

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:

School Street Address:

City: State: Zip:

Contact Name: Phone:

Mailing Address:

City: State: Zip:

Title: email:

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

Term of Charter: to Opening Date:

Loan Amount Requested: Repayment Period Requested (1, 2 or 3 years):

Number of Students to be Enrolled:	K-5	6-8	9-12	Total K-12
	56	84	0	140

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:

Date:

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SECTION 1

Exhibit 1.2: Letter of Endorsement from the Nevada Achievement School District

The following page is a letter of endorsement from the Nevada Achievement School District.

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

STATE OF NEVADA



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

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

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 Prep Charter School in their application for a revolving loan through the State Public Charter School Authority.

After a rigorous third-party review of Nevada Prep's application, Nevada Prep was approved to launch an Achievement Charter School in the fall of 2018. Since their approval, Nevada Prep 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:

- The first year will be considered a "baseline year." For the three years following the baseline year, the school will increase its index score by at least one third of the distance from the baseline year index score to the 3-star index score cut off (currently 50 points).
- 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 Mathⁱ.

Given the school's successful completion of pre-opening benchmarks and commitment to rigorous goals, the Nevada Achievement School District endorses Nevada Prep'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 These goals are articulated in Nevada ESSA Plan.

Exhibit 1.3: Resolution and DRAFT Minutes Authorizing Submission of Loan Application

Nevada Preparatory Charter School Board of Directors Resolution

To Authorize Loan Application for 2018 Charter School Loan

Approved by the Board on February 26, 2018

Resolved:

State Public Charter School Authority 2018 Charter School Loan Request:

- WHEREAS Nevada Preparatory Charter School 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 increased cash flow during the first year of operation.
- 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 Preparatory Charter School, 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 Preparatory Charter School, by unanimous consent, the board of directors resolved that:

Nevada Preparatory Charter School will submit for the 2018 Application for a Charter School Revolving Loan with the State Public Charter School Authority. David Blodgett, Executive Director, and Paola Gonzalez, President of the Board of Directors, are authorized to execute the application on behalf of the school.

MINUTES

of the meeting of the

NEVADA PREPARATORY CHARTER SCHOOL BOARD OF DIRECTORS

February 26, 2018 (5:30 – 6:30 p.m.)

2525 Emerson Avenue, Las Vegas, NV 89121

1. CALL TO ORDER, ROLL CALL

The meeting was called to order by Chairwoman Paola Gonzalez. Present were: Jose Solorio; Jim McIntosh; Brandon Best; Evelyn Garcia Morales; Rob Mallery; Rob Mallery; and David Blodgett (staff). Tamara Shear was absent with notice.

2. PUBLIC COMMENT

No members of the public made public comment.

3. CHARTER SCHOOL REVOLVING LOAN APPLICATION (ACTION TAKEN)¹

The Board discussed the Revolving Loan Application, including a schedule for repayment. Jim McIntosh motioned to approve the resolution to apply for a revolving loan up to \$70,000 and for all board members to sign a statement acknowledging the school's responsibility to repay the loan, even in the event of school closure. Evelyn Garcia Morales seconded. **(motion carried, unanimously)**

4. FACILITY LEASE AGREEMENT – PARADISE CHURCH (ACTION TAKEN)

The board reviewed a lease proposal from Paradise Church (2525 Emerson Avenue, Las Vegas, NV 89121). Brandon motioned to approve the proposed base lease rate but to request further revisions of the lease details. The motion charged the boards Facility Committee to coordinate with Management to secure a revised lease to bring back to the full board. Paola seconded. **(motion carried, unanimously)**

5. ADDING NEW MEMBER SHARI BROWN TO THE BOARD

Paola motioned to add Shari Brown to the board. Jose seconded. **(motion carried, unanimously)**

6. ADJOURNMENT

¹ Due to high volume of board business at the Board's regularly scheduled third-Wednesday meeting, this additional February 2018 meeting was scheduled to allow for additional facility-related discussions and to authorize a Revolving Charter School Loan application.

Exhibit 1.4: Board Member Acknowledgement & Signatures

The following page includes an acknowledgment, signed by all board members, of Nevada Prep's responsibility for repayment of this loan, even in the event of school closure.

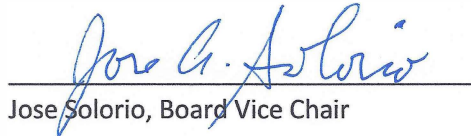
Nevada Preparatory Charter School Board of Directors

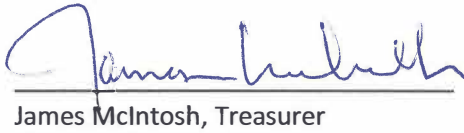
To acknowledge terms outlined in 2018 SPCSA Charter School Loan Application, Exhibit 1.4

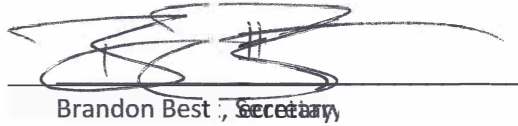
The Board hereby consents to the following:

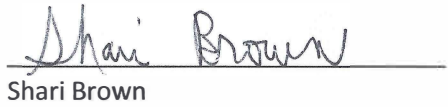
Nevada Preparatory Charter school is responsible for repayment of the loan even in the event of the closure of the charter school.


Paola Gonzalez, Board Chair

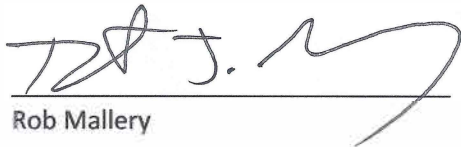

Jose Solorio, Board Vice Chair

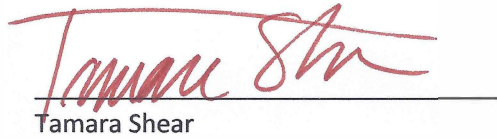

James McIntosh, Treasurer


Brandon Best, Secretary


Shari Brown


Evelyn Garcia Morales


Rob Mallery


Tamara Shear

Approved by the Board on February 26, 2018

Exhibit 1.5: CPA Letter Regarding Financial Policies & Controls

Nevada Prep’s charter contract with the Nevada Achievement School District was executed on March 6, 2018.

Page eight is a letter from the accounting firm Squar Milner, based on an initial review of Nevada Prep’s financial policies and procedures.

The table below summarizes Nevada Prep’s status with respect to the financial controls requested in Exhibit 1.5 of the Loan Application Packet.

Control	Status	Who is responsible
GAAP-compliant financial statements and records	Operational	Back-office service provider creates financial statements under the direction of the board’s Finance Committee.
Payroll Procedures	Not Operational until June 2018	Back-office service provider will run payroll.
Grant Accounting	Operational	Back office service provider works with school staff to ensure accurate and timely accounting.
Interim Financial Statements	Operational	Back-office service provider creates financial statements under the direction of the board’s Finance Committee. Finance Committee reviews statements and presents them to the full board at monthly meetings.
Internal Financial Controls and Procedures	Operational	Procedures are outlined in Finance Policies adopted by the board. The Executive Director is accountable to the Board for full compliance with Finance Policies.
Safeguarding of Assets	Operational	The Executive Director implements the policy set by the board.
Legal & Regulatory Compliance	Operational	The Executive Director implements the policy set by the board.
Purchasing Process	Operational	Board, led by Finance Committee, ensures Finance Policies are compliant with all procurement laws and ensure responsible use of school assets.

March 14, 2018

To Whom It May Concern:

We have reviewed the financial policies and procedures of Nevada Preparatory Charter School (“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: Monthly Cash Flow, Budget, Repayment Cost, & Budget Narrative

Per the Loan Application Instructions, the following materials are provided in Microsoft Excel workbooks submitted concurrently with this document:

1. FY18 – FY21 budget with monthly cash forecast
 - a. Filename = “Exhibit_1.6_Budget.and.Cashflow_NVPrep”
2. Amortization schedule, including the cost for repayment
 - a. Filename = “Exhibit_1.6_Amortization.Schedule_NVPrep”

[A budget narrative, prepared by EdTec](#), is included on the next four pages of this document.

Budget Narrative, Prepared by EdTec

Fiscal Years 2018-2021

The attached budget and cash flow projections are based on conservative estimates of actual costs to implement Nevada Preparatory Charter School'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 Prep's projected enrollment numbers in its first three years of operation are 140, 252, and 364 students, respectively. The grade levels span 5-8 starting with 5th and 6th grades in Year 1.

Demographics

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

Free and Reduced Lunch: 94%
Special Education: 12.5%
English Language Learner: 27.6%

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, the location of the school, and the percent of free and reduced lunch eligible students. \$5779 is assumed for inside local funding and \$1023 for outside local funding. Year 3 assumes a 5.1% COLA on inside local funding.

For special education, the budget assumes \$3,225 per prior year special education student. With a population of 12.5%, this totals \$56,438 in Year 2.

Federal Funding

Nevada Prep is a recipient of the Charter School Program grant. It is expecting \$388,450 for startup, \$283,800 in 2018-19 and \$139,120 in 2019-20. The school needs to pay for expenses in advance of claiming reimbursement of funds.

Having 94% 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, \$75 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 6 teachers in Year 1, another 5 teachers in Year 2, and another 5 teachers in Year 3. For Special Education, the school will start with 1 teacher then add another teacher in Year 2. Nevada Prep will also have Teaching Fellows with 1 in Year 1, add 1 in Year 2 and add 2 in Year 3. The school will open with 2 administrators, add a Dean of Culture & High School 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	6	11	16
SPED Teachers	1	2	2
Teaching Fellows	1	2	4
Classified Support Staff	0	1	1
Total	11	20	28

The average classroom and SPED teacher base salary in 2018-19 is \$46,000 with 2.5% COLA increases each year. Classified and Teaching Fellow pay increases at 2.5% per year.

Nevada Prep will participate in PERS among its administrators and licensed staff. The PERS employer contribution rate is set at 29%. Nevada Prep 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 Prep has budgeted \$11,375 for contracted special education services in Year 1 in addition to the SPED teachers on staff. Contracted SPED services increases to \$20,987 in Year 2 and \$31,072 in year 3. The school also plans for consultants for its Saturday School.

Professional development across the three years is budgeted at \$26,000, \$21,400, and \$16,810. This is for coaching as well as High School Access Counseling before the school fills the position in Year 2.

In 2018-19, the anticipated cost for other professional services including fees for audit, legal and back-office business services total \$65,000.

Marketing for student recruiting and community outreach is included at \$18,960 in Year 1, \$19,434 in Year 2 and \$19,920 in Year 3.

Technology support services are estimated to be \$600 per month.

Background checks (\$275) and Training Services from Building Excellent Schools (\$10,000) are also budgeted.

Property Services, Other Services, and Supplies

Facility related expenses include utilities at \$2,800 per month and janitorial services at \$833 per month. Rent is \$8,250 per month based on the conversations with the church. Other property services include leasing of copiers which will cost \$400 per month and general liability insurance at \$20,000 in 2018-19.

The school has budgeted for postage each year and an initial investment in setting up the communications infrastructure. Advertising for staff recruiting and community open houses are included. Printing is budgeted as well. \$15,000 in Travel is included in the startup budget for the Founding Team to study out-of-state models.

Food cost is assumed to be 10% above the reimbursements and \$28,000 for food service.

In supplies, the charter will spend \$98 per student on office supplies for students, instructional supplies for teachers, school uniforms, health supplies and athletic supplies.

For general supplies, \$1,100 is included in Year 1 for general building decorum.

For non-IT related supplies and equipment, the school plans to spend about \$355 per new student on teacher, student, lunch, classroom, front office and lobby furniture.

Books and Periodicals and Textbooks are covered by CSP and are about \$117 per new student. \$75 per new student is included for Textbooks.

IT Software is included at \$50,500 for student assessments as well as recruiting and enrollment software.

The CSP grant will also cover expenditures for IT related supplies in Years 1 and 2. The \$71,700 budget in year one (with startup year) includes the cost of Chromebooks, staff laptops, printers, firewall, data and voice cabling.

Website related expenses for web design and hosting have been included at \$1,216.

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 Year 2, 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. In Year 3, due to the DSA payment schedule and the school's enrollment growth, the charter will need to seek working capital. While it is possible the school will have a lower interest line of credit at that time, to be conservative, the school has budgeted a 17% APR on \$200,000 for 8 months. There are a number of factoring companies that work with charter schools including Charter Asset Management.

CONTINGENCIES AND RESERVES

Nevada Prep's budget reflects positive net operating income in all three years. 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.

Section 2

Exhibit 2.1: Loan Repayment Plan

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

Nevada Prep'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 Prep 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: Financial Needs

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 (CSP) reimbursement schedule, there is a discrepancy between when funds are received and when salaries, benefits, and vendors are paid. This \$70,000 loan will cover the charter's July and August salaries, July benefits and most of August's benefits. Staff includes 6 classroom teachers, 1 Special Education teacher, 1 Teaching Fellow, 1 Executive Director, and 1 Operations Manager.

	July	August	Total
Teachers		32,727	32,727
Non-Licensed Admin	11,667	11,667	23,334
Benefits	9,070	4,869	13,939
Total	20,737	49,263	70,000

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

Exhibit 2.3: Anticipated Expenses

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

This loan will be used to pay staff and benefits for the months of July and August. Staff includes 6 classroom teachers, 1 Special Education teacher, 1 Teaching Fellow, 1 Executive Director and 1 Operations Manager.

	July	August	Total
Teachers		32,727	32,727
Non-Licensed Admin	11,667	11,667	23,334
Benefits	9,070	4,869	13,939
Total	20,737	49,263	70,000

Exhibit 2.4: Loan's Effect on Operations

Explain the effect that receipt of the loan will have on the operation of the charter school. Specifically, 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 it gives access to much-needed cash.

Exhibit 2.5: Loan's Effect on Other Financial Assistance

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 Prep 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 Prep 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: Use of Funds & Credit Enhancement

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.

This loan will be used to pay staff and benefits for the months of July and August. Staff includes 6 classroom teachers, 1 Special Education teacher, 1 Teaching Fellow, 1 Executive Director and 1 Operations Manager.

	July	August	Total
Teachers		32,727	32,727
Non-Licensed Admin	11,667	11,667	23,334
Benefits	9,070	4,869	13,939
Total	20,737	49,263	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 is intentionally omitted because it is not applicable to Nevada Prep.

Exhibit 3.2: Enrollment Projections

Our enrollment projections are included in the table below. We will reach our full-enrollment in 2022-23.

	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 5	56	112	112	112	112
Grade 6	84	56	112	112	112
Grade 7		84	56	112	112
Grade 8			84	56	112
TOTAL	140	252	364	392	448

As of March 15, 2018, 103 families had completed applications to Nevada Prep. Applications received since our application window opened on November 13, 2018, are recorded below. Note, these are *current* applications, meaning that families who applied and then withdrew their application for reasons such as moving out of state or choosing to enroll at a magnet school were removed from our “Applications Received” count.

NEVADA PREP STUDENT ENROLLMENT																					
Target Year 1 Enrollment	140																				
Monthly Targets																					
	November 30			December 31				Jan 31				February 28				March 31					
Target Applications (N)	5			25				65				80				115					
Target Applications (% of full enrollment)	4%			18%				46%				57%				82%					
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. 28	Feb. 2	Feb. 9	Feb. 16	Feb. 23	Mar. 2	Mar. 9	Mar. 16	Mar. 23	Mar. 30
Applications Received	0	36	38	41	43	45	46	47	49	55	63	64	70	77	79	81	85	95	103		
% of Target Enrollment	0%	26%	27%	29%	31%	32%	33%	34%	35%	39%	45%	46%	50%	55%	56%	58%	61%	68%	74%	0%	0%
% of Monthly Goal	0%	720%	760%	164%	172%	180%	184%	188%	75%	85%	97%	98%	88%	96%	99%	101%	74%	83%	90%	0%	0%
Dates to Remember																					
	Nov 13: Begin Accepting Applications			Dec 18: Final Rising Star schools list approved				Jan 9: Magnet School application deadline								March 9: NV Prep application deadline					
								By Jan 26: Community Meeting(s) with ASD								March 12: NV Prep lottery					

A Marketing Plan is included as [Attachment 1](#) of this application.

Details about Nevada Prep’s enrollment cap, enrollment priorities, and lottery exemption for students from our paired Rising Star schools are outlined in our charter contract and the exhibits thereto. Nevada Prep’s charter contract is not included with this application, but Nevada Prep is happy to provide the contract at the SPCSA’s request. A summary of Nevada Prep’s student application, lottery, and admission process is captured in the flowchart on the following page.

