

NEVADA RISE ACADEMY APPLICATION

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SECTION 1

Exhibit 1.1: See following page for completed Revolving Loan Application Cover Page

Nevada State Public Charter School Authority
2018 Application for a
Charter School Revolving Loan
(Pursuant to Nevada Revised Statute 388A.432)
Submission Window is January 1, 2018 - March 15, 2018

Charter School Name: Nevada Rise Academy **NEVADA RISE ACADEMY**

School Street Address: 2525 Emerson Avenue **2525 EMERSON AVE**

City: Las Vegas State: NV Zip: 89121

Contact Name: Justin Brecht Phone: 7023367060

Mailing Address: 1120 Blakes Field Place **1120 BLAKES FIELD PLACE**

City: Henderson State: NV Zip: 89011

Title: Executive Director email: jbrecht@nevadanse.org

Chartering Entity (School District or State Public Charter School Authority):
 Achievement School District


Term of Charter: (school) 08/06/18 to (school) 05/30/21 Opening Date: (school) 8/6/18

Loan Amount Requested: \$ 70,000.00 Repayment Period Requested (1, 2 or 3 years): 3

K-5	6-8	9-12	Total K-12
140	0	0	140

Number of Students to be Enrolled:

The undersigned hereby request(s) a loan from the Charter School Revolving Loan Fund in accordance with Nevada Revised Statute 388A.432. I certify that the above information and supporting documents are true and correct to the best of my knowledge and that any loan funds received as a result of this application will be used in accordance with Nevada Revised Statute 388A.435 and all other applicable state and federal laws. By signing this document the entity that is requesting the loan is assuring the repayment of the loan in full, even in the event of closure of the charter school.

Signature of Governing Body President 

Printed Name Daniel Bernbach

Date 3/5/18

Exhibit 1.2: See following page for completed letter of endorsement from the Achievement School District

BRIAN SANDOVAL
Governor
STEVE CANAVERO, Ph.D.
Superintendent of Public Instruction

STATE OF NEVADA



SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway, Suite 221 Las
Vegas, Nevada 89183
(702) 486-6458
Fax: (702) 486-6450
www.doe.nv.gov/Educator_Licensure

DEPARTMENT OF EDUCATION
Northern Nevada Office
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax:
(775) 687 - 9101
www.doe.nv.gov

Monday, March 5, 2018

State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Dear representatives of the State Public Charter School Authority:

This letter affirms the Nevada Achievement School District's support and endorsement of Nevada Rise Academy in their application for a revolving loan through the State Public Charter School Authority.

After a rigorous third-party review of Nevada Rise Academy's application, Nevada Rise Academy was approved to launch an Achievement Charter School in the fall of 2018. Since their approval, Nevada Rise Academy has completed all pre-opening benchmarks and has recently signed a six-year contract with the Nevada Achievement School District. The contract includes rigorous academic targets which are summarized below:

- In the years prior to receiving a star ratingⁱ, 65% of students assessed on the MAP assessment will either score in the 60th percentile overall or score in the 65th percentile in growth.
- In the years prior to receiving a star rating, Nevada Rise Academy will perform at a level to achieve at least 50% of the points available in the categories for which they meet the qualifications to earn points (ex. English Language Proficiency, Student Engagement)
- By the 2021-22 School Year, the school will be rated as at least 3-stars and in subsequent years will maintain or increase their index score.
- By 2021-22 and in all subsequent years, any subgroup with 10 or more students will meet the state's proficiency goal for that year for that subgroup in both ELA and Mathⁱⁱ.

Given the school's successful completion of pre-opening benchmarks and commitment to rigorous goals, the Nevada Achievement School District endorses Nevada Rise Academy's application for a revolving loan through the State Public Charter School Authority without reservation.

Sincerely,

A handwritten signature in blue ink, appearing to read "Rebecca Feiden".

Rebecca Feiden
Director, Nevada Achievement School District

ⁱ Nevada Rise Academy will open in the 2018-19 School Year with Grades K and 1. The school will add one grade at a time until it reaches the full K-5 elementary school configuration. Based on the business rules published by the ADAM Office within the Nevada Department of Education, Nevada Rise Academy will not receive a star rating until they have a score for both growth and proficiency. This will not occur until the 2021-22 school year when the school serves grades K-4.

ⁱⁱ These goals are articulated in Nevada ESSA Plan.

Exhibit 1.3: See following pages for copy of the resolution and of the draft minutes from the Nevada Rise Academy Board of Directors meeting held on February 22, 2018 authorizing the submission of the loan application.

Nevada Rise Academy Board of Directors Resolution

To Authorize Loan Application for 2018 Charter School Loan

Approved by the Board on February 22, 2018

Resolved:

State Public Charter School Authority 2018 Charter School Loan Request:

- WHEREAS Nevada Rise needs interim funding prior to the first payment from the state based on the projected per pupil enrollment; provide for spending on the reimbursement-based Charter School Program (CSP) grant; and to provide cash flow during first year of operation to supplement projected low cash-flow balances.
- WHEREAS the terms of such loan as outlined in **NRS 388A.435** provide that the amount may be up to \$500 per pupil enrolled or to be enrolled at the charter school; repayment as outlined in **NAC 386.445** provides that repayment will not exceed 3 years and “the rate of interest for loans made from the Account is the prime rate at the largest bank in Nevada, as ascertained by the Commissioner of Financial Institutions, on January 1 or July 1, as the case may be, immediately preceding the date of the transaction.”
- WHEREAS based on the projected enrollment of Nevada Rise the loan amount will approximate \$70,000.

That the Board hereby consents to the adoption of the following. In accordance with Nevada law and the bylaws of Nevada Rise Academy, by unanimous consent, the board of directors resolved that:

Nevada Rise Academy will submit for the 2018 Application for a Charter School Revolving Loan with the State Public Charter School Authority. Justin Brecht, acting Executive Director, and Daniel Bernbach, President of the Board of Directors, are authorized to execute the application on behalf of the school.

Nevada Rise Board Meeting Minutes

Date: February 22, 2018

Time: 6:00pm

Location: 2525 Emerson Ave.

Las Vegas, NV. 89121

Through rigorous curriculum, high quality instruction, and intentional character development, Nevada Rise Academy Charter School places every kindergarten through fifth grade student on a path to college, and ensures that all students have access to life's fullest opportunities.

1. Call to Order 6:12pm

Present:

Justin Brecht -Consultant/Acting Executive Director

Daniel Bernbach- Chair

Steven (JT) Washington- Vice Chair

Catherine Sourk- Treasurer

Nicole Calix Coy- Secretary

Brian Blakley - Director

Ilya Rockwell- Director

Ninya Beyer- Director

Kimberly JOI McDonald- Director

Absent:

Eric Mendoza- Director

Andrea Lombardo - Director

2. Approval of Agenda

Sourk presented a motion to approve the agenda for the current meeting with the addition of:

- Approval of the minutes from the January 17, 2018 meeting, and
- Enrollment Committee Update

The motion was second by McDonald. All were in favor, motion passed.

3. Consultant/Acting Executive Director Update (For discussion)

- a. Facility Update – Brecht opened discussion regarding the facility where the meeting is held tonight as a possible facility for the school. Brecht explained the facility is lease ready and was recently brought up to [building and fire] code. A special board meeting may be required in the next couple weeks for facility approval.
- b. Hiring Process – Brecht reported that one employment offer has been accepted for the position of Founding Teacher (1st Grade). One other employment offer is pending. Brecht also gave an update on Ed Tech's benefits package.
- c. Community Events – Brecht mentioned the upcoming Lottery event scheduled for March 12, 2018. Brecht confirmed that 95 applications have been received with a goal of 140.

4. Committee Reports
 - a. Governance Committee- Committee reported there may be a new potential board member. Bernbach reported the board is still looking for an individual with fundraising experience for the board. Details to follow.
 - b. Finance Committee- Committee reported they have been working on a loan application for bridge funding which will help provide cash as needed (\$500 per student). The total loan amount requested shall be \$70,000. Brecht explained the plan is to repay the loan as the school gets access to funds (potentially CSP funding and initial salary for founding staff). This loan must be paid within 36 months. All board members must sign that they understand the repayment requirement. Bernbach suggested the loan repayment should become a budget item. Charter loan request for \$70,000. After further discussion McDonald presented a motion to approve the Resolution To Authorize Loan Application for 2018 Charter School Loan. With a second by Rockwell. All were in favor, motion and resolution passed.
 - c. Academic Committee – Committee reported enrollment is now at 97 (77 kindergarten and 20 first grade). The goal is to have 100 enrolled by the end of February. The goal for the end of March is to have 125 students enrolled and 150 by the end of April.
5. Adjournment
 - a. Sourk presented a motion to adjourn. Motion was second by Rockwell. Adjournment was at 6:41pm.

Exhibit 1.4: See following page for signatures of each member of the Nevada Rise Academy Board of Directors acknowledging that the school is responsible for repayment of the loan even in the event of the closure of the charter school.

Nevada Rise Academy Board of Directors

To Acknowledge terms outlined in 2018 SPCSA Charter School Loan Application, Exhibit 1.4

Approved by the Board on February 22, 2018

The Board hereby consents to the following:

Nevada Rise Academy is responsible for repayment of the loan even in the event of the closure of the charter school.

Steven Washington

Signature

Steven Washington

Printed Name

Brian Blakley

Signature

Brian Blakley

Printed Name

Ninya Beyer

Signature

Ninya Beyer

Printed Name

Daniel Bernbach

Signature

Daniel Bernbach

Printed Name

Catherine Souk

Signature

Catherine Souk

Printed Name

Nicole Calix Coy

Signature

Nicole Calix Coy

Printed Name

Kimberly Jo McDonald

Signature

KIMBERLY JOI McDONALD

Printed Name

Ilyna Lockwell

Signature

Ilyna Lockwell

Printed Name

Eric Mendez

Signature

Eric Mendez

Printed Name

Andrea Lombardo

Signature

Andrea Lombardo

Printed Name

Exhibit 1.5: See following page for letter from a certified public accountant demonstrating Nevada Rise has established and documented adequate financial controls and procedure controls.

Additionally, the school confirms that the following controls mentioned in the accompanying letter:

Control	Operational	Responsible for Control
Preparation and maintenance of financial statements in accordance with GAAP	Yes	Board of Directors Executive Director
Payroll Procedures	No	Executive Director Executive Director
Accounting for Contributions and grants	Yes	Board of Directors Executive Director
Internal financial controls and procedures	Yes	Board of Directors Executive Director
Safeguarding of assets	Yes	Board of Directors Executive Director
Compliance with applicable laws and regulations	Yes	Board of Directors Executive Director
Purchasing process controls	Yes	Board of Directors Executive Director

March 14, 2018

To Whom it May Concern:

We have reviewed the financial policies and procedures of Nevada Rise Academy (“Organization”), a non-operational charter school, noting that the following areas have been documented in the policies as of March 1, 2018:

- Preparation and maintenance of financial statements in accordance with GAAP
- Payroll Procedures
- Accounting for Contributions and grants
- Internal financial controls and procedures
- Safeguarding of assets
- Compliance with applicable laws and regulations
- Purchasing process controls

The Organization utilizes Edtec, a back office provider, for their “pre-launch” services. The school started pre-launch services with Edtec including accounting, accounts payable and payroll as of March 1, 2018. As we have not performed any audit services for the schools, we cannot give assurance as to whether the internal financial controls documented have been implemented and are operating effectively. However, based on our prior experience auditing schools using Edtec’s processes, our audit planning expectation would be that the Organization, using Edtec’s full back office services, would have adequate internal financial controls.

Sincerely,



James A. Rotherham, CPA
Partner, Audit Services

Exhibit 1.6: See below for budget and narrative.

Fiscal Years 2018-2021

The attached budget and cash flow projections are based on conservative estimates of actual costs to implement Nevada Rise Academy's program. Assumptions used to create the analysis are based on the school's projected enrollment, program plan, and historical financial data from similar charter schools. The narrative outlines all major revenue and expense assumptions in the development of the three-year operating budget. The projections demonstrate a healthy and fiscally sound plan.

REVENUES

Enrollment Assumptions

Nevada Rise Academy's projected enrollment in its first three years of operation are 140, 224, and 308 students, respectively. The grade levels span K-3 starting with K-1 classrooms in Year 1.

Demographics

Demographic information for Nevada Rise is based on student population characteristics of schools in the surrounding neighborhood:

Free and Reduced Lunch: 92%
Special Education: 14%
English Language Learner: 49%

Local Revenue

Local partner Opportunity 180 has granted the charter \$100,000, which is shown in the startup year. This is the only local revenue reflected in the budget.

State Funding

The school's largest source of funding is the state's Distributive School Account (DSA). The funding rate of \$6,802 per student was calculated using the Financial Plan Workbook provided by the State Public Charter School Authority of Nevada. The formula factors in student enrollment, location of school, and percent of free and reduced lunch eligible students.

For special education, the budget assumes \$3,225 per special education student. With a population of 14%, this totals \$63,210 in Year 1.

Federal Funding

Nevada Rise is a recipient of the Charter School Program grant. It is expecting \$350,000 for startup, \$266,417 in 2018-19 and \$191,605 in 2019-20. The school needs to pay for expenses in advance of claiming reimbursement of funds.

Having 92% of its students eligible for free and reduced lunch, the school will also apply for Title funding. The budget assumes \$380 per eligible student for Title I, \$79 per eligible student Title II

and \$80 per English Language Learner. The rate remains flat in future years with uncertainty around guidelines for Every Student Succeeds Act and potential changes to the funding formula.

The school will participate in the National School Lunch Program, as well as breakfast and snack programs. The reimbursement rates for each meal follow the 2017-18 USDA rates for contiguous states including Nevada and schools with FRL greater than 60%. The resulting rates assumed for free and reduced breakfast and lunch are \$1.71, \$1.41, \$3.33 and \$2.93 per eligible student. Additionally, the budget assumes that only 90% of FRL students will participate to account for any unclaimed meals.

EXPENSES

Expenses have been estimated by school leadership based on their research, program needs, and the comparable quotes for similar charter schools. The majority of expenses assume a 2.0% increase per year for inflation unless otherwise noted. Below is a summary of the expense categories and the underlying assumptions.

Staffing and Benefits

Given the enrollment assumptions, the school plans to hire 7 teachers in Year 1, 6 teachers in Year 2, and 5 teachers in Year 3. For Special Education, the school will start with 1 teacher then add another teacher in each out year. The school will open with 2 administrators, add a Dean of Culture & Access in Year 2 and a Dean of Curriculum & Instruction in Year 3.

Position	FTE		
	2018/19	2019/20	2020/21
Administrators	2	3	4
Licensed Teachers	7	13	18
SPED Teachers	1	2	3
Classified Support Staff		1	1
Total	10	19	26

The average classroom teacher base salary in 2018-19 is \$43,500 and will increase to \$48,000 in Year 3. Classified pay increases at 2.5% per year.

Nevada Rise will participate in PERS among its administrators and licensed staff. The PERS employer contribution rate is set at 29%. Nevada Rise will also offer health benefits to full-time employees. The estimated cost in 2018-19 is about \$6,850 per participating employee, growing at 5% each year.

Professional and Technical Services

For professional educational services, Nevada Rise has budgeted \$12,000 for contracted special education services in Year 1 in addition to the SPED teachers on staff. Contracted SPED services increases to \$20,000 in Year 2 and \$28,395 in year 3. The school also plans for Educational Consultants for staff training.

Professional development across the three years is budgeted at \$47,300, \$29,300, and \$21,000. Though the costs are higher in the first two years, the training will be funded by the CSP grant.

In 2018-19, the anticipated cost for other professional services including fees for audit, legal and back-office business services total \$66,000.

Marketing for student recruiting is included at \$20 per new student.

Technology support services are estimated to be \$1,000 per month.

Property Services, Other Services and Supplies

Facility related expenses include utilities at \$3,000 per month, janitorial services at \$1,500 per month and building maintenance at \$2,500. Rent is \$8,250 per month based on the conversations with the church. Other property services include leasing of copiers which will cost \$800 per month and general liability insurance at \$18,667 in 2018-19.

The school has budgeted \$35,000 in its startup year for IT infrastructure and telecommunication systems. Ongoing expenses such as internet fees are budgeted with utilities.

Food cost is assumed to be 10% above the reimbursements and \$8,000 for food point of sale system.

Advertising for staff recruiting is included at \$20,000 in startup and \$5,000 in operating years.

In supplies, the charter will spend \$18 per new student on uniforms, \$5 per student on health supplies and \$15 per student on Gifts/Awards.

For general supplies, this is initially funded by CSP and will cover general office supplies, classroom supplies to facilitate learning activities. It is \$110-128 per new student.

For non-IT related supplies and equipment, the school plans to spend about \$380 per new student for music, athletic and instructional supplies and furniture.

Books and Periodicals and Textbooks are covered by CSP and is about \$200 per new student.

The CSP grant will also cover expenditures for IT related supplies in Years 1 and 2. The \$280,000 budget in year one (with startup year) includes the cost of Chromebooks, staff laptops, projectors, printers, interactive whiteboards, document cameras and software.

CASH FLOW

Included in the budget workbook is a three-year cash flow projection, which demonstrates healthy cash balances for sustained operations with the aid of the Revolving Loan in Year 1. In Year 2, the school begins monthly repayment of the loan at a 4.50% interest rate over two years. The interest expense is recorded under debt-related expenses in the budget. In some months the school will hold payables and release them the following month in order to maintain a positive cash balance, which is reflected in the cash flow.

CONTINGENCIES AND RESERVES

Nevada Rise's budget reflects positive net operating income in all three years and a growing fund balance from 8% in Year 1 to 13% in Year 3. In all future years, the school will operate at a surplus and continue to contribute to its reserves in the event of fluctuating funding levels or other unforeseen risks.

Nevada Rise Academy
Multi-year Budget Summary

		2017/18	2018/19	2018/19	2019/20	2020/21
		Startup Budget	Current Forecast	Notes	Preliminary Budget	Preliminary Budget
SUMMARY						
Revenue						
	Local Revenues	100,000	-		-	-
	State Revenues	-	952,280		1,624,784	2,234,078
	Federal Revenues	350,000	451,194		493,147	434,581
	Other Financing Sources	-	-		-	-
	Total Revenue	450,000	1,403,474		2,117,931	2,668,659
Expenses						
	Salaries & Benefits	137,093	663,119		1,234,555	1,735,669
	Professional & Technical Services	72,400	162,885		177,767	151,960
	Property Services, Other Services & Supplies	180,600	531,746		559,086	706,617
	Depreciation	-	-		-	-
	Total Expenses	390,093	1,357,750		1,971,408	2,594,246
Operating Income		59,907	45,724		146,523	74,413
Fund Balance						
	Beginning Balance (Unaudited)		59,907		105,631	252,154
	Beginning Balance (Audited)		59,907		105,631	252,154
	Operating Income	59,907	45,724		146,523	74,413
Ending Fund Balance (including Depreciation)		59,907	105,631		252,154	326,568
Ending Fund Balance as a % of Expenses		15%	8%		13%	13%
Capital Outlay		-	-		-	-
Enrollment Summary						
	K-3	-	140		224	308
	4-6	-	-		-	-
	Total Enrolled	-	140		224	308
1000 Local Revenue						
1400	Transportation Fees	-	-		-	-
1500	Investment Income	-	-		-	-
1600	Food Services	-	-		-	-
1900	Other Local Revenue	100,000	-	Grant from Opportunity 180	-	-
SUBTOTAL - Local Revenue		100,000	-		-	-
2000 Intermediate Revenue Sources						
2100	Unrestricted Grants-in-aid	-	-		-	-

Nevada Rise Academy

Multi-year Budget Summary

		2017/18	2018/19	2018/19	2019/20	2020/21
		Startup Budget	Current Forecast	Notes	Preliminary Budget	Preliminary Budget
2200	Restricted Grants-in-aid	-	-		-	-
2800	Revenue in Lieu of Prop Taxes	-	-		-	-
SUBTOTAL - Intermediate Revenue Sources		-	-		-	-
3000	State Revenue					
3100	Unrestricted Grants-in-Aid	-	-		-	-
3110	Basic Support (DSA)	-	952,280	DSA	1,523,648	2,095,016
3115	Basic Support (DSA) - Sp Ed	-	-		101,136	139,062
3200	State Funds & Grants-in-Aid	-	-		-	-
3230	Class Size Reduction	-	-		-	-
3800	Revenue in Lieu of Taxes	-	-		-	-
SUBTOTAL - State Revenue		-	952,280		1,624,784	2,234,078
4000	Federal Revenue					
4100	Unrestricted Grants-in-Aid	-	-		-	-
4200	Unrestricted Grants-in-Aid From Fed Gov Through State	-	-		-	-
4300	Restricted Grants-in-Aid	-	-		-	-
4500	Restricted Grants-in-Aid From Fed Gov Through State	350,000	451,194	\$266k CSP, \$47k Title I, \$10k Title II, \$5k Title III, IDEA \$22k, Bfast \$34k, NSLP \$66k	493,147	434,581
4700	Grants-in-Aid From Fed Government Thru Intermediate Agency	-	-		-	-
4703	E-Rate Funds	-	-		-	-
4800	Revenue in Lieu of Taxes	-	-		-	-
4900	Revenue for/on Behalf of the School District	-	-		-	-
SUBTOTAL - Federal Revenue		350,000	451,194		493,147	434,581
5000	Other Financing Sources					
5200	Fund Transfers In	-	-		-	-
5400	Loan Proceeds	-	-		-	-
SUBTOTAL - Other Financing Sources		-	-		-	-
TOTAL REVENUE		450,000	1,403,474		2,117,931	2,668,659
EXPENSES						
Salaries & Benefits						
100	Personnel Services - Salaries					
101	Teachers	-	352,500	8 FTE including SPED Teacher, adding staff in out years with growth	673,200	975,700
105	Non-Licensed Administration	97,093	145,000	Year 1: Executive Director and Director of Operations. Year 2: Add Dean of Culture & Access. Year 3: Add Dean of Curriculum & Instruction.	200,750	264,500
107	Other Classified/Support Staff	-	-	Office Manager added in Year 2	40,000	41,000
161	Extra Duties Paid to Teachers	40,000	-		-	-
SUBTOTAL - Personnel Services Salaries		137,093	497,500		913,950	1,281,200
200	Employee Benefits					
210	Group Insurance	-	68,500	\$6850 per FTE per year. Growing at 5% per year.	136,658	196,355

Nevada Rise Academy

Multi-year Budget Summary

		2017/18	2018/19	2018/19	2019/20	2020/21
		Startup Budget	Current Forecast	Notes	Preliminary Budget	Preliminary Budget
230	State Retirement	-	72,138	PERS 50/50; 14.5% of eligible payroll	132,523	185,774
240	Medicare	-	7,214		13,252	18,577
260	Unemployment Insurance	-	15,479		29,033	40,951
270	Workers Comp Insurance	-	2,288		9,140	12,812
280	Medical Benefits	-	-		-	-
SUBTOTAL - Employee Benefits		-	165,619		320,605	454,469
300	Professional and Technical Services					
320	Professional Educational Services	47,400	24,785	\$12k CSP, \$12k SPED Contractor	45,147	28,395
330	Employee Training and Development Services	-	47,300	CSP Year 1 & 2	29,300	21,000
335	Training and Development Services - Non-Licensed Admin	-	10,000	BES (covered by CSP)	10,000	-
340	Other Professional Services	25,000	66,000	Audit, Legal, Business Services	79,400	88,400
345	Marketing Services	-	2,800	Student Recruiting \$20/new student	1,680	1,680
352	Other Technical Services	-	12,000	Tech support services \$1000/month	12,240	12,485
SUBTOTAL - Professional and Technical Services		72,400	162,885		177,767	151,960
400-600	Property Services, Other Services and Supplies					
410	Utility Services	-	36,000	\$3000/month	36,720	38,556
422	Janitorial/Custodial Services	-	18,000	\$1500/month	18,360	18,727
430	Repairs and Maintenance Services	-	2,500	Building maintenance	2,550	2,601
441	Renting Land and Buildings	41,250	99,000	\$8,250 per month	100,980	103,000
443	Rentals of Computers and Related Equipment	-	9,600	Copier lease \$800/month	9,792	10,800
522	Liability Insurance	-	18,667	\$133/student	26,880	35,112
530	Communications	35,000	-	IT and telecommunications infrastructure setup	-	-
540	Advertising	20,000	5,000	Staff recruiting	5,100	5,202
570	Food Service Management	-	8,000	Infinite Campus Food POS System	8,160	8,323
580	Travel	5,400	12,150	CSP Year 1 & 2	13,500	18,563
591	Charter School Fees to Sponsor	-	9,183	2% of DSA Revenue excluding first 50 students	23,671	35,098
600	Supplies	-	5,320	Uniform \$18/new student, Health Supplies \$5/student, Gift/Awards \$15/student	5,992	7,672
610	General Supplies	11,650	17,900	CSP Year 1 & 2	9,280	9,466
612	Supplies/Equipment - Non IT	24,200	54,575	CSP Year 1 & 2	32,180	44,248
630	Food	-	110,370	Equals Bfast & NSLP Income with 10% increase	181,004	255,103
640	Books and Periodicals	-	22,400	CSP Year 1 & 2	16,200	22,275
641	Textbooks	-	7,842	CSP Year 1 & 2	9,225	12,684
650	Supplies - IT Related	15,300	91,750	CSP Year 1 & 2	56,920	78,265
651	Supplies - IT - Software	27,800	-	SIS, data and attendance systems	-	-
830	Debt-Related Expenses	-	3,490	4.5% interest on \$70,000 revolving loan, payback begins in 2019-20	2,572	922
0000	(School Defined)	-	-		-	-
SUBTOTAL - Property Services, Other Services and Supplies		180,600	531,746		559,086	706,617
700	Property					
710	Land and Land Improvements	-	-		-	-
720	Buildings and Building Improvements	-	-		-	-
730	Equipment	-	-		-	-
SUBTOTAL - Capital Outlay		-	-		-	-
TOTAL EXPENSES		390,093	1,357,750		1,971,408	2,594,246

Nevada Rise Academy
Multi-year Budget Summary

790 Total Depreciation (includes Prior Years)

TOTAL EXPENSES including Depreciation

	2017/18	2018/19	2018/19	2019/20	2020/21
	Startup Budget	Current Forecast	Notes	Preliminary Budget	Preliminary Budget
	-	-		-	-
	390,093	1,357,750		1,971,408	2,594,246

Nevada Rise Academy
Monthly Cash Forecast

	2018/19												Forecast	AP/AR
	Actual & Projected													
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	59,907	303,538	214,965	83,193	3,266	220,620	127,756	36,542	194,632	114,651	29,400	187,487		
Revenue														
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Intermediate Revenue Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Revenues	238,070	-	-	-	238,070	-	-	238,070	-	-	238,070	-	952,280	-
Federal Revenues	-	50,000	-	-	121,271	17,065	35,330	35,330	35,330	35,330	35,330	35,330	451,194	50,877
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	238,070	50,000	-	-	359,341	17,065	35,330	273,400	35,330	35,330	273,400	35,330	1,403,474	50,877
Expenses														
Salaries & Benefits	21,200	58,356	58,356	58,356	58,356	58,356	58,356	58,356	58,356	58,356	58,356	58,356	663,119	-
Professional & Technical Services	11,508	11,508	11,508	11,508	11,508	11,508	15,639	15,639	15,639	15,639	15,639	15,639	162,885	-
Property Services, Other Services & Supplies	31,731	68,709	61,908	40,063	42,121	40,065	52,549	41,315	41,316	46,585	41,318	24,068	531,746	(0)
Property	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	64,439	138,573	131,772	109,927	111,986	109,929	126,544	115,310	115,311	120,580	115,313	98,064	1,357,750	(0)
Operating Cash Inflow (Outflow)	173,631	(88,573)	(131,772)	(109,927)	247,355	(92,865)	(91,214)	158,090	(79,981)	(85,250)	158,087	(62,734)	45,724	50,877
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	30,000	(30,000)	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	70,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	303,538	214,965	83,193	3,266	220,620	127,756	36,542	194,632	114,651	29,400	187,487	124,754		

Nevada Rise Academy
Monthly Cash Forecast

	2019/20												Forecast	API/AR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	124,754	106,826	218,251	73,405	1,257	257,529	127,137	3,781	250,585	114,170	2,952	318,042		
Revenue														
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Intermediate Revenue Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Revenues	-	263,354	-	-	453,810	-	-	453,810	-	-	453,810	-	1,624,784	-
Federal Revenues	-	30,000	36,350	34,843	33,920	35,148	30,577	36,643	56,317	60,888	37,142	39,553	493,147	61,766
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	-	293,354	36,350	34,843	487,730	35,148	30,577	490,453	56,317	60,888	490,952	39,553	2,117,931	61,766
Expenses														
Salaries & Benefits	38,387	107,687	116,397	107,687	106,235	106,235	117,848	107,687	107,687	106,235	106,235	106,235	1,234,555	0
Professional & Technical Services	8,470	20,478	20,478	14,984	14,984	14,984	14,984	14,984	14,984	14,984	14,984	14,984	8,470	177,767
Property Services, Other Services & Supplies	19,016	50,822	41,367	41,356	47,262	41,333	63,102	72,969	67,040	47,854	51,600	15,366	559,086	-
Property	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	65,873	178,986	178,241	164,026	168,481	162,552	195,934	195,639	189,710	169,073	172,819	130,071	1,971,408	0
Operating Cash Inflow (Outflow)	(65,873)	114,368	(141,891)	(129,183)	319,249	(127,405)	(165,357)	294,814	(133,393)	(108,185)	318,133	(90,518)	146,523	61,766
Revenues - Prior Year Accruals	50,877	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	0	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	60,000	(60,000)	-	45,000	(45,000)	-	-	-	-	-	-
Loans Payable (Long Term)	(2,932)	(2,943)	(2,954)	(2,965)	(2,976)	(2,987)	(2,999)	(3,010)	(3,021)	(3,033)	(3,044)	(3,055)	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	106,826	218,251	73,405	1,257	257,529	127,137	3,781	250,585	114,170	2,952	318,042	224,468		

Nevada Rise Academy
Monthly Cash Forecast

	2020/21												Forecast	APIAR
	Projected													
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	224,468	203,317	129,715	21,433	3,449	31,561	72,909	61,164	84,298	81,441	112,525	168,278		
Revenue														
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Intermediate Revenue Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Revenues	-	161,736	126,971	126,971	249,029	214,263	214,263	249,029	214,263	214,263	249,029	214,263	2,234,078	-
Federal Revenues	-	-	-	36,074	42,839	44,067	37,302	37,302	37,302	44,067	37,302	44,067	434,581	74,260
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	-	161,736	126,971	163,045	291,868	258,330	251,565	286,330	251,565	258,330	286,330	258,330	2,668,659	74,260
Expenses														
Salaries & Benefits	51,132	151,651	163,036	151,651	149,603	149,603	165,983	151,651	151,651	149,603	149,603	149,603	1,735,669	0
Professional & Technical Services	8,407	16,665	16,665	12,727	12,727	12,727	12,727	12,727	12,727	12,727	12,727	12,727	8,407	151,960
Property Services, Other Services & Supplies	20,311	63,945	51,562	51,550	60,313	51,527	81,462	95,670	86,884	61,745	65,062	16,586	706,617	-
Property	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	79,851	232,260	232,162	215,928	222,643	213,857	260,173	260,048	251,262	224,075	227,392	174,596	2,594,246	0
Operating Cash Inflow (Outflow)	(79,851)	(70,524)	(105,191)	(52,883)	69,225	44,473	(8,608)	26,282	303	34,255	58,938	83,734	74,413	74,260
Revenues - Prior Year Accruals	61,766	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(0)	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	38,000	(38,000)	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	(3,067)	(3,078)	(3,090)	(3,101)	(3,113)	(3,125)	(3,136)	(3,148)	(3,160)	(3,172)	(3,184)	(3,196)	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	203,317	129,715	21,433	3,449	31,561	72,909	61,164	84,298	81,441	112,525	168,278	248,817		

AMORTIZATION SCHEDULE

Year	Month	Month	Princpal Amount	Interest	Payment	New Principal	Total Monthly Payment
		0	\$70,000.00	\$262.50	0	\$70,262.50	\$3,207.70
2018	July	1	\$70,262.50	\$263.48	0	\$70,525.98	
2018	August	2	\$70,525.98	\$264.47	0	\$70,790.45	Interest Rate
2018	September	3	\$70,790.45	\$265.46	0	\$71,055.91	4.50
2018	October	4	\$71,055.91	\$266.46	0	\$71,322.37	
2018	November	5	\$71,322.37	\$267.46	0	\$71,589.83	
2018	December	6	\$71,589.83	\$268.46	0	\$71,858.29	
2018	January	7	\$71,858.29	\$269.47	0	\$72,127.76	
2018	February	8	\$72,127.76	\$270.48	0	\$72,398.24	
2018	March	9	\$72,398.24	\$271.49	0	\$72,669.73	
2018	April	10	\$72,669.73	\$272.51	0	\$72,942.24	
2018	May	11	\$72,942.24	\$273.53	0	\$73,215.77	
2018	June	12	\$73,215.77	\$274.56	0	\$73,490.33	Principal payment
2019	July	13	\$73,490.33	\$275.59	3207.70	\$70,558.23	\$2,932.11
2019	August	14	\$70,558.23	\$264.59	3207.70	\$67,615.13	\$2,943.11
2019	September	15	\$67,615.13	\$253.56	3207.70	\$64,661.00	\$2,954.14
2019	October	16	\$64,661.00	\$242.48	3207.70	\$61,695.79	\$2,965.22
2019	November	17	\$61,695.79	\$231.36	3207.70	\$58,719.46	\$2,976.34
2019	December	18	\$58,719.46	\$220.20	3207.70	\$55,731.97	\$2,987.50
2019	January	19	\$55,731.97	\$208.99	3207.70	\$52,733.27	\$2,998.71
2019	February	20	\$52,733.27	\$197.75	3207.70	\$49,723.33	\$3,009.95
2019	March	21	\$49,723.33	\$186.46	3207.70	\$46,702.09	\$3,021.24
2019	April	22	\$46,702.09	\$175.13	3207.70	\$43,669.53	\$3,032.57
2019	May	23	\$43,669.53	\$163.76	3207.70	\$40,625.59	\$3,043.94
2019	June	24	\$40,625.59	\$152.35	3207.70	\$37,570.25	\$3,055.35
2020	July	25	\$37,570.25	\$140.89	3207.70	\$34,503.45	\$3,066.81
2020	August	26	\$34,503.45	\$129.39	3207.70	\$31,425.15	\$3,078.31
2020	September	27	\$31,425.15	\$117.84	3207.70	\$28,335.30	\$3,089.86
2020	October	28	\$28,335.30	\$106.26	3207.70	\$25,233.87	\$3,101.44
2020	November	29	\$25,233.87	\$94.63	3207.70	\$22,120.81	\$3,113.07
2020	December	30	\$22,120.81	\$82.95	3207.70	\$18,996.07	\$3,124.75
2020	January	31	\$18,996.07	\$71.24	3207.70	\$15,859.62	\$3,136.46
2020	February	32	\$15,859.62	\$59.47	3207.70	\$12,711.40	\$3,148.23
2020	March	33	\$12,711.40	\$47.67	3207.70	\$9,551.37	\$3,160.03
2020	April	34	\$9,551.37	\$35.82	3207.70	\$6,379.49	\$3,171.88
2020	May	35	\$6,379.49	\$23.92	3207.70	\$3,195.71	\$3,183.78
2020	June	36	\$3,195.71	\$11.98	3207.70	-\$0.01	\$3,195.72

SECTION 2

Exhibit 2.1: Describe the proposal of the charter school to repay the loan, consistent with NAC 386.445.

Nevada Rise's business plan and strong ability to repay the loan is based on the sustainability of the program and the economies of scale that the school will attain during its second year of operation. Our plan was developed with the assistance of EdTec Inc., a financial company specializing in charter schools; EdTec does not manage or operate any schools. EdTec has experts in charter school finance and operations, and the charter feels confident in the accuracy of the projections. The business plan shows that Nevada Rise will have sufficient cash to repay the loan plus interest over three years. It is based on realistic assumptions on revenues and costs, leaving significant room for uncertainties. EdTec retains full visibility of the school's finances and will continue to monitor cash flow on a continuing basis. Interest is accrued at 4.5% based on the January 1, 2018 Prime interest rate. Payments begin July 1, 2019 and are spread over 24 months. The school opens in 2018-19.

Exhibit 2.2: Detail the financial needs of the charter school including a detailed enumeration and explanation of the costs to be covered by this loan.

Due to the timing of State DSA funding and the Federal Charter School Program reimbursement schedule, there is a discrepancy between when funds are received and when salaries, benefits and vendors are paid. The charter must also prepare the facility and classrooms with the needed materials, supplies and technology before the first day. This \$70,000 loan will cover a portion of start-up expenses before June 30. The Charter School Program (CSP) Grant operates on a reimbursement schedule so this loan will enable the Executive Director and Director of Operations to get started on prepping the facility and providing them with the necessary technology.

Telecommunications	35,000	Initial setup of IT infrastructure and telecommunications systems, such as telephone systems, telephones, wireless internet capable of supporting 1:1 wireless, with modems servers, routers, wires, security and other costs associated with installation and student information system installation, audio enhancement.
Supplies-Information Technology (Software)	27,800	Software for computer- Basic Microsoft programs and Security for each Executive Director and Director of Operations computer @ \$200 each Establish SIS capabilities and systems @\$14,000 Student enrollment software to ensure effective communication and streamline procedures @6500 Student Data collection systems to support data-driven instruction. Costs include set-up and training @6500
Supplies-Information Technology	7,200	Two printers, one each for ED and DO, 1 Large Format Printer (Poster maker), includes toner, averaging a cost of \$2,400 for each piece of equipment.
Total	70,000	

As a start-up charter, the school needs to use its remaining cash to furnish instructional supplies and furniture, ensure the facility is fully functional for staff and students and meet payroll cash needs.

Exhibit 2.3: Provide a list of the anticipated expenses for which the funds obtained from the loan will be used.

The Charter School Program (CSP) Grant operates on a reimbursement schedule so this loan will enable the Executive Director and Director of Operations to get started on prepping the facility and providing them with the necessary technology.

Telecommunications	35,000	Initial setup of IT infrastructure and telecommunications systems, such as telephone systems, telephones, wireless internet capable of supporting 1:1 wireless, with modems servers, routers, wires, security and other costs associated with installation and student information system installation, audio enhancement.
Supplies-Information Technology (Software)	27,800	Software for computer- Basic Microsoft programs and Security for each Executive Director and Director of Operations computer @ \$200 each Establish SIS capabilities and systems @\$14,000 Student enrollment software to ensure effective communication and streamline procedures @6500 Student Data collection systems to support data-driven instruction. Costs include set-up and training @6500
Supplies-Information Technology	7,200	Two printers, one each for ED and DO, 1 Large Format Printer (Poster maker), includes toner, averaging a cost of \$2,400 for each piece of equipment.
Total	70,000	

Exhibit 2.4: Explain the effect that receipt of the loan will have on the operation of the charter school. Specially, in the event that the school is unable to obtain this loan, identify which of the costs detailed above will be modified or eliminated.

This loan enables the school to focus its cash on hand on prepping the facility and classrooms with the instructional supplies and furniture necessary for an operating school. If the school is unable to obtain this loan, the salaries and benefits tagged to be funded by this loan will not change. Instead the school will incur additional expenses to secure other financing. The charter can seek out a factoring company such as Charter Asset Management and pay a financing fee. This option is more expensive, but gives access to much needed cash.

Exhibit 2.5: Describe the effect, if any that receipt of the loan will have on the ability of the governing body or the charter school to obtain other financial assistance from public and private sources. If there are any other loans or grants which are contingent upon obtaining this loan, please describe those in detail and provide supporting documentation.

Nevada Rise has a substantial need because the school is a startup and faces substantial expense pressures. Having sufficient working capital to open the school would favorably position the school to achieve its charter objectives. The school staff will be able to focus on the curriculum and operations rather than worry about how to manage negative cash flow.

The revolving loan will assist us in procuring additional funds as the school demonstrates solid progress towards achieving its charter objectives. The fully-equipped program will help the school retain and attract students and further raise its community profile. By offering their program as described in the petition, Nevada Rise hopes to garner community financial support.

Furthermore, the additional cash will allow the organization to shift some executive attention away from the daily financial pressures towards making investments in fundraising and grant writing. Since effective fundraising often takes months to set in place, it is important that the school have a runway of financial stability to carry the school while additional funds are obtained.

Exhibit 2.6 Provide a detailed plan for the use of the funds obtained from the loan. Describe how this loan will enhance the credit of the charter school.

The Charter School Program (CSP) Grant operates on a reimbursement schedule so this loan will enable the Executive Director and Director of Operations to get started on prepping the facility and providing them with the necessary technology.

Telecommunications	35,000	Initial setup of IT infrastructure and telecommunications systems, such as telephone systems, telephones, wireless internet capable of supporting 1:1 wireless, with modems servers, routers, wires, security and other costs associated with installation and student information system installation, audio enhancement.
Supplies-Information Technology (Software)	27,800	Software for computer- Basic Microsoft programs and Security for each Executive Director and Director of Operations computer @ \$200 each Establish SIS capabilities and systems @\$14,000 Student enrollment software to ensure effective communication and streamline procedures @6500 Student Data collection systems to support data-driven instruction. Costs include set-up and training @6500
Supplies-Information Technology	7,200	Two printers, one each for ED and DO, 1 Large Format Printer (Poster maker), includes toner, averaging a cost of \$2,400 for each piece of equipment.
Total	70,000	

This loan enhances the school’s credit in that the school will be able to make timely payments to vendors. By establishing a solid credit history and positive cash flow, the school becomes a better candidate to apply for credit cards or a line of credit in its second year.

SECTION 3

Exhibit 3.1 This exhibit is not applicable as no member of our governing body or leadership team with day-to-day responsibility in academics or business operations and finance has, or had, an association or affiliation with another charter school in Nevada or another state.

Exhibit 3.2 Please see **Attachment 1** for detailed enrollment projections and a comprehensive marketing and recruitment plan that demonstrate the school has sufficient capacity to exceed the enrollment projections and maintain a sufficient wait list to ensure repayment in the event some students withdraw from the school.

Exhibit 3.3 As a new charter school authorized by the Achievement School District, please see attached charter application as **ATTACHMENT 2**.

ATTACHMENT 1 – NEVADA RISE ACADEMY MARKETING PLAN

Nevada Rise Academy Enrollment Plan

Nevada Rise is committed to serving all students. We will implement a slow growth model, beginning in 2018-2019 with kindergarten and 1st grade. We are beginning with 84 kindergartners (28 students in 3 classes) and 56 1st graders (28 students in 2 classes). One grade level will be added each year until we reach full capacity with 504 students in kindergarten through 5th grade in 2023.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K	84	84	84	84	84	84
1	56	84	84	84	84	84
2		56	84	84	84	84
3			56	84	84	84
4				56	84	84
5					56	84
Total	140	224	308	392	476	504

While we are committed to serving all students, we will place a priority on recruiting underserved students who are currently attending schools that are underperforming. As a school authorized under the Nevada Achievement School District (ASD), and in compliance with Nevada Revised Statutes, we will place a priority on recruiting and marketing to families with students enrolled in our Rising Star partner school, Hal Smith Elementary. Per our contract with the ASD, Nevada Rise Academy

“is required to serve all NV ASD-eligible students who are currently enrolled at **Hal Smith Elementary School** by NRS 388B.230(4). If, after enrolling the pupils who were enrolled from Hal Smith Elementary School, Nevada Rise has capacity to enroll additional students, those students zoned (even if not enrolled at the end of the prior school year) to attend Hal Smith Elementary School in the applicable grades for which there is zoned attendance in any given year and subject to Section 3.3 (see below) of the Agreement below shall be enrolled before any other students. If, after enrolling students pursuant to the above requirements, Nevada Rise has the capacity to enroll additional students then they must enroll them in same order of priority outlined in NRS 388A.453 and 388A.456 and may enroll students with a household income that is less than 185% of the federally designated level signifying poverty who reside in the zone of attendance established by NRS 388.040 for a school that was included in the most recent list of schools eligible for NV ASD conversion.”

3.3 Student Population and Enrollment

1. The Enrollment Caps establish maximum enrollment for Nevada Rise during each year of the Agreement.
2. At the time of pairing (“converted” as outlined in NRS 388B.230(4)), students currently enrolled at Hal Smith Elementary School who qualify for the grades offered by the Operator will be exempt from the regular enrollment lottery.
3. If space exists after planned enrollment of students specified in subparagraph 3.3(b), Nevada Rise has capacity to enroll additional students, those students zoned (if not enrolled at the end of the prior school year) to attend Nevada Rise in the applicable grades for which there is zoned attendance in any given year shall be enrolled before any other students.

4. If, after enrolling the pupils who were exempt from the regular lottery per section 3.3(b) and 3.3(c), the Operator has capacity to enroll additional students, they must collect applications from all interested families. Should Nevada Rise receive applications that exceed the available seats, then Nevada Rise must conduct a lottery to assign seats to students.
5. If space exists after enrolling students pursuant to the above requirements in 3.3(b) and 3.3(c) and Nevada Rise has the capacity to enroll additional students then they may enroll them in same order of priority outlined in NRS 388A.453 and 388A.456 and may also enroll students with a household income that is less than 185% of the federally designated level signifying poverty who reside in the zone of attendance established by NRS 388.040 for a school that was included in the most recent list of schools eligible for NV ASD conversion. *Note: Nevada Rise may only execute this provision as it complies with State and Federal guidelines that govern Nevada Rise’s educational activities.*
6. Students who are zoned to attend the School but opt out of attendance, may be reassigned to a different school where space by the host District. Students enrolled at the School may transfer to any other NV ASD schools pursuant to NV ASD intra-district policies, and to other LEA schools pursuant to LEA intra-district transfer policies.
7. Nevada Rise agrees to submit enrollment procedures and policies to the NV ASD annually. Enrollment guidelines may be revisited based on mutual agreement between the Operator and the NV ASD should the laws governing enrollment in the State change.

Nevada Rise Academy Marketing Plan

For the past year and a half, Nevada Rise Academy has made extensive efforts to reach out to the greater Las Vegas community, and more recently, to the community of our partner school and the immediate surrounding community of our identified site. Nevada Rise is committed to meeting the needs of our community. In order to exceed the enrollment projection of 140 students and maintain a sufficient wait list to ensure repayment in the event some students withdraw from school, we have set, and thus far met, ambitious targets for collection of applications. Our target number of applications by the end of June is 225, or 160% of our target enrollment to encourage a healthy waitlist of students. These benchmarks were set by the Executive Director and approved and monitored by the Board of Directors regularly. Application and enrollment benchmarks will be revisited annually.

Please see table below outlining our progress of applications received. At the time of submission of this document, we have collected 136 applications and, after our lottery on March 12, have begin collecting enrollment paperwork from enthusiastic families.

Target Year 1 Enrollment	140																				
Monthly Targets																					
	November 30				December 31				Jan 30				February 28				March 31				
Target Applications (Number)	5				20				75				100				125				
Target Apps (% of enrollment)	4%				14%				54%				71%				89%				
Weekly Reporting Results																					
Week ending	Nov. 10	Nov. 17	Nov. 24	Dec. 1	Dec. 8	Dec. 15	Dec. 22	Dec. 29	Jan 5	Jan 12	Jan 19	Jan 26	Feb 2	Feb 9	Feb 16	Feb 23	Mar 2	Mar 9	Mar 16	Mar 23	Mar 30
Applications Received	5	6	6	8	9	11	12	12	16	17	50	74	78	87	95	101	111	126	136		
% of Target Enrollment	4%	4%	4%	6%	6%	8%	9%	9%	11%	12%	36%	53%	56%	62%	68%	72%	79%	90%	97%	0%	0%
% of Monthly Goal	100%	120%	120%	40%	45%	55%	60%	60%	21%	23%	67%	99%	78%	87%	95%	101%	89%	101%	109%	0%	0%

The strategies outlined below describe the methods by which we have collected our initial applications and how we will continue to engage with the community to exceed enrollment targets. We will be an integral part of our community that not only reflects the needs, but inspires hope for the future of our community. The following strategies will be used to successfully launch for the 2018-2019 school year, allowing us to interact with many community members, potential parents, and local organizations.

COMMUNITY ORGANIZATIONS

School leadership, the Board of Directors, and founding staff will generate enthusiasm, interest, and excitement about the school, its mission, and program components. We will encourage friends, family members, neighbors, community members, colleagues, former families and students to freely share information. Specifically, we will use our relationships with community based organizations to help get the word out. Individuals with the organizations will speak to families about our educational option and we will also spend time facilitating information sessions with each organization's membership and/or subset of the population they reach. Below are the groups with whom we are already working with and/or planning to build relationships and partnerships with and enlist their support and assistance in recruiting families and students.

- **Advocacy Groups:** Rise Up, Make the Road Nevada, Leaders in Training, Chicanos por la Causa, Opportunity 180.
- **Las Vegas-Clark County Library District:** Local branches of Sunrise Library, Clark County Library, and Whitney Library.
- **Recreation/Community Centers:** Hollywood Recreation Center, East Las Vegas Community Center, Parkdale Community Center, and Winchester Cultural Center. We will consult the schedules of each center and target events catered towards parents and students.
- **Faith-Based Community:** Unity Baptist Church, Prince of Peach, Journey United Methodist Church, Paradise Church, Central Church-Sunrise Mountain, Palabra Viva.
- **Local Business Relationships:** We will build relationships with businesses and supermarkets to table outside, leave information for customers, host outreach events. We have already established relationships with Family Dollar and Maria's Market, within walking distance of our paired school.
- **Boys and Girls Clubs of Southern Nevada:** We have engaged with over 100 parents at three specific clubhouses located within our target community, collecting applications and building a list of potential parents for the future as we grow to include more grade levels.
- **Other:** Through the charter application phase and continuing through the enrollment period, we have established relationships with programs serving students considered at-risk such as Nevada Pep, Best Buddies, and Nevada Partnership for Homeless Youth.

COMMUNITY EVENTS/MEETINGS

We will align our recruitment efforts with the pre-established community events that have historically drawn large crowds of community residents, i.e. Cesar Chavez Day. We will also ask organizations and local community groups representing our target population to allow us to speak about our school program at their regularly scheduled meetings, such as First Tuesday of Las Vegas Metropolitan Police Department Northeast Area Command.

Community Meetings will be held to provide a forum by which Nevada Rise can share information about the school, its mission and key components. It will also allow time for community members and parents to ask questions and provide input on other design elements they would like to see implemented in the school, especially in response to academic results of nearby schools. Where

possible, meetings will be scheduled during or after standing community meetings or events (i.e. following a parent meeting at a church, following enrichment programs at select community centers or libraries).

We have already had two such meetings for parents that showed great interest. The first meeting garnered an immediate 40 applications for parents seeking options, and lead to a total of over 50 applications from follow up conversations and outreach. The second meeting was attended by over 100 families and community members, comprised of current applicants and garnered an additional 12 applications.

WEBSITE/SOCIAL MEDIA

We have already created a website and social media pages providing parents and community members with information about the mission of school as well as its core components. We will also continue to share monthly updates via digital newsletters. Our website also has a link to a community input survey, allowing parents and community members to express their opinions and attitudes towards our school model.

In targeted Facebook advertising, our application has reached over 11,000 community members in less than two months and has led to the collection of over 50 applications in that time. We expect the continued campaign on Facebook to remain a source of application collection, producing over 150 applications during our enrollment period.

FLIERS/ADVERTISEMENTS

One-page postcards, doorhangers, and other fliers will be produced and distributed in both Spanish and English to community members. We will also leave information at event boards of local businesses. We will also send direct mailing literature to both families of our paired school, and, through the purchase of targeted demographic lists, to families within a 1.5-mile radius of the school site.

We are working with local media and communications firm to increase our outreach through earned media. To date, this work has given parents in our community information about our information sessions and lottery through Spanish print media, Spanish television news stories, as well as stories in the largest newspaper in Las Vegas and two local television news programs.

Boots on the Ground: We will engage with the community in personal ways through multiple 'boots on the ground' campaigns where we will go door to door in target areas to tell about our school and the opportunities available for the community. Specifically, we are working with a consulting group to organize canvassing campaigns to inform our target student populations of our school and enrollment process. Initial canvassing efforts will be directed toward families with current kindergarten and pre-kindergarten students enrolled at Hal Smith Elementary. Once that effort has concluded, we will engage in a larger-scale canvassing effort to cover the general area (1.5 mile radius) of our site.

EARLY CHILDHOOD EDUCATION PROVIDERS

Working with early childhood education providers, Nevada Rise will engage with parents and partners about the college- prep, structured approach to elementary school to those currently serving 3 and 4 year olds. We have and will continue to develop relationships with the following organizations and ask for opportunities to speak to families about their future educational options.

- Acelero Learning: Herb Kaufman Center and Stewart Center (accumulated over 30 applications with new applications continuing to matriculate)
- Imagination Station (accumulated over 10 applications with new applications continuing to matriculate)
- Kids Learning Path (accumulated over 10 applications with new applications continuing to matriculate)
- BabyLove & Care Infant Center

REAL-ESTATE AGENTS/APARTMENT COMPLEX

We will contact local agents/real estate groups who work in the area and share information about the school that they may in turn disseminate and share with families they communicate with in the neighborhoods we intend to serve. Additionally, we have begun contacting apartment complexes within a 1.5-mile radius of our site to discuss how to access tenants. These partnerships are each unique, varying from an inclusion of literature from our school in welcome packets to new tenants to tabling outside of a leasing office.

NEIGHBORING CHARTER SCHOOLS

Once typical recruitment ‘season’ ends for other nearby charter schools, and only if necessary due to enrollment shortfalls, we intend to partner with other schools to access siblings of current students and waitlisted students and inform them of other options. These schools include: Futuro Academy, Equipo Academy, and Mater Academy.

Nevada Rise Academy Enrollment Timeline

As many of the steps to recruitment and marketing overlap, the following is a general guideline for our enrollment activities.

- Ongoing: General outreach, community informational sessions.
- January through mid-March: Applications collected for lottery
- Mid-March (March 12 in 2018): Lottery; coinciding with matriculation due dates for Clark County School District magnet schools.
- Mid-March-May 1: Enrollment confirmation and paperwork collection. This includes meeting with individual families to further discuss school design, build partnerships, and learn about the students we will serve.
- March through July: Continue to receive applications and meet with families from both lottery and new applicants not on the waitlist. As selected families confirm or withdraw for consideration, families from waitlist or new applicants will begin enrollment paperwork and meetings.
- July: Begin family orientation process, initial screening assessments, continue accepting applications.

