent-teacher conferences, parent training meetings, and webinars. Building a leadership-style home is essential to helping youth become great leaders. When principles are applied in the home as well as in school, students have more role models to follow, are enveloped in a realm of scholarship and enlightenment, and are emboldened.

We embrace what technology can do for us, but we do not see it as a substitute for humanity. We are committed to staying on the cutting edge of technology while ensuring vibrant student and parent communities.

As stated earlier in the application, our students have the opportunity to interact at in-person activities. Through many activities, such as leadership adventures, outdoor group activities, service projects, dances, and field trips, our students will enjoy ample opportunities to build friendships, camaraderie, and get to know each other outside of the online environment.

Parents likewise form an integral part of our community. They add to the enthusiasm and stability of our learning environment. Most importantly, we see the education of youth as a team effort. We honor and respect parents' rights to educate their children, and we feel honored to have the opportunity to assist them in this capacity. Their input is vital to the atmosphere, growth, and success of our community. We diligently strive to assist and inspire them personally so that they can empower their own children and strengthen the community at large by volunteering on committees and serving on the board.

Students who are internally motivated, academically competent, and yearning for leadership opportunities need programs designed specifically for them. They innately know that they have something valuable to share and we believe that they have the power to change the world in significant ways. Through inspiration, the study of Liberal Arts guided by enthusiastic mentors in an engaging technological environment, and with the strong support of families, we can create a community of highly-educated and confident students who have become principled leaders.

Our educational philosophy, vision, key design elements, programs, structures, and principles remain the same. That being said, we have made changes due to the fact that we have not renewed our contract with our Educational Management Organization (EMO) as of the 2019-20 school year, the last year of our current charter contract. Our previous EMO provided curriculum, mentors/teachers, and other supplemental services. We found, however, that the provided services and the model were not meeting the needs of the LANV students. We made changes in the following areas.

1. **Hired local mentor/teachers:** In the previous model, LANV paid mentors/teachers who were identified and hired by the previous EMO. They lived throughout the country/world and were not familiar with the academic standards unique to Nevada. We found it important to have mentors who had a better understanding of the Nevada standards, thus providing our students with the opportunity to improve their academic achievement focused on the Nevada Standards.
2. **Created new curriculum based on Nevada Standards:** We previously used the curriculum provided to us by our EMO. However, this curriculum was broad as there were students enrolled in classes throughout the country and could not be narrowed down or given priority to Nevada academic standards. Once we hired local mentor/teachers who were familiar with the state standards, we had them develop a liberal arts curriculum that focused on those standards. By having our curriculum more centered on the Nevada standards and by having local control over the curriculum, we can continually make improvements to increase our academic achievement.
3. **Created smaller class sizes:** The previous model had LANV students enrolled in classes with students throughout the country and the world. Because of this, our students were enrolled in courses with as many as 45 students in their classes. Our new model will allow us to keep our class sizes to less than 30 students per class, with the average class being about 25 students. This will

allow our mentors/teachers to identify struggling students earlier, thus providing intervention services earlier to help students stay caught up on their work and meet their academic goals.

4. **Increased high school curriculum to include CTE Courses this year and AP classes in the future:** This school year, 2019-20, we introduced the first CTE courses to our curriculum, Animation I and Web Design and Development I. We will continue to build these programs by introducing the additional courses required for students to complete their CTE certification. By doing so, our high school will gain more points towards our star rating. In addition, we have started preparations to include several AP courses starting the 2020-21 school year to help with our star rating. By adding these courses, we anticipate that our star rating for our high school will increase to a 4-star school by the end of the 2020-21 school year.
5. **Implemented Tiered Intervention System:** Previously, mentors/teachers did the instruction and little grading or giving feedback to students. Our EMO provided Teacher Assistants who did most of the grading and gave very little feedback. It was hard to identify struggling students and even harder to identify exactly with what the students were struggling. By having mentors/teachers doing all the instruction and grading, they will identify the students who are struggling, and more specifically, with what they are struggling. We have built time in their schedules to provide student/family support to those struggling students. If the students need more time than the mentors/teachers can give them, we will assign them to a Student Support Specialist who will provide more concentrated help. Should a student need more intensive help, that student will be referred to the Special Education Team for observation and possible evaluation.

NOTE: During the 2018-19 school year, LANV implemented a modified version of this intervention model and had success in helping our middle school students increase their academic achievement, moving the LANV Middle School from a 2-star school to a 3-star school.

4. Organizational Viability and plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current Governing Board's capacity, skills, and qualifications for continued successful implementation of the school's design, as well as a growth plan for adding/replacing board members that support the school's success. This section should also include a description of any organizational improvements that the charter school has undertaken or plans to implement.

The LANV Governing Board is currently made up of the following seven members:

- **Eric Farnsworth, Board Chair** - Mr. Farnsworth joined the LANV Board over 4 years ago and currently serves as the Governing Board Chair. He is also a member of the LANV Executive, Finance, and Governance Committees. Mr. Farnsworth graduated from George Wythe University, a rigorous liberal arts university, in 2013. He has studied both classical and modern literature and recognizes their value in education. He works as a Certified Intraoperative

Neurophysiologist but also has experience in management and business development. Mr. Farnsworth has 2 children who have graduated from LANV and another child who is a current student at LANV, which has given him the opportunity to become familiar with LANV's policies and procedures. He is invested in the success of the school and is working diligently to lead the LANV Governing Board in that same effort.

- **David Sampson, Vice-Chair** - Mr. Sampson joined the LANV Board over a year ago and currently serves as the Vice-Chair. He is also a member of the LANV Executive Committee. Mr. Sampson is an attorney and has been working in the legal field for more than 20 years. He has three children who have graduated from LANV.
- **Kelly Parker, Treasurer** - Mr. Parker joined the LANV Board over six years ago and currently serves as the Treasurer. He is also a member of the LANV Executive and Finance Committees. He served on LANV's Committee to Form (CTF) and has been an important asset to the board and the school since its inception. Mr. Parker is a Certified Public Accountant who possesses significant accounting and financial services knowledge from his 34 years of experience in the finance industry. He has two children who attended LANV, which provides him with personal knowledge and experience with the key elements of the school.
- **Vivian Surwill, Secretary** - Mrs. Surwill joined the LANV Board over a year ago and currently serves as the Secretary. She is also a member of the LANV Executive Committee. Mrs. Surwill has worked in education for almost twenty years in both K-12 and university settings as both a teacher and an administrator. She is a trained educational psychologist that primarily focuses on measurement of student learning outcomes and evidence-based education. She currently works on various accreditation and assessment efforts at the university level. Mrs. Surwill has held numerous positions on a non-profit service organization board for the past seven years. Her experience on that board has helped her understand the dynamics of working on a board and how to work with others to reach a common goal. Mrs. Surwill's daughter attended LANV from its inception until she graduated in May 2019, which has given her a good working knowledge of the school's programs and methods.
- **Cathy Dobrusky, Member** - Ms. Dobrusky joined the LANV Board over three years ago. She is also a member of the LANV Governance Committee. Ms. Dobrusky has worked in education for more than 20 years. As founder of American Heritage Academy in Las Vegas, she served on its board. She also served as its Principal and Director for several years, which gave her first-hand knowledge and experience of how a private school operates. She has gained extensive knowledge of educational curriculum. Her roles and responsibilities at American Heritage Academy are extremely relevant and useful to her duties as a member of the LANV Governing Board.
- **Todd Nelson, Member** - Mr. Nelson joined the LANV Board over a year ago. He is also a member of the LANV Governance Committee. Mr. Nelson has worked in education for 24 years, with 13 of those years serving in administrative roles in Nevada schools. In his current position as Assistant Principal at Bonanza High