Lottery Process

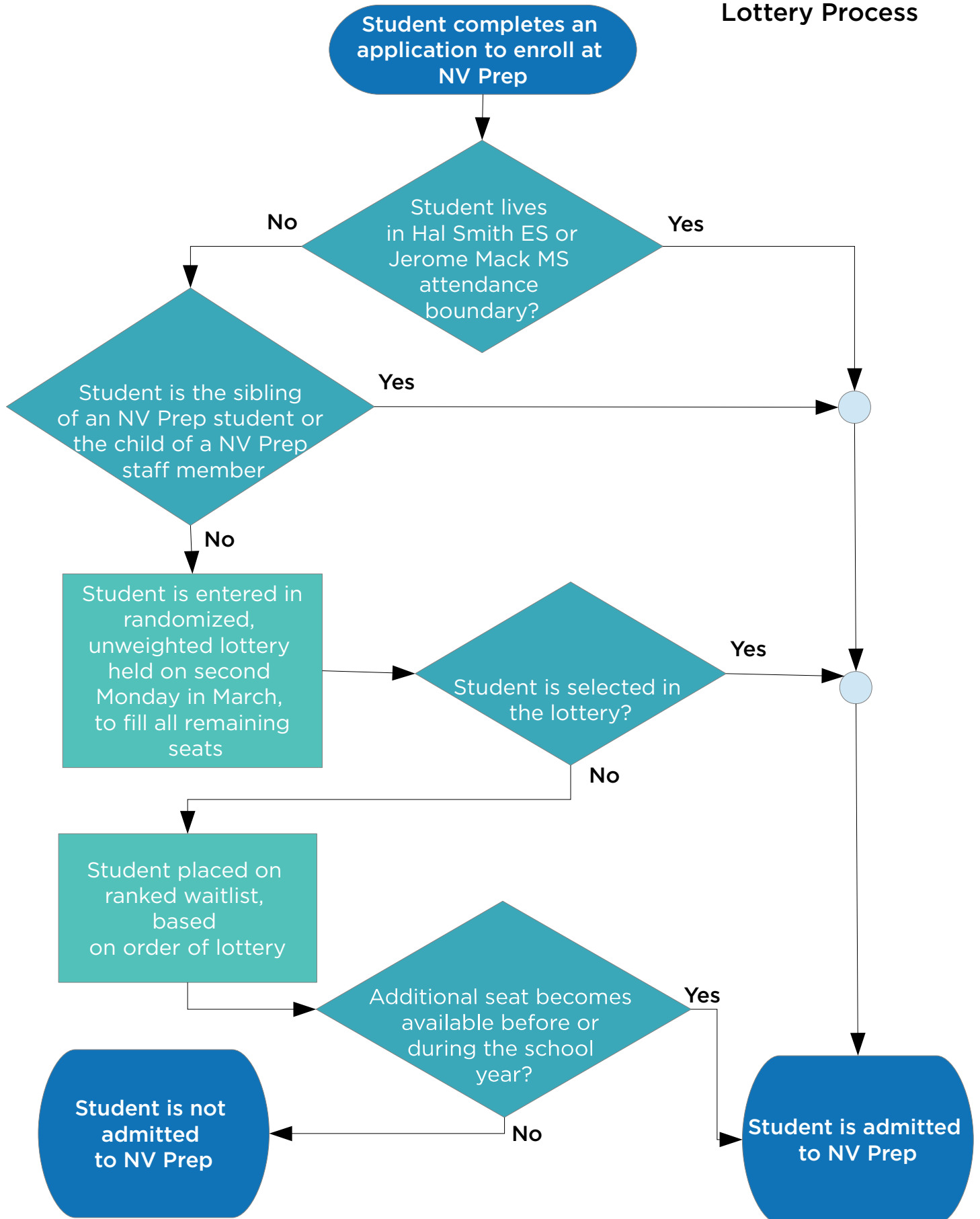


Exhibit 3.3: Business Plan

Nevada Prep’s charter application is included as [Attachment 2](#) to this application.

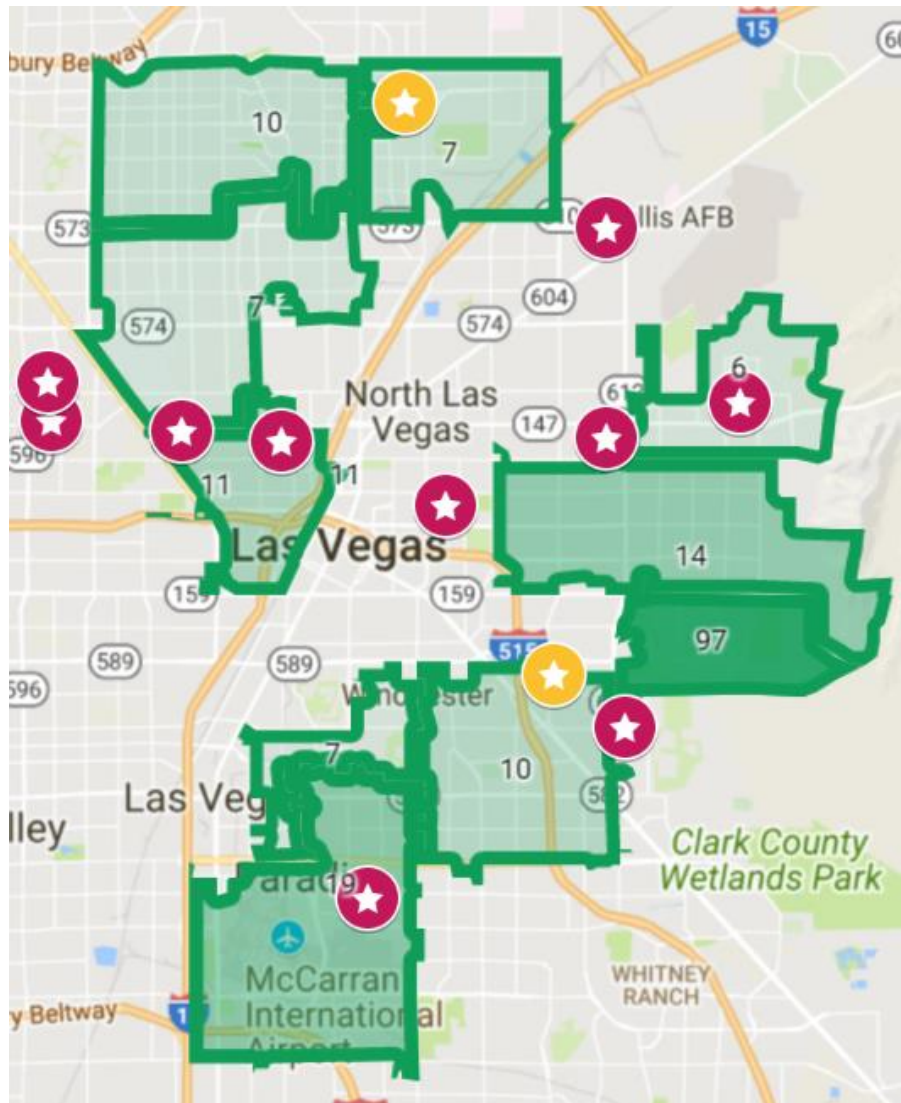
Note: Because there are numerous internal references in the charter application (e.g., “see page ___”), Attachment 2 retains its original page numbers in the bottom right corner of each page, for ease of use, in addition to the centered page numbers that span the entire loan application, as required by the loan application instructions.

Attachment 1: Marketing Plan

Parts of this Marketing Plan were developed in close collaboration with Nevada Rise Academy because Nevada Prep and Nevada Rise do most of our community outreach in partnership, we intend to share a facility, and many families have enrolled at least one child at each school.

Prior Community Engagement

Prior to securing charter approval, Nevada Prep engaged hundreds of Las Vegas families, including 187 families in the zip codes pictured below. Stars on the map represent Rising Star schools. “Engagement” in this context is defined as interactions that resulted in at least one member of a family completing one or more of the following: submitting an online survey, submitting a written survey, attending an information session, and providing contact information to join Nevada Prep’s mailing list.



Since securing charter approval in September 2017 and signing a charter contract in March 2018, we have accelerated and scaled up our community outreach efforts. Since being paired as a Neighborhood Option with Jerome Mack Middle School and Hal Smith Elementary School, we have

narrowed our focus to engage families living in and near the schools' respective attendance boundaries.



We have held multiple large information sessions at community centers such as Futuro Academy, Palabra Viva church, and Paradise Church. Information Sessions held in church facilities were entirely separate and independent from any religious or faith-based activities.

All Nevada Prep information sessions are presented in English and Spanish.

School Options in Our Community

Current School Options: Existing Schools within 1.5 miles:				
School Name:				
Jerome Mack Middle School				
Enrollment/Academic Data				
Current Enrollment: 1,231	Grade Levels: 6-8	Building Capacity: 1,564	% Variance Overcrowding: 78.73	
13-14 Enrollment 1,361	14-15 Enrollment 1,275	15-16 Enrollment unavailable	16-17 Enrollment 1,229	17-18 Enrollment 1,231
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. %: 14%	Hispanic %: 74%	Caucasian %: 8%	Asian %: -	
Native Am. %: -	FRPL%: 94%	LEP %: 33%	Special Education %: 13%	
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				

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

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 unavailable	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). ³				
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 unavailable	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. ⁴				

³ <http://greatschoolsallkids.org/schoolprofile.php?ID=10022BXHBI>

⁴ <http://greatschoolsallkids.org/schoolprofile.php?ID=10052OKACL>

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 unavailable	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				
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. ⁵				
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 unavailable	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 prior year's] 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). ⁶				

⁵ <http://greatschoolsallkids.org/schoolprofile.php?ID=10036XWMVQ>

⁶ <http://greatschoolsallkids.org/schoolprofile.php?ID=10037QTPPN>

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 unavailable	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%	
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). ⁷				
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 unavailable	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. ⁸				

⁷ <http://greatschoolsallkids.org/schoolprofile.php?ID=10022SCSOY>

⁸ <http://greatschoolsallkids.org/schoolprofile.php?ID=10012SKSAF>

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 unavailable	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. ⁹				

⁹ <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><i>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?</i></p> <p>Nevada Prep collaborated with Nevada Rise Academy to conduct extensive outreach in the greater Las Vegas community prior to authorization to gather the input from a diverse group of families. Our school design was shaped in concrete and specific ways by feedback we received from families during the charter application process. A summary of family responses to our online needs assessment is included on page 135 of this loan application, which is page 101 of the charter application.</p> <p>Our needs assessment shows that families' perceptions of public school options vary widely. Many families are satisfied with their current school options, but many other families are actively looking for a college preparatory public school. We do not approach our conversations with families like a sales pitch. Rather, we honestly describe our vision for the school and our approach to teaching and learning, and many families choose to apply. Two of the most common questions families ask us are: 1.) Can my son/daughter apply even if he/she has an IEP? and 2.) My son/daughter has fallen far behind in school, can he/she still apply? Families are often surprised to hear that we serve <i>all</i> students, and our school day is designed to help students catch up and then get ahead.</p> <p>Nevada Prep recruits exclusively in neighborhoods whose residents are primarily people of color, and we ensure we have Spanish-language capacity when we engage new families, so our applications received thus far are from families whose diversity reflects the diversity of our community.</p>				

Grassroots Outreach

Nevada Prep will continue its practice of setting up informational tables at least once per week at locations such as Acelero (Head Start), Boys and Girls Clubs, other childcare providers, parks, shopping centers, etc.

To more effectively reach families zoned to attend Hal Smith Elementary School and Jerome Mack Middle School, we will also begin targeted canvassing. To-date we have submitted public records requests to Clark County School District and the Achievement School District but have been

unsuccessful at securing addresses for families with children in our grade band. Regardless of our ability to secure address lists, we will begin canvassing before the end of March 2018.

Media Outreach

To-date, Nevada Prep has been covered by multiple English and Spanish-language media outlets, in print, online, and on television. For example, El Tiempo Las Vegas published an article about an information session we held in February 2018, and three television news stations reported on the same event. At least 4 families cited this media coverage as their initial exposure to Nevada Prep. To ensure our media coverage continues and supports a coherent strategy that includes student enrollment, we are securing the services of Viridiana Vidal and her team at La Firma Communications and Creative Solutions.

In March and April 2018, we will work with the Nevada Achievement School District to reach Hal Smith and Jerome Mack families via direct mail, which we have not done previously. Following our direct mail campaign, we will launch targeted Facebook ads based on the success other local charter schools such as Futuro Academy have had using social media to increase student enrollment.

Strategic Word-of-Mouth

Our first group of founding families was accepted to Nevada Prep on March 12, 2018. Beginning March 19, we will conduct home visits to build relationships and gather enrollment paperwork from families. During these home visits, we will inform families that there are still seats available at Nevada Prep and invite families to share applications and information about Nevada Prep with their friends and families.

Attachment 2: Charter Application



Nevada Preparatory Charter School

Application to Operate an Achievement Charter School
through the Nevada Achievement School District

Respectfully submitted by the Nevada Preparatory Charter School Founding Team:

- Brandon Best, Associate General Counsel, Aruze Gaming
- David Blodgett, Proposed Executive Director, Nevada Preparatory Charter School
- Paola Gonzalez, Vice President, Nevada State Development Corporation
- Rob Mallery, Vice President of Talent, Originate
- James McIntosh, Finance Director, City of Henderson
- Tamara Shear, Training and Instruction Manager, TNTP
- Jose Solorio, President, Service Genie LV

July 31, 2017

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Executive Summary

Mission. With a focus on academic achievement and leadership development, Nevada Preparatory Charter School educates every fifth- through eighth-grade student for success in high school, college, and life.

Vision. On the first day of fifth grade, every student has four years left to prepare for the first day of high school and eight years to prepare for the first day of college. We refuse to believe that any ten-year-old student—regardless of past performance in school—has their fate sealed when they enter fifth grade: we work urgently to help students catch up, then get ahead.

We are motivated by the responsibility to execute our mission and fulfill our promise to each student and family that enrolls at Nevada Prep, and we strive to become a proof of concept—a school that represents what all Las Vegas students can achieve.

We envision a joyful, rigorous, and expanded middle school with best-in-class teaching, dedicated to equipping students with the knowledge, skills, and habits to choose and excel on a rigorous high school path that leads to college, career, and a life of opportunity for themselves and their families.

We have dug deeply into student achievement, demographic, and college-readiness data to better understand school performance and the academic gap and accompanying opportunity gap in our community. We have communicated with 153 families in our target community to hear their reactions to our vision and better understand their opinions about school quality and their desires for a high-quality, expanded middle school. Our school design reflects a belief that students, families, teachers, and school leaders all play distinct, critical, and complementary roles, and we will continue to engage families throughout the planning process and school launch.

Our vision is based on seven key beliefs: (1) Every student deserves access to an excellent education. (2) Completing high school and college benefits students forever. (3) High school prep is college prep. (4) Middle school matters. (5) Public education in Clark County is not equitable. (6) All families want high-quality school options. (7) There are schools across the country that prove what is possible for all students.

We are realistic about the significant challenges facing public schools in Clark County. We respect and honor the tireless work of teachers and leaders in our community, but we refuse to accept current levels of achievement in our public schools. Most Clark County students now graduate from high school with a diploma but without the ability to succeed in freshman-level college courses. Low-income students of color are particularly underserved. We believe in the promise of public schools to create opportunities for students, and we are troubled that our public school system too often makes a de-facto decision about college access for most students, when schools within that system promote students through each grade without measurably preparing them to meet grade-level expectations. In doing so, they create barriers to college access and life opportunities.

We value innovation, taking fullest advantage of the autonomies of a charter, and we believe the fastest way to create the school our students deserve is to combine those innovations with best practices from schools that already achieve the extraordinary results we aspire to emulate. Our school design is heavily influenced by our proposed school leader's experience studying 35 public charter schools in 10 regions across the United States, over the past year. The schools we learn from provide a safe, joyful, engaging, and rigorous education that measurably prepares all students, regardless of race or income, to succeed in college. We have identified trends across schools in key areas such as culture, family engagement, teacher recruitment and training, curriculum and instruction, and operations that inform these schools' success. While each school studied has a unique vision, they are all mission-aligned and hold high expectations for all students. Trends across these schools permeate the vision and design of Nevada Prep.

Academic Model: Our academic model reflects the Building Excellent Schools (BES) Approach to School Design, which is based on the belief that “academic achievement drives every element of a successful school”¹ - including leadership, school design, school culture, decision-making, and governance. The [Proposed School Model and Academic Plan](#) section of this application provides more context about how the BES Approach to School Design informs elements of our academic plan including: extending the school day; scheduling two English language arts (ELA) and mathematics periods daily to provide extensive time for personalized learning supports; communicating with parents bi-weekly about student performance; and investing in a full month of summer training annually to ensure teachers are set up for success beginning on the first day of school.