Nevada Rise Academy Community Analysis

Current School Options: Existing Schools within 1.5 miles:
School Name: Will Beckley Elementary School
Enrollment/Academic Data

Current Enrollment: 903		Grade Levels: PK-5		Building Capacity: 854		% Variance Overcrowding: 105.74	
13-14 Enrollment 867	14-15 Enrollment 943	15-16 Enrollment		16-17 Enrollment 804		17-18 Enrollment 903	
13-14 Star Rating 3	14-15 Star Rating 3 (carried over)	15-16 Star Rating 3 (carried over)		16-17 Star Rating 2		17-18 Star Rating N/A	
Demographics							
African Am. %: 5.85%		Hispanic %: 79.73%		Caucasian %: 9.2%		Asian %: N/A	
Native Am. %: N/A		FRPL%: 89%		LEP %: 49%		Special Education %: 12%	
Known Issues: Zoom School: Zoom Schools have unique needs that require additional resources to help students. Zoom Schools have the highest percentage of students who are limited English proficient and are the lowest performing academically. Additionally, the schools receiving these funds are in need of programs to boost academic achievement. Zoom Schools will be monitored closely to ensure efforts effectively provide students with valuable individualized assistance and instructional time (source: CCSD). ¹							
School Name: George Harris Elementary School							
Enrollment/Academic Data							
Current Enrollment: 737		Grade Levels: K-5		Building Capacity: 527		% Variance Overcrowding: 139.85%	
13-14 Enrollment 695	14-15 Enrollment 700	15-16 Enrollment		16-17 Enrollment 764		17-18 Enrollment 737	
13-14 Star Rating 2	14-15 Star Rating 2 (carried over)	15-16 Star Rating 2 (carried over)		16-17 Star Rating 1		17-18 Star Rating N/A	
Demographics							
African Am. %: 10.86%		Hispanic %: 62.96%		Caucasian %: 15.58%		Asian %: N/A	
Native Am. %: N/A		FRPL%: 84%		LEP %: 30%		Special Education %: 18%	
Known Issues: Rising Star School: Based upon the most recent annual report of the statewide system of accountability for public schools, the public school is an elementary school or middle school that was rated in the lowest 5 percent of elementary or middle schools in the State in pupil achievement and school performance for the most recent school year. ²							
School Name: Robert Lake Elementary School							
Enrollment/Academic Data							
Current Enrollment: 933		Grade Levels: K-5		Building Capacity: 538		% Variance Overcrowding: 173.42%	
13-14 Enrollment 974	14-15 Enrollment 804	15-16 Enrollment		16-17 Enrollment 820		17-18 Enrollment 933	
13-14 Star Rating 2	14-15 Star Rating 2 (carried over)	15-16 Star Rating 2 (carried over)		16-17 Star Rating 2		17-18 Star Rating N/A	
Demographics							

¹ <http://greatschoolsallkids.org/schoolprofile.php?ID=10022BXHBI>

² <http://greatschoolsallkids.org/schoolprofile.php?ID=10052OKACL>

African Am. %: 21%	Hispanic %: 64%	Caucasian %: 7%	Asian %: N/A	
Native Am. %: N/A	FRPL%: 100%	LEP %: 42%	Special Education %: 11%	
Known Issues: Victory School: Victory Schools were designated as Victory Schools by the Department of Education based on the highest poverty zip codes and the star rating (1 or 2 stars) of schools for the preceding school year. Schools receive additional funding to address the unique academic and social needs of their student population. ³				
School Name: Dean Petersen Elementary School				
Enrollment/Academic Data				
Current Enrollment: 917	Grade Levels: K-5	Building Capacity: 635	% Variance Overcrowding: 144.41%	
13-14 Enrollment 828	14-15 Enrollment 822	15-16 Enrollment	16-17 Enrollment 923	17-18 Enrollment 917
13-14 Star Rating 1	14-15 Star Rating 1 (carried over)	15-16 Star Rating 1 (carried over)	16-17 Star Rating 2	17-18 Star Rating N/A
Demographics				
African Am. %: 29%	Hispanic %: 55%	Caucasian %: 5%	Asian %: 4%	
Native Am. %: 0%	FRPL%: 100%	LEP %: 40%	Special Education %: 11%	
Known Issues: 2016 Rising Star School: Based upon the most recent annual report of the statewide system of accountability for public schools, the public school is an elementary school or middle school that was rated in the lowest 5 percent of elementary or middle schools in the State in pupil achievement and school performance for the most recent school year. Zoom School: Zoom Schools have unique needs that require additional resources to help students. Zoom Schools have the highest percentage of students who are limited English proficient and are the lowest performing academically. Additionally, the schools receiving these funds are in need of programs to boost academic achievement. Zoom Schools will be monitored closely to ensure efforts effectively provide students with valuable individualized assistance and instructional time (source: CCSD). ⁴				
School Name: Lewis Rowe Elementary School				
Enrollment/Academic Data				
Current Enrollment: 667	Grade Levels: K-5	Building Capacity: 538	% Variance Overcrowding: 123.98%	
13-14 Enrollment 657	14-15 Enrollment 657	15-16 Enrollment	16-17 Enrollment 660	17-18 Enrollment 667
13-14 Star Rating 2	14-15 Star Rating 2 (carried over)	15-16 Star Rating 2 (carried over)	16-17 Star Rating 4	17-18 Star Rating N/A
Demographics				
African Am. %: 12%	Hispanic %: 60%	Caucasian %: 13%	Asian %: 6%	
Native Am. %: N/A	FRPL%: 100%	LEP %: 41%	Special Education %: 13%	

³ <http://greatschoolsallkids.org/schoolprofile.php?ID=10036XWMVQ>

⁴ <http://greatschoolsallkids.org/schoolprofile.php?ID=10037QTPPN>

Known Issues: Zoom School: Zoom Schools have unique needs that require additional resources to help students. Zoom Schools have the highest percentage of students who are limited English proficient and are the lowest performing academically. Additionally, the schools receiving these funds are in need of programs to boost academic achievement. Zoom Schools will be monitored closely to ensure efforts effectively provide students with valuable individualized assistance and instructional time (source: CCSD). ⁵				
School Name: Hal Smith Elementary School (ASD Paired School)				
Enrollment/Academic Data				
Current Enrollment: 968	Grade Levels: K-5	Building Capacity: 506	% Variance Overcrowding: 191.30%	
13-14 Enrollment 807	14-15 Enrollment 908	15-16 Enrollment	16-17 Enrollment 919	17-18 Enrollment 968
13-14 Star Rating 2	14-15 Star Rating 2 (carried over)	15-16 Star Rating 2 (carried over)	16-17 Star Rating 1	17-18 Star Rating N/A
Demographics				
African Am. %: 28%	Hispanic %: 51%	Caucasian %: 11%	Asian %: N/A	
Native Am. %: N/A	FRPL%: 100%	LEP %: 23%	Special Education %: 14%	
Known Issues: 2017 Rising Star School: Based upon the most recent annual report of the statewide system of accountability for public schools, the public school is an elementary school or middle school that was rated in the lowest 5 percent of elementary or middle schools in the State in pupil achievement and school performance for the most recent school year. ⁶				
School Name: Ruby Thomas Elementary School				
Enrollment/Academic Data				
Current Enrollment: 934	Grade Levels: K-5	Building Capacity: 599	% Variance Overcrowding: 155.93%	
13-14 Enrollment 721	14-15 Enrollment 817	15-16 Enrollment	16-17 Enrollment 828	17-18 Enrollment 934
13-14 Star Rating 2	14-15 Star Rating 2 (carried over)	15-16 Star Rating 2 (carried over)	16-17 Star Rating 2 Star	17-18 Star Rating N/A
Demographics				
African Am. %: 20%	Hispanic %: 55%	Caucasian %: 12%	Asian %: 7%	
Native Am. %: N/A	FRPL%: 100%	LEP %: 47%	Special Education %: 12%	
Known Issues: Zoom School: Zoom Schools have unique needs that require additional resources to help students. Zoom Schools have the highest percentage of students who are limited English proficient and are the lowest performing academically. Additionally, the schools receiving these funds are in need of programs to boost academic achievement. Zoom Schools will be monitored closely to ensure efforts effectively provide students with valuable individualized assistance and instructional time. ⁷				

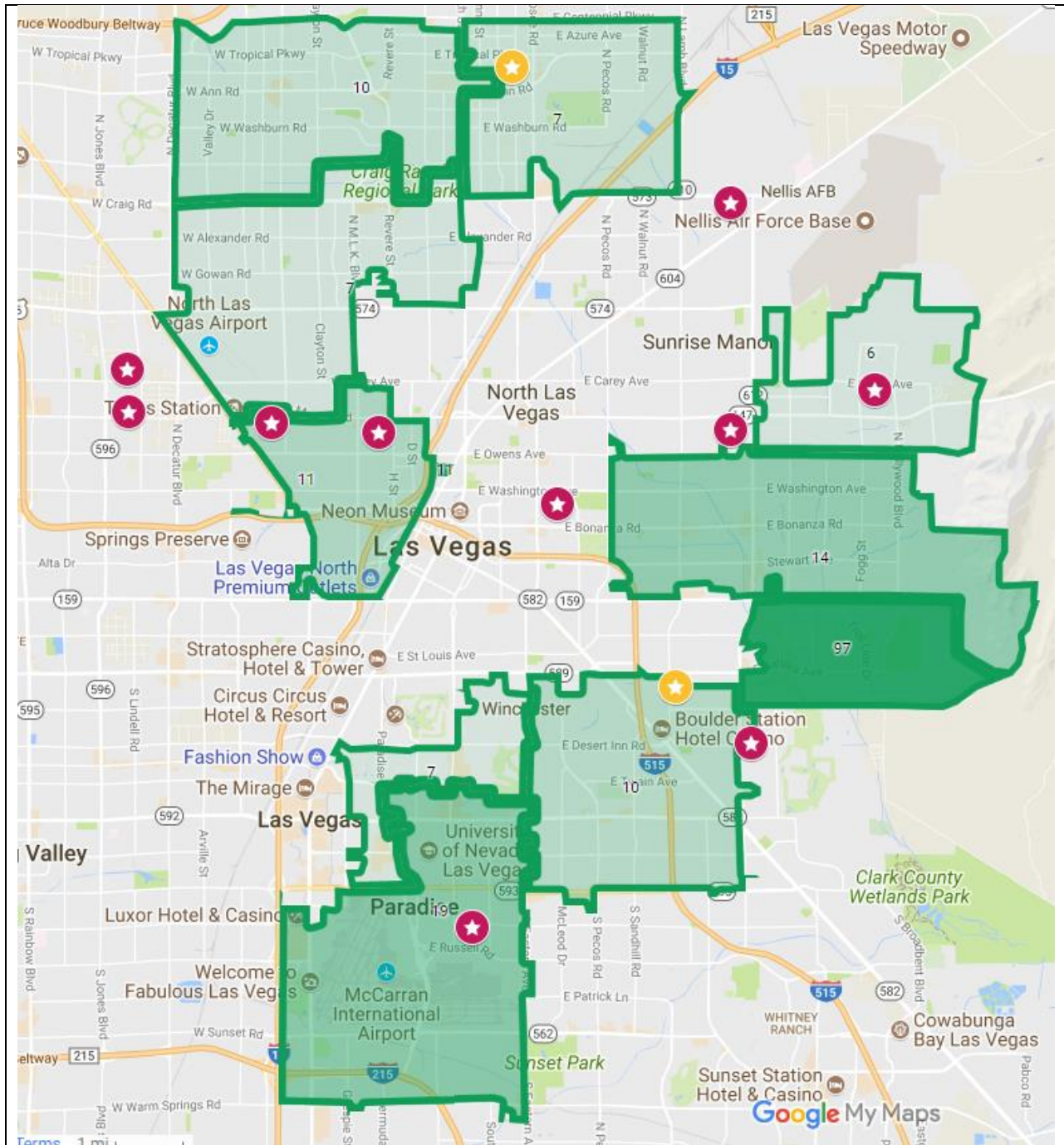
⁵ <http://greatschoolsallkids.org/schoolprofile.php?ID=10022SCSOY>

⁶ <http://greatschoolsallkids.org/schoolprofile.php?ID=10012SKSAF>

⁷ <http://greatschoolsallkids.org/schoolprofile.php?ID=10017UMWDG>

Assembly District Level Summary: District 15				
Total number of Public Schools (District+Charter) 16	Total number of Public (District+Charter) Students 14,297	Total number of Charter Schools 2	Total Students in Charter Schools 1,728	Charter Market Penetration (% students in charters) 12%
Academic Standing				
Number of 1 Star district schools 1	Number of 2 Star district schools 5	Number of 3 Star district schools 3	Number of 4-5 Star district schools 1	
Number of 1 Star charter schools 0	Number of 2 Star charter schools 1	Number of 3 Star charter schools 1	Number of 4-5 Star charter schools 0	
Environment				
<p>How Do Parents of Each of the Demographic Groups (Racial/Ethnic, FRL, ELL, Special Education) Represented in the Community Perceive the Strengths and Weaknesses of the Current Educational Environment for their Students? What does this mean in terms of how the school must position itself in the market to reach a representative population from that community?</p> <p>As elaborated on in our attached charter application, located in Parent and Community Engagement section on pages 35 through 38, Nevada Rise Academy, collaborating with Nevada Prep charter school, conducted extensive outreach in the greater Las Vegas community prior to authorization to gather the input from multiple demographic groups. The outreach is summarized in the map below, and the findings of attitudes toward the educational landscape and our educational program are summarized in the charter application, specifically Appendix C, pages 71 through 74.⁸ As demonstrated in the table above, the community in which our school site lies is representative of an area similar to our engagement efforts, an area that has more underperforming schools than high-performing schools.</p>				

⁸ The purple stars indicate 2017 Rising Stars elementary schools. Yellow stars indicate 2017 Rising Stars middle schools. Green borders represent zip code boundaries. Numbers within the green boundaries represent number of families with whom we engaged.



65% of the community members (187 of 291) that engaged with Nevada Rise and Nevada Prep during the charter application process live in the 10 ZIP codes represented on this map. "Engagement" in this context is defined as community members who provided feedback to NV Prep and/or NV Rise in one or more of the following ways:

- Completed an online survey
- Completed a written survey
- Attended an information session and provided contact information to join a school mailing list

- Spoke with school founding team members and provided contact information to join a school mailing list

The other 35% of community members who engaged with the schools during the charter application process live in 40 other ZIP codes (in which fewer than 5 people engaged with the schools) OR did not share their ZIP code.

NEVADA RISE ACADEMY CHARTER SCHOOL
A PROPOSED K-5 SCHOOL FOR LAS VEGAS, NEVADA



**Respectfully submitted to the Nevada Achievement School District
by Justin Brecht, Lead Founder and Building Excellent Schools Fellow,
on behalf of the Committee to Form and Proposed Governing Body**

July 30, 2017

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EXECUTIVE SUMMARY

Mission and Vision

Through rigorous curriculum, high-quality instruction, and intentional character development, Nevada Rise Academy Charter School places every kindergarten through 5th grade student on a path to college, and ensures all students have access to life's fullest opportunities.

All students deserve an excellent public education, and Nevada Rise Academy Charter School is proposed to address the persistent underperformance and achievement gap in Las Vegas.

The academic achievement gap has persisted in our country, state, and county for too long. The ramifications of this gap limit not only academic success but the opportunities for life success for thousands upon thousands of students. Schools across the country are proving that it is possible to close the gap and change the trajectory for long-term success and achievement regardless of zip code or other demographic determinants. Nevada Rise Academy Charter School ("Nevada Rise") intends to be such a school and envisions all students achieving at high levels, matriculating into high-achieving middle and high schools, graduating from college, and proving what is possible for all students in Las Vegas.

We believe that college starts in kindergarten, and students must be prepared with a solid foundation of skills to continue on that path in middle and high school. We envision all students being prepared for selective and competitive middle schools by the end of 5th grade, having in place the academic foundation, character strengths, and confidence to pursue and achieve a life of opportunity for themselves and their families. We envision building a community of support and investment to ensure all students achieve at the highest levels.

Our intended community, encompassing parts of the Sunrise Manor neighborhood and greater downtown Las Vegas, has historically struggled to achieve academic proficiency rates competitive with more affluent areas. Current performance statistics indicate that over 17,000 students in our target area do not have access to one high-performing school. Informed by the proven practices used in our nation's highest-performing urban schools, Nevada Rise is designed to specifically address this need.

Educational Model

Nevada Rise will achieve its mission of providing a transformative educational option for all students through four pillars. These pillars are focused on one goal – academic excellence across the school, at every grade level, in every classroom - challenging, building, and supporting the achievement and success of every student, every minute, every day.

Pillar 1 - Rigorous Curriculum Drives Academic Excellence

Reading and writing at high levels are essential in preparing students for more academically advanced work. We will prioritize literacy with 200 minutes of daily literacy, and extend the instructional day to combat the achievement gap. Our extended day and use of prioritized instructional time and daily supports within that schedule will allow us to ensure the success of all students as they engage in the demands of a college preparatory curriculum. Nevada Rise staff will collaborate to plan, develop, and implement an effective, consistent, and high-quality curriculum aligned to rigorous state and national standards. We are adamant about results and will analyze frequent assessment data to drive instructional practices.

Pillar 2 - High-Quality Instruction Drives Academic Excellence

The quality of teachers continually proves to be the most important factor in driving student performance. We will recruit, select, develop, and retain great teachers to ensure high-quality

NEVADA RISE ACADEMY CHARTER SCHOOL

instruction. To meet the needs of individual learners, teachers will strategically use data to inform their instructional practices, determine student groupings, and provide targeted supports. We will dedicate 25 full days and 32 Friday afternoons to targeted professional development. We will implement a continuous instructional observation and feedback cycle to ensure sustained instructional improvement and strong student outcomes.

Pillar 3 - A Culture of Achievement Drives Academic Excellence

Students learn best in a structured, consistent, and joyful school culture that maintains high academic and behavioral expectations. With celebrations infused within the school day and throughout the year, combined with strong systems, routines, procedures, and discipline, students and teachers will thrive. We believe that character development contributes to college readiness and life success, and thus we will teach the values outlined in our [Pyramid of Success](#). Nevada Rise also believes that parents are our partners, and we will build that partnership focused on our mission and vision, starting with annual family and student orientations and sustained through consistent communication and ample opportunities for engagement and participation during the school year.

Pillar 4 - Opportunity and Access Enhance Academic Excellence

Nevada Rise believes that the opportunity gap within public schools contributes to the achievement gap within those same schools. Starting in kindergarten, students will have the ability to earn field experiences that provide access and exposure to opportunities that enhance their academic and personal development. Built on the concept of community and infusing academics and character development, these experiences will comprehensively contribute to college preparedness and the development of positive life ambitions. By completion of 5th grade, our students will have had access to multiple opportunities that allow them to continue on the path towards college and have a vision of what the world has to offer them. We will also coordinate with selective and competitive schools, district magnet schools, and other programs to inform our students and families of options after Nevada Rise.

Qualifications of Founding Team

Nevada Rise is guided by a mission-driven founding team focused on establishing, governing, and leading a school that (a) will achieve its mission to place all students on a path to college and (b) will achieve the measurable and ambitious academic goals outlined within the charter petition. Lead Founder and proposed Executive Director Justin Brecht is an accomplished Nevada educator who brings a strong background in curriculum and assessment, professional development design, and instructional expertise. Mr. Brecht has received multiple honors for his work with students, including the 2014 *Las Vegas Review-Journal* Educator of the Year award. Mr. Brecht is currently completing the Building Excellent Schools (BES) Fellowship, a rigorous year-long training program that prepares individuals to found and lead successful urban charter schools.

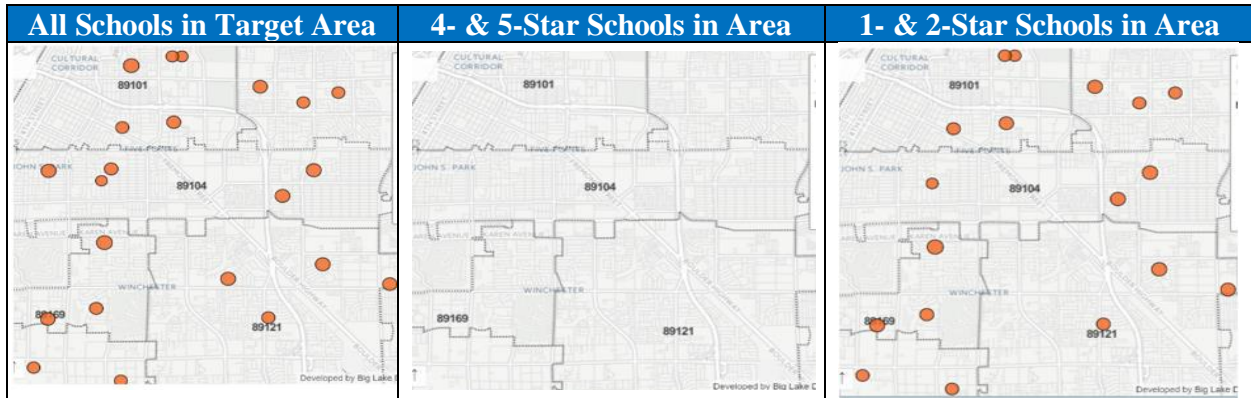
Mr. Brecht is joined by a diverse and capable founding team, representing respected organizations and companies throughout the Las Vegas Valley and bringing the wide variety of skill sets needed to oversee the start-up and oversight of a high-quality charter school. Together, we seek to join the Achievement School District to take action and improve educational outcomes for underserved communities within Las Vegas. We expect to draw from the momentum of recent policy decisions to provide the type of education that is not readily available to our community. Under the leadership of Mr. Brecht, and with the support and oversight of the founding team, Nevada Rise will address the critical academic need within our city, provide the hope our community seeks, and prepare our students so that they are adequately prepared not only for middle school, but are placed firmly on the path to absolute readiness for college in the foundational elementary school years.

PURPOSE, MISSION AND VISION

(1) *Why do you want to start a school? What is the problem that you are trying to address?*

“Many students attend schools that are not meeting their needs. We owe them and their parents additional choice as well as individualized instruction.” - Governor Brian Sandoval¹

In our targeted community, nearly 17,000 elementary students do not have access to even a single high-performing elementary school.²



Current data is clear. After attending school from grades K-11, nearly 90% of our high school seniors are not ready for college, placing Nevada behind every other state that tests all high school students.³ In 2015, Nevada ranked third worst in the nation with a high school graduation rate of 70%, compounded by an increasing rate of remediation in Las Vegas high schools, specifically in areas serving a high percentage of students from families of low socioeconomic status.⁴ According to the most recent *Education Week* Quality Counts Report, Nevada ranks last among all 50 states in providing a child a chance for school and life success.⁵ The 2017 Kids Count Profile released by the Annie E. Casey Foundation ranked Nevada 49th in education.⁶ Furthermore, according to data from the 2015 National Assessment of Educational Progress (NAEP), 32% of 4th grade students reached proficiency in math, and 29% reached proficiency in English. Low-performance on the NAEP continues as a trend through 8th grade, with a proficiency rate of 26% in math, and a 27% proficiency rate in reading.⁷ Each of these rates fell below the national averages.

Being last or below national averages in education is not new to Nevada. It is a trend that has persisted far too long and that many across our state are determined to change. As a state, we are looking with honesty and courage at the quality of education students in Nevada have received since kindergarten and we are increasingly and collectively recognizing the need to provide better opportunities - quality opportunities - for all students in the Silver State to achieve their fullest potential, their families’ ambitions, and our communities’ resolve to create a dramatically improved educational landscape. The Kenny Guinn Center for Policy Priorities asserts that “Governor Sandoval has proposed almost two dozen initiatives to help move Nevada’s education system into the 21st Century.”⁸ These initiatives include calls for all children to be on grade level by grade 3, a fund for great teaching and leading, and innovative solutions for failing

¹ Nevada Governor Brian Sandoval. 2013 “State of the State address to Nevada Legislature.” Jan 16, 2013. Retrieved from http://www.ontheissues.org/Governor/Brian_Sandoval_Education.htm.

² <http://nevadareportcard.com/di/main/assessment>.

³ Morton, Neal. “Nevada falls to last among states with mandatory ACT testing.” *Las Vegas Review-Journal*. 24 August 2016. <https://www.reviewjournal.com/news/education/nevada-high-schoolers-gain-no-ground-in-college-readiness-scores>.

⁴ Ibid.

⁵ <http://www.reviewjournal.com/news/education/state-superintendent-canavero-puts-political-spin-nevada-s-dismal-education-ranking>.

⁶ http://www.aecf.org/m/databook/2017KC_profiles_NV.pdf.

⁷ https://www.nationsreportcard.gov/reading_math_2015/#reading/state/acl?grade=8.

https://www.nationsreportcard.gov/reading_math_2015/#mathematics/state/acl?grade=4.

⁸ Kenny Guinn Center for Policy Priorities. *Examining Nevada’s Education Priorities: Which Initiatives are Worth the Investment?* February 2015. <https://guinncenter.org/wp-content/uploads/2015/02/Guinn-Center-Nevada-Succeeds-Education-Priorities-FINAL.pdf>.

NEVADA RISE ACADEMY CHARTER SCHOOL

schools.⁹ The climate is right for impactful education reform, which includes calls to increase and strengthen the presence of quality charter schools in the state.

Nevada Rise Academy Charter School is designed in direct response to that need and that call, and is a proposed kindergarten through 5th grade charter school for Las Vegas that, through rigorous academics, high-quality instruction, and intentional character development, will provide students the solid foundation, starting in kindergarten, needed to be placed on a path to college. We see the roots of high school remediation in the lower grades, and we see the roots of high school drop-out rates similarly, as children who leave elementary school unprepared for more advanced work leave school before completing high school. As noted above, with a rate of 70 percent, in 2015 Nevada ranked third worst in the nation in graduating high school students.¹⁰ For those who do graduate, more than 1 in 4 in Clark County do not graduate on time.¹¹ The following table of Nevada data shows the dire need for education reform and the need to build a strong educational program from the earliest years.¹²

Category of Student	Graduation Rate	Ranking (Out of 50 States and D.C.)
State Overall	70%	48
White Students	77%	49
African-American Students	54%	51
Hispanic Students	65%	49
English Language Learners	29%	50

Achievement gaps are “one of the most visible types of educational disparity,” perpetuate cycles of poverty, and widen already-existing socioeconomic differences.¹³ If we are to successfully address the needs of our young people in high school, we must begin by ensuring a high-quality foundation in the younger grades – one that will propel them to school and life success and which will allow us as a state to dramatically change the academic and economic trajectory for all our children and all our communities.

A high-quality elementary charter school is desperately needed in Las Vegas. There is great demand, coupled with abundant hope to prove what is possible for the students in our city. The Achievement School District (ASD) has recognized the need to take action and improve educational outcomes for underserved communities of Las Vegas. We expect to draw from the momentum of recent policy decisions to provide the type of education that is not readily available to our community. Justin Brecht, Lead Founder and proposed school leader, brings a strong background in curriculum, professional development design, and instructional expertise. He has spent his entire teaching career working in the target community Under his leadership, and with support and oversight of the founding team, Nevada Rise will address the critical academic need, provide the hope our community seeks, and educate our students to lead lives of opportunity. We stand with Governor Sandoval’s call to provide parents with additional educational choices – schools that know what their children need to succeed and then take action to meet those needs, student by student, grade by grade, year after year. We also agree with Dr. Steve Canavero, the State Superintendent of Public Instruction, as he rejects “the notion that Nevada is so uniquely different that we can somehow be comfortable with the results that we are seeing,”¹⁴ and asserts, “Our kids are capable.”¹⁵ Through the research-based and practice-proven design outlined in this proposal, and the framework provided in our mission statement below, we answer the challenge he offers, that “our state can do better.”¹⁶

⁹ Ibid.

¹⁰ <https://lasvegassun.com/news/2015/dec/15/nevada-high-school-graduation-rate-3rd-worst-in-na/>.

¹¹ United Way of Southern Nevada Community Reports. *High School Graduation Rates in Clark County*. 2017.

¹² http://www.ktnv.com/news/nevadas-high-school-graduation-rate-3rd-worst-in-us-713_77820563.

http://nces.ed.gov/programs/coe/indicator_coi.asp.

¹³ Ibid.

¹⁴ Morton, Neal. “Nevada falls to last among states with mandatory ACT testing.” *Las Vegas Review-Journal*. 24 August 2016.

¹⁵ <https://www.reviewjournal.com/news/education/nevada-high-schoolers-gain-no-ground-in-college-readiness-scores/>.

¹⁶ Ibid.

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(2) What is the mission of your school?

Through rigorous curriculum, high-quality instruction, and intentional character development, Nevada Rise Academy Charter School places every kindergarten through 5th grade student on a path to college, and ensures all students have access to life's fullest opportunities.

(3) What is the vision for the school you propose to operate?

Nevada Rise believes that all children can and must achieve at high levels, and should have the opportunity to choose college after successfully completing a quality K-12 education. That choice to go to college is preceded by the ability to complete a quality K-12 course of study. Students must enter middle school ready for advanced work, empowered with positive character, and inspired to take on life's challenges and reach for life's opportunities. We believe that the foundation of school and life success lies in these earliest grades, and we are committed to making these grades transformative for our most at-risk learners.

We will implement a rigorous curriculum aligned to the demands of our nation and state and the intellectual demands of our 21st century economy. Our character development and leadership program will equip students with a sense of purpose to guide and propel them toward achieving their goals. Based on powerful results achieved by high-quality schools across the country, all curricular choices prioritize literacy and math throughout the day, and leverage individualized supports and blended strategies to ensure every learner's success, regardless of home language, disability, or learning style. Students will be challenged to reach levels of achievement that surpass proficiency levels of their community and our state, and will be taught to the levels that will allow them to rival the performance of students in the top quartile of academic achievement nationally. Through robust, targeted, and comprehensive professional development, mission-driven and achievement-oriented teachers will deliver instruction that propels ambitious and measurable student success. Through data analysis conducted weekly, cyclically, and annually, collaboration established through schoolwide systems and procedures, and high-leverage professional development delivered throughout the school year, high-quality instruction will permeate each classroom and will be at the core of our school's identity. We will build an environment of high expectations and a culture that fosters achievement, and we will explicitly teach those life-building character strengths that will allow children to develop life habits, world view, and ethical foundation necessary to build success grade upon grade, and that will set them on a life path to college. As an elementary school, our mandate is to prepare every student for future opportunities, and as such, we will educate every Nevada Rise student for access to competitive magnet and selective middle school programs throughout the Las Vegas Valley.

PROPOSED SCHOOL MODEL AND ACADEMIC PLAN

(1) Describe in detail your approach to educating your students. Provide at least two examples of the successful implementation of this approach elsewhere.

Nevada Rise operates within a framework informed by some of the most successful urban charter schools across the country.¹⁷ In particular, our approach to educating students is informed by successful elements and implementation of the academic program at BES school University Prep (UPrep) in Denver, Colorado. UPrep serves a similar demographic of students as our target area, and is the highest-performing school in northeast Denver.¹⁸ Our approach is also informed by the many schools in the Uncommon Schools network, which close the achievement gap in every one of the regions in which they serve.¹⁹ From analyzing these schools, we have developed an educational philosophy and program grounded in our four pillars of practice.

¹⁷ Through the Building Excellent Schools Fellowship, Lead Founder Justin Brecht has been able to visit, study, and analyze high achieving urban charter schools. These schools often outperform not only neighboring schools and districts, but rank among the top performing schools in their respective states.

¹⁸ <http://www.uprepschool.org/>.

¹⁹ <http://www.uncommonschoools.org/results-for-charter-schools>.

Pillar 1 - Rigorous Curriculum Drives Academic Excellence

Primary Importance of Literacy: Serving the under-resourced areas of Las Vegas, we are aware that local students will arrive at school with a certain set of challenges. The Nevada Department of Education recognizes, for example, that “70 percent of the achievement gap is created before the beginning of second grade and most likely between birth and kindergarten.”²⁰ Much of this gap can be attributed to literacy deficits, particularly in oral language exposure and development. On average, the children we will serve will have heard only two-thirds as many - or 30 million fewer - words as their affluent peers by the time they enter kindergarten.²¹ This lack of language exposure leads to a lack of school- and reading-readiness which must be addressed directly and well. Our target population includes a high percentage of English Language Learners who have limited exposure to English before entering kindergarten. To mitigate this achievement gap, and meet the state’s goals of students reading on grade level by third grade, Nevada Rise will prioritize time for literacy instruction, dedicating 200 minutes of the instructional day directly to building the literacy skills of vocabulary, phonics, phonemic awareness, fluency, and comprehension. Literacy development will also be integrated into other content areas and enrichment programs.

Cohesive Curriculum Across Grades: Within and across grade-levels, Nevada Rise will ensure a strong horizontal and vertical alignment of the curriculum. E.D. Hirsch suggests that some students are learning less than others due to lack of an organized curriculum, and asserts that “a systematic failure to teach all children the knowledge they need in order to understand what the next grade has to offer is *the* major source of unavoidable injustice in our schools.”²² Intentional staff development, focused directly on such grade-to-grade cohesion, will allow teachers to collaborate and ensure this alignment. Teachers will use a backwards-planning approach, ensuring all standards are met and all children are continually prepared to access the curriculum and build content- and skill-based success in a thoughtfully planned, strategic progression.²³ Under the leadership of the School Leader, teachers will meet the highest demands of each content standard through: a careful examination of vocabulary within the standard; identification of knowledge, reasoning, and performance targets; and connection to essential questions and big ideas of the overall content.²⁴ These lessons are driven by ambitious two-part objectives that connect knowledge tasks to higher-order thinking objectives. The goal is to not to cover the curriculum – the goal is to ensure that students can perform at the highest levels within any given standard.

Increased Time = Expanded Learning: To ensure mastery of the curriculum, provide necessary individualized academic supports that our students will need, and accomplish our ambitious mission, Nevada Rise will extend the school day and school year and ensure every minute counts. Traditional public schools in Clark County currently have 180 instructional days that operate for approximately 6.5 hours each day. Nevada Rise will have 186 instructional days, and our school day Monday through Thursday will run from 7:30 am to 4:00 pm. Even with Friday’s abbreviated day of 5.5 hours we will provide approximately 20% more learning time for our most at-risk students. The cumulative effect is outlined below.

	Typical CCSD School Annual Hours	Nevada Rise Annual Hours	Number of Additional Hours
1 Year	1,170	1,488	318
6-Year Cumulative Effect	7,020	8,928	1,908 hours = 272 School Days = 1.5 School Years

²⁰Nevada Department of Education. “Education Programs, 2013.” Retrieved at <http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/2013%20Education%20Programs.pdf>.
²¹Hart, Betty and Todd Risely. “The Early Catastrophe: The 30 Million Word Gap by Age 3,” *American Educator*. Spring, 2003.
²²Hirsch Jr., E.D. *The Schools We Need: And Why We Don’t Have Them*. NY: Anchor Books. 1999.
²³Wiggins, Grant P, Jay McTighe, Leslie J. Kiernan, and Frank Frost. *Understanding by Design*. Alexandria, Va: Association for Supervision and Curriculum Development, 1998.
²⁴Ainsworth, Larry. “Unwrapping” *The Standards: A Simple Process to Make Standards Manageable*. Englewood, CO: Advanced Learning Press, 2003. Print.



Assessment System Drives Instruction: Nevada Rise will implement a comprehensive and coordinated assessment system that monitors mastery of the curriculum and student progress in literacy and mathematics. Informed by the best practices of high-performing schools across the country, we will use a variety of assessments in coordination with all state assessments as required. All assessments will be used to gauge mastery of curriculum, and results will inform us on what our students know, to what degree, and inform our action from that point. Leadership will be informed on what our teachers need within their professional development to reach mastery with their students, and teachers will be informed regarding what whole-group, small-group, and individual instructional needs exist and will plan actions to reach clear and measurable objectives.

Pillar 2 - High-Quality Instruction Drives Academic Excellence

Data- Driven Instruction: Teachers will use the information gained from analyzing assessments and other data to drive instruction. Remediation to individual needs evidenced from assessments will be addressed quickly. The use of technology programs will allow us to track student academic behaviors and achievement daily. This data will inform instruction and remediation for small groups that will be fluid based on evidence of weekly skills. Teachers will use planning time to meet with leadership and other teachers to address student’s deficits in skill mastery based on assessments and modify instruction accordingly.

Levels of Supports: Nevada Rise will provide extensive small group and individualized instruction. Through the use of two teachers per classroom for literacy, reading groups will consist of 7-10 students per teacher, allowing for more individual attention and targeted instruction. At the end of each day, an intervention block, aptly named “RISES” (Reaching Individual Students, Ensuring Success), will allow for flexible grouping across and between grade levels to provide individual needs and personalized instruction.

Professional Development: Quality teachers are developed, and we will invest substantial time, resources, and energy into developing high-quality teachers. A recent survey conducted by the Las Vegas Global Economic Alliance found that, when asked about feelings toward the quality of teachers in public schools, 25% of local citizens responded favorably, compared to 44% responding “poor” or “extremely bad.”²⁵ To combat this, our professional development will be geared toward effective instructional practices in classroom management and instructional techniques, including pacing, practice, questioning, monitoring, and differentiation, as well as focus on the development of strong content knowledge, ensuring the intellectual preparation necessary for teachers to truly own the curriculum and propel strong results in the classroom. Before students enter the school on the first day of school, teachers will have participated in three weeks of intensive, purposeful, and strategic professional development focused on the elements outlined our school vision statement concerning curriculum and instruction. Professional development aligned with data-driven instruction will continue throughout the year with five (5) additional days for professional development, strategically placed to follow interim assessments. On these days, we will analyze student data and inform instructional practices that address students’ immediate needs. Further, there will be 32 Fridays that are abbreviated²⁶ for the sole purpose of professional development tied to student achievement, including live coaching sessions, instructional practices, reflections, curriculum and lesson planning, report card planning and distribution, and weekly assessment data analysis.

Pillar 3 - A Culture of Achievement Drives Academic Excellence

Positive and Intentional Character Development: Dr. Martin Luther King, Jr. inspires many of us in education reform, particularly with these seminal words: “Intelligence plus character - that is the goal of true education.”²⁷ Nevada Rise believes that character strengths are not only a part of education, but absolutely support academic achievement. We believe it is a school’s responsibility to ensure that students grow both academically and ethically, and we believe that the two – academic success and character growth

²⁵ Ibid.

²⁶ We will work with local non-profit partners to identify after-school supports for families and coordinate accordingly.

²⁷ King, Jr., Martin Luther. “The Purpose of Education.” *Maroon Tiger*. February 1947.

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- will intertwine to support each other. Combining the practices of John Wooden²⁸ and the research of Paul Tough,²⁹ Nevada Rise has developed the **Nevada Rise Pyramid of Success** to guide character development. These character values, outlined below, will be reinforced within the academic day, and highlighted during Community Celebrations, Morning Motivations, classroom discussions, enrichment programs, and direct character development lessons. Students will also be encouraged to find these values within each other and nominate students for recognition on the Pyramid through a nomination process that encourages thoughtful reflection on the trait that individual students are exhibiting in their actions and words.

RISE to Success will be taught in grades K-3 and will build the following six character values: Hard Work, Self-Control, Zest, Teamwork, Courage, and Grit. The **RISE Higher Pyramid** will strategically build upon the traits from the original Pyramid while introducing the traits of Resiliency and Integrity in 3rd and 4th grades, then Self-Awareness and Purpose towards the end of 4th and through 5th grades. As students prepare to enter middle school, these higher-level traits start students on the path to developing their own visions of success. Ultimately, students in 5th grade will produce and present a **How to Rise Declaration**, outlining what will drive them toward their goals, their personal values, how they have developed at Nevada Rise, and what steps they will take to continue on the path to college beyond the walls of Nevada Rise.

High Expectations in a Structured School Environment: Stephen and Abigail Thernstrom state that “[s]tudents hardest hit by disorder in the schools are of course those whose educational needs are the greatest.”³⁰ Clear and consistent systems, policies, and procedures within a framework of high expectations ensure that the instructional day is maximized for student learning. Students learn best in a distraction-free, predictable, and well-organized school day. We adhere to the “tipping point” idea offered by Malcolm Gladwell,³¹ and believe that chaos will build over time if minor behaviors are not taken seriously, and, as the Thernstroms assert, “chaos...disrupts learning.”³² The staff will be trained to keep a keen eye out for the smallest concerns and will address them thoughtfully, clearly, and directly to ensure that larger challenges do not grow. The following measures will be taken to build and sustain a culture of achievement:

- Nevada Rise believes in the true definition of discipline – teaching children how to do good and be good. We believe that under proper guidance and clear expectations, students thrive academically and behaviorally. We will use grade-level appropriate techniques to reinforce positive, respectful, and achievement-oriented behavior.
- Our extended school year will include a multi-day orientation for students to learn behaviors, systems, and rules of Nevada Rise that will allow them to be successful. As kindergartners are often joining their first community outside their home, and thus learning how to be a student and how to be part of a positive, achievement-oriented school community, it is crucial that they have clear expectations and ample practice. The lessons taught and modeled during orientation are revisited throughout the year.
- Uniforms are required at all grade levels and will be consistently enforced. Common student attire models the high ambitions we have for our students, and the team orientation that we will build from day one, and ensures that no instructional time is lost to distractions or confusion over attire. Appropriate attire will consist of a school shirt that is tucked in, khaki pants (or skirts), black shoes, black belt, and no distracting accessories.³³

Celebration of Success: Academic, character, and behavior success will be celebrated daily through Morning Motivation as each teacher “shouts-out” a success from the previous day to individuals or groups, and each shout-out is framed within one of our core values of Hard Work, Self-Control, Zest, Teamwork,

²⁸ Wooden, John, and Steve Jamison. *Wooden on Leadership: How to Create a Winning Organization*. Columbus, OH: McGraw-Hill. 2005.

²⁹ Tough, Paul. *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*. Boston, MA: Mariner. 2013.

³⁰ Thernstrom, Abigail, and Stephen Thernstrom. *No Excuses: Closing the Racial Gap in Learning*. NY: Simon & Schuster. 2003.

³¹ Gladwell, Malcolm. *The Tipping Point: How Little Things Can Make a Big Difference*. Boston, MA: Back Bay Books. January 2002.

³² Thernstrom, Abigail, and Stephen Thernstrom. *No Excuses: Closing the Racial Gap in Learning*. NY: Simon & Schuster. 2003.

³³ No family will be denied access to the school if they are unable to afford the cost of the school uniform, and such costs are reflected in the school’s annual budget.

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Courage, and Grit. **Weekly Community Celebrations** will highlight extraordinary achievement and empower students to take ownership of systems and rules. **Achievement Assemblies** that recognize academic achievement through grades, effort, and character will be held three times per year, at the conclusion of each trimester, and we will invite the larger school community of parents, board members and partners to celebrate success. We will hold **Academic Nights** bimonthly, during which students will showcase final products of academic work, such as writing or projects and include presentations in various formats, including skits, songs, dances, and speeches.

Family and Community Engagement: Nevada Rise believes deeply in engaging with families and the larger community. We understand that we are partners in education and the families and the school want the absolute best for each child. Through a thorough orientation process conducted before the start of each school year, consistent communication throughout the year, and ample opportunities for engagement and participation, families will be an integral part of our success.

Pillar 4 - Opportunity and Access Enhance Academic Excellence

Access and Opportunity as Exposure: Nevada Rise believes that the opportunity gap that students experience in school contributes to the achievement gap in that same school. This sentiment is shared by Dr. Michael Maxwell, Executive Director of the Urban League of Las Vegas.³⁴ To close this gap, students must be exposed to a variety of opportunities, interactions, and experiences. “Exposing youth to new people, places and life experiences helps develop their character while encouraging a love of learning and exploration.”³⁵ Starting in kindergarten, students will earn, based on individual behavior, field experiences outside the walls of the school. Each trip will be developmentally appropriate and tied to the mission and vision of the school. Dr. Maxwell also shares a way to incorporate this practice on a weekly basis, which we will do during the RISES section of our day, exposing students to videos or geography that widens their world view. Other examples include visiting college campuses, which will include invitation to our families; participating in community events; seeing movie or live versions of literature; and practicing character values in alternative settings. The more of the world to which students are exposed, the wider their view of the world and their place in it will be.

The concept of community will help drive our vision of access and opportunity. We ultimately develop character not only to enhance the academic program, but to help students become positive contributing members of the community. To do this, we are guided by another aspect of our mission - providing access to life’s opportunities through engaging in activities in the community, defined as a hierarchy of concentric circles that expand as students grow, and which are developed in the following way:

Grade & Community	Activities and Opportunities
Kindergarten: Classroom	<ul style="list-style-type: none">• Cross-classroom visits and buddies, creating classroom rituals and roles• College campus visit to College of Southern Nevada, grade-level movie nights, projects and fundraiser to benefit the class
1st Grade: School	<ul style="list-style-type: none">• Buddy reading program with kindergarteners, hosting school events• College campus visit to Nevada State College, school-wide movie nights, projects and fundraiser to benefit the school
2nd Grade: Neighborhood	<ul style="list-style-type: none">• Neighborhood history and heroes projects, engage in partnerships with businesses• College campus visits to UNLV, community volunteer projects, community swap meet, attend Las Vegas Academy performance, Wetlands, city park
3rd Grade: City	<ul style="list-style-type: none">• City history projects, community service projects• College visit to UNLV and Desert Research Institute, Neon Museum, Mob Museum, Springs Preserve, Mormon Fort, attend local theater performance, Red Rock

³⁴ Mr. Brecht met with Dr. Maxwell on multiple occasions during this charter application process and Dr. Maxwell will continue to serve as a resource for the school upon authorization. Please see Dr. Maxwell’s letter of support in the [Appendix](#).

³⁵ Foster, W. “The Keys to Helping Students in Poverty Thrive.” Massachusetts Institute for a New Commonwealth. October 21, 2015.

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4th Grade: State	<ul style="list-style-type: none"> • Nevada research project, State agency service project • College visit to University of Reno, Nevada State Museum, Springs Preserve, attend Smith Center performance, Valley of Fire
5th Grade: Country	<ul style="list-style-type: none"> • United States history projects, national organization service project • College visit to California, National Park (Grand Canyon, Death Valley, Zion)

Higher Education as Opportunity and Access: The paramount goal of Nevada Rise is to place every student on a path to college. To do so, students must have access to the opportunity to attend schools that prepare them for that goal. Students and families at Nevada Rise will be informed of opportunities for educational advancement in public magnet schools, high-quality charter schools, or selective private schools. In addition, they will be informed of and supported in how to apply and access assistance for acceptance, including guidance for financial aid and scholarships. Nevada Rise will establish partnerships for student pipelines and build a reputation as an institution from which competitive and selective secondary programs recruit students. We will staff our team to ensure the dedicated resources to build those relationships, support our families, and follow our students during the next stage of their academic career. During our fourth year, we will hire a Community Liaison for this role and draw upon the approaches of high-achieving schools across the country in this regard, taking responsibility for shepherding our students successfully into the next stage on their road to college.

(2) How is your chosen approach suited to the needs of Nevada students who will attend your school?

Providing a college preparatory education in a state that often ranks near the bottom in preparing students for success is a void that must be filled. Just over 20% of the greater Las Vegas population has a Bachelor’s degree or higher.³⁶ Providing a quality, college preparatory academic option addresses a clear need of the community and the growing demands of our 21st century economy. The demand for a college preparatory focus is evident in the fact that 7 in 10 Las Vegas high school students self-report that they want to attend college.³⁷ Our model is based on proven methods from schools serving students with similar needs across the country, and responds directly to the hopes and desires expressed by stakeholders in our community. In our outreach efforts, we have engaged in multiple conversation with the community in various ways, talking with educators, parents, and students. Through community events, informational sessions, one-on-one conversations, social media surveys, and analyzing other community input and survey data, our community has not only responded favorably to our approach, but has also provided direct input into the development of the proposed school model. A more detailed analysis of specific community outreach and input is found in the **Parent and Community Engagement** section of this application.

(3) Will your school have a specific area of focus?

The central focus of our educational philosophy and programming is college preparation. We believe that every child can achieve at high levels, and should be provided the education that allows them to choose college at the end of their K-12 education. That choice is earned through industriousness within a structured educational setting that holds high expectations and establishes a powerful foundation on which all future school success and life ambition will rest. As an elementary school, we firmly believe that the preparation for and path to college starts in kindergarten. With a solid academic foundation in grades K-5, all students can be prepared to excel as they matriculate into middle and high school, with the readiness, work ethic, and aspiration to pursue higher education. We will also have a focus on STEAM, providing students ample opportunities in drama, dance, music, and visual arts, daily science, integrated technology, and applicable mathematic experiences. The arts will be a central medium³⁸ through which authentic character development experiences will be delivered and practiced. Further, “incorporating arts into our learning practices of STEAM...[will] broaden the participation of underrepresented groups by making STEAM more

³⁶ Las Vegas Global Economic Alliance Perspective Council. *Las Vegas Global Economic Alliance Perspective*. 2016.

³⁷ <http://opportunity180.org/research/>.

³⁸ <https://sciencealive.dri.edu/steam>.



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fun, approachable, and creative. Arts integration allows students to learn things in a more open-ended way and makes them applicable to real life.”³⁹

(4) What are your academic and non-academic performance goals for all students in each of the first three years of operation? For each academic goal, provide state or neighborhood student performance data that support the goals you have chosen.

A central and critical component of our mission is to deliver on our promise to place students on a path to college. Therefore, it is crucial to develop goals and measures to ensure we are held accountable for this promise. As a fresh start, slow-growth school that will begin with kindergarteners and first graders who will have little or no previous assessment data, we will have no baseline data on which to measure immediate growth or comparable data to academic peers. Additionally, many of our assessments are new or unique to Clark County, such as Fountas & Pinnell Benchmark Assessment System (BAS) and the nation, such as the Northwest Evaluation Assessment Measure of Academic Progress (NWEA MAP). Therefore, we have determined our goals using the following guidelines and assumptions.

- In Nevada, students are not assessed on state exams until 3rd grade. Starting in third grade, Nevada Rise students will be placed into three distinct groups based on years of attendance in the school: proficiency rates for all subjects and areas tested for students attending Nevada Rise for 2 years or less are expected to be at least 60%; proficiency rates for students attending Nevada Rise for 3 years are expected to be at least 70%; proficiency rates for students attending Nevada Rise for 4 years or more are expected to be at least 80%.
- Considering the achievement gap that exists before students enter kindergarten, proficiency rates of neighboring schools, and reading readiness expectations defined by assessment assumptions, we anticipate kindergarten students entering Nevada Rise will be pre-readers, and any new student in other grades will be entering below grade level. Therefore, we expect our reading proficiency rates based on the BAS to grow as students attend the school, eventually reaching 90% by the third year of attendance.
- For reasons stated, we expect low baseline percentiles on nationally normed assessments. We expect significant growth to occur as students stay enrolled, eventually having students, on average, at the 75th percentile by their third year of attendance.
- Using best practices found at high-performing schools, we believe that 80% of students scoring over 80% on the assessment and an 80% assessment average for all students for any internally created assessments is ambitious and realistic.

To guide our mission, we will hold ourselves accountable by delivering on the criteria outlined below. Unless otherwise indicated, each goal applies to for each year of operation.

GOAL 1: Students will achieve mastery in English Language Arts.	
Absolute Measures	
1.01	Year 1: 70% of students in kindergarten will reach Level C by the end of the school year, demonstrating readiness for grade 1 as measured by the BAS.
1.02	Year 1: 70% of students in grade 1 will reach Level I by the end of the school year, demonstrating readiness for grade 2 as measured by the BAS.
1.03	Year 2: 80% of students in grade 1 will reach Level I by the end of the school year, demonstrating readiness for grade 2 as measured by the BAS.
1.04	Year 3: 90% of students in grade 2 who have attended the school for two or more years will be at Level M by the end of the school year, demonstrating readiness as measured by the BAS.
1.05	70% of students who have attended the school for two or more years will score proficient or advanced on the Smarter Balanced Assessment for English Language Arts.

³⁹ Ibid.

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1.06	70% of students who have attended the school for two or more years will score proficient or advanced on the Smarter Balanced Assessment for Writing.
Growth Measures	
1.07	90% of students will grow a minimum of three reading levels per year in reading growth for each year they are tested on the BAS.
1.08	On the Northwest Evaluation Assessments Measure of Academic Progress (NWEA MAP) (or equivalent) nationally norm-referenced test for reading comprehension, a cohort analysis of longitudinal growth, average annual increases of percentiles among students will average a minimum of five percentiles of growth per year until the average percentile score reaches 75.
Comparative Measures	
1.09	On the Smarter Balanced Assessment for English Language Arts, all students who have attended the school for two or more years will, on average, attain proficiency rates that are at least 5% higher than the surrounding school district average, similar school average, and the state average.
1.10	On the Smarter Balanced Assessment for Writing, all students who have attended the school for two or more years will, on average, attain proficiency rates that are at least 5% higher than the surrounding school district average, similar school average, and the state average.

GOAL 2: Students will achieve mastery in Math

Absolute Measures	
2.01	60% of students who have attended the school for two or more years will score proficient or advanced on the Smarter Balanced Assessment for Math.
2.02	70% of students who have attended the school for three or more years will score proficient or advanced on the Smarter Balanced Assessment for Math.
2.03	80% of students who have attended the school for four or more years will score proficient or advanced on the Smarter Balanced Assessment for Math.
Growth Measures	
2.04	On the NWEA MAP (or equivalent) nationally norm-referenced test for math, a cohort analysis of longitudinal growth, average annual increases of percentiles among students will average a minimum of five percentiles of growth per year until the average percentile score reaches 75.
Comparative Measures	
2.05	On the Smarter Balanced Assessment, all students who have attended the school for two or more years will, on average, attain proficiency rates that are at least 5% higher than the surrounding school district average, similar school average, and the state average.

GOAL 3: Students will achieve mastery in Science

Absolute Measures	
3.01	80% of students will maintain an average of 80% proficiency on internally created science assessments based on the Next Generation Science Standards.
3.02	80% of grade 5 students who have attended the school for two or more years will score proficient or advanced on the Nevada Science Criterion Referenced Test.
Growth Measures	
3.03	On the NWEA MAP (or equivalent) nationally norm-referenced test for science, a cohort analysis of longitudinal growth, average annual increases of percentiles among students will average a minimum of five percentiles of growth per year until the average percentile score reaches 75.
Comparative Measures	
3.04	On the Nevada Science Criterion Referenced Test, all students who have attended the school for two or more years will, on average, attain proficiency rates that are at least 5% higher than the surrounding school district average, similar school average, and the state average.

GOAL 4: Students will achieve mastery in Social Studies

Absolute Measures	
4.01	80% of students will maintain an average of 80% proficiency on internally created measures aligned to the Nevada Social Studies Standards that include assessments and projects.

(5) Describe the curricular elements that you are relying on to achieve your academic and non-academic goals and how your academic goals align with Nevada’s academic standards.

Curriculum: After the State of Nevada adopted the Common Core State Standards in 2010, these standards became the Nevada Academic Content Standards for English Language Arts and Mathematics (NACS) to ensure that “all students are ready for college and careers.”⁴⁰ Aligned to the state’s goal to adequately prepare our students for success, our curriculum is designed around and aligned with the NACS in every grade and integrated through each content area. Accessing resources from high-achieving schools and drawing from the NACS, Nevada Rise leadership will create and refine a scope and sequence for each grade. To ensure our students are working on a path towards college, this scope and sequence will be informed by a backwards-planning approach and will incorporate a vertical alignment component. In this way, we will start with the end-goal in mind, which are all end-of-year assessments, and align the skills and standards accordingly back through the year. We also will plan for the curriculum to align horizontally within each grade level and between the content areas. Specifically, each classroom within a grade-level will be working on the same skills and standards at the same time, while also integrating the reading and math standards and skills into each content area. For example, as a student learns to ask and answer questions about key details in a text, they will focus their writing about key details and incorporate the skill within the social studies, science, and enrichment classrooms.

Informed by the best practices of high-achieving schools, teachers will be provided a framework to plan the curriculum through analyzing standards-based assessments, using a scope and sequence to break down the year into thematic units of study composed of daily and weekly skills. Teachers will begin this process with a scope and sequence that has been previously developed and provided for them. Throughout the school year, teachers will complete daily lesson plans based on a common template that includes the essential components of: learning objective, do now, guided instruction, independent practice, and exit ticket. Lesson plans will also reflect an emphasis on backwards planning, checks for understanding, and differentiated instruction. Lesson plans will be submitted for approval one week in advance, and leadership will provide feedback with ample time for revision before delivery of the lesson.

To ensure students are on the path to college, they must have a solid foundation of literacy skills. Nevada Rise will dedicate more time to literacy instruction than to any other content area, and the integration of those skills will permeate all other content areas. Strong literacy skills foster the ability to acquire other content, even in math, where success is increasingly dependent on a student’s ability to work through problems within the context of applicable real-world situations that require students to comprehend written information. In order to prepare students for this success, we will dedicate 200 minutes to literacy instruction throughout the day, and reinforce the skills in other classes and subjects.

Nevada Rise intends to use Core Knowledge as the foundational curriculum through which the state standards will be taught. Core Knowledge Language Arts (CKLA) is research-based and has been through an extensive review process through both Edreports.org and Louisiana Believes. Edreports.org review “instructional materials (focusing) on alignment to college and career-ready standards and other indicators of high quality as recommended by educators.”⁴¹ In their review, CKLA ranked in the highest sections of usability, as demonstrated in the graphic below (CKLA scores are in blue on the graphic to the right). Further, Louisiana Believes, a component of the Louisiana Department of Education, ranks curriculum resources to

⁴⁰ http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Content_Standards/.

⁴¹ <http://www.edreports.org/#?f=&b=title&o=0>.

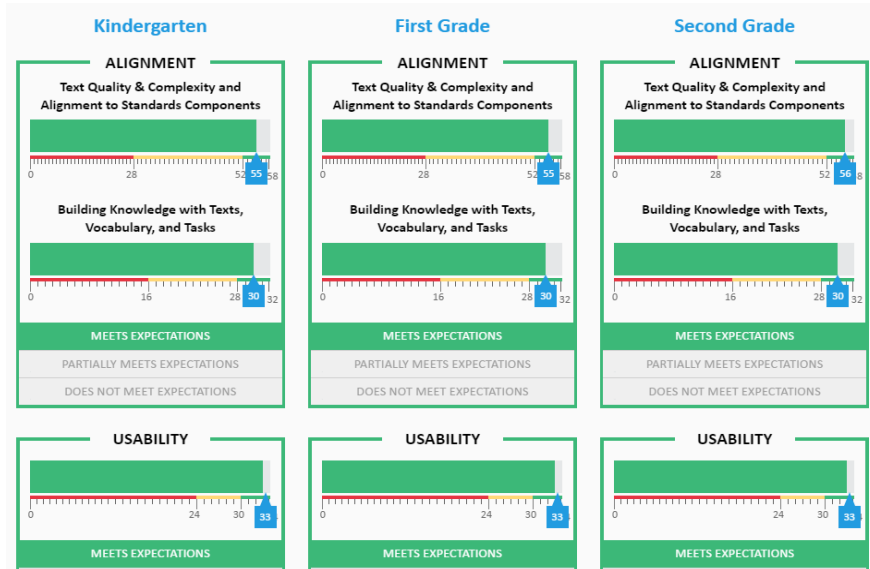
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increase student achievement.⁴² In their analysis, which includes an annotated review from educators, CKLA ranked in Tier One, which means it “scored the best possible on all indicators of superior quality.”⁴³

Literacy curricula change from the primary to the intermediate grades, first to ensure students are on grade-level by 3rd grade, as the focus in literacy shifts from “learning to read” to “reading to learn.”⁴⁴ The K-

3 literacy program will focus on ensuring students are reading on grade level by third grade; grades 4-5 will focus on preparing students for middle school.