School, he works closely with teachers in implementing the Nevada Educational Performance Framework (NEPF) along with “best practices” in reading, writing, technology, differentiated instruction, and assessments. He also has an understanding of the importance of classical education. His significant knowledge of the education system in Nevada will benefit the LANV Governing Board in their journey to lead the school to academic success.

- **Jori Martin, Member** - Ms. Martin is the newest member of the LANV Board. She joined the Board in June 2019, and she is also a member of the LANV Governance Committee. Ms. Martin is a licensed English teacher in the state of Nevada and is finishing her master's degree in Educational Leadership to pursue administrative roles. She has been an involved parent for 19 years and an active educator for 20 years. Two of her children have been students at LANV and she is looking forward to contributing her skills to the LANV Governing Board.

As you can see from the information about our current board members listed above, LANV's Governing Board is highly qualified. They possess the necessary skills and qualities to successfully aid the administration in implementing the mission of the school. They are motivated to see the students grow both academically and personally.

In order to ensure that future board members will continue to support LANV's success, the previous board Chair (and one of LANV's CTF members) worked diligently to document all essential Governing Board information in a 51-page LANV Board Handbook. This handbook provides extensive instructions relevant to any board member, including the recruitment and application processes for new board members. The handbook also communicates how the board duties and responsibilities relate to the mission of the school. In addition to the handbook, a training course for LANV Board members is available in Canvas (our LMS). Finally, the board members continually review LANV Governing Board policies, procedures, and Bylaws to ensure that they are operating effectively and efficiently. In fact, the LANV Governing Board recently amended the Bylaws to include the condition that “On occasion a new Board Member may be elected to fill a vacancy mid-year.” They realized that a need may arise to add a board member outside of the normal election cycle and revised the Bylaws accordingly. The LANV Governing Board is committed to continuous improvement in order to ensure the students and staff of LANV have the support they need to perform their best.

B. Required Supporting Documents

Please upload with your renewal application the following documents:

- Current resumes for all Governing Board members (Uploaded)
- Board Member Information Sheet and Assurances (See Pages 18 & 20)
- Board Member Template (See Page 18)

5. Fiscal Soundness and Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

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

We have had strong financial leadership since our inception six years ago, particularly from our Board Treasurer, Kelly Parker, and our former Director of Business, Shelby Cefoldo. Due to their leadership, LANV finds itself in a very healthy financial situation. We currently have over 120 days cash on hand and continue to be fiscally responsible with our money. Our Director of Business recently left her position and we have hired Red Apple Financial, a company who provides financial and human resource services to over twenty charter schools in multiple states. We believe that by contracting with Red Apple, we will have an even stronger handle on our financial situation, being even more strategic with our budget process and resources to better support our student achievement. In addition, by hiring Red Apple Finance, we are adding stability to the Director of Business role and expect to work with them for many years to come.

We will continue to hold regularly scheduled Finance Committee meetings as well as continue to review our financial situation in our regularly held board meetings. In addition, we will be putting more effort into marketing to students of color and disadvantaged areas of the state to continue to grow our enrollment. Our enrollment numbers have remained steady for the last few years and upon approval of a new contract we will be in the optimal position to grow.

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

- Budget for the current and upcoming fiscal years (FY20 and FY21) (Uploaded)

6. Additional Information from the Governing Board Supporting Renewal

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

- If applicable, external evaluations or academic data submitted within this section must be independently audited and verified by the person performing the evaluation as required by [NAC 388A.415](#).
- Agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application (Approved at the 9/19/19 Board Meeting and uploaded into the appropriate areas/tasks in Epicenter prior to filing this application)

OVERSIGHT

SPCSA staff will include any Site Evaluations and/or Site Visit Summaries in the recommendation and provide documentation collected during visits to the Board as part of the renewal process.

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

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

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

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

ACCESSIBILITY TO INDIVIDUALS WITH DISABILITIES

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

2019 WRITTEN APPLICATION FOR RENEWAL OF CHARTER

School Name & Contact Info	Name: Leadership Academy of Nevada Address: 7495 West Azure Drive, Suite 120, Las Vegas, NV 89130 Phone: (702) 350-1472 Website: www.LANV.org		
School Leader Name & Contact Info	Name: Bryon Richardson Title: Executive Director Contact info: bryon@lanv.org , (702) 350-1472		
Governing Board Names & Contact Info <i>Add rows/names as may be necessary</i>	Chair/President	Name: Eric Farnsworth Email: eric@lanv.org Phone: 702) 339-1555	
	Vice Chair/Vice President	Name: David Sampson Email: david@lanv.org	
	Treasurer	Name: Kelly Parker Email: kelly@lanv.org	
	Secretary	Name: Vivian Surwill Email: vivian@lanv.org	
	Member	Name: Cathy Dubrosky Email: cathy@lanv.org	
	Member	Name: Todd Nelson Email: todd@lanv.org	
	Member	Name: Jori Martin Email: jori.martin@lanv.org	
	Member	Name: Email:	

ACADEMIC PERFORMANCE²

2019 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Campus 1 (MS)	Campus 2 (HS)			Campus 3 (name)	
	3 star	3 star				
	Campus 4 (name)	Campus 5 (name)			Campus 6 (name)	
2018 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Campus 1 (MS)	Campus 2 (HS)			Campus 3 (name)	
	2 star	3 star				
	Campus 4 (name)	Campus 5 (name)			Campus 6 (name)	
2017 NSPF Rating	Elementary School Rating	Middle School Rating			High School Rating	
		3 star			N/A	
2015 NSPF Rating (Frozen from 2014)	5 star	4 star	3 star	2 star	1 star	N/A
2018 Rising Star Status	Identified as Rising Star by NDE			Not identified	N/A	
2017 Rising Star Status	Identified as Rising Star by NDE			Not identified	N/A	
	2014-15	2015-16	2016-17	2017-18		
NDE-Validated Four-Year Graduation Rate	44.44%	69.23%	70.00%	83.33%		