Our primary academic focus is on ELA and mathematics, because we know that high school success and all college and career paths will require students to communicate effectively and solve problems. We also provide robust science, social studies, and elective courses daily. Science and social studies will be literacy-rich courses that provide additional opportunities to read, analyze, and discuss complex texts, and to synthesize learning across disciplines. To increase student independence and allow students to discover their passions, enrichment courses will follow a deliberate progression from 5th to 8th grade. To discover which subjects each student wants to pursue in greater depth in subsequent years, all students in their first year at Nevada Prep will be exposed to a common set of enrichment activities, such as digital literacy, Spanish, coding, piano, and physical education. Beginning in sixth grade, all students will continue to participate in athletic courses but choose their other enrichment courses based on skills and interests.

We know that teachers are the most important school-based factor in student success², so our school leader’s first and most important responsibility is to recruit, coach, and retain teachers who share the Nevada Prep vision and have the traits and mindsets to deliver the rigorous education our students need and deserve. Teachers will engage in a full-month of professional development each summer, and they will receive weekly feedback and coaching throughout the school year.

Goals: As a mission-driven organization that holds itself accountable for delivering excellent results with valuable public dollars, we set specific, ambitious goals around academic performance, student leadership development, high school access, and operations. Our academic performance goals are ambitious and realistic, and include multiple measures of success including student proficiency and growth as measured by criterion-referenced state and rigorous nationally-normed assessments, and English language proficiency for English Language Learners (ELLs) as measured by WIDA assessments. In reviewing our academic progress, we will analyze performance by subgroups, including but not limited to ELLs and students with special needs identified in an Individualized Education Program (IEP).

Founding Team: The Nevada Prep Founding Team is a diverse group of leaders with the experience needed to successfully govern and lead Nevada Prep. Collectively, we have attended urban Clark County schools, raised children and grandchildren in Clark County schools, built businesses in Clark County, immigrated to the United States and this community like so many of our families, served on the Clark County Board of School Trustees and nonprofit boards, taught in public schools, trained and recruited teachers, and managed a multi-billion-dollar education budget. We have decades of combined leadership in critical fields such as education, law, finance, banking, technology, and human resources. Led by David Blodgett, a committed member of the education reform community in our city and state, and a BES Fellow, the Founding Team brings a vast network of skills and experiences that will ensure the successful launch and growth of a high-quality, expanded charter middle school for the students and families of Las Vegas.

¹ <http://buildingexcellentschools.org/bes-approach/>

² *The Irreplaceables. Understanding the Real Retention Crisis in America's Urban Schools* (Rep. Brooklyn: TNTP, 2012).

Mission, Vision, Values, & Purpose

Our Mission

With a focus on academic achievement and leadership development, Nevada Preparatory Charter School educates every fifth- through eighth-grade student for success in high school, college, and life.

Our Vision

We envision a joyful, rigorous, and expanded middle school with best-in-class teaching, dedicated to equipping students with the knowledge, skills, and habits to choose and excel on a rigorous high school path that leads to college, career, and a life of opportunity for themselves and their families.

Our Values

Our values represent shared beliefs for our students, staff, and our governing board. Our values describe who we are and how we act.

Who are we?	Value
We are part of something bigger than ourselves, so we protect and support our school, our family, our friends, and our community.	Team
We know our great potential, so we do difficult things.	Moxie
We make decisions based on ethics, so we do what we believe is right, even when no one else knows.	Integrity
We recognize—but do not accept—injustice all around us, so we take action to make the world more fair and equitable.	Advocacy
We have the responsibility to positively influence others, so we treat everyone with dignity and respect.	Leadership
We are passionate about learning and our relationships, so we have fun and celebrate success.	Joy

Our Purpose (Why Nevada Prep?)

The vision for Nevada Prep rests on seven key beliefs, which together express the reason Nevada Prep is needed and which collectively drive all elements of our school program.

1. Every student deserves access to an excellent education.

This application cites multiple data points to illustrate the following points:

- a. There are quantifiable, lifelong benefits from attaining an excellent education.
- b. There are benchmarks in fifth- through eighth-grade that indicate if a student is on-track to be academically successful in high school and college.
- c. In Clark County, our public schools, broadly, do not prepare most students for high school and college, and low-income students of color are the most likely to attend our lowest-performing schools.
- d. There is demand from families for new, public school options in Clark County.
- e. There are high-performing public schools across the country that prove that better outcomes are possible; these outlier schools serve diverse, low-income students but significantly outperform affluent schools.

We focus on data that looks forward to students' future college and professional success; we also emphasize that the academic skills students develop in the middle grades enrich students' lives immediately. For example, we may view fifth grade literacy as an early indicator of students' *future* performance (i.e., high school graduation, ACT college-readiness, avoiding remedial classes in college), but we also value fifth grade literacy for its *immediate* benefit on students' lives (i.e., developing self-esteem and confidence from completing challenging academic work).

2. Completing high school and college benefits students forever.

Decades of data, including the following, confirm the value of completing high school and college³:

- "Individuals with higher levels of education earn more, pay more taxes, and are more likely than others to be employed."⁴
 - ✓ High school graduates (with no college) earn **35% more** than individuals with no high school diploma.
 - ✓ Individuals with a bachelor's degree (but no advanced degree) earn **126% more** than individuals with no high school diploma.
 - ✓ Individuals with a professional degree earn **308% more** than individuals with no high school diploma.
- "College education increases the chance that adults will **move up the socioeconomic ladder** and reduces the chance that adults will rely on public assistance."
- "College education is associated with **healthier lifestyles**, reducing health care costs. Adults with higher levels of education are more active citizens than others and are more involved in their children's activities."

Such data points remind us of the importance of making and keeping our promise to educate every Nevada Prep student for success in high school, college, and life. If one student not graduating from high school is unacceptable, then the 6,000 Clark County students⁵ who did not graduate from our most recent senior class represent a crisis.

3. High school prep is college prep.

Nevada Prep is absolutely a *college* prep school. However, *high school* prep is our more immediate, and equally-important, purpose. In Las Vegas, a student's decision about where to attend high school is high-stakes. Students from multiple Clark County neighborhoods, for example, can be zoned to attend a high school where less than 55% of students graduate from high school, or they can apply to attend a selective high school where more than 98% of students graduate. (Additional data on disparity between high school outcomes are provided below under the "[Public education in Clark County is not equitable](#)" subheading below).

Middle schools can play a critical role in preparing students to apply for, be admitted to, and succeed in a high school pathway that will lead them to college. However, middle school is often where student performance declines the most; from third to eighth grade, student math proficiency levels across Clark County drop at each successive grade level, without exception.⁶

³ <https://trends.collegeboard.org/sites/default/files/education-pays-2016-full-report.pdf>.

⁴ Ibid.

⁵ <http://nevadareportcard.com/> (See Cohort Graduation Report: Cohort Graduation Rates 2016–2017.)

⁶ Clark County Math proficiency rates on SBAC dropped at each grade level from third until eighth grade (45% → 37% → 31% → 28% → 27% → 15%) in 2016. (<http://nevadareportcard.com/di/main/assessment>)

Nevada Prep’s approach to high school access and high school admission counseling is analogous to college access and college admission counseling at elite college preparatory high schools. Beginning in operational year three (2020–21), we will hire a full-time Director of Culture and High School Access; this leader will cultivate relationships with high schools and lead the efforts to create and monitor a high school plan for every student. Nevada Prep students will consider multiple high-quality college pathways, including the following: magnet schools, magnet programs/International Baccalaureate (IB) programs/Advanced Placement (AP) course tracks within comprehensive high schools, and scholarship-based private schools. In addition to engaging in college campus tours, Nevada Prep students will also tour local public, magnet, and private high schools.

Our commitment to students continues beyond eighth grade; we will track students through high school and facilitate Nevada Prep alumni events to help our students remain connected to a network of high school peers with similar ambitions and goals and to provide an additional layer of support through high school.

Admission to magnet high schools and magnet programs within comprehensive Clark County high schools is “criteria and interest-based.”⁷ School-level magnet admission requirements include the following: “1st trimester/semester grade point average [i.e., a 2.0 in the first semester of eighth grade], attendance, citizenship prerequisite classes, audition [for performing arts schools only].”⁸ However, many schools include more rigorous program-specific admission requirements. In other words, a student may be admitted to a magnet school based on a 2.0 GPA but would not be eligible to participate in some classes or programs within the school because those classes or programs require a higher GPA. Nevada Prep will ensure that students are aware of all requirements so that they can meet expectations to open as many doors as possible in high school and will ensure that our entire staff is also aware as we build our school grade by grade towards these goals, with the instruction and supports needed for students to reach them.

Preparing students to be admitted is one step in ensuring our students are ready to be successful in high school. We also must prepare them to excel once they get there, which is why we carefully consider high school expectations (i.e., the ACT, Nevada End-of-Course exams⁹, and high school course content) as we make decisions about curriculum, instruction, and assessment.

4. Middle school matters.

Based on student performance at schools in the neighborhoods we plan to serve, we expect that many of our students will enter fifth grade with significant learning gaps. Many incoming fifth-grade students may read, write, or perform math on a second- or third-grade level, so our daily schedule and academic program are designed to provide extra time and support to close learning gaps so that students can complete eighth grade ready for success on rigorous high school pathways.

On the first day of fifth grade, every student still has four years left to prepare for the first day of high school and eight years left to prepare for the first day of college. We refuse to believe that any ten-year-old student—regardless of past performance in school—has their fate sealed when they enter fifth grade, so we work urgently to help students catch-up, then get ahead. Our two Power Hour courses, held four days per week Monday through Thursday, leverage multiple teachers per classroom and adaptive learning software to provide the personalized support each student needs. (For more detail on Power Hour, please see [“A Day in the Life of a Nevada Prep Student”](#) on pages 10–15.)

⁷ <http://magnet.ccsd.net/the-application-process/>

⁸ <http://magnet.ccsd.net/qualification-requirements/>

⁹ http://www.doe.nv.gov/Assessments/End_of_Course_Exams/

We believe that Nevada’s college and career readiness indicators cannot be significantly improved until we create more excellent middle schools. It is no surprise that 11% of Nevada students are college-ready based on the ACT, when the overwhelming majority of Nevada students enter high school without eighth grade proficiency in ELA and/or math and/or science.

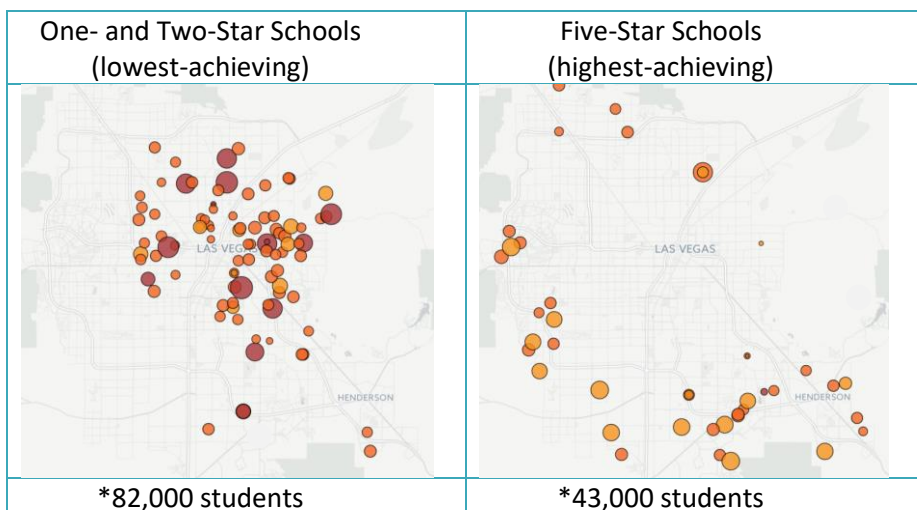


5. Public education in Clark County is not equitable.

In Las Vegas Valley, demographic and socioeconomic factors (i.e., race, ethnicity, geography, and family income) are highly-predictive of access to adequate- and high-performing schools. There are schools in Clark County that put many students on a path to success in college and career, but low-income students and students of color do not have equal access to these schools.

The two comparisons below represent, on a macro level, the local disparity in school access:

Comparison 1: Open-Enrollment (i.e. “neighborhood,” not Magnet) schools



Some headlines to note:

- There is a clear geographic distribution of high-performing schools.
- There are no open-enrollment Five-Star schools in East, Downtown, and West Las Vegas, most of North Las Vegas, or much of central Clark County, including the Maryland Parkway Corridor.
- Our traditional public schools invest more dollars per student for teacher salaries in suburban Five-Star Schools than they do for teacher salaries in urban One-Star Schools.¹⁰

¹⁰ Nevada Prep researched average teacher salary estimates based on available public data (e.g., staff lists from school websites & Transparent Nevada salary data. Four low-FRL/low-ELL suburban schools had an average teacher salary of \$48,793. Four high-FRL/high-ELL urban schools had an average teacher salary of \$52,365. Nevada Prep has archived the findings, which are available upon request.

Comparison 2: Rising Star Schools vs. Five-Star Schools

	Rising Star Schools (Bottom 5% of performance)	Five-Star Schools (Highest performance)
HS Grad Rate	49%	96%
Mean ACT Score	14.5 (roughly 10 th percentile ¹¹)	21.1 (roughly 58 th percentile)
Math Proficiency (6 → 7 → 8)	12% → 16% → 8%	44% → 43% → 28%
ELA Proficiency (6 → 7 → 8)	30% → 24% → 12%	60% → 64% → 63%
Science Proficiency	32%	74%
% White	9%	42%
% Black or Latino	84%	35%
% FRL	83%	38%

Additional headlines to note:

- Students in Five-Star Schools are twice as likely to graduate from high school than are those in Rising Star Schools.
- Even in our highest-performing schools, most students are not proficient in math.
- Even in our highest-performing schools, less than 2/3 of students are proficient in ELA.
- Students of color are overrepresented in Rising Star Schools, and underrepresented in Five-star schools, compared to overall district averages.
- Most students in Rising Star Schools do not have a competitive shot at being admitted to college, based on their ACT score.

6. Families want high-quality school options.

Through communication from more than 153 Las Vegas families as we prepared this application, we heard that parents’ dreams for their children are unique, but each dream represents a universal desire to provide the best future they can for their children. More details about community input and how it informs Nevada Prep’s school design are included in the [Community Input in School Design](#) section and in **Appendix C** of this application.

Waitlists at existing public charter schools and at magnet schools demonstrate that families want different, quality school options. Support letters from Equipo Academy and Futuro Academy (see [Appendix A](#)) describe enrollment and demand from families at each school.

7. There are schools across the country that prove what is possible for all students.

Schools like Brooke Charter Schools (“Brooke”) in Boston, MA inspire Nevada Prep. Brooke proves what is possible when a school provides excellent instruction and maintains high expectations for *all* students. Brooke students outperform students in every other MA public school district in one of the consistently highest-performing states in the country for education. Brooke serves a diverse student population¹² (75% low-income, 55% Black, 36% Latino). Nevada Prep’s vision is shaped by the time our proposed school leader spent at Brooke and other game-changing schools during the BES Fellowship.

¹¹ http://www.act.org/content/dam/act/unsecured/documents/Multiple_Choice_STEM_Ranks2016.pdf

¹² http://www.ebrooke.org/wp-content/uploads/BCS_Annual-Report_2015-2016_Two-Page-Spread.pdf

Brooke’s *special education* students outperform Boston Public Schools’ *general education* students in Math and English Language Arts (ELA). Brooke (a network of 1,500 students) had more Black students earn the top score on PARCC than did the entire Boston Public Schools system (a district of more than 54,000 students).

More details on how Brooke and other high-performing public schools inform the Nevada Prep vision for teaching, learning, school culture, operations, and family engagement of Nevada Prep are included in [Proposed School Model and Academic Plan](#) section of this application.

In January through February 2017, our proposed school leader completed a school leadership residency at Liberty Collegiate Academy in Nashville, TN. Liberty, a fifth through eighth grade school in the RePublic Schools network, launched through the BES Fellowship in 2010. Liberty inspires Nevada Prep because Liberty closes the achievement gap for its students. RePublic students on average enter fifth grade reading below a fourth grade level. By the time Liberty students enter ninth grade, on average they read above a tenth grade level.¹³ In contrast, the average middle school student at other local middle schools enters ninth grade reading below a sixth grade level.

Liberty’s approach to literacy development influences the Nevada Prep school design. For example, Liberty’s extended school day provides students significant extra time for literacy instruction and small group interventions. Liberty tracks students’ reading ability and invests students and staff in student reading growth throughout the year.