Nevada Rise Primary Literacy: Using multiple strategies, structures and resources, the focus of the primary grades literacy program will focus on the following components:



Component	Description
Read Aloud	<ul style="list-style-type: none"> Proven to be one of the most effective components for building success in literacy.⁴⁵ Allows teachers to model the metacognitive processes for students. Can focus students on sight words, develop vocabulary and listening skills. Provides an opportunity for teacher to model correct expression and fluency when reading.
Vocabulary Word Study	<ul style="list-style-type: none"> Vocabulary acquisition proven to have powerful relationship. Using the Dolche sight words, students learn to read and write high-frequency sight words. Developed through words of the day, words in texts, word walls in all content areas. Reinforced through high-level classroom discussions guided by teacher.
Phonics & Phonemic Awareness	<ul style="list-style-type: none"> Proven to be among the most important predictors of reading achievement.⁴⁶ Students learn to identify letters, phonemes, and phonics to decode and encode words. Use research-based programs, such as Core Knowledge.
Guided Reading	<ul style="list-style-type: none"> Students will learn in small groups daily to practice comprehension skills. Provides more individualized attention. Structure informed by research-proven method outlined in Fountas and Pinnell.⁴⁷
Writing	<ul style="list-style-type: none"> Students will have daily practice in writing incorporated in all subjects. Progresses from stories using pictures and words to expressing complete ideas and sentences.
Blended Learning	<ul style="list-style-type: none"> We will use computer-based adaptive literacy programs such as iReady⁴⁸ to allow students to practice literacy skills and learn at individualized pace.

⁴² <http://www.louisianabelieves.com/resources/about-us>.

⁴³ <https://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS/curricular-resources-annotated-reviews>

⁴⁴ Banks Zakariya, S. (2015) *Learning to Read, Reading to Learn: Why third-grade is a pivotal year for mastering literacy*. Center for Public Education. Alexandria, VA.

⁴⁵ Routman, R. *Conversations: Strategies for teaching, learning and evaluating*. NH: Heinemann, 2000.

⁴⁶ <http://www.literacyresourcesinc.com/research/>.

⁴⁷ Fountas, Irene and Gay S. Pinnell. *Guided Reading: Good First Teaching for All Children*. NH: Heinemann. 1996.

⁴⁸ iReady is a computer-based adaptive program that covers the main Common Core domains: Phonics, Phonological Awareness, High-Frequency Words, Vocabulary, Comprehension of Literature, and Comprehension of Informational Text. <http://www.curriculumassociates.com/products/iready/iready-builtforcommoncore.aspx>.

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Independent Reading	<ul style="list-style-type: none"> Supported with Accelerated Reader⁴⁹, students will work to read independently with stamina Daily schedule will provide daily independent reading block school-wide.
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To maximize instruction time and ensure all students have daily access to and are getting individual supports informed by their particular needs, Nevada Rise will have two teachers in each classroom for literacy. This will create an environment that ensures a student-to-teacher ratio of no more than 10:1, allowing for individual attention and more differentiated instruction.

Nevada Rise Intermediate Literacy: As students successfully move to the “reading to learn” phase, novels will serve as the backbone of the literacy program and including the following components:

Component	Description
Read Aloud	<ul style="list-style-type: none"> Text will generally be above grade-level lexile.
Vocabulary & Word Study	<ul style="list-style-type: none"> Students will study Greek and Latin roots and affixes, base words, spelling patterns, apply context clues, and use reference materials to determine meaning of words.
Guided Reading	<ul style="list-style-type: none"> Small homogenous groups reading books. Focus on reading strategy and skill reinforcement.
Writer’s Workshop	<ul style="list-style-type: none"> Focus on genres of writing outlined in standards - narrative, expository, persuasive. Teach formal writing process. Focus on grammar through mini-lessons.
Book Club	<ul style="list-style-type: none"> Teacher-led book club allows students to engage in academic discourse over literature. Connected to unit themes described in social studies and enrichment sections.
Independent Reading/DEAR	<ul style="list-style-type: none"> Tracked and supported with Accelerated Reader, students read independently to start building comprehension skills. Daily schedule provides daily independent reading block school-wide.

Nevada Rise Mathematics Program: Nevada Rise will employ a comprehensive mathematics curriculum that develops conceptual understanding of foundational skills leading to critical thinking skills that will equip students with the ability to solve complex, multi-step problems. There will be a balance between computational fluency and conceptual development that requires students to solve problems in multiple ways. There will be a strong component of spiral review to ensure that students retain mastery of key skills as we progress through the strands of the curriculum. We will use a blend of curriculum internally developed by teachers and guided by school leadership, and blend the Engage New York⁵⁰ curriculum with the ideas of Cognitively Guided Instruction, which will allow students to dive deep into problem-solving around the content skills, and express their mathematical thinking in various ways. The mathematics curriculum will be supplemented with *Everyday Counts Calendar Math*⁵¹ in K-2, and *Investigations in Number, Data and Space (Third Edition)* for grades 3-5.⁵² Content by grade level is detailed below:⁵³

COMPONENT	DESCRIPTION
Cognitively Guided Instruction (CGI)	Allows students to dive deeply in to problem solving around the content skills, and express their mathematical thinking in various ways.
<i>Everyday Counts Calendar Math</i> ⁵⁴	Used in K-2 to build number sense and application through the use of calendars, and engages students and improves mathematical confidence through rich discussion.
Spiral Review	Concepts are reviewed daily to ensure mastery is maintained. Strategically designed based on assessment data.
Engage NY/Eureka Math	Rigorous curriculum aligned with NACS will be used in math class that is broken down into components that ensure all students master concepts.

⁴⁹ Accelerated Reader engages K12 students in independent and close reading practice. They complete close reading activities built into nonfiction articles, choose their own independent reading books, and take short reading comprehension quizzes.
<http://www.renaissance.com/products/practice/accelerated-reader-360/>.

⁵⁰ <https://www.engageny.org/>.

⁵¹ <http://www.hmhco.com/shop/education-curriculum/math/elementary-mathematics/every-day-counts>.

⁵² <http://investigations.terc.edu/index.cfm>.

⁵³ http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/Mathematics/.

⁵⁴ <http://www.hmhco.com/shop/education-curriculum/math/elementary-mathematics/every-day-counts>.

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Blended Learning	Using computer-adaptive program such as Zearn, iReady, or ST Math provides self-paced, mastery-based learning that helps all scholars reach math proficiency.
Manipulatives	Providing opportunities for students to engage in strategies that involve using base 10 blocks, counters, etc. to understand numbers.

A unique element of our program is a Friday-exclusive activity known as **Enrichmath**. During this 45- minute block, teachers will create an activity that incorporates learned math skills into innovative applications. Teachers will be challenged to create physical activities, cooperative games, competitions, science experiments, computer activities, or interactive experiences that integrate math skills into an enjoyable activity for students to apply their learning.

Nevada Rise Science: Students will have alternating units of science and social studies. In 2014, the State of Nevada adopted the Nevada State Academic Content Standards for Science, based on the Next Generation Science Standards. The state outlines that the goal of science is for students to “research problems, predict outcomes, analyze results and make conclusions, understanding this is only the beginning of the life-long learning process.”⁵⁵ We concur and support that goal, and add, as previously referenced, that science will be horizontally aligned to grade levels to apply literacy standards. Therefore, in addition to learning the content, scientific method, and conducting experiments, nonfiction readings and writing will be integrated appropriately. We will align the science curriculum vertically to annually build on the “Disciplinary Core Ideas” of Earth and Space, Engineering, Life Science, and Physical Science as outlined in the standards. In consultations with Desert Research Institute, we will partner with their Science Alive outreach initiative, including the GreenPower program that “supports Nevada’s...educators in science-based, environmental education by providing tools, resources, and knowledge for communicating NGSS to Nevada students.”⁵⁶ This program is nationally recognized as a powerful tool to improve STEM instruction.

Nevada Rise Social Studies: “Students...need to be open and responsive to new and diverse perspectives with an understanding of how cultural differences impact the interpretation of events...The purpose of the Nevada Social Studies Standards is to articulate a foundation of skills and content knowledge necessary for Nevada’s students to be successful in our increasingly diverse society.”⁵⁷ Our Social Studies curriculum is designed to reach this purpose. Like the science curriculum, Social Studies will provide a time for literacy skills to be integrated in an authentic way. Students will read nonfiction texts, aligned to thematic units common throughout the entire school. For example, in September and October, the common theme will be Hispanic Heritage. In reading, the primary focus is on teaching the skills and standards. In Social Studies, materials will be carefully selected to incorporate topics of Hispanic Heritage (famous people, events, celebrations, etc.). Social Studies will integrate the literacy skills, while supporting the theme with materials that speak to history, geography, and cultural themes. Thematic units will be consistent across the grade levels and increase in complexity as students progress through the grades. Social Studies will provide opportunities to prepare students for skills necessary in a college preparatory middle and high school course of study, such as note-taking, essay writing, and academic discourse.

Nevada Rise Enrichment: Enrichment will focus on intentional character development, while supporting and incorporating skills and ideas from other content areas. We will provide daily enrichment for students in either the performing and visual arts (3 days per week), or physical education (2 days per week).

Arts Education: “One of the best ways to [get at the ideas of character education] is through the arts. Playing [an instrument] is a manifestation of grit.”⁵⁸ Research shows that “the arts can play a key role in developing social competencies among educationally or economically disadvantaged youth, who are at

⁵⁵ http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/Science/.

⁵⁶ Desert Research Institute. Annual Reports 2015.

⁵⁷ http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/SocialStudies/.

⁵⁸ Margaret Marrer, Founder of Democracy Preparatory Charter School, and Assistant Superintendent of Democracy Prep schools, a nationally recognized network of charter schools.

greatest risk of not successfully completing their education.”⁵⁹ Nevada Rise’s curriculum and activities are informed by the thematic units of Hispanic Heritage, Holidays around the World, African-American History, Women’s History, and Asian/Pacific Islander History. For example, during Hispanic Heritage month, students will learn traditional cultural dances and songs, create art products representing an element of Hispanic culture, or learn to perform a play to perform. Enrichment will focus on character manifested through the activities. In learning a dance, students will Work Hard, must approach activities with Zest, have Self-Control, work as a Team, and have the Courage to perform the dance in front of peers. Through the struggles of learning, they will learn to develop Resiliency, Teamwork and, as they perform, Courage. Enrichment will support school culture, as students practice class chants and other activities to be celebrated during our community and morning meetings.

Physical Education: Our physical education program will be guided by three components: nutrition education; physical exercise and athletics; and yoga. Each physical education class will include a nutrition introduction. According to the Center for Disease Control, “most children...do not follow the recommendations set forth in the Dietary Guidelines for Americans”⁶⁰ which can “negatively affect overall health, cognitive development, and school performance.”⁶¹ The majority of the class will include a physical component of fitness exercise or sport/skill development. Research shows links between academic performance and physical activity, including sports. An effective program: ensures skill and motor skills development; facilitates self-discipline and development of student responsibility for health and fitness; influences moral development, leadership, cooperation with others; reduces stress and anxiety; provides experience in goal-setting; and improves academic performance.⁶² Each physical education period will conclude with yoga. Yoga in K-5 builds and develops motor skills and coordination, self-awareness and respect; self-regulation through interaction, breath, and movement; executive function through critical thinking and problem solving; and improved academics through creativity, integration, and focus.⁶³

The combination of performance arts, nutrition, exercise, and mindfulness will enrich our academic program, develop character education, and contribute to a culture of achievement.

Instruction: The instructional program will focus on delivering the curriculum in the most impactful and effective ways using a variety of strategies. Instructional programming will ensure all learners, including those with diverse and differentiated educational needs, can access a rigorous curriculum. Teachers will implement the following best practices and instructional strategies:

Strategy/Practice	Description
Do Now/Review	<ul style="list-style-type: none"> Each class period will begin with a “do now” that reviews previously learned concepts and connects prior learning to material that will be introduced.
Gradual Release with Active Monitoring	<ul style="list-style-type: none"> I DO: Direct teacher modeling and think aloud of the skill or concept. WE DO: Teacher practices skill or concept whole group with assistance from students. TWO DO: Students work in partners or small groups to practice skill or concept. YOU DO: Students practice objective independently as teacher actively monitors.
Blackboard Configuration	<ul style="list-style-type: none"> Each classroom will display a blackboard (or whiteboard) that shows the daily schedule, daily learning objectives, agenda for lesson, and homework.
Word Walls & Anchor Charts	<ul style="list-style-type: none"> Vocabulary word walls support integration of literacy skills throughout content areas. Anchor charts provide students resources they can use to tackle learning tasks.

⁵⁹ Ruppert, Sandra. *Critical Evidence: How the Arts Benefit Student Achievement*. National Assembly of State Arts Agencies. Washington, D.C. 2006.

⁶⁰ <https://www.cdc.gov/healthyschools/nutrition/facts.htm>.

⁶¹ Ibid.

⁶² <http://www.phitamerica.org/Page1139.aspx>.

⁶³ <http://yogaed.com/schools/benefits/>.

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Taxonomy of Teaching	<p>Instructional and engagement strategies that will be implemented school-wide are found in <i>Teach Like a Champion</i>, informed by best practices found in high-achieving schools.⁶⁴ These strategies facilitate instruction through high expectations and active engagement while fostering a culture that is conducive to student learning. For example:</p> <ul style="list-style-type: none"> • 100%: Method in which a teacher expects full participation to complete a directive concerning learning tasks, and will not continue without compliance. 100% also includes the expectation that “right is right” and a teacher will refrain from moving on until a fully correct response is attained. Teacher expects 100% of the students to meet 100% of the expectations 100% of the time. • No Opt Out: Process by which a student who answers incorrectly is not allowed to give up on the learning task. Instead of moving on to another student in search of the correct response, teacher maintains high expectations and pushes for the student to think through the task. If the student genuinely does not know the correct response, teacher calls on a student peer to assist the struggling student. After the student receives assistance, the question is again posed to the original student who uses the new information to craft the desired response. • Positive Framing: Technique in which a teacher addresses misbehavior positively. For example, if a student is not sitting correctly, teacher states “We are sitting up,” rather than “Don’t slouch.”
Small Group & Tutoring	<ul style="list-style-type: none"> • Time is provided each day, as reflected in literacy program for small group instruction. • As outlined in the Education Philosophy, data drives small groups and targeted interventions.
Multiple Modalities	<ul style="list-style-type: none"> • Classrooms employ multiple ways of learning, providing opportunities for physical activity for kinesthetic learning, auditory learning, and visual learning.
Rap, Rhythm & Rhyme	<ul style="list-style-type: none"> • Chanting and rhyming and creating educational raps excite the learning environment and help students remember key concepts.
Blended Learning	<ul style="list-style-type: none"> • Outlined in the Literacy Program under Curriculum, blended learning is a key component of literacy centers. Literacy centers allow students ample opportunity to practice learning skills at their level and pace.
Inclusion	<ul style="list-style-type: none"> • For students with special needs, teachers will “push-in” to the classroom to allow students with Individual Education Plans to access the same content in the same setting as their academic peers.

(6) What will a typical day be like for a student in your school?

To make the mission and culture of Nevada Rise Academy come to life, below is a narrative of a typical day for Jada, a 1st grade student on the path to college.

7:33: Sitting in the back seat on the passenger side of her mother’s car, Jada is reminded by her mother to take her Lifework folder as they pull up to the school. Ms. Gonzalez is waiting on the sidewalk for them to pull forward, and she approaches Jada’s door.

“Good Morning, Jada? How are you?” Jada smiles and responds with “Hi, Ms. Gonzalez,” and says goodbye to her mother. Ms. Gonzalez wishes Jada’s mother a good day, shuts the car door, and watches Jada walk quietly, with her Life’s Work folder in her left hand, to the front door of the school. Jada waits in a small line behind other students to greet the school leader. She reaches Mr. Brecht with her head high, a smile on her face, backpack on both shoulders, and right hand outstretched – again, all as she had been taught at the start of the school year and as is reinforced each day. Mr. Brecht, with a smile on his face, leans down to meet Jada at eye level. “Good morning, Jada. Are you ready to RISE today?” he asks as he shakes her hand. Jada, returning the eye contact, proudly responds as she has been taught, “Yes, Mr. Brecht. I am ready to RISE and SHINE today!” Mr. Brecht checks to make sure Jada’s shirt is tucked in, belt around

⁶⁴ Lemov, Doug. *Teach Like a Champion 2.0: 62 Techniques That Put Students on the Path to College* San Francisco, CA: Jossey-Bass, 2015. Print.

her waist, and she has the correct black shoes. Jada enters the building as Mr. Brecht greets the next student ready to learn.

Breakfast and Morning Motivation: Jada enters the cafeteria. She notices the **Nevada Rise Pyramid of Success** values posters, along with college pennants that line the walls. She notices the dark blue of the University of Nevada in Reno, where she wants to go to be a “venternarian.” Her teachers encourage precision, so she sounds it out in her head as she walks: “Vet-er-in-ar-ian.”

Jada enters the cafeteria, guided by lines on the floor, and heads directly to her teacher, Ms. Moore, who is seated at a desk in the cafeteria checking last night’s Life’s Work for one of her classmates. Jada hears one of her favorite instrumental songs playing quietly on the speakers as her fellow students are silently eating breakfast. Ms. Moore finishes checking the student who precedes Jada in line, and Jada approaches with her Life’s Work folder firmly in her hands.

“Good Morning, Jada. I am so happy to see you this morning,” whispers Ms. Moore. Jada whispers back, “Good Morning, Ms. Moore,” remembering her lessons on Self-Control and volume of voice from her classes. Ms. Moore checks to make sure Jada has all her work from last night completed and appropriate parent signatures, and asks Jada if she studied her sight word cards. Jada nods with a yes, and Ms. Moore places Jada’s folder into a crate with a smile.

Jada turns 90 degrees to find her labeled hook on which to hang her backpack. She places her sack lunch in a bin labeled with her class. She turns around to find her seat with her Bright Work folder waiting, along with a healthy breakfast laid out neatly at the table. She begins eating her breakfast, raising her hand with three fingers to signal to her supervising adult that she needs assistance opening her milk. One of her reading teachers, Mr. Brown, quickly comes to her table and opens the milk enough for Jada to do the rest. Jada knows that her teachers will always push her towards independence. Once she finishes her breakfast, she raises her hand with a number five to signal that she is finished. Mr. Brown gives a nod, which Jada has learned with practice to mean she can throw away her trash, and empty the milk in a bucket at the end of her table. She quickly returns to her seat to work on Bright Work, picking up where she left off yesterday. She knows that getting her brain working right away will help her on her journey to college. Ms. Gonzalez enters the cafeteria, announcing that there are five minutes left for breakfast. Jada works hard to finish her writing practice sheet so she can move on to the next page tomorrow.

At exactly 7:53, Ms. Gonzalez announces, “Clean Up.” The soft music that had been playing in the background goes off, signaling it is time to clean up. Jada places her Bright Work folder on her seat, cleans up any remaining crumbs or trash. She shows she is ready by placing her hands, interlocked, on the table.

Mr. Brecht enters the room, and Jada gets excited for the Morning Meeting kickoff chant. Jada and her classmates have practiced this chant each morning after clean-up. It helps them to get excited about learning and brings energy. At 7:55, all students are done cleaning and are seated in STAR position. Jada remembers to fold her hands on her table and wait for the Morning Motivation to begin. Mr. Brecht leads the opening chant, a call and response:

Leader Call - Nevada Rise reaching high; **Student Response** - Climbing the pyramid to the sky.

Leader Call - Hard Work plus lots of Zest; **Student Response** - I promise to do my very best.

Leader Call - Working with Grit; **Student Response** - To college I’ll get.

Leader Call - We rise with Power; **Student Response** - The future is ours!!”

Mr. Brecht shouts to the room, “Good Morning, VEGAS!” and holds up the school mascot Vega, the brightest star in the constellation Lyra. Jada and her peers shout back in unison, “Good Morning, Mr. Brecht!” One of Jada’s classmates stands up and announces the date. Jada and her classmates shout the date back. Mr. Brecht explains that today is a great day to learn and continue their journey to college. Mr. Brecht talks about the character focus of the day, which is Teamwork, and how Teamwork can be used in class.

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Mr. Brecht then asks, “Who has a shout-out?” All teachers share one quick shout-out from the day before, and the students recognize that student with a quick choral response that has been rehearsed. Jada has been working hard on her math facts, and hopes to get the shout-out today. When her teacher is called, the shout-out goes to her friend Marco for showing Courage. Jada is happy for Marco, and she remembers him volunteering to demonstrate something on the board in math yesterday, even though he is usually shy. Mr. Brecht then shares the announcements for the day, which include a reminder about the upcoming University Night. Jada gets excited, eager to showcase what she is learning with her family in a couple of days.

Mr. Brecht calls to each class, all of which are named after a college or university, to recite a quick cheer, stand up, turn to face their teacher, then follow their directions to exit the cafeteria. Jada hears “Colorado State University,” named after the college her teacher, Mr. Brown, attended. Jada recites the CSU fight song, as her teacher has promised to update their cheer to be a bit more exciting. Jada follows her class in line to her classroom. She always appreciates that the hallways in her school are neat and silent because it helps her focus on learning. Jada goes straight to the carpet in her classroom and sits in her assigned square.

Literacy: Mr. Brown, now accompanied by Ms. Campos, the associate teacher, welcomes students to another exciting day of learning. She reminds students to sit with their backs straight, track the speaker, and keep hands folded in their laps. Mr. Brown reminds students of the date, the character focus skill of Teamwork, and explains how they are going to learn about characters in stories today, and perhaps even see how they are using the value or not in the stories. Mr. Brown asks, “Who is ready to learn?” Jada’s hand shoots straight up, and Mr. Brown notices, narrating to the class how Jada has a strong, college-ready hand. She knows it is time for Literacy block, and Jada loves reading!

Mr. Brown quickly gets the class back in STAR, and announces which group should stand. Jada is in group B. “Group A- 1!” Group A students rise. “2!” Students turn to face the direction in which they will walk. “3!” students walk with silent urgency to their station. Jada’s group follows the same procedure, and she is going to Guided Reading with Mr. Brown.

Jada goes to her seat around the small group reading table. Her seat is labeled and all materials are already prepared and laid out in front of her. Mr. Brown is sitting down, delivering last instructions to the other groups. She notices a friend still at the carpet with Ms. Campos, getting ready to do sight words. They exchange quick smiles.

For the full Day in the Life of a Nevada Rise Scholar, please see the Appendix.

Sample Schedule: Nevada Rise Prep’s doors open to students at 7:30 AM for students who want breakfast. All students are required to be at school by 7:45 AM. On Monday through Thursday, the end of the school day is 4:00 PM. On Fridays, the school day ends at 1:35 PM to allow for targeted professional development for teachers.

NEVADA RISE DAILY SCHEDULE COMPONENTS		
Component	Description	Reference
Greeting & Bright Work	School leader greets all students as they arrive at school. Students turn in homework (Life’s Work), eat breakfast, and work on Brain Breakfast.	7:30-7:50 20 Minutes
Morning Motivation	Meant to inspire, excite, and focus students for a successful day. Academic goals and school values are reinforced through chants, songs, and shout-outs.	7:50-8:00 10 Minutes
Literacy Rotation	Students rotate through literacy stations in groups of no more than 10 students for reading, blended learning, or other individualized learning activities.	8:00-10:20 140 Minutes
Snack and Restroom	Structured restroom breaks are built into the schedule during which students can eat a snack, read silently, or participate in an academic activity.	10:20-10:30 10 Minutes
Read Aloud	Teacher model fluency, expression, and metacognition, while highlighting strategies and skills while reading aloud a text tied to a particular unit of study.	10:30-10:50 20 Minutes
Writers Workshop	Students work through a grammar, handwriting, and writing lesson that involves whole-group lessons and individual instruction through conferences.	10:50-11:30 40 Minutes

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Lunch		11:30-12:00 30 Minutes
Math Meeting	Students work in a whole-group setting for calendar math, place value, money and fact fluency.	12:00-12:10 10 Minutes
Enrichmath	A Friday-exclusive component using games and activities to reinforce math skills.	12:15-1:00 45 Minutes
Math Skill Lesson	Through standards-based instruction, students work through focus skills in engaging ways within a structured framework as defined in the lesson plan.	12:10-1:00 50 Minutes
Restroom Break	Structured restroom break and quick physical activity to keep students focused and engaged in the afternoon.	1:00-1:10 10 Minutes
Problem Solving	Through a combination of whole-group instruction and small group rotations, students work within the Cognitive Guided Instruction framework.	1:10-2:00 50 Minutes
Nonfiction Studies	Science and social studies occur on alternating days and support reading instruction focusing on non-fiction, supported by engaging activities and themes.	2:00-2:30 30 Minutes
Enrichment	Enrichment opportunities focus on visual and performing art and fitness.	2:30-3:10 40 Minutes
RISES	DEAR, Remediation, Review and academically-focused Choices catering to the individual needs of learners. (Reaching Individual Students, Ensuring Success)	3:10-3:50 40 Minutes
Closing Circle	Closing meetings occur to provide reflection, summarization, discussion, reminders, and community time.	3:50-4:00 10 Minutes

A sample schedule for two teachers sharing an associate teacher for literacy is provided below.

Monday through Thursday Schedule				Friday Schedule			
Teacher A		Teacher B		Teacher A		Teacher B	
Time	Activity	Time	Activity	Time	Activity	Time	Activity
7:30	Arrival & Breakfast			7:30	Arrival & Breakfast		
7:55	Morning Motivation			7:55	Morning Motivation		
8:00	Literacy Rotations	8:00	Math	8:00	Read Aloud		
		9:45	Nonfiction Studies	8:10	Literacy Rotation 1	8:10	Math CGI
10:20	Snack & Restroom			8:55	Literacy Rotation 2	8:50	Writing Workshop
10:30	Read Aloud			9:40	Literacy Rotation 3	9:20	Enrichmath
10:50	Enrichment	10:50	Writing Workshop	10:25	Snack & Restroom	10:05	Snack & Restroom
11:30	Lunch			10:35	Writing Workshop	10:15	Literacy Rotation 1
12:00	Math	12:00	Literacy Rotations	11:05	Math CGI	11:05	Literacy Rotation 2
1:00	Restroom Break			11:45	Lunch		
1:10	Math	1:10	Literacy Rotations	12:15	Enrichmath	12:15	Literacy Rotation 3
2:00	Nonfiction Studies			1:00	Whole School Community Meeting		
2:30	Writing Workshop	2:30	Enrichment	1:35	Pack Up/Dismissal		
3:10	RISES			1:45	Teacher Prep		
3:50	Closing Circle Meeting and Dismissal			2:15	Whole Staff PD		

*Associate Teacher Schedule

(7) *What formative and other assessments will you use to track student and school level progress?*

At Nevada Rise, we will use variety of assessments to strategically plan for and measure student success, as “[e]ffective instruction is not about whether we taught it. It’s about whether the students learned it.”⁶⁵ The first step in successful data-driven instruction is “defining the roadmap of rigor,” or assessment.⁶⁶ Using the backwards-planning approach, assessment drives curriculum and instruction and holds us accountable for delivering our mission of placing students on a path to college. High-performing schools provide frequent and rigorous assessments and use the data obtained from the assessments to make critical decisions about curriculum and instructional practices.⁶⁷ In conjunction with the Nevada Ready 3.0 goals, we will use

⁶⁵ Bambrick-Santoyo, Paul. *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. San Francisco, CA: Jossey-Bass. 2012.

⁶⁶ Ibid.

⁶⁷ Ibid.

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a research-based reading assessment to gauge reading readiness. This assessment will be administered every six (6) to eight (8) weeks,⁶⁸ measuring students’ fluency and comprehension. Internally created math and writing assessments will follow the reading assessment timeline, and strictly follow the NACS. The Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) will be administered three times each year, starting upon entry, and will allow us to see our students’ performance against that of a national cohort. Our ambitious goals are to have all students performing in the 85% percentile range of performance or higher, and thus the upper quartile of national performance, by grade 6, with clear growth made year to year before that. Daily assessments in the form of exit tickets and informal methods will inform instruction and will be aligned with larger assessment requirements. Assessments will vary in frequency, purpose, provider, and grade level. Academic assessments are outlined in detail below:

ASSESSMENT	DESCRIPTION
Smarter Balanced Assessment	Smarter Balanced, Nevada’s criterion-referenced test, will apply to us starting in our third year of operation, testing 3 rd through 8 th grade students annually to assess student proficiency on and progress towards the Nevada Academic Content Standards. Initial results will be analyzed by state, and school leadership will break down general analysis to identify school trends. This data will compare results to peers across the district and state. Assessment results will be reported to the state and published for public viewing and analysis. This is the ultimate measure that is reported to our board of directors, authorizer, parents, and students to determine student and school-level progress, and is used in conjunction with the Nevada School Performance Framework to designate school ratings. This assessment will show growth over years on progression of standards as compared to academic peers.
Fountas & Pinnell (F & P) Reading Inventory	This test assesses students in kindergarten through grade 5 and serves as a predictor of early literacy success, in alignment with the goals outlined in the <i>Nevada Ready 3.0</i> plan, and will be given 4 to 5 times per year to track student and school-level progress. The results will be used to inform instructional practices such as assigning small groups, interventions, and skills that need to be retaught or demonstrate proficiency. Following each assessment cycle, staff will meet for an entire day to analyze the results to determine next steps in instruction and any modifications. Results will be reported to parents concluding each cycle and displayed in consistent classroom tracking systems. They will also be reported to our Board of Directors on dashboards to monitor progress towards goals.
Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) and Achievement Network (ANet)	We will use the NWEA MAP, a norm-referenced test, to measure each student’s longitudinal academic growth over time while measuring progress to a national standard. MAP is the most widely used norm-referenced test available. We will use it as a benchmark exam, given at the beginning of year, middle of year, and end of year. Initial analysis of results will be completed by school leadership, and we will use it establish growth goals for standards within the curriculum. Results will be displayed for transparency on a dashboard for the board of directors, and reported to parents as part of trimester reporting and a comparative tool used with F & P reading test data.
Weekly Skills Tests and Interim Assessments	Weekly formative assessments will be created by school leadership in partnership with grade-level teams. Tests will be administered for reading and math based on scope and sequence and weekly skills and aligned to specific skills within the Nevada Academic Content Standards. Data collected will provides immediate feedback for specific standards and discrete skills within standards. Results will be reported to school leadership every week, as part of weekly professional development. The data will be used to inform flexible small groups to target specific skills during our end-of-day intervention block.
WIDA ACCESS 2.0	ACCESS for English Language Learners (ELLs) 2.0 is a “secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as ELLs. It is given annually to monitor progress in

⁶⁸ The STEP assessment was created by the University of Chicago, and is widely considered the best, most comprehensive early reading literacy test. <http://uchicagoimpact.org/step/story.shtml>.

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	acquiring academic English.” ⁶⁹ ACCESS is aligned with the WIDA English Language Development Standards and assesses Listening, Speaking, Reading, and Writing.
Exit Tickets	Exit tickets are formative assessments to assess daily learning goals. They align to specific skills within the NV Academic Content Standards, and align to specific learning objectives. Analysis offers insight to necessary adjustments in instruction, planning, or groupings before the weekly assessment. They are collected/analyzed by teachers daily.
Homework	Homework (Life’s Work) is an informal assessment to gauge student performance on current and previous learning objectives and a quick way to inform groupings, review, and interventions.

Character Development and Behavior: As part of our school mission emphasizes character development, Nevada Rise will assess students’ demonstration of our school values outlined in our **Success Pyramid**. Each week, students will be given a behavior tracker that will be sent home for parent signature. Teachers will be assessing students’ behavior through positive demonstration of the values, or challenges students are having. Reports will be clearly communicated to students and parents. We will also communicate value “report cards” that will be distributed each trimester. These will be modeled after the Character Growth Card developed by Character Lab.⁷⁰ These will be reviewed by school leadership and analyzed for trends to inform continuous improvement.

Surveys: Nevada Rise is continually seeking feedback from all stakeholders. As discussed in the **Community Need** analysis, the Las Vegas community has a generally negative opinion of the quality of local public education. To change this narrative, we will seek input through paper surveys and internet-based surveys annually from parents, teachers, and other adults associated with the school. We expect a response rate of at least 90% for each group. Core areas these surveys will address are levels of satisfaction with the academic program, communication systems, cultural components in our school, and perspectives on the school providing a supportive environment. Data will be compiled for qualitative and quantitative analysis and shared with the Board annually.

(8) What data systems will you use to keep track of student performance?

With explicit attention to data-driven instruction, and operating under the premise of “assess, analyze, and intervene often,” we will use sophisticated yet clear systems to collect a variety of data. We will use Kickboard⁷¹ to allow teachers and leaders the ability to monitor each student’s progress daily. The functionality of Kickboard will allow teachers to input homework, behavior, classwork, and assessments, with user-friendly analysis tools to monitor growth. We will also use the data systems of the assessment programs we intend to use, such as Fountas and Pinnell Benchmark Assessment Program. Each student will have a data binder to keep hard copies of all data in the event a program is discontinued. In this way, we can track longitudinal data for every student. We will also use Infinite Campus to carefully track all attendance and classroom grades.

(9) How will you use the information gained in these ways to adapt instruction to meet the needs of all students?

Before the school year begins, students will be assessed for their reading level using Fountas and Pinnell, and a basic math skills test aligned to the end-of-year assessment. Data from these assessments will guide our placement of students in initial reading and math instruction and intervention groups to target individual areas of deficit. Assessments become a regular part of the instructional week, and during weekly professional development, those assessments are reviewed to determine the progress of teachers and students. Teachers are constantly determining whether students are meeting achievement targets, and can

⁶⁹ <https://www.wida.us/assessment/ACCESS20.aspx>.

⁷⁰ <https://cdn.characterlab.org/assets/Character-Growth-Card-8a9b995138cfd2572a42c2d34ba958e340211cde8ba2a1e80ab44887fb69c671.pdf>.

⁷¹ Kickboard is a digital tool that aids teachers and school leadership in the collection of data to make meaningful and strategic instructional decisions. More information can be found at <https://www.kickboardforschools.com/product-features#communication>.

make necessary adjustments quickly. The systematic use of assessments and tracking systems together allow us to determine the daily needs of our students. Formative assessments guide us in implementing adapted instruction with flexible groupings and dedicated time at the end of each day through RISES (Reaching Individual Students, Ensuring Success). During this time, data will be used to create groupings that cross subject and grade-levels to focus on individual needs. If a reading assessment indicates that a second- grader, for example, needs remediation in a first-grade skill, that child will be grouped with students from across grade levels who also need extra support in that skill. Similarly, if a kindergarten student demonstrates readiness for a more advanced skill found in the second-grade curriculum, that child will be accelerated into groups of students working within that same skill level. Interim assessments inform us of the progress students are making, and determine the needs in planning for future lessons. Following all interim assessments, instructional staff and leadership will spend one full day analyzing data and preparing lessons and strategies to address individual needs.

(11) Provide detailed plans setting out how you will ensure that all students with disabilities and all English Language Learners succeed academically and socially.

Students with Disabilities: Nevada Rise’s mission is to place *all* students on the path to college and ensure *each* child has access to life’s fullest opportunities. This includes students identified as having disabilities under the law or whom we may suspect may have such disabilities. Reflecting the state, district and sample schools from the targeted area of communities within the Sunrise Manor neighborhood and greater downtown Las Vegas, we anticipate 12% to 15% of our students will qualify as students who need special education services. We will provide a Free and Appropriate Public Education (FAPE) and comply with all applicable federal and state mandates and regulations, including Title II of the Americans with Disabilities Act of 1990 (ADA), Individuals with Disabilities Education Act (IDEA), the Elementary Secondary Education Act (ESEA), the Nevada Administrative Code (NAC), the Nevada Revised Statutes (NRS), and Section 504 of the Rehabilitation Act of 1974. We will educate students in the least restrictive environment (LRE) and with their non-disabled peers to the extent appropriate and allowed by each student’s Individual Education Plan (IEP). We will not discriminate against students having or suspected of having disabilities in enrollment and admission processes. We will educate students through inclusive, heterogeneous instructional models that serve all students in a manner that maximizes academic potential and provides them with the skills, knowledge, and character development for success. We will implement amendments made to IDEA in 2004 that provide the framework for the Response to Intervention (RTI) model used by the state and district to ensure we meet all student’s needs.

a) **RTI:** Nevada defines RTI as a “multi-tier approach to the early identification and support of students with learning and behavior needs.”⁷² During summer professional development, all staff will be trained on the RTI process, and weekly discussions between school leadership and the special education teacher will continue throughout the year. The RTI framework monitors and analyzes how students respond to specific, research-based interventions geared towards specific deficits. Interventions change depending on how students respond to them. The process begins with common high-quality instruction and practices not exclusive to special education. All students receive this instruction, often referred to as Tier 1. If it is determined that a child is not progressing at a rate consistent with typical academic peers on curriculum-based measures, that child receives differentiated instruction and, with parental notification, is placed into Tier 2. These interventions are delivered in smaller group settings, usually of no more than 8 students. If a student continues to not demonstrate a typical rate growth in this stage, determined by consistent progress monitoring, that student is moved to Tier 3 interventions which are intensified and delivered in smaller groups of two, or even one-on-one tutoring. To remain communicative and transparent with parents, notification is sent home upon a child’s movement to Tier 3 instruction, and parents are updated regularly regarding their student’s progress in response to interventions. The purpose of RTI is not to ultimately identify students for special education, but rather

⁷² http://www.doe.nv.gov/Special_Education/Response_to_Intervention/.

to provide a framework directed towards individualized support of student achievement in the general education environment.

- b) **Identification:** In compliance with all laws and regulations, Nevada Rise will have two ways of identifying students with special needs. First, as we will be serving kindergarten, we may be the first institution to identify a student as having special needs. Throughout the academic year, Nevada Rise's frequent assessment program (described in detail under **Assessment Program**), coupled with intensive analysis of data, will provide a sufficient and efficient means to identify students who are struggling to make academic progress. If a student is determined to be making inadequate progress, the teacher, with the Special Education teacher/Director of Scholar Supports, will place the student in the RTI process. Progress will be carefully monitored for a minimum of nine weeks. Meanwhile, other information will be collected, including parent questionnaires, classroom observations, student work samples, and anecdotal evidence. At the end of the RTI process, if the school suspects a learning disability, the Special Education teacher and school leadership will initiate a formal diagnostic process to determine eligibility for special education. The other process of identification considers students who enter the school after kindergarten and may have already been identified as needing special education services. As such, when a student enters the school, the operations team will follow up with the student's previous school within 30 days to determine whether the student has an IEP or was receiving interventions within the RTI framework.
- c) **Implementation of Services:** In year one, there will be one Special Education teacher. Students identified as needing special education will be strategically placed in one classroom per grade level in order to focus instruction in one area. This teacher, per our organizational chart, will divide time between classroom instruction and administrative duties associated with and legally required for special education. As our student population grows, we will hire additional special education teachers to reflect a ratio of no more than 15 students per special education teacher. Additionally, a full time Director of Scholar Supports will be hired by year three to facilitate the administrative requirements and coordination of services associated with special education. We will implement a push-in model in accordance with state and federal regulations. As part of this model, many best practices outlined in the curriculum and instruction system will be used in our special education program, such as blended learning, small groups, multiple modalities of learning, and rap, rhythm, and rhyme. More specifically, direct instruction, accommodations, and modifications for each student will be outlined and specified in each IEP.

English Language Learners: The mission of Nevada Rise is to place *all* students on the path to college and ensure *each* child has access to life's fullest opportunities. This includes students identified as English Language Learners (ELLs), whom we project will compose over 50% of our enrollment. We are committed to providing robust language and learning supports for our English Learners. Similar to our approach for special education, we will implement a push-in inclusion model where students will be served in the general education classroom. We will align our instructional practices with State of Nevada requirements and use the supports and assessments from World Class Instructional Design and Assessment (WIDA). ELLs will have the same access as non-ELL students to academic and non-academic programs.

- a) **Identification:** To serve each student adequately, we first must determine eligibility for ELL status. During our initial parent meetings (Home Visits outlined in **Parent and Community Engagement**), parents will complete a Home Language Survey indicating the language spoken in the home. If the dominant language is other than English, we will evaluate students using the WIDA-ACCESS 2.0 which "assesses each of the four language domains of Listening, Speaking, Reading, and Writing" and "meets, and exceeds, federal requirements for the monitoring and reporting of ELLs' progress toward English language proficiency."⁷³ Based on the results, as well as observations of the student using the WIDA Can Do Descriptors, which "highlight what language learners **can do** at various stages of

⁷³ <https://www.wida.us/assessment/ACCESS20.aspx>.

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language development as they engage in teaching and learning in academic contexts,”⁷⁴ the School Leader and Director of Scholar Supports will determine ELL status. The parent(s) will be notified, in writing and in their preferred language, of:

- The reason student was identified as ELL and program placement
- Description of their current English language proficiency levels
- How the student will be accommodated and how the program will benefit the student
- Description of how the student will exit the program
- The rights of the parents to waive services for their child.

b) **Implementation:** Nevada Rise will implement a program targeted towards advancing English language proficiency for ELL students. We will employ a push-in program that delivers services to students integrated into the general education classroom, with additional targeted supports for ELL students. Our program will comply with relevant regulations and laws, including Title VI of the Civil Rights Act of 1964, and the Equal Educational Opportunities Act of 1974.

Elements of our school design will naturally benefit ELL students. The extended time we dedicate to the school day will allow students access to more opportunities to use the English language in a variety of academic setting for longer periods of time. Research supports the benefits of an extended school day on academic achievement specifically for ELL students.⁷⁵ A recent report from the National Center on Time and Learning offers four recommendations on what schools should prioritize and implement to assist ELL students. First, schools should build in extended literacy blocks that emphasize comprehension and repetition, facilitated by extended opportunities to “practice reading, writing, and communicating orally, while also transferring their learning to multiple contexts.”⁷⁶ Second, schools should target instruction to students in small groups, a critical component of our literacy program. Next, schools should give continual support until ELLs reach full academic proficiency, being careful not to interpret English fluency prematurely to mean that supports are no longer necessary. Continued support is achieved by continuing best practices, such as small groupings previously mentioned. Finally, schools should focus on providing improved quality instruction through more rigorous professional development, and increased collaboration and planning opportunities.⁷⁷ Considering these recommendations and the often-overlapping best practices found in high- quality schools, we will meet the needs of ELL students required for them to succeed. Additionally, students will receive supports through instructional strategies and techniques informed by research including, but not limited to:

Support	Description
Interactive Supports	Engage with the English language through pairs or small groups, Internet, and software programs. In this way teachers are trained to be aware of the amount of time students have to talk and listen.
Sensory Supports	Students have access to realia, manipulatives, pictures and photographs, multiple forms of media including magazines and newspapers and physical activities, such as total physical response.
Other Instructional Models	Pre-teaching vocabulary; Peer tutoring with students who are not ELL; Tutoring focused on language acquisition; Use of native language to clarify; High expectations and discipline; Consistent structure in school environment; Scaffolded instruction; Culturally relevant references and materials; Literacy and content-specific Word walls; Anchor charts to which students can continually refer; Audio books; Labels of common materials in classroom; Extensive classroom libraries; Cooperative learning strategies; Echo reading and choral reading; Blended learning.

c) **Assessment and Progress Monitoring:** All ELL students will take annual WIDA ACCESS 2.0 assessments to measure progress in English language acquisition. ELLs will participate in all other

⁷⁴ https://www.wida.us/standards/CAN_DOs/.

⁷⁵ National Center on Time and Learning. “Giving English Language Learners the Time They Need to Succeed: Profiles of three expanded learning times in schools.” December 2015. http://www.timeandlearning.org/sites/default/files/resources/ell_report_12.14.15.pdf.

⁷⁶ Ibid.

⁷⁷ Ibid.

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school assessments, and accommodations on the Smarter Balanced Assessment will be provided on an individual basis in accordance with Nevada testing regulations.

(12) How will you make sure that incoming students will be able to transition to your way of doing things (e.g., school culture, instructional methods) from those of their current schools?

To ensure students transition successfully to Nevada Rise, we will provide opportunities for both the student and family to acclimate to our culture through two well-planned, robust processes to transition incoming students depending on when they transfer in: beginning-of-the-year orientation, and mid-year onboarding.

Orientation: In addition to the orientation process described in the **Parent and Community Engagement** section of this application,⁷⁸ all incoming students transferring at the start of the school year will begin school two days earlier than returning students. In this way, school systems, procedures, routines, cultural elements, and student expectations can be explicitly taught without disrupting any other students or instruction. Staff will practice expectations and students will have opportunities to ask questions and acquaint themselves with both the physical space and the adults supporting them.

Onboarding: In the event that a student transitions to Nevada Rise at any point after the beginning of the academic year, we will ensure a successful transition. First, we will conduct a home visit, similar to those described in the orientation process, to invest the family, provide all manuals and materials, and determine needed supports. We will build time for the Director of Operations to meet with the family to review expectations and logistical items, including the use of technology, nutrition systems, arrival and dismissal procedures, and necessary materials. School leadership will follow up with the student, family, and teachers twice each for the first week to ensure a seamless process and support where necessary. We will assign the student a peer partner to help guide the student to success as they learn our rituals and routines.

FOUNDING LEADERSHIP TEAM AND GOVERNING BOARD

(1) Provide the name of each member of your founding leadership team and a short summary of his relevant qualifications for creating and opening an Achievement Charter School.

Justin Brecht, Lead Founder and proposed Executive Director, is a highly respected and accomplished educator. He was recognized in 2014 as “Educator of the Year” by the *Las Vegas Review-Journal*, southern Nevada’s largest newspaper, and was a winner of the inaugural Heart of Education Award from the Smith Center. Mr. Brecht has been recognized multiple times by the Clark County School District and Clark County Education Association for his outstanding accomplishments in education. In 2012, Mr. Brecht founded the John F. Mendoza BRICK Academy, an extended day program serving an at-risk population comprised of 4th and 5th graders, which has consistently had students outperforming academic peers on state assessments. In addition, as an educator for the Clark County School District, Mr. Brecht held numerous leadership roles and served on various task forces, all of which were aimed at either developing teachers, adopting and implementing curricula, or refining instructional techniques. Mr. Brecht began his career in Las Vegas as part of the Las Vegas Valley’s inaugural Teach For America corps of 2004. He recently completed the highly selective and rigorous Building Excellent Schools Fellowship,⁷⁹ and will serve as an Instructional Coach for Democracy Prep Agassi Campus for the upcoming school year. Mr. Brecht’s resume is attached in **APPENDIX A**.

(2) Will any members of your founding leadership team be on the school’s governing board?

⁷⁸ See question 4, “What specific strategies will be implemented to create and strengthen parent engagement in the success of their children and in the school community. How will you make it possible for parents to express their priorities and concerns both pre- and post-opening?”

⁷⁹ Building Excellent Schools trains high-capacity individuals to take on the urgent and demanding work of founding and leading a high-performing urban charter schools. During the Fellowship, Mr. Brecht was completed intense and thorough training in areas such as: developing and preparing the founding board; curriculum development; assessment systems and instructional techniques; and teacher development. Mr. Brecht also studied high-performing schools across the country, including two month-long residencies at University Prep in Denver, Colorado.

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No member of the founding leadership team will serve on the school’s governing board.

(3) Will any members of your founding leadership team be employed by the school? If so, in what capacity?

Lead Founder Justin Brecht is the proposed Executive Director of the organization, and, upon the school’s authorization, will be hired by the Board as the Executive Director and will serve as the school’s cultural, instructional, and operational leader.

(4) If anyone on your founding team has previously served in a leadership role at another school, provide academic and financial information for that school.

No member of the founding leadership team has served in a leadership role at another school.

(5) If you have identified any additional members of your governing board, provide their names and a short summary of their relevant qualifications.

Governing Board: Mr. Brecht is supported by a diverse and accomplished founding Board of Directors. A summary of relevant qualifications is listed below and a resume for each board member is included in **APPENDIX A**.

Daniel Bernbach	Former teacher in the Clark County School District, now a business executive at MGM Resorts with experience in start-up endeavors, most recently as the Executive Director of the Park Theater at Monte Carlo.
Ninya Beyer	Educator and licensed school administrator currently working with Teach For America as Manager of Alumni Affairs, developing pathways of leadership and development for veteran teachers and TFA alumni.
Brian Blakley	Native of Las Vegas, a parent, and Associate Attorney at Lewis Roca Rothgerber, one of Nevada’s largest law firms, often working on cases involving education.
Nicole Calix Coy	Experienced human resources professional, currently serving as Director of Human Resources for Ark Restaurants Las Vegas. Previously served as Director of Program Services in the nonprofit industry and currently working toward her Juris Doctorate.
Andrea Lombardo	Human resources professional with experience overseeing HR operations at two multi-million-dollar companies in Las Vegas.
Kimberly McDonald	Variety of experiences from business, government administration, and board governance. She is an accomplished and recognized interior designer and CEO of Designing JOI.
Eric Mendoza	Financial knowledge along with real estate and facilities expertise as a relator and broker with Keller Williams Realty.
Ilya Rockwell	Vice President of Business Development for R & R Commercial Truck, Inc., having previously been an entrepreneur and Financial Advisor for Merrill Lynch.
Catherine Sourk	CPA with over 40 years of experience working in a variety of financial roles, including that of Chief Financial Officer with various multi-million dollar companies and organizations.
Steven Washington	Native of Las Vegas and active in the nonprofit sector, he is a lawyer currently working as a Clerk at the Eighth Judicial District Court.

(6) If you have identified a board president, provide at least two examples of his or her professional accomplishments that are relevant to the president role.

Daniel Bernbach, Executive Director and General Manager for Park Theater at Monte Carlo, will serve as our founding Board Chair. In his previous role as an educator, Mr. Bernbach was a teacher hired in the second year of the Las Vegas Valley Teach For America Corps. He was part of the founding staff of Roundy Elementary, where he gained deep understanding of building curriculum, developing instructional practices, and knowledge of operational duties in starting a school. Mr. Bernbach holds an M. Ed. from the University of Las Vegas and an MBA from the University of Southern California in business.

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Mr. Bernbach is responsible not only for leading a team of over 200 staff members, but also for planning and mobilizing significant start-up projects, including leading the opening of both T-Mobile Arena and Park Theater. As the General Manager at Park Theater, he has overall P/L responsibility, including overseeing budgeting for the theater as well as operations. In this role, he collaborates and develops strategy with numerous property and corporate departments including marketing, PR, finance, and entertainment booking. He has participated in multiple RFPs and has selected numerous vendors for his venues. During its first quarter of operations the Park Theater, Mr. Bernbach was selected as the Chairman's Service Excellence Award recipient for MGM Resorts International. Each quarter one department from hundreds in the company is selected for innovation and developing best practices. Mr. Bernbach has a passion for education and start-up endeavors and looks forward to serving in a leadership role on the governing board for Nevada Rise.

(7) Have any members of your founding team or governing board or your school leader been board members or leadership employees at a school or organization that has: been subject to litigation; had material audit findings; been subject to corrective action or closure by its authorizer; or surrendered its charter? If so, detail the circumstances and provide evidence of how the problem was resolved.

No members of our founding leadership team or governing board have been associated with any such organizations subject to such items.

(8) What is the governance philosophy that will guide your board?

The Nevada Rise Board of Directors is a policy-making board and supervises the leadership of the school. The Board is guided by the school's mission and promises. The Board will delegate all day-to-day management decisions and adherence to school policy to the school leader. The Board will provide oversight and ensure all resources are available to deliver upon the mission, and will hold ultimate accountability for the school.

(9) What are the key expectations for governing board members and for the board as a whole? List and provide a brief description of each of the committees you intend to have on your governing board.

The key expectations for all board members individually is to leverage their specific talents to help guide and contribute to the Board's decision-making. Each board member is expected to serve on committees, and some will serve in leadership roles (Chair, Vice-Chair, Secretary, Treasurer, and committee chairpersons). The governing board will be guided by several components supported by research in effective governance.⁸⁰ One of the first acts of the Board will be to formally hire the school leader. The Board will be responsible for evaluating the school leader annually, providing critical feedback regarding performance. Other Board roles and responsibilities include:

- Defining and reviewing the mission, vision and organizational planning
- Recruiting, supporting, and evaluating the school leader
- Ensuring adequate financial resources for the implementation of the mission
- Determining, monitoring, and strengthening programs and services
- Enhancing the public standing of the school
- Ensuring the legal and ethical integrity of the school
- Maintaining the school's financial accountability to the public
- Recruiting and orienting new Board members
- Assessing Board performance annually

Governing Board Committees: The Board will work through standing committees, which will include: Finance, Student Enrollment/Academic Achievement, Facilities, and Governance. Each committee is led by a chair and has specific, time-bound goals. Following is a description of each committee:

⁸⁰ Carpenter, B. *Charter School Board University: An Introduction to Effective Charter School Governance*. National Charter Schools Institute. 2007.

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- **The Finance Committee** coordinates the Board’s financial oversight responsibilities by recommending fiscal policy to the Board, monitoring its implementation, and leads the Board’s participation in resource development and fundraising by developing a culture of philanthropy among members and across the community. The committee also: provides Board oversight of the organization’s annual financial audit; regularly monitors the organization’s financial records; reviews and oversees the creation of accurate, timely, and meaningful monthly financial statements to be presented to the Board at each meeting; reviews the annual budget and recommends it to the full Board for approval; monitors budget implementation and financial procedures; monitors budget assets; monitors compliance with federal, state, and other financial reporting requirements; helps the Board understand the organization’s financial standing; reviews and recommends the annual fundraising plan for adoption; and provides updates regarding fundraising activities and outcomes. The Board Treasurer will chair this committee. The Finance Committee reports to the full Board and maintains consistent communication with management.
- **The Student Enrollment/Academic Achievement Committee** leads the Board’s participation in supporting the school’s effort to enroll students/families and oversight of the academic performance once the academic year commences. While all board members are expected to provide oversight for both financial and academic outcomes, this committee is particularly focused on diagnostic academic performance data throughout the year as it aligns with the achievement of end-of-year goals. Furthermore, this committee will provide consistent support to the school’s efforts to reach 100% capacity in enrollment. The committee is tasked with reviewing actual and projected enrollment figures and supporting recruitment to ensure projected figures are achieved; communicating with the Finance Committee regarding contingencies for under- or over-enrollment; reviewing and presenting academic performance data to the full Board; and strategizing on community outreach efforts.
- **The Facilities Committee** supports the school in identifying and securing an appropriate space for the school’s academic program and operations. Upon securing the space, the Facilities Committee is charged, along with the Executive Director, with updating and/or restoring the space to ensure the school’s academic program can be fully implemented. This committee is charged with exploring long-term possibilities to ensure the school always has a home that suits its needs, particularly when it reaches full capacity.
- **The Governance Committee** has multiple responsibilities: identify, recruit, and nominate persons to serve as members and officers of the Board; orient new Board members; oversee adoption and implementation of Board policies, bylaws, and due diligence functions; and oversee annual evaluation processes of each Board member and the Board as a whole as measured against Board responsibilities and performance expectations. Identification of well-qualified Board candidates will result from a carefully planned process designed to obtain capable, knowledgeable, and representative leadership for the school. For a variety of reasons, at-large vacancies may occur on the Board before terms expire. When these occur, the Governance Committee recommends a suitable candidate for appointment by the Board to fill the vacancy. The Committee reports to the full Board and maintains consistent communication with management.

HUMAN CAPITAL

(1) If you have not identified a school leader, what is your strategy for recruiting one?

Justin Brecht, Lead Founder of Nevada Rise, will be the school leader.

(2) What qualifications will be required of the school leader?

The school leader will be responsible for all aspects of the school’s academic program and performance, financial management, and organizational health, and is entrusted with advancing the mission, maintaining

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financial viability, and determining the direction of the school in accordance with the mission. The qualifications required include: a strong commitment to, belief in, and alignment with the school's mission and vision; ability to lead and motivate staff; ability to work effectively with parents and the community; minimum Bachelor's degree; ability to assess and analyze data to make strategic decisions; knowledge of education, finance, governance, or law; excellent communication skills; ability to multi-task; exuding the values of the school; meeting challenges with optimism and perseverance; and willingness to apply feedback. Please see **APPENDIX B** for job description for the school leader.

(3) Against what goals will the board measure the school leader's success, and what will the board do if the school leader fails to achieve those goals?

The Board will conduct an annual review of the school leader based on the academic goals found in the **Proposed School Model and Academic Plan** section of this application.

At an annual retreat, the Board will analyze the previous year's performance, noting areas of strength and areas for improvement, and dedicate time to strategic planning. The board will evaluate the success of the school leader and the organization using dashboard data and measuring results compared to the goals outlined in the **Proposed School Model and Academic Plan** section of this application. A sample dashboard can be found in **APPENDIX D**.

If the school leader fails to achieve these goals, the Board will take the following corrective measures: evaluate reality and validity of the goals and adjust as needed; create an improvement plan with specific, measurable goals for which the school leader will be held accountable; if a trend of chronic or egregious underperformance occurs, replace the school leader.

(4) What systems will you put into place to ensure the development of a school leadership pipeline that will enable you, if needed, to find a successor for your founding school?

Nevada Rise will continually evaluate staff through weekly observations and feedback sessions, culminating in an annual formal review process. Considerations for potential leadership roles will be part of the process to develop leadership capacity within the staff. We will establish systems to build and assess the capabilities of staff to assume leadership roles. As part of our robust professional development (PD) we will encourage staff to lead sessions during summer trainings, data days, and Friday PD sessions. Grade level leads facilitate planning, PD sessions and other opportunities, all of which will develop leadership. As we expand each year, we will look to hire key leadership roles such as a Director of Curriculum and Instruction, and Director of Scholar Supports. Each role will align with specific duties of the School Leader to ensure we have the institutional capacity to continue to drive towards the mission if a successor were to become necessary. We will work with our partners such as BES to evaluate the potential leadership capabilities of staff. If we identify a potential leader, BES offers opportunities to develop skills through programs like Leaders for Emerging Networks of Schools (LENS) and Weekend Warriors.⁸¹

(5) What is your strategy for recruiting high-quality teachers?