² For schools applying for a third charter term, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

OPERATIONAL OVERVIEW

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC DETAILS							
Total Student Enrollment [as of first day of school 2019] = 259							
Gender		Ethnicity / Race					
Female	Male	White	Black	Hispanic/Latino	Asian	Mixed Race	Other
128	131	178	13	46	6	11	5
Special Populations				Students on Waitlist			
Students w/ disabilities (number)	ELLs (number)	Homeless Students (number)	Free/Reduced Lunch Eligibility (number)	Number of Students on Waitlist		Percentage of Waitlist Students w/ Preference Status	
26	0	2	32	0		0	
Staff Retention				Discipline Data			
Number of Instructional Staff	Total Number of Staff	Percentage returning staff 2018-19	Percentage returning staff 2019-20	Number of out of school suspensions		Number of expulsions	
18	22	100%	22%*	0		0	
Year-to-Year Mobility [Student Retention from Oct. 1 to Oct.1] ³							
2014 - 2015		2015 - 2016		2016 - 2017		2017 - 2018	
N/A		51.7%		48.1%		40.8%	
						2018 - 2019	
						48.1%	

*NOTE: Due to our transition to being an independent school, we hired all new teachers at the beginning of the 2019-20 school year. This caused our staff retention rate to drop significantly for the 2019-20 school year.

ACADEMIC PERFORMANCE

SPCSA Authority Financial Programmatic Audit Findings				
2019		Good Standing	Notice of Concern	Notice of Breach
2018		Good Standing	Notice of Concern	Notice of Breach
2017		Good Standing	Notice of Concern	Notice of Breach
2016		Good Standing	Notice of Concern	Notice of Breach
2015		Good Standing	Notice of Concern	Notice of Breach

FINANCIAL PERFORMANCE

SPCSA Authority Financial Programmatic Audit Findings				
2019		Good Standing	Notice of Concern	Notice of Breach
2018		Good Standing	Notice of Concern	Notice of Breach
2017		Good Standing	Notice of Concern	Notice of Breach
2016		Good Standing	Notice of Concern	Notice of Breach
2015		Good Standing	Notice of Concern	Notice of Breach

ORGANIZATIONAL PERFORMANCE


SPCSA Authority Organizational Programmatic Audit Findings				
2019		Good Standing	Notice of Concern	Notice of Breach
2018		Good Standing	Notice of Concern	Notice of Breach
2017		Good Standing	Notice of Concern	Notice of Breach
2016		Good Standing	Notice of Concern	Notice of Breach
2015		Good Standing	Notice of Concern	Notice of Breach


³ To calculate student mobility, subtract the number of students from year 2 returning from year 1, and divide this result by the total number of students in year 1. For example, if there were 5 students in year 1, and 4 of these same students returned in year 2, the calculation would be: (5-4)/5, or 20%.

NEXT CHARTER TERM

Projected Enrollment & Grade Spans for next charter term <i>(pending any subsequent expansion or contraction amendment that requires Authority Board approval)</i>						
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Planned Total Enrollment	300	330	363	399	439	483
Planned Grade Spans	6-12	6-12	6-12	6-12	6-12	6-12

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

Signature of Head of School: 
 Date: September 24, 2019

Signature of President/Chair of Governing Body: 
 Date Governing Body voted to approve application for renewal: September 19, 2019

CATHY DOBRUSKY

2730 Brush College Rd. NW Salem, OR 97304 435-656-4665
cadobrusky@gmail.com, e-portfolio: classroomclassics.blogspot.com

OBJECTIVE

To help assist LANV's governing board

EDUCATION

Bachelor of Science 2011 Dixie State College, St. George, UT
Major: Secondary Education
Major: English

RELEVANT EXPERIENCE

2013- 14 Substitute taught for Salem Keizer School District
2012 – 13: Teaching at Tuacahn High School 10th Grade English
2012 – 13: WCSD Tonaquint Intermediate School ESL Paraprofessional
2011 – Student-teaching at Tonaquint Intermediate School

- Taught 7th grade English/social studies; 93 students

2010 – Teaching practicum at Dixie High School

- Taught 10th grade English; 180 students

2008 – Cinnamon Hills

- Taught secondary English for 3 months; then administrative assistant to Karen Heins

2007 – Principal at Zion Youth Academy in Saint George, UT

- my duties included: choosing the curriculum, teacher training, assisting with classroom supplies and set up, discipline of students, implementation of mission statement,
- Taught 15-18 age core subjects (English, literature, history, science and math)

1997 – 2006 Founder and Director of American Heritage Academy K – 8TH grades.

- 2001 – 2005 – Principal and Director of American Heritage Academy
- Taught daily devotional to 5TH-8TH graders, hired teachers, choose the curriculum, teacher training, ordered classroom supplies, classroom set up, discipline of students, insure implementation of mission statement and public relations, also obtained the proper licenses and permits to operate a school in the state of Nevada.
- 1999 – 2000 taught 6TH/7TH grades in the disciplines of English, history, math and science.
- 1998 – 1999 taught 5TH/6TH grades in the disciplines of English, history, math and science.
- 1997 – 1998 taught 1ST/3RD/5TH grades in the disciplines of English, history, math and science.

1993 – 1997 Home schooled my children.

PUBLICATIONS

Wrote 'Live and Learn' articles for Desert Saints Magazine from April 2002 to February 2006. I wrote on a variety of topics from gambling, Halloween, bullying, video violence, leadership, patriotism but most articles focused on education.

PROFESSIONAL MEMBERSHIPS

Member of the International English Honor Society Sigma Tau Delta
Member of Utah Education Association

HONORS AND AWARDS

2008 – 11: Dean's list at Dixie State College (Overall GPA 3.8 Major GPA 4.0).

STRENGTHS

My greatest strength other than knowledge of educational curriculum is the ability to work with people. As Founder and administrator of American Heritage Academy I have had the opportunity to work with a wide variety of personalities, to listen to their concerns and needs, and communicate to them care and understanding.

David F. Sampson, Esq.