Proposed School Model and Academic Plan

Student Performance Goals

Academic Performance Goals

Goal 1: Students will demonstrate proficiency in ELA.		Comparison
Measure 1	Each year, Nevada Prep will achieve a Median Growth Percentile (MGP) of 60 or higher in reading, based on the Nevada Growth Model.	Eight Clark County middle schools have a reading MGP greater than 60.
Measure 2	Students enrolled for two or more years at Nevada Prep will achieve proficient or advanced levels on the ELA Smarter Balanced Assessment (SBA) at a rate at least 10% greater than CCSD students at the same grade level.	CCSD reading proficiency: 5 th = 51% 6 th = 41% 7 th = 46% 8 th = 46%
Measure 3	Students enrolled for three or more years at Nevada Prep will achieve proficient or advanced levels on the ELA SBA at a rate at least 20% greater than CCSD students at the same grade level.	
Measure 4	90% of students will demonstrate annual improvement sufficient to be on-track ¹⁴ for reading proficiency by the end of eighth grade, as measured by NWEA MAP.	
Measure 5	Based on Gates-MacGinitie (or another reliable assessment of reading comprehension), 80% of students will read above grade and/or will demonstrate 1.5 years of reading progress each year.	1.5 years of growth is relative to where students begin. Growth of

¹³ <https://republiccharterschools.org/our-impact-1/>

¹⁴ “On-track” is defined as making percentile improvement from one test to the next such that continued growth at the same rate would result in meeting or exceeding proficiency by eighth grade. We measure “on-track” growth targets as: (percentile required for proficiency – percentile of current score)/# of years remaining before the end of eighth grade.

Measure 6	Based on Gates-MacGinitie (or another reliable assessment of vocabulary), 80% of students will perform above grade level and/or will demonstrate 1.5 years of progress each year.	more than 1 year is necessary to close the gap for students performing below grade level.
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Goal 2: Students will demonstrate proficiency in Math.		Comparison
Measure 1	Each year, Nevada Prep will demonstrate a Median Growth Percentile (MGP) of 60 or higher in math, based on the Nevada Growth Model.	Thirteen Clark County middle schools have a math MGP greater than 60.
Measure 2	Students enrolled for two or more years at Nevada Prep will achieve proficient or advanced levels on the math SBA at a rate at least 10% greater than CCSD students at the same grade level.	CCSD math proficiency: 5th = 31% 6th = 28% 7th = 27% 8th = 15%
Measure 3	Students enrolled for three or more years at Nevada Prep will achieve proficient or advanced levels on the math SBA at a rate at least 20% greater than CCSD students at the same grade level.	
Measure 4	90% of students will demonstrate annual improvement sufficient to be on-track for math proficiency by the end of eighth grade, as measured by NWEA MAP.	

Goal 3: Students will demonstrate proficiency in Science.		Comparison
Measure 1	90% of students will demonstrate annual improvement sufficient to be on track for science proficiency by the end of eighth grade, as measured by NWEA MAP.	CCSD 8th grade Science proficiency: 57%

Goal 4: English Language Learners will demonstrate an increase in English language proficiency.		Comparison
Measure 1	ELLs enrolled for two or more years at Nevada Prep will achieve proficient or advanced levels on the reading SBA at a rate at least 10% greater than CCSD ELLs at the same grade level.	CCSD reading proficiency for ELLs: 5th = 15% 6th = 6% 7th = 7% 8th = 7%
Measure 2	ELLs enrolled for three or more years at Nevada Prep will achieve proficient or advanced levels on the reading SBA at a rate at least 20% greater than CCSD ELLs at the same grade level.	

High School and College Access Goal

Goal 5: Scholars will have high school and college preparatory experiences.	
Measure 1	100% of scholars will visit at least one high school campus and one college campus each year.
Measure 2	Each student will write a pathway to college plan that includes potential high schools to attend.
Measure 3	90% or more of students will complete a secondary school admission test (SSAT or ISEE) by spring of 8 th grade. ¹⁵
Measure 4	100% of students will complete a character/leadership assessment at least twice per year.

These goals and measures inform all aspects of our school design.

¹⁵ The school will support the costs of all testing as needed.

Weekly Schedule

Sample Weekly Schedule for a Fifth-Grade Class

	(8:00 - 8:20am)	(8:20 - 9:30am)	(9:30 - 10:40am)	(10:40 - 11:50am)	(11:50am - 12:25pm)	(12:25 - 1:35pm)	(1:35-2:45pm)	(2:45am - 3:05pm)	(3:05pm - 4:15pm)
Monday	Advisory	Literacy Power Hour	English Language Arts	Enrichment	Lunch	Math	Math Power Hour	Snack / Break	Science
Tuesday	Advisory	Literacy Power Hour	English Language Arts	Enrichment	Lunch	Math	Math Power Hour	Snack / Break	Social Studies
Wednesday	Advisory	Literacy Power Hour	English Language Arts	Enrichment	Lunch	Math	Math Power Hour	Snack / Break	Science
Thursday	Advisory	Literacy Power Hour	English Language Arts	Enrichment	Lunch	Math	Math Power Hour	Snack / Break	Social Studies
Friday	(8:00 - 8:30am) Community Circle	(8:30 - 9:40am) English Language Arts	(9:40 - 10:50am) Math	(10:50am - 12:00pm) Law & Logic	(12:00pm - 12:30pm) Lunch				

A Day in the Life of a Nevada Prep Student

Sample Monday for Fifth-Grade Student (abridged)

The sample school day below is written from the perspective of a fifth-grade student.

Time	Details
7:30am Arrival	<ul style="list-style-type: none"> My dad pulls up to the drop-off area in front of the school, and I get out of the car. A teacher at the curb tells my dad good morning, and then signals when the path is clear to pull away. I walk from the curb to a short line in front of the school entrance where the school leader is greeting every student with a "Good morning," a handshake, and a smile. The student in front of me in line forgot to tuck in his shirt, so the school leader asks him to step aside and fix his shirt before entering the building. When I arrive at the front of the line, I shake the leader's hand. He says, "Good morning," shakes my hand, and says, "You look ready to learn. Have a great day."
7:35am Breakfast & Homework Check-in	<ul style="list-style-type: none"> I enter the front door and walk to the cafeteria where calm music plays and some students are already eating breakfast. Students from my class sit at two tables near the front, and my Advisory class teacher sits at a desk next to our tables, ready to check homework. I set my backpack on the first available seat at the lunch table and then walk to the breakfast line to pick up food. I return to my seat at the table and begin eating breakfast until the student to my right finishes checking in with the teacher about homework. I leave my breakfast at the table and take my homework folder to the check-in table where I sit next to my Advisory teacher (who is also my ELA teacher). She says, "Great to see you. Ready for a great day?" I respond, hand my homework folder to the teacher, and confirm that I completed the work but that I struggled on one math problem. The teacher records on her computer that I completed my homework, tells me that I demonstrated moxie (a Nevada Prep value) for completing the difficult problem, and reminds me to ask a question about the difficult homework problem during Math Power hour today. I return to my table to finish eating breakfast, then write in my writing journal while other students finish eating. The music stops, and students clean up their breakfast area. When the tables are clean, my teacher invites us to follow her to the classroom

<p>8:00am</p> <p>Advisory</p>	<ul style="list-style-type: none"> – We enter the classroom, hang our backpacks, and sit at our tables. – Our teacher shares announcements and then asks students to share any announcements they have for the class. – Our new focus value for the month is Team, so we read and discuss the Nevada Prep value statement for Team. – Students take five minutes to organize their materials for the day and be prepared for first period, which is Literacy Power Hour for our class.
<p>8:20am</p> <p>Literacy Power Hour</p>	<ul style="list-style-type: none"> – A second teacher enters the room. During Literacy Power Hour, we always have two teachers. – Each student spends time in three different 20-minute literacy sessions.¹⁶ At least one session is led by a teacher, and the other sessions are independent work. – At the end of the class, one of my two teachers leaves the room.
<p>9:30am</p> <p>English Language Arts (ELA)</p>	<ul style="list-style-type: none"> – My teacher explains that we will continue reading the United Nation’s Universal Declaration of Human Rights (UDHR) today.¹⁷ – Students write ideas about all rights that should be included in a “universal” list, and we write to explain the rights we listed as important. We discuss our answers as pairs. – The teacher explains that even though we read the UDHR in a prior lesson we are going to reread two of the articles today to learn more about them. My teacher calls this close reading. We are going to see if any of the rights students discussed at the beginning of class are included in the real UDHR. – We work in groups of four students for the rest of class. We read and re-read articles two and three. There are some unfamiliar words and ideas we don’t understand, but our teacher asks questions that help the group figure out what the articles mean. – After we have read and discussed both articles, each student writes down one thing they learned during the discussion and then adds it to one of the charts posted in the room. – We finish the lesson by completing an “exit-ticket.” This is a one-question quiz we complete so the teacher knows if we learned what we were supposed to learn during the lesson. – A new teacher arrives and switches places with my ELA teacher.
<p>10:40am</p> <p>Enrichment</p>	<ul style="list-style-type: none"> – Today, we continue working on a Tech unit. Our focus this week is “Search Education,”¹⁸ or conducting Google searches to find the most credible information for our research. Our teacher explains that this will help us in our upcoming ELA and social studies lessons. – The teacher reminds us of the essential question for the week: “How can appropriate search terms and queries guide targeted searches?” and then asks a student to read today’s big questions, “How can I figure out the right search terms to develop a query? How are my search terms interpreted to gather information for me?” – We watch the “How Search Works” video from Google. – The teacher gives us 90 seconds to type or copy two important definitions (query and search terms) into our Search Education notes on Google Drive. – The teacher shows us an example of two different search queries for answering the same question. Students discuss which query is superior and why. – Student tables form teams for a competition. The teacher introduces a new question (“I heard there is an abandoned city in the San Francisco Bay. What is it called?”) and each

¹⁶ Literacy Power Hour is based on the Additional Language Literacy (ALL) block from EL (formerly Expeditionary Learning):

http://commoncoresuccess.ededucation.org/sites/default/files/eled-implementing_all_block-0716.pdf.

¹⁷ This example is based on a lesson from the EL fifth grade ELA curriculum: <https://www.unbounded.org/ela/grade-5/module-1/unit-1/lesson-6>.

¹⁸ This example draws from a Google Search Education lesson aligned to RI.5.3: <https://www.google.com/intl/en-us/insidesearch/searcheducation/lessons.html>.

	<p>table has two minutes to create the most efficient search query for the question (e.g., “ghost town San Francisco Bay”).</p> <ul style="list-style-type: none"> – Each group receives a new, unique question to answer. Groups are responsible for creating a query, finding the answer to the question, and documenting lessons learned from the practice or the “How Search Works” video (e.g., “Keep it simple. Describe what you want in as few terms as possible.”). – Each group shares its question and answer with the class. – The teacher explains that students will practice more complex searches and will learn more about how queries work tomorrow. – We put our computers away, and leave our math materials on our desks (whiteboards, notebooks, and pencils) so we are ready for class after lunch. Then, we line up at the classroom. – * Enrichment is where students have choice time to pursue focuses such as Spanish, Piano, and more advanced Coding, but the first trimester of fifth grade is divided between athletics and onboarding students to use the Tech they will use in all classes (i.e., Google Apps, Internet searches, keyboarding, introductory computer science for Algebra and Science).
<p>11:50am Lunch</p>	<ul style="list-style-type: none"> – In the lunchroom, we follow the same procedures we followed to picking up our breakfast. Each student walks through the line, picks up a meal and a drink, and then enters our student number on keypad at a computer at the end of the line. – In the lunch room, music plays quietly and students remain silent until everyone has their lunch so it easier for adults serving lunch to talk to students. This is a normal day, so we sit with our classmates. To be polite, we do not start eating until everyone at the table has picked up their lunch. – After all students have picked up lunch the music turns off and we talk with our classmates in a “restaurant” voice which means we are loud enough to hear each other but not so loud that we disturb other people’s conversations. – Our teachers want us to build relationships with many students, so they encourage us to not sit by the same friends two days in a row. – Teachers encourage us to use the bathroom during lunchtime when possible, so we do not need to go during class time. – Three minutes before the end of lunch, music starts playing again, and one of the teachers in the room says, “Three minutes,” which means we have three minutes to make sure our table area is clean. – Math is our next class, so our math teacher enters the lunch room. He looks around our table, confirms the area is clean, and gives us a thumbs-up. Then he asks us to stand up and walk back to our classroom.
<p>12:25pm Math</p>	<ul style="list-style-type: none"> – A Do Now is projected on the board: “Use cubes to model and find the volume of the rectangular prism below: (with a picture of a 2 x 3 x 5 prism). Be ready to explain your answer to your table partners.” – After the Do Now, the teacher explains that we have learned different strategies to calculate volume over the past three lessons, and today we are using the strategies as tools to solve problems based on real world situations. He reminds us to look at a poster with three steps: 1. Draw a model. 2. Calculate the solution, and write a statement. 3. Assess the solution for reasonableness. – We have four practice problems today; our teacher explains that the problems are complex, and we are going to draw models and write sentences to explain our thinking. He reminds us that finding the right answer is nice, but we also need to know why and how we found our answer.

	<ul style="list-style-type: none"> – For problem #1, we all spend five minutes working on the problem with a partner. Then, the teacher asks one pair of students to teach the class how they solved the problem. Students have time to ask questions and give feedback to the presenters. The teacher confirms that the presenters solved the problem correctly, using an efficient strategy. – Students have the rest of the class to solve the rest of the problems. We can work with our table partners to solve problems #2 and #3, but we solve problem #4 on our own. The teacher projects a timer on the board so we know how much time is left for practice. As we work, the teacher stops at each table to discuss the work with students. – When the timer ends, we have a class discussion. We discuss the correct answers to the four questions, what challenges we faced, and what we learned from solving all four problems. – After the discussion, our teacher sets a three-minute timer for us to answer one final question: “A storage shed is a rectangular prism and has dimensions of 6 meters by 5 meters by 12 meters. If Jean were to double these dimensions, she believes she would only double the volume. Is she correct? Explain why or why not. Include a drawing in your explanation.”¹⁹
<p>1:35pm</p> <p>Math Power Hour</p>	<ul style="list-style-type: none"> – A second teacher enters, because we always have two teachers during Power Hour. – The classroom is set up like Literacy Power Hour. Our math teacher projects a screen that shows which of the three stations (digital learning, independent work, and problem-solving station) students should work at first. He says, “Let’s be at our stations working in 30 seconds.” – My group is assigned to start with digital learning first: we quickly retrieve our Chromebooks from the charging shelf in the back of the room. We see that we will work at the problem-solving station with our math teacher next and finish with independent work. – Students in my group log in to iReady math and begin working on online lessons assigned to us. Because every student has different needs, our work all looks different at this station. – We learn and practice solving problems for almost 20 minutes when the second teacher says, “30 seconds.” We know that means it is time to log off, and put our computers away. At the end of the 30 seconds, our teacher says, “Switch,” and my group moves to the problem-solving station with our math teacher. – At the problem-solving station, our math teacher shares that we are going to discuss a volume concept that all students in our group struggled with in the prior lesson. Our teacher reviews the correct answer for the exit ticket question with which our group struggled. Then, he asks us to read a poster with a new problem about the same concept: “A box that is 2 centimeters high, 3 centimeters wide, and 5 centimeters long can hold 40 grams of clay. A second box has twice the height, three times the width, and the same length as the first box. How many grams of clay can it hold?” – First, the teacher asks us to reread the problem carefully. He then asks us questions like, “What are the units of measure in the problem? Why does it matter that we have centimeters and grams in the same problem? What is another way you could calculate the volume of the box, without using grams?” – Next, he asks all of us to use snap cubes to model and solve the problem. He asks us questions like, “If the second box has three times the width, how wide is it?” to help us make a correct model.

¹⁹ This sample math lesson is based on the Eureka Math Grade 5, Module 5, Lesson 7, available at www.UnboundEd.org.