To deliver on our rigorous academic program, we will recruit and select outstanding educators with passion, content mastery, and a commitment to do what is necessary to ensure the uncompromising academic performance of our students. In response to input from the community, we will proactively recruit staff members representing racial and ethnic minorities. To learn best practices and avenues for recruiting diverse talent, we will meet with the Clark County School District Office of Equity and Diversity.

To find great talent, we will develop partnerships with organizations like Teach For America, which Governor Sandoval lauded as “[o]ne of the most successful programs in the country today... a unique corps of brilliant young leaders from America's top universities, who give their time and talent as teachers in

⁸¹ <http://buildingexcellentschools.org/the-talent>.

schools that need them most.”⁸² We will leverage the resources of and develop partnerships with the Nevada Teacher Corps and The New Teacher Project. In addition, we will have support from BES to guide hiring practices and ensure we hire capable, philosophically-aligned teachers. We will seek to partner with the Urban League, the Latin Chamber of Commerce, the Urban Chamber of Commerce, and other organizations to explore nontraditional pathways for finding individuals who are mission-aligned and represent a diverse background. For national recruitment efforts, we will announce openings on our website, social media, and sites such as teachers-teachers.com and edjoin.org. We will partner with teacher preparation programs from local institutions of higher education - the University of Las Vegas, Nevada, and Nevada State College.

A rigorous screening and interview process will precede any hiring of staff. This process will include resume analysis, written essay questions, phone interviews, demonstration lessons with feedback, and in-person final interviews to ensure we offer positions only to excellent candidates who are a strong fit for our school.

(6) What qualifications will be required of your teachers?

In compliance with the Nevada Revised Statutes, at least 70% of the teachers who provide instruction at Nevada Rise will be licensed teachers. Minimally, all teachers will have a bachelor’s degree and will preferably be working towards teacher licensure and “highly qualified” status. All personnel will complete a criminal background check and fingerprinting, satisfying requirements from the Federal Bureau of Investigation and Nevada Records of Criminal History. All staff will have TB clearance. We will also give preference to teachers with experience or credentials in teaching ELL students.

To ensure we have quality candidates able and willing to implement the demands of our mission, candidates must exhibit the following criteria:

- Demonstrated intelligence through the capacity to learn and achieve
- Growth-Mindset demonstrated through the ability to take and implement feedback
- Initiative demonstrated through action-oriented mentality with a sense of urgency
- Potential in the classroom skills of classroom management, and lesson delivery
- Willingness and ability to work effectively in a multicultural, multilingual environment, particularly with students and families who may not be proficient in English.
- Demonstrated willingness, capacity, and eagerness to work in a team-centered environment
- Absolute alignment with mission, expectations, and culture of Nevada Rise

(7) If you are seeking to partner with an existing school site, how will you provide teachers and staff at the site the opportunity to complete for positions at the conversion school?

We are not seeking to partner with an existing school site.

(8) What are your expectations for teachers?

Nevada Rise will have a culture of achievement that includes high expectations applied to all stakeholders, including teachers. All teachers a Nevada Rise are expected to advance and embody the mission of the school. To accomplish this, teachers will have the following responsibilities:

Curriculum	<ul style="list-style-type: none"> • Implement and assist in the development of the curriculum, including scope and sequence, unit plans, lesson plans, and internally created assessments. • Ensure all lesson plans are aligned with the NACS and reflect the rigor necessary for student mastery of isolated skills and the complex integrated skills within the standard.
Instruction	<ul style="list-style-type: none"> • Teach engaging lessons in whole/small group settings, while providing individual supports. • Using data tracking systems, analyze assessment data and modify instruction in response. • Actively participate and engage in professional development.

⁸² Sandoval, Brian. “2013 State of the State address to Nevada Legislature.” 16 January 2013. Retrieved at http://www.ontheissues.org/Governor/Brian_Sandoval_Education.htm.

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Culture	<ul style="list-style-type: none"> • Continually implement feedback to improve effectiveness in instruction. • Teach, model, and uphold school systems, values, rules, consequences, rewards, and policies. • Communicate regularly with parents and families. • Meet all administrative requirements within given timeframe. • Participate in extracurricular activities such as University Nights, field trips, appropriate orientation events, and other community engagement efforts throughout the year.
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Additionally, our full teacher evaluation tools, including elements of the Nevada Educator Performance Framework,⁸³ as provided by the Nevada Department of Education, are found in **APPENDIX E**.

(9) How will you successfully communicate these expectations and ensure that teachers stay on track to meet them?

High-quality instruction is a critical element of our mission. To ensure this is successfully accomplished, communicating and enforcing our expectations are essential. Upon first contact with teacher candidates, we will provide and discuss these expectations for full transparency. Throughout the screening and interview process, we will iterate these expectations as candidates prepare for interview tasks. When hiring, we will reiterate these expectations before teachers sign an employment contract acknowledging understanding of the expectations. We have embedded three distinct and complementary components in our professional development (PD) program to review expectations to ensure teachers are on track to meet them. Summer orientation will provide ample opportunities to review expectations and begin implementing them. Weekly PD sessions will respond to teacher trends in meeting expectations, both strengths and areas of improvement. Individual weekly feedback sessions will allow for deeper conversations and focused sessions to review individual teacher expectations and address opportunities for growth.

(10) How will you seek to retain your high-performing teachers?

Research bears out the importance of teachers in student achievement,⁸⁴ and retaining high-quality teachers is a mission-critical top priority for Nevada Rise. Retaining teachers from the school’s founding and consistently over time will build institutional knowledge, allowing for instructional expertise, stability, and community investment as teachers make connections with families and other members. Studies have shown that teachers are often dissatisfied and ultimately leave schools due to a lack of development and support.⁸⁵ Nevada Rise will seek to retain our high-performing teachers by ensuring they are consistently challenged and continually developed and given opportunities to grow professionally. We expect to build leadership capacity within the school and promote from within. We will motivate teachers with celebrations during school Community Circles, recognizing classroom accomplishments, professional development sessions, and build personal relationships through an open-door policy to address concerns both formally and informally. We have structured our budget to substantially increase salary after three years of teaching, and will provide for teachers to attend conferences and professional development sessions. Finally, we will respond to staff feedback through surveys given at the midpoint of the school year, and end of the year.

(11) Describe in detail your program for coaching and otherwise developing staff.

Cultivating and developing effective teachers and support staff through purposeful professional development is an inherently required component of our mission. We will carry this out throughout the year with strategically planned sessions that meet a variety of goals. Each year, we will offer over 25 days of professional development aimed at excellence in teaching and academic achievement. Our slow growth model will enable our staff to be adequately and strategically trained over time. This training and development will consist of growing knowledge and best-practice professional development of curriculum and instruction as well as providing effective response to and monitoring of student achievement.

⁸³ http://www.doe.nv.gov/Educator_Effectiveness/Educator_Develop_Support/NEPF/Rubrics/.

⁸⁴ Hanushek, Eric. “Valuing Teachers.” *Education Next* (Summer: 2011).

⁸⁵ City Leadership. Teach901. *Making Memphis Teacher Town*. Print.

Professional Development (PD): For three weeks before students arrive each fall, we will provide intensive teacher training to ensure an effective beginning to the school year. The first week of summer PD will focus on building a strong adult culture through engaging team-building activities. As Paul Bambrick-Santoyo observes, “[W]hen leaders create a vibrant and joyful culture, teachers are more willing to be held accountable and more willing to do the hard work that they do.”⁸⁶ A strong adult culture will permeate the school to lay the foundation for a strong student culture, and facilitates a working environment that drives toward strong staff investment in the mission and vision. We will introduce elements of the school day. During this first week of summer PD, sessions will address professional expectations; overviews of roles and responsibilities; elements of the school design and detail-oriented practice of our school’s systems, routines, and procedures. As a team, we will practice routines and systems with role play to ensure that each member of the staff is crystal-clear in their understanding of what entering the building looks like, for example. This process and level of detail will be replicated with other crucial components of the day for students and teachers.

The second week of summer PD will focus on the essential components of the mission: curriculum, instruction, and character development. Each day will have expanded time allotted to intensive, practice-based coaching of instructional techniques. Curriculum-based PD will focus on lesson planning, effective practices to deliver curriculum, and materials. We will provide teachers with our scope and sequence, as well as with vertical and horizontal alignment of standards and lesson plans prepared for the first assessment cycle (six weeks). Teachers will use these plans to focus on instructional practices and delivering the curriculum effectively, and as examples as they begin to develop their own lesson plans later in the year. The final component of this week will be focused on character development, and more detailed implementation of our discipline and behavior systems and how we will intentionally develop character as an integrated and integral part of our daily classroom culture. Lastly, the third week of summer PD will focus on preparing for a strong and organized first week with students and families, including simulations of classes, transitions, arrival, dismissal, and role playing for scenarios.

Weekly PD: To sustain a culture of high expectations throughout the school year, we will use our abbreviated days on Friday to continue the same elements of PD: maintain a mission-focused school, strong adult culture, recalibration of lesson plans, instructional techniques, collaboration, and effective materials. This time will also be used to stay current on effective techniques, research, and ideas through the use of “book club” discussions on various books, articles, and other readings. School leadership will use trends from weekly observations and address gaps noticed to maintain high expectations and a sense of urgency. Staff will end each week with shout-outs highlighting other staff members.

Data Days: Every 6-8 weeks, students will complete interim assessments. To provide authentic data-driven instruction, staff will take a full day (appended to holiday breaks/weekends for family’s convenience) to examine assessment results to analyze areas of growth and challenge. School leadership will collect the data and complete preliminary analysis to drive the deliverables for PD. Teachers will collaborate in grade-level groups to confirm trends and identify new trends, areas of challenge, and next steps. Leadership will circulate and guide conversations and deliverables and actively engage teachers in the skills they need. Teachers will take the necessary steps to address the data, creating strategic groupings and identifying other impactful solutions. The goal is to build systems that ensure the professional development translates from paper to practice to effectively improve results. Teachers will also use this time to collaborate with other teachers to share effective practices, plan interventions, and provide time to practice, in accordance with our belief that “giving teachers time to apply their learning is the difference between an engaging afternoon and sustained improvement in instruction.”⁸⁷

⁸⁶ Bambrick-Santoyo, Paul. *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. San Francisco, CA: Jossey-Bass, 2012.

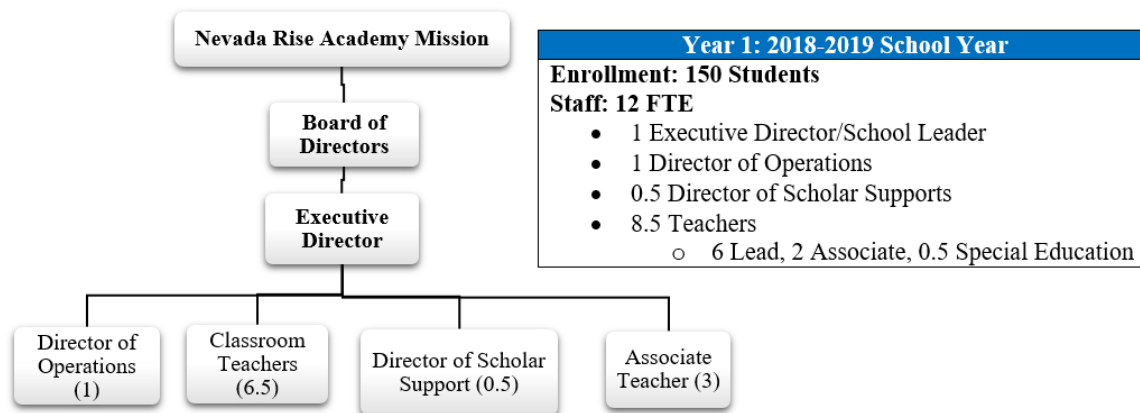
⁸⁷ Bambrick-Santoyo, Paul. *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. San Francisco, CA: Jossey-Bass, 2012.

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Weekly Feedback: Among the top three levers for academic results of successful schools is observation and feedback.⁸⁸ Each day, school leadership will visit each classroom for a three-minute walk-through to maintain a strong presence in the classrooms and create a culture of collaboration. These walk-throughs allow for quick instructional and school culture checks. Each teacher will be observed weekly for an additional 30 minutes, followed within 24 hours by a meeting to discuss observation, set immediate goals, and, if necessary a subsequent coaching session targeting improved practice. The goal is not to judge, but to allow the leader to identify and communicate the quickest, highest leverage move for a teacher to improve student learning. By undergoing weekly observations and receiving feedback, a teacher develops as much in one year as most teachers do in twenty.⁸⁹ For a teacher who needs more robust supports, additional peer observations where they are observed by stronger teachers - and vice-versa- will occur, with leadership following up on next steps within a week to monitor progress.

12) Provide an organizational chart.

Organizational Chart: The following organizational chart details the structure of the school for the first operational year. One qualified general education teacher will split time as the special education teacher and Manager of Scholar Supports. Each year, 3 classroom teachers and 1 associate teacher will be added. In the second year of operation, an office manager and enrichment teacher will be added. Director of Curriculum and Instruction will be added in the third year.



PARENT AND COMMUNITY ENGAGEMENT

(1) How have parents of potential students been involved in the development of the proposed school program?

Parents of potential students have been crucial in the development of the proposed school program. The founding team has used a variety of strategies to engage and solicit input from hundreds of parents, students, educators, and community members. An analysis of data collected from our outreach efforts is detailed in [APPENDIX C](#). Below is a description of how potential parents and families have been involved in developing our mission and program.

On multiple occasions, Lead Founder Justin Brecht has visited local libraries and community centers to engage in individual conversations with potential parents. These conversations have gleaned input in two ways: 1) asking open-ended questions about what they would like to see in a new elementary school; and 2) asking potential parents to complete a survey aligned with components of our school (see sample below).

⁸⁸ Ibid.

⁸⁹ Ibid.

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In these conversations parents reviewed the mission, analyzing key design elements, and providing feedback. Any parent who participated in these conversations affirmatively supported the school and signed our Community Support list and we look forward to continuing conversations in the upcoming year. For signatures of support from these conversations, see [APPENDIX C](#).

Community Input Survey

Name: Sloan, M. Email/Phone Number: [Redacted]
 Names/Ages of Children: Chloe Zip Code: [Redacted]

QUESTION	Agree	Neutral	Disagree
Families should have options for where they send their children to school.	5	4	3 2 1
Schools should focus on preparing students for college.	5	4	3 2 1
Students benefit from longer school day (example: 8:00 am to 4:00 pm)	5	4	3 2 1
Character development should be taught in schools.	5	4	3 2 1
Great teachers are the most important factor in student learning.	5	4	3 2 1
Schools should communicate with families weekly about progress.	5	4	3 2 1
Students learn best in a structured environment.	5	4	3 2 1
Schools should provide individual student support, every day.	5	4	3 2 1
Arts are a powerful way to support student learning.	5	4	3 2 1
Students should have opportunities to learn outside of school (field trips)	5	4	3 2 1
What else would you like to see in an elementary school? More Music Art and Physical Activities. Active and Art (Boys) Allow for a better student.			

Community Input Survey

Name: [Redacted] Email/Phone Number: [Redacted]
 Names/Ages of Children: J.S / 10 yrs Zip Code: 89110

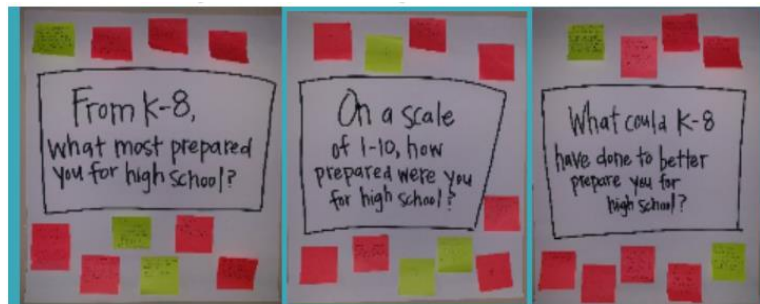
QUESTION	Agree	Neutral	Disagree
Families should have options for where they send their children to school.	5	4	3 2 1
Schools should focus on preparing students for college.	5	4	3 2 1
Students benefit from longer school day (example: 8:00 am to 4:00 pm)	5	4	3 2 1
Character development should be taught in schools.	5	4	3 2 1
Great teachers are the most important factor in student learning.	5	4	3 2 1
Schools should communicate with families weekly about progress.	5	4	3 2 1
Students learn best in a structured environment.	5	4	3 2 1
Schools should provide individual student support, every day.	5	4	3 2 1
Arts are a powerful way to support student learning.	5	4	3 2 1
Students should have opportunities to learn outside of school (field trips)	5	4	3 2 1
What else would you like to see in an elementary school? Varied teaching methods			

In May 2017, we also released a digital survey to solicit feedback and gather input from the larger Las Vegas community. We posted this survey on our school website, school social media pages, and social media groups targeting specific locations reflecting our targeted student demographic. The survey reached 3,000+ residents of the greater Las Vegas area, yielding over 50 completed surveys, with additional comments from dozens of community members outside the actual survey. These efforts gained the attention of a local news organization that led to a feature on television allowing our message and call for parent input to spread to an even larger audience.⁹⁰

We have hosted and continue to host numerous community information sessions. We have held these sessions in conjunction with local community organizations such as the Boys and Girls Club of Southern Nevada, the United Way of Southern Nevada, and the Las Vegas-Clark County Library District. During these sessions, we have introduced and discussed our proposed school model and invited parents to ask questions, provide input and share experiences from other schools. We have centered the discussion around 10 key elements of our school design (found in the survey in [APPENDIX C](#)). These sessions were met with extreme enthusiasm about school choice. Well over 80% of the parents we encountered were eager to gain not only information, but enrollment.

We held more grassroots-centered sessions at local parks, and, on multiple occasions, Lead Founder Justin Brecht has met with groups of families in their homes. These sessions have led to in-depth conversations about individual families' experiences in schools, detailed feedback on our proposed school components and academic program, and group input on what families want in a school serving their community. The common sentiment has been strong support by the overwhelming majority of participants, and their input is included in [APPENDIX C](#).

Our outreach efforts have involved incorporating student input in our proposed school program. Similar to our methods for reaching adults, we coordinated with parents, community organizations, and schools to gather authentic opinions and input from our most valued constituents - students. As our mission aims to place students on a path to



⁹⁰ <http://www.ktnv.com/news/valley-school-teacher-trying-to-start-a-charter-school-from-scratch>.

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college, and we intend to prepare students to enter selective and competitive middle and high schools, we hosted a focus group to collect input from students in our target community who attend what are widely considered Nevada’s most successful public high schools. At this session, we collected student input detailing what in their K-8 educational experiences prepared them for success, and what they felt could have prepared them to be more successful. In an ensuing conversation, we used these students’ input to modify our individual supports elements, as the recurring theme concerned individual attention for specific needs. We have also held focus groups of students in our target community who are involved with Leaders in Training, a local nonprofit preparing students for college and community leadership, and for students who attend a variety of magnet middle schools. Students have largely supported the elements of our academic design, and provided invaluable input not only on our model, but also on their personal experiences, both positive and negative, in Nevada’s public schools. In addition, we held a focus group with students who were a part of the BRICK Academy, previously founded by Nevada Rise Lead Founder Justin Brecht and one of the first programs to be a part of the Clark County School District Office of School Reform and Innovation. All the students we have met with represent the demographic of our target population and together reflect a broad range of educational experiences from neighborhood schools as well as many of the magnet schools throughout the Las Vegas Valley.

(2-3) With which key community members and local and national support organizations have you developed partnerships? How have these community members and support organizations helped you develop your school program? How will they help you once your school opens?

To date, Nevada Rise has developed relationships with many community members and organizations. Outlined below are some of our major planned partnerships, as well as details on how these organizations have helped to develop our school program and how they will help once we open:

National Partnerships	
Partner	Description of Relationship
Building Excellent Schools (BES)	National nonprofit that trains and supports high-capacity individuals to lead high-achieving, college preparatory urban charter schools. Through the BES Fellowship Lead Founder Justin Brecht was trained in the development of all elements of school design, finance, board governance, PD, and more. Nevada Rise will continue the partnership with BES through Follow-On Support (FOS) which includes a personal coach for the school leader and other school supports during the start-up period and first two years of operation.
Achievement Network (ANet)	National nonprofit that helps to improve student learning with instructional support and proven practices informed by school data. ANet has helped to develop our school program by providing resources to implement a data-driven instructional approach. Upon school opening, the partnership will evolve to include coaching and assessment.
YogaEd	National educational organization that trains schools to effectively incorporate yoga into the curriculum. YogaEd has helped to guide part of our enrichment program and will continue to be a part of Nevada Rise by training teachers to implement of yoga in enrichment.
EdTec	Offers charter schools back-office provider supports and assist with financial and human resource components. EdTec has assisted with developing our budget.
thinkLaw	Helps educators teach critical thinking skills using real-life legal cases. Resources from thinkLaw have informed our program to help deliver individual supports during our RISES time. Upon authorization, thinkLaw will continue to be a resource and provide curricula to support individual learner needs.
Local Partnerships	
Potential Partner	Description of Relationship

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Opportunity 180 (O180)	Provides resources to launch high-performing public schools. O180 has helped develop our school program by providing guidance on community engagement and has pledged support with \$100,000 in funds to launch our initial programming. Once we open, O180 will continue to be a source of support for parent engagement and resources to address community need.
SEL for Prevention, Code.org, Junior Achievement	Local organizations that have given input and feedback on Nevada Rise’s enrichment and character development programs. Each will play a role in reaching each learner in a variety of ways- i.e., coding, character development, financial literacy.
City of North Las Vegas	Two members of the City Council and employees from the Mayor’s Office have provided guidance on community need and available resources. Council members spoke to needs of the communities they represent, i.e. Councilman Isaac Barron discussed how schools need to be an institution that is interwoven into the community. Councilmembers has pledged to be a resource for accessing the larger community.
Nevada Succeeds	Local nonprofit that identifies systemic challenges that diminish the impact of our education professionals’ best efforts to help students achieve. We will continue dialogue to implement effective professional development.
Leaders in Training	Local nonprofit that guides students in developing leadership skills that will propel them into college and help them become leaders in their communities. Founder Erica Mosca has been a partner in networking, connecting us to key members of the community. Her students have been part of our outreach; we expect to partner to provide opportunities to both our student populations.
Immunize Nevada	Local nonprofit that will guide our immunization efforts during registration for kindergarten students and all other new students as needed.
Local Schools	Futuro Academy, Equipo Academy, Democracy Prep, EPIC Academy, and Denver-based BES school University Prep will all serve as resources for sharing best practices and resources.
The New Teacher Project and TFA	We will continue to develop partnership with both organizations to recruit effective teachers and follow best practices for professional development.
United Way & Boys and Girls Club of Southern Nevada	Partnered to plan community input sessions on school design. Each organization has lent resources or facilities to host sessions to communicate school mission and vision, and engage with the community and will continue to lend their resources in our continued outreach, if the school is authorized.

We have met with dozens of local organizations that specialize in certain issues. The purpose of these meetings has been to establish connections and solicit feedback on our school design and philosophy, from organizations with expertise in certain fields. For example, we have discussed and solicited input from the following groups:

- special education and parent involvement - Nevada PEP
- best practices in empowering students with disabilities - Best Buddies
- serving homeless children - Nevada Partnership for Homeless Youth
- engaging parents in the school - the Nevada Parent-Teacher Association
- character education and meaningful experiences to enhance education- Gentlemen by Choice
- effective experiences for students to provide exposure, access and opportunities - Outside Las Vegas Foundation and the Nevada Department of Wildlife

All conversations have provided feedback informing the continued development of our school design.

(4) What specific strategies will be implemented to create and strengthen parent engagement in the success of their children and in the school community? How will you make it possible for parents to express their priorities and concerns both pre- and post-opening?

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A critical part of our mission success in placing students on a path to college depends on the participation of parents and families in that mission. Specific strategies to engage, inform, and involve parents in the success of their children are outlined below.

Home Visits: Upon commencement of our enrollment recruiting process, we will continue to engage with the community, targeting areas for potential students. Post-enrollment, school leadership will conduct Home Visits with each family. Meetings will take place at the family's home or public place convenient for them if they prefer. Meetings are an initial opportunity to begin building strong relationships with our families, and to learn about interests of our incoming students and their parent's hopes and dreams for them. We will conduct initial diagnostic assessments to identify students' specific needs to inform teachers and leadership in developing appropriate academic plans. Only families new to the school will participate in these meetings. We will discuss the school, the expectations of each family, and their role in supporting their child's education. We will discuss mutual accountability between the home and school and both parties will sign an agreement outlining how we will work together to accomplish our mission.

Orientation: Once students have enrolled, they will participate in a three-step orientation process, amplifying the information but separate from the initial Home Visit. Approximately two weeks after acceptance letters are received, the first orientation will provide overview of school expectations and family requirements. We will review our mission and vision, present an overview of culture and design elements, and offer opportunities for questions and answers. Two weeks before the first day of school, the second orientation session will take place to provide logistical information to families. This orientation will provide operational details concerning the role of families, such as arrival and dismissal, homework expectations, and methods of communication. The final orientation will occur approximately three weeks into the school year, providing opportunities for families to meet their child's teacher and become informed about specific classroom expectations. All families are expected to participate fully in this annual orientation process.

Conferences: At the end of each of the first two trimesters, parents must attend conferences with their child's teacher to discuss academic progress and character development, while planning for goals to reach in the upcoming trimester. Additional conferences toward the end of the year are dependent on the individual needs of the student. If a child is not reaching expectations or is a candidate for possible retention, conferences with school leadership and teachers will take place.

UJIMA/CAFECITOS: Each month, Ujima/Cafecitos will encourage families to engage in conversation with school leadership.⁹¹ Starting in the morning after students have entered class and are engaged in learning, sessions will deliver updates and communications to parents, offer an opportunity to ask and answer questions, and engage with parents in a more relaxed environment with light refreshments. Attendance is encouraged and promoted, but will remain strictly optional.

Families for Success: Families for Success Council (FFSC) is an opportunity for parents to become involved in the decision-making process. This group is open to all parents, with the purposes of: providing families with concrete actions to help them help their children achieve; allowing families to connect with and support each other; supporting the school in reaching its academic goals; connecting families to school volunteer opportunities; developing and implementing special programs for families; sponsoring events for the entire school community; raise money for the school; and working with staff to examine students' academic and social progress and discuss initiatives to improve student outcomes.

University Nights and Celebrations: Approximately every other month or six times each year (depending on other events, parent-teacher conferences, and holiday breaks) staff and students will host University Nights. Families will unite and engage with the school in celebrating student academic progress. Varying in format, activities will range from student performances, interactive academic activities, and

⁹¹ Ujima is Swahili for "collective work and responsibility" <http://www.officialkwanzaawebsite.org/index.shtml>. Cafecitos "are a small-group outreach model that engages primarily Latino parents...The intimate setting is culturally appropriate and very effective in leveraging trust and building rapport with an adult audience, mostly immigrant, Spanish-speaking families." <http://www.colorlatina.org/content/cafecitos-0>.

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demonstration of strategies to help students learn. Each trimester, we will also celebrate student achievement at RISE (Recognizing Individual Student Excellence) Celebrations, inviting families to the school to recognize academic achievement, demonstration of school values and character growth, and attainment of goals.

Communication: Clear and frequent communication is crucial in involving parents and families in their child's education and school life. Families will receive reports every trimester that update them on their child's progress on assessments and specify current reading levels, interventions in place for support and steps that can take place at home to increase achievement. Report cards will be sent home each trimester that reflect current academic performance and character development in each class, accompanied by a detailed narrative and explanation of grades and progress. We will dedicate 15 minutes of our Friday PD allowing teachers to make phone calls to select students, as necessary and appropriate, to inform parents of academic progress, celebrate achievement, and discuss any challenges. Parents will have each teacher's contact information to reach them by work phone or email. Weekly Life's Work logs will go home daily, with space to provide for written communication, as necessary. Parents will be required to sign these logs each night, indicating completion of Life's Work. Monthly newsletters will be sent from school leadership to inform parents of progress towards the mission and provide important information and updates. Finally, we will be diligent in maintaining a current, informative, and user-friendly school website with links to Nevada Rise social media.

Volunteer/Open Door: Nevada Rise will maintain an "open door" policy, where parents are always welcome at the school. Visitation to classrooms must be approved by school leadership. Parents will be provided opportunities to volunteer time and services throughout the year, but will never be required to volunteer. Opportunities will be available in materials preparation, special school projects, and chaperoning. To show our appreciation for the generous gift of parents' time, systems will be in place to track parent volunteer hours, and the school will recognize parent's efforts through incentives in the form of Nevada Rise apparel and materials, pictures on bulletin boards and through electronic communication.

(5) How will your school leader and board members engage with the neighborhood and the broader community on an ongoing basis? How will you resolve any disputes that may arise?

To continually reflect and be responsive to the needs of our community, we intend to be interwoven into the fabric of the community. North Las Vegas Councilman Isaac Barron has discussed with us the importance of being continually present in the community, which is our goal. We will invite the broader community to all school events and seek to partner with local businesses and vendors to support school functions and programming. Upon securing a facility, we will start building relationships with all neighboring properties, gather input about the community and discuss how we can work together for mutual benefit. We are proud to serve our community, and ultimately strive to make our community proud of what we accomplish together.

In the event that a grievance or dispute arises, we will make every effort to resolve the issue without resorting to the formal grievance policy. If a resolution cannot be reached, we will have a formal procedure to seek resolution. A summary of the policy is outlined below:

1. Written complaint is submitted to the School Leader. Complaints can be submitted by physical letter and email, using the published Nevada Rise email address.
2. The School Leader will investigate, take appropriate action, and inform stakeholders of any action within five (5) days.
3. If the action does not satisfy all parties, the complaint will be submitted to the Board of Directors within ten (10) days of the School Leader's action.
4. Within ten (10) days of receiving the complaint, the Board Chair will convene a committee to investigate and render a decision.
5. In most cases, the decision of the committee will be final. If the committee is unable to reach a decision or the dispute could interfere with Nevada Rise operations, the committee will bring the

dispute to the whole Board for consideration at the next scheduled meeting. If warranted, a special meeting may be convened. The decision of the Board will be final.

FINANCIAL READINESS

(1) What are the processes and systems that you will use to manage the critical financial functions of your school? If you will contract out for any financial services, identify with whom you will contract and explain their relevant background and the specifics of your contractual relationship.

Nevada Rise will conduct sound financial management, ensuring responsible oversight of public monies while fulfilling our mission to place all students on a path to college. We will follow conservative budgeting practices to minimize financial risk - estimating expenditures liberally and revenues conservatively. We will develop and formally adopt a Fiscal Policies and Procedures Handbook that outlines and governs the management of critical financial functions. A draft of the handbook outlining such policies is attached in **APPENDIX F**. To prevent deficits and ensure fiscal viability, we will adhere to the following practices: building up cash reserves over time; assuming limited start-up grants and fundraising; operating solely on public funds; planning for cash flow shortfalls; and aligning the budget to the school model.

Nevada Rise will contract with a proven, comprehensive back-office provider experienced in serving charter schools to support the critical financial functions of the school, including:

- **Budgeting:** Assistance in the development of annual budgets with cash flows, timely revisions and updated monthly forecasts.
- **Financial Statements and Reporting:** Monthly year-to-date financial statements, cash flow projections, statement analysis and support in resolving any financial issues, while supporting government financial reporting for budgets, interim reports and audited reports.
- **Accounting:** Journal entries and transaction recording, fund accounting, bank reconciliation and compliance with GAAP, GASB, SACS, and Nevada regulations.
- **Accounts Payable and Receivable:** Revenue verification and collection.
- **Purchasing:** Assistance in procedures for vendor selection and major purchases.
- **Payroll Management:** Services including agency reporting, tax reporting and deposits, and PERS.

We will also contract with a certified public accountant to conduct the annual audit of the organization. We have not yet identified the specific back-office provider with which we will contract. This selection will be subject to a competitive Request for Proposals (RFP) process. We will seek the following qualifications for the financial services provider we select:

- General alignment and commitment to working with charter schools serving at-risk students
- Required certifications reflecting necessary expertise
- Extensive experience providing back-office support to first year charter schools
- Strong oversight in establishment and management of internal controls
- Capacity to provide personalized and exceptional service (low client-to-staff ratio)
- Effective coverage of all areas of school management
- Demonstrated experience in preparing annual financial reports in accordance with Nevada guidelines and communicating with all relevant local, state and federal entities
- At least three positive referrals from other charter schools with clean financial audits
- Affordability for resource-constrained charter schools - provide competitive pricing plan

We have proactively engaged with multiple vendors (EdTec, Central Source, and Charter School Business Management) for guidance in developing our budget in accordance with Nevada-specific regulations.

(2) How will your staff and board share the responsibility of financial oversight for your school? What systems, routines, and processes will protect against fraud or theft?

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The Board of Directors is charged with financial oversight of the school. We will formally adopt Bylaws, a Conflict of Interest Policy, and fiscal policies outlining roles, responsibilities, and processes concerning financial oversight such as: banking and cash management; procurement; expenses and accounts payable; payroll and liabilities; assets; grants and donations; debt; and security (see **APPENDIX F**). These policies will be developed by the Executive Director, with support from our back-office provider. To prevent fraud or theft, multiple layers of control are embedded in our financial oversight practices, including segregation of duties and essential checks and balances. Our financial oversight practices will include:

- The Board will participate in financial trainings with our back-office provider, Building Excellent Schools Follow-On Support, and State of Nevada agencies for best practices, basic accounting principles and controls, reading of balance sheets and dashboards, and financial statements.
- The Board will review and approve an annual budget, developed by the Executive Director, Finance Committee, Director of Operations, and the back-office provider.
- An external auditor will be vetted by the Finance Committee and approved by the full Board. The auditor will report results at a meeting in compliance with the Nevada Open Meeting Law, and the auditor's report will be included in the school's annual report and sent to all appropriate entities.
- Financial statements will be prepared by our back-office provider, reviewed by the Executive Director, analyzed by the Finance Committee, and presented to the Board at each monthly meeting.
- The Executive Director is responsible for the day-to-day financial management and oversight, working with a back-office provider to establish and maintain proper financial management systems, such as management of payroll and benefits, cash flow, and accounts payable.
- The Executive Director will work with the Director of Operations in purchasing and procurement of supplies and services. The Executive Director, in conjunction with the Finance Committee, will issue monthly financial reports to the Board.
- All contracts or payments over \$10,000 will require Board approval. Payments over \$5,000 will require signatures from the Executive Director and either the Board President or Treasurer. Payments to the Executive Director require Board approval and appropriate signature from Board.
- The back-office provider will provide payroll services, reviewed and approved by the Executive Director.

Financial tasks will be distributed across appropriate staff and will ensure segregation of duties. For example, purchase requests will first be submitted to the Director of Operations, then reviewed for approval by the Executive Director. The Executive Director will also share financial dashboard information at least monthly, or more frequently as needed or requested with appropriate staff and the Finance Committee.

(3) Include a three-year budget model in the Appendix and provide explanatory notes and assumptions in the text of the application.

The budget reflects our commitment to our mission of placing students on a path to college. The majority of expenses are related to salary to ensure that literacy is taught using a two-teacher model to meet the needs of individual learners. To support start-up costs, we have included \$35,000 fundraising commitment from our Board of Directors in the planning year and year 1. In taking a conservative approach, the budget does not include other possible funding and financing sources:

- Line of Credit from a financial institution
- Charter School Revolving Loan from the Nevada State Public Charter School Authority.
- Nevada Charter School Program (CSP) Grant.

Below is a budget narrative and assumptions for major line items. Specific rates and expense assumptions are detailed within the budget model.

Revenues:

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- **Distributive School Account:** The largest source of revenue is the Distributive School Account based on enrollment. Our slow growth model projects enrollment for 150 students. For Year 1, we include 3 classrooms of 30 students in Kindergarten and 2 classes of 30 in 1st grade. As a fresh-start school, we believe recruiting 1st graders will be more difficult as families may be less willing to take their children out of a school to which they have already committed. Each year, we add three Kindergarten classrooms, growing to full capacity of 540 students in Kindergarten through 5th grade by Year 5 (2023-24). Information on the Student Enrollment tab reflects projections for subgroups.
- **Federal and State Revenue:** Federal and state revenue assumptions are based on rates provided by the Achievement School District. Sources of revenue include Title funding, special education funding, and the National School Lunch Program. Percentage of students identified as eligible for free and reduced lunch, English Language Learners, and special education are based on the average demographics of the schools in our target community, reflecting our commitment to serving students attending under-performing schools.
- **Start-Up Funding:** Local partner Opportunity 180 has pledged \$100,000 upon authorization from the Achievement School District to use at our discretion, reflected in the attached Opportunity 180 letter of support. These funds will be used to support planning year, and, if granted, used with the Charter School Program (CSP) grant. We also assume our giving Board of Directors will raise \$35,000 annually for the school.
- **Inflation Adjuster:** We assume 2.5% increase for DSA revenue (and expenses), based on the Consumer Price Index for Nevada.

Expenditures: Salaries, Benefits, and General Operating Expenses

- **Salaries/Personnel:** To accommodate low levels of funding in the start-up years, average teacher salaries are reduced to match salaries for teachers entering the profession. To help both attract and retain talent, we have included bonuses in salaries when we have more revenue with increased enrollment in the third year. As mentioned, each year until full capacity, three new classroom teachers will be added, and one associate teacher per new grade.
 - In the first year, administrative duties will be split between School Leader and Director of Operations until Office Manager joins in 2020.
 - School Leadership will increase with Director of Culture and Access in 2020 and Director of Curriculum and Instruction in 2021.
 - Full time enrichment teachers will begin in 2020 and 2022 to support increased enrollment.
- Expenses for benefits are based upon state requirements and current Clark County School District rates.
- **Special Education Teacher/Director of Scholar Supports:** We have budgeted for one special education teacher who will split time as Director of Scholar Supports for special education legal and administrative requirements. If special education students exceed enrollment expectations, we will add an associate teacher to provide adequate services and remain in compliance with all laws.
- Professional development costs in Line 1442 and 1443 are for assessment programs based on quotes from NWEA MAP for year 1, and Cognitively Guided Instruction for Year 2. All other professional development will be done in-house. Further PD in Line 1497 is for contracted consultants and coaching from organizations such as Achievement Network, Heinemann and Eureka Math. Other PD is from Building Excellent Schools Follow-On Support in Line 1494 at \$10,000 per year. Portions of this expense can be deferred until more secure revenue is guaranteed.

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- Nutrition, daily breakfast and lunch rates (\$1.85 and \$2.95 per student, respectively), are based on a Three Square, southern Nevada's largest food bank, quote. A separate food service Line 1455 of \$30,000 is based on costs of personnel (serving and janitorial) and point of service system.
- Curriculum costs, Lines 1447 through 1452 are based on quotes from Core Knowledge printing vendor Amplify. Core Knowledge curriculum is downloadable for free on their website. To save costs, we will use the free curriculum when possible and create materials in-house. We also will leverage the resources from schools with whom we have relationships. Math curriculum is also available for free download. Science curriculum is based on quotes from Delta Education grade level complete kits.
- Back office support services on Line 1495 are based on multiple quotes from providers such as EdTec, Charter School Business Management, and Central Source. Cost is tiered by enrollment. Services include payroll, budgeting, accounting, financial reporting, and accounts payable.
- Special education contracted services on Line 1465 assume \$650 for each student identified as requiring special education. These include services for speech, occupational and physical therapy, psychological services, and nurse services. Line 1500 provides an extra \$5,000 per year to supplement services with curriculum modifications.

Expenditures: Facilities and Technology

- Facility costs are set at 15% of the projected per-pupil funding. We expect to work with partners to structure a lease that increases with student enrollment, indicating the increase each year. The 15% is aligned with estimates per square feet from facilities located in our target community. This figure includes lease payments, maintenance and utilities.
- Classroom Technology:
 - Devices: Each teacher will be provided a laptop computer for lesson preparation and all other professional expectations, equipped with full Microsoft Office. Students will use Chromebooks, used for blended learning program for literacy, and when available, math. In the first years, a ratio of 1 computer to 3 students is used (making a mobile cart necessary in Line 69) and that ratio will build with enrollment with the eventual goal being 1:1 device to support learning and assessment needs, going to a 1:1 ration in Year 3.
 - Other classroom technology, Lines 74 and 78, are document cameras, projectors, and blended learning internet software. Video cameras are for feedback purposes. Estimates are based on advertised prices and vendor quotes.
- Other Technology:
 - Student Information Systems (SIS), wireless preparation, information technology infrastructure items are based on vendor quotes and informed by similar school experiences.
 - Copier Lease rates based on quotes from vendors and advertised costs.
- Furniture: Furniture expenses in Lines 88-92 are also based on vendor quotes and advertised prices. Need for planning year materials are important for recruitment efforts, to physically show our vision for a classroom, and host community events.

Budget Summary & Cash Flow:

With meticulous efforts to budget conservatively while still providing resources to fulfill our mission, we created a balanced budget with a surplus each year. The growing fund balance would protect the school from contingencies such as reduced funding levels, change in enrollment, or other unforeseen events.

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Appropriate monthly cash balances are sustained in all months. To ensure sufficient funds are available at all times, we included a Board fundraising commitment of \$35,000 (a relatively low number compared to similar schools nationally). To avoid paying high associated fees though, we will also pursue a line of credit from a financial institution or Charter School Revolving Loan from the Nevada State Public Charter School Authority. We also expect to secure revenue from the Charter School Program (CSP) Grant.

Please see [Excel Workbook Attachment](#) for our budget model.

(4) How will you adjust your budget if you are unable to attract the number of students reflected in your submitted budget model or funding is otherwise reduced?

If faced with enrollment or other budgetary challenges, we will approach adjustments from a mission-driven perspective, maintaining resources necessary to meet student needs and deliver on our mission. Should enrollment at Nevada Rise fall short of expectations, we would eliminate one teaching position if needed and commensurate with the enrollment shortfall, and adjust class sizes and schedules to meet the demands of our academic model. If necessary, the School Leader would teach enrichment, and we would adjust literacy rotations to accommodate our two-teacher model. Rotations between phonics and guided reading would be placed back to back; blended learning and independent reading would occur simultaneously to eliminate the need for two teachers in the classroom while keeping reading groups to a 10:1 ratio.

Should the enrollment challenges prove to be more severe, we would create multiple contingency budgets that continue to reflect our commitment to delivering on our mission. Additionally, we would increase recruitment efforts by maximizing community resources and partnerships. Finally, in conjunction with our back-office provider and Board of Directors, we would increase the frequency of reporting enrollment and financial data to ensure proper controls, monitoring, and action steps.

SCHOOL SUSTAINABILITY

(1) What do you see as the greatest risks to the successful operation of your school in its first year? What critical steps can you take now to mitigate these risks?

As a fresh start charter school, we have considered the risks that are characteristic in operating a charter school that serves a primarily at-risk student population. We have also considered ways to mitigate these risks proactively. The immediate risks we face are challenges with enrollment and human capital.

Enrollment: As our budget is dependent on per-pupil funding, and given that Nevada has among the lowest per-pupil funding levels in the country, it is crucial that we meet our enrollment targets to have the resources to implement our academic program. The Board will help set enrollment goals and closely monitor progress with specific deadlines. To meet our first-year enrollment targets, we will continue to engage in the community energetically, using the following strategies:

- Offering tabling sessions at local libraries, community centers, grocery stores, places of worship, and various community events.
- Distribution of information through flyers, social media campaigns, electronic and digital sources, meetings, and community information sessions.
- Meeting with prominent community leaders with access to networks of parents and organizations in the business community and non-profit sector and working together to organize parent meetings.
- Conducting door-to-door “Boots on the Ground” campaigns in targeted areas.
- Collecting “Intent to Enroll” forms to provide initial estimates of how many students might apply and what work still needs to be done to meet targets.
- Once students are enrolled, we will continue engaging and communicating with families through orientation, home visits, newsletters, phone calls, surveys, school events and celebrations, conferences, and Life’s Work logs.

A challenge we face in early recruitment and enrollment is that without a facility yet identified, it is difficult to determine the specific neighborhoods from which to recruit, garner support, and solicit input. We need

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a facility that is both compliant with local and federal laws, as well as capable of facilitating our mission for 150 students in 5 classrooms. We are actively working with various partners in the real estate and brokerage industry, national partners Building Hope, and consulting with city officials to locate a facility suitable to our budget. We are also leveraging the networks and resources of our board members to advance the facility search process, and conducting outreach efforts in multiple neighborhoods to establish relationships and understand each community's needs and desires.

Human Capital: Research in education consistently shows a direct correlation between academic achievement and high-quality instruction. The Clark County School District often faces the crisis of a teacher shortage, resulting in upwards of 1,000 vacant teaching positions leaving unqualified substitute teacher providing instruction.⁹² More concerning is how vacancies are concentrated in certain subgroups: 38% of vacancies are for special education classrooms, and 83% are in schools with a designated Title 1 status, serving our community's most under-resourced areas, many of which are within our target area.⁹³ Nevada Rise will work tirelessly to recruit high-capacity, mission-driven individuals. In addition to strategies outlined in the **Human Capital** section of this document, we will use our robust professional development program to develop great teachers.⁹⁴

(2) What do you see as the greatest risks to the successful operation of your school five years from now? What are the critical steps you can take in your first five years of operation to mitigate these risks?

Five years from now, Nevada Rise will be approaching capacity. As the school grows, the risks we foresee involve sustaining academic excellence as the staff and student population grows, and maintaining managing finances. We are keenly aware that the reason established charter schools are closed are due to financial mismanagement.

Academic Risk: Because Nevada Rise is focused on bringing transformational change for students considered at-risk, our mission requires students and staff to meet high academic and performance standards. As noted above, there are human capital risks inherent in Las Vegas due to severe teacher shortages. As we grow, retaining the excellent teachers necessary to sustain academic achievement over time may be an additional challenge, while we work to develop a leadership pipeline and build institutional knowledge to maintain best practices. Teacher turnover and losing strong teachers especially young teachers who are often mobile, and if other schools can pay more is a risk. Ways to mitigate this risk are detailed in the **Human Capital** section of this application. Further, despite numerous district and state-led initiatives, academic achievement in our target area has historically been far below state averages. To overcome this trend, we have outlined a robust, proven framework for delivering high-quality education. We will partner with families, organizations, high-achieving schools, and community members to promote student achievement. We will have ongoing support from and access to the Building Excellent Schools network. Implementing a data-driven approach complete with individual supports for all students, we will prove what is possible for at-risk students in Nevada.

Financial Risk: We are aware that the most common reason for charter school closure is financial mismanagement. We are also keenly aware and take very seriously the importance of responsible financial management to deliver on our mission. To mitigate the risk of mismanagement as we grow annually, we will implement a system of internal controls and reporting mechanisms to sustain financial responsibility. This system includes:

- Conservative budgeting with zero nonguaranteed funding included
- Strong financial oversight from the Board of Directors and Finance Committee
- Contract with an experienced back-office provider for services reporting and guidance
- Accurate and consistent reporting on accounts and information systems
- Formal policies and procedures outlined in adopted handbook used across the organization

⁹² <http://www.edweek.org/ew/articles/2016/01/27/faced-with-deep-teacher-shortages-clark-county.html>.

⁹³ <http://lasvegassun.com/news/2016/may/28/teacher-shortage-crisis-hurts-students-with-disabi/>.

⁹⁴ For more detail, see "Human Capital" section of the application.

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- A variety of internal controls, including a segregation of duties
- Accurate and transparent recording and reporting of attendance and financial information
- Strategic adjustments to budget projections based on enrollment
- Compliance with all terms outlined in charter agreement and any grant requirements

FRESH START CHARTER SCHOOL PROGRAM

(1) *How will your school directly address the needs of your students who are currently zoned to a school on the State’s list of Rising Star schools?*

“Our communities in Nevada face challenges...(that) impact the education of our students. I fundamentally reject that those challenges are unique or different than challenges facing other states who have achieved these benchmarks or higher. Our kids are capable.”

- State Superintendent Steve Canavero

Nevada Rise will target the central Las Vegas communities that encompass parts of the Sunrise Manor neighborhood and greater downtown Las Vegas, including sections of the zip codes 89101, 89104, 89106, 89119, 89121, and 89169. These zip codes contain 5 of the 13 elementary schools listed on the 2016 “Rising Stars” report for the Achievement School District, schools in the bottom 5% of the state.⁹⁵ While only 3 of the Rising Stars schools are located in our immediate target area, all schools within the area have failed to demonstrate adequate proficiency. In 2014 our target area contained 22 total elementary schools assigned a star rating.⁹⁶ Of these, 18 schools - almost 82% - were underperforming, earning a 1- or 2-star rating. Four (4) schools earned a 3-star rating, and zero (0) earned a 4- or 5-star status.⁹⁷

According to the most recent data from 2015-2016, for many schools in our target area proficiency rates continue to fall far below state averages. Some grade levels in certain schools having proficiency rates in the single digits. For example, one such elementary school had a 5th grade math proficiency rate of 5%.⁹⁸ Overall more than 75% of the students tested are not proficient in math, and just over 1/3 are proficient in reading. Proficiency rates for all schools within the target area are shown in the table below:⁹⁹

	3rd Grade		4th Grade		5th Grade		Average	
	State	Target Area	State	Target Area	State	Target Area	State	Target Area
Math	45	30	38	24	32	16	38	23
Reading	46	31	47	32	51	38	48	34

For students of color, English Language Learners (ELL), and students qualifying for free or reduced- price lunch (FRL), the proficiency rates drop further below the state averages:¹⁰⁰

	3rd Grade Reading	3rd Grade Math	4th Grade Reading	4th Grade Math	5th Grade Reading	5th Grade Math
Black or Hispanic	30	29	31	22	36	15
ELL	25	26	24	17	13	6
FRL	30	29	32	24	37	16

⁹⁵ <http://www.reviewjournal.com/news/education/21-ccsd-schools-eligible-be-converted-charter-schools-through-new-initiative>.

⁹⁶ In 2012, Nevada adopted the Nevada School Performance Framework (NSPF), through which schools are given a score out of 100 possible points, and then assigned a star rating of 1 Star (lowest) to 5 Stars (highest), correlated to the 100 points. The 100 points are a composite of proficiency rates, student growth in achievement, sub-group student populations performance, and attendance rates.

⁹⁷ <http://nevadareportcard.com/di/main/assessment>.

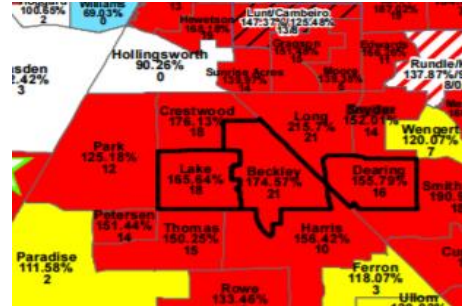
⁹⁸ Ibid.

⁹⁹ Ibid.

¹⁰⁰ Ibid.

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Another problem southern Nevada faces is overcrowding in schools. On average across the district, schools are at 123% of capacity, and overcrowding is especially prevalent in our target area of the Valley, where the average is over **150%** of capacity. As the graphic to the right demonstrates, this area contains among the most overcrowded schools in Las Vegas.¹⁰¹ Nevada Rise will aid in alleviating this problem while addressing more critical academic needs.



Crowded learning environments are compounded by the fact that few options for quality alternatives exist within reasonable geographic accessibility. There is one established charter school, Innovations International, in our target area, and it is currently on the Rising Stars list, not performing in a way to be considered a viable alternative. Still, the community has responded to this crisis with strong demand for choice. Innovations remains at full capacity with an extensive waitlist.¹⁰² Other charter schools throughout the city have waiting lists well over 100 students long, with some reaching nearly 5,000 students.¹⁰³ Charter schools in Las Vegas have seen significant increase in enrollment. From 2012 to 2015, enrollment has increased from 5,588 students to 6,277.¹⁰⁴ The demand for parents wanting to enroll their children in magnet schools is beyond the capacity to accommodate. In 2013, the district had 719 openings for elementary magnet schools, and received 2,527 applications.¹⁰⁵ One survey found that “parents who...lived in low-performing school zip codes were especially likely to be open to allowing their kids to attend alternative schools.”¹⁰⁶ Another survey found overwhelmingly low satisfaction and investment in local schools. Under 30% of respondents reported a favorable opinion about the quality of public schools in their respective communities, with 25% reporting “extremely bad.”¹⁰⁷

Target Population: Clark County is a minority-majority school district that is 45.7% Hispanic, 13.3% African-American, and 6.4% each for Asian and multi-racial.¹⁰⁸ The students hit hardest by underperforming schools are children from certain, often at-risk, socioeconomic groups:

Group	State Average Math Proficiency Rate	State Average Reading Proficiency Rate
White	47	61
African-American	16	31
Latino-Hispanic	24	38
ELL/LEP	15	17
Special Needs (IEP)	12	14

Of students attending failing Clark County schools, 77% are Latino-Hispanic or African-American.¹⁰⁹ According to U.S. Census data, Latinos and African-Americans make up the overwhelming majority of the student population in our target area.¹¹⁰ School demographic data is displayed below:¹¹¹

¹⁰¹ <http://www.ccsd.net/departments/government-affairs/student-enrollment-and-school-capacity>.

¹⁰² Lead Founder Justin Brecht has spoken to staff via phone call at the elementary campus. Exact number of students on waiting list was not revealed, but was said to be long for each grade level.

¹⁰³ Lazara, Gina. “Nevada receiving millions to open new charter schools.” *KTNV Channel 13 Action News* 29 September 2015.

¹⁰⁴ Las Vegas Global Economic Alliance. *2016 Las Vegas Perspective*. 2016.

¹⁰⁵ Cook, Glenn. “Stampede for school choice.” *Las Vegas Review-Journal* 21 July 2013.

¹⁰⁶ http://opportunity180.org/wp-content/uploads/Clark_County_Parent_Survey_Results_2016.10.28.pdf.

¹⁰⁷ Las Vegas Global Economic Alliance. *2016 Las Vegas Perspectives*. 2016.

¹⁰⁸ Ibid.

¹⁰⁹ <http://opportunity180.org/education-in-clark-county/>.

¹¹⁰ <http://nspf.doe.nv.gov/School/Overview/02/02143.1?years=2015>.

¹¹¹ Ibid.

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Student Racial Demographic Profile of Target Area					
Category	Latino	Black	Asian/Pacific Islander	White	Multiracial
Average Totals of Schools	72%	13%	3%	8%	4%

Subgroups: We anticipate serving a student population that is demographically reflective of the community outlined above. We anticipate the following demographic subgroup profile:¹¹²

School	IEP	FRL Eligible	ELL
NV RISE Projections	14%	92%	49%
Nevada	12%	53%	16%
CCSD	12%	58%	18%

Many schools within the boundaries of our targeted area have high proportions of students eligible for free or reduced-price lunch, a federal indicator of poverty status.¹¹³

Income & Education Levels Demographic Profile of Target Area					
Zip Code	Median Household Income	Families with Children Below Poverty Level	No High School Diploma	Some College	Bachelor's Degree or Higher
89101	\$22,925	40%	40%	17%	7%
89104	\$31,182	36%	31%	21%	9%
89106	\$27,476	44%	30%	20%	8%
89119	\$31,276	29%	19%	26%	16%
89121	\$38,918	41%	21%	25%	15%
89169	\$28,754	37%	21%	25%	16%
Average	\$30,088	38%	27%	22%	12%

Driven by our relentless focus on preparing students for college, Nevada Rise will drastically impact the community we serve. With Nevada currently ranked among the worst in the nation for graduation rates, the failure to complete high school or college has real consequences for individuals and communities. “Lifetime wages for adults with high school diplomas are approximately \$300,000 more than students who did not graduate from high school. College graduates make \$1.2 million more.”¹¹⁴

Nevada Rise Academy was designed specifically to address the needs outlined above. With our rigorous college prep curriculum, delivered within a structured environment, coupled with our intense focus on individual needs, Nevada Rise will dramatically lift student achievement in our target community, and place all students on a path toward college.

(2) Indication of preference: If you have a preferred zone or location, identify the location and discuss how your educational philosophy and educational program align with the needs of that community.

Nevada Rise has preferred zones, located in the following areas:

- Greater Downtown Las Vegas area (Sahara to Washington, Eastern to Las Vegas Boulevard)
- Greater Sunrise Manor area of East Las Vegas (Cheyenne to Tropicana, Hollywood to Eastern)

Nevada Rise seeks to be a school of transformative change. As demonstrated in the community analysis above, students from these areas lag significantly behind academic peers in achievement, graduation rates, and college matriculation. Our educational philosophy and program directly address these deficits, building on the successful practices of schools across the country addressing these exact deficits, and are supported by the community locally.

¹¹²http://nevadareportcard.com/di/report/reportcard_1?report=reportcard_1&scope=e7.y13&organization=c17538&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1026%2C582%2C583%2C584%2C1041&num=160&page=1&pagesize=20&domain=demoprof&

¹¹³ <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>.

¹¹⁴ United Way of Southern Nevada Community Reports. *High School Graduation Rates in Clark County*. 2017.

NEVADA RISE ACADEMY CHARTER SCHOOL

(3) Describe your lottery and registration process.