200 E. Charleston Blvd.
Las Vegas NV 89104

Employment

- 2012 – Present President – LAW OFFICE OF DAVID SAMPSON, LLC., 200 E. Charleston Blvd, Las Vegas NV 89104
Personal Injury and General Litigation Practice
- 2005 – 2012 Partner - CHRISTENSEN LAW OFFICES, LLC., 1000 S. Valley View Blvd, Las Vegas NV 89107
Personal Injury and General Litigation Practice
- 1999 – 2005 Associate - CHRISTENSEN LAW OFFICES, LLC., 1000 S. Valley View Blvd, Las Vegas NV 89107
Personal Injury and General Litigation Practice
- 1998 – 1999 Associate – DICKERSON, DICKERSON, CONSUL & POCKER
330 S. Third St., Suite 1130, Las Vegas, NV 89101
General Civil and Criminal Litigation

Education

- 1998 J.D., Brigham Young University, Provo, UT
1995 B. A., Psychology, Brigham Young University, Provo, UT
1993 A.A., Ricks College, Rexburg ID

Licenses and Jurisdictions of Practice

State Bar of Nevada
State Bar of Oregon
Nevada Supreme Court
US District of Nevada
9th Circuit Court of Appeals

Professional Associations

State Bar of Nevada 1998 – Present
State Bar of Oregon 1999 – Present
National Justice Association 2010 – Present

ERIC W FARNSWORTH B.A. CNIM

702-339-1555 • ERICFARNSWORTH@GMAIL.COM • LAS VEGAS, NEVADA

An experienced healthcare professional with a demonstrated history of working in neurodiagnostics, management, business development, orthopedics, spine and surgery.

Neuromonitoring Associates

Clinical Manager/Business Development 2016–2019

Build and maintain relationships with internal associates, physicians, physician's office staff and schedulers, operating room staff and hospital administration with results in continued business relationships and new business growth. Also an emphasis in business development, customer service, supply needs, neurodiagnostic machine maintenance. Manages the day-to-day IONM activities of an average of 18 direct reports. Performs IONM monitoring during orthopedic and neurosurgical spine cases and complex spine cases.

Leadership Academy of Nevada Las Vegas, NV

Governing Board Chair 2019-Present

Vice Chair Governing Board 2018-2019

Governing Board 2015-2018

Leadership Academy of Nevada is an online public charter school serving grades 6-12 with emphasis in Leadership, Liberal Arts and Technology. With a mission to provide highly motivated and self-directed students with a classical education so they can become principled leaders. Maintain policies, procedures, contracts and educational goals of success.

Neuromonitoring Associates

Neurotechnologist Full Time 2009-2016

Consult with surgeon regarding structures at risk and modalities monitored. Interact with patients to obtain detailed history and clearly explain the tests performed. Identify appropriate protocol and perform troubleshooting techniques to ensure accurate data collection. Communicate with the surgeon and surgical team throughout the case to relay monitoring information. Complete all required documentation. Maintain equipment in proper working order and conduct regular maintenance checks. Deliver services according to company procedures and standards.

Neuromonitoring Associates

Neurotechnologist Part Time 2006–2009

Consult with surgeon regarding structures at risk and modalities monitored. Interact with patients to obtain detailed history and clearly explain the tests performed. Identify appropriate protocol and perform troubleshooting techniques to ensure accurate data collection. Communicate with the surgeon and surgical team throughout the case to relay monitoring information. Complete all required documentation. Maintain equipment in proper working order and conduct regular maintenance checks. Deliver services according to company procedures and standards.

Bachelor of Arts Degree in Statesmanship from George Wythe University 2009-2013

ABRET Neurodiagnostic Credentialing and Accreditation, CNIM 2016-2021

Jori Martin

675 Sixth Street
Crescent Valley, NV 89821
(702) 327-2849
JoriMartin@gmail.com

Objective

I am interested in serving on the Governing Board for Leadership Academy of Nevada in the capacity of a parent, a teacher/administrator, or a community member.

Experience

AUGUST 2019 – PRESENT

Eureka County High School; Eureka, Nevada – *English Teacher*

- Twelfth grade English teacher
- Tenth grade English teacher
- Eighth grade English Language Arts (ELA) teacher
- Seventh grade English Language Arts (ELA) teacher

AUGUST 2017 – AUGUST 2019

Crescent Valley Elementary School; Crescent Valley, Nevada - *Office Secretary*

- Perform all secretarial tasks, including record keeping, budgeting, and supply management
- Communicate effectively with parents, staff, and teachers

AUGUST 2013 - AUGUST 2017

Crescent Valley Elementary School; Crescent Valley, Nevada - *Substitute Teacher*

Various; Las Vegas, Nevada - *Substitute Teacher*

- Covered classes in grades pre-k through twelfth grade, including specialized classes, as needed, on an on-call basis

AUGUST 2010 - AUGUST 2013

Lied Middle School; Las Vegas, Nevada - *English Teacher*

- Eighth grade English teacher
- Seventh grade English Language Arts (ELA) teacher

Education

MAY 2018 - PRESENT

American College of Education; Indianapolis, Indiana - *Educational Leadership*

Will graduate in November of 2019 with an M. Ed. in Educational Leadership, and apply for a School Administrator's endorsement on current Nevada teaching license. Currently maintaining a 4.0 GPA.

AUGUST 1995 - AUGUST 1999

Brigham Young University; Provo, Utah - English Teaching

Graduated with a 3.7 GPA. Completed program is the equivalent of a double major: one in English and one in Teaching Methodology.

Additional Information

- I have experience in writing and maintaining grants.
- I am a parent of one LANV graduate, one current (11/12 grade) LANV student, and as of the 2019-2020 school year, one more (7th grade) LANV student.
- After growing up and living most of my life in Las Vegas, I have now resided in rural Northern Nevada for the last five years. This has allowed me to have seen the different communities our state offers students (and how that component factors into education).
- I have well-rounded experience and am a team player that communicates effectively with everyone I meet. I enjoy learning and look forward to being involved with and supporting LANV in this capacity, if given the opportunity.

KELLY G. PARKER, CPA and CGMA

EXPERIENCE:

Controller - Las Vegas Paving Corporation, Las Vegas, NV; 2016-

- oversee external financial reporting, including annual corporate and profit sharing financial audits
- perform special projects including the collection, analysis and consolidation of financial data
- monitor internal control over financial reporting

Principal (Shareholder) - Piercy, Bowler, Taylor & Kern CPAs, Las Vegas, NV; 1993-2016

- progressed from associate to principal (shareholder) with full responsibility for directing multiple audit, review and compilation engagements of privately held and SEC clients in gaming, timeshare, real estate, construction, finance and leasing, and service entities and of defined contribution employee benefit plans
- assessed engagements, delegated specific tasks to team members, assembled data and presented findings
- supervised pool of associates and senior associates with direct management oversight for research, quality, training and billing
- prepared employee benefit plan federal tax returns
- performed operational consulting, agreed upon procedures and litigation support
- performed quality control and internal review procedures

Senior Accountant - Layton, Layton & Tobler CPAs, Las Vegas, NV; 1990-1992

- performed audits of employee benefit plans and of not-for-profit organizations
- prepared individual, corporate, partnership, fiduciary, employee benefit plan, and exempt organization tax returns
- performed forensic accounting, agreed upon procedures and litigation support

Accountant - Lauraco, Inc., Springville, UT; 1985-1989

- maintained financial accounting, tax, payroll, stock inventory, and cash records
- prepared individual, partnership, corporate, fiduciary, and private foundation tax returns
- developed and modified accounting systems and directed activities of employees