	<ul style="list-style-type: none"> – After we all create a model, the teacher asks us how we can determine how many grams of clay the new model can hold using the model. – The teacher tells us to keep our models to look at while we solve the problem arithmetically (by writing the numbers on paper). – The teacher reviews the answer with us and then asks us to try one final problem on our own. He gives the same problem with a slight difference: “A box that is 2 centimeters high, 3 centimeters wide, and 5 centimeters long can hold 40 grams of clay. A second box has twice the length, three times the height, and the same width as the first box. How many grams of clay can it hold?” – We review the final problem as a group and hear our second teacher say, “30 seconds.” – My group hands our work to the teacher, thanks him for working with us, and moves to the independent work station as soon as we hear, “Switch.” – At the independent work station, a variety of blocks and cubes are available. I take out my copy of the independent work sheet for the week and begin solving volume problems. The instructions tell me to solve each problem arithmetically, using addition or multiplication, but that I can use any of the blocks to model problems or check my answers. – When I am stuck on a problem, after trying to solve it in two different ways, I raise my hand and our second teacher comes to help me. Near the end of the 20-minute station, I believe I have all the answers correct, so I ask our second teacher to look over my work. He confirms that all my answers except for one are correct, and then he directs me to re-try the problem. Once I model the problem again using a drawing, I realize my mistake and correct it. – The second teacher gives another “30 seconds” reminder, so my group packs up our math materials and clears our desks for snack and break. – Both math teachers leave the room as soon as our science teacher arrives.
<p>2:45pm</p> <p>Snack & Break</p>	<ul style="list-style-type: none"> – Our science teacher turns on CNN Student News, and then selects two students to pass out snacks. – Students who need to use the restroom raise their hand and the teacher excuses them quietly throughout the break. – When the news ends, the teacher tells us we have five minutes to talk with each other about stories from the news or anything else, finish our snacks, and clean up any trash from snack. – For the final five minutes of break, all students complete a Chair Yoga session. – At the end of Chair Yoga, the teacher directs students to prepare for science by taking out the materials on the list projected on the wall.
<p>3:05pm</p> <p>Science</p>	<ul style="list-style-type: none"> – We start the lesson with a Do Now on the board: “Review the ‘Miracle of Water’ article from your homework. Be prepared to share two of your annotations with your table partners.” The timer on the projector counts down from 90 seconds. – After the timer turns to zero and beeps, the teacher asks us to share our annotations with our table partners. Then, the teacher calls on three students to share with the class. – The teacher explains that we will observe an experiment today, and our objective is to describe the process we observe, in writing, as accurately as we can, using the vocabulary of matter we have learned over the past three lessons.

	<ul style="list-style-type: none"> – The teacher selects student volunteers to complete a demonstration for the whole class using a distillation apparatus.²⁰ – We discuss the process in our teams, and then as a whole class. – The teacher directs us to complete the “Demonstration #2: Distilling Water” notes in our science journal. The notes include diagrams and space to write sentences. – When my table has a question about the experiment, the teacher invites us up to the distillation apparatus to observe the experiment one more time. – At the end of the lesson, the teacher gives every student a small strip of paper to answer one key question from the lesson: “How does the distilling water experiment verify that liquid water and water vapor are two different states of the same substance?” She tells us we can use our notes as much as we want, but we need to write the answer without help from our table partners because she wants to know how much we learned during the lesson. – Because this is our last class of the day, we pack up from the lesson, and then we pack our bags, double checking that we have our homework and our reading books with us.
<p>4:15pm</p> <p>Dismissal</p>	<ul style="list-style-type: none"> – Our teacher instructs students who walk home from school to line up first. Students who ride home in cars line up next. – We walk in a single file line to the front door of the school. The hallways are busy at the end of the day, but walking in line helps us move quickly without running into anyone. – Students who walk home are dismissed when they get outside. The rest us wait in a line with our teacher until our ride pulls up. <p>(A specific, safe, and efficient dismissal procedure will be developed based on the restraints and space of our school facility.</p>

Principles of School Design

We learn from schools that consistently close the achievement gap.

During the past year, Nevada Prep’s proposed school leader David Blodgett has been trained in the BES approach to school design, through the BES Fellowship. The BES Principles of School Design²¹ are based on proven practices that have been utilized in schools across the country with documented success in closing the achievement gap.

As of 2016–17, there were “106 [BES] schools in 26 cities across 15 states and Washington, DC, educat[ing] 27,293 students.”²² The table below summarizes the demographics of BES schools as-a-whole.

	All U.S. Public Schools	BES Schools
Low-income	52%	84%
English Language Learners	10%	13%
Special Education	13%	15%
Black	16%	47%
Hispanic	25%	36%
Other	59%	17%



BES Schools serve a higher-need student population.

BES schools serve more students of color.

²⁰ This sample Science lesson is drawn from Michigan State University’s Matter & Molecules curriculum, available at <http://ed-web3.educ.msu.edu/reports/matter-molecules/>.

²¹ <http://buildingexcellentschools.org/bes-approach/bes-principles-of-school-design/>

²² <http://buildingexcellentschools.org/about/results/>

“On average, BES schools outperformed their districts by 12 percentage points in English language arts and 18 percentage points in math.”²³

Principles of Academic Achievement

- a. Student learning is a direct reflection of the quality of instruction.
- b. Great teaching is learnable, and it requires a lot of practice.
- c. Rigorous curriculum, created with college and career readiness in mind, is a powerful tool for an effective teacher.
- d. Students need extensive time and practice to develop enduring skills. Strategic, consistent assessment allows for optimal instruction and maximum impact on student growth.
 - This does not mean we believe in *more* testing, in all cases. Every assessment students take provides purposeful data we use to measure learning and make smarter instructional decisions.

Principles of Student Leadership Development

- a. Every student should know that high school, college, and a fulfilling career are attainable.
- b. Strong values and ethics are crucial for long-term academic success, so we track student leadership growth like we track academics.
- c. Leadership development is more than a behavior management system, but it is important to maintain, enforce, and track high expectations for student behavior.
- d. School and family form a crucial partnership for students’ leadership development.

Structure can create a positive, safe, efficient school environment.

“Children cannot learn in chaos.” – Dr. Lorraine Monroe

In Nevada Prep’s online community input survey, 83% of respondents agreed with the statement “Students learn best in a structured school environment.” Another 13% of respondents were “unsure.” In our focus groups with high school students, multiple participants articulated that bullying was a significant concern in middle school that was often left unaddressed.

Student independence is critical to Nevada Prep’s high school and college prep mission. We strategically increase student independence from fifth to eighth grade so that students are set up to be successful in a high school environment that requires a high degree of self-advocacy and responsibility. To ensure students are safe and that students and teachers can focus on teaching and learning, we institute structures and procedures throughout the school day. We believe that a structured environment supports our efforts to develop student independence.

Below are five examples of structure at Nevada Prep:

1. **Professional dress expectations (students):** Students and families receive clear expectations for how all students at Nevada Prep will dress on full school days (i.e., Nevada Prep polo shirt, khaki pants/shorts/skirt, and shoes without lights or wheels) prior to enrolling. All students receive one free Nevada Prep polo shirt upon enrollment and can purchase additional shirts at the school’s cost. Upon arrival each school day,

²³ <http://buildingexcellentschools.org/2015-report-card>.

students will receive a warm greeting from at least one staff member. During this greeting, staff will identify any students who do not meet professional dress expectations and take steps to ensure that each student meets expectations before entering the classroom.

2. **Professional dress expectations (staff):** Teachers have an important responsibility to build appropriate relationships with and become positive role models for students. Teachers will model professional dress daily. Accepting an offer of employment includes agreeing to clear professional dress expectations provided in writing and with photographic examples in the staff handbook.
3. **Silent breakfast and reflection time every morning:** During breakfast, students eat silently while listening to music. If they finish eating earlier their peers, they write silently in their writing journals. This calm beginning to the school day serves two purposes. First, it allows students to enter a safe, predictable space regardless of any challenges they face before arriving at school. Second, it allows teachers to quickly and efficiently check-in with every student each morning about homework and to identify who may need extra support or encouragement before beginning their academic classes.
4. **Consistent tracking of students' non-academic performance:** Academic achievement and student leadership development are parallel priorities named in Nevada Prep's mission statement. Therefore, we plan for, track, assess, and communicate with families regularly about students' leadership growth and behavior as we do with academic growth. For example, every student begins each class period with a fresh start and a "neutral" impression score²⁴. Students will be recognized for making professional impressions and corrected for making unprofessional impressions. Students' impressions in each class will be recorded digitally, and the resulting data will be included on the bi-weekly progress report sent home to families. Data on students' professionalism will be used to determine incentives and privileges. Students also reflect weekly on their professionalism data and how they can set personal improvement goals.
5. **Time-saving classroom procedures:** Because students will have up to five teachers during a school day, Nevada Prep institutes common schoolwide procedures for activities that recur throughout the year. For example, common language and expectations for taking out and putting away computers may save an extra 1–2 minutes during a class period. With every minute of instruction sacred, we recognize that saving **1–2 minutes** on a single procedure that occurs multiple times per day means creating an extra **20 hours** or more of student learning across the whole school year. During Nevada Prep's summer professional development, teachers learn and practice time-saving procedures so that all staff can execute them with students beginning on the first day of school.

Nevada Academic Content Standards (NVACS)

Nevada Prep believes the NVACS are important standards that represent progress toward college and career readiness. We adopt assessments and curriculum that are built on the NVACS, including the following: English Language Arts (Common Core); Literacy in History/Social Studies, Science, and Technical Subjects (based on Common Core); Mathematics (Common Core); Science (Next Generation Science Standards); Social Studies (Nevada Standards).

Beginning in summer professional development, Nevada Prep teachers receive extensive training on the NVACS, especially the Key Shifts in ELA and Mathematics.

²⁴ Nevada Prep's approach to behavior tracking is influenced by Brooke Charter Schools' professional/unprofessional tracking system, described in greater detail in Brooke's Student & Family Handbook: http://www.ebrooke.org/wp-content/uploads/Student-Family-Handbook-K-8-English_2016-2017.pdf.

Focus on English Language Arts

ELA = Communication

Regardless of which college major or career path students eventually choose, they will need to be able to communicate effectively to be successful. ELA includes the critical life skills of Reading, Writing, Speaking, and Listening. Based on neighboring, public school data, we anticipate that more than 2/3 of our incoming students will perform below grade level—in some cases far below grade level—in ELA. Our most important academic priority is to catch students up to grade-level ELA proficiency as quickly as possible and to ensure that every student completes eighth grade with at least eighth-grade proficiency in ELA and the reading ability to access complex high school texts.

Literacy in All Subjects

Because our goal is that our students will attend and succeed in rigorous high schools and colleges, we must expose students to a rich variety of science and social studies content. However, our primary responsibility to students is to ensure they enter high school with strong language and literacy skills. To address both needs simultaneously, all students enroll in literacy-rich science and social studies courses in every grade at Nevada Prep.

Nevada Prep’s daily schedule provides students extensive opportunities to master ELA standards every day. For example, fifth and sixth grade students build ELA skills in the following five courses:

Course	Frequency	Overview	Learning Standards
English Language Arts	Mon–Fri 60 min/ day	Led by one core teacher, with push-in Special Education support as needed, students read and discuss rigorous grade-level fiction and nonfiction.	NVACS: ELA ²⁵ (Reading, Writing, Speaking & Listening, and Language)
Literacy Power Hour	Mon–Thu 60 min/ day	Led by two core teachers, with push-in Special Education support as needed, students receive differentiated support, based on assessment data, for targeted reading and writing growth. Instruction is a combination of the following: teacher-led small groups, teacher-led one-on-one instruction, computer-adaptive learning, and independent extension work.	NVACS: ELA (Reading, Writing, and Language)
Social Studies	Mon–Thu 60 min/ day	Led by one core teacher, with push-in Special Education support as needed, students receive grade-level history, multicultural, civics, geography and economics instruction through a literacy-rich approach to social studies. Daily, students read complex texts. Teachers assess student mastery of literacy skills and social studies content. Social Studies includes a focus on News Literacy.	NVACS: Literacy in History/Social Studies, Science, and Technical Subjects NVACS: Social Studies
Science	Mon–Thu 60 min/ day	Led by one core teacher, with push-in Special Education support as needed,	NVACS: Literacy in History/Social Studies, Science, and Technical Subjects

²⁵ Nevada Academic Content Standards (NVACS) for ELA are the Common Core State Standards.

		students receive grade-level science instruction with a focus on rigorous nonfiction texts. Teachers assess student mastery of literacy skills and science content.	NVACS: Science ²⁶
Law & Logic	Fri 60 min	Led by one core teacher, with push-in Special Education support as needed, students read, discuss, and write about a real-life legal case (from the thinkLaw curriculum).	NVACS: Literacy in History/Social Studies, Science, and Technical Subjects NVACS: Social Studies (Civics)

Common Core Key Shifts in English Language Arts

All ELA courses are aligned to state and national standards. In ELA and our literacy-rich science and social studies courses, teachers will focus deliberately on the Key Shifts of the Common Core: (1) Regular practice with complex texts and their academic language; (2) Reading, writing, and speaking grounded in evidence from texts, both literary and informational; and (3) Building knowledge through content-rich nonfiction.²⁷ Professional development, weekly feedback, and coaching cycle will build teachers’ ability to implement the Key Shifts in their instruction.

Focus on Mathematics

Math = Reasoning & Critical Thinking

Math is fun, powerful, and interesting. We are determined to create math classrooms where even students who previously thought they were bad at math or did not like math, can excel.

For Nevada Prep, the math classroom is a place where students think logically, solve difficult problems, and articulate conceptual understanding. Our vision for math instruction, aligns closely with the Brooke’s Elements of An Effective Math Lesson, in which **students engage in the struggle**. Teachers require students to think logically and use flexible strategies. Discussions progress logically, following a plan that demonstrates deep content knowledge and emphasizes connections between strategies and between content topics. Misconceptions are anticipated, addressed, and corrected. All students are engaged throughout the lesson; they are engaged in the work, engaged in learning from others, and engaged in monitoring, articulating, and refining their own thinking.

By the end of the lesson, students are aware of what they should have mastered (what the point of the lesson was) and whether they mastered it; the teacher knows who did and who did not master it. The teacher addresses lingering misconceptions, either during class or at a later time.

Algebra I by Eighth Grade

We will provide Nevada Prep students the option of entering college on the same level as math students from the highest-performing schools. Therefore, our course progression includes Algebra I for all students in eighth grade. This puts all students on track to enroll in advanced math courses in high school (e.g., Geometry → Algebra II → Pre-Calculus → AP Calculus/AP Statistics). Nevada Prep students in all grades have two full 70-minute math periods each day (M–Th) and one 70-minute math period on Friday. In fifth and sixth grades, students attend Math Power Hour four days per week, with an intensive focus on personalized support to accelerate student

²⁶ Nevada Academic Content Standards (NVACS) for Science are based on the Next Generation Science Standards (NGSS).

²⁷ <http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/>

learning.²⁸ In seventh and eighth grades, students attend math Power Hour two days per week. The two other supplementary math blocks shift focus in seventh and eighth grades; Instead of Power Hour, students attend two additional core math periods to facilitate the “Accelerated Traditional Pathway”²⁹ that prepares students to complete Algebra I in eighth grade.

Common Core Key Shifts in Mathematics

All Math courses are aligned to state and national standards. Our evaluation of math curriculum and our approach to math instruction reflect a commitment to the Key Shifts in Mathematics, which are: (1) Greater focus on fewer topics; (2) Coherence: Linking topics and thinking across grades; and (3) Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity.³⁰

Science

At Nevada Prep, Science is a literacy-rich class that provides students opportunities to read complex texts, apply math concepts, and make and test hypotheses. Science curriculum will be built on high-quality resources such as the Earth Science modules from EL Education and Code.org’s “CS in Science” resources.³¹ We evaluate all science resources and assessments based on alignment to the NGSS and the standards for Literacy in History/Social Studies, Science, and Technical Subjects.

Social Studies

At Nevada Prep, Social Studies is a literacy-rich course that provides students opportunities to read complex texts, engage in multiple styles of writing, and engage in rigorous academic debate. We value all disciplines in the Nevada social studies standards, but we place a special focus on the field of News Literacy. News Literacy “teaches [students] that all information is not created equal. It helps young people use the aspirational standards of quality journalism to determine what they should trust, share and act on. It also fosters an understanding of the importance of the First Amendment and a free press in a democracy, especially the watchdog role.”³² We evaluate all Social Studies resources based on alignment to the Nevada Social Studies Standards and the standards for Literacy in History/Social Studies, Science, and Technical Subjects.

Student Leadership Development

Our mission names two parallel points of focus: academic achievement and leadership development for students. We believe that students need more than academic skills to succeed in high school, college, and life, so we deliberately teach, monitor and assess students’ character development. In our physical space, there will be visible reminders of our Nevada Prep values: Team, Moxie, Integrity, Advocacy, Leadership, and Joy. Teachers will receive explicit training and coaching on how to frame praise and corrections in terms of our values. In our Advisory period each day, teachers engage in discussions with students about one focus value. Students set personal goals around their own personal leadership development and then reflect on those goals weekly. Students’ progress in

²⁸ All courses, including Power Hour courses are scheduled for 70 minutes in the Nevada Prep schedule. Multiple core curriculums we are evaluating include lesson plans for a recommended 60-minute period. We scheduled 70-minute periods to allow time for transitions, brain breaks, and explanation of homework related to the lesson, while protecting a full 60-minutes for lesson content.