Lottery: As an open enrollment, public charter school, Nevada Rise is committed to serving all students and families. We will target recruitment and enrollment efforts in the immediate geographic area of our school. Through community canvassing, tabling events, informational sessions, social media, local advertisements in targeted community newspapers, and website outreach, we will energetically publicize our opening date and opportunity to apply. Once we secure a facility, we will increase our community visibility by canvassing and advertising our opening dates. Through our energetic community engagement and outreach efforts, we will build a student body that reflects our surrounding neighborhoods and the demographic profiles of the Nevada Rising Stars Schools. In our admissions and lottery practices, we will follow all rules, procedures, and regulations outlined in the Nevada Revised Statutes, by the Achievement School District and the federal Charter School Program Grant (if granted).

Our first lottery will occur in March 2018, if needed. Each annual lottery will occur in conjunction with the Clark County School District magnet school application timeline. All lottery procedures will be open to the public; all procedures will be explained in writing to the public on the school website or provided upon request. Students will be selected by a random lottery, monitored by a well-regarded CPA firm to avoid any potential controversy. Any student not receiving an admittance offer will be placed on a randomly sorted waitlist. Any student who submits an application after the lottery takes place will be placed on the end of the waitlist in the order of the date received. In accordance with current policy, we will have a weighted lottery; however, siblings of currently enrolled students and children of current staff members are exempt from the lottery.

Registration: Once a student has been selected to attend, a formal registration process will begin. Through a variety of strategies, we will seek to enroll families that may not be accustomed to navigating registration processes. We seek to make sure there are no barriers to enrollment for any family. Therefore, our registration process will include strategies such as, school meetings, home visits, canvassing, phone calls, and web submissions. To help track and log communication, we will use a system such as School Mint. The first step will be accepting an offer, and scheduling a personal meeting with the School Leader. These meetings will be held either at the school, student's home, or other convenient location. During these visits, parents are given all registration documents, for which deadlines for submission are attached, and we will begin building a foundation for positive relationships with families. We will also host three open-house informational meetings for families prior to the start of the school year. While not required, they are strongly encouraged to provide families crucial information that will facilitate a smooth transition to open the school.

(4) As an Achievement Charter School, how will you partner with other schools in the same zone to ensure that all students in that zone are being well served?

We are excited to collaborate with other schools in the same zone to ensure all students in our zone are well served. Once we identify a facility, the School Leader will reach out to the administrative teams of surrounding schools to begin discussing how we can be resources for each other and share best practices. With extensive time built into our calendar for professional development, we hope to invite other schools into our trainings, as well as access similar opportunities at district schools. To minimize costs for certain trainings, we also will seek to partner with other schools in contracting with providers for professional development where all benefit.

FRESH START CHARTER SCHOOL FACILITY

(1) If you already have identified a suitable facility, discuss your plan and timeline for acquiring and renovating it.

We have not yet secured a facility.

(2) If you have not yet identified a suitable facility, describe your timetable and approach to finding one. Which brokers and/or consultants are helping you in your search?

NEVADA RISE ACADEMY CHARTER SCHOOL

Nevada Rise is actively looking for an adequate facility that facilitates the success of our mission and vision. In our search, we consider the following factors:

- Rising Stars Schools: We seek to serve students in the vicinity of, or currently attending, low-performing schools.
- Mission aligned: Any facility must be able to facilitate the success of our mission and vision, while remaining in compliance with all health and safety requirements.
- Affordable: To allow us to ensure adequate resources for academic programming and personnel, the cost of any lease cannot exceed 15% of guaranteed funding.

We are currently working with multiple partners to assist in the facility acquisition process. Eric Mendoza, a founding member of the Board of Directors, is a successful realtor and commercial property broker dedicated to helping Nevada Rise find a suitable facility. We are also working closely with Nevada Prep, a proposed middle school, and look to share resources with possible co-location. Additionally, we are working with local nonprofit Opportunity 180 (O180), an organization with a priority to “create an affordable school building pathway.”¹¹⁵ We look forward to working with O180 as a lease guarantor. National nonprofit Building Hope, who provides services for facility financing and development,¹¹⁶ is also active in the process of identifying a facility and has provided property information on multiple prospective facilities. Leveraging the partnerships mentioned, we have developed the following timeline:

- August 31, 2017: Facility identified by Building Hope and approved by Nevada Rise and O180.
- September 31, 2017: Building purchased by Building Hope, zoning and permit process initiated.
- October 1, 2017: Inspections for code, health, and safety compliance processes initiated.
- December 15, 2017: Building Hope submits SUP application
- March 15, 2018: Building Hope closes on facility with permitting processes ongoing.
- March 31, 2018: Lease signed in conjunction with guarantor.
- March 2018: Nevada Rise moves in, renovation process initiated.

(3) Whether or not you have identified a suitable facility, what are your plans for financing, acquisition and renovation, including:

- *Total project cost, Financing and financing assumptions, Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities...*

We look to secure a facility in which we dedicate no more than 15% of our guaranteed revenue. Based on our current budget model that assumes no outside funding, we have dedicated \$177,475 to our facility for planning year and first operational year. As a slow-growth charter school, we look to secure a lease that is structured in a way that allows us to increase our facility expense as we grow to full capacity. Our budget for facility for the first six years is outlined below.

Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
\$25,354	\$152,121	\$249,479	\$351,609	\$458,690	\$570,905

We are currently looking at a lease option that includes a first right of refusal to purchase option in two scenarios. First, we will work with Building Hope in a way that is reflective of our timeline above, and once at full capacity, will look to purchase a facility. The second scenario is to lease a facility for the first year directly from an owner to build assets, and then work with partners to structure a long-term lease.

(4) Describe your capacity and experience in facilities acquisition and management, including managing a build-out and/or renovations, as applicable.

The Nevada Rise Board of Directors has a great deal of experience in this capacity. Our Board Chair, Daniel Bernbach, has served in a managerial role for two new projects with MGM Corporation. As part of the oversight team in the building of the T-Mobile Arena and Park Theater at Monte Carlo, he served as the

¹¹⁵ <http://opportunity180.org/wp-content/uploads/O180.2016.Annual-1.Report.pdf>.

¹¹⁶ <http://buildinghope.org/>.

NEVADA RISE ACADEMY CHARTER SCHOOL

general manager for the Park Theater project from design through project completion. Eric Mendoza, is a broker and real estate agent, and has been involved in numerous renovation projects, for both commercial and residential properties. Additionally, we expect to partner with Building Hope, a national nonprofit supporting charter schools through facility financing and development, including renovations and/or build-outs. They have over a decade of experience, having “helped establish or improve hundreds of charter schools across the country, and provided direct loans and credit enhancements to support over \$1 billion in school construction.”¹¹⁷ This experience includes local expertise and they worked with other Fresh Start charter schools in Las Vegas. Finally, we will work with a back-office provider, such as EdTec. The back-office provider selected will have demonstrated experience in facility acquisition and management including planning, financing, and lease negotiation.¹¹⁸

¹¹⁷ <http://buildinghope.org/why-building-hope/>.

¹¹⁸ <https://www.edtec.com/services/back-office-services/outsourced-back-office/facilities/>.

NEVADA RISE ACADEMY CHARTER SCHOOL

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The budget model is provided as an Excel workbook, using the ASD Budget Model Template, accompanying this document.

NEVADA RISE ACADEMY CHARTER SCHOOL

APPENDIX A: RESUMES OF FOUNDING TEAM

Founding Leadership Team:

- **Justin Brecht, Lead Founder and Proposed School Leader**

Board of Directors and organizations of which he/she is a principal or board member:

- **Daniel Bernbach, Chair**
- **Steven Washington, Vice Chair**
 - **Advisory Board Member: Best Buddies Nevada**
- **Catherine Sourk, Treasurer**
- **Nicole Calix Coy, Secretary**
- **Ninya Beyer, Director**
- **Brian Blakley, Director**
- **Andrea Lombardo, Director**
- **Kimberly Joi McDonald, Director**
 - **National Vice President, Board of Directors: National Interior Design Society**
 - **President, Board of Directors: The Foundation for Positively Kids, Inc.**
- **Eric Mendoza, Director**
- **Ilya Rockwell, Director**
 - **Director: Kiwanis Club of Las Vegas**
 - **Board Member: Sin City Opera**

NEVADA RISE ACADEMY CHARTER SCHOOL

JUSTIN S. BRECHT

1120 Blakes Field Place • Henderson, NV 89011 • 702.336.7060 • justin.brecht@gmail.com

EXPERIENCE

-
- | | | |
|--------------|--|--------------------------|
| 2016-Present | Building Excellent Schools
<i>Fellow</i> | Las Vegas, Nevada |
| | <ul style="list-style-type: none">• Participate in rigorous training and preparation to design, found and eventually lead a high-performing urban charter school.• Studied and analyzed over 45 successful urban charter schools, including two month-long leadership residencies at University Prep in Denver, Colorado.• Extensive training in school culture, instructional leadership, strategic management, financial management, governance, and community relations.• Lead founder of Nevada Rise Academy Charter School, a proposed kindergarten through 5th grade school in a low-income area of Las Vegas. | |
| 2009-2016 | Clark County School District
<i>5th Grade Teacher</i> | Las Vegas, Nevada |
| | <ul style="list-style-type: none">• Founded the Building Responsible, Independent, Compassionate Kids (BRICK) Academy, an extended-day, high-achieving program focusing on character education facilitated through the arts and STEM.• Served on the school improvement team to restructure instructional practice and delivery; facilitated the implementation of the Integrated Approach to Student Achievement program school-wide.• Taught students of predominantly high-poverty and minority backgrounds and consistently led students to demonstrate high achievement and high growth as measured by school, district and state assessments.• Facilitated grade-level meetings as grade-level chairperson.• Served as mentor to new and beginning teachers to aid in instructional and procedural requirements.• Served on a variety of district committees, including Core Curriculum State Standards Unwrapping Task Force to aid in the implementation of the Core Curriculum and Textbook Adoption Task Force. | |
| 2007-2009 | Andre Agassi College Preparatory Academy
<i>5th and 6th Grade Math, Reading and Writing Teacher</i> | Las Vegas, Nevada |
| | <ul style="list-style-type: none">• Led students to significant academic gains that consistently averaged above state and national averages measured by norm- and criterion-referenced tests.• Designed and implemented grade-level curriculum for Reading, Writing, and Pre-Algebra.• Served on various student and staff committees and coached various athletic programs.• Created after-school drama club and participated in tutoring program in partnership with the Urban League. | |
| 2004-2007 | Clark County School District
<i>Teacher/Teach For America Corps Member</i> | Las Vegas, Nevada |
| | <ul style="list-style-type: none">• Taught 4th and 5th grade classes of predominantly ELL students, leading students to achieve, on average, over 1.5 grade-level improvements in reading, mathematics and writing.• Designed and implemented a variety of track break (intersession) learning academies and initiated an after-school program; participated in before-school tutoring sessions. | |

EDUCATION

-
- | | | |
|-----------|---|--------------------------|
| 2004-2006 | University of Nevada Las Vegas
<i>Master of Education, August 2006</i> | Las Vegas, Nevada |
|-----------|---|--------------------------|



NEVADA RISE ACADEMY CHARTER SCHOOL

2003-2004 **Metropolitan State College of Denver** **Denver, Colorado**
1.5 years in traditional secondary teacher licensure program

1999-2003 **Colorado State University** **Fort Collins, Colorado**
Bachelor of Arts in Political Science, May 2003

ACTIVITIES & HONORS

- Recipient of inaugural Smith Center for Performing Arts Heart of Education Award, 2016
- 2014 Las Vegas Review Journal Educator of the Year (after January Educator of the Month)
- 2014 Clark County Education Association Humanitarian Certificate Award
- 2010-2011 CCSD East Region Distinguished Educator Award (Teacher of the Year) Mendoza Elementary
- Worked with Students First to push for educational policy change at the state level in Nevada
- Teach for America Content Team Leader for elementary Corps members
- Teach Plus Policy Innovator for Las Vegas Region- Creating and implementing Educational Policy
- 2005-2006 CCSD East Region Distinguished Educator Award (Teacher of the Year) Sunrise Acres Elementary
- Charter Corps Member for Teach For America – Las Vegas Valley (2004-2006)
- Interned for Colorado State Senator (2003) and U.S. Congressman (2000)
- Member of the World Adult Kickball Association-Las Vegas Region championship team (2007)

EDUCATION

University of Southern California, Marshall School of Business Los Angeles, CA
Master of Business Administration May 2015

- *Honors:* Academic Achievement and Leadership Scholarship; The Order of Areté; Dean's List
- *Leadership:* Vice-President of Community, Marshall Graduate Student Association; Vice-President of Finance, Business of Entertainment Association; Vice-President of Finance, Marshall Hospitality and Gaming Club

University of Nevada, Las Vegas Las Vegas, NV
Master of Curriculum and Instruction June 2007

Indiana University, Jacobs School of Music Bloomington, IN
Bachelor of Music Education; Minor: Business June 2005

EXPERIENCE

MGM Resorts International Las Vegas, NV
Executive Director and General Manager, Park Theater March 2016-

Oversee all theater operations and strategy, including finance/budgeting, vendor relations and contract execution for a 5,300 seat multi-purpose entertainment venue scheduled to open in December 2016.

- Develop and manage pre-opening, OSE budgets and operating budgets exceeding \$50M annually.
- Lead a full-time team of 24 team members and an on-call team of over 200 team members.
- Evaluate and coordinate venue booking strategy with corporate entertainment.

Executive Associate, Entertainment June 2015-March 2016
Consulted on strategy and business development for corporate entertainment with projects in finance, operations, booking and marketing. Offered full-time position after MBA internship.

- Led the strategic planning process for T-Mobile Arena, a \$375M state-of-the-art arena scheduled to open in Las Vegas in the spring of 2016.
- Chaired a committee that developed recommendations, selected vendors and implemented new policies for on-call labor at company arenas effecting over 200 employees. Presented recommendations to the COO and President.
- Collaborated with senior leaders and managed external consultants on a project to reorganize the entertainment department, improve processes and develop roles and responsibilities at all levels of the organization that is expected improve department profitability, efficiency and effectiveness.

Holland America Line Seattle, WA
Cruise Director 2009 – 2013

Produced entertainment and managed guest relations for a luxury cruise line with multinational guests on global itineraries. Promoted from Vocal Coach to Company Manager in 2009 and to Cruise Director in 2010.

- Collaborated with other hotel executives and the corporate VP of Sales on a global, cross-functional team to implement themed-charter cruises which resulted in the generation of over \$20 million in revenues.
- Led a culturally diverse and multinational team of 50 employees; improved employee performance and delivered credible feedback that resulted in the promotion of over 20 employees.

Teach For America Las Vegas, NV
Fourth Grade Chair and Educator 2005 – 2008

Selected from over 17,000 applicants to be a member of a national service corps to teach for two years in low-income schools creating and delivering instruction in all subjects to elementary school students.

NEVADA RISE ACADEMY CHARTER SCHOOL

- Analyzed opportunities for growth by utilizing student data to develop standards-based instruction for 35 students of various diverse backgrounds and led to achieve at least 80% mastery of academic and behavioral goals.
- Created a comprehensive training module geared towards implementation of an innovative, instructional model; led the training of 30 teachers which resulted in the seamless rollout of the new curriculum to over 1,000 students.

ADDITIONAL INFORMATION

- Volunteer: Past non-profit theater board member, Junior Achievement, Special Olympics, A Better LA
- Interests: Travel, Music (Conductor, Voice, Piano, Saxophone, and Tuba), SCUBA diving

NEVADA RISE ACADEMY CHARTER SCHOOL

STEVEN "J.T." WASHINGTON

3810 STEINBECK DR. • LAS VEGAS, NV 89115 • 702-510-3117 • SWASHINGTON09@HOTMAIL.COM

BAR ADMISSION

State of Nevada, will sit for the July 2016 bar exam

EXPERIENCE

Eighth Judicial District Court

Law Clerk to the Honorable T. Arthur Ritchie

Las Vegas, Nevada
February 2016 - Present

- Interpret and apply laws, court decisions, and legal authorities in the preparation of briefs, pleadings, and other legal documents
- Draft memorandums, orders, and other documents related to findings on specific cases or issues
- Research and explain departmental, County, and State procedures to attorneys and departmental staff

Thomas and Mack Legal Clinic - Juvenile Justice

Student Attorney

Las Vegas, Nevada
August 2015 - December 2015

- Represented legal interest of minors in the juvenile justice system and researched applicable laws to work through potential solutions
- Negotiated with deputy district attorneys and advocated for proper dispositions and sentences

University of Nevada, Las Vegas - Office of General Counsel

Summer Intern

Las Vegas, Nevada
May 2015 - August 2015

- Researched and drafted answering briefs for the Ninth Circuit Court of Appeals, i.e. awards for attorney's fees and costs
- Researched and consulted on labor and employment matters; cite checked cases used by opposing counsel for accuracy

Clark County District Attorney's Office

Extern

Las Vegas, Nevada
January 2015 - May 2015

- Reviewed case files, criminal histories, and argued on behalf of the State in open court, under the supervision of an attorney
- Researched issues on appeal and prepared briefs for the Nevada Supreme Court, i.e. double jeopardy, and waiver on appeal
- Researched and drafted several motions and oppositions, i.e. motion to revoke bail and return of writ of habeas corpus

U.S. District Court, District of Nevada

Judicial Extern to the Honorable Cam Ferenbach

Las Vegas, Nevada
August 2014 - November 2014

- Wrote orders after discussing legal issues with law clerk and researching relevant case law, i.e. Social Security, motions to file under seal, requests to proceed *in forma pauperis*, requests for transcripts at government's expense, and motion to stay
- Discussed research, analysis, and recommendations with Judge; attended settlement conferences and oral arguments

Hutchison & Steffen

Summer Associate

Las Vegas, Nevada
June 2014 - August 2014

- Researched and prepared pleadings and motions for divorce and child support
- Reviewed and summarized deposition transcripts, highlighting inconsistencies in testimony and potential defenses
- Reviewed pleadings and edited case and statutory citations prior to filing
- Conducted legal research for complex questions, i.e. the enforceability of restrictive covenants in Utah

Las Vegas Clark-County Library District

Circulation Assistant

Las Vegas, Nevada
January 2008 - October 2013

- Issued new cards, maintained patron accounts and records in the collection of fines and fees
- Performed transactions utilizing a cash register and credit/debit machine, and balanced the cash drawer at the end of shifts

Office of U.S. Senate Majority Leader Harry Reid

Front Desk Assistant-Intern

Las Vegas, Nevada
May 2011 - August 2011

- Communicated with constituents via phone and in person: listened to and polled concerns, made referrals
- Database entry via Capp Core; sent and processed incoming mail; performed inventory checks to assist with ordering staff supplies

Bailus Cook & Kelesis

Summer Intern

Las Vegas, Nevada
June 2008 - August 2008

- Compiled information for court, prepared case files, transported documents, input classified information into the computer system

Municipal Court, Alternative Sentencing and Education

Intern

Las Vegas, Nevada
June 2007 - August 2007

- Represented the department within the courts and clarified court proceedings to the patrons; purged and merged records

EDUCATION

William S. Boyd School of Law, University of Nevada, Las Vegas

Juris Doctor

December 2015

Honors: Pro Bono Honors; Western Region National Black Law Students Association "Brother in Service Award," 2015

Activities: Student Bar Association; Public Interest Law Association; Black Law Students Association; Moot Court; Parking Arbitration

University of Nevada, Las Vegas

Bachelor of Arts in Political Science, *magna cum laude*

December 2012

GPA: 3.798

Honors: Dean's List - Fall 2012, Spring 2012, Spring 2011, Fall 2010, Spring 2010, Fall 2009; Thomas Wilson Service Award, 2010;

National Society of Collegiate Scholars, Inducted 2010; Engelstad Scholar, Inducted 2010



NEVADA RISE ACADEMY CHARTER SCHOOL

COMMUNITY SERVICE

Andre Agassi College Preparatory Academy, Las Vegas, NV

January 2010 - Present

- Assist administrators in carrying out duties, i.e. maintain student files, resolve disputes between students
- Supervise and assist students with varying assignments in and outside of the classroom, i.e. substitute for teachers and tutor students

NEVADA RISE ACADEMY CHARTER SCHOOL

CATHERINE A. SOURK

2516 Silver Beach Dr ♦ Henderson, NV 89052 ♦ 702-370-3120 ♦ csourk@aol.com

***Operations and Financial Management ~ Secure and Manage Credit Facilities
Real Estate / Business Acquisitions & Sales ~ Construction & Real Estate Accounting
Human Resources and Benefit Management ~ Contract Negotiation ~ Nonprofit Operations***

Accomplished operations and financial executive with proven technical and management skills in the in a variety of industries. Demonstrated success at cash management, budgeting and financial reporting, employee benefit programs management and compliance, litigation direction and coordination, corporate insurance oversight and human resource / safety compliance.

ACCOMPLISHMENTS

- Outsourced Information Technology Services resulting in an annual saving of \$75,000 and improved efficiency and function for a world-wide restaurant company.
- Reduced annual operating expenses by \$400,000 at a law firm through contract renegotiation and staff efficiencies.
- Coordinated with landlord's construction manager and company designer for successful on-time completion of new office tenant improvements and furniture acquisition.
- Integral role in profitable growth of construction company from \$10 million to \$60 million in annual revenues through implementation of standardized policies and procedures.
- Formed over 24 separate real estate entities and closed over \$100 million in commercial real estate transactions.
- Negotiated terms and debt contract language for over \$15 million in equipment debt, \$75 million in real estate financing and a \$4 million line of credit.

PROFESSIONAL EXPERIENCE

WOLF GANG PUCK COMPANIES, Las Vegas, Nevada (2014 – 2016)

Director of Finance

- Responsible for financial reporting, cash management, budgeting, benefit plans, and corporate insurance.
- Oversight of information technology and telecommunications functions for worldwide Puck operations.
- Primary management of all third party service vendors. Implemented EMV ("chip") technology for new restaurant in New York.

PUBLIC EDUCATION FOUNDATION, Las Vegas, Nevada (2013 – 2014)

Chief Financial Officer

- Responsible for financial reporting, cash management, budgeting, board of director reporting, debt compliance, benefit plans, facilities, payroll and tax reporting and corporate insurance.
- Oversaw the annual audit and preparation of the tax return.
- Maintained accounting for the separate fund balances for all specifically designated contributions to the Foundation.

JONES VARGAS, CHARTERED, Las Vegas, Nevada (2010 – 2013)

Consultant – Assist Jones Vargas with various functions required to dissolve the company and liquidate remaining assets.

Executive Director / Chief Financial Officer

- Responsible for financial reporting, cash management, budgeting, human resources / benefit plans, facilities and malpractice and other corporate insurance.
- Oversight of information technology and telecommunications and of interface with external marketing and public relations firm including internal marketing efforts.
- Prepared agendas and related information for and attend all Executive Committee, Compensation Committee, Board of Directors, and Stockholder meetings.

DIAMOND CONSTRUCTION / VISICON REAL ESTATE COMPANY, Las Vegas, Nevada (1999 – 2010)



NEVADA RISE ACADEMY CHARTER SCHOOL

Chief Financial Officer

- Responsible for financial reporting, cash management, accounting staff and functions for construction and real estate companies.
- Manage human resources, employee benefit programs and related compliance.
- Oversight of Construction Bond capacity of over \$50 million for public works projects and private commercial and residential projects.
- Maintained all financial relationships, systems, and processes necessary for US Generally Accepted Accounting Principles (GAAP) compliance.

O'BANNON, DUNN & SMALL, Las Vegas, Nevada (1997 – 1998)

Audit Manager

THE WALTERS GROUP, Las Vegas, Nevada (1996 – 1997)

Chief Financial Officer

FIRST WESTERN FEDERAL SAVINGS BANK, Las Vegas, Nevada (1983 – 1995)

Senior Executive Vice President, Treasurer and Chief Financial Officer (1991 – 1995)

As a member of a four person executive management team, directed the operations and strategic direction of a \$750 million publicly held bank. Directly responsible for Financial / Treasury Functions, Interest Rate Risk Management, SEC / Shareholder Reporting, Corporate Insurance and Employee Benefit Plans

Senior Vice President / Controller (1983 – 1991)

DELOITTE & TOUCHE, Las Vegas, Nevada (1976 – 1983)

Audit Manager

EDUCATION & LICENSES

BSBA ~ Business Administration – University of Nevada, Las Vegas (1976)

Certified Public Accountant

COMMUNITY AFFILIATIONS AND OTHER EXPERIENCE

Trustee for Charitable Estates and Foundations (2006 to present)

ALS of Nevada Board of Directors and Treasurer (2013 - 2016)

YMCA Board of Directors and Treasurer (1984 – 2005)

NEVADA RISE ACADEMY CHARTER SCHOOL

Nicole A. Calix Coy

Las Vegas, NV 89166

Mobile (702) 277-7984

creativenal@hotmail.com

EXECUTIVE SUMMARY

Professional with over 15 years of comprehensive experience in Human Resources including employee relations, recruitment and retention, compensation, multi state labor laws, international labor laws, worker's compensation and benefits administration. Broad experience and collaboration with senior management staff in strategic planning and budget organization. Experience working in government and non-government environments with extensive knowledge in both union and non-union companies. Knowledge and skill in new document policy design and administration. Extensive skills in labor law including multi state FMLA, harassment, and EEO regulations.

Career Highlights

Operations Management; Strategic Planning; Employee Relations; Training and Presentation; National and International Recruitment; Compensation and Benefits Administration; Risk Management; Policy Design and Implementation; Multi-State and International Labor Laws; OSHA Regulation Requirements; Immigration Regulations

EMPLOYMENT HISTORY

ARK LAS VEGAS RESTAURANT CORPORATION

March 2011 – Present

Director of Human Resources

- Direct and manage all Human Resources staff.
- Supports the overall recruitment process and leads the process for senior-level positions.
- Develops and manages the orientation/processing and exiting process for all positions.
- Ensures the timely and accurate creation and maintenance of employee files. Ensures effective planning, communication and follow through on annual coaching review and personal development plan processes.
- Ensures compliance with EEOC, AAP and other reporting requirements.
- Continuously identifies new and improved processes and procedures for recruiting, Human Resources administration and other associate centered processes.
- Maintains a constant and effective customer focus in all activities, projects and other work.
- Provides various Human Resources reports to benchmark Human Resources activities and measure progress. Ensures employment reporting requirements are met (19's, etc.).
- Provides Human Resources training function including scheduling/Associate attendance to workshops, and development of human resource related training modules and facilitation activities (Safety, sexual harassment, etc.).
- Participates in benefits renewal process and supports open enrollment activities.
- Proactively communicates Human Resources risks and issues with senior management.
- Conduct investigations, prepare and develop employee relation issues and practices. Facilitate processing of unemployment hearings, workers compensation claims/hearings, EEOC, Fair Labor Standards. Assist in development of education and facilitation programs. Work on various employee relations' projects.
- Provide leadership in program evaluation and development as well as identifying and developing new programs and services.
- Engage in strategic thinking to analyze and evaluate Human Resource related issues.
- Revise personnel handbook as needed.
- Provide support to lead staff of the company.
- Investigate all EEOC, OSHA, harassment claims, etc.
- Manage the selection, supervision, training and evaluation of Department/Agency personnel. Evaluate personnel based on performance.
- Counsel personnel to correct deficiencies and implement disciplinary procedures as may be necessary.

NEVADA RISE ACADEMY CHARTER SCHOOL

- Direct and enforce management on agency policy and procedures.
- Coordinate training for staff on labor and company issues.

THE SHADE TREE

July 2010 – March 2011

Director of Program Services

- Provide leadership and operations of all residential programs and services to women, children and their pets that are homeless.
- Direct and oversee the external outreach teams to people who are living on the streets, case management, domestic violence, shelter operations, Noah's Animal Shelter, Children's Activity Center, and Special Needs.
- Provide leadership in program evaluation and development as well as identifying and developing new programs and services.
- Engage in strategic thinking to analyze and evaluate service programs and facilities.
- Formulate and recommend Department policies, priorities and objectives that will foster human development, health and wellness, cultural unity, safety and security, and enhance community identity.
- Manage the selection, supervision, training and evaluation of Department/Agency personnel. Evaluate personnel based on performance.
- Counsel personnel to correct deficiencies and implement disciplinary procedures as may be necessary.
- Provide direct supervision to the all subordinate management.
- Oversee goal development and outcome attainment for residential and homeless programs.
- Direct the day to day operations of shelter programming including the Case Management Department, Children's Activity Center and Noah's Animal House.
- Review and complete grant proposals and grant reports for funding.
- Coordinate with other departments on special projects.
- Lead and coordinate Multi Disciplinary Team meetings regarding clients.
- Direct and enforce management on agency policy and procedures.
- Coordinate training for staff on programming issues.

THE SHADE TREE

March 2009 – July 2010

Human Resources Manager

- Manage and coordinate the human resources department.
- Identify human resource department needs.
- Recruitment which includes advertisement, pre-employment testing, offers, interviewing, and conducting employee orientation and training.
- Writing of job descriptions and determination of compensation rate.
- Train management staff on personnel law and management of subordinate staff.
- Assist with ongoing training and supervision of subordinate staff.
- Employee relations counseling.
- Work with payroll department as Benefits Manager for agency.
- Complete all OSHA requirements and work with senior staff to ensure all OSHA requirements are handled properly.
- Participate in the development and implementation of goals, objectives, policies, and priorities for the agency; recommend and implement policies and procedures.
- Assist agency with issues regarding employment law.
- Participate in methods to increase employee morale.

TELEPACIFIC COMMUNICATIONS

June 2008 – October 2008

Human Resources Generalist (contracted position)

- Extensive Employee Relations Counseling.
- Participate in methods to increase employee morale.
- Conduct new hire orientation.
- Enforce company policy.



NEVADA RISE ACADEMY CHARTER SCHOOL

- Consult with management on employee relations.
- Adherence to labor law regulations.

FRIEDMUTTER GROUP
Human Resources Manager

June 2006 – May 2008

- Recruitment which includes advertisement, interviewing, background checks and making offers.
- Identify Human Resource department needs.
- Organization and implementation of new employee orientation.
- Organization and implementation of staff events including luncheons, holiday party, and special events.
- Adherence to multi-state and international labor laws.
- Processing of payroll which includes compensation and benefits administration.
- Processing of FMLA for multi-state locations.
- Employee relations counseling.
- Assist with immigration issues including H-1B Visas and other legal documents.
- Processing of Worker's Comp claims for multi-state locations.
- Participate in the development and implementation of goals, objectives, policies, and priorities for the human resources department.
- Enforcement of company policies.
- Supervision of subordinate staff.

MGM GRAND HOTEL AND CASINO
FMLA/Leave of Absence Manager (contracted position)

February 2006-June 2006

- Management of all FMLA and leave of absence requests for over 9500 employees, with approximately 730 employees on leave at a time.
- Ensure all FMLA, HIPPA, local and federal laws are adhered to.
- Maintenance and review of HRIS systems.
- Communicate and answer questions from senior staff and employees on policy and union matters.
- Coordinate benefits and leave with the Benefits Department for employees on leave. Maintain spreadsheets and flowcharts for all employees on FMLA/Leave of Absence.
- Supervise subordinate staff.

HOUSING AUTHORITY CITY OF NORTH LAS VEGAS
Human Resources Manager

December 2002-December 2005

- Manage and coordinate the human resources department.
- Identify human resource department needs.
- Recruitment which includes advertisement, pre-employment testing, offers, interviewing, and conducting employee orientation and training.
- Establishing compensation tables.
- Writing of job descriptions and determination of compensation rate.
- Train management staff on personnel law and management of subordinate staff.
- Assist with ongoing training and supervision of subordinate staff.
- Employee relations counseling.
- Provide monthly, structured training to staff.
- Work with payroll department as Benefits Manager for agency.
- Complete all OSHA requirements and work with senior staff to ensure all OSHA requirements are handled properly.
- Participate in the development and implementation of goals, objectives, policies, and priorities for the agency; recommend and implement policies and procedures.
- Work as a liaison with the agency's bargaining unit to ensure all union policies are adhered to.
- Adhere to Davis Bacon Regulations.
- Maintenance, building, and review of HRIS systems.

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- Act as a liaison between the agency's insurance company to ensure all safety protocol is adhered to; Risk Manager for agency.
- Writing of grants for continued funding of salaried positions.
- Writing of contracts for contracted employees.
- Liaison for community organizations.

HOUSING AUTHORITY OF THE COUNTY OF CLARK, LAS VEGAS, NV

Family Self-Sufficiency Coordinator

December 1997-December 2002

- Assist with ongoing training and supervision of subordinate staff.
- Coordination of the Family Self-Sufficiency program, which includes program initiation and planning.
- Maintenance and documentation of files as needed.
- Writing for continued funding of salaried positions as well as resident programming grants.
- Writing of Request for Proposals, Memorandum of Understanding and legal documents.
- Coordination of new programs including the Section 8 Homeownership program and current Housing programs.
- Interviewing/intake of potential participants for the program.
- Assisting participants to achieve outlined goals by deadlines.
- Provide monthly, structured training to clients via power point and other media forms.
- Understanding and enforcing Housing Authority policies and procedures.
- Liaison for community organizations.

EDUCATION AND TRAINING

Candidate for Juris Doctorate, Anticipated Graduation Date: 2019

Concord Law School, Los Angeles, CA

Masters of Art in Educational Counseling

University of Phoenix, Henderson, NV

Bachelor of Science in Psychology

Minor in Human Development

Rockford College, Rockford, IL

Human Resources Training Certifications

Fundamentals of Human Resource Management; Fundamentals of Personnel Law for Managers and Supervisors; Managing Difficult Employees; OSHA Compliance & Workplace Safety; Sexual Harassment; Discrimination; ADA Compliance and the Law; Immigration Regulations; Health Care Reform

Counseling Certifications:

Reality Therapy

Leadership Training:

Leadership Breakthrough 1 – Rapport International Leadership

Leadership Breakthrough 2 – Rapport International Leadership

MGM Resorts International Diversity Training April 2011

Computer Programs and Technical Knowledge:

Microsoft Word, Microsoft Excel, Power Point, Publisher, ADP Payroll systems, ReportSmith, Peachtree, Semaphore, AS400



NEVADA RISE ACADEMY CHARTER SCHOOL

Ninya Beyer

251 Flirtation Court ♦ Henderson, NV 89074

ninyabeyer@gmail.com ♦ 510.501.2115

Education	California State University, Dominguez Hills <i>Master of Arts, Education – School Leadership; August 2016</i>	August 2015 – August 2016
	Gonzaga University, Spokane, WA <i>Bachelor of Science in Mathematics, Minor in Philosophy; May 2007</i> <i>3.8 Cumulative GPA/3.9 Major GPA/Magna Cum Laude</i>	August 2003 – May 2007
	Alliant International University, San Francisco, CA <i>Preliminary Single Subject Teaching Credential; June 2008</i>	September 2007 – June 2008
Credentials	<i>Tier 1 Administrative Credential</i>	August 2016
	<i>Clear Single Subject Teaching Credential</i>	June 2013
Professional Experience	Teach for America, Las Vegas Valley <i>Manager, Alumni Leadership</i> <ul style="list-style-type: none">• Created professional development pathways for Teach for America alumni in order to further their career paths and to keep them connected to the organization• Engaged second-year Teach for America corps members in a series of learning experiences geared toward their leadership and career development• Lead the alumni communication efforts including newsletters and social media• Raised over \$50,000 as part of an Alumni Giving Campaign	August 2016 – Present
	Central City Value High School <i>Department Chair, Teacher – Algebra, Geometry, Honors Geometry, Advisor</i> <ul style="list-style-type: none">• As Department Chair, created the first common vision for student achievement that contained both academic rigor and character development• Created the first dual math period where students took 2 math courses their sophomore year in order to take AP Calculus their senior year• Increased the number of AP Calculus students from 14 to 33 over 2 years• Increased the number of students who met or exceeded standards from 24% in 2014-2015 to 56% in 2015-2016. 90% of my students met or exceeded standards on the SBAC exams	August 2013 – June 2016
	Teach for America Summer Institute <i>Corps Member Advisor Coordinator</i> <ul style="list-style-type: none">• Coordinated a group of 48 Corps Member Advisors in their development as managers of new Teach for America Corps Members• Created and facilitated professional development weekly to address skills necessary to most effectively push Corps Members forward in their teaching and mindsets toward working in a low-income community• Observed Corps Member Advisors during their sessions with Corps Members and gave feedback directly on their management and feedback cycles	Summers 2011 – Present Summer 2013 – Present
	<i>Corps Member Advisor</i> <ul style="list-style-type: none">• Advised and supported 12 developing teachers who led 88% of their students to achieve ambitious growth goals	Summer 2011, 2012

NEVADA RISE ACADEMY CHARTER SCHOOL

- Facilitated professional development sessions on data tracking and analysis, effective backwards planning, implementing differentiated small group instruction, organizing and prioritizing a week based on student needs

Teach for India (New Delhi, India)

September 2012 – December 2012

Program Manager

- Planned and led the development of 12 Fellows teaching in low-income areas of India
- Designed and delivered Professional Development Conferences catered towards teachers' areas of growth based on data
- In charge of building and managing the team of teacher Fellows to support in resource sharing and leadership development

Teach for America (Oakland, CA) Oakland HS 2007 – 10, Oakland Technical HS 2011 - 12

Instructor – Algebra, Geometry, Intermediate Algebra, and Advanced Algebra/Trigonometry

- Piloted and subsequently implemented school-wide Freshman houses based on test scores, passage rates, and discipline
- Spearheaded a new Algebra curriculum, which after the first year improved student achievement in Algebra school-wide from 3% Proficient or Advanced to 12% Proficient or Advanced (20% of my students were Proficient or Advanced)
- Created and distributed assessments aligned with state standards to help teachers track student progress and coordinate proper remediation before state standardized tests (average of 27% more Proficient or Advanced students in each of my subject areas)
- Member of the Instructional Leadership Team which made key decisions about classroom instruction

Oakland Unified School District

Summer 2009, 2010 – 2011

TSA Algebra Coach

- Coached teachers starting the Summer of 2009, first during Summer Algebra Academy for 2 summers and later as Algebra Coach for the 3 large high schools in Oakland
- Diagnosed classrooms and formulated plans to improve teacher effectiveness, including investment, classroom management, and lesson planning strategies
- Facilitated cycles of inquiry based on test scores to strategically increase student achievement
- Designed and presented professional development for teachers to support performance
- Evaluated teachers' performance in the classroom to move them forward in their teaching

Community Leadership

Center of Hope, Haiti

Volunteer/Curriculum Specialist

- Painted and refurbished the newly built auditorium, kitchen, and dormitories
- Reached out to local kids in orphanages to help with their English language development, in turn learning a little Haitian Creole!

Key Club Advisor

- Advised and oversaw club meetings
- Aided students with their fundraising and volunteering efforts

Interests:

International social justice, educational equality, outdoor activities, cooking, yoga

NEVADA RISE ACADEMY CHARTER SCHOOL

BRIAN BLAKLEY

165 JAY PORTER AVENUE, HENDERSON, NEVADA 89002 | (702) 236-7633 | BRIANBLAKLEY@GMAIL.COM

EDUCATION

J. Reuben Clark Law School, Brigham Young University, Provo, Utah
Juris Doctor, April 2013

- GPA: 3.76, *magna cum laude*
- Order of the Coif
- Class Rank: Top 10%
- *Lead Articles Editor*, Managing Editorial Board, BYU Law Review, 2011–13
- *Recipient*, Edwin M. Thomas Full Academic Merit Scholarship
- *Recipient*, J. Reuben Clark Award for Academic Excellence, Integrity, and Service
- *Recipient*, Faculty Award for Meritorious Achievements and Distinguished Service
- *Research Assistant*, Professor John E. Fee, Property Law and Constitutional Law
- *Teaching Assistant*, Professor David Dominguez, Criminal Law

Brigham Young University, Provo, Utah
Bachelor of Arts, Philosophy, December 2009

- GPA: 3.94, *magna cum laude*
- *Recipient*, Full Academic Merit Scholarship

EXPERIENCE

Lewis Roca Rothgerber Christie

Associate Attorney

- Work with Dan Waite, Dan Polsenberg, and Howard Cole on district court and appellate matters
- Brief and argue dispositive motions, discovery motions, motions for injunctions and restraining orders, motions *in limine*, and motions to alter and amend judgments
- Brief writ petitions and appeals
- Draft written discovery and take depositions
- Maintain and produce e-discovery
- Representative matter: *Ergon Asphalt and Emulsions, Inc. v. Capriati Constr. Corp., Inc.*, No. 2:13-cv-1683-GMN-NJK, 2015 WL 1959851 (D. Nev. April 29, 2015) (won summary judgment for all damages claimed against a contractor and bonding company in relation to a freeway expansion project)

U.S. District Court for the District of Nevada, Reno, Nevada

Law Clerk to Chief Judge Robert C. Jones, August 2013 – August 2014

- Analyzed briefing in civil and criminal cases, researched the controlling authorities, and drafted proposed orders for Judge Jones' signature
- Managed over 500 cases

Lewis and Roca LLP, Las Vegas, Nevada

Summer Associate, June – August 2012

Utah Supreme Court, Salt Lake City, Utah

Judicial Extern for Justice Thomas R. Lee, August – November 2011

Hutchison & Steffen, LLC, Las Vegas, Nevada

Summer Associate, June – August 2011

U.S. District Court for the District of Nevada, Las Vegas, Nevada

Judicial Extern for Judge Lloyd D. George, May – June 2011



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PUBLICATIONS *From Handbills to Proposed Bills: Suggestions for Regulating the Las Vegas “Strip” Tease*, 2012 BYU L. REV. 1297
Co-Author, “Nevada’s New ‘Goldilocks’ Asbestos Causation Standard,” Communiqué, April 2015

BAR State Bar of Nevada, Utah State Bar

INTERESTS Playing the guitar, playing basketball, reading biographies, and running

NEVADA RISE ACADEMY CHARTER SCHOOL

ANDREA LOMBARDO, SPHR

10679 Allegrini Drive / Las Vegas, Nevada 89141 / andee1013@gmail.com
C 702.302.3159

KEY COMPETENCIES

- 20+ years of HR generalist and management experience
- 15+ years of Labor Relations experience
- Payroll and Benefits Administration
- Multi-site, Multi-state
- Recruiting and Onboarding
- Training and Development
- Safety and Workers Compensation

PROFESSIONAL EXPERIENCE

November 2015 – Present DIRECTOR OF HUMAN RESOURCES

Brooklyn Bowl, Las Vegas Nevada (Music Venue / Restaurant on the Las Vegas Strip)

- Oversee all aspects of human resources for 200+ employees, including but not limited to benefits and payroll administration, employee relations, workers compensation, recruiting and onboarding, counseling and training.

2010-January 2016 MANAGER, HUMAN RESOURCES

Molycorp, Mountain Pass, California (rare earth mine and chemical processing facilities)

- Human resources and compliance responsibility for up to 480 employees, over 50% union (Steelworkers)
- Successful growth of employee headcount from approximately 100 employees in 2010 to over 400 employees by 2013
- Successful transition of human resources department from privately owned company to publicly traded company, including SOX compliance and implementation of Stock Purchase Program
- Growth of human resource department from 2 to 5 staff members in accordance with company growth
- Ensure legal compliance and timely response to all employment-related claims or charges
- Coordinate and facilitate mediation of employee relations issues
- Heavy emphasis on labor relations and counseling of management on union issues
- Represent the company during Collective Bargaining Agreement negotiation process
- Coordinate and frequently interact with human resources counterparts to ensure consistency of human resources functions among all U.S. locations, including acquisitions

2003-Present VICE PRESIDENT HUMAN RESOURCES (part-time since 2010)

Friedmutter Group Architecture/Interior Design/Branding Studios, Las Vegas, Nevada

- Overall responsibility for human resource functions and compliance for an internationally renowned architecture and design firm, up to 240 associates and 9 locations

NEVADA RISE ACADEMY CHARTER SCHOOL

- Initial locations included New Jersey and Nevada. Successfully established human resources and administrative procedures and set-up of worldwide expansion into Dubai, Hong Kong, New York, Mississippi, Florida and California
- Ensured legal compliance during a multi-jurisdictional 70% workforce downsizing
- Sole human resources associate upon hire, grew human resources staff to 5 associates
- Prepare for and successfully represent company in all employment related claims or charges
- Oversee and implement discipline, counseling and discharge of associates
- Process payroll for salaried (exempt and non-exempt) and hourly associates
- Manage all benefits, including medical, dental, and 401(k)
- Implemented new benefits programs: disability, supplemental life and AD&D, and flexible spending plans (transit and healthcare)
- Administer FMLA and workers compensation
- Ensure compliance and oversee placement of temporary workers and consultants
- Plan and organize company events, such as holiday parties, cookouts and employee luncheons

1995-2003 SENIOR HUMAN RESOURCES ADMINISTRATOR

Coca-Cola Bottling Company, Akron, Ohio

- Promoted from Human Resources Administrator to Senior Human Resources Administrator
- Provided generalist support for up to 13 locations and 2000 employees in Ohio and Western Pennsylvania, including an ISO9000 Production Facility and Service Call Center
- Prepared and monitored Affirmative Action Plans, Impact Ratio Analysis, annual and quarterly reports. Lead AAP Administrator/Trainer and Champion of Supplier Diversity
- Identified training needs, developed programs and facilitated training: Policy and Procedure, Behavior Based Interviewing, Diversity/Inclusion, Affirmative Action, Discharge and Discipline, Sexual Harassment, Employee Benefits and Safety
- Succession Planning
- Responded to labor relations issues, attended grievance meetings and Ohio Joint Committee meetings, prepared for contract negotiations. Participated in two successful union avoidance programs in Findlay and Mansfield, Ohio (Teamsters)
- Managed recruiting and selection process, facilitated orientation for new hires
- Prepared successful responses for employment related claims and charges. Attended EEOC mediations and unemployment hearings
- Reviewed and approved performance development plans
- Accurate maintenance of employment files and records resulted in positive results in all internal audits, EEOC Surveys and OFCCP Compliance Audits (paper and on-site)
- Provided training and interviewing assistance at Unemployment Office, Goodwill (“Employer of the Year”) and East Akron Community House (“Most Educational Presentation”)
- Supervised and provided direction to 2 employees
- Facilitated annual benefits enrollment for non-bargaining employees

NEVADA RISE ACADEMY CHARTER SCHOOL

1985-1995 PERSONNEL MANAGER

Giant Eagle Markets, Akron, Ohio

- Promoted from Cashier to Front End Coordinator to Personnel Manager
- Provided human resources assistance and counseling to 250 employees and managers
- Trained employees and managers on company policies and procedures
- Managed recruiting and selection process
- Provided corporate office with documentation and investigation results for workers compensation and general liability claims\
- Solved customer problems and complaints
- Ensured store safety and OSHA compliance, provided safety training to new and existing employees
- Provided contract interpretation and resolution of union issues, grievances and arbitrations (multi-union facility, including UFCW)
- Counseled and assisted managers with discipline and discharge issues
- Maintained employment files and attendance records

EDUCATION

BA Psychology, University of Akron, Akron, Ohio

SPHR Certified

SHRM-SCP Certified

COMPUTER SKILLS

Microsoft Office, ADP, Ascentis (payroll), Semaphore, Peachtree

KIMBERLY JOI MCDONALD

Owner & CEO, Designing JOI, LLC



- Las Vegas, Nevada, United States
- 702.533.5273
- designingjoi@gmail.com
- designingjoi.houzz.com
- designingjoi.com

AWARDS

- 2017 Las Vegas's Top 100 Women of the Year – My Vegas Magazine.
- 2016 Best of Houzz for Client Satisfaction (houzz.com)
- 2015, 1999 & 1997 Distinguished Woman of Southern Nevada
- 2015 National Interior Design Society (IDS) 1st Place Designer of the Year - - Sherwin Williams Award
- 2015 Inaugural National IDS IMPACT Individual Award (pro bono project)
- 2013 National IDS Designer of the Year Award (3rd Place Remodel - Bathrooms > \$30,000)
- 2014 President's Excellence Award - Interior Design Society Las Vegas Chapter recognition as Founder & Past President
- 2012 American Society of Interior Designers (ASID) California Central / Nevada Chapter Design Excellence Award Winner (3rd Place Remodel)
- 1998 - Top Ten Women of America by the American Business Women's Association (ABWA) [1 of 10]
- 2006 - Freelance Columnist "Legislative Watch," of former business /entrepreneur publication
- 2004 -Honoree - Las Vegas In Business' "Rising Stars Under 40" (1 of 25 selected from approx. 100 nominations)
- 2000-ABWA Woman of the Year

SUMMARY

A proven visionary leader with experience in local government, non-profit and the business sector, as well as, local, state, national, professional board leadership and community service.

SKILL SET



Strategic planning, visionary, problem-solving, fiscal management, lobbyist/legislative/government affairs consultation, project management, creative thinking, effective oral and written communications, public speaker, presenter, public relations, analyst, speechwriter, freelance writer, professional interior design (residential and hospitality), and special events.

WORK HISTORY

2008 - Present Owner & CEO

Designing JOI, LLC

Designing JOI, LLC is an award-winning, professional interior design firm specializing in luxury residential and hospitality design. The design result is the execution of successful, beautiful, custom and sustainable designs with efficient and functional spaces that are tailored to meet the client's needs. Provides minor assistance and updates, to large-scale renovations, to new construction projects.

1996 - 2008

State Legislative Affairs Officer / Lead Lobbyist & Executive Team Member

City of North Las Vegas

Served as chief lobbyist (City Manager's Office), government affairs executive, member of executive team, and past special events chairman. Formerly held the following positions: public information officer/ management analyst, senior management analyst, and special projects analyst. Represented the North Las Vegas City Council, city manager and department directors on government and legislative affairs issues, as well as, at the Nevada State Legislature. Primarily responsible for state intergovernmental and public affairs. Chaired special events team and served as speechwriter for four Mayor the City Addresses. Also represented the city council and city manager by serving on the National League of Cities' Community and Economic Development Committee. As a lobbyist, testified before the Nevada State Legislature regarding various issues for local government to effectively and efficiently provide services to its citizens; ranging from public safety (police and fire), economic development, redevelopment, parks and recreation, transportation, ethics, public works, engineering, public lands, city clerk, etc.). Cultivated and maintained relationships with community, business, and political leaders, and was knowledgeable regarding public policy issues. Received excellent performance evaluations and pay raises.

1989 - 1995

Methods and Procedures Analyst

Reynolds and Electrical Company (REECO) / Yucca Mountain Project (YMP)

NEVADA RISE ACADEMY CHARTER SCHOOL

Marketing Association - Creative Marketing & Communications Best Citizen Participation

- 1996 - ABWA Business Associate of the Year (Pinon Pines Chapter)
- 1995 - Inaugural State of Nevada Attorney General's Role Model Award by Frankie Sue Del Pappa

PUBLICATIONS

LUXURY LAS VEGAS DESIGN

MASTERPIECES Magazine - Special Issue (April 2014 Issue).

"Queensridge Bedroom Transformed into Glamorous Hollywood Lair".

<http://mobile.luxurylv.com/i/287475>

Special to the Las Vegas Review Journal Home and Garden Magazine (February 6, 2014 Issue). "Life is Better by Design".

www.reviewjournal.com/life/home-and-garden/life-better-design

Special to Your Home Las Vegas Review Journal (December 11, 2016). "Local Interior Designers Offer Decor Advice for the Season".

<http://www.reviewjournal.com/life/home-and-garden/local-interior-designers-offer-decor-advice-the-season>

Las Vegas Review Journal (September 13, 2016). "Volunteers to redesign Scotch 80s home in 2017." <http://www.reviewjournal.com/real-estate-millions/volunteers-redesign-scotch-80s-home-2017>

Las Vegas Real Estate Magazine (January 20, 2016 Issue). "2016 Kitchen and Bath Trends". <http://viewer.epageview.com/Viewer.aspx?docid=546e15be-5bdd-44c5-9804-a58400dc6092#?page=26>

Special to Your Home Las Vegas Review Journal (February 28-March 1, 2015). "Catering to Millennials". <http://www.reviewjournal.com/life/home-and-garden/catering-millennials/>

Special to the Las Vegas Review Journal Your Home Magazine

Implemented first Conduct of Operations Procedural System for the Technical Information Section. Analyzed work processes, wrote, revised and maintained technical and administrative procedures and flowcharts. Also served as total quality management (TQM) facilitator and trainer.

Developed two-day TQM Seminar of 22 sessions, two workshops and 32 speakers for 570 attendees. Received Letter of Commendation and Certificate of Appreciation. Traveled nationwide as technical representative for technical public relations representing the U.S. Department of Energy (DOE) / Yucca Mountain Project and REECo at national technical and professional meetings. Prepared and staffed technical exhibits. Served as representative on National American Nuclear Society Power Division's Public Acceptance Subcommittee at annual meeting. Served as division support staff and training coordinator for 47 REECo employees who worked directly for the DOE. Innovated and conducted first bi-annual self-accountability audits of training files ensuring qualification, indoctrination and verification of education and/or experience requirements were met.

Received Letter of Appreciation from department manager. Awards received: REECo Galaxy of Stars Quality Award (1995); REECo Departmental Recognition Award (1994); YMP Public Outreach Program Special Appreciation Certificates (1992-93); Selected as 1 of 6 YMP Women of the 90's Representatives (1990).

1989-1990 Executive Secretary

Reynolds Electrical & Engineering Co., Inc. (REECo) / Yucca Mountain Project (YMP) - U.S. Department of Energy (DOE)

As executive secretary to the U.S. DOE project manager, managed the front office, maintained appointment calendar, coordinated travel arrangements, prioritized mail, filed documents and performed shorthand dictation.

Interfaced with congressional and local dignitaries, professional organizations and the public. Received Letter of Commendation for outstanding performance. Promoted from receptionist and word processing pool.

1988 Psychology Intern - Internship

Clark County Juvenile Court System

Shadowed psychology department professionals dealing with children who were abused, neglected or abandoned by their parents or guardians.

1988 Psychology Intern - Internship

Charter Hospital of Las Vegas

Shadowed 24-Hour crisis management team on community crisis calls.

1986-1989 Administrative Assistant & Stay-in-School Student

U.S. Environmental Protection Agency (EPA) at the University of Nevada, Las Vegas campus

Assisted the EPA Director's Office as part of the Equal Employment Opportunity Program: Coordinated briefings, congressional and school tours, managed community outreach projects, and served as associate editor of monthly newsletter, *The Inside Story*. Wrote first administrative procedural handbook for EPA Technology Transfer Office. Served as acting equal employment opportunity coordinator and assisted management of the Federal Women's, Hispanic, Black and Senior Employment Programs. Produced monthly budget and statistical reports, recruitment actions and maintained time cards. Promoted from clerk typist. Awards received: U.S. EPA Superior Performance Awards (1986 & 1988); U.S. EPA Outstanding Special Act Award (1987); U.S. EPA Outstanding Graduating Stay-in-School Plaque (1988); and U.S. EPA Quality Assurance Division Employee-of-the-Month (1987).

(December 20, 2014). "Seasonal Bloom".
<http://www.reviewjournal.com/life/home-and-garden/seasonal-bloom>

Special to the Las Vegas Review Journal Your Home Magazine (December 13, 2014). "Keep it Simple".
<http://www.reviewjournal.com/life/home-and-garden/keep-it-simple>

Special to the Las Vegas Review Journal Your Home Magazine (April 24, 2014). "Minimalist Message".
<http://www.reviewjournal.com/life/home-and-garden/minimalists-message>

Rugs News and Design Magazine (August 26, 2011 Issue).
<http://rugnewsdesign.com/blog/2011/08/26/august-2011/>

AFFILIATIONS

- American Society of Interior Designers (ASID)
- National Interior Design Society (IDS)
- Alpha Kappa Alpha Sorority, Inc. (undergraduate)

PHILANTHROPY

Enjoys providing selective pro bono / charitable interior design and community service for children's organizations, cancer research, Baby's Bounty, The Foundation for Positively Kids, Nevada Senior Services, the 2015 & 2016 DIFFA Picnic by Design - Charity Event (Design Industries Foundation Fighting Aids), among others.

REFERENCES

Available upon request.

BOARD EXPERIENCE-LOCAL, STATE AND NATIONAL

2003-2005 Governor Appointee-Commissioner
 Inaugural State of Nevada Homeland Security Commission
 Appointed by Governor Kenny C. Guinn to serve on the inaugural State of Nevada Homeland Security Commission representing local governments, administration, and legislative function. Served as Lead Co-Chair of the By-Laws & Legislative Subcommittee. Responsible for facilitating the legislative package through the 2005 Nevada State Legislature, as well as, monitoring, and/or advocating for public safety legislation regarding homeland security.

2015 - Present President - Board of Directors (Non-Profit)
 The Foundation for Positively Kids
 Positively Kids delivers high-quality healthcare services for Southern Nevada children, with an emphasis on providing quality of life for medically fragile and developmentally delayed children, from birth to 18 years old, and their families. Serves as president of the board directors. Provides leadership and team stewardship of the board, as well as, pro bono strategic planning, government affairs and legislative consultation for The Foundation for Positively Kids. Served as their pro bono lobbyist at the 2007 Nevada State Legislature. Served as the Community Action Committee chair and composed/compiled the organization's Strategic Planning first 5-year document which is constantly evolving and now performed by the CEO and staff vice presidents. As president on behalf of the board's evaluation, administers the CEO's performance evaluation.