VOLUNTEER EXPERIENCE:

Board Member/Treasurer - Leadership Academy of Nevada, Las Vegas, NV; 2013-

- participate on the finance (Chair), executive and governance committees of the board
- oversee external financial reporting, including annual financial audit and tax filing

Committee to Form Member - Leadership Academy of Nevada, Las Vegas, NV; 2012

- worked with a group of four other individuals to write and submit a charter application to the State Charter School Authority of Nevada to create an approved state-wide virtual charter school serving grades 6-12 offering a quality liberal arts education focused on principled leadership

LICENSES AND MEMBERSHIPS:

Certified Public Accountant (CPA)

State of Nevada, License No. 2311R and State of Utah, License No. 05517

Chartered Global Management Accountant (CGMA)

American Institute of Certified Public Accountants (AICPA)

EDUCATION:

Master of Accountancy (Audit); August 1985

B. S. Accounting; Business Fundamentals Minor; April 1985

Brigham Young University, Provo, UT

Todd Christian Nelson

1400 Woodmore Street
Las Vegas, Nevada 89144
(702) 256-4906 Home
(702) 755-5779 Work
tcnelson@interact.ccsd.net
tcnelson100@gmail.com

SUMMARY OF QUALIFICATIONS

Currently Assistant Principal at Bonanza High school in charge of athletics and facilities. Supervise math and physical education department and work closely with teachers in implementing the Nevada Educational Performance Framework (NEPF) along with “best practices” in reading, writing, technology, differentiated instructions and assessments. Train and assist teachers in implementing effective classroom management techniques, with an emphasis on positive and caring relationship with their students. Led the Bonanza High School Accreditation team towards a successful process, receiving high praises from the evaluators. Oversee budget and finance for all athletic programs and supervise coaches with a team focus on academics as top priority. Hold seasonal parent/athlete/coaches meetings to communicate expectations and NIAA rules. Oversee safety plan of all athletic events. Oversee Title I, III and IX compliance and SB 178. Formerly, Principal at Hafen Elementary School. In charge of budget and finance. Oversee and facilitate faculty and PTO meetings. Manage a culture of professional development with strong, effective in-service training. Provide a safe, learning environment for all students. Administrator in charge of discipline and attendance, instructional leadership and facilities. Assistant Principal for five years at Pahrump Valley High School. Oversaw and managed the master schedule, curriculum development, hiring of teachers, in-service planning and training, implementation and execution of the 9th grade Freshman Academy—a school within a school concept. After two years at PVHS the student population achieved Acceptable Yearly Progress (AYP) and student tardies and fights decrease by 80%. Prior to PVHS accomplished eleven years of successful classroom teaching at the middle and elementary school level.

ADMINISTRATIVE EXPERIENCE

Bonanza High School – 2,000 students, Title I School

Clark County School District (2013 to current)

- Supervise teachers in the implementation of Nevada State Content Standards in math, social studies and physical education.
- Implemented the Nevada Educational Performance Framework (NEPF) that included training teachers on the state teaching standards and indicators, cultivating teacher reflection on the standards and held student learning goals with mid-cycle review conferences with teachers.
- Created seasonal athletic luncheon for student athletes to recognize their efforts and time.
- Improved school facilities that reflected school spirit.
- Oversee beautification of Bonanza High School with upgrading cafeteria with college flags on the soffit and large Bengal Eyes on the west side wall. Also, campaigned and secured funds and donations for the gym floor upgrade and landscaping of the student quad area. Worked with multiple Eagle Scout projects to help beautify and improve school campus--including a concession stand for softball to ease Title IX concerns.
- Increased graduation rate by supervising and monitoring unsuccessful transfers list.

- Supervise and work with teachers to implement “best practices” in literacy and writing skills, technology and effective assessment tools.
- Implemented girl’s weightlifting class and competition. Class increased from 10 students to 42 students in the second year. Also, the competitive team took 2nd place in Regionals.
- Increased team academic GPA in all sports at Bonanza through accountability, support, mentoring and creating after-school tutoring programs using National Honors students to tutor athletes. Thus, Boys’ Swimming and Boys’ Volleyball (twice) won All-State Academic Team for Nevada.
- Increased athletic participation throughout the campus by supporting coaches, attending home, away and playoff games and visiting middle school feeder campuses.
- Created community support by inviting notable Bonanza Alumni to speak, mentor and work with students, such as Dan Reynolds -- lead singer of Imagine Dragons (Class of ’05), Gerald Riggs – NFL Legend (Class of ’78), Mark Hutchinson – Lieutenant Governor for the state of Nevada (Class of ’81), Harvey Mumford – Senior State Senator (Retired Teacher), Lisa Wills – General Manager Channel 8 News (Class of ’83), Kevin Childs – School Board Member (Class of ’81). Efforts secured over \$40,000 donations from alumni for performing arts and athletic programs.

**Hafen Elementary School – 400 students, Title I School
Nye County School District (2011 to 2013)**

- Created and supported instructions focused on Common Core State Standards with an emphasis on rigor, relevance and relationship.
- Implemented, with the literacy school committee, a monthly writing prompts with a student from each grade level being recognized and awarded for exemplary writing skills.
- Implement Student of the Month recognition.
- Implement staff “bucket filling” activities and “Unsung Heroes” allowing staff to pay compliments to one another and also recognize teachers who go “above and beyond the call of duty.”
- Maintain and sustain an effective PTO with after school activities such as Halloween Party, Pictures and Movies with Santa, End of the Year Luau.
- 2011-2012 initial CRT data shows 81% of students proficient in math and reading (5% increase in math and 11% increase in reading from (2010-2011). 84% of students proficient in science.
- After reviewing 2010-2011 CRT data leadership team created and implemented a school-wide writing program through PLCs with pre-writing and writing strategies using teacher expertise and school resources to improve student writing skills.
- Implemented Hafen School’s own literacy program through PLC and teacher professional development.
- Created and implemented a culture of professional development and growth for teachers through ASCD institutional memberships, teacher professional library and book club and sending teachers to conferences (Title One Conference in Seattle, ASCD Conference in Philadelphia, Positive Student Behavior Conference in Atlanta, Model School Conference in Orlando and ISTE Conference in San Diego).
- Helped improve teacher instruction through professional development in writing, reading, school culture and technology.
- Every grade level and classroom showed student growth 2 points or more above the growth norm in reading and math using NWEA data.

- Provide daily messages with morning announcements using Project Wisdom character education program to set the proper tone for the school.
- Create and implement a daily 'Lunch with the Principal' program in which the principal eats lunch with a class to talk to students and be visible (1st grade Monday, 2nd grade Tuesday, 3rd grade Wednesday, 4th grade Thursday and 5th grade Friday).