²⁹ The “Accelerated Traditional Pathway for the Common Core State Mathematics Standards” is outlined on pages 82–116 of [Appendix A](#) to the Math CCSS: http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf.

³⁰ <http://www.corestandards.org/other-resources/key-shifts-in-mathematics/>

³¹ <https://code.org/curriculum/science>

³² Our approach to News Literacy is closely aligned with the work of the News Literacy Project, a national nonprofit organization: <http://www.thenewsliteracyproject.org/about/our-mission>.

leadership development is reported alongside their academic progress on the bi-weekly progress report sent home to families.

Structures, routines, rituals, and experiences support students’ leadership development. For example, every Friday, we hold a community circle to celebrate students for their academic growth and particularly strong examples of student leadership. Through visits to colleges, high schools, and workplaces, we support students’ in their ability to develop a vision for their future and set goals to make it a reality.

Assessment to Drive Student Learning

Assessment Philosophy

- a. Separate the role of “coach” (the school) and “referee” (the assessment writer).
 - o Whenever possible, Nevada Prep adopts rigorous, externally-created assessments. Nevada Prep identifies expert-created assessments that represent true mastery of the standards, and then we backwards plan to ensure that our instruction prepares students for the rigorous assessments we have chosen.
- b. Assess everything that is mission-critical.
 - o Our mission describes a focus on academic achievement and a focus on leadership development for students. We have a multi-tiered assessment strategy to optimize academic achievement. We also assess students’ leadership development because we believe doing so accelerates students’ leadership growth. Our assessment system is described in more detail below.
- c. Assess students as often as necessary, but not more often than necessary.
 - o Instructional time is valuable, so there is a specific purpose for every assessment Nevada Prep administers. Teachers and school leaders will be able to articulate how the results of each assessment inform teaching, learning, or operations.
- d. Invest students and families in the *why* of assessment.
 - o Joy is a core value at Nevada Prep. We are passionate about learning, and we celebrate success. In communication with students and families, Nevada Prep will share context on how assessments allow the school to recognize students’ growth, and teachers to make plans to better educate students. Rituals and routines, such as community circle every Friday morning, will include public recognition based on students’ performance on assessments.

Assessment System

The table below is a condensed summary of Nevada Prep’s assessment system.

Assessment	Description & Rationale
Summative Assessment Smarter Balanced Assessment Consortium (SBAC)	<p>Summative SBAC assessments demonstrate what students should know and be able to do by the end of each school year. Student performance on SBAC is ultimately how Nevada Prep will demonstrate its ability to fulfill the promises it makes to the State of Nevada. SBAC scores are the inputs Nevada DOE will use to calculate proficiency levels and growth measures (the two primary inputs in Nevada Prep’s School Performance Framework (SPF) rating).</p> <p>We use summative assessment materials (e.g., practice tests and sample questions) extensively in teacher professional development to ensure all staff have an accurate vision of the rigor expected on the high-stakes test. Students will use computers extensively during the year and will be exposed to the SBAC</p>

	<p>interface so they can fully demonstrate their learning on SBAC without technical limitations.</p> <p>Nevada Prep’s governing board, led by the board’s Academic Achievement Committee, will analyze summative assessment data as a key component of the school leader’s annual performance evaluation.</p>
<p>Interim Assessments</p> <p>Achievement Network (ANet) (or other rigorous interim assessments)</p>	<p>“In effective data-driven instruction, the most important tests are <i>interim assessments</i>: formal written examinations taken at six- to eight-week intervals during the school year.”³³</p> <p>Nevada Prep will administer interim ELA and math assessments quarterly to measure students’ progress toward grade-level mastery. Following each interim assessment testing day, Nevada Prep’s calendar includes a staff-only professional development day during which teachers and leaders analyze interim data for purposes including: identify skills/standards that need large scale re-teaching; monitor performance of student subgroups; form and modify small groups for targeted interventions; and identify teachers who need increased coaching/support based on student performance.</p> <p>In alignment with Nevada Prep’s philosophy of adopting rigorous externally-created assessments, we anticipate partnering with a vendor such as ANet that has provided interim assessments to more than 700 schools, and is supported by rigorous third-party research that identifies significant gains in ANet partner schools.³⁴</p>
<p>Norm- Referenced Assessments</p> <p>NWEA MAP</p>	<p>NWEA MAP is a national norm-referenced test, meaning it allows Nevada Prep to compare student performance and growth to peers from across the county. NWEA MAP provides data and reports that support teachers in multiple ways, including the following: setting student growth goals and tracking progress toward growth goals, isolating academic skills for small-group interventions, and predicting end-of-year proficiency and ACT college-readiness benchmarks.</p>
<p>Mid-Unit and End-of-Unit assessments</p> <p>Included with adopted core curriculum</p>	<p>One of Nevada Prep’s primary considerations when adopting a core curriculum, is the quality and rigor of the unit-level assessments. As Nevada Prep evaluates curriculum, we look closely at the unit assessments and analyze two questions: (1) Do the unit assessments allow students to demonstrate mastery of skills students will be expected to master on the SBAC summative assessment? (2) Do the unit assessments meet or surpass the rigor of the SBAC summative assessment?</p> <p>Unit assessments are critical because they allow teachers to measure mastery through a variety of different formats (e.g., multi-paragraph essays, multiple choice questions, complex, multi-step math projects, etc.). Unit assessments allow teachers to evaluate the extent to which lesson-level instruction leads students to mastery of unit goals/objectives. Unit assessment scores comprise a significant part of students’ grades, so that data plays an important role in communicating student progress with families.</p>

³³ Bambrick-Santoyo, Paul, *Driven by Data: A Practical Guide to Improve Instruction* (San Francisco, CA: Jossey-Bass, 2010).

³⁴ Harvard’s Center for Education Policy Research conducted a randomized control study funded by a prestigious i3 (Investing in Innovation) grant from the DOE. They found that when schools have the right basic conditions in place and partner with ANet, they achieve six months of additional learning over a two-year period. Full study is available at <https://cepr.harvard.edu/achievement-network-evaluation>. ANet summary available at <http://www.achievementnetwork.org/impact/>.

<p>Lesson-Level Assessment</p> <p>Based on adopted core curriculum</p>	<p>Each lesson at Nevada Prep is based on one or more learning objectives and key points. Lesson-level assessment allows teachers to monitor which students master an objective on a given day. Teachers analyze lesson assessment results during their preparation periods each day so that trends and concerns are identified within one day of the lesson. Teachers use lesson assessment data to inform plans for re-teaching and support during Power Hour classes.</p>
<p>High School Admission Tests</p> <p>SSAT Or ISEE</p>	<p>Nevada Prep is driven by the fact that a student’s decision about which high school path to pursue represents a critical life juncture. Therefore, we implement systems that increase students’ access to as many excellent high school opportunities as possible. Preparing students early for the SSAT or ISEE ensures that students who decide to apply for a selective school are prepared to meet the admission requirements.</p> <p>Even though not all students will need to use their SSAT or ISEE score, these exams are valuable tools to increase the rigor of instruction at Nevada Prep³⁵ and to reinforce a culture where students consider <i>all</i> high school options.³⁶</p>
<p>English Language Proficiency Assessment</p> <p>WIDA testing (e.g., WIDA ACCESS and WIDA ACCESS 2.0)</p>	<p>Nevada Prep expects to serve a large number of ELLs each year, so WIDA provides one valuable form of data we use to gauge the effectiveness of our instruction for ELL students. WIDA testing is mandatory in public schools in Nevada, and Nevada Prep administers all WIDA assessments adopted in Nevada for each school year.</p> <p>Nevada Prep sets goals to increase students’ English proficiency and to ultimately help students exit the state’s ELL designation based on WIDA performance.</p>
<p>Character/ Leadership Assessment</p>	<p>Leadership development is an explicit focus of Nevada Prep’s mission. Quantitative and qualitative data from this assessment will allow students to set meaningful goals, and will enable teachers to engage in data-driven conversations with students about leadership development.</p> <p>During the Planning Year, Nevada Prep will evaluate existing assessments such as the Character Skills Assessment, and may partner with an external expert to create a tool similar the Character Growth Card³⁷ used at KIPP schools, but tailored to Nevada Prep’s values: Team, Moxie, Integrity, Advocacy, Leadership, and Joy.</p>
<p>Family Surveys</p>	<p>This survey allows us to measure how effectively we implement our family engagement plan. We use results from the survey to determine how we can improve parent communication and which topics we can address during family meetings to increase mission alignment between families and school. We also use this data to correct any logistical issues that were not raised through other communication with families.</p>

³⁵ To illustrate the academic expectations of ISEE, one may consider the following vocabulary students are required to master based on the sample test questions provided online: chagrin, parsimonious, simulate, feign, rouse, voracious, etc. (Sample items are accessible at <http://isee.erblearn.org/guide.aspx>)

³⁶ The school will support testing costs as needed.

³⁷ <https://characterlab.org/measures>

Student Information System (SIS)

Infinite Campus

Nevada Prep will adopt Infinite Campus as its primary SIS. Infinite campus is the SIS used throughout Clark County School District. We are committed to the privacy and security of student data, so our budget includes IT consulting to ensure our data management and security systems are strong. Our professional development plan includes training from Infinite Campus for all school staff.

Curriculum

As a startup school, we know time is our most valuable and most scarce resource. We are committed to adopting a high-quality, open-source curriculum for core ELA and Math courses, rather than developing core curriculum in-house. Doing so will allow teachers to invest their valuable planning time in the following areas:

- Intellectual preparation—including practice—to execute lessons effectively
- Communicating with families about student progress
- Analyzing student data rapidly to make targeted small-group lesson plans to meet a variety of student needs in Power Hour classes

In-Depth Review of Specific Curriculum Products During the Planning Year

We are encouraged by large-scale collaboration and sharing of curriculum. With schools in 42 states plus Washington D.C., teaching to the same Common Core standards, there are more options than ever for college preparatory Open Educational Resources (OER).

In the past six months alone, promising new curricula have been announced or released. Additional new curricula will be published for the 2017–18 school year. After reviewing sample resources from multiple curricula, we intend to conduct a detailed review as an early Planning Year priority, with decisions by December 31, 2017. Below is a sample of curricula we will include in our review:

ELA Curricular Samples

Publisher/ Creator	Details
EL (formerly Expeditionary Learning)	<p>EL’s ELA curriculum was published on EngageNY.org, and has been downloaded 8 million times.³⁸ External reviews such as EdReports.org rate the curriculum highly for both usability and alignment to CCSS.³⁹</p> <p>At the time of this application, EL is developing an updated version of the curriculum (for K–5 only) in partnership with Open Up Resources. The updated curriculum will include enhanced digital resources, additional supports for ELLs and students with special needs, and could potentially be used for fifth grade at Nevada Prep.</p>
Wit & Wisdom	<p>Published in fall 2016, Wit & Wisdom is an opensource curriculum from GreatMinds.org that earns top ratings and “meets expectations” for every criterion evaluated by EdReports.org in Grades 5–8.</p>

³⁸ <https://eleducation.org/news/el-education-partners-with-open-up-resources-to-offer-its-highly-rated-oer-english-language-arts-curriculum>

³⁹ <http://www.edreports.org/ela/reports/series/engage-ny.html>

Achievement First	Achievement First, a three-state network of public charter schools, outperforms its respective states and districts in math and ELA. ⁴⁰ Achievement First actively shares its full core curriculum for math, ELA, and other subjects. ⁴¹
Success Academy Charter Schools (Success Academies)	Success Academies are a network of high-performing New York City public charter schools that announced in June 2017 the publication of their full THINK Literacy curriculum for free use. ⁴²

Math Curricular Samples

Publisher/ Creator	Details
Eureka Math	Eureka Math K–8 curriculum was published on EngageNY.org in 2012 and was downloaded 13 million times. ⁴³ Eureka Math is the highest rated K–8 math curriculum on EdReports.org—including 30 popular, predominantly fee-based curricula.
Illustrative Mathematics	Illustrative Mathematics piloted a 6–8 curriculum in the 2016–17 school year, with Open Up Resources. The full curriculum was released July 28, 2017; the full opensource curriculum is published online.
Achievement First	See Achievement First in the ELA curriculum table above.
Success Academies	See Success Academies in the ELA curriculum table above.

Meeting the Needs of All Learners

Response to Intervention (RtI)

We will implement a three-tiered RtI framework to continually monitor student progress and provide the academic and behavioral supports each student needs. An overview of the RtI framework is provided in the table:

Support	Description	Recipients
Tier 1	<ul style="list-style-type: none"> – School leader observes and evaluates whole-class instruction. – Teachers receive weekly coaching/feedback/PD to ensure Tier 1 instruction meets the needs of as many students as possible. – All students take common assessments (e.g., interims and unit assessments) to provide data on which students are meeting standards and which students need targeted support. – School monitors all students’ performance following assessments (e.g., on data days following interim assessments AND during Friday PD days following unit assessments). – Teachers monitor student daily assessments to identify whole-class needs. – Teachers make instructional plans and implement strategies to better meet unique needs of students during whole-class instruction. 	All students
Tier 2	<ul style="list-style-type: none"> – Teachers gather additional data about students who are not successful in one or more areas after receiving Tier 1 supports. – School develops an Intervention Plan for each student in need of Tier 2 supports; plan describes the data to be collected and goals for student progress. 	Students who are not successful after receiving Tier 1 supports

⁴⁰ <http://www.achievementfirst.org/results/across-achievement-first/>

⁴¹ <http://www.achievementfirst.org/opensource/>

⁴² Additional context about Success Academies’ academic results and THINK Literacy Curriculum are available at <http://www.successacademies.org/press-releases/success-academy-launches-national-education-institute-sharing-literacy-curriculum-with-educators-across-the-country/>.

⁴³ <https://www.greatminds.org/faq/what-is-the-relationship-between-engageny-and-eureka-math.>

	<ul style="list-style-type: none"> – Teachers provide specific, evidence-based interventions based on student needs; these supports (e.g., one-on-one, small group, or adaptive software) largely occurs during Literacy Power Hour and Math Power Hour classes. – Tier 2 support and monitoring end when students meet the goals of the Intervention Plan. 	
Tier 3	<ul style="list-style-type: none"> – School revises Intervention Plan to provide increasingly intensive, frequent, and personalized support. – If family and/or school staff suspects the student may have a specific learning disability, the student may be referred for a special education evaluation. – Tier 3 support and monitoring end when students meet the goals of the Intervention Plan. 	Students who receive a Tier 2 Intervention Plan but do not meet the goals therein

Serving Students with Special Needs

As a public school responsible for providing an excellent education to every student, Nevada Prep is aware of and committed to the following responsibilities:

- a. Identifying children with suspected disabilities;
- b. Evaluating children with suspected disabilities to determine if they need special education services;
- c. Providing supports for children eligible for special education services in the child’s least restrictive environment/educational placement; and
- d. Providing a free and appropriate public education (FAPE) to children with disabilities.⁴⁴

We welcome the privilege of serving all students, including those with IEPs in the Least Restrictive Environment (LRE). We are committed to providing a Free and Appropriate Public Education (FAPE) that meets all requirements of the Individuals with Disabilities Education Act (IDEA) and all state requirements outlined in Nevada Administrative Code (NAC) 388.150. We recognize that specific services offered will be dependent on the specific needs and accommodations required in various IEP documents. Our budget reflects best estimates based on the demographics of students in Clark County’s Rising Star Schools. In Rising Star Schools, as-a-whole, 12.5% of students have IEPs. Therefore, we project that 12.5% of Nevada Prep students each year will have IEPs.

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected students with IEPs	18	32	46	49	56
Full-time Special Education Teachers	1	2	3	3	3

Per NAC388.150, the regulation that defines maximum special education caseloads:

“[T]he maximum number of cases per teacher in a unit for ... school-age pupils who are placed in programs for mild to moderate disabilities, who receive instruction from a generalist and who receive special education services through a consultative method, resources method or any combination of methods of instruction is (1) Twenty-two for pupils with specific learning disabilities. (2) Twenty-two for pupils with serious emotional disturbance. (3) Twenty-two for pupils with mild mental retardation.”

Therefore, our staffing projection ensures that a Special Education student-to-teacher ratio never exceeds 22:1 in any year. We will continually monitor student enrollment to ensure we hire sufficient additional staff, as needed, if our Special Education enrollment is higher than 12.5% at any time. Special Education teachers will provide

⁴⁴ Legal Aid Center of Southern Nevada - Special Education Laws and Practices.

supports through a push-in model to the greatest extent possible, and will provide pull-out services only when necessary. Our projected budget models include conservative estimates for additional, contracted Special Education services, based on budgets of local public charter schools.