2016 - Present National Vice President - Board of Directors
 National Interior Design Society (IDS)
 As a team, responsible for the stewardship of this professional residential interior design organization regarding business management, education/training, technology, interior design, networking, and personal and professional growth. Invited to serve on the national board (2012-13) after founding the Interior Design Las Vegas Chapter (2011), and received the Most Promising Chapter Award. Subsequently invited by the National IDS Executive Board to serve as and was elected to be National Secretary-Treasurer (2013-15). Prepared summarized meeting minutes with action items, gave treasury status reports (according to profit and loss statements), and assisted in preparation of annual budget and measurable goals during Strategic Planning Session. As part of the IDS Executive Board, also completes a performance evaluation of the executive director, and will assist the president in the administration of this task.

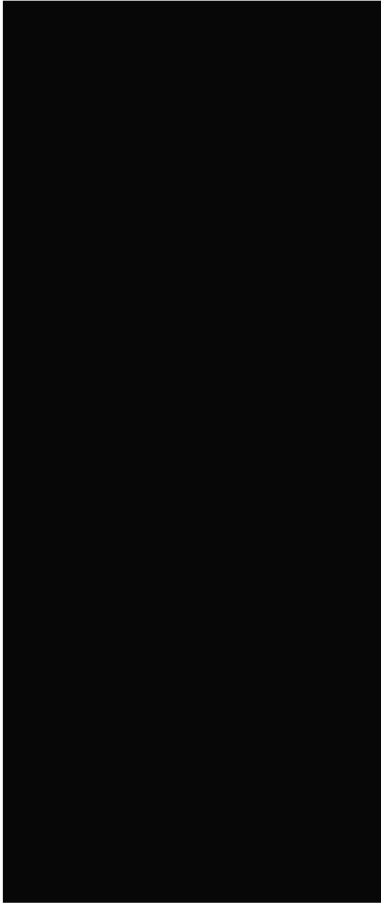
2012-2012 Past Finance Director
 American Society of Interior Designers, California / Nevada Chapter
 Served a brief 4-month stint as the Finance Director. Managed fiscal accounts and gave treasury reports at meetings, and complied with tax filing requirements.

2011-2012 Founder & Past President
 Interior Design Society (IDS) Las Vegas Chapter
 Original Founder and past president (two-term). Established the first and only IDS chapter in Nevada. Planned quarterly chapter meetings with speakers, and social events for networking and membership growth. Interfaced with other professional design chapters. Chapter awards received at IDS National Conference Awards Gala: Most Promising Chapter (2011), Outstanding Website (2012) and Outstanding Public Relations (2012).

NEVADA RISE ACADEMY CHARTER SCHOOL

- 2002-2005 Founder & Past President
American Business Women's Association - Las Vegas Express Network
Founded the ABWA Las Vegas Express Network which was a focused networking group geared for busy executives. Featured monthly speakers and educational seminars. This group disbanded in 2005 due to loss of leaders.
- 1999-2000 National Secretary-Treasurer
National American Business Women's Association (ABWA)
ABWA is a professional women's business league that helps members grow personally and professionally through leadership, education, networking support, and national recognition. Prior to this, was elected to serve as the District VI Vice President (1989-99) over western region. As the National Secretary-Treasurer was 1 of 9 board of directors/trustees of the Stephen Bufton Memorial Educational Fund which gives academic scholarships to young women all over the United States. Traveled and delivered speeches at chapter, council, regional conference events and annual meeting. Also served as speakers and conducted training seminars at chapter, council and regional conferences. Gave the Secretary-Treasurer reports at national convention, and served as national ambassador to the organization.
- 2001-2003 General Chairman
National American Business Women's Association Convention (ABWA)
Served as the 2003 General Chairman of the National ABWA Convention held in host city Las Vegas, Nevada. Presided over approximately 21 committee officers and various committee chairs. Over 1,000 attendees were present from all over the United States. ABWA is an organization that provides educational training and skills for the professional and personal development of women and men members.
- 1997-1998 Secretary-Treasurer
Local Government Managers' Association of Nevada (LOGMAN) As an assistant as part of the North Las Vegas City Manager's term as president, served as secretary-treasurer for LOGMAN, managed and gave treasury reports, prepared meeting minutes, maintained membership records, and coordinated annual conference for State of Nevada local government city and county managers.
- 1996-97 & - 2003-04 President - Board of Presidents (ABWA Las Vegas Chapters) Southern Nevada Area Council (SNAC) of ABWA
Presided as president over the chapter presidents. Worked as a team to produce the annual SNAC ABWA Dinner with speaker and networking and hosted educational seminars.

NEVADA RISE ACADEMY CHARTER SCHOOL



- 1996-1998 Founder & Past President
Pi Alpha Alpha 105th Chapter- National Honorary Society for Public Administration and Public Affairs - Masters Program Honor Society at the University of Nevada, Las Vegas
Pi Alpha Alpha 105th Chapter of the National Honorary Society for Public Administration and Public Affairs - Masters Program Honor Society at the University of Nevada, Las Vegas (1996-1998). This group disbanded in 1998 due to loss of leaders, but was resurged later by others.
- Early 1990s President
Drifting Dunes Chapter - ABWA
Presided over chapter meetings, led chapter events, and worked as a team increasing membership.

EDUCATION

- 1995-1996 Masters in Public Administration
University of Nevada, Las Vegas
Graduated Summa Cum Laude 3.9 gpa
- 2006-2009 Bachelor of Arts in Interior Design
The Art Institute of Las Vegas
Graduated Honors 3.6 gpa
- 1983-1988 Bachelor of Arts in Psychology
University of Nevada, Las Vegas

NEVADA RISE ACADEMY CHARTER SCHOOL

Eric Mendoza

1952 Flagstone Ranch, Henderson, NV 89014
(702) 525-7921 ericmendoza8@gmail.com

Experience

EXIT Realty Number One 1/2013 – Present
CEO/Corporate Broker

- Provide leadership, accountability, supervision and support for EXIT agents and support staff
- Conduct recruitment meetings and events
- Review files and transactions in order to maintain compliance

Keller Williams Realty, Southern Nevada – Henderson, NV 6/2011 – 1/2013
Keller Williams Realty, Southern Nevada – Las Vegas, NV

General Manager

- Assist in educating Team Leaders
- Provide leadership, accountability, supervision and support for Team Leaders
- Set up recruiting events
- Identify smaller real estate offices for mergers and acquisitions

Keller Williams Realty, Southwest – Las Vegas, NV 9/2010 – 6/2011
Team Leader

- Open new Marketing Center
- Assisted in market research, benchmarking and trendsetting
- Increase number of agents by 130%

Keller Williams Realty, The Marketplace – Henderson, NV 4/2004 – 9/2010 & 6/2011 – 1/2013
Realtor

- Recruited current Keller Williams Realty, The Marketplace owners Rick and Teri Brenkus
- Taught Scripts and Dialogs class, Contracts class and Keller Williams specific classes
- ALC Member 2000-2009
- GLVAR Realtor of the Month – 1999, 2002

Keller Williams Realty, The Marketplace – Las Vegas, NV 11/2001 – 4/2004
Team Leader

- Black belt Team Leader
- Increased number of agents by almost 200%
- Brought office to a positive income after four years of Loss Carry Forward
- Oversaw Leasing of new office building including negotiating lease and tenant improvements



NEVADA RISE ACADEMY CHARTER SCHOOL

Sportco - Henderson, NV Store Manager	4/1994 - 3/1998
<ul style="list-style-type: none">■ Supervised sales staff■ Ran the Team Sales Division■ Oversaw inventory	

Affiliations

Professional Standards Committee, GLVAR	2009 - Present
Grievance Committee (Appointed), GLVAR	2006 - 2009
Nevada Realtor Legal Fund Committee (Appointed), NVAR	2006 - 2008
State Board of Directors, NVAR	2006
Clark County Comprehensive Planning Steering Committee, GLVAR	2005 - 2006
REN PAC (Real Estate of Nevada Political Action Committee), Trustee, NVAR	2002 - 2006
BOR PAC (Board of Realtor Political Action Committee), Trustee, GLVAR	2001 - 2006
Political Affairs Committee, Chairman, GLVAR	1999 - 2005
Bishop Gorman Catholic High School Theatre Department House Management Volunteer	08/2008 - Present
Clark County Department of Family Services Previous Foster Parent Licensee, Adoptive Parent Program	03/2005 - Present

ILYA ROCKWELL

Las Vegas, NV • cell 310-966-7450 • ilyaroc@yahoo.com

Desired: Non-Profit Boards

Dedicated and technically skilled business professional with a versatile administrative support skill set developed through experience as an office manager, sales manager, and developing and running own business.

Excel in sales, customer service, customer satisfaction and the bottom line.

Expert relationship builder, channel developer, negotiator and sales strategist.

Offer advanced computer skills in all MS Office programs and other applications/systems.

Key Skills

Strong communication skills	Customer base development	Spreadsheet & Database Creation
Constant focus on growth	Customer satisfaction	Accounts Payable/Receivable
Leadership	Staff Development & Training	Forecasting & Market Analytics

Experience

BANK OF AMERICA MERRILL LYNCH, Las Vegas, NV Sept 2014 – April 2107

Financial Advisor

Passed training and licensing including Series 7 and Series 66 exams. Providing clients with unique and customized service while making decisions on investments and asset allocation. Continuing education within my job, including but not limited to CFP (Certified Financial Planner) designation. Time management, networking, and setting and achieving goals are all a big part of this position.

AUTO INDUSTRY, Las Vegas, NV June 2012 – Sept 2014

Sales rep

New and used car sales. Have reached minimum quotas (10 cars a month) every single month, averaging 16.1 cars a month. Have never failed CSI (Customer Satisfaction Index), and from March to May 2014 had 100% CSI. Built a network of loyal repeat customers with as many as 6 cars sold to the same family/friends within just 1 year.

ATLANTIS CONSULTING, Las Vegas, NV Dec 2011 – April 2012

Sales rep

Residential door-to-door sales representing telecommunications company CenturyLink. Learned approaching any potential customer with confidence, grab their interest in a short period of time and then close the deal at the spot. Commission-only position required doing my best every single day, in any weather conditions and other circumstances.

MARTIAL ARTS WORLD, Burbank, CA April 2009 – June 2011

Martial arts student and training instructor

Worked with children and adults to help them improve their martial arts skills, discipline and mental focus. Also worked on improving my own skills, challenging myself every day, spending up to 8 hours a day at the school. Learned to achieve higher personal levels of discipline, drive, focus, toughness, humility and tranquility.

ROCKWELL CORPORATON, Los Angeles, CA – Palmdale, CA April 2008 – July 2011

Self-employed, owner, president

NEVADA RISE ACADEMY CHARTER SCHOOL

Developed websites and board games. Worked with a few people hired by me. Continued to improve in planning, management, creativity and achieving results.

FALLS ENTERPRISE, Westlake Village, CA

April 2007 – October 2008

Office manager – Jan 2008 – Oct 2008

Warehouse manager – Apr 2007 – Dec 2007

Promoted from managing a warehouse and maintaining inventory to coordinating all of the office functions and supervising a team of administrative professionals while still managing the warehouse. Developed efficiency-enhancing process improvements that made it possible to accommodate increased responsibilities. Decreased office expenses by 25% by implementing needed controls on supplies and standardizing ordering procedures.

STORE2DOOR, Burbank, CA

May 2006 – March 2007

Shift store manager

Managed a team of cashiers, delivery drivers and deli workers at a liquor market store. Responsibilities included money management, ordering, receiving, taking delivery orders by phone and many others.

Education

INSTITUTE OF BUSINESS LAW AND POLITICS, Kohtla-Jarve, Estonia

Corporate Law degree

Maintained 4.4 GPA

Results: Built foundation of knowledge in economics, business management, marketing and business law

Non-Profit Activity

Kiwanis Club of Las Vegas

Board of Directors since August of 2016 and Key Club Advisor since September 2016

Miracle Flights

Golf Tournament Fundraising Committee since October of 2016

Make-A-Wish Southern Nevada, Military Support Activity Group

Volunteer

NEVADA RISE ACADEMY CHARTER SCHOOL

APPENDIX B: JOB DESCRIPTION FOR SCHOOL LEADER

NEVADA RISE ACADEMY CHARTER SCHOOL



NEVADA RISE ACADEMY CHARTER SCHOOL

EXECUTIVE DIRECTOR/SCHOOL DIRECTOR

POSITION SUMMARY:

The Executive Director will drive Nevada Rise Academy's growth and development and manage the school's staff toward ambitious results. The Board of Directors will hold the Executive Director accountable with regard to all aspects of the school's academic program, financial management, and organizational health. The Executive Director is entrusted with leading the school to achieving its mission, maintaining the financial viability of the school, and determining the future direction of the school in accordance with the mission.

OUR MISSION

Through rigorous curriculum, high-quality instruction, and intentional character development, Nevada Rise Academy Charter School places all students on a path to college and ensures each student has access to life's fullest opportunities.

RESPONSIBILITIES

Responsibilities of the Executive Director include but are not limited to:

- Create, lead, monitor, and sustain school culture of academic excellence through consistent implementation of systems and structures to maximize student learning
- Work closely with appropriate directors and teachers to ensure high-quality instructional resources are in place so that the school can meet its academic goals
- Develop and implement staff orientation, summer professional development, weekly professional development, data days, and feedback cycles
- Hold all staff to academic, professional, and ethical values and other performance standards.
- Lead all weekly student community meetings
- Recruit, hire, and manage staff who embody the mission, beliefs, and values of Nevada Rise
- Work with staff to develop and implement long-range plans for curriculum, instructional evaluation, and school improvement
- Conduct annual evaluations for all staff
- Manage and coach staff to ensure they earn "Proficient" ratings on our rubric
- Ensure the school has a clear, ambitious yet viable plan for improving instruction and school culture
- Coordinate community outreach, student recruitment, lottery, admissions, enrollment, and waitlist procedures
- Execute quarterly academic program analysis
- Develop clearly articulated plans for daily operations and implementation of student services, including support services, discipline management, and crisis intervention
- Implement all student discipline, code of conduct, and behavior standards in conjunction with staff; and participate in any major behavioral meetings

NEVADA RISE ACADEMY CHARTER SCHOOL

- Develop (or update) the student and staff handbook at the beginning of the school year
- Work with Board of Directors and back-office provider to create and implement a comprehensive and fiscally sustainable annual operating budget
- Ensure adherence to the Board-approved final budget as well as an ongoing commitment to a culture of strong fiscal management
- Serve as the liaison between the school and external stakeholders, donors, and third-party constituents
- Review all student report cards before distribution to families
- Work with Board of Directors to approve and authorize legal contracts related to the school
- Report on the school's performance and progress at each monthly Board meeting, and more frequently if needed
- Support and work with all Board committees as well as provide information, data, reports, and context necessary to assist in effective governance
- Continue to develop financial plan for school's capital needs to secure permanent facility
- Coordinate the required filing of reports with local, state, and federal education and regulatory agencies
- Inspire, equip, and push staff and student body to remain focused and determined in fulfilling the mission of the school.

QUALIFICATIONS AND QUALITIES

Required qualifications and qualities of the Executive Director include but are not limited to:

- Strong commitment to and belief in the mission, values, and pillars of Nevada Rise Academy
- Self-reflective and humble disposition, committed to feedback and continuous improvement
- Collaborative attitude and enjoy working alongside a group of dedicated, hardworking, and passionate educators who will become your team and family
- Bachelor's degree required, Master's degree preferred
- At least 8-10 years of work experience, with at least 3-5 years of experience leading students and staff to high levels of performance
- Experience and demonstrated skills as an urban public school leader, with proven results strongly preferred
- Dedication to helping children grow and learn
- Excellent oral and written communication skills
- Exceptional organizational skills, including a commitment to maintaining a comprehensive calendar and ability to build and execute on weekly and monthly priorities
- Ability to take and quickly implement feedback
- Strong work ethic coupled with an enthusiastic, passionate approach to work
- Articulate, professional demeanor with strong self-confidence and initiative
- Ability to interact effectively with a broad range of stakeholders with different interests and needs
- Ability to clearly articulate and sell a vision, outline and detail a project plan, and execute it
- Ability to address and solve complex problems and develop creative solutions
- Strong ethics and determination to maximize organizational effectiveness and efficiency
- Proficiency in Microsoft Office applications (Word, Excel, Outlook, and PowerPoint) and using computers, printers, copy machines, and fax machine.

APPENDIX C: COMMUNITY SUPPORT AND ENGAGEMENT

STATEMENTS OF SUPPORT

Statements of Financial Support:

- **Opportunity 180**
- **Nevada Rise Academy Founding Board**

References/Statements of Support:

- **Achievement Network**
- **Building Excellent Schools: Sue Walsh on behalf of the Fellowship**
- **Building Excellent Schools: Luke Van De Walle on behalf of Follow-On Support**
- **Boys & Girls Club of Southern Nevada**
- **Colorfully Candid Paradigm, Inc.**
- **Data Insight Partners**
- **Desert Research Institute**
- **EdTec**
- **EPIC Academy**
- **Futuro Academy Charter School**
- **Immunize Nevada**
- **Junior Achievement**
- **Leaders in Training**
- **Nancy Lee (code.org Instructor)**
- **Miracle Flights**
- **Mixed Media Entertainment Las Vegas**
- **Murrieta & Associates Consulting, LLC**
- **Nevada Succeeds**
- **Opportunity 180**
- **Public Education Foundation**
- **Petersen Management, LLC**
- **Positively Kids Foundation**
- **SEL for Prevention**
- **Sin City Opera**
- **Teach for America**
- **The New Teacher Project**
- **thinkLaw**
- **Three Square**
- **University Prep: David Singer, Founder and Executive Director**
- **University Prep: John Argue, Arapahoe Campus Principal**
- **Urban League, Early Childhood Connection**
- **Shawna Wells**
- **Wolfgang Puck**
- **Yoga Ed**



Justin Brecht
Founder and Director
Nevada Rise Public Charter School

Dear Justin,

I am pleased to inform you that pending approval from the Nevada Achievement School District, Opportunity 180 is prepared to provide a start -up grant to Nevada Rise in the amount of \$100,000.

Please let me know if I can answer any additional questions on Opportunity 180's support of Nevada Rise.

Best,

A handwritten signature in blue ink that reads "Jake Custer".

Jake Custer
Director of Growth Support

July 25, 2017

Dear Members of the Achievement School District:

The purpose of this is to express our financial commitment to Nevada Rise Academy Charter School for the planning year and first year of operation year. Upon authorization, the founding Board of Directors, collectively, will raise, pursue grant funding for, or provide for an annual contribution of \$35,000.

We are committed to ensuring that Nevada Rise Academy has the resources available to successfully accomplish the goals set forth in the charter application and school mission. We are eager to help students succeed, and we are committed to ensuring that each student is on the path to college and has access to life's fullest opportunities.

Sincerely,

A handwritten signature in cursive script, appearing to read "Daniel Bernbach".

Daniel Bernbach
Nevada Rise Academy Board Chair



June 13, 2017

To Whom It May Concern:

I am writing this letter in support of the authorization of Nevada Rise Academy as an external partner that will be working with this school to ensure rigorous curriculum and high quality instruction.

ANet is a nonprofit that partners with school and district leaders to support great teaching that is grounded in standards, shaped by data, and built upon the practices of great educators across the country. Founded as a collaborative improvement effort among seven schools in 2005, ANet is dedicated to educational equity for all students. We work alongside roughly 700 school partners and more than 50 district and CMO partners across the country, and we are excited to be serving students in Nevada beginning with the 2017-2018 school year.

ANet's support for schools lies at the intersection of instructional leadership coaching and data-driven instruction. ANet's integrated model of tools and training builds the capacity of instructional leadership teams to lead a strong cycle of teaching and learning in their school, anchored by a deep understanding of Nevada's Academic Content Standards in ELA and math. The three main components of ANet Partnership include:

1. Leadership Coaching,
2. Instructional Resources, and
3. Professional Learning.

Results: A randomized control trial conducted through the prestigious i3 program showed that when schools have the right basic conditions in place and partner with ANet, they achieve **6-8 months of additional learning over a two-year period** relative to comparable schools not partnering with ANet.

At Nevada Rise Academy ANet will be spending the 2017-18 planning year supporting the leadership team in getting those foundational school structures and instructional practices in place to assure the school kicks off with rigorous instruction aligned to the Nevada Academic Content Standards and ample time for data analysis, teacher collaboration and professional learning.

- Through approximately 15 interactions, an ANet coach will work with the school leadership team to identify a specific instructional priority in literacy and math for Nevada Rise's first school year; together they will backwards plan a professional learning trajectory to assure great instruction across the school.
- Nevada Rise will have access to instructional resources for school leaders and teachers, which include collaborative planning protocols, school artifacts, and online learning content.
- Nevada Rise will be part of a local network of district and charter schools. This network will come together throughout the year in group professional learning to learn from and alongside each other. The network will provide Nevada Rise leaders the opportunity to collaborate and learn from other educators about practices leading to excellent teaching and learning.
- As Nevada Rise enrolls 2nd-5th graders beyond 2017-18, ANet will provide quarterly interim assessments in ELA and math and immediate online data reporting. ANet's assessments are highly-aligned to the rigorous expectations of Nevada's Academic Content Standards, and the data they provide is designed to be used to inform classroom instruction.

We are excited about the prospect of working with Nevada Rise Academy. Please do not hesitate to reach out with further questions about this letter of support.

Sincerely,

Janine Givens-Belsley
Managing Director, New Networks, Achievement Network (ANet)
jgivensbelsley@achievementnetwork.org | 773.724.0381



July 27, 2017

To the Nevada Achievement School District:

We are proud to support the application for Nevada Rise Academy Charter School (“Nevada Rise”) and the outstanding leadership of Justin Brecht as Lead Founder and the school’s proposed Executive Director.

Building Excellent Schools (BES) is a highly selective, nationally recognized non-profit whose flagship program, the Building Excellent Schools Fellowship, prepares outstanding candidates for urban charter school leadership. Justin is a gifted, well trained, and visionary school leader who brings instructional and teacher coaching experience, charter school training, and leadership residencies with high achieving school leaders. Justin brings a network of national and regional support, including that of high achieving BES elementary schools University Prep in Denver, CO, Equitas Academy in Los Angeles, CA, and Vista College Prep in Phoenix, AZ.

Justin has developed an outstanding and diverse local Founding Board prepared to govern the school effectively. A highly regarded public educator in Las Vegas for several years with proven dedication to families in some of our most underserved communities, Justin continues to nurture strong community ties across the Las Vegas Valley on behalf of the proposed school. He has listened closely to the hopes and dreams that families have for their children, and he is a true partner with them on behalf of ensuring a quality elementary school aligned to these ambitious dreams. Justin believes deeply in the capacity of all children to succeed in school and in life and in the need for accountable, measurable results in our public schools.

Justin holds the bar high for himself and the school’s founding Board of Directors and does not waver in his commitment to excellence in all that he does. Justin is consummately professional and his work is high quality. His ability to manage multiple priorities and engage a variety of stakeholders as well as to plan in detail an academic program that builds academic skill and character strength further evidences that he will be an effective school leader, responsive to the community’s needs and resolute in providing a high-quality elementary education inspired by the school’s mission, devoted to the success of its students, and held fast by its ambitious goals.

We are honored to work with Justin, and have total confidence that his school leadership and the well-researched and practice-proven components of the public charter school design for Nevada Rise will lead to strong student achievement for children in the Las Vegas Valley.

Respectfully,

A handwritten signature in blue ink that reads "Sue Walsh".

Sue Walsh
BES Chief Academic Officer



July 24, 2017

To Whom It May Concern:

I am enthusiastic to support Justin Brecht's application to open a high performing charter school. A long-time educator in Las Vegas, the difficult work of opening a high performing school for students in Las Vegas is a personal mission for him. He has spared no expense and shied from no challenge to prepare himself fully to open a school of excellence for the students of Las Vegas.

Justin has a necessary close attention to detail, be it the color of floor tiles or the correct pronunciation of digraphs in a guided reading phonics lesson. His pedagogical knowledge in all content areas allows him to confidently provide feedback to teachers so that they can most effectively teach and grow. His tremendous strengths include a humility that accepts feedback always and seeks constant growth.

Over the next two years, I will be Justin's coach through Building Excellent School's Follow-On Support. Follow-On Support is hands-on coaching built around the challenges BES anticipates based on experience supporting more than 100 startup charter schools over the past decade. Follow-on Support may include coaching around staff recruitment, student enrollment, facility acquisition, governance, leadership development, financial planning, operational implementation, staff training and instructional planning. Follow-on Support is targeted, meaning Justin will receive the same support as his peer leaders across the country, but also based on his specific needs.

It is without hesitation that I recommend Justin Brecht. His school will be a showcase of what students can do in our city and for the country.

Respectfully,

A handwritten signature in black ink, appearing to read "LVDW", followed by a long horizontal line extending to the right.

Luke Van De Walle

Director of Leadership Development, Building Excellent Schools



BOYS & GIRLS CLUBS

Members of the Achievement School District:

My name is Adam Jimenez and I am an Area Director for the Boys & Girls Club of Southern Nevada. In my work now, and previous education experience, I am too often reminded that our educational outcomes are not meeting the needs of all our students. There is nothing more important than ensuring we have great schools, quality educators, and strong leaders for all of Nevada's children.

I have spoken with the proposed Director and Lead Founder of Nevada Rise Academy, Justin Brecht, on multiple occasions, and I support the establishment of Nevada Rise Academy in Las Vegas. Justin informed me of the importance of input and feedback as part of the academic design process. I applaud the efforts to engage with our community, and was happy to support those efforts by facilitating events through which Justin and his team could conduct community outreach, solicit feedback, and discuss the school with parents. For example, Nevada Rise Academy tabled at Boys and Girls Club to share information and gather input from families on the following dates:

1. Monday, June 5th at the John D. Jackie Gaughan Clubhouse
2. Monday, June 26th at the Andre Agassi Clubhouse.

Nevada Rise Academy's mission of placing all scholars in grades K-5 on a path to college through rigorous academics, character development, and access to opportunities will provide transformative change in our communities.

Please contact me with any questions at (702) 683-8859

Respectfully,

Adam Jimenez

The Colorfully Candid Paradigm, Inc
PO Box 335690
North Las Vegas, NV 89031

29 June 2017

To whom it may concern,

This is to inform you that I, Olivia Dooley, Founder and Executive Director of The Colorfully Candid Paradigm, Inc give my full support to Justin Brecht, Lead Founder of Nevada Rise Academy, as he endeavors to establish a high quality educational option for the students in our community.

Mr. Brecht has carefully created a curriculum based on research, collaboration, and experience that I believe will attract and develop new leaders in the diverse Southern Nevada region. At The Colorfully Candid Paradigm, our mission is to enhance the emotional intelligence of young ladies in middle and high school throughout underserved communities by equipping participants with the tools to effectively handle stress and to succeed in the classroom and it is my hope that Nevada Rise Academy and The Colorfully Candid Paradigm can work to support the students and families in this region throughout their educational path.

I am confident that Mr. Brecht will continue to act as a strong leader within the educational system here in the southern Nevada region in this new capacity, and I support the establishment of Nevada Rise in Las Vegas. Nevada Rise's mission of placing all scholars in grades K-5 on a path to college through rigorous academics, character development, and access to opportunity is a much needed educational option for the students and families in Las Vegas.

Sincere Regards,
Olivia "Liv" Dooley, MA.Ed
Executive Director,
The Colorfully Candid Paradigm, Inc

June 26, 2017

Nevada Achievement School District:

It is with great pleasure that we write this letter to affirm our support for the establishment of Nevada Rise Academy Charter School (Nevada Rise). We are confident that Lead Founder Justin Brecht and the founding team of Nevada Rise will provide a much-needed option for students in Las Vegas.

We are impressed and excited about the mission of Nevada Rise, and their commitment to use data to drive student achievement. At Data Insight Partners, we believe that transformational change can be supported and accelerated by investigating, monitoring, and reporting on issues of strategic importance. This can be accomplished through purposeful planning, quantitative analysis, and data visualization. These beliefs and this work directly support and contribute to the mission of Nevada Rise, and components of the academic design that use data to inform instructional decisions.

We hope to work with Justin and the Nevada Rise team to support their mission through:

- establishing practices and systems for data management
- guidance in data analysis, including descriptive/inferential statistics and predictive modeling
- providing effective tools for data visualization to communicate information.

As experienced educators invested in increasing student achievement, we are eager to support the mission of Nevada Rise to ensure all students have access to an education that places them on a path to college.

Sincerely,



Justin White
Partner
Data Insight Partners



Nathan Trenholm
Partner
Data Insight Partners

July 26, 2017

Dear Nevada Achievement School District:

I have met with Justin Brecht, Lead Founder of Nevada Rise Academy Charter School (Nevada Rise), on multiple occasions. After discussing the vision of the school, I strongly support Nevada Rise's application to operate a public school beginning in the 2018-19 school year.

Desert Research Institute (DRI) is the environmental research arm of the Nevada System of Higher Education. DRI's Science Alive program supports pre-K-12 educators in science-based, environmental education by providing the tools, resources, and knowledge they need, so all students acquire the knowledge and skills needed to work, live and contribute in our community.

Science Alive achieves our mission by providing inquiry based STEM Curriculum through our Green Boxes, offering Teacher Trainings and Workshops throughout the school year, and through School Support in the form of speakers, field trips, and special opportunities.

We are encouraged by Nevada Rise's commitment to providing all students daily science and STEAM education. We look forward to collaborating with Nevada Rise around approaches to lead students to mastery of the Next Generation Science Standards (NGSS) while maintaining a commitment to the Common Core's standards for Literacy in Science, & Technical Subjects.

Below are some of the ways we envision supporting Nevada Rise:

1. Technical assistance if/when Nevada Rise decides to apply to become a Governor-Designated Nevada STEM school
2. NGSS training and workshops for Nevada Rise teachers and instructional leaders
3. Access to DRI's green boxes to enhance science instruction
4. School Support in the form of speakers, field trips, and special opportunities
5. Invitations to science-based events for the community.

Feel free to contact me directly with any questions about DRI, Science Alive, or our support of the Nevada Rise application to the Achievement School District.

Sincerely,



Craig Rosen
DRI Science Alive Community Relations
and Professional Development Administrator



Business and Development Specialists
for Charter Schools

July 1, 2017

re: Nevada Rise Charter Application

Dear Nevada Achievement School District Review Committee:

EdTec is proud to support Nevada Rise in its efforts to launch a high-performing school in Las Vegas. We believe it would make an outstanding addition to the educational options available to students.

EdTec is a social venture founded in 2001 to serve the needs of charter schools exclusively. Our mission is to support operational and academic quality in the charter movement by delivering the highest value charter school support services and expertise to the developers and schools we serve.

Over the past several months we have provided pro-bono consulting to the Nevada Rise founding team, specifically on budgets for the charter petition and the Charter School Program (CSP) grant application. We have conducted a detailed review and have worked closely with the school's leader to finalize robust and reliable budgets, including multiple contingencies, to be included with the Nevada Rise charter petition.

EdTec currently provides back-office support to over 150 public charter schools across the country, including Futuro Academy, the first Building Excellent Schools school to launch in Nevada.

We intend to present a comprehensive back-office services scope of work—monthly financial reporting, board training, payroll, accounting, and annual budgeting support—for consideration by Nevada Rise's governing board, pending authorization.

We look to support the highest quality schools delivering an outstanding education to the students most in need. We believe that Nevada Rise is very well positioned to do just that.

Thank you for your consideration. Please do not hesitate to contact us to discuss our support further.

Sincerely,

Adam Miller
Senior Vice President
Adam.Miller@edtec.com

Chang Patel
Senior Client Manager
Chang@edtec.com



Education ☆ Performance ☆ Integrity ☆ Community

July 19, 2017

To Whom It May Concern:

My name is Charles Michel, and I am the founder of the EPIC Academy at Mendoza Elementary School. I worked with Mr. Brecht during his years at the at Mendoza when he founded the BRICK Academy, and helped him grow the program to serve multiple classrooms and grade levels. I am excited that his vision has continued to grow and develop into Nevada Rise Academy. More options are necessary for our students, especially our at-risk populations, and I fully support the efforts to establish a high-quality educational option for the students and families of Las Vegas.

It is my hope that Nevada Rise Academy and EPIC Academy can work together to ensure a more successful Nevada future. Our program supports students at all levels, and we are always seeking to share innovative practices and powerful experiences for students. Mr. Brecht and I have collaborated in the past to create character development resources, classroom culture systems, and effective instructional techniques. We look forward to continuing this practice as Nevada Rise is established.

Again, I support the establishment of Nevada Rise in Las Vegas and look forward to working with them to increase student achievement for our students. Please feel free to contact me at 702.285.2951 or cjmichel1966@gmail.com.

Sincerely,

A handwritten signature in grey ink, appearing to read "CJM", is written over a light grey horizontal line.

Charles Michel

Dear Nevada Achievement School District Review Panel:

As the Executive Director of Futuro Academy, one of the inaugural schools preparing to launch under the Achievement School District (ASD) this fall, I fully support the establishment of Nevada Rise Academy Charter School and look forward to supporting their efforts through planning and implementation.

As former colleague of Mr. Brecht in the Clark County School District, I can attest to his proven ability to improve academic outcomes, his track record to make that vision to make it a reality as an educational leader, and the results to prove it is possible. As a former Fellow with Building Excellent Schools, I can also confirm that as a Fellow Mr. Brecht has received training that will equip him to execute on a vision to found and lead a great school that will deliver transformative results for our community.

Futuro Academy is eager to support Nevada Rise Academy with guidance on the establishment of systems and policies, professional development partnerships, instructional practices, curriculum resources, and other practices to ensure a successful launch. Our team has learned invaluable lessons as the first fresh start school in the ASD, and we are eager to share our learning with new schools so that we can all learn and improve together and create a thriving community of schools focused on college and career preparation for students in our most economically challenged neighborhoods in Las Vegas.

Early successes at Futuro include engaging hundreds of incredible East Las Vegas families and reaching our enrollment target of 116 students, by 4 months before our first day of school. However, we already have a waiting list of 39 students, which confirms our community's desire for more excellent public school options, including Nevada Rise.

I support the establishment of Nevada Rise Academy, a mission-aligned school that shares our commitment to closing the achievement gap in Las Vegas.

Please do not hesitate to reach out with any further information or any questions you may have.

In partnership,



Ignacio Prado



June 26, 2017

Betsy VanDeusen, Director of Strategic Partnerships & Development
Immunize Nevada
1050 E. Flamingo Rd, E225
Las Vegas, NV 89119

To whom it may concern,

Immunize Nevada is providing this letter of support for Nevada Rise Academy. In our work connecting children, families and adults with preventive health, we see a high level of ongoing need for partnership with Nevada educators to connect students with health services. A crucial component to increasing protection from vaccine preventable disease is a motivated school administration, working in partnership with Immunize Nevada, to connect their students to preventive health resources. I met with Justin Brecht, Lead Founder of Nevada Rise Academy, and support his efforts to establish a high-quality educational option for our community and his dedication to partnering with local organizations to best serve his students.

Mr. Brecht has thoughtfully created a curriculum based on research and collaboration designed to cultivate new leaders to serve in the diverse Southern Nevada region. The forward-thinking approach to reaching students through a variety of applicable real-life opportunities is impressive. Nevada Rise's mission of placing all scholars in grades K-5 on a path to college through rigorous academics, character development, and access to opportunity to a much-needed educational option for the students and families in Las Vegas. I support the establishment of Nevada Rise in Las Vegas and look forward to partnering with them to provide preventive health services to Nevada Rise students.

Immunize Nevada has worked with Clark County School District and Washoe County School District to increase immunization the rate of students to reach the herd immunity threshold of 95% vaccinated. Under our Healthy Futures Program, and in partnership with our coalition members, we've connected most-in-need students with preventive health resources and successfully increased immunization rates at targeted schools across the state of Nevada. One of the most important factors to increasing immunization rates at schools is a cooperative administration that understands the value of health resources. We fully support the establishment of another educational option, with an administration that has shown to be dedicated to meeting the students' health needs to help them be healthy and in the classroom, ready to learn. It is my hope that Nevada Rise Academy and Immunize Nevada will work together to ensure a successful and healthy future for Nevadans.

I offer my full support to Nevada Rise's application. Please contact me at 702-529-4712 or betsy@immunizenevada.org if I can be of any further assistance.

Sincerely,

Betsy VanDeusen, MA
Director of Strategic Partnerships & Development



Junior Achievement of Southern Nevada, Inc.

7220 S. Cimarron Road, Suite 130
Las Vegas, NV 89113
phone: 702.214.0500
fax: 702.214.0505
www.jalasvegas.org

June 23, 2017

To whom it may concern,

My name is Lisa Tomlin-Kurr and I am the Sr. Education Manager at Junior Achievement of Southern Nevada (JASN). I met with Justin Brecht, Lead Founder of Nevada Rise Academy, and believe Nevada can use more efforts to establish a high-quality educational option for our community. Mr. Brecht came to JASN to gather and inquire information about our curriculum leading me to believe his thoughtfulness in creating curriculum based on research and collaboration. JASN charges Private and Charter schools a curriculum fee. However, Mr. Brecht knows the value of planning and preparing our students for what happens after high school and in life. He believes JASN is one of those tools to help prepare the students. I was impressed with the forward-thinking approach to reaching students through a variety of applicable, real-life opportunities. At JASN our mission is to educate and inspire young people to own their own economic success. It is my hope that Nevada Rise Academy and JASN can work together to ensure a more successful Nevada future.

JASN looks forward to partnering with Nevada Rise in Las Vegas to help prepare financial responsible young adults. Nevada Rise's mission of placing all scholars in grades K-5 on a path to college through rigorous academics and character development. Having access to educational opportunity is needed for the students and families in Las Vegas.

Cordially,

A handwritten signature in blue ink that reads "Lisa Tomlin-Kurr".

Lisa Tomlin-Kurr
Sr. Education Manager
Junior Achievement of Southern Nevada
(702) 888-0512

July 10, 2016

Dear Achievement School District:

This letter affirms Leaders in Training's strong support for Nevada Rise Academy and its proposal to open a new public elementary school for the 2018-19 school year.

As a first-generation college graduate, myself, I founded Leaders in Training in order to empower East Las Vegas students to become first-generation college graduates and the next-generation of diverse leaders who change the world.

Over the past five years, we have learned immensely, improved our program so that our results are stronger than ever while adding new cohorts of students each year. During the 2017-2018 school year, we will empower 140 students to become the diverse social justice leaders from the community, for the community. Though students in East Las Vegas have a greater chance of dropping out of high school than earning a college degree, 100% of LIT seniors have been accepted to four-year universities, 93% are actively enrolled in college and 100% commit to using their education and success to empowering oppressed communities.

I have known Lead Founder and proposed head of school, Justin Brecht, for several years. Many of his former elementary students are currently Leaders in Training, and we look to build on these synergistic efforts to provide academic equity and increased student achievement for all students.

We know that outcomes for Clark County students vary drastically based on which school students have access to. We also know the journey to college starts at an early age, and we look forward to working with Nevada Rise Academy to ensure that students not only start strong, but have opportunities to build upon a solid foundation that started in elementary school.

The Nevada Rise mission statement ensures that all students will have access to life's fullest opportunities. We are eager to share our experiences with Nevada Rise Prep to share what we have learned about college access in Clark County over the past five years and ensure that their students will have lives of opportunity. As Leaders in Training expands to serve students at new campuses, we look for schools like Nevada Rise that are guided by mission that promotes equity and access for all students.

Please feel free to contact me with any questions.

For equitable opportunity



Erica V. Mosca
Founder & Executive Director
Leaders in Training
emosca@leaders-in-training.org
702.250.2320

To Whom It May Concern:

My name is Nancy Lee. I am an experienced computer science (CS) teacher who has taught colleges, trade schools and in the Clark County School District for over 16 years. CCSD recommended me to Code.org to become a Code.org facilitator. For three years I have provided teachers and administrators with free Code.org workshops which have received rave reviews and were also approved as a PDE course (3547).

I had the opportunity to meet with Justin Brecht, lead founder of Nevada Rise Academy, and learned about his great vision to provide a high quality education option for our community. Mr. Brecht sets out to implement a thoughtful curriculum based on research and collaboration to push Nevada students to new levels. I believe his forward-thinking approach to reaching elementary school students through a variety of applicable, real-life opportunities, and his using coding to cultivate their critical thinking skills, will both produce positive learning effectiveness.

I have offered my support for Nevada Rise Academy during the planning phase with issues such as the selection of software and hardware and the design of teacher professional development for implementing the computer science curriculum. As a Code.org facilitator, I offer multiple free professional development opportunities throughout the year and will welcome the Nevada Rise Academy teachers to attend the training for implementing Code.org curriculum once they open door to students in the 2018-19 school year.

I wholeheartedly support the mission of Nevada Rise Academy to place all scholars in grades K-5 on a path to college through rigorous academics, character development. I believe they are offering a much-needed educational option for the students and families in Las Vegas. I look forward to the additional opportunities and access students in our community get to receive because of the establishment of Nevada Rise Academy. Please contact me with any questions.

Sincerely,

A handwritten signature in cursive script that reads "Nancy Lee". The signature is written in black ink and is positioned above the typed name.

Nancy Lee, Ph.D.

Advanced Technologies Academy
1411 Robin Street
Las Vegas, NV 89106



June 26, 2017

To Whom It May Concern:

At Miracle Flights, our mission is to improve access to health care by providing financial assistance to low income children for commercial air travel to obtain special medical care, promote awareness of our services through targeted outreach programs and to enlist the help of community-minded people through strategic calls to action. Our company strives to give families hope.

I am always excited to hear about other organizations that seek to support low-income children. After speaking with Ilya Rockwell, a member of the Nevada Rise Academy Charter School founding team, I am happy to support the establishment of Nevada Rise Academy and their mission to provide educational options and opportunities for students and families.

If you have any questions, please feel free to contact me at (702) 261-0494 x222 or via email at cmoon@miracleflights.org.

Respectfully submitted,

Christina Moon
Programs and Development Director

MIXED MEDIA

entertainment

June 27th, 2017

To Whom It May Concern:

My name is Tanesa Whiting, and I am the President of Mixed Media Entertainment, a full-service Las Vegas based marketing and promotions fulfillment agency specializing in entertainment, travel, and tourism. I write this letter to express my support for the establishment of Nevada Rise Academy. As a native of Las Vegas, I am excited to support any endeavor that promotes increased opportunities to our community.

I first learned about the mission and vision of Nevada Rise Academy through Ilya Rockwell, a founding team member of Nevada Rise and a respected colleague of mine. An elementary school that focuses on placing students on a path to college is the kind forward-thinking organization we need to accelerate growth and improvement in Las Vegas. I am excited for the future families of Nevada Rise.

If you have any questions, please feel free to contact me at Tanesa@MMELV.com.

Respectfully submitted,



Tanesa Whiting
President & Owner, Mixed Media Entertainment

July 20th, 2017

Dear Nevada Achievement School District:

As an advocate for students and families in Las Vegas—especially students and families of color—I strongly support Nevada Rise and its petition to open a new elementary school for the 2018-19 school year.

As a product of Clark County public schools, and a lifelong Nevada resident, I have seen firsthand the inequity of our public schools. Furthermore, I have been heavily involved with education policy in Nevada as it pertains to children from low-income families and children who face challenges with English language mastery. I firmly believe it is unacceptable that race, family income, and geography are predictive of access to high-quality schools. Less than half of our public-school students in Clark County are Latino, but more than 60% of our students in low-performing Rising Star schools are Latino. This means Latino students do not have equal access to adequate or high-performing schools. The injustice is even greater for Black students.

Like Nevada Rise, I believe that *every* student, regardless of race or ethnicity deserves an excellent, free, public education. Authorizing schools like Nevada Rise that are committed to preparing *all* students for success in the systems that were not designed for them, is an important step toward providing equal opportunity for our students.

As a concerned Nevadan, I intend to personally continue to support Nevada Rise, Justin, and the founding team. As the Owner of Murrieta Consulting, an organization created to advocate for the Latino and immigrant communities throughout Nevada, I am eager to work with Nevada Rise to ensure that its community outreach strategy is as effective and impactful as possible.

I look forward to answering any questions about my support of Nevada Rise and its petition.

Thank you for your consideration,

A handwritten signature in black ink, appearing to be 'LM' or similar initials, written in a cursive style.

Leo Murrieta
Owner
Murrieta & Associates Consulting, LLC



June 9, 2017

To Whom It May Concern:

My name is Brent Husson and I am the President and Founder of Nevada Succeeds. I met with Justin Brecht, Lead Founder of Nevada Rise Academy, and support his efforts to establish a high-quality educational option for our community. Mr. Brecht has thoughtfully created a professional development program based on research and collaboration that I feel will cultivate new leaders to serve in the diverse Southern Nevada region. I was most impressed with the approach to multiple opportunities for analyzing data, collaboration and feedback.

At Nevada Succeeds our mission is to identify and correct the systemic challenges that diminish the impact of our education professionals' best efforts to help students achieve. It is my hope that Nevada Rise Academy and Nevada Succeeds can work together to ensure a more successful Nevada future.

I support the establishment of Nevada Rise in Las Vegas and look forward to working with them to provide research-based information on best practices to encourage systemic collaboration among and support for our education professionals. Nevada Rise's mission of placing all scholars in grades K-5 on a path to college through rigorous academics, character development, and access to opportunity is a much-needed educational option for the students and families in Las Vegas.

Sincerely,

A handwritten signature in black ink that reads "Brent Husson".

Brent Husson
President, Nevada Succeeds
brent@nevadasucceeds.org | (702) 373-3335



Dr. Steve Canavero
State Superintendent of Education
Department of Education – Nevada

Dear Dr. Steve Canavero,

I am writing to express our organization's support of Nevada Rise Academy's application for authorization under the Nevada Achievement School District (Nevada ASD). We are impressed with Building Excellent Schools' (BES) Fellow Justin Brecht's history of leadership in education in our community, from his accomplishments in the classroom to his work establishing a highly successful extended day program in East Las Vegas – the B.R.I.C.K. Academy. He will provide an exceptional elementary school option to the students of Clark County. It is essential that the educators in Southern Nevada have access to the highest quality school leadership and development opportunities; and BES prepares leaders to launch and lead highly successful schools as evidenced by a number of high performing Charter Management Organizations in the country that were founded by BES Fellows.

Nevada Rise has worked closely with Opportunity 180 to prepare for their application and launch in Clark County – from Board of Directors selection to community engagement, Justin has worked closely with important stakeholders to ensure a successful launch of his elementary school.

Propelled by an unwavering commitment to children, families, and Clark County, Opportunity 180 has an aggressive vision to increase the number of high-quality public school seats. I am confident that under the leadership of Justin Brecht, Nevada Rise would be a contributing catalyst of the type of systemic change we are hoping to inspire in Clark County. We are pleased to support Nevada Rise's efforts to launch a high quality public charter school for our families with elementary aged students.

Sincerely,

A handwritten signature in blue ink that reads "Jake Custer".

Jake Custer
Director of Growth Strategy
Opportunity 180





The Public Education Foundation

Because young minds matter

July 25, 2017

Nevada Achievement School District
9890 South Maryland Parkway, 2nd Floor
Las Vegas, Nevada 89183

Dear Nevada Achievement School District:

This letter serves to confirm our support for Nevada Rise Academy and its application to launch a public school in Las Vegas in 2018. We are eager to work in partnership with Justin Brecht and the rest of the Nevada Rise founding team as they work to launch a transformational elementary school.

We founded The Public Education Foundation more than 25 years ago because, we believe in the power and promise of public education, but we also understand that improving our public schools in Clark County is too big a task for a school district to undertake alone. We have raised more than \$100 million to support public education in Southern Nevada, and we continue to invest in ideas that allow our community to improve and reimagine the way we educate children. We believe Nevada Prep can play an important role that complements our work in transforming teaching, learning, and education leadership in Nevada.

Based on our conversations with Justin, and his sister school Nevada Prep, we believe the following partnership opportunities with the Public Education Foundation, may help Nevada Rise realize its ambitious mission:

- Enrolling Nevada Prep school leaders in our [Executive Leadership Academy](#) as part of a broader leadership development strategy.
- Enrolling Nevada Prep's lead teachers in our [Teacher Leader Academy](#) as a professional development opportunity and incentive to increase teacher retention.
- Providing Nevada Prep access to our [Teacher Exchange®](#) a resource center that secures donated and repurposed materials for Southern Nevada classrooms.
- Collaborating around high school and college access as Nevada Prep enrolls eighth grade students; our [Scholarship Program](#) has awarded \$12 million to Nevada students since 1995, and our team is willing to facilitate information sessions for middle school students so they can plan early to be competitive for our scholarships.

Please contact me with any questions.

Best Regards,

Judi Steele, President & CEO
The Public Education Foundation
steelej@ccpef.org

JS/dh

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Las Vegas, NV 89119

702 | 799 | 1042 MAIN
702 | 799 | 5247 FAX

thepuf.org

PETERSEN MANAGEMENT, LLC

**7885 Westwind Road
Las Vegas, NV 89139
(702) 734-9393 telephone
(702) 734-1695 facsimile**

July 20, 2017

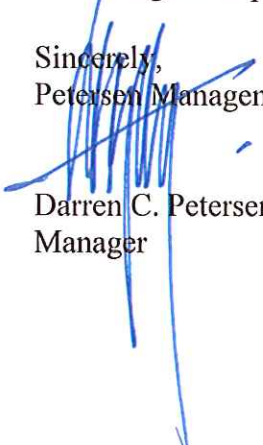
To Whom It May Concern:

I write this letter in support of Nevada Rise Academy Charter School and their efforts to open a high-quality school for students in 2018. Students in Nevada deserve access to a quality education, and Nevada Rise will help make that a reality for our community.

Cathy Sourk, who is the Treasurer and Board Member of Nevada Rise has informed me of the plans for Nevada Rise Academy which is designed to directly impact students in the Las Vegas urban area who are among the most in need a better education and path to enable them to succeed.

I am a lifelong resident Las Vegas and attended school in Clark County for K through 12. As a business owner and parent, I have long been concerned about the quality of education in Las Vegas. I am happy to express my support for the Nevada Rise Charted School. It is a project well designed to positively impact students in a critical "at risk" area of the valley.

Sincerely,
Petersen Management, LLC



Darren C. Petersen
Manager



July 24, 2017

To Whom It May Concern:

I am writing this letter in support of Nevada Rise Academy Charter School and their efforts to open a high-quality school for students in 2018. Students in Nevada deserve access to a quality education, and Nevada Rise will help make that a reality for our community.

I met with Kimberly Joi McDonald, a founding team member of Nevada Rise Academy, and am excited about their academic design, focus on the community, and desire to elevate the education of all students. Their success will become all of our success; their future is our future.

At the Foundation for Positively Kids our mission is to deliver high quality healthcare services for Southern Nevadan children, with an emphasis on providing quality of life for medically fragile and/or developmentally delayed children age birth to 18 and their families. It is my hope that Nevada Rise Academy and the Foundation for Positively Kids can work together to ensure a more successful Nevada future to make certain all students are on a path to college.

Please contact me at 702-262-0037 if you have any questions.

Sincerely,

Fred Schultz, CEO
Foundation for Positively Kids

FS:rn



To Whom It May Concern:

I am the CEO of the Las Vegas organization, CMB Kids LLC, doing business as SEL for Prevention.

This is a letter of support to Justin Brecht in the creation of the charter school, Nevada Rise Academy. Justin continually demonstrates his leadership ability in the Nevada community with his many local and national achievements such as: Teach for America, creating the Brick program at Mendoza Elementary, being a fellow of Excellence in Schools and now, creating a charter school to help the children in Nevada who need it the most. Justin is very aware of teaching the “Whole Child” and understands the priority of incorporating Social and Emotional Learning for his students. I am hoping that Justin will consider the SEL for Prevention elementary school program Camp MakeBelieve Kids when he gets rolling. I am confident that under his direction, his students and the community he serves will benefit.

Feel free to contact me if you have questions or concerns regarding this candidate.

Sincerely,

A handwritten signature in black ink that reads 'Pamela Goldberg'.

Pamela Goldberg, LMFT
SEL for Prevention CEO



Pamela@SELforPrevention.com | 1-702-505-3668

6284 S Rainbow Blvd Suite 110 Las Vegas, NV 89118

SELforPrevention.com





June 27, 2017

To Whom It May Concern:

I am writing this letter to express my support for the authorization and establishment of Nevada Rise Academy. As an organization that promotes affordable performance experiences to the Las Vegas community, we are excited to support a school that places a priority on the arts and strives to provide students unique opportunities. I was very intrigued about how Nevada Rise plans to integrate the arts into the curriculum and support character development. This innovative approach and will benefit students well beyond their years in elementary school.

I have spoken with Ilya Rockwell, a founding member of the Nevada Rise team, and I support the establishment of Nevada Rise Academy in Las Vegas. The focus of placing all students on a path to college will enhance our community and provide an excellent educational opportunity to deserving families.

If you have any questions, please feel free to contact me at 646-321-7949 or GingerL@SinCityOpera.com.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Ginger Land-van Buuren". The signature is fluid and cursive, with a long horizontal stroke at the end.

Ginger Land-van Buuren
Executive Director, Sin City Opera

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Tanesa Whiting

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Noor Baludu

TEACHFORAMERICA

July 20th, 2017

Dear Nevada Achievement School District

Teach for America- Las Vegas Valley is writing to support Nevada Rise Academy in pursuit of launching a school in our community. I have known Justin Brecht, Lead Founder of Nevada Rise Academy, for 5 years, and have witnessed his passionate work as an educator in the classroom. I have also met with Mr. Brecht on multiple occasions to discuss his progress with Nevada Rise Academy and fully support the efforts of his founding team to establish a school that will help expand opportunities for kids in our community who are not yet fulfilling their potential.

TFA was founded on the vision that *one day, all children in our nation will have the opportunity to attain an excellent education*. The same vision guides TFA's work today across the country, including here in Las Vegas.

We focus on recruiting remarkable and diverse individuals to become teachers in underserved communities—like the community in which Nevada Prep is determined to launch. The TFA corps members we recruit commit to teach for two years and are hired by district schools and public charter schools in Clark County.

We are committed to our corps members' success in the classroom, so we train and support them in the practices of great teachers and leaders. With hard work, perseverance, and strong partnerships with their students, students' families, and communities, corps members can dramatically increase the opportunities available to their students in school and in life. After their first two years as teachers, corps members become part of a strong alumni network.

I believe that Nevada Rise Academy can be a powerful partner in ensuring opportunity for students that need it the most. We hope to be a resource for Nevada Rise Academy and look forward to working with them meet their mission of delivering high-quality instruction to their students. Whether it's the possibility of placing our corps members at the school or providing alum teachers and school leaders with additional professional development, TFA believes in the potential partnership for supporting our valley's students.

Again, I look forward to the establishment of Nevada Rise in Las Vegas and potentially working with them to meet the needs of their learners. Teach for America can help Nevada Rise accomplish their mission of placing all scholars in grades K-5 on a path to college. Schools with this type of direction are a much-needed educational option for the students in the Las Vegas Valley.

Sincerely,



Sean Parker

Executive Director, Teach For America-Las Vegas Valley

June 18, 2017

Dear Nevada Achievement School District:

I am writing in support of Nevada Rise Academy Charter School (Nevada Rise) and its application to operate an achievement school in Clark County, beginning in 2018. This letter also explains what a partnership between TNTP and Nevada Rise could look like in the coming years.

We are a nonprofit organization whose mission is to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom.

Below are two ways in which TNTP's work in Clark County is particularly aligned with two of Nevada Rise's strategic priorities:

1. Recruiting and training outstanding teachers:

TNTP's Teaching Fellow Program, Nevada Teacher Corps (NTC), provides an accelerated pathway into teaching for accomplished professionals and recent college graduates. For the 2018-19 school year, we expect to recruit and train K-5 teachers, some of whom could apply to teach kindergarten or 1st grade on Nevada Rise's founding team.

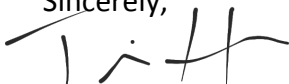
The professional development teachers receive during NTC focuses on a model, practice, execute with feedback cycle and is a strong complement to the weekly feedback and coaching Nevada Rise intends to provide its teachers.

2. Recruiting and training game-changing school leaders

TNTP's Lead Nevada Academy is a selective professional development program that prepares Las Vegas teachers to be successful in school leadership roles. As Nevada Rise grows over the next few years, entrepreneurial Lead Nevada Academy alumni will be eligible to apply for various school leadership roles at Nevada Rise.

We are eager to support Nevada Rise in its commitment to provide an excellent middle school option for students and families who are currently zoned to attend the lowest-performing schools in our state. Please contact me directly with any questions about our support for Nevada Rise.

Sincerely,



Tim Hughes

Partner, TNTP



June 20, 2017

Nevada ASD
c/o State of Nevada
Department of Education
achievementschools@doe.nv.gov
Via electronic mail only

RE: Charter Application for Nevada RISE Academy

To Whom It May Concern,

I am excited to provide this letter of support on behalf of Nevada RISE Academy. As a former teacher of the year and the Founder of the BRICK Academy, an innovative school within a school model in the Clark County School District, I've seen firsthand the transformative impact Nevada RISE Academy School Leader Justin Brecht has had for students growing in high poverty neighborhoods.

Being able to scale his steadfast belief in the potential of all children to an entire school would be an enormous benefit to the Las Vegas community, especially because of his asset-based view on the potential of parents as crucial partners to academic success and his unrelenting focus that every single student is on track to have the chance to choose college upon high school graduation.