**Pahrump Valley High School Assistant Principal – 1,400 students, Title One School
Nye County School District
Administrator in charge of 9th grade Freshman Academy (2008 to 2011)**

- Created and staffed the PVHS Freshman Academy
- Developed 9th grade orientation to assist students and parents in transition.
- Substantial decrease in tardies and trancies on campus among 9th grade students.
- Four percent increase in math scores on NWEA testing. The national average increase is two percent.
- Ninety-six percent of 9th grade students on target to pass the HSPE in reading, according to NWEA data.
- Created, developed and implemented a summer school math and language arts camp to remediate incoming 9th grade students testing below grade level. Based curriculum upon 7th and 8th grade CRT data.
- Developed conflict resolution strategies cutting fights on campus by over 80%.
- Set up career and technology course to encourage career paths for students.
- Established a parent center to increase parental involvement in their student's educational pursuit.
- Implemented a school wide advisory program.

Administrator in charge of master schedule (2008 to 2011)

- Enhanced Professional Learning Communities (PLC) by implementing common prep period for grade level subject areas in order to promote teacher collaboration.
- Nye County School District trainer on Pearson's PowerSchool software.
- Created timeline and procedures for the district in building the master schedule.
- Developed master schedule to support the curricula and instructional objectives of PVHS.

Administrator in charge of curriculum (2006 – 2008)

- Provided in-service training on the following programs:
 - Writing Across Curriculum
 - Literacy Strategies (Pre-Read, Reading, Post Reading)
 - Differential Teaching Strategies
 - AVID Teaching Strategies and Curriculum
 - Standard Based Lesson Planning
- Developed and supervised after-school tutorial program
- Supervised on-line credit recovery class using OdysseyWare program.
- School met AYP goals and reached safe harbor during 2007-2008.

EDUCATION

M.S.Ed in Educational Administration, University of La Verne
Teaching Credential, Chapman University

Bachelor of Arts – Political Science with minor in History, Brigham Young University

CREDENTIALS

K-12 Nevada School Administrator Certificate
Nevada Secondary Social Studies Certificate
California Administrative Certificate – Tier 1
California Single Subject Teaching Credential – Social Studies
California Single Subject Teaching Credential – Reading/Language Arts

EMPLOYMENT HISTORY

2013 to present	Assistant Principal Bonanza High School Clark County School District Las Vegas, Nevada
2011 to 2013	Principal Hafen Elementary School Nye County School District Pahrump, Nevada
2006 to 2011	Assistant Principal Pahrump Valley High School Nye County School District Pahrump, Nevada
1997 to 2006	History Teacher La Mesa Junior High School Wm. S. Hart Union High School District Santa Clarita, California
2002 & 2005	Summer School Administrator Hart High School (2002) Sierra Vista Junior High (2005) Wm. S. Hart Union High School District Santa Clarita, California
1995 – 1997	K- 12 Physical Education Teacher Varsity Coach and Athletic Coordinator Special Education (SH, LD & ED student population) Rossier Park School Garden Grove, California

References

Joseph Petrie – Bonanza High School Principal

Clark County School District

6665 Del Rey Ave.

Las Vegas, NV 89146

(702) 449-7462

Jrp307@interact.ccsd.net

Northey Henderson – Bonanza High School Principal (Retired)

(702) 523-7254

NHL452@interact.ccsd.net

Roger West – Faiss Middle School Principal

Clark County School District

9525 W. Maule Ave.

Las Vegas, NV 89148

(702) 799-6850

rwest2@interact.ccsd.net

Max Buffi – Pahrump Valley High School Principal (Retired)

Nye County School District

(775) 209-5847

mbuffi@yahoo.com

Dr. William “Rob” Roberts – Superintendent (Retired)

Nye County School District

(775) 764-1388

Kent Roberts – Principal

Clark County School District

Green Valley High School

460 N Arroyo Grande Blvd.

Henderson, NV 89014

(702) 799-0950

kroberts1@interact.ccsd.net

CURRICULUM VITAE

NAME: Vivian Lee Surwill

HOME ADDRESS: 32 Imposing Knoll Avenue
Henderson, NV 89002
C: 702-204-7991
E-mail: viviansurwill@gmail.com

AREAS OF RESEARCH INTEREST:

Classroom Assessment
Institutional Assessment
Study Strategies

EDUCATIONAL HISTORY

- 2015 Ph.D. Coursework in Educational Psychology, University of Nevada, Las Vegas.
- 2008 *M.S. Educational Psychology*
Chair: CarolAnne Kardash, Ph.D.
- 2007 *Certificate in Distance Learning*, University of West Georgia
- 2001 *B.A. English*, University of Nevada, Las Vegas
- 1993 *A.A. Foreign Language*, Antelope Valley College

PROFESSIONAL ORGANIZATIONS

Association of American Colleges & Universities

HONORS AND AWARDS

- UNLV Academic Assessment Award (Individual), 2019
- UNLV Academic Assessment Award (Program), 2018
- UNLV School of Public Health Excellence in Assessment Award, 2018
- UNLV Academic Assessment Award (Program), 2017
- Graduate and Professional Student Research Forum Outstanding Student Presentation Award, Education Platform Session: First Place, 2012
- Graduate Student Scholar Award – UNLV Department of Educational Psychology. Awarded in recognition of scholarly accomplishments, 2008 - 2011
- Golden Key National Honor Society, 2008

PROFESSIONAL HISTORY

- 02/2016-Present *Director of Assessment*, School of Public Health, University of Nevada, Las Vegas. Facilitate the assessment cycle of all programs from implementation to evaluation as well as professional accreditation activities.
- 08/2013-Present *Adjunct Faculty*, University of Phoenix, Las Vegas Campus. Instructor of record in the Bachelor of Psychology Program. Courses taught include Cognitive Psychology, Learning and Cognition, Psychological Tests and Measurements, and Statistical Reasoning in Psychology.
- 2009-2014 *Part-Time Instructor/Graduate Research Assistant*, University of Nevada, Las Vegas. Instructor of record in the Educational Psychology Department teaching online and face to face. Courses taught include Measurement and Assessment, Descriptive and Inferential Statistics, and Foundations of Educational Psychology.
- 2012-2013 *Adjunct Faculty (Online)*, Nevada State College. Instructor of record in the Social Science Program. Course taught was Foundations of Educational Psychology.
- 2008- 2009 *Graduate Research Assistant*, University of Nevada, Las Vegas. Assistant to Dr. CarolAnne Kardash and Dr. Gale Sinatra. Duties included teaching the Foundations of Educational Psychology, conducting research, data collection, and administrative needs.
- 2007- 2008 *Graduate Research Assistant*, University of Nevada, Las Vegas. Assistant to Dr. Lisa Bendixen and Dr. Brett Campbell. Duties included teaching Measurement and Assessment, teaching assistant for Inferential Statistics, conference coordination, and administrative needs.
- 2005-2007 *AVID Facilitator*, Clark County School District. Worked directly with high school students on core curriculum and college preparatory skills.
- 2001-2004 *Substitute Teacher*, Clark County School District. Maintained a positive classroom environment while teaching established lesson plans.