General education teachers will receive regular PD prior to, and throughout, each school year to ensure that all teachers, and not only Special Education teachers, are equipped to meet the needs outlined in students IEPs, specifically providing training on modifications and accommodations and the needs of each of our students' individual IEPs.

As a critical part of its oversight of the academic program, the Board of Directors will monitor to ensure that licensure for special education teachers is in place and that appropriate ratios are in place so that we meet all applicable federal and state special education laws and requirements.

Serving English Language Learners (ELLs)

Based on demographics of Rising Star Schools as-a-whole, we project that 27.6% of Nevada Prep students will be ELLs. We view ELL instruction as a four-part strategy:

- a. **Identifying and Assessing ELLs.** We review students' prior ELL designations and WIDA assessment history whenever possible to eliminate the need for any unnecessary testing. Per NAC 388, our student enrollment form will request information on each scholar's "first language," "primary language," and "language most often spoken." Students with a different primary language who have not previously been assessed, will complete WIDA testing within two weeks of enrolling at Nevada Prep to ensure that we have the data to provide necessary ELL supports. In accordance with NAC 388, and in alignment with Nevada Prep's commitment to strong communication with families, we will communicate consistently with families in their home language throughout the ELL classification process.
- b. **Training staff to provide strong ELL instruction.** Meeting the needs of ELLs is a whole-staff responsibility, so teachers will engage in ELL-specific training and practice (e.g., Sheltered Instruction Observation Protocol (SIOP), strategies from Making Content Comprehensible for Secondary English Language Learners⁴⁵, and the WIDA English Language Development Standards) during summer PD and throughout the school year.
- c. **Supporting ELLs in every classroom.** Because strong ELL instruction benefits all students, ELLs will receive language supports in mainstream classrooms to the greatest extent possible. Notable exceptions will be made if/when Newcomer students enroll at Nevada Prep.

In selecting core curriculums, Nevada Prep prioritizes curriculum with embedded ELL supports. However, we recognize that no curriculum can fully meet the needs of all students. A crucial stage of teachers' intellectual preparation for each lesson is reviewing ELL scaffolds and modifying lessons to include additional scaffolds as needed. Teachers will use WIDA and other assessment results to create student groups for Power Hour classes, during which ELLs will receive regular small group support grounded in mastery of English Language Development Standards.

Monitoring ELL progress. All ELLs complete the WIDA ACCESS 2.0 assessment during the statewide testing window. ELLs also complete all other assessments in the Nevada Prep assessment system. We continually strive for two initial outcomes for all ELLs: (1) Achieve proficiency in mathematics and reading on interim and summative assessments; (2) Achieve ELL reclassification based on performance on WIDA.

⁴⁵ Echevarria, J., Vogt, M. E., & Short, D. *Making content comprehensible for English language learners* (3rd ed.) (Boston: Allyn and Bacon, 2008).

Results from all assessments, including WIDA, will allow us to improve our whole-class instruction to address trends and to target individual and small-group support for ELLs. As we analyze data on any assessment, we will deliberately evaluate ELL subgroup performance.

Founding Leadership Team & Governing Board

Proposed Governing Board

The six founding team members below will become Nevada Prep’s first Board of Directors.

Name & Title	Area(s) of Expertise	Relevant Qualifications
Paola Gonzalez (proposed Board Chair) Senior Vice President, Nevada State Development Corporation	Finance, Banking, & Real Estate	<ul style="list-style-type: none"> – 21 years of leadership at Nevada/regional banks – 10 years of nonprofit board service – Clark County Public school parent – Bilingual Spanish/English – Alumna of K–16 Nevada public schools
Jose Solorio (proposed Board Vice Chair) Owner, Service Genie LV	Community Advocacy	<ul style="list-style-type: none"> – 25 years of nonprofit board service – First Latino to serve as Clark County School Trustee (1992–1994) – Bilingual Spanish/English – Clark County public school parent and grandparent – Alumnus of K–16 Nevada public schools
James McIntosh (Proposed Treasurer) Finance Director, City of Henderson, NV	Finance & Accounting	<ul style="list-style-type: none"> – Oversaw \$2+ Billion budget as CFO of Clark County School District – 17 years of district leadership overseeing accounting, budget, debt management, purchasing, investments, risk management, information technology, facilities – Clark County public school parent
Brandon Best (Proposed Secretary) Associate General Counsel, Aruze Gaming	Law	<ul style="list-style-type: none"> – State Bar of Nevada – Writes and reviews complex contracts, including commercial lease agreements. – Alumnus of Howard University, an Historically Black University
Rob Mallery VP of Talent, Originate	Human Resources & Technology	<ul style="list-style-type: none"> – 15 years of experience recruiting top software engineers (a competitive talent market) to Las Vegas – Alumnus of K–16 Nevada public schools
Tamara Shear Training & Instruction Manager, TNTP	K–12 Education Leadership	<ul style="list-style-type: none"> – 5 years teaching experience, including at a high-performing public charter school during the charter renewal process – 4 years coaching and developing early career teachers – Access to an extensive network of teaching talent as former TFA staff member and teacher trainer with TNTP’s Nevada Teacher Corps

Resumes for each proposed board member are provided in [Appendix B](#).

No members of the founding team have served as 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.

Governing Board Roles & Responsibilities

Just as we learn from best practices of high-achieving schools as we approach school design, we learn from experts on charter school governance to ensure our governing board is highly effective in its membership, format, and ability to conduct strong oversight of an accountable charter school. Below is a high-level overview of board leadership roles, largely-informed by Charter Board Partners' Job Descriptions for Charter School Board Officers.

The Board Chair facilitates board meetings, holds the board accountable, develops board agendas with the school leader, oversees the board self-assessment, oversees planning of the annual board retreat, appoints committee members and committee chairs, leads the board in the hiring and evaluation of the school leader, holds regular check-ins with the school leader, and serves as the board's primary point of contact with the charter authorizer.

The Vice Chair supports the board chair and is ready to fulfill board chair responsibilities at the board chair's request or in the board chair's absence.

The Secretary ensures board compliance with Open Meeting Law, keeps accurate minutes and shares them with the board according to established timelines, maintains up-to-date board records, provides notice of board and committee meetings, and stands in for the board chair if the board chair and vice chair are absent.

The Treasurer chairs the Finance Committee, leads board communication with management and the back-office provider regarding the annual budget development process, ensures all board members understand the budget and financial health of the school, delivers financial reports to the board at monthly meetings, and oversees the annual audit.

All Directors on the board have three individual, personal duties⁴⁶:

1. **Duty of Oversight:** to be reasonably aware of the school's work, in order to make informed governance decisions, and to prepare for and attend monthly board and committee meetings.
2. **Duty of Loyalty:** to always make decisions and vote with the school's best interests in mind, including reviewing, signing, and abiding by the Conflict of Interest policy each year.
3. **Duty of Obedience:** to follow the requirements of all laws and applicable policies, including the Board's bylaws and policies.

Proposed Board Chair

Paola Gonzalez immigrated to Las Vegas from Argentina when she was four years old. She grew up on 28th Street, and attended Nevada public schools from Walter Bracken Elementary School until she graduated from the University of Nevada, Las Vegas (UNLV). She has more than 20 years of experience in finance and banking in Nevada, including in her current role as Vice President at Nevada State Development Corporation (NSDC), a nonprofit organization dedicated to helping small businesses secure the capital they need to launch profitable ventures. In the most recent fiscal year, Ms. Gonzalez supported local small businesses in securing \$28 million in financing. Similar to startup charter schools, many small businesses must first secure a facility before they can begin operations. Through her work with small businesses, Ms. Gonzalez has developed expertise in facilities

⁴⁶ Carpenter, Brian L. *Charter School Board University: An Introduction to Effective Charter School Governance* (Mt. Pleasant, MI, National Charter Schools Institute, 2007), 67–71.

acquisition, zoning, and financing in our community, which provides tremendous value in Nevada Prep’s facility search.

Ms. Gonzalez is a committed volunteer with experience ranging from mentoring students at Arturo Cambeiro Elementary, to granting wishes on behalf of the Make A Wish Foundation, to acting as president of the Risk Management Association (RMA) Las Vegas Chapter. As president of the RMA, Ms. Gonzalez facilitated communication and presided over meetings of busy professionals. Her experience as president of the RMA, combined with her decades of experience managing major client relationships, makes her a strong fit to chair Nevada Prep’s first Board of Directors.

Proposed School Leader

Lead Founder David Blodgett is the only member of the founding team who will be employed by Nevada Prep. The Founding Team proposes to hire Mr. Blodgett as Nevada Prep’s first Executive Director who will not serve on the board; he is referred to as the “proposed school leader” throughout this application, but his title as school leader will be Executive Director.

Mr. Blodgett began his career in education as a Clark County School District teacher, teaching ELA, computer science, and world language, all at Title I schools. As a fourth-grade ELA teacher, his students demonstrated significant gains, growing more than two grade levels in one school year, according to a third-party assessment. Mr. Blodgett served on the first team of the Apprentice Project in the office of the CCSD superintendent, during a time when Nevada was adopting the Nevada Growth Model and transitioning to the Common Core State Standards. More recently, Mr. Blodgett contributed as a writer to the highly-rated and widely-used EngageNY high school ELA curriculum modules and secured large gifts to support teaching and learning in Clark County public schools. Mr. Blodgett is a 2017 Building Excellent Schools Fellow and will continue to access BES support during the opening and first two operational years of Nevada Prep.

Governance Philosophy

Intersection of Governance and Management

The governing board and the school’s executive management will play critical leadership roles for the school. The governing board sets policy, hires and evaluates the school leader, and oversees the academic, financial, and organizational health of the school. The board delegates all day-to-day management of the school to the Executive Director, who is responsible for executing all policies and the success of the school; the Executive Director is the only role that is hired by and reports to the board. The Executive Director is responsible for hiring, supporting, and evaluating all other school staff.

*Charter School Board University*⁴⁷, one resource we have consulted for governance training, describes governance as *ensuring*, which entails establishing *outcomes* and then consistently evaluating *how well* the school achieves them. Management, on the other hand, is *executing* or determining *how* to best achieve the schools’ outcomes. The short- and long-term success of Nevada Prep depends on the Governing Board and the Executive Director understanding and fulfilling their respective roles. We have received and will continue to receive ongoing training through BES and other experts as needed on the distinct roles of governance and management and operating as a goal-focused, accountable body.

⁴⁷ Carpenter, Brian L. *Charter School Board University: An Introduction to Effective Charter School Governance* (Mt. Pleasant, MI, National Charter Schools Institute, 2007).

Standards of Governance (for the Board as-a-whole)

Set high standards and be accountable to them.

Nevada Prep’s governance philosophy aligns with Charter Board Partners’ Standards for Effective Charter School Governance⁴⁸, which are:

- a. Focus Relentlessly on Student Achievement
 - o Includes using student data to monitor the school’s ability to fulfill the mission and honor commitments from the charter contract
- b. Ensure Exceptional School Leadership
 - o Includes hiring a strong school leader, evaluating the leader annually, and ensuring there is always a succession plan
- c. Commit to Exemplary Governance
 - o Includes recruiting an engaged team with diverse skills, receiving ongoing board training, removing disengaged board members, and using committees effectively
- d. Act Strategically
 - o Includes overseeing a strategic plan and then resetting clear lines between governance and management
- e. Raise and Use Resources Wisely
 - o Includes approving a responsible annual budget aligned to school priorities and meeting annual fundraising goals
- f. Maintain Legal and Regulatory Compliance
 - o Includes complying with bylaws and state policies and avoiding conflicts of interest

Board Committees

The table below describes the function and membership of four committees that will be created upon charter authorization.⁴⁹

Committee	Functions	Members
Governance	<ul style="list-style-type: none"> – Monitor and maintain board-wide adherence to governance best practices. – Onboard and train new and existing board members. – Guarantee steady board leadership. – Set goals. 	<ul style="list-style-type: none"> – Board chair – Three other members
Finance	<ul style="list-style-type: none"> – Recommend budget aligned to school’s strategic priorities. – Oversee the school’s financial resources. – Provide training or onboarding to ensure all board members understand the school’s finances. – Drive progress toward financial goals. – Ensure financial compliance. – Identify actions needed to resolve complex financial issues. 	<ul style="list-style-type: none"> – Treasurer – Two other board members – Executive Director
Academic Achievement	<ul style="list-style-type: none"> – Partner with the school leader to set and reach rigorous academic goals. 	<ul style="list-style-type: none"> – Three or more board members

⁴⁸ The complete Standards for Effective Charter School Governance are available at <https://charterboards.org/resources>.

⁴⁹ All functions are drawn from *Committee Charges for Charter School Boards* by GreatBoards, available at <https://charterboards.org/resources>.

	<ul style="list-style-type: none"> – Build board-wide understanding of the school’s academic performance and progress toward goals. – Set committee goals and maintain a strong committee membership. 	(including educator) – Executive Director
Development	<ul style="list-style-type: none"> – Set organizational fundraising goals. – Lead the board’s culture of gift cultivation. – Motivate individual board members to secure gifts. – Monitor and ensure the board and school reach their fundraising goals. – Raise awareness of school to support development efforts. 	– Three or more board members

Human Capital

Executive Director

Executive Director = Instructional Leader

The Executive Director is the chief executive of the organization. He is responsible for achieving the ambitious goals outlined in the [Academic Performance Goals](#) section of this application, as well as all goals included in Nevada Prep’s charter contract with the ASD. The Executive Director is also responsible for managing other leaders, including the Director of Operations, to ensure that the organization meets its financial operational goals. Above all, the Executive Director is an instructional leader whose main priorities are to recruit, coach, motivate, and retain teachers who deliver instruction that leads to student mastery. The executive director will spend the majority of his time during the school day observing, coaching, and training teachers.

A comprehensive job description for the Executive Director is included in [Appendix D](#).

School success = Executive Director’s success

As a governing body, the board of directors, and its committees, will analyze progress monthly. For example, the Academic Achievement Committee, will review assessment results in detail prior to each board meeting, and the board as-a-whole will receive the academic performance dashboard at each meeting. Similarly, the Finance Committee will review monthly statements and then present them to the board as a whole. In addition to monthly monitoring, the board will conduct a formal review of the executive director, annually. If the school does not meet its goals, that means the Executive Director has not met his goals. If goals are not met, the board will require an action plan that includes specific, time-bound goals that lead to meeting all annual school goals in the subsequent year. If the Executive Director is unwilling to submit an action plan, if he submits an action plan that the Board does not believe is sufficient to lead the school to reach its annual goals, or if he is unable to carry out the action plan, the board will terminate and replace the Executive Director.

Succession Planning

Leadership Throughout the Organization

As a startup school, determined to be fundamentally different than existing school options, Nevada Prep will recruit teachers largely on the opportunity to build something new and grow professionally as the school grows. We expect to recruit talented leaders who are comfortable with startup and excited about building a career at Nevada Prep. Founding teachers will be our first pipeline for future school leadership roles, such as the Director of Curriculum and Instruction and the Director of Culture and High School Access, beginning in Years 3–5 of

operations. Nevada Prep fellows are also a key element of our talent and succession planning strategies. Fellows will participate fully in Summer Professional development so they can step into full-time teaching roles, including in cases of unexpected teacher attrition.

Teachers who develop through multiple Summer Professional Development Sessions and many weeks of the Nevada Prep feedback and coaching cycle will be best equipped to become strong instructional leaders, either as grade level leaders or in-school leadership roles, such as Director of Curriculum and Instruction.

Leveraging Networks for Leadership Development

As a product of the BES Fellowship, Nevada Prep intends to achieve results to qualify for entrance in the BES Network of high-performing schools. Nevada Prep intends to leverage resources such as BES's Leaders of Emerging Networks (LENS) and Weekend Warriors trainings to build a three-deep team of leaders who can maintain excellent academic results as Nevada Prep grows to full-enrollment, matures from the founding stage of leadership to the sustaining stage of leadership, or potentially pursues expansion opportunities once we can prove strong, consistent results.

Recruiting, Training, and Retaining Excellent Teachers

What does it take to teach at Nevada Prep?

We look for the following four traits to determine if a teacher is the right-fit:

1. **Heart:** Does the teacher believe in our Mission, share our Vision, and embody our Values?
2. **Mind:** Is the teacher smart and excited about content? Can the teacher solve problems?
3. **Attitude:** Is the teacher coachable? Will they be more effective tomorrow than they were today?
4. **Guts:** Is the teacher comfortable with—and excited about—working in startup?