But most importantly, Justin's long track record of success as a classroom teacher will ensure that he is able to be a true instructional leader of his building. Matching this with the great deal of support and knowledge Justin has received through his involvement in the highly selective Building Excellent Schools fellowship gives me enormous confidence in his ability to strive as a charter operator in a community that needs a high quality education choice.

For these reasons and more, I enthusiastically support the charter application for Nevada RISE Academy.

Sincerely,

A handwritten signature in blue ink, appearing to read 'C. Seale'.

Colin E. Seale
Founder & CEO
thinkLaw



Shawn Gerstenberger
Board Chair
University of Nevada, Las Vegas

June 2, 2017

Dallas E. Haun
Board Secretary
Nevada State Bank

George Smith
Board Treasurer
Community Organizer

Eric Hilton
Founder (1933-2016)

To Whom It May Concern:

Andy Abboud
Las Vegas Sands Corporation

Brian Ayala
Ayala's Concession Group

Diana Bennett
Paragon Gaming LLC

Richard Broome
Caesars Entertainment

Michael J. Brown
Barrick Gold

Louis Castle
Castle Production Services

Richard T. Crawford
The Crawford Group

Marsha Gilford
Smith's Food & Drug Stores, Inc.

Bill Hornbuckle
MGM Resorts International

Fran Inman
Majestic Realty Foundation

Marianne Johnson
Boyd Gaming Corporation

Kara Kelley
The Kelley Company

Robyn Ratcliffe Manzini
Community Organizer

Anita Romero
Southwest Gas Corporation

Punam Mathur
Punam Mathur, LLC

Rose McKinney-James
Energy Works Consulting

Sam McMullen
Lobbying & Strategic Governmental Affairs

Dick Rizzo
Tutor Perini Building Corporation

Judy Stokey
NV Energy

John M. Sullivan
Red Rock Administrative Services, LLC

Frank Woodbeck
Nevada System of Higher Education

Brian Burton
President & CEO

Michelle Beck
Chief Development Officer

Larry Scott
Chief Financial Officer

Justin Brecht, Lead Founder of Nevada Rise Academy, met with many of us at Three Square Food Bank early in 2016 to establish community awareness and support for Nevada Rise. The development of Nevada Rise in the East Las Vegas community creates an opportunity to provide additional services to the diverse population of children and families in that community. Mr. Brecht laid the groundwork for the success of his future students by understanding their needs outside of the classroom.

Research has shown that inadequate nutrition in childhood has a debilitating effect on a child's cognitive function, often leading to underperformance in school and lower academic achievement. It is essential for all of us to work collaboratively to nurture the success of every child in our community all year long. Three Square works closely with schools to provide food to students both during and outside of the school day to ensure they have the adequate nutrition needed to learn and will support Nevada Rise with these services.

Best,

Dorian Stonebarger
Program Director



July 28, 2017

Dear Members of the Nevada Achievement School District:

My name is David Singer and I am the Founder and Executive Director of University Prep in Denver, Colorado. Our organization currently operates two tuition-free public charter schools within Denver Public Schools (DPS) serving more than 600 children across the Northeast Denver community. I write this letter to express my support for the charter application for Nevada Rise Academy Charter School and the founding leadership of 2016 Building Excellent Schools (BES) Fellow Justin Brecht.

As a 2009 BES Fellow, I have deeply benefitted from the support of Building Excellent Schools through all phases of our organization's growth. From assembling the University Prep founding team to reaching full capacity at our first campus to launching a second campus, that support continues today. We continue to participate in BES trainings with many of our leadership team members participating in the Leaders of Emerging Network Schools (LENS) program. We are also a proud and active member of The BES Network- a select group of the highest performing schools where we are challenged to examine and improve our organization in the areas of leadership development, talent and recruitment, and growth planning.

While we always strive to be better in our work, we are incredibly proud of the results that our scholars have demonstrated over the last six years in operation. In the 2015-16 school year, as an example, a total of four elementary schools out of nearly one hundred in the city of Denver were rated as "distinguished" on the School Performance Framework (the DPS report card for all public schools). Of those four school, three averaged a free and reduced lunch rate of 13% while University Prep has a rate of 82%. Our scholars and families are proving that demography is not destiny and that all children can learn at the highest levels.

At University Prep, we recognize and honor the fact that our success was built and continues to be built on the lessons not only learned, but shared by those who came before us. As such, we are committed to paying it forward by supporting leaders with strong visions through structured leadership residencies at our school. We hosted Mr. Brecht for a winter residency where he observed and participated in various capacities in our school, working closely with the principal, staff, and teachers to understand what makes a high performing school operate. In addition, we hosted Mr. Brecht again for a summer residency, engaging in our professional development program as we prepare to launch another school year. Going forward, we will keep our doors continuously open to Justin and his team - sharing any resources that he might need as he establishes a high-quality charter school for the students and families of Las Vegas.

Please contact me with any questions.

Sincerely,

David Singer

Founder & Executive Director
University Preparatory Schools



To whom it may concern:

I am a founding teacher and current Principal at University Prep, Arapahoe Street. We enroll 360 students in grades Kindergarten through 5th grade in Denver, Colorado. We opened with just kindergarten in August, 2011 and we added one grade per year until we reach grades K-5.

At University Prep, Arapahoe Street out students are 90% minority and 85% qualify for free or reduced lunch. After the 2015-16 school year we were one of only four schools rated “distinguished” in Denver Public Schools. The other three elementary schools that received this rating all averaged 13% FRL. Additionally, we were ranked 9th in all of Denver Public schools out of more than 160 schools for points earned on our School Performance Framework.

The proposed Director and Lead Founder of Nevada Rise Academy, Justin Brecht completed a leadership residency at University Prep in January of 2017 and is currently completing a second residency for our summer professional development. During his residency, Mr. Brecht acquired insight and knowledge of our educational model and practices with regards to instruction, culture building, and development of high-caliber staff.

I support the establishment of Nevada Rise Academy in Las Vegas. The mission of school resonates with our goal to close the achievement gap and we look forward to providing any necessary resources we can to assist in the successful launch and ongoing operations of Nevada Rise.

Please do not hesitate to reach out with any further information or any questions you may have.

Sincerely,

John Argue
Principal – University Prep, Arapahoe Street
jargue@uprepschool.org
Cell Phone – 215-285-7441



To whom it may concern,

My name is Michael Maxwell, Ed.D. I am the Executive Director at Las Vegas Urban League (LVUL) – Early Childhood Connection (ECC). I have known Justin Brecht, Lead Founder of Nevada Rise Academy, for nine years as both a colleague and in a supervisory role. I have witnessed his dedication to educate our students and his relentless pursuit to eliminate educational inequity.

I fully support his efforts to establish a high-quality educational option for our community. Mr. Brecht has thoughtfully created a curriculum based on research and collaboration that I feel will cultivate new leaders to serve in the diverse Southern Nevada region. I was most impressed with the approach to providing all students access to a STEAM education and his commitment to providing our students with access to opportunities through activities and multiple means of exposure. He also outlined his unique program to support all learners, supporting them at their individual academic levels.

At LVUL Early Childhood Connection our mission is “To provide access to quality child care and resources for self-sufficiency.” It is my hope that Nevada Rise Academy and LVUL ECC can work together to ensure a more successful Nevada future. LVUL ECC can offer eligible NV Rise Academy families with;

- Before and After School care options
- Child Care Referrals
- Assistance locating other needed resources and more

I support the establishment of Nevada Rise in Las Vegas and look forward to partnering with them to provide supportive services for Southern Nevada’s youth.

Sincerely,

Michael Maxwell, Ed.D.
Executive Director, Early Childhood Connection

June 26, 2017

Nevada Achievement School District:

I am writing to express my unwavering support of Nevada Rise Academy Charter School (Nevada Rise) and its proposal to launch for the 2018-19 school year.

Justin Brecht, the proposed school leader, has been a respected colleague of mine since 2004, and I believe that Justin has the qualities needed to lead a strong school. From my past experiences as the founder of a high-performing charter school in the KIPP network, and as a leader at Building Excellent Schools (BES), I can attest to the top-tier, practical training BES has provided Justin during the BES Fellowship and the ongoing support BES will provide to Nevada Rise during the next three years.

As Justin and the Nevada Rise founding team have developed their charter petition and refined their school vision, I have provided input on a range of topics from leadership and school board development to curriculum, assessment, and school culture.

As a parent, a Nevada resident, and an advocate for equity in education, I am deeply invested in the success of Nevada Rise. In my current role with the Management Center, I provide management consulting for schools so that they can more effectively fight for progressive social change, and I am eager to support Nevada Rise as it pursues its ambitious vision.

If I can provide further details on my support for Nevada Preparatory Charter School, please feel free to contact me at shawnapwells@gmail.com or (215)-280-1889

Sincerely,

Shawna Wells

Shawna Wells
Partner
The Management Center



WOLFGANG PUCK

July 26, 2017

To Whom It May Concern:

I write this letter in support of Nevada Rise Academy Charter School and their efforts to open a high-quality school for students in 2018. Students in Nevada deserve access to a quality education, and Nevada Rise will help make that a reality for our community.

Cathy Sourk, who is the Treasurer and Board Member of Nevada Rise has informed me of the plans for Nevada Rise Academy which is designed to directly impact students in the Las Vegas urban area who are among the most in need a better education and path to enable them to succeed.

I have been a resident of Las Vegas for some time and have long been a supporter of improving education for students in the Las Vegas valley. Accordingly, I look forward to the opening of Nevada Rise and its success.

Sincerely,



Tom Kaplan | Senior Managing Partner

Wolfgang Puck Fine Dining Group

3500 Las Vegas Blvd South, Ste. G-1
Las Vegas, NV 89109

Phone: 702.369.0360

Mobile: 702.232.4469

[website](#) | [vCard](#) | [map](#) | [email](#)    

Dear Sir or Madam,

My name is Brynne Caleda, CEO of Yoga Ed., and I am writing to express my support for Justin Brecht, Lead Founder of Nevada Rise Academy. I have spoken with Mr. Brecht on multiple occasions, and have gained insight into how he has thoughtfully approached the incorporation of yoga into his school design. We are happy support his efforts to establish a high-quality educational option for the communities of Las Vegas, with effective, sustainable yoga programming that will cultivate a culture of wellness and promote student achievement.

For more than a decade, I have brought yoga into public, private, and charter schools throughout the United States and abroad. As CEO of Yoga Ed., I have channeled my experience into developing and implementing evidence-based curricula and programs that support the health and wellness of students, teachers, and school communities across the globe, putting mindfulness into action with programming that integrates mindfulness and movement. Through online classes and in-person and online training, we equip educators with the curriculum and the skill set they need to teach yoga to children in academic environments. In our work, I have witnessed the transformational potential of yoga and mindfulness to support physical, mental, social, and emotional development, and to empower school communities to thrive.

It is my hope that Nevada Rise Academy and Yoga Ed. can work together to ensure a more successful Nevada future. By equipping educators with powerful yoga tools to practice positive discipline and foster an environment of engagement and respect, we can promote both teacher wellness and student performance, all in line with the educational philosophy of Nevada Rise. We will lend our expertise in education and program development to implement programming that supports Nevada Rise teachers and students at all levels. At the elementary level, we will incorporate effective transitional pieces for the classroom, helping students to seamlessly shift between activities and tasks, and empowering them with the skills to effectively manage whatever obstacles, emotions, or stressors that they face.

Again, I support the establishment of Nevada Rise in Las Vegas and look forward to working with them to put mindfulness into action through yoga programming. Yoga Ed. will help Nevada Rise accomplish their mission of placing all scholars in grades K-5 on a path to college through rigorous academics, character development, and access to opportunity. If you have any questions please feel free to contact me at brynne@yogaed.com or 310.471.1742 ext. 101.

Warmly,



Brynne Caleda, M.Ed.
CEO, Yoga Ed.

NEVADA RISE ACADEMY CHARTER SCHOOL

NEVADA RISE ACADEMY CHARTER SCHOOL

Community/Potential Parent Input

Survey Sample from Narrative

Community Input Survey



Name: [Redacted] Email/Phone Number: [Redacted]
 Names/Ages of Children: JS / 10yrs Zip Code: 89110

QUESTION	Agree	Neutral	Disagree
Families should have options for where they send their children to school.	5	4	3 2 1
Schools should focus on preparing students for college.	5	4	3 2 1
Students benefit from longer school day (example: 8:00 am to 4:00 pm)	5	4	3 2 1
Character development should be taught in schools.	5	4	3 2 1
Great teachers are the most important factor in student learning.	5	4	3 2 1
Schools should communicate with families weekly about progress.	5	4	3 2 1
Students learn best in a structured environment.	5	4	3 2 1
Schools should provide individual student support, every day.	5	4	3 2 1
Arts are a powerful way to support student learning.	5	4	3 2 1
Students should have opportunities to learn outside of school (field trips)	5	4	3 2 1
What else would you like to see in an elementary school?	varied teaching methods		

Community Input Survey

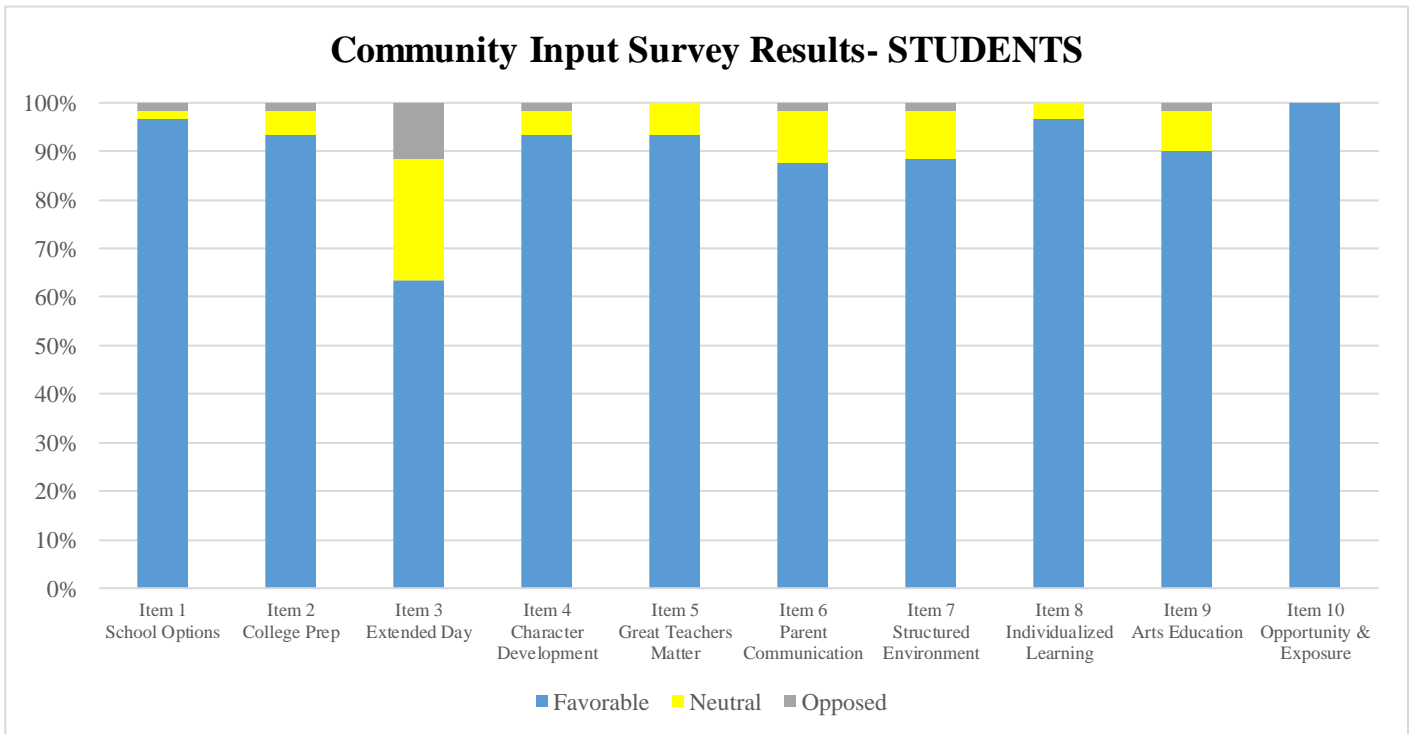
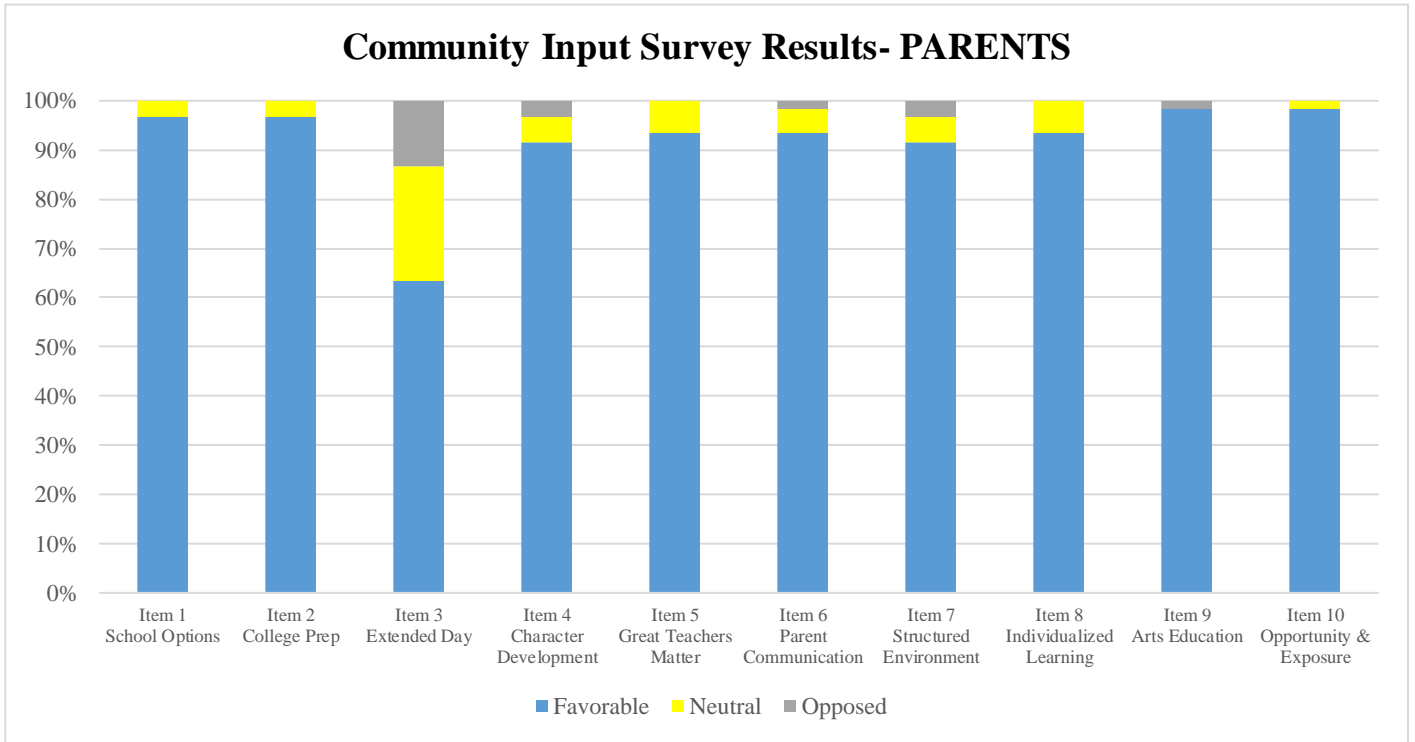


Name: SLOAN, M. Email/Phone Number: [Redacted]
 Names/Ages of Children: [Redacted] Zip Code: _____

QUESTION	Agree	Neutral	Disagree
Families should have options for where they send their children to school.	5	4	3 2 1
Schools should focus on preparing students for college.	5	4	3 2 1
Students benefit from longer school day (example: 8:00 am to 4:00 pm)	5	4	3 2 1
Character development should be taught in schools.	5	4	3 2 1
Great teachers are the most important factor in student learning.	5	4	3 2 1
Schools should communicate with families weekly about progress.	5	4	3 2 1
Students learn best in a structured environment.	5	4	3 2 1
Schools should provide individual student support, every day.	5	4	3 2 1
Arts are a powerful way to support student learning.	5	4	3 2 1
Students should have opportunities to learn outside of school (field trips)	5	4	3 2 1
What else would you like to see in an elementary school?	More Music Art and Physical Activities. Active and P.E. Bodies, Allow For A Better Student.		

NEVADA RISE ACADEMY CHARTER SCHOOL

Community/Potential Parent Input



General Trends:

Parents: All components of our school design included in the survey received overwhelmingly favorable responses, and five (5) components (school options, college-prep focus, great teachers matter, individualized learning, and opportunity and exposure) received no negative responses.

An extended school day was the school design item that was met with the most opposition. However, two key trends resulted in follow-up conversations based on that response. First, when explained that the extra time allowed for access to social studies or science, individualized learning time, and enrichment, parents agreed with the extended day. Secondly, parents often asked about after-school programs. With uncertainty about what type of after school program we could offer, an extended day can help meet the needs of the community.

Students: All components of our school design included in the survey received overwhelmingly favorable responses, and two (2) components (great teachers matter and individualized learning) received no negative responses.

Similar to responses from parents, an extended school day was the design item that was met with the most opposition. In discussing the context of the extended day, such as increased time for reading, daily science or social studies, enrichment and individualized learning time, students were more open to the idea, as reflected in both written comments and verbal feedback.

Students who had experienced learning in a structured, high-achieving environment were more inclined to agree with more elements of our school design.

Aside from the survey results, the focus group sessions with students revealed a strong desire for both individualized learning, and character development pieces such as respect and self-advocacy skills (a sentiment echoed by many educators in similar discussions).

A surprising comment we heard from both students and parents was a desire for less-reliance on technology-based learning and on-line classes, coupled with pleas for more interaction and higher-quality teaching that is responsive to student needs.

NEVADA RISE ACADEMY CHARTER SCHOOL

Parent Support/Interest Forms

In our outreach and community input efforts, over 150 parents and community members have expressed interest and given support for Nevada Rise Academy as evidenced by forms such as the samples below.

Names and contact information have been blocked for privacy



Community Outreach and Support

Name Nombre	Student names and ages Nombres y edades de estudiantes	Zip Code	Phone Number or Email	Preferred Contact Contacto Preferido	Preferred Language Language Preferido
EMMA KHALID	8	89121	[Redacted]	Phone Text Email	English/Spanish/Other
[Redacted]	[Redacted]	89119	[Redacted]	Phone Text Email	English/Spanish/Other
[Redacted]	[Redacted]	89119	[Redacted]	Phone Text Email	English/Spanish/Other
[Redacted]	[Redacted]	89119	[Redacted]	Phone Text Email	English/Spanish/Other
[Redacted]	[Redacted]	89074	[Redacted]	Phone Text Email	English/Spanish/Other
[Redacted]	[Redacted]	89119	[Redacted]	Phone Text Email	English/Spanish/Other
[Redacted]	[Redacted]	89119	[Redacted]	Phone Text Email	English/Spanish/Other
[Redacted]	[Redacted]	89119	[Redacted]	Phone Text Email	English/Spanish/Other
[Redacted]	[Redacted]	89119	[Redacted]	Phone Text Email	English/Spanish/Other
[Redacted]	[Redacted]	89119	[Redacted]	Phone Text Email	English/Spanish/Other
[Redacted]	[Redacted]	89119	[Redacted]	Phone Text Email	English/Spanish/Other
[Redacted]	[Redacted]	89119	[Redacted]	Phone Text Email	English/Spanish/Other
[Redacted]	[Redacted]	89119	[Redacted]	Phone Text Email	English/Spanish/Other
[Redacted]	[Redacted]	89109	[Redacted]	Phone Text Email	English/Spanish/Other

Name Nombre	Student names and ages Nombres y edades de estudiantes	Zip Code	Phone Number or email	Preferred Contact Contacto Preferido	Preferred Language Language Preferido
[Redacted]	[Redacted]	89106	[Redacted]	Phone/Text/Email	English/Español/Other
[Redacted]	[Redacted]	89130	[Redacted]	Phone/Text/Email	English/Español/Other
[Redacted]	[Redacted]	89131	[Redacted]	Phone/Text/Email	English/Español/Other
[Redacted]	[Redacted]	89106	[Redacted]	Phone/Text/Email	English/Español/Other
[Redacted]	[Redacted]	89081	[Redacted]	Phone/Text/Email	English/Español/Other
[Redacted]	[Redacted]	89149	[Redacted]	Phone/Text/Email	English/Español/Other
[Redacted]	[Redacted]	89081	[Redacted]	Phone/Text/Email	English/Español/Other
[Redacted]	[Redacted]	89149	[Redacted]	Phone/Text/Email	English/Español/Other
[Redacted]	[Redacted]	89110	[Redacted]	Phone/Text/Email	English/Español/Other
[Redacted]	[Redacted]	89129	[Redacted]	Phone/Text/Email	English/Español/Other
[Redacted]	[Redacted]	89115	[Redacted]	Phone/Text/Email	English/Español/Other



NEVADA RISE ACADEMY CHARTER SCHOOL

APPENDIX D: SAMPLE NEVADA RISE ACADEMY DASHBOARD

NEVADA RISE ACADEMY CHARTER SCHOOL



MONTHLY DASHBOARD

KEY SCHOOL DEMOGRAPHICS

ENROLLMENT BREAKDOWN		
Kinder		ELL/LEP
1 st Grade		IEP
Total Scholars		Hispanic
Male		Black
Female		Asian
FRL		White
SPED		Other

PERSONNEL			
	Current Month	Prior Month	PY Monthly Average
Total FTE			
Hires			
Attrition			
Sick Days Taken			
Vacation Days			

BOARD		
	Prior Month	YTD Avg.
Board Size		
Meeting Attendance		

ENROLLMENT AND ATTENDANCE OVER TIME

SCHOOL ENROLLMENT											
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Actual											
Budget											
Over/Under											

AVERAGE DAILY ATTENDANCE											
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
ADA											

ATTRITION RATE: # OF SCHOLARS LEAVING NV RISE											
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
NUMBER											

ATTRITION DETAILS			
SCHOLAR NAME	DATE OF ATTRITION	REASON FOR ATTRITION	MOBILITY VS. NON-MOBILITY

FINANCIAL SNAPSHOT & NEWS

FINANCE SUMMARY: REVENUES & EXPENDITURES				
	YTD		Over/ (Under) Budget	Actual % of Total
	Actual	Budget		
Revenue				
State/CPS				
Federal				
Fundraising/Grants				
Total				
Expenses				
Payroll and Benefits				
Instructional				
Facilities				
Loan Payments				
Other Administrative				
Total				
Cash on Hand				
Cash				
Cash-on-Hand				
Days of Cash-on-Hand				

NEWS AND NOTES		
RED FLAGS	OPERATIONAL UPDATES	HIGHLIGHTS/SHOUT OUTS
UPCOMING EVENTS		



NEVADA RISE ACADEMY CHARTER SCHOOL

ACADEMIC PERFORMANCE – OVERALL

STEP ASSESSMENT DATA: PERCENT DEMONSTRATING MASTERY AT EACH STEP LEVEL								
	BPR	PR	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6+
(K)								
(K)								
(K)								
(1 ST)								
(1 ST)								
TOTAL								

MATH INTERIM ASSESSMENT: PERCENT DEMONSTRATING MASTERY				
	DIAGNOSTIC	TRIMESTER 1	TRIMESTER 2	END OF YEAR
(K)				
(K)				
(K)				
(1 ST)				
(1 ST)				
TOTAL				

NWEA MAP ASSESSMENT: PERCENT DEMONSTRATING MASTERY			
	DIAGNOSTIC	MID-YEAR	END-OF-YEAR
READING			
(K)			
(K)			
(K)			
(1 ST)			
(1 ST)			
LANGUAGE USAGE			
(K)			
(K)			
(K)			
(1 ST)			
(1 ST)			
MATHEMATICS			
(K)			
(K)			
(K)			
(1 ST)			
(1 ST)			

ACADEMIC PERFORMANCE – DISAGGREGATED BY SUBGROUP

KINDERGARTEN STEP ASSESSMENT DATA: PERCENT DEMONSTRATING MASTERY AT EACH STEP LEVEL								
	BPR	PR	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6+
WHITE								
BLACK								
HISPANIC								
ASIAN								
OTHER								

KINDERGARTEN STEP ASSESSMENT DATA: PERCENT DEMONSTRATING MASTERY AT EACH STEP LEVEL								
	BPR	PR	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6+
GENERAL ED								
SPED								
NON-ELL								
ELL								
NON-ECONOMICALLY DISADVANTAGED								
ECONOMICALLY DISADVANTAGED								

FIRST GRADE STEP ASSESSMENT DATA: PERCENT DEMONSTRATING MASTERY AT EACH STEP LEVEL								
	BPR	PR	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6+
WHITE								
BLACK								
HISPANIC								
ASIAN								
OTHER								

KINDERGARTEN STEP ASSESSMENT DATA: PERCENT DEMONSTRATING MASTERY AT EACH STEP LEVEL								
	BPR	PR	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6+
GENERAL ED								
SPED								
NON-ELL								
ELL								
NON-ECONOMICALLY DISADVANTAGED								
ECONOMICALLY DISADVANTAGED								

NEVADA RISE ACADEMY CHARTER SCHOOL

APPENDIX E: TEACHER EVALUATION

NEVADA RISE ACADEMY CHARTER SCHOOL

Teachers at Nevada Rise will be evaluated using a rubric that reflects advancing our mission, and complies with the Nevada Revised Statutes as outlined in the Nevada Educator Performance Framework (NEPF). The NEPF “rates educators as highly effective, effective, minimally effective, or ineffective, and (uses) student achievement data from statewide assessments...to determine educator effectiveness ratings.”¹ The NEPF requires teachers to be evaluated based on the following:²

Instructional Practice Standards	Indicators
New Learning is Connected to Prior Learning and Experience	<ol style="list-style-type: none"> 1. Teacher activates all students’ initial understandings of new concepts and skills 2. Teacher makes connections explicit between previous learning and new concepts and skills for all students 3. Teacher makes clear the purpose and relevance of new learning for all students 4. Teacher provides all students opportunities to build on or challenge initial understandings
Learning Tasks have High Cognitive Demand for Diverse Learners	<ol style="list-style-type: none"> 1. Tasks purposefully employ all students’ cognitive abilities and skills 2. Tasks place appropriate demands on each student 3. Tasks progressively develop all students’ cognitive abilities and skills 4. Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socioeconomic status
Students Engage in Meaning-Making through Discourse and Other Strategies	<ol style="list-style-type: none"> 1. Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students 2. Teacher provides opportunities for all students to create and interpret multiple representations 3. Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships 4. Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students
Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning	<ol style="list-style-type: none"> 1. Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it 2. Teacher structures opportunities for self-monitored learning for all students 3. Teacher supports all students to take actions based on the students’ own self-monitoring processes
Assessment is Integrated into Instruction	<ol style="list-style-type: none"> 1. Teacher plans on-going learning opportunities based on evidence of all students’ current learning status 2. Teacher aligns assessment opportunities with learning goals and performance criteria 3. Teacher structures opportunities to generate evidence of learning during the lesson of all students 4. Teacher adapts actions based on evidence generated in the lesson for all students

Professional Responsibilities Standards	Indicators
Commitment to the School Community	<ol style="list-style-type: none"> 1. The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students 2. The teacher takes an active role in building a professional culture that supports school and district initiatives. 3. The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.
Reflection on Professional Growth and Practice	<ol style="list-style-type: none"> 1. The teacher seeks out feedback from instructional leaders and colleagues, and uses a variety of data to self-reflect on his or her practice. 2. The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community. 3. The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.
Professional Obligations	<ol style="list-style-type: none"> 1. The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families

¹ http://www.doe.nv.gov/Educator_Effectiveness/Educator_Develop_Support/NEPF/Rubrics/.

² Ibid.

NEVADA RISE ACADEMY CHARTER SCHOOL

	<p>2. The teacher models integrity in all interactions with colleagues, students, families, and the community.</p> <p>3. The teacher follows policies, regulations, and procedures specific to role and responsibilities.</p>
Family Engagement	<p>1. The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.</p> <p>2. The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.</p> <p>3. The teacher informs and connects families and students to opportunities and services according to student needs</p>
Student Perception	<p>1. The students report that the teacher helps them learn.</p> <p>2. The students report that the teacher creates a safe and supportive learning environment.</p> <p>3. The students report that the teacher cares about them as individuals and their goals or interests.</p>

Nevada also has an application that allows schools or districts to use a performance evaluation system that is different from the NEPF. If granted this permission from the Nevada Department of Education, we will adopt The New Teacher Project Core Teaching Rubric. The New Teacher Project is a national nonprofit dedicated to “advancing policies and practices that ensure effective teaching in every classroom.”³ The rubric uses five levels ranging from “ineffective” (1) to “skillful” (5) and focuses the evaluation on four basic performance areas and connected questions outlined in the rubrics below.⁴

CULTURE OF LEARNING Are all students engaged in the lesson from start to finish?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
<p>Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Very few or no students follow behavioral expectations and/or directions.</p> <p>Students do not execute transitions, routines and procedures in an orderly manner.</p> <p>Students are left without work to do for a significant portion of the class period.</p>	<p>Some students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Some students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher.</p> <p>Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.</p>	<p>Most students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Most students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher.</p> <p>Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions.</p>	<p>All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>All or almost all students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.</p> <p>Class has a quick pace and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students’ learning.</p>	<p>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students assume responsibility for routines and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher.</p> <p>Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.</p>

³ <http://tntp.org/about-tnp>.

⁴ <http://tntp.org/publications/view/tntp-core-teaching-rubric-a-tool-for-conducting-classroom-observations#download>.

NEVADA RISE ACADEMY CHARTER SCHOOL

ESSENTIAL CONTENT Are all students working with content aligned to the appropriate standards for their subject and grade?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
<p>The lesson does not focus on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other.</p> <p>Instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>The lesson partially focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Only some activities students engage in are aligned to the stated or implied learning goal(s).</p> <p>Some instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Most activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and move students toward mastery of the grade-level standard(s) and/or IEP goal(s).</p> <p>Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>All activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals.</p> <p>All instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are high-quality and appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>All descriptors for Level 4 are met, and the following evidence is demonstrated:</p> <p>Students make connections between what they are learning and other content across disciplines.</p> <p>Students independently connect lesson content to real-world situations.</p>

ACADEMIC OWNERSHIP Are all students responsible for doing the thinking in this classroom?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
<p>Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving. The teacher completes all or almost all of the cognitive work.</p> <p>Very few or no students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond negatively to their peers' thinking, ideas, or answers.</p>	<p>Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work.</p> <p>Some students provide meaningful oral or written evidence to support their thinking.</p> <p>Students do not respond to their peers' thinking, ideas,</p>	<p>Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher completes some of the cognitive work (i.e., expands on student responses) that students could own.</p> <p>Most students provide meaningful oral or written</p>	<p>All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own.</p> <p>All or almost all students provide meaningful oral or written evidence to support their thinking.</p>	<p>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students synthesize diverse perspectives or points of view during the lesson.</p> <p>Students independently show enthusiasm and interest in taking on advanced or more challenging content.</p>

NEVADA RISE ACADEMY CHARTER SCHOOL

<p>No students or very few students try hard to complete challenging academic work or answer questions.</p>	<p>or answers, or do not provide feedback.</p> <p>Some students try hard to complete challenging academic work and answer questions.</p>	<p>evidence to support their thinking.</p> <p>Students respond to their peers' thinking, ideas or answers and provide feedback to their classmates.</p> <p>Most students try hard to complete academic work and answer questions, even if the work is challenging.</p>	<p>Students respond to and build on their peers' thinking, ideas or answers.</p> <p>Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response.</p> <p>All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.</p>	
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DEMONSTRATION OF LEARNING Do all students demonstrate that they are learning?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
<p>Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals.</p> <p>Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.</p> <p>Students have few opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Students have some opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.</p> <p>Students have extensive opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Demonstrate that all or almost all students are on track to achieve grade-level and/or IEP aligned learning goals.</p>	<p>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher.</p> <p>Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals.</p> <p>Students monitor their own progress, identify their own errors and seek additional opportunities for practice.</p>

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APPENDIX F: FISCAL POLICIES HANDBOOK DRAFT



**Fiscal Policies and Procedures
Handbook**

DRAFT

JULY2017



NEVADA RISE ACADEMY CHARTER SCHOOL

NEVADA RISE ACADEMY – Financial
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NEVADA RISE ACADEMY CHARTER SCHOOL

OVERVIEW

The Board of Directors of Nevada Rise Academy Charter School (“Nevada Rise Academy”) has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of Nevada Rise Academy to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Board of Directors formulates financial policies and procedures, delegate’s administration of the policies and procedures to the School Leader and reviews operations and activities on a regular basis.
2. The School Leader, Director of Operations, and contracted back-office provider have responsibility for all operations and activities related to financial management.
3. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
4. The Board of Directors will commission an annual financial audit by an independent third party auditor who will report directly to them. The Board of Directors will approve the final audit report, and a copy will be provided to the school authorizer. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Board of Directors and the charter-granting agency.
5. The Board of Directors can appoint someone else to perform the School Leader’s responsibilities in the case of absence.

Annual Financial Audit

1. The Board of Directors will annually appoint an audit committee (comprised of members of the finance committee) by January 1 to select an auditor by March 1 prior to year end (June 30th).
2. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee.
3. The committee will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit.
4. The audit shall include, but not be limited to:
 - a. An audit of the accuracy of the financial statements
 - b. An audit of the attendance accounting and revenue accuracy practices
 - c. An audit of the internal control practice.



NEVADA RISE ACADEMY CHARTER SCHOOL

PURCHASING

1. The School Leader may authorize expenditures and may sign related contracts within the approved budget. The Board of Directors must review all expenditures. This will be done via approval of a check register which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Board of Directors must also approve contracts over \$10,000.
2. The School Leader or Director of Operations must approve all purchases.
3. When approving purchases, the Back-office provider must:
 - a. Determine if the expenditure is budgeted
 - b. Determine if funds are currently available for expenditures (i.e. cash flow)
 - c. Determine if the expenditure is allowable under the appropriate revenue source
 - d. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
 - e. Determine if the price is competitive and prudent. All purchases over \$5,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services
4. Any individual making an authorized purchase on behalf of the school must provide Nevada Rise Academy's Back-office provider with appropriate documentation of the purchase.
5. Individuals other than those specified above are not authorized to make purchases without pre-approval.
6. Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.
7. The School Leader or Director of Operations may authorize an individual to use a school credit card and/or debit card to make an authorized purchase on behalf of the school, consistent with guidelines provided by the School Leader and/or Board of Directors.
 - a. The school card will be kept under locked supervision in Director of Operations, and authorized individuals must sign the credit card out and must return the credit card and related documentation of all purchases within 24 hours of the purchases, unless otherwise authorized by the School Leader.
 - b. If receipts are not available or are "missing," the individual making the charge will be held responsible for payment.
 - c. Credit cards and/or debit cards will bear the names of both Nevada Rise Academy and the School Leader.

Petty Cash

1. The Office Manager will manage the petty cash fund.
2. The petty cash fund will be capped at \$100



NEVADA RISE ACADEMY CHARTER SCHOOL

3. All petty cash will be kept in a locked petty cash box in a locked drawer or file cabinet. Only the Office Manager and School Leader will have keys to the petty cash box and drawer or file cabinet.
4. All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip.
5. Nevada Rise Academy's Back-office provider will insure that the petty cash slip is properly completed and that a proper receipt is attached.
6. At all times the petty cash box will contain receipts and cash totaling \$100. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Office Manager within 48 hours of withdrawing the petty cash.
7. When expenditures total \$50 (when cash balance is reduced to \$50), the Office Manager will total the disbursements, complete a petty cash reimbursement form, and obtain the approval of the School Leader. This should be done on at least a quarterly basis. The petty cash slips and supporting receipts will be attached to the reimbursement request form and forwarded to Nevada Rise Academy's Director of Operations.
8. Petty cash fund reimbursement checks will be made payable to the School Leader.
9. Any irregularities in the petty cash fund will be immediately reported in writing to the School Leader.
10. Loans will not be made from the petty cash fund.
11. Nevada Rise Academy's School Leader or Director of Operations will conduct surprise counts of the petty cash fund.

Contracts

1. Consideration will be made of in-house capabilities to accomplish services before contracting for them.
2. Office staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over \$5,000.
 - a. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.
3. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).
 - a. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The School Leader may also require that contract service providers list the school as an additional insured.
4. If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the office manager will obtain a W-9 from the contract service provider prior to submitting any requests for payments to Nevada Rise Academy's School Leader or Director of Operations.



NEVADA RISE ACADEMY CHARTER SCHOOL

5. The School Leader or Director of Operations will approve proposed contracts and modifications in writing.
6. Contract service providers will be paid in accordance with approved contracts as work is performed.
7. The School Leader or Director of Operations will be responsible for ensuring the terms of the contracts are fulfilled.
8. Potential conflicts of interest will be disclosed upfront, and the School Leader and/or Member(s) of the Board of Directors with the conflict will excuse themselves from discussions and from voting on the contract.



NEVADA RISE ACADEMY CHARTER SCHOOL

ACCOUNTS PAYABLE

Bank Check Authorization

1. All original invoices will immediately be forwarded to the School Leader or Director of Operations for approval.
2. The School Leader or Director of Operations will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries (Office Manager) should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to Nevada Rise Academy's School Leader or Director of Operations with the invoice. Nevada Rise Academy's School Leader or Director of Operations will adjust the invoice for any missing items noted on the invoice before processing for payment.
3. Once approved by School Leader or Director of Operations he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures.
4. The School Leader may authorize Nevada Rise Academy's School Leader or Director of Operations to pay recurring expenses (e.g. utilities) without the School Leader's formal approval (signature) on the invoice when dollar amounts fall within a predetermined range.

Bank Checks

1. The Board of Directors will approve, in advance, the list of authorized signers on the school account. The School Leader, the Chair of the Board and the Treasurer and any other employee authorized by the Board of Directors may sign bank checks within established limitations.
2. The Board of Directors will be authorized to open and close bank accounts.
3. Nevada Rise Academy's School Leader or Director of Operations will be responsible for all blank checks and will keep them under lock and key.
4. When there is a need to generate a bank check, School Leader or Director of Operations will process the check and the School Leader will sign each check.



NEVADA RISE ACADEMY CHARTER SCHOOL

5. The School Leader and/or Board Chair or Treasurer will sign checks. Checks in excess of \$10,000 need two signatures, one each from either of the above mentioned individuals.
6. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
7. Nevada Rise Academy's School Leader or Director of Operations will record the check transaction(s) into the appropriate checkbook and in the general ledger.
8. Nevada Rise Academy's School Leader or Director of Operations will distribute the checks and vouchers as follows:
 - a. Original – mailed or delivered to payee
 - b. Duplicate or voucher – attached to the invoice and filed by vendor name by School Leader or Director of Operations.
 - c. Cancelled Checks – filed numerically with bank statements by the School Leader or Director of Operations.
 - d. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to Nevada Rise Academy's School Leader or Director of Operations who will attach any other related documentation as appropriate.

Bank Reconciliation

1. Bank statements will be received directly, unopened, by Nevada Rise Academy's School Leader or Director of Operations.
2. Nevada Rise Academy's School Leader or Director of Operations will examine all paid checks for date, name, cancellation, and endorsement. Any discrepancies regarding the paid checks any checks over 90 days will be researched and if applicable deleted from the accounting system.
3. Nevada Rise Academy's School Leader or Director of Operations will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
4. Nevada Rise Academy's School Leader or Director of Operations will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any material discrepancies to the School Leader.
5. Nevada Rise Academy's School Leader or Director of Operations will prepare a monthly summary report to be approved by the School Leader.



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ACCOUNTS RECEIVABLE

1. Documentation will be maintained for accounts receivable and provided to School Leader or Director of Operations.
2. Accounts receivable will be recorded by Nevada Rise Academy's School Leader or Director of Operations in the general ledger and collected on a timely basis.

Cash Receipts (Cash and Checks)

1. For each fundraising or other event in which cash or checks will be collected, a Coordinator will be designated, who will be responsible for collecting and holding all cash and checks for the purpose of the fundraising activity.
 - a. The Coordinator will record each transaction in a receipt book at the time the transaction is made, with a copy of the receipt provided to the donor.
 - b. The cash, checks, receipt book, and deposit summary must be given to the School Leader or Director of Operations by the end of the next business day, who will immediately put the funds in a secure, locked location.
 - c. Both the Coordinator and the Office Manager will count the deposit and verify the amount of the funds in writing.
2. Cash/checks dropped off at the school office will be placed directly into a lock box by the person dropping off the cash/checks.
 - a. All funds are deposited into the lock box in a sealed envelope, along with any notes, forms, or other descriptions of how the funds are to be used.
 - b. The Office Manager and one other staff member will jointly open the lock box to verify the cash/check amounts, and sign off on the amounts received.
 - c. The lock box will be emptied at least two times per week, corresponding to days when deposits are made.
3. Mail received at the school must be opened in the presence of at least one office staff members.
 - a. For any cash or checks received in the mail, the Office Manager will prepare a deposit packet itemizing the amount, source, and purpose of each payment, with a designated office staff member counting the funds and verifying this in writing.
4. Twice a week, the Office Manager will log cash or checks received into the Cash Receipts Log. The Cash Receipt logs should be provided to Nevada Rise Academy's School Leader or Director of Operations with the weekly mailing of invoices.
5. All checks will be immediately endorsed with the school deposit stamp, containing the following information: "For Deposit Only; Nevada Rise Academy; Wells Fargo Bank; Bank Account Number, Date Received by the School."
6. A deposit slip will be completed by the Office Manager and initialed by the Back-office provider for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.



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7. Deposits totaling greater than \$2,000 will be deposited within 24 hours by the designated school employee. Deposits totaling less than \$2,000 will be made weekly by the designated school employee. All cash will be immediately put into a lock box.
8. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation to be filed and recorded weekly.

Volunteer Expenses

1. All volunteers will submit a purchase requisition form to the School Leader for all potential expenses.
 - a. Only items with prior written authorization from the School Leader will be paid/reimbursed.

Check Policy

1. A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF).
2. In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.
3. In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the trimester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the School Leader and/or Board of Directors.
4. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the School Leader and/or Board of Directors.



NEVADA RISE ACADEMY CHARTER SCHOOL

PERSONNEL

1. The Director of Operations and/or Operations Manager will be responsible for all new employees completing or providing all of the items on the attached Personnel File Checklist.
2. The Director of Operations and/or Operations Manager will be responsible for maintaining this information in the format as shown on the Personnel File Checklist.
An employee's hiring is not effective until the offer letter has been signed by the employee, W-4 form, PERA form, benefits form and payroll forms have been turned in.
3. A position control list will be developed during budget season. Nevada Rise Academy's School Leader or Director of Operations will notify the board of any variances to the position control throughout the year.



NEVADA RISE ACADEMY CHARTER SCHOOL

PAYROLL

Timesheets

1. All employees will be responsible for completing a timesheet including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will sign the completed timesheet.
2. The completed timesheets will be submitted to Nevada Rise Academy's Director of Operations and/or Operations Manager who in turn will authorize and deliver to Back-office provider on the last working day of the designated payroll period.
3. Incomplete timesheets will be returned to the signatory supervisor and late timesheets will be held until the next pay period. No employee will be paid until a correctly completed timesheet is submitted.
4. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

Overtime

1. Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime.

Payroll Processing

1. For hourly employees, employees must sign timesheets to verify appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. The Director of Operations (DOO) and/or Operations Manager will submit a summary report of timesheets to the School Leader or Director of Operations who will verify the calculations for accuracy of



NEVADA RISE ACADEMY CHARTER SCHOOL

payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.

2. For substitute teachers, the Office Manager will maintain a log of teacher absences and the respective substitutes that work for them. The Office Manager will verify that the substitutes initial the log next to their names before they leave for the day and that teachers, upon returning back to work, initial next to their names. This form will be verified and signed by the appropriate supervisor and submitted to Nevada Rise Academy's School Leader or Director of Operations
3. The DOO and/or Operations Manager School Leader will notify Nevada Rise Academy's School Leader or Director of Operations of all authorizations for approved stipends.
4. Nevada Rise Academy's School Leader or Director of Operations will prepare the payroll worksheet based on the summary report from the designated school employee.
5. The payroll checks will be deposited into each individual's bank account.

Payroll Taxes and Filings

1. Payroll Services will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries.
2. Nevada Rise Academy's School Leader or Director of Operations with the support of Payroll Services will prepare the state and federal quarterly and annual payroll tax forms, review the forms with the School Leader, and submit the forms to the respective agencies.

Record Keeping

1. The DOO or Operations Manager will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.
 - a. The DOO or Operations Manager will immediately notify the School Leader if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.
 - b. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.



NEVADA RISE ACADEMY CHARTER SCHOOL

EXPENSES

Expense Reports

1. Employees will be reimbursed for expenditures within ten (10) days of presentation of appropriate documentation.
2. Employees will complete expense reports monthly, as necessary, to be submitted to the office manager and in turn, provided to Nevada Rise Academy's School Leader or Director of Operations
3. Receipts or other appropriate documentation will be required for all expenses over five dollars to be reimbursed.
4. The employee and the School Leader must sign expense reports.
5. School Leader expense reports should be approved by a member of the board and always be submitted to Nevada Rise Academy's School Leader or Director of Operations for processing and payment.
6. Expenses greater than two months old will not be reimbursed.

Travel

1. Employees will be reimbursed for mileage when pre-approved by an administrator. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled. For incidental travel, mileage will only be reimbursed if the one-way mileage exceeds 10 miles.
2. The School Leader must pre-approve all out of town travel.
3. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 60 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any breakfast, lunch, or dinner that is not included as part of the related event.
4. Travel advances require written approval from the School Leader.
5. Travel advances require receipts for all advanced funds.
6. After the trip, the employee must enter all of the appropriate information on an expense report and submit it to the School Leader for approval and then on to Nevada Rise Academy's School Leader or Director of Operations for processing.
7. If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check.
8. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.



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Governing Board Expenses

1. The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report.
2. The School Leader will approve and sign the expense report, and submit it to the Nevada Rise Academy's School Leader or Director of Operations for payment.



NEVADA RISE ACADEMY CHARTER SCHOOL

FINANCE

Financial Reporting

1. In consultation with the School Leader, and, the Back-office provider, Nevada Rise Academy's School Leader or Director of Operations will prepare the annual financial budget for approval by the Board of Directors.
2. Nevada Rise Academy's Back-office provider will submit a monthly balance sheet and monthly revenue and expense summaries to the School Leader including a review of the discretionary accounts and any line items that are substantially over or under budget (\$5,000 or +/- 10% of established budget, whichever is greater). The report will be reviewed at both the scheduled board finance committee and general board meetings and action will be taken, if appropriate.
3. Nevada Rise Academy's School Leader or Director of Operations will provide the School Leader and/or Board of Directors with additional financial reports, as needed.

Loans

1. The School Leader and the Board of Directors will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.
2. Once approved, a promissory note will be prepared and signed by the School Leader before funds are borrowed.
3. Employee loans are not allowed.

Financial Institutions

1. All funds will be maintained at a high quality financial institution.
2. All funds will be maintained or invested in high quality, short maturity, and liquid funds.
3. Physical evidence will be maintained on-site for all financial institution transactions.

Retention of Records

1. Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Board of Directors or School Leader, certain documentation may be maintained for a longer period of time.
2. Nevada Rise Academy's School Leader or Director of Operations will retain records at their site for a minimum of two (2) years; after which, the remaining five years will be the responsibility of the School.
3. Financial records will be shredded at the end of their retention period.



NEVADA RISE ACADEMY CHARTER SCHOOL

4. Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.



NEVADA RISE ACADEMY CHARTER SCHOOL

RESERVES/INSURANCE/LIABILITIES/ASSETS

Funds Balance Reserve

1. A funds balance reserve of at least 5% of the total unrestricted General Funds revenues will be maintained.
2. Nevada Rise Academy's back-office provider will provide the School Leader with balance sheets on a monthly basis. It is the responsibility of the School Leader and the Board of Directors to understand the school's cash situation. It is the responsibility of the School Leader to prioritize payments as needed. The School Leader has responsibility for all operations and activities related to financial management.

Insurance

1. Nevada Rise Academy's School Leader or Director of Operations will work with the School Leader to ensure that appropriate insurance is maintained at all times with a high quality insurance agency.
2. The School Leader and Nevada Rise Academy's School Director or Director of Operations will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
3. The School Leader and Nevada Rise Academy's School Leader or Director of Operations will carefully review insurance policies on an annual basis, prior to renewal.
4. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition.



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Asset Inventory

1. An asset is defined as all items, purchased or donated, with a value of \$1,000 or more and with a useful life of more than one year.
2. Nevada Rise Academy's School Leader or Director of Operations will file all receipts for purchased asset.
3. Nevada Rise Academy's School Leader or Director of Operations will maintain an inventory or log of all assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets.
4. Nevada Rise Academy's School Leader or Director of Operations will take a physical inventory of all assets at least 90 days before the end of each fiscal year, indicating the condition and location of the asset.
5. The School Leader will immediately be notified of all cases of theft, loss, damage or destruction of assets.
6. The School Leader will submit to School Leader or Director of Operations written notification of plans for disposing of assets with a clear and complete description of the asset and the date of disposal.

Parking Lot Liability

1. Parking lot related incidences are not covered under any insurance policy. The school assumes no liability for damage to cars:
 - a. Parked in the parking lot during school hours
 - b. Parked in the parking lot after school hours
2. The only exception to this policy will be when a student is observed by an adult accidentally causing damage to a vehicle while engaged in a school activity, such as physical education equipment breaking a window (e.g. a ball)
3. Otherwise, liability is as follows:
 - a. If a student willfully causes damage (i.e. not an accident as described above), the student's parent or guardian is responsible.
 - b. If a parent or other visitor causes damage, that individual is responsible.
 - c. If an employee causes damage, the employee is responsible.
 - d. If an unknown person causes damage and there is no witness, the affected individual would determine if they have applicable coverage through his/her individual insurance policies.

APPENDIX G: DAY IN THE LIFE OF A NEVADA RISE SCHOLAR

(Continued)

See full narrative below to its conclusion.

To make the mission and culture of Nevada Rise Academy come to life, below is a narrative of a typical day for Jada, a 1st grade student on the path to college.

7:33: Sitting in the back seat on the passenger side of her mother’s car, Jada is reminded by her mother to take her Lifework folder as they pull up to the school. Ms. Gonzalez is waiting on the sidewalk for them to pull forward, and she approaches Jada’s door.

“Good Morning, Jada? How are you?” Jada smiles and responds with “Hi, Ms. Gonzalez,” and says goodbye to her mother. Ms. Gonzalez wishes Jada’s mother a good day, shuts the car door, and watches Jada walk quietly, with her Lifework folder in her left hand, to the front door of the school. Jada waits in a small line behind other students to greet the school leader. She reaches Mr. Brecht with her head high, a smile on her face, backpack on both shoulders, and right hand outstretched – again, all as she had been taught at the start of the school year and as is reinforced each day. Mr. Brecht, with a smile on his face, leans down to meet Jada at eye level. “Good morning, Jada. Are you ready to RISE today?” he asks as he shakes her hand. Jada, returning the eye contact, proudly responds as she has been taught, “Yes, Mr. Brecht. I am ready to RISE and SHINE today!” Mr. Brecht checks to make sure Jada’s shirt is tucked in, belt around her waist, and she has the correct black shoes. Jada enters the building as Mr. Brecht greets the next student ready to learn.

Breakfast and Morning Motivation: Jada enters the cafeteria. She notices the **Nevada Rise Pyramid of Success** values posters, along with college pennants that line the walls. She notices the dark blue of the University of Nevada in Reno, where she wants to go to be a “venternarian.” Her teachers encourage precision, so she sounds it out in her head as she walks: “Vet-er-in-ar-ian.”

Jada enters the cafeteria, guided by lines on the floor, and heads directly to her teacher, Ms. Moore, who is seated at a desk in the cafeteria checking last night’s Life’s Work for one of her classmates. Jada hears one of her favorite instrumental songs playing quietly on the speakers as her fellow students are silently eating breakfast. Ms. Moore finishes checking the student who precedes Jada in line, and Jada approaches with her Life’s Work folder firmly in her hands.

“Good Morning, Jada. I am so happy to see you this morning,” whispers Ms. Moore. Jada whispers back, “Good Morning, Ms. Moore,” remembering her lessons on Self-Control and volume of voice from her classes. Ms. Moore checks to make sure Jada has all her work from last night completed and appropriate parent signatures, and asks Jada if she studied her sight word cards. Jada nods with a yes, and Ms. Moore places Jada’s folder into a crate with a smile.

Jada turns 90 degrees to find her labeled hook on which to hang her backpack. She places her sack lunch in a bin labeled with her class. She turns around to find her seat with her Bright Work folder waiting, along with a healthy breakfast laid out neatly at the table. She begins eating her breakfast, raising her hand with three fingers to signal to her supervising adult that she needs assistance opening her milk. One of her reading teachers, Mr. Brown, quickly comes to her table and opens the milk enough for Jada to do the rest. Jada knows that her teachers will always push her towards independence. Once she finishes her breakfast, she raises her hand with a number five to signal that she is finished. Mr. Brown gives a nod, which Jada has learned with practice to mean she can throw away her trash, and empty the milk in a bucket at the end of her table. She quickly returns to her seat to work on Bright Work, picking up where she left off yesterday. She knows that getting her brain working right away will help her on her journey to college. Ms. Gonzalez

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enters the cafeteria, announcing that there are five minutes left for breakfast. Jada works hard to finish her writing practice sheet so she can move on to the next page tomorrow.