SCHOLARLY PUBLICATIONS AND ACTIVITIES

Presentations

- Surwill, V.L. & Kardash, C.M. (2012, April). *The Delayed Effects of Relevance Instructions and Individual Differences on Recognition of Expository Text*. American Educational Research Association, Annual Conference, Vancouver, Canada.
- Surwill, V. L. & Kardash, C. M. (2012, March) *The Delayed Effects of Relevance Instructions on Immediate and Delayed Recall and Comprehension of Expository Text*. Graduate and Professional Student Association, Annual Forum, Las Vegas, Nevada.
- Kardash, C. M., Surwill, V. L., Amlund, J. T., Hamilton, N.J. (2011, August) *Effects of Rereading and Need for Cognition on Recall and Comprehension of Two-Sided Text Recall and Comprehension of Two-Sided, Nonrefutational Text*. American Psychological Association Annual Conference, Washington D.C.
- Kuch, F., Hamilton, N. J., Parker, R.J., Reynolds, R.E., Surwill, V. L., Hughes, L. & Bjork, K.A. (2010, April). Examples of Multiple Data Source, Interactive Evaluation Approach. In R. E. Reynolds (Chair), *Evaluating an Urban School Empowerment Model: A Collaborative, Longitudinal, Mixed-Methods Approach*. Symposium conducted at the annual meeting of the American Educational Research Association, Denver, Colorado.
- Kuch, F., Hamilton, N. J., Surwill, V. L., Khilnani, T., Hughes, L. & Bjork, K.A (2009, November) *The Influence of School Culture on Teaching and Learning: Challenges and Opportunities*. Southwest Consortium for Innovative Psychology in Education, Las Vegas, Nevada
- Kardash, C., Amlund, J. T., Surwill, V. L. & Hamilton, N. J. (2009, April). *The Effects of Beliefs and Rereading on Recall of Dual-Positional Text*. American Educational Research Association, Annual Conference, San Diego, California.
- Marchand, G., Reynolds, R.E. & Surwill, V. L. (2009, April) *Finding the Best Fit: The Empowerment School Model (ESM) and the Evaluation Model*. American Educational Researchers Association, Annual Conference, San Diego, California.
- Surwill, V. L., Kardash, C. M., Amlund, J. T., & Hamilton, N. J. (2009 March) *Analyzing Conflicting Results in Recall for Massed Rereading Strategies*. Graduate and Professional Student Association Forum, Las Vegas, Nevada.
- Surwill, V. L., Hamilton, N.J., Reynolds, R.E., Marchand, G., & Perillo, M. (2008). *An Empowerment School Study: Mixed Methods in Evaluation of School-Based Projects*. Northern Rocky Mountain American Educational Researchers Association, Regional Conference, Lake Tahoe, Nevada.

GRANTS AND SCHOLARSHIPS

- 2013 Patricia Sastaunik Scholarship
- 2013 Graduate Access Scholarship
- 2012 UNLV Travel Award: Awarded by the Department of Educational Psychology
- 2012 Graduate Professional Student Association Grant
- 2012 Graduate Access Scholarship
- 2011 UNLV Travel Award: Awarded by the Department of Educational Psychology
- 2011 Graduate Access Scholarship
- 2010 UNLV Travel Award: Awarded by the Department of Educational Psychology
- 2010 Graduate Access Scholarship
- 2009 Graduate Professional Student Association Grant
- 2009 UNLV Travel Award: Awarded by the Department of Educational Psychology

COURSES PREPARED TO TEACH

Cognitive Psychology
Descriptive and Inferential Statistics
Foundations of Educational Psychology
General Psychology
History and Systems in Psychology
Human Growth and Development
Learning and Cognition
Measurement and Assessment
Psychological Tests and Measurements
Research Methods
Statistical Reasoning in Psychology

TEACHING EXPERIENCE

University of Nevada, Las Vegas

- EPY 303 Foundations of Educational Psychology
- EPY 451 Measurement and Assessment
- EPY 711 Human Growth and Development
- EPY 721 Descriptive and Inferential Statistics (Online)

University of Phoenix, Las Vegas Campus

- PSY 310 History and Systems in Psychology
- PSY 315 Statistical Reasoning in Psychology
- PSY 335 Research Methods
- PSY 360 Cognitive Psychology
- PSY 390 Learning and Cognition
- PSY 475 Psychological Tests and Measurements

Nevada State College

- PSY 307 Educational Psychology (Online)

ACADEMIC SERVICE

- 2018 - Present UNLV Faculty Senate Special Hearings Committee
- 2016 - Present UNLV Academic Assessment Committee
- 2008 - 2014 AERA Division C Campus Liaison
- 2013 AERA Division H Conference Proposal Reviewer
- 2013 AERA Division H Conference Round Table Chair
- 2011 - 2012 Doctoral Reviewer, Journal of Teacher Education
- 2009 Graduate Student Board Member, Southwest Consortium for Innovative Psychology in Education
- 2008 - 2010 Proposal Reviewer, Northern Rocky Mountain Educational Research Association
- 2007 Graduate Student, Southwest Consortium for Innovative Psychology in Education

COMMUNITY SERVICE

- 2019 - Present Civil Air Patrol Volunteer, Testing and Aerospace Education
- 2018 - Present Las Vegas CERT Team Volunteer
- 2018 - Present Leadership Academy of Nevada Governing Board, Secretary
- 2004 - Present Daughters of the American Revolution Governing Board

REFERENCES

Lindsay Couzens, Ph.D.
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E-mail: Dan.Bubb@unlv.edu



Forecasted Income Statement (Modified Accrual)*

	Budget 2020	Forecast 2021
Enrollment (full time equivalent)	270	300
Revenue		
Local (1)	\$ 10,000	\$ 10,000
State & Federal (2)	<u>2,016,758</u>	<u>2,285,659</u>
Total revenue	2,026,758	2,295,659
Expense		
Salaries (3)	1,133,556	1,212,905
Benefits (3)	373,933	428,116
Purchased Services	252,885	289,413
Facility Lease	47,000	48,410
Supplies & Materials	180,967	207,107
Capital Objects	31,500	36,050
Debt Servcie & Miscellaneous	<u>6,000</u>	<u>6,180</u>
Total expenses (4)	2,025,841	2,228,180
Net Income	<u>\$ 917</u>	<u>\$ 67,479</u>

Financial Ratios

Total Building Lease	47,000	48,410
Facility Payment Percentage	2.32%	2.11%
Operating Margin Percentage	0.05%	2.94%

Assumptions

- 1) Leadership Academy of Nevada local revenues consist of student activity related fees estimated conservatively and does not include expected donations or other local revenues.
- 2) State and federal revenue sources have been forecasted to increase at a conservative 2.0% per year. Enrollment is forecasted to increase by 30 students for FY21.
- 3) Salaries and Benefits projected increase from FY20 to FY21 is 7% to account for raises and additional staff.
- 4) All expenses other than Salaries and Benefits have been forecast to rise at least 3% to account for increased costs and enrollment projection.

* This forecast has NOT been examined by a CPA firm.

"District" School Calendar for 2020-2021 School Year						LEADERSHIP ACADEMY OF NEVADA					Start Date: 10-Aug-20			
Type of calendar	Monday	Tuesday	Wednesday	Thursday	Friday	Total Days	Days NT	Total Days						
August 2020	First Day 10	11	12	13	14	1	1	1	1	1	5	First Day 8/10/20		
	17	18	19	20	21	1	1	1	1	1	5			
	24	25	26	27	28	1	1	1	1	1	5			
	31	1	2	3	4	1	1	1	1	1	5	School		
						20	0	20	Month 1					
September 2020	LD 7	8	9	10	11	0	1	1	1	1	4	Labor Day 9/7/20		
	14	15	16	17	18	1	1	1	1	1	5			
	21	22	23	24	25	1	1	1	1	1	5			
	28	29	30	1	2	1	1	1	1	1	5	School		
						19	1	39	Month 2					
October 2020	5	6	7	PD 8	PD 9	1	1	1	1	1	5	Prof. Devel: 10/8/20 - 10/9/20		
	12	13	14	15	16	1	1	1	1	1	5			
	19	20	21	22	23	1	1	1	1	1	5	1		
	26	27	28	29	ND 30	1	1	1	1	0	4	School Nevada Day 10/30/20		
						19	1	58	Month 3					
November 2020	2	3	4	5	6	1	1	1	1	1	5	Veterans Day 11/11/20		
	9	10	VD 11	12	13	1	1	0	1	1	4	Fall Holiday 11/23/20-11/25/20		
	16	17	18	19	20	1	1	1	1	1	5	Thanksgiving 11/26/20		
	FH 23	FH 24	FH 25	THG 26	FD 27	0	0	0	0	0	0	5 Family Day 11/27/20		
	30	1	2	3	4	1	1	1	1	1	5	School		
						19	6	77	Month 4					
December 2020	7	8	9	10	11	1	1	1	1	1	5			
	14	15	16	17	18	1	1	1	1	1	5			
	WB 21	WB 22	WB 23	WB 24	WB 25	0	0	0	0	0	0	5 Winter Break 12/21/20-1/1/21		
	WB 28	WB 29	WB 30	WB 31	WB 1	0	0	0	0	0	0	5 School		
						10	10	87	Month 5					
January 2021	4	5	6	7	8	1	1	1	1	1	5			
	11	12	13	14	15	1	1	1	1	1	5			
	MLK 18	19	20	21	22	0	1	1	1	1	4	1 MLK Day 1/18/21		
	25	26	27	28	29	1	1	1	1	1	5			
						19	1	106	Month 6					
February 2021	1	2	3	4	5	1	1	1	1	1	5			
	8	9	10	11	12	1	1	1	1	1	5			
	Pres Day 15	16	17	18	19	0	1	1	1	1	4	1 President's Day 2/15/21		
	22	23	24	25	26	1	1	1	1	1	5	School		
						19	1	125	Month 7					
March 2021	1	2	3	4	5	1	1	1	1	1	5			
	8	9	10	11	12	1	1	1	1	1	5			
	15	16	17	18	19	1	1	1	1	1	5			
	22	23	24	25	26	1	1	1	1	1	5			
	29	30	31	1	2	1	1	1	1	1	5	School		
						25	0	150	Month 8					
April 2021	SB 5	SB 6	SB 7	SB 8	SB 9	0	0	0	0	0	0	5 Spring Break 4/5/21-4/9/21		
	12	13	14	15	16	1	1	1	1	1	5			
	19	20	21	22	23	1	1	1	1	1	5			
	26	27	28	29	30	1	1	1	1	1	5	School		
						15	5	165	Month 9					
May 2021	3	4	5	6	7	1	1	1	1	1	5			
	10	11	12	13	14	1	1	1	1	1	5	Last Day 5/21/21		
	17	18	19	20	Last Day 21	1	1	1	1	1	5	Contingency Days		
	CD 24	CD 25	CD 26	27	28	0	0	0	0	0	0	School 5/24/21, 5/25/21, 5/26/21		
						15	5	180	Month 10					
CD	Contingency Days			Pres Day		President's Day								
FD	Family Day			PD		Professional Development (also instruction day)								
FH	Fall Holiday			SB		Spring Break								
LD	Labor Day			THG		Thanksgiving								
MD	Memorial Day			VD		Veterans Day								
MLK	Martin Luther King, Jr. Day			WB		Winter Break								
ND	Nevada Day													

School Name:	Leadership Academy of Nevada			Start Date:	8/10/20	End Date:	5/21/21					
	Middle School											
GRADE	START	LUNCH BEGIN		LUNCH END	END OF DAY		LESS NUTR BREAK	TOTAL DAILY MINUTES	DAYS	TOTAL ANNUALMIN + LATE START +MIN DAY + BLOCK	ANNUAL MINUTES Compliant?	DAILY MINUTES Compliant?
6	8:00 AM	11:30 AM	210	12:00 PM	3:30 PM	210		420	180	75,600	YES	YES
7	8:00 AM	11:30 AM	210	12:00 PM	3:30 PM	210		420	180	75,600	YES	YES
8	8:00 AM	11:30 AM	210	12:00 PM	3:30 PM	210		420	180	75,600	YES	YES
School Name:	Leadership Academy of Nevada			Start Date:	8/10/20	End Date:	5/21/21					
	High School											
GRADE	START	LUNCH BEGIN		LUNCH END	END OF DAY		LESS NUTR BREAK	TOTAL DAILY MINUTES	DAYS	TOTAL ANNUALMIN + LATE START +MIN DAY + BLOCK	ANNUAL MINUTES Compliant?	DAILY MINUTES Compliant?
9	8:00 AM	11:30 AM	210	12:00 PM	3:30 PM	210		420	180	75,600	YES	YES
10	8:00 AM	11:30 AM	210	12:00 PM	3:30 PM	210		420	180	75,600	YES	YES
11	8:00 AM	11:30 AM	210	12:00 PM	3:30 PM	210		420	180	75,600	YES	YES
12	8:00 AM	11:30 AM	210	12:00 PM	3:30 PM	210		420	180	75,600	YES	YES