At exactly 7:53, Ms. Gonzalez announces “Clean Up.” The soft music that had been playing in the background goes off, signaling it is time to clean up. Jada places her Bright Work folder on her seat, cleans up any remaining crumbs or trash. She shows she is ready by placing her hands, interlocked, on the table.

Mr. Brecht enters the room, and Jada gets excited for the Morning Meeting kickoff chant. Jada and her classmates have practiced this chant each morning after clean-up. It helps them to get excited about learning and brings energy. At 7:55, all students are done cleaning and are seated in STAR position. Jada remembers to fold her hands on her table and wait for the Morning Motivation to begin. Mr. Brecht leads the opening chant, a call and response:

Leader Call - Nevada Rise reaching high; **Student Response** - Climbing the pyramid to the sky.

Leader Call - Hard Work plus lots of Zest; **Student Response** - I promise to do my very best.

Leader Call - Working with Grit; **Student Response** - To college I'll get.

Leader Call - We rise with Power; **Student Response** - The future is ours!!”

Mr. Brecht shouts to the room, “Good Morning, VEGAS!” and holds up the school mascot Vega, the brightest star in the constellation Lyra. Jada and her peers shout back in unison, “Good Morning, Mr. Brecht!” One of Jada’s classmates stands up and announces the date. Jada and her classmates shout the date back. Mr. Brecht explains that today is great day to learn and continue their journey to college. Mr. Brecht talks about the character focus of the day, which is Teamwork, and how Teamwork can be used in class.

Mr. Brecht then asks, “Who has a shout-out?” All teachers share one quick shout-out from the day before, and the students recognize that student with a quick choral response that has been rehearsed. Jada has been working hard on her math facts, and hopes to get the shout-out today. When her teacher is called, the shout-out goes to her friend Marco for showing Courage. Jada is happy for Marco, and she remembers him volunteering to demonstrate something on the board in math yesterday, even though he is usually shy. Mr. Brecht then shares the announcements for the day, which include a reminder about the upcoming University Night. Jada gets excited, eager to showcase what she is learning with her family in a couple of days.

Mr. Brecht calls to each class, all of which are named after a college or university, to recite a quick cheer, stand up, turn to face their teacher, then follow their directions to exit the cafeteria. Jada hears “Colorado State University,” named after the college her teacher, Mr. Brown, attended. Jada recites the CSU fight song, as her teacher has promised to update their cheer to be a bit more exciting. Jada follows her class in line to her classroom. She always appreciates that the hallways in her school are neat and silent because it helps her focus on learning. Jada goes straight to the carpet in her classroom and sits in her assigned square.

Literacy: Mr. Brown, now accompanied by Ms. Campos, the associate teacher, welcomes students to another exciting day of learning. She reminds students to sit with their backs straight, track the speaker, and keep hands folded in their laps. Mr. Brown reminds students of the date, the character focus skill of Teamwork, and explains how they are going to learn about characters in stories today, and perhaps even see how they are using the value or not in the stories. Mr. Brown asks, “Who is ready to learn?” Jada’s hand shoots straight up, and Mr. Brown notices, narrating to the class how Jada has a strong, college-ready hand. She knows it is time for Literacy block, and Jada loves reading!

Mr. Brown quickly gets the class back in STAR, and announces which group should stand. Jada is in group B. “Group A- 1!” Group A students rise. “2!” Students turn to face the direction in which they will walk. “3!” students walk with silent urgency to their station. Jada’s group follows the same procedure, and she is going to Guided Reading with Mr. Brown.

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Jada goes to her seat around the small group reading table. Her seat is labeled and all materials are already prepared and laid out in front of her. Mr. Brown is sitting down, delivering last instructions to the other groups. She notices a friend still at the carpet with Ms. Campos, getting ready to do sight words. They exchange quick smiles.

With no wasted time, Mr. Brown begins the lesson on characters. Jada notices the familiar sight on the board behind Mr. Brown that reads “RL.3.1 - Describe characters, settings, and major events in a story, using key details.” Today, Mr. Brown is focused on characters. Every student has a book at their seat, and Mr. Brown begins by asking what students know about characters. He leads them through an engaging lesson. Jada is not only identifying the characters in the story, she is also describing them by how they look and what they do. She listens to Mr. Brown read and follows along. Jada and her fellow CSU Rams get ready, too. As she listens, she remembers to think of ways that the character showed Teamwork, but could not think of how. At the end of the story, one of the characters shared with another. Jada raises her hand to ask if that was Teamwork, but one of her classmates made the same connection. Mr. Brown praised the character to character connection, and raised the student’s clip to the SILVER STATE SUPER STAR level. Jada knows she will get there today, too. She is on the right track, and just has to wait for her turn. To close out the lesson, Jada has to complete an exit ticket, and she has to write two sentences. Mr. Brown gives Jada a half sheet of paper with two sentence starters. One sentence asks to students to describe one thing about a character. The second sentence has a starter that guides students to finish the sentence “I know this character is _____ because _____.” Jada feels confident that she completed this activity well. She continues thinking about Teamwork, and how she can show it today. As she finishes her work, music begins playing in the classroom, signaling that it is time to start transitioning to the next literacy station.

Jada is excited she gets to go to the independent work rotation. She hears Mr. Brown call out “1!” Jada stands up, pushes her chair and stands behind her chair. “2!” Jada turns towards the open laptop computers on an adjacent wall. “3!” Jada walks to the computer, places her headphones on her head, and logs into a computer learning program. Jada likes to practice reading skills on the computer. The program is tailored to meet individual student needs in reading readiness. Today Jada is watching bubbles with words float across the screen. She pops each word bubble by clicking the ones that have a word with a short ‘a’ sound.

After 20 minutes on the computer, Jada goes to the reading corner to read independently. She has a bag of books that are on her level. She pulls one out and works on reading quietly to herself. Maybe she can find a character who is being kind. She works hard to decode the words and think about characters. She will use the pictures to help her see if it looks like a character is being kind.

As Jada is reading her book, she hears the music play again, and she starts to put her books back in the bag, and place her bag back in the appropriate place. Mr. Brown calls out the “1, 2, 3!” sequence again, and Jada finds herself back at the carpet for a phonics lesson.

Ms. Campos, Jada’s second teacher for reading, leads the class through a Reading Mastery lesson. The lesson starts by quickly going through sight words with the whole group. Ms. Campos uses engaging and appropriate pacing as she assesses Jada and her classmates. Jada calls out the words when she is prompted, and waits for the opportunity to call out individually. Ms. Campos switches between independent student and whole group responses. She sees the word “can” and hears Ms. Campos call Jada. Jada confidently says “can.” Ms. Campos repeats the word, and the whole class repeats “can.” The lesson is fast-paced, and students work on phonemic awareness, phonics, blending, and decoding skills. They also read a story that focuses on rhyming words and roots. Students then work on a word sort in which students sort words into two different categories of rhyme - one with the long a, and one with the short a. Jada is almost done with the word sort when she hears the music again. Jada has rotated through three stations, and her grumbling stomach tells her it’s time for snack and bathroom.

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Bathroom and Snack: On the count of three, the class is divided into two lines, by gender, for the bathroom. Ms. Campos takes the class to the bathroom. The class walks silently through the halls, with hands to their sides. Jada walks past a display in the hall that has a sample of her writing. She is proud about the progress she is making, writing almost a full paragraph independently. As they stop at the bathroom, Ms. Campos stands between the doors. Three students are allowed in each bathroom. As students wait, Ms. Campos balances her time supervising the bathrooms and practicing sight words with students in line.

As students finish quickly, Jada is excited to get back to class for the rest of break. She has a nutritious snack awaiting her, and Mr. Brown is playing a sight-word game in class. Students are working in teams to accumulate points. At the end of each month, the team with the most points gets recognized at the weekly community meeting. With two minutes left in break, music comes on in the classroom again, and Jada knows that is the signal to start cleaning up anything from break, straightening any materials on her desk or table, and getting to the carpet in STAR position.

Read Aloud: Jada gets excited because she knows it is time for Read Aloud. Jada loves to hear stories, and Mr. Brown always makes them fun with his expressions. This is also a time for Jada to learn big words that get her ready to go to college. During Read Aloud, Jada learns WOW words. Mr. Brown uses this time to read short novels, which Jada absolutely loves. Right now they are reading *Tales our Abuelitas Told: A Hispanic Folktale Collection*. This is connected to the **University Night** coming up where the students will celebrate Hispanic Heritage Month.

This book has been particularly interesting, as it is a new story every day. Jada gets to learn big words, connect to the **Pyramid of Success**, learn about characters, and see great illustrations. Mr. Brown uses words like *depict* and challenges Jada and the other students to use their root words to determine the meaning. Jada raises her hand and says she notices a part like picture. Mr. Brown gives Jada a “Hulk” cheer, and says that she is right, depict means to show, like a picture. They learn other words like *sly* when they talk about the tricky fox. Jada hears a student explain how their brother is *sly*. They learn about an *audacious* girl. Mr. Brown has all the students repeat that word. “Audacious,” Jada says in unison with her fellow Rams. At the end of 20 exciting minutes, Jada gets ready to switch to a new class. She expects to see these “WOW Words” on the vocabulary wall tomorrow with pictures and definitions so she can use them later.

Enrichment: After read aloud, Jada looks on the board to see what she has for enrichment. She remembers she had fitness yesterday, where she exercised with a run, learned a new yoga pose, and practiced soccer drills using teamwork. Today she will go to performing arts. The students line up in another single-file line, but some of the students are talking about the dance, so they have to line up again, with much more urgency and silently. Jada knows how important it is to do things the right way, so she is happy when her classmates are better the second time.

After the students walk to the multi-purpose room, they take a seat in their assigned spots. They have been practicing a traditional Mexican dance for Hispanic Heritage Month and working on a classroom performance. Ms. Campos reminds the students that the final presentation is in just a couple of days, so students need to keep practicing their lines. She directs students to silently line up in their positions for the dance. Jada loves this dance, but still turns the wrong way on of the moves. She is determined to get it right, and knows Ms. Campos will help her.

After 15 minutes of the dance, it is time to practice the plays. Jada is in a small skit about the piñata’s history. She works with three other students who have parts that help tell a story about where the piñata came from and how it is used today. Her favorite part is at the end of her skit where she gets to sing the piñata song and her friend Danny tries to hit the piñata. They all sing:

Dale, dale, dale. No pierdas el tino. Porque si lo pierdas. Pierdes el camino

Ya le diste una, Ya le dista dos, Ye le dista tres, Y tu tiempo se acaba!

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Ms. Campos listens to Jada's group practice their lines. She reminds them that one reason they are working on this is to practice their character values, like Courage and Teamwork. She compliments them on how loud, proud, and confident they are speaking and showing Courage, and also how they have worked so well as a Team. She reminds them how proud their parents will be when we invite them in for **University Night**. Ms. Campos circulates around the room listening to others while Jada's group continues to practice.

Lunch & Recess: Mr. Brecht comes to watch the last part of enrichment, and then lines the class up for lunch. Since students are already in the multipurpose room, they get to stay in the room. The lunches are already set out on the table. Jada brought her lunch, and sees that it is already at her seat waiting for her. Students eat quietly, keeping their voices at a "Level 2" as Mr. Brecht calls it. Ms. Gonzalez and Mr. Brecht are circulating through the lunchroom. Students eat, and when finished, reach in the tables' bins and practice sight words or math facts with a partner until it is time for recess. Jada practices math facts with two friends. Jada takes the cards, and her friends race to get the correct answer first.

Mr. Brecht comes to the table to check to see how clean they are and see if students are ready for recess. He gives a towel to the student nearest to him. At recess, Jada gets to choose whether to jump rope, play on the blacktop, or go to the Academic Corner to practice skills with friends. Today she chooses to practice double-dutch with her friends and Ms. Gonzalez.

A whistle blows, signaling all students to line up in their spots. Ms. Moore is Jada's math, social studies and science teacher, and she begins walking silently to the line. She knows that every second matters, and it is important to get in line as quickly as possible. Ms. Moore is already there, smiling as the students show her they are ready. They walk into class and sit on their assigned spots on the carpet for Calendar Math.

Math: Jada sits in STAR position. She is excited about calendar math, because it is her job this week to share out the amount of money shown on the pocket chart. She listens as Ms. Moore reviews the date, asks some calendar questions, asking students to determine what date it will be tomorrow, what it will be one week from now, how many days until Friday, etc. The students practice counting forward and backward, and by 7, a skill that Jada finds challenging. Ms. Moore asks Jada to tell the class how much money is shown on the chart. She sees two quarters, two nickels, one dime, and three pennies. She has been thinking about this since they walked in, and confidently reports that there is a total of 83 cents. Ms. Moore pushes her to think again. She sees Jada is thinking hard. Jada notices her classmates are giving her positive energy with spirit wiggly fingers. Ms. Moore asks if anyone can help Jada out. Jada hears Edgar shout 73 cents. Jada remembers that nickels are worth five, not ten, as Edgar is explaining to the class. Ms. Moore comes back to Jada and asks her again. Jada says 73, and explains her mistake. Ms. Moore commends Edgar for his Teamwork, and Jada for her Grit. Jada knows that means she did not give up. The class finishes calendar math with quick activities on weather and colors.

Ms. Moore announces that it is time for math. Today they are learning more about place value. The Nevada Academic Content Standard is written on the board. Jada sees "**1.NBT.B.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$." Ms. Moore reads the standard for the class, and explains it so Jada understands that they are going to determine which number is bigger or smaller.

Ms. Moore shows Jada and her fellow students some candy bars. Jada lets out a happy gasp, as do some of her classmates. Jada loves chocolate and gets too excited. Ms. Moore calmly reminds each student to get back in STAR, and tries it again without the sounds. She is holding a mini-candy bar and a large candy bar. She asks which one the students would like to eat. Thirty hands shoot in the air. Ms. Moore narrates how proud she is to see all the straight and strong hands reaching for college. Jada knows that students answer all questions, and even if they are wrong, it is okay. Maria gets called on, and answers "The big one!" Ms. Moore pushes Maria to try it with a complete sentence. Maria responds, "I would like to eat the big one!" Jada nods her head and waves her hand in agreement, making a fist and keeping her thumb and pinky out.

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Ms. Moore puts the big candy bar away and takes out some more little ones. She has one in her left hand, and three in her right hand. She asks the class again, “Which hand would you rather have?” Thirty hands shoot up again. Jada gets to respond and says, “I would like to eat the ones in that hand,” pointing to Ms. Moore’s right hand. Ms. Moore agrees.

Ms. Moore tells the class that they are now going to answer the same questions, but instead of raising their hands, they are going to make big alligator mouths with their arms to show which one they would like to eat. She demonstrates with her arms to make the “greater than” symbol. She says we use this to show which one is bigger, and they will show that when she shows which bar is bigger. Jada likes to pretend, so getting to be an alligator will be fun. Ms. Moore holds the big and small candy bars out again. She asks the class who wants to eat the little one. No one moves. She then asks who wants the big one. Jada and half of the scholars show the alligator mouth hands. Other scholars raise their hands. Ms. Moore reminds them to show big alligator mouths to show which one they want to eat. They do it again for practice. She then shows the class her left hand with one little candy bar, and her right hand with three little candy bars. She asks the class who wants to eat the left hand. No one moves. Then she asks who wants her right hand. Jada and 29 other alligators are in the room smiling. Ms. Moore explains again that they make this symbol in math to compare numbers, showing which one is bigger, and which one is smaller.

Ms. Moore repeats the same procedure Mr. Brown uses for transitioning from the carpet to seats. She counts from one to three and students move based on each number. In less than ten seconds, Jada and her classmates are in STAR position at their desks. Jada sits with four other students at her table. She notices orange blocks in the middle in plastic bins. She remembers they are called ‘base ten blocks’ and that the long sticks mean ten, and the little cubes mean one. Ms. Moore directs the class to use the blocks to make two numbers. They make numbers and then determine which one is larger, making the alligator symbol to show which one is bigger. Students work through five more problems together before independent work.

As Ms. Moore is circulating through the room, Jada is finishing her independent work. As she waits for Ms. Moore to check her work, Jada pulls out her challenge work. Ms. Moore approaches Jada’s table and checks her work. After a smile and high five, she tells Jada to kiss her brain because she is so smart. As Ms. Moore is going to the next table, she tells Jada and Marco to practice their math facts together.

Ms. Moore tells CSU to face her in STAR. They are going to start Cognitively Guided Instruction, or CGI problem-solving. Jada likes this time because she gets more independent practice with skills and with her teacher. On the countdown of 3, 2, 1, Jada moves from her desk to a computer. For 25 minutes, Jada works on ST Math, where she gets practice on her individual level while playing engaging games that help her with conceptual understanding and problem-solving skills. When she hears the music start, she knows she gets to be with Ms. Moore for problem-solving. Today, they are working on subtraction problems. Jada sits with her fellow CSU Rams in a group on the carpet. The Rams solve problems and learn to write number sentences to represent subtraction based on the problems. Ms. Moore asks students the following problem on the easel: “Melissa has 13 mini sugar skulls for Day of the Dead. She gave 8 of them to her brother. How many sugar skulls does Melissa have left?” Ms. Moore repeats the question with different tones, making Jada and her classmates laugh at one of them because of her funny voice. Ms. Moore asks who has the Courage to retell the problem as she covers the problem up. Jada’s hand shoots high and straight in the air. After one student retells the problem with some prompting from Ms. Moore, Jada gets to retell. She states that “Melissa had 13 sugars. She gave 8 to her brother. We need to find how many are left.” Ms. Moore tells the class to give Jada the ‘trucker’ cheer. The class pretends to talk on their CB radio as they cheer “Honk. Honk. That’s a good job, little buddy.” One other CSU student retells the problem before letting Jada and her group start solving it.

Marco uses cubes to show his work, starting with 13 and removing 8. Ms. Moore and the students give him the firecracker cheer. Jada counts backward from 13 to 8. She gets two claps and two stomps. Another

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student counts up from 8 to 13. Jada loves hearing the cheers she and her classmates get. It makes her feel part of a Team and keeps her excited to share her answers.

Science: Ms. Moore announces to the class: “CSU, it’s time for SCIENCE!” Ms. Moore leads the class through the science cheer:

*We are on the path to college, filling our brains with science knowledge.
We will go far, like the planets and moon, doing experiments in our science room!
Working hard all night and day, it’s the Rise Academy way!*

Students are always excited for science because they get to do great activities. They are studying plants and animals right now. They start the lesson by reading science text about different parts of plants that explains how the different parts help them survive and grow. Jada enjoys learning about this and is excited to work on her science project. They learned about how animals have different body parts that help them survive and grow. The book describes different plants like a cactus and a Venus Fly Trap. Students work on a graphic organizer that helps them describe the connection between the two ideas. What Jada does not know is that Ms. Moore is using reading and science standards together. For the experiment today, they are going to look at different plants and identify the different characteristics they have. Ms. Moore has brought in a cactus and other desert plants. After examining the plants, students work in groups to finish their poster about parts of their animal. Jada has a fish and is excited to show her project during **University Night**. She gets to explain how fish take in air with their gills. Other students will explain other features of a fish and how they help it move and sense objects, and other parts of their bodies that help them survive.

Writing: After another bathroom break, Jada talks quietly as she readies for writing. During the break, Ms. Moore and Mr. Brown switch classes again. Mr. Brown reminds the students that they worked on characters during reading. They are going to use sequence words to write stories about two characters. Mr. Brown uses sequence words to tell a story using the read-aloud from earlier today. In this way, reading, read-aloud, and writing become connected for Jada and the other Rams. Jada uses a graphic organizer to organize her thoughts. Once she is ready, Mr. Brown places a check on her organizer, and she begins writing her story.

RISES: Once students are back in STAR, Mr. Brown announces his groups for RISES (Reaching Individual Students Ensuring Success), a time for Jada and the other students to get individual attention on skills. It is also a time for Jada to choose her own activities or read silently. Today she is not called to join Mr. Brown at his table.

Jada knows she can do two activities. She glances at the Choice Time board. There are five choices, and each has four wristbands under them. Students are dismissed by table to choose their activity. Jada and her friend Jason choose a literacy station first. They have focused this week on sight words. Rather than flash cards, they use white boards and practice spelling them out and checking their answers. They do this activity for 10 minutes, then move to the next choice activity. Jada notices one band left for Legos, so she spends the next 10 minutes creatively playing with Legos. She builds the beginning of a castle before putting the Legos back in the bin. She notices some play-dough that was not put back correctly. She takes the time to place it back in the bin and the shelf. Jada silently transitions on a countdown from five to the carpet for the closing circle time.

Closing Circle: At the end of the day, the CSU is brought back to the carpet for closing circle, a way to positively end the day together. Mr. Brown starts by recognizing Jada’s Teamwork in placing the play-dough back, even though it was not her own mess to clean up. He moves her up to Silver State Super Star! Jada knew she would get there, and all she had to do was be herself. Mr. Brown highlights other students and their work ethic for the day.

Students have the opportunity to shout out each other, focusing on values in the **Pyramid of Success**. A couple of students shout out and connect actions to various values. Mr. Brown hands back the Life Work

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folders as he recaps the day's learning objectives and connects them to tonight's Life Work. He asks the students to retell some of the things they learned, and what they might tell their parents when they get home. Jada is excited to tell about subtraction, and practice some subtraction problems at home.

Mr. Brown reminds the students about the upcoming **University Night**, tells them how proud of them he is, and announces it is time for dismissal. With their Life Work folders in their left hands, the students line up quickly and silently to get their backpacks.

As Jada walks into the cafeteria to get her backpack, she sees the University of Nevada in Reno banner again and knows she has taken another step on the path to college. She once again repeats "Vet-er-in-arian" in her head. She has goals and wants to accomplish them. She goes to her backpack, which is labeled with a tag that says "Driver."

Jada is directed to go to the driver line. In the cafeteria, there are three lines: one for drivers for students who get picked up; one for walkers, for students who walk home; and one for bus, for students who take the bus home. Jada waits in line until she is called, indicating that her car has arrived. Jada exits the building with a high five from Ms. Anthony, and Ms. Gonzalez opens the door to her car. She wishes Jada and her mother a good evening.

Class size	30
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Student Enrollment

	2018-19	2019-20	2020-21	2021-22	2022-23
Grade K	90	90	90	90	90
Grade 1	60	90	90	90	90
Grade 2	0	60	90	90	90
Grade 3	0	0	60	90	90
Grade 4	0	0	0	60	90
Grade 5	0	0	0	0	60
Total	150	240	330	420	510

Classes/sections

	2018-19	2019-20	2020-21	2021-22	2022-23
Grade K	3	3	3	3	3
Grade 1	2	3	3	3	3
Grade 2		2	3	3	3
Grade 3			2	3	3
Grade 4				2	3
Grade 5					2
Total	5	8	11	14	17

Grade Levels

	2018-19	2019-20	2020-21	2021-22	2022-23
	2	3	4	5	6

Subgroups

	2018-19	2019-20	2020-21	2021-22	2022-23
ELL (% of student body)	49.0%	49.0%	49.0%	49.0%	49.0%
IEP (% of student body)	14.0%	14.0%	14.0%	14.0%	14.0%
Free-Lunch	85.0%	85.0%	85.0%	85.0%	85.0%
Reduced-Price Lunch	7.0%	7.0%	7.0%	7.0%	7.0%
Total FRL	92.0%	92.0%	92.0%	92.0%	92.0%

[INSERT School Name]

Name of School **CHARTER SCHOOL BUDGET**
Nevada Rise Academy Charter School

Base Year **FY**
2018

REVENUE

ASSUMPTIONS

Number of grade levels
 Number of classrooms
 K
 1st
 2nd
 3rd
 4th
 5th
Total Student Enrollment

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
2018	2019	2020	2021	2022	2023
0	2	3	4	5	6
0	5	8	11	14	17
0	90	90	90	90	90
0	60	90	90	90	90
0	0	60	90	90	90
0	0	0	60	90	90
0	0	0	0	60	90
0	0	0	0	0	60
0	150	240	330	420	510

ELL (% of student body)
 IEP (% of student body)
 ELL (number of students)
 IEP (number of students)
 Free-Lunch Eligible
 Reduced-price Lunch Eligible
 Total FRL-Eligible

0.0%	49.0%	49.0%	49.0%	49.0%	49.0%
0.0%	14.0%	14.0%	14.0%	14.0%	14.0%
0	74	118	162	206	250
0	21	34	46	59	71
0	128	204	281	357	434
0	11	17	23	29	36
0	138	221	304	386	469

Inflation adjustor
 Authorizer Sponsorship Fee

1.025 Applied to all revenue and expenses
1.5%

State Funds

DSA Basic Support Guarantee

\$5,700 Base year, per student

State Funds

Outside Revenues (Local)

\$1,061 Per student

Special Education Weighted Funding

\$3,243 Per student w/ IEP

Federal Funds

Title I

\$380 Per FRL student

Title II

\$75 Per FRL student (note additional \$3.75 per student)

Title III

\$80 Per ELL student

IDEA

\$1,171 Per student w/ IEP

School Breakfast Program

\$1.69 Per student per day

Meal reimbursement rates per USDA

National School Lunch Program

\$3.30 Per student per day

County where school is located

Clark

DSA Basic Support Guarantee

\$0 \$855,000 \$1,402,200 \$1,976,226 \$2,578,076 \$3,208,784

Authorizer Sponsorship Fee

\$0 -\$12,825 -\$21,033 -\$29,643 -\$38,671 -\$48,132

Outside Revenues (Local)

\$0 \$159,141 \$260,991 \$367,835 \$479,857 \$597,250

Special Education Weighted Funding

\$0 \$68,103 \$108,965 \$149,827 \$190,688 \$231,550

Title I

\$0 \$52,440 \$86,002 \$121,209 \$158,122 \$196,805

Title II

\$0 \$10,913 \$17,460 \$24,008 \$30,555 \$37,103

Title III

\$0 \$5,880 \$9,408 \$12,936 \$16,464 \$19,992

IDEA

\$0 \$24,591 \$39,346 \$54,100 \$68,855 \$83,609

School Breakfast Program

\$0 \$37,718 \$61,858 \$87,182 \$113,732 \$141,556

National School Lunch Program

\$0 \$73,765 \$120,975 \$170,499 \$222,423 \$276,838

Charter start-up funds (Charter School Program)

\$0 \$0 \$0 \$0 \$0 \$0

Other start-up grant funds

\$100,000 \$0 \$0 \$0 \$0 \$0

Board Startup Fundraising Commitment

\$35,000 \$35,000 \$0 \$0 \$0 \$0

Student fees

\$0 \$0 \$0 \$0 \$0 \$0

Investment Income

\$0 \$0 \$0 \$0 \$0 \$0

TOTAL REVENUE

\$135,000 \$1,309,726 \$2,086,171 \$2,934,176 \$3,820,102 \$4,745,356

[INSERT School Name]

		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
EXPENSES		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
STAFFING COSTS		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ASSUMPTIONS		2018	2019	2020	2021	2022	2023
Payroll Tax and Benefits							
<i>Medical</i>							
Single Coverage	\$5,700						
Family Coverage	\$8,000						
School's percentage of coverage	75%						
Assumed percentage of employees choosing single coverage	50%						
Weighted avg. cost for medical	\$6,850						
FICA	7.65%						
State Retirement - Certified	14.50%						
State Retirement - Non-certified	14.50%						
Unemployment Insurance	3.00%						
Workers Compensation Insurance	1.00%						
Career Enhancement Program							
Payroll Services	\$28						
FTE - Total		0.2	10.0	18.0	24.0	32.0	38.0
FTE - Administrators		0.2	2.0	3.0	4.0	4.0	4.0
FTE - Office		0.0	0.0	1.0	1.0	2.0	2.0
FTE - Special Education/ELL Teachers		0.0	1.0	2.0	3.0	3.0	3.0
FTE - Grade Level Teachers + Teaching Fellows		0.0	7.0	12.0	16.0	23.0	29.0
Instructional days per year	185						
Saturday schools per year	0						
Contractors required for Saturday School	0						
Price per contractor	\$0						

* CCSD average annual insurance premium is \$6,764

Planning Year Staffing

Executive Director	2	Months employed - Planning Year
Assistant Director	0	Months employed - Planning Year

	Start Year (Input year or "NA")	Base Salary (Year 1)	Year 3 Salary	FTE Count									
Administrators													
Executive Director	2018	\$60,000	\$90,000	0.17	1.00	1.00	1.00	1.00	1.00	1.00			
Director of Operations	2019	\$55,000	\$75,000	0.00	1.00	1.00	1.00	1.00	1.00	1.00			
Dean of Culture & Access	2020	\$50,000	\$65,000	0.00	0.00	1.00	1.00	1.00	1.00	1.00			
Dean of Curriculum & Instruction	2021	NA	\$65,000	0.00	0.00	0.00	1.00	1.00	1.00	1.00			
-	N/A			0.00	0.00	0.00	0.00	0.00	0.00	0.00			
Total Administrators				0.17	2.00	3.00	4.00	4.00	4.00	4.00			
Office Staff													
Office Manager	2020	\$40,000		0.00	0.00	1.00	1.00	1.00	1.00	1.00			
Office Specialist	2022	\$35,000		0.00	0.00	0.00	0.00	1.00	1.00	1.00			
-	N/A			0.00	0.00	0.00	0.00	0.00	0.00	0.00			
Total Administrators and Office Staff				0.00	0.00	1.00	1.00	2.00	2.00	2.00			

[INSERT School Name]

Special Education and ELL Teachers				PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
SPED/ELL Specialist	2019	\$45,000	\$53,000	0.00	1.00	1.00	1.00	1.00	1.00
SPED/ELL Specialist	2020	\$45,000	\$53,000	0.00	0.00	1.00	1.00	1.00	1.00
SPED/ELL Specialist	2021	\$45,000	\$53,000	0.00	0.00	0.00	1.00	1.00	1.00
Total Special Education/ELL Teachers				0.00	1.00	2.00	3.00	3.00	3.00

Average Teacher Salary (Year 1)	\$43,000	
Average Teacher Salary (Year 3)	\$53,000	
Teacher Longevity Bonus	\$8,000	per year
Full years on staff to earn bonus	3	i.e. "3" = teachers earn bump beginning in their 4th full year
% of teachers who will earn bonus	33%	estimate of retention
Teaching Fellow Salary (Year 1)	\$36,000	

Grade Level	Subject	Teacher	Start Year (Input year or "NA")	Year 1	Year 3 Salary	FTE Count
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[INSERT School Name]

					PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	
SPED	Associate Teacher	Associate Teacher SPED	NA	\$0	0.00	0.00	0.00	0.00	0.00	0.00	
K	Associate Teacher	Associate Teacher K	2019	\$36,000	0.00	1.00	1.00	1.00	1.00	1.00	
1	Associate Teacher	Associate Teacher 1	2019	\$36,000	0.00	1.00	1.00	1.00	1.00	1.00	
2	Associate Teacher	Associate Teacher 2	2020	\$36,000	0.00	0.00	1.00	1.00	1.00	1.00	
3	Associate Teacher	Associate Teacher 3	2021	\$36,000	0.00	0.00	0.00	1.00	1.00	1.00	
4	Associate Teacher	Associate Teacher 4	2022	\$36,000	0.00	0.00	0.00	0.00	1.00	1.00	
5	Associate Teacher	Associate Teacher 5	2023	\$36,000	0.00	0.00	0.00	0.00	0.00	1.00	
K-2	Associate Teacher	Associate Teacher	2022	\$36,000	\$36,000	0.00	0.00	0.00	0.00	1.00	1.00
3-5	Associate Teacher	Associate Teacher	2023	\$36,000	\$36,000	0.00	0.00	0.00	0.00	0.00	1.00
K	Lead Teacher	Lead Teacher (K)	2019	\$43,000	\$53,000	0.00	1.00	1.00	1.00	1.00	1.00
1	Lead Teacher	Lead Teacher (1)	2019	\$43,000	\$53,000	0.00	1.00	1.00	1.00	1.00	1.00
1	Lead Teacher	Lead Teacher (1)	2020	\$43,000	\$53,000	0.00	0.00	1.00	1.00	1.00	1.00
2	Lead Teacher	Lead Teacher (2)	2020	\$43,000	\$53,000	0.00	0.00	1.00	1.00	1.00	1.00
2	Lead Teacher	Lead Teacher (2)	2020	\$43,000	\$53,000	0.00	0.00	0.00	1.00	1.00	1.00
2	Lead Teacher	Lead Teacher (2)	2021	\$43,000	\$53,000	0.00	0.00	0.00	1.00	1.00	1.00
3	Lead Teacher	Lead Teacher (3)	2021	\$43,000	\$53,000	0.00	0.00	0.00	1.00	1.00	1.00
3	Lead Teacher	Lead Teacher (3)	2021	\$43,000	\$53,000	0.00	0.00	0.00	1.00	1.00	1.00
3	Lead teacher	Lead Teacher (3)	2022	\$43,000	\$53,000	0.00	0.00	0.00	0.00	1.00	1.00
4	Lead Teacher	Lead Teacher (4)	2022	\$43,000	\$53,000	0.00	0.00	0.00	0.00	1.00	1.00
4	Lead Teacher	Lead Teacher (4)	2022	\$43,000	\$53,000	0.00	0.00	0.00	0.00	1.00	1.00
4	Lead Teacher	Lead Teacher (4)	2023	\$43,000	\$53,000	0.00	0.00	0.00	0.00	0.00	1.00
5	Lead Teacher	Lead Teacher (5)	2023	\$43,000	\$53,000	0.00	0.00	0.00	0.00	0.00	1.00
5	Lead Teacher	Lead Teacher (5)	2023	\$43,000	\$53,000	0.00	0.00	0.00	0.00	0.00	1.00
5	Lead Teacher	Lead Teacher (5)	2024	\$43,000	\$53,000	0.00	0.00	0.00	0.00	0.00	0.00
E	Enrichment	Enrichment Teacher Music	2020	\$43,000	\$53,000	0.00	0.00	1.00	1.00	1.00	1.00
E	Enrichment	Enrichment Teacher PE	2022	\$43,000	\$53,000	0.00	0.00	0.00	0.00	1.00	1.00

[INSERT School Name]

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Total Grade Level Teachers	0.00	7.00	12.00	16.00	23.00	29.00
TOTAL SALARIES	\$10,000	\$447,000	\$809,750	\$1,298,476	\$1,683,847	\$2,009,199
TOTAL BENEFITS	\$3,371	\$155,254	\$274,275	\$412,541	\$538,539	\$665,057
<i>% of Salaries</i>	33.7%	34.7%	33.9%	31.8%	32.0%	33.1%
PERFORMANCE BONUSES	\$0	\$0	\$0	\$0	\$0	\$0
WORKERS COMPENSATION INSURANCE	\$100	\$4,470	\$8,098	\$12,985	\$16,838	\$20,092
PAYROLL SERVICES	\$56	\$3,360	\$6,048	\$8,064	\$10,752	\$12,768

[INSERT School Name]

		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	
Total Personnel		\$13,527	\$610,084	\$1,098,170	\$1,732,065	\$2,249,976	\$2,707,115	
		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	
GENERAL OPERATING EXPENSES		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	
		2018	2019	2020	2021	2022	2023	
Instruction		Assumptions						
Professional development - literacy	\$2,000	Annual exp	\$1,000	\$2,000	\$2,050	\$2,101	\$10,000	\$10,000
Professional development - math	\$2,000	Annual exp	\$1,000	\$2,000	\$2,050	\$2,101	\$10,000	\$10,000
Student recruitment & marketing - materials	\$20	Per new incoming student	\$3,000	\$1,800	\$1,845	\$1,891	\$1,938	\$1,987
Staff recruitment - marketing	\$5,000	Annual expense	\$2,000	\$5,000	\$5,125	\$5,253	\$5,384	\$5,519
ELA Texts -initial purchase	\$38	Per new student	\$0	\$5,700	\$3,506	\$3,593	\$3,683	\$3,775
ELA Student Workbooks	\$0	Per student	\$0	\$0	\$0.00	\$0.00	\$0.00	\$0.00
Math Materials - initial purchase	\$30	Per new student	\$0	\$4,500	\$2,768	\$2,837	\$2,908	\$2,980
Science Materials - initial purchase	\$2,325	Per Grade Level	\$0	\$4,645	\$2,325	\$2,325	\$2,325	\$2,325
Science Workbook		Per student	\$0	\$0	\$0	\$0	\$0	\$0
Social Studies texts	\$15	Per student	\$0	\$2,250	\$3,690	\$5,201	\$6,461	\$6,623
Classroom libraries	\$15	Per new student	\$0	\$2,250	\$1,384	\$1,418	\$2,700	\$2,700
Staff library (professional learning)	\$20	Per FTE	\$0	\$200	\$369	\$504	\$689	\$839
Food services	\$200	Per student	\$0	\$30,000	\$48,000	\$66,000	\$84,000	\$102,000
Printing	\$5	Per student	\$1,500	\$750	\$1,230	\$1,734	\$2,261	\$2,815
Office Supplies - students	\$30	Per student	\$0	\$4,500	\$7,380	\$10,401	\$13,569	\$16,888
Assessment costs	\$5,000	Annual Exp	\$0	\$5,000	\$5,125	\$5,253	\$5,384	\$5,519
Contracted SPED	\$650	Per SPED student	\$0	\$13,650	\$22,386	\$31,550	\$41,159	\$51,228
Instructional supplies - teachers	\$200	Per Instructional FTE	\$0	\$1,600	\$2,870	\$3,992	\$5,600	\$7,064
General office supplies	\$50	Per month	\$500	\$600	\$615	\$630	\$646	\$662
School uniforms (polo shirt)	\$18	Per new student	\$0	\$2,700	\$1,661	\$1,702	\$1,745	\$1,788
School uniforms - returning students	\$0	Per returning student	\$0	\$0	\$0	\$0	\$0	\$0
General building decorum	\$500	Annual Exp	\$500	\$500	\$513	\$525	\$538	\$552
Health supplies	\$5	Per student per year	\$0	\$750	\$1,230	\$1,734	\$2,261	\$2,815
Bank fees		Annual Exp	\$0	\$0	\$0	\$0	\$0	\$0
Athletics/Yoga supplies	\$13	Per student	\$0	\$1,950	\$3,198	\$4,507	\$8,400	\$10,200
Postage and shipping	\$5	Per student	\$2,000	\$750	\$1,230	\$1,734	\$2,261	\$2,815
Gifts & awards - students	\$15	Per student	\$0	\$2,250	\$3,690	\$5,201	\$6,784	\$8,444
Gifts & awards - faculty and staff	\$35	Per FTE	\$0	\$350	\$646	\$883	\$1,206	\$1,468
Organization memberships	\$0	Annual Expense	\$0	\$500	\$0	\$0	\$0	\$0
Travel and Meetings	\$1,200	Per FTE	\$0	\$22,140	\$30,258	\$41,353	\$50,334	
Background checks	\$25	Per new FTE		\$250	\$205	\$158	\$215	\$166
Field trips	\$500	Per grade level	\$0	\$1,000	\$1,500	\$2,000	\$15,000	\$18,000
Field trips - out of state	\$0	Per grade level	\$0	\$0	\$0	\$0	\$25,000	\$30,000
Community Events (open houses)	\$1,000	Annual Exp	\$1,000	\$1,000	\$1,025	\$1,051	\$1,077	\$1,104
Saturday School (contractors for instruction)	no	Input "yes" or "no"	\$0	\$0	\$0	\$0	\$0	\$0
		Annual Exp						
Total Instructional Supplies		\$12,500	\$98,445	\$149,754	\$196,537	\$308,168	\$364,319	
<i>Per student</i>			\$656	\$624	\$596	\$734	\$714	
Contracted Services								
Pre-hire Teacher Stipends	\$0	Per founding teacher	\$0	\$0	\$0	\$0	\$0	
Annual audit	\$6,000	Per year	\$0	\$6,000	\$6,150	\$6,304	\$6,461	\$6,623
BES Follow-On Support	\$10,000	Per year (2018-2020)	\$10,000	\$10,000	\$0	\$0	\$0	
Back-Office Financial Services	n/a	tiered by enrlnmt	\$6,000	\$50,000	\$63,000	\$75,000	\$87,000	\$101,000
Community Outreach (i.e., canvassing support)	\$0	Per year (until full enrlnmt)	\$0	\$0	\$0	\$0	\$0	
Coaching & PD Support	\$15,000	Per year	\$0	\$0	\$15,759	\$16,153	\$16,557	
Legal services	\$10,000	Per year	\$5,000	\$10,000	\$10,250	\$10,506	\$10,769	\$11,038
High School Access counseling (before hiring FT staff)	N/A	varies by year	\$0	\$0	\$0	\$0	\$0	
ELA Curriculum supplments (SPED & ELL supports)	N/A	varies by year	\$0	\$5,000	\$5,000	\$0	\$0	\$0
Total Contract Services		\$21,000	\$81,000	\$94,400	\$107,569	\$120,384	\$135,218	

[INSERT School Name]

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Food Program		School Pays?						
Breakfast	yes	\$1.85		\$47,231	\$77,458	\$109,167	\$142,414	\$177,254
Lunch	yes	\$2.95		\$75,314	\$123,514	\$174,078	\$227,092	\$282,649
Snacks	yes	\$0.00		\$0	\$0	\$0	\$0	\$0
Saturday food program	no	\$0.00		\$0	\$0	\$0	\$0	\$0
Total Food Costs			\$0	\$122,544	\$200,972	\$283,245	\$369,506	\$459,903
TOTAL GENERAL OPERATING EXPENSES			\$33,500	\$301,989	\$445,126	\$587,351	\$798,058	\$959,440
TOTAL TRANSPORTATION COSTS			\$0	\$0	\$0	\$0	\$0	\$0
<i>Per student</i>				NA	NA	NA	NA	NA

[INSERT School Name]

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
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[INSERT School Name]

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
TOTAL EXPENSES (excluding facilities & Tech)	\$47,027	\$912,073	\$1,543,296	\$2,319,416	\$3,048,034	\$3,666,555

EQUIPMENT & TECHNOLOGY

FACILITIES	
INPUT "Purchase" or "Lease"	Lease

LEASE OPTION

Square feet leased

			PLANNING 2017-18 2018	YR 1 2018-19 2019	YR 2 2019-20 2020	YR 3 2020-21 2021	YR 4 2021-22 2022	YR 5 2022-23 2023
Lease rate	Per sq ft	Annual lease cost	\$0	\$0	\$0	\$0	\$0	\$0
Custodial	Per sq ft		\$0	\$0	\$0	\$0	\$0	\$0
Utilities	Per sq ft		\$0	\$0	\$0	\$0	\$0	\$0
Capital Outlay (building renovations)	One-time cost	Capital Outlay	\$0.00					
Total cost to lease			\$0	\$0	\$0	\$0	\$0	\$0
General liability insurance	\$20,000.00	Annual cost	\$0	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000

TOTAL FACILITIES COSTS			\$0	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	2	Months in facility during Planning Year	\$25,354	\$172,121.15	\$269,478.69	\$371,609.02	\$478,689.95	\$590,905.17

TECHNOLOGY & EQUIPMENT COSTS

ASSUMPTIONS

Copier (monthly lease rate)	\$400	Per month						
	210	Students per copier						

			PLANNING 2017-18 2018	YR 1 2018-19 2019	YR 2 2019-20 2020	YR 3 2020-21 2021	YR 4 2021-22 2022	YR 5 2022-23 2023
Student enrollment			0	150	240	330	420	510
Number of copiers needed			1 (3 months)	1	2	2	2	3
Monthly copier lease			\$1,200	\$4,800	\$9,840	\$10,086	\$10,338	\$15,895
Laptops - staff	\$1,000	Per laptop	\$1,000	\$9,000	\$8,200	\$6,304	\$8,615	\$6,623
Chromebooks - students (includes setup and peripherals)	\$250	Per enrollment growth	\$0	\$12,500	\$7,688	\$7,879.69	\$24,230.04	\$85,545.50
Mobile Chromebook cart - students	\$400	per new class	\$0	\$2,000	\$1,230	\$1,261	\$1,292	\$1,325
Student recruitment & enrollment - software	\$0	per year	\$0	\$0	\$0	\$0	\$0	\$0
FTE cell phone allowance - staff	\$0	Per month, per FTE	\$0	\$0	\$0	\$0	\$0	\$0
Telephones - equipment & setup	\$200	Per new class	\$500	\$6,000	\$615	\$630	\$646	\$662
Internet setup	\$1,000	Setup fee	\$1,000	\$0	\$0	\$0	\$0	\$0
Classroom tech. hardware (document camera, projector, video camera)	\$800	Per new classroom	\$0	\$4,000	\$2,460.00	\$2,521.50	\$2,584.54	\$28,149.15
Student Information System (SIS) - initial setup	\$9,800	One-time expense	\$0	\$9,800	\$0	\$0	\$0	\$0
Student Information System (SIS) - annual license	\$4,200	Annual Cost	\$0	\$4,200	\$4,305	\$4,413	\$4,523	\$4,636
Music program tech	\$875	Per new grade level (shared)	\$0	\$1,750	\$897	\$919	\$4,000	\$6,000
Educational software - literacy	\$30	Per student	\$0	\$4,500	\$7,200	\$10,148	\$13,238	\$16,476
Educational software - math	\$0	Per student	\$0	\$0	\$0	\$0	\$0	\$0
3rd-party IT support	\$600	Per month	\$4,000	\$7,200	\$7,380	\$7,565	\$7,754	\$7,947
Internet and phone monthly service	\$300	Per month	\$1,800	\$3,600	\$3,690	\$3,782	\$3,877	\$3,974
Other Equipment (firewall, data & voice cabling)	\$3,000	First three years expense	\$3,000	\$3,000	\$3,000	\$0	\$0	\$0
Website - initial redesign	\$0	One-time expense	\$0	\$0	\$0	\$0	\$0	\$0
Website - maintenance	\$500	Per year	\$0	\$500	\$513	\$525	\$538	\$552
Website - hosting	\$18	Per month	\$108	\$216	\$221	\$227	\$233	\$238
Computer Software - staff	\$0	Per FTE	\$0	\$0	\$0	\$0	\$0	\$0
Front office & lobby furniture	\$1,000	One-time expense	\$1,000	\$0	\$0	\$0	\$0	\$0
Teacher Work Room furniture	\$200	Per new FTE	\$200	\$1,800	\$1,640	\$1,261	\$1,723	\$1,325
Student furniture (desks, chairs)	\$120	Per new student	\$3,600	\$14,400	\$11,070	\$11,347	\$11,630	\$11,921
Other classroom furniture (shelves, storage)	\$600	Per new classroom	\$600	\$2,400	\$1,845	\$1,891	\$1,938	\$1,987
Cafeteria Furniture	\$2,400	Per new class	\$4,800	\$7,200	\$7,380	\$7,565	\$7,754	\$7,947

TOTAL TECHNOLOGY & EQUIPMENT COSTS		\$22,808	\$98,866	\$79,173	\$78,324	\$104,914	\$201,203
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[INSERT School Name] Budget Summary

BUDGET SUMMARY

Name of School

Rise Academy Charter School

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of Students	0	150	240	330	420	510
Number of Employees (FTEs)	0	10	18	24	32	38
REVENUE						
DSA Basic Support Guarantee	\$0	\$855,000	\$1,402,200	\$1,976,226	\$2,578,076	\$3,208,784
Authorizer Sponsorship Fee	\$0	(\$12,825)	(\$21,033)	(\$29,643)	(\$38,671)	(\$48,132)
Outside Revenues (Local)	\$0	\$159,141	\$260,991	\$367,835	\$479,857	\$597,250
Special Education Weighted Funding	\$0	\$68,103	\$108,965	\$149,827	\$190,688	\$231,550
Title I	\$0	\$52,440	\$86,002	\$121,209	\$158,122	\$196,805
Title II	\$0	\$10,913	\$17,460	\$24,008	\$30,555	\$37,103
Title III	\$0	\$5,880	\$9,408	\$12,936	\$16,464	\$19,992
IDEA	\$0	\$24,591	\$39,346	\$54,100	\$68,855	\$83,609
School Breakfast Program	\$0	\$37,718	\$61,858	\$87,182	\$113,732	\$141,556
Federal School Lunch Program	\$0	\$73,765	\$120,975	\$170,499	\$222,423	\$276,838
Charter start-up funds (Charter School Program)	\$0	\$0	\$0	\$0	\$0	\$0
Other start-up grant funds	\$100,000	\$0	\$0	\$0	\$0	\$0
Board Startup Fundraising Commitment	\$35,000	\$35,000	\$0	\$0	\$0	\$0
Student fees	\$0	\$0	\$0	\$0	\$0	\$0
Investment Income	\$0	\$0	\$0	\$0	\$0	\$0
<u>TOTAL REVENUE</u>	\$135,000	\$1,309,726	\$2,086,171	\$2,934,176	\$3,820,102	\$4,745,356
EXPENSES						
Personnel	\$13,527	\$610,084	\$1,098,170	\$1,732,065	\$2,249,976	\$2,707,115
General Operating Expenses	\$33,500	\$301,989	\$445,126	\$587,351	\$798,058	\$959,440
Transportation	\$0	\$0	\$0	\$0	\$0	\$0
Athletic Program	\$0	\$0	\$0	\$0	\$0	\$0
Facilities	\$25,354	\$172,121	\$269,479	\$371,609	\$478,690	\$590,905
Technology & Equipment	\$22,808	\$98,866	\$79,173	\$78,324	\$104,914	\$201,203
<u>TOTAL EXPENSES</u>	\$95,189	\$1,183,060	\$1,891,948	\$2,769,349	\$3,631,638	\$4,458,664
<u>SURPLUS/(DEFICIT)</u>	\$39,811	\$126,666	\$194,223	\$164,827	\$188,463	\$286,692
<i>Per student</i>		<i>\$844</i>	<i>\$809</i>	<i>\$499</i>	<i>\$449</i>	<i>\$562</i>
Ending Fund Balance	\$39,811	\$166,477	\$360,701	\$525,528	\$713,991	\$1,000,683

School Name: Nevada Rise Academy Charter School

Cash Flow Statement

2018-19

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected
REVENUES													
Distributive School Acct	\$ 253,535.25			\$ 253,535.25			\$ 253,535.25			\$ 253,535.25			\$ 1,014,141.00
DSA Sponsorship Fee	\$ (3,206.25)			\$ (3,206.25)			\$ (3,206.25)			\$ (3,206.25)			\$ (12,825.00)
Child Nutrition				\$ 11,148.35	\$ 11,148.35	\$ 11,148.35	\$ 11,148.35	\$ 11,148.35	\$ 11,148.35	\$ 11,148.35	\$ 11,148.35	\$ 22,296.71	\$ 111,483.54
State Special Ed				\$ 6,810.30	\$ 6,810.30	\$ 6,810.30	\$ 6,810.30	\$ 6,810.30	\$ 6,810.30	\$ 6,810.30	\$ 6,810.30	\$ 13,620.60	\$ 68,103.00
IDEA										\$ 24,591.00			\$ 24,591.00
Title I												\$ 52,440.00	\$ 52,440.00
Title II												\$ 10,912.50	\$ 10,912.50
Title III												\$ 5,880.00	\$ 5,880.00
Board Fundraising	\$ 35,000.00												\$ 35,000.00
													\$ -
Total Revenues	\$ 285,329.00	\$ -	\$ -	\$ 268,287.65	\$ 17,958.65	\$ 17,958.65	\$ 268,287.65	\$ 17,958.65	\$ 17,958.65	\$ 292,878.65	\$ 17,958.65	\$ 105,149.81	\$ 1,309,726.04
Total Revenues Y-T-D	\$ 285,329.00	\$ 285,329.00	\$ 285,329.00	\$ 553,616.65	\$ 571,575.31	\$ 589,533.96	\$ 857,821.62	\$ 875,780.27	\$ 893,738.92	\$ 1,186,617.58	\$ 1,204,576.23	\$ 1,309,726.04	
EXPENDITURES													
Salaries & Benefits													
Salaries	\$ 37,250.00	\$ 37,250.00	\$ 37,250.00	\$ 37,250.00	\$ 37,250.00	\$ 37,250.00	\$ 37,250.00	\$ 37,250.00	\$ 37,250.00	\$ 37,250.00	\$ 37,250.00	\$ 37,250.00	\$ 447,000.00
Benefits	\$ 13,590.33	\$ 13,590.33	\$ 13,590.33	\$ 13,590.33	\$ 13,590.33	\$ 13,590.33	\$ 13,590.33	\$ 13,590.33	\$ 13,590.33	\$ 13,590.33	\$ 13,590.33	\$ 13,590.33	\$ 163,083.94
Facilities incl. utilities, custodial	\$ 14,343.43	\$ 14,343.43	\$ 14,343.43	\$ 14,343.43	\$ 14,343.43	\$ 14,343.43	\$ 14,343.43	\$ 14,343.43	\$ 14,343.43	\$ 14,343.43	\$ 14,343.43	\$ 14,343.43	\$ 172,121.15
Equipment Leases	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 4,800.00
													\$ -
Instructional Consultant		\$ 1,865.00	\$ 1,865.00	\$ 1,865.00	\$ 1,865.00	\$ 1,865.00	\$ 1,865.00	\$ 1,865.00	\$ 1,865.00	\$ 1,865.00	\$ 1,865.00	\$ 1,865.00	\$ 18,650.00
Professional Development	\$ 333.34	\$ 333.34	\$ 333.34	\$ 3,666.66	\$ 1,166.67	\$ 1,166.67	\$ 1,166.67	\$ 1,166.67	\$ 1,166.67	\$ 1,166.67	\$ 1,166.67	\$ 1,166.67	\$ 14,000.00
Other Professional Services	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 66,000.00
Recruiting & Marketing	\$ 1,700.00			\$ 1,700.00			\$ 1,700.00			\$ 1,700.00			\$ 6,800.00
Food Services/Program		\$ 15,254.40	\$ 15,254.40	\$ 15,254.40	\$ 15,254.40	\$ 15,254.40	\$ 15,254.40	\$ 15,254.40	\$ 15,254.40	\$ 15,254.40	\$ 15,254.40	\$ 15,254.40	\$ 152,544.00
Textbooks	\$ 1,325.00	\$ 1,325.00	\$ 1,325.00	\$ 1,325.00	\$ 1,325.00	\$ 1,325.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,950.00
Supplies/Equipment - Non-IT		\$ 3,529.50	\$ 3,529.50	\$ 3,529.50	\$ 3,529.50	\$ 3,529.50	\$ 3,529.50	\$ 3,529.50	\$ 3,529.50	\$ 3,529.50	\$ 3,529.50	\$ 3,529.50	\$ 35,295.00
Supplies/Equipment - IT Related	\$ 29,270.00	\$ 29,270.00	\$ 1,401.00	\$ 1,401.00	\$ 1,401.00	\$ 1,401.00	\$ 1,401.00	\$ 1,401.00	\$ 1,401.00	\$ 1,401.00	\$ 1,401.00	\$ 11,401.00	\$ 82,550.00
Technical Services	\$ 659.67	\$ 659.67	\$ 659.67	\$ 659.67	\$ 659.67	\$ 659.67	\$ 659.67	\$ 659.67	\$ 659.67	\$ 659.67	\$ 659.67	\$ 659.67	\$ 7,916.00
Communication	\$ 362.50	\$ 362.50	\$ 362.50	\$ 362.50	\$ 362.50	\$ 362.50	\$ 362.50	\$ 362.50	\$ 362.50	\$ 362.50	\$ 362.50	\$ 362.50	\$ 4,350.00
					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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+	\$ 104,734.26	\$ 123,683.16	\$ 95,814.16	\$ 100,847.48	\$ 96,647.49	\$ 96,647.49	\$ 97,022.49	\$ 95,322.49	\$ 95,322.49	\$ 97,022.49	\$ 95,322.49	\$ 84,673.59	\$ 1,183,060.09
Total Expenses Y-T-D	\$ 104,734.26	\$ 228,417.42	\$ 324,231.58	\$ 425,079.06	\$ 521,726.55	\$ 618,374.04	\$ 715,396.53	\$ 810,719.03	\$ 906,041.52	\$ 1,003,064.01	\$ 1,098,386.50	\$ 1,183,060.09	
Percent of Budget	18.28%	39.87%	56.59%	74.19%	91.06%	107.92%	124.86%	141.49%	158.13%	175.06%	191.70%	206.48%	

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ 180,594.74	\$ (123,683.16)	\$ (95,814.16)	\$ 167,440.17	\$ (78,688.84)	\$ (78,688.84)	\$ 171,265.16	\$ (77,363.84)	\$ (77,363.84)	\$ 195,856.16	\$ (77,363.84)	\$ 20,476.22	\$ 126,665.95
Begin Cash Balance (F/B)	\$ 39,811	\$ 220,405.96	\$ 96,722.80	\$ 908.63	\$ 168,348.81	\$ 89,659.97	\$ 10,971.13	\$ 182,236.30	\$ 104,872.46	\$ 27,508.62	\$ 223,364.79	\$ 146,000.95	
End Cash Balance (F/B)	\$ 220,405.96	\$ 96,722.80	\$ 908.63	\$ 168,348.81	\$ 89,659.97	\$ 10,971.13	\$ 182,236.30	\$ 104,872.46	\$ 27,508.62	\$ 223,364.79	\$ 146,000.95	\$ 166,477.17	\$ 126,665.95