We are also committed to meeting all teacher licensure requirements, including for our Special Education teachers. Because we expect to serve large numbers of ELLs we value teachers who have expertise in ELL instruction and who have Teaching English as a Second Language (TESL) endorsements.

We hold teachers to high expectations, and they will hold themselves and each other to high expectations. Teacher responsibilities include the following: engaging fully in professional development before and during the school year; setting and working toward personal growth goals; completing intellectual preparation and practice for each lesson; planning and executing targeted small group instruction in our Power Hour classes; building appropriate relationships with students, including modeling professional behavior and dress; communicating respectfully and productively with families during the communication and planning period each school day; and many other duties as required on a small, lean, startup team.

How will we set teachers up for success?

We are forthright with teaching candidates about the expectations and opportunities of teaching at Nevada Prep, including the extended school day, our intensive coaching, and the urgency of achieving uncommon academic results through diligent, consistent, and collaborative work. Our founding teacher candidates will view video footage from mission-aligned schools prior to receiving an employment offer, to observe what high-expectations look like in practice. After Year 1, candidates will observe Nevada Prep classrooms before receiving an employment offer. After teachers are hired, they will receive weekly feedback, coaching, and debriefs with the Executive Director, which include conversations, as necessary, to course correct if teachers need additional

support to meet expectations. Every teacher receives a formal, written mid-year evaluation and end-of-year evaluation.

How will we find the right talent?

There is a severe teacher shortage in our community; CCSD completes every school year with several hundred teaching vacancies.⁵⁰ However, we are confident that we can recruit a team of teachers who can meet our high expectations and thrive at Nevada Prep. To find great teachers, we will cast a wide net using strategies, including the following: cultivating relationships with Alternative Routes to Licensure (ARL) networks such as TNTP's Nevada Teacher Corps and Teach For America – Las Vegas Valley; building a strong presence on the teacher-to-school matching site MyEdMatch.com and similar platforms; and targeting outreach to highly-effective local teachers and their networks. In a community with 16,000 teachers, even amidst a teacher shortage, we believe there are strong candidates who are looking for a different kind of teaching experience, like the one we are determined to provide at Nevada Prep.

How will we retain our teaching talent?

Nevada Prep's compensation structure is designed to maximize the significant investment we make in coaching and developing teachers. We believe that years of teaching experience *can* correlate with teacher effectiveness, but only within a school that consistently delivers effective, outcomes-oriented PD. After three full years on staff, teachers are eligible for a longevity bonus of at least \$8,000 per year. We know salary is not our most powerful tool for teacher retention, but we believe it is one way to show our teachers they are valued.

National research supports our belief that teachers are more likely to remain in K12 careers and the teaching profession if they have better working conditions and better support, especially in the early years of their careers. The 2013 Teacher Follow-Up Survey (TFS), from the Schools and Staffing Survey confirmed that 55% of teachers who left the profession did so because of "dissatisfaction," including "Dissatisf[action] because not enough support [was provided] to prepare students for assessments" (17%), "Dissatisf[action] with the administration" (21%), and "Dissatisf[action] with working conditions (facilities, classroom resources, school safety)" (9%), among other reasons. Our most effective tool for retention will be to create a school culture where teachers can grow, be successful, and work with like-minded professionals committed to students' success.

Professional Development & Coaching

Our three-week Summer PD Academy is built around techniques from Doug Lemov's Teach Like a Champion (TLAC) 2.0, a resource developed based on observing great teaching in the Uncommon Schools network and in other strong classrooms. We chose the specific techniques to focus on during Summer PD based on TNTP's Fast Start, a study that identifies a strong correlation between new teacher effectiveness and a focused set of TLAC techniques.⁵¹ Summer PD, especially in our initial years, prepares all teachers for a strong start to the school year, with a shared understanding of schoolwide routines and procedures, how to intellectually prepare for lessons, and how to analyze lesson data to make optimal instructional decisions.

Each week during the school year, teachers receive personalized support through the following coaching and feedback cycle:

1. A coach (Executive Director for all teachers in Year 1) spends at least 30 minutes observing instruction and providing live-coaching
2. Within 24 hours of observation, the coach provides written feedback

⁵⁰ <http://www.reviewjournal.com/news/education/teacher-vacancies-drop-clark-county-school-district-ramps-hiring>

⁵¹ https://tntp.org/assets/documents/TNTP_FastStart_2014.pdf

3. Within two school days of observation, the coach and teacher meet in-person to debrief the lesson and practice teaching techniques identified needs based on the observation
4. If necessary, the coach schedules a supplemental follow-up observation to support the teacher in implementing techniques practiced during the debrief

Organizational Chart

A founding team Organizational Chart is included in [Appendix E](#).

Family and Community Engagement

Community Input in School Design

Family & Parent Input

Below are some of the ways Nevada Prep has engaged in valuable conversations with local families:

- Tabling during student pickup at two Boys and Girls Club centers (54 families across two sites)
- Student and family information session at Lewis Family Park (27 adults & 35 students)
- Neighborhood information session hosted in a family's East Las Vegas home (12 adults)
- One-on-one conversations in public libraries and community centers (47 families)
- Information session for families enrolled in a charter school at-risk of being closed, hosted in a family's home in 89121.
- Email blast to families signed up as partners in the Opportunity 180 Great Schools All Kids initiative (397 people received the email).
- Solicited online survey responses by posting flyers in 23 community centers and libraries and holding a weekly prize drawing to drive participation (101 online and hard copy surveys completed as of July 28, 2017.)

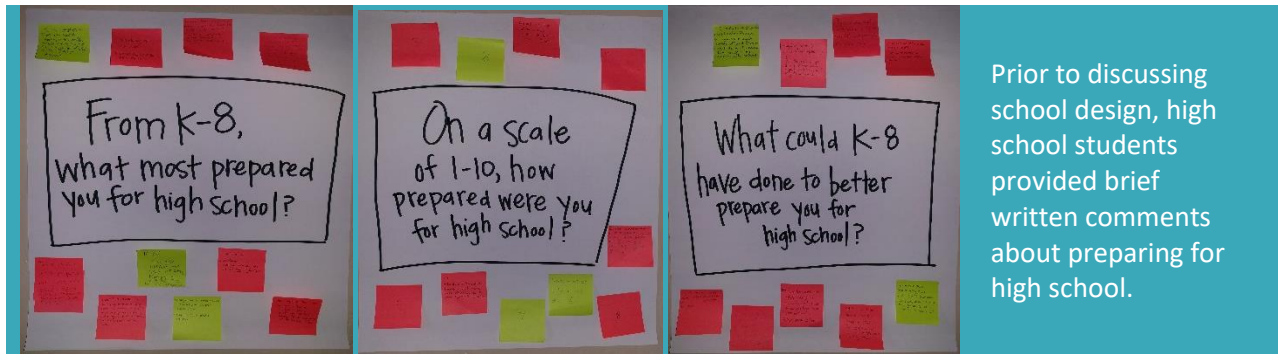
A more detailed record of family and parent input is included as [Appendix C](#) of this document. Highlights and trends are provided below:

- Parent satisfaction with existing school options varies widely, even among families whose children attend Rising Star Schools; 61% of respondents agreed or strongly agreed with the statement, "In my community, students have access to schools that prepare them for a successful future."
- Multiple middle school parents shared a similar sentiment: they want schools to be "strict" and/or "demanding" with student behavior. However, these same parents expressed concerns about the amount of time students spend outside of class because of discipline.
- Informed by parent input, Nevada Prep clarified its vision for preventative student discipline, including yoga, relationship building, explicit student leadership development, and early/frequent communication with home to ensure that students spend as much time as possible learning.
- Families are strongly supportive of extra time and support in literacy and math, but they also want students to be exposed to other areas of study.
- Families responded favorably to the idea of elective/enrichment courses such as coding, piano, and Spanish to supplement the primary focus on literacy and math.

Student Input

Because students have the most recent and most direct experience in public schools, we are keenly interested in students' reactions to Nevada Prep's vision and school design. Because of our focus on preparing students for high school, Nevada Prep is particularly interested in hearing diverse high school student perspectives. Even in our public school system that delivers inconsistent and inadequate results for low-income students of color, there are many Las Vegas students that prove unequivocally that demography does not need to determine destiny.

On May 23, 2017, in partnership with Nevada Rise Academy, we hosted a focus group for diverse students who have been successful in selective Clark County high schools that consistently graduate nearly 100% of students and have ACT results that far exceed state and district averages. We wanted to learn what made the difference for this group of exceptional students. From students' perspectives, what happened in elementary and middle school that drove them to pursue a challenging high school path, and what enabled them to persist in a competitive high school environment? We also wanted to know what successful students viewed as the greatest barriers and challenges to overcome in high school.



Leaders in Training, an organization that serves 126 high school and college students from East Las Vegas, will host additional in-person input sessions for Nevada Prep when the program is back in session in the fall of 2017. We see significant benefit in hearing from more high school and college students from our community, so we continue to pursue additional opportunities to gather feedback.

Ongoing Feedback

Throughout the planning year, we are committed to gaining additional feedback from families. Based on our experience working in Clark County public schools and from our early community outreach, we know families want to be active in the school community, but they do not always feel welcome at school or know how to best get involved.

Partnerships

Local & National Partners

The table below provides an overview of many of the partners who have supported Nevada Prep during the development of this application. This table provides an overview of what support and advice organizations have provided thus far and how they are willing to work with Nevada Prep after school launch. Partnership letters from the organizations and individuals below are included in [Appendix A](#).

Partner Organization	Support During School Design	Ongoing Partnership
<p>Building Excellent Schools (BES)</p>	<p>Nevada Prep’s proposed Executive Director David Blodgett joined the BES Fellowship in August 2016. Over the past 11 months Mr. Blodgett has completed the following elements of the Fellowship:</p> <ul style="list-style-type: none"> – 92 days of in-person training at BES’s office in Boston and in regions across the country; Fellowship training topics include: instructional design, curriculum, professional development & coaching, special education, staff recruitment, student recruitment & enrollment, school culture, operations, governance, facilities, budgeting, family engagement, and fund development, among others. Fellowship training is facilitated by professionals with a proven track record leading and teaching in high-performing schools and supporting high-performing schools from inception through maturity.⁵² – School study visits to 35 campuses in 10 regions, with multiple repeat visits to some of the highest-performing public charter schools (i.e., Excel Academy and Brooke Charter Schools in Boston, MA). – Two month-long residencies at schools founded by BES Fellows: January–February 2017 at Liberty Collegiate an established, high-performing fifth–eighth grade school in the RePublic Schools network in Nashville, TN; July 2017–August 2017, at Vega Collegiate Academy, a BES school launching for the 2018–19 school year. 	<p>Nevada Prep has an agreement with BES to receive BES Follow-on Support (FOS) for the next three years, including the Planning Year and the first two years of school operations (2018–19 and 2019–20 school years, respectively).</p> <p>Through Follow-on Support, Nevada Prep will work with Luke Van De Walle, a school leadership coach that has experience as a founding school leader at top-performing public charter schools., including serving as a Principal and CAO over several schools for the KIPP Network.⁵³ Follow-on Support includes support in the following areas: “leadership growth, staff development, instructional coaching, culture building, operational strategy, board governance.”⁵⁴</p>

⁵² See <http://buildingexcellentschools.org/about/our-team/> for an overview on the BES staff and BES adjunct faculty that led training during Mr. Blodgett’s Fellowship. Fellowship training was also provided by guest school leaders from top-performing charter schools and service providers that support high-performing public schools.

⁵³ <http://buildingexcellentschools.org/about/our-team-draft/luke-van-de-walle/> A letter of support from Luke Van De Walle, Nevada Prep’s Follow-on Support coach is included in [Appendix A](#).

⁵⁴ <http://buildingexcellentschools.org/the-fellowship/bes-fellowship/follow-on-support/>

<p>Building Hope</p>	<p>Building Hope is the facilities partner that developed the property for Futuro Academy, the first fresh-start school in the ASD and a BES school. With their knowledge of the facility acquisition process, Building Hope has identified potential school facilities that Nevada Prep could share with another school tenant such as Nevada Rise.</p>	<p>The proposed partnership between Nevada Prep and Building Hope is explained in greater detail in the Fresh Start Charter School Facility section of this application.</p>
<p>Boys & Girls Club of Southern Nevada (BGCSN)</p>	<p>Thus far, BGCSN has allowed Nevada Prep to distribute flyers and set up an information table to speak with families during evening pickup during two evenings at two clubhouses (John D. Jackie Gaughan Clubhouse & the Andre Agassi Clubhouse).</p>	<p>Once a school a facility is secured, Nevada Prep will continue to speak with BGCSN families, focusing on clubs that are located near the school facility.</p> <p>After school launch, Nevada Prep can offer transportation from campus to a BGSN clubhouse, at no cost to the school, as long 10 or more students take advantage of the service.</p>
<p>Desert Research Institute</p>	<p>Multiple DRI staff members have provided input on the Nevada Prep vision, specifically around literacy-focused science instruction. DRI staff have advised on the Governor’s STEM school designation, for which Nevada Prep could qualify.</p>	<p>DRI is willing to share its “Green Box” science resources with Nevada Prep, at no-cost. During the Planning Year and after school launch, Nevada Prep expects staff members to participate in DRI’s training on the Next Generation Science Standards (NGSS).</p>
<p>EdTec</p>	<p>On a pro-bono basis, EdTec has reviewed and provided feedback on the budget models included in this application as well as the budget Nevada Prep will submit with its charter application in August 2017.</p>	<p>Nevada Prep expects to consider a bid for full back-office services from EdTec when the governing board selects a back-office service provider. More details on the scope of work Nevada Prep would expect from EdTec (or any chosen back-office service provider) are included in the Financial Readiness section of this application.</p>
<p>Equipo Academy</p>	<p>Equipo has welcomed Nevada Prep’s proposed school leader on campus to volunteer and observe instruction multiple times since Equipo launched in 2015, and prior to school launch when the Equipo leadership team operated as the SWOT program within Keller Elementary School, Keller Middle School, and at Eldorado High School.</p>	<p>Equipo is willing to partner with Nevada Prep around professional development, and sharing best practices for curriculum, instruction, and college access. Equipo serves middle school students and is willing to advise Nevada Prep about lessons learned during the process of recruiting middle school students.</p>
<p>Futuro Academy</p>	<p>Futuro Academy has provided consistent and regular technical assistance to Nevada Prep during the school design and charter application process. Because Futuro is the first fresh-start ASD school, they are the only organization that can speak directly from experience about the fresh-start application process from the applicant’s perspective.</p>	<p>During the Nevada Prep planning year (Futuro’s first year of operations), Futuro has extended an open invitation for Nevada Prep staff and prospective staff to visit campus to observe instruction, operations, and school culture at Futuro.</p>

<p>Latin Chamber of Commerce (LVLCC)</p>	<p>Nevada Prep is an active member of the LVLCC. Nevada Prep leveraged the LVLCC network, including during the Founding Team recruitment process.</p>	<p>Nevada Prep will advertise in the LVLCC newsletter and will have access to individuals and organizations through LVLCC networking and training events.</p>
<p>Leaders in Training (LIT)</p>	<p>LIT has shared its Clark County high school access resources with Nevada Prep and has provided input on Nevada Prep’s plans for high school admissions support.</p>	<p>Until Nevada Prep hires a full-time leader responsible for high school access, LIT is willing to provide high school access counseling on a contract basis.</p>
<p>Nancy Lee</p>	<p>Ms. Lee has provided feedback on how Nevada Prep can teach middle school computer science as a dedicated CS course and as a supplement to math and science curriculum.</p>	<p>As a CODE.org PD facilitator, Ms. Lee invites Nevada Prep teachers to attend her free Code.org professional development sessions. Ms. Lee is willing to provide pro-bono consulting around computer science instruction after Nevada Prep launches.</p>
<p>Leo Murietta</p>	<p>Mr. Murietta provided pro-bono consulting on marketing and messaging, with a focus on Latino outreach.</p>	<p>Mr. Murietta offers strategic support around outreach and student recruitment. He completed contracts with other local startup schools that have fully met their enrolment targets by Day 1, and would be available to support Nevada Prep in a similar way during the planning year.</p>
<p>National Center for Families Learning (NCFL)</p>	<p>NCFL shared research on family engagement and provided a list of public schools that implement strong family engagement programs.</p>	<p>NCFL is willing to connect Nevada Prep to public schools with strong family engagement efforts that can host site visits for Nevada Prep’s founding team. NCFL also offers training and technical assistance.</p>
<p>Nevada Succeeds</p>	<p>Nevada Succeeds met with Nevada Prep multiple times during the past year and discussed the school vision, especially for teacher recruitment and professional development.</p>	<p>Nevada Success supports research around best practices in public schools. They also facilitate communication between local schools and private-sector education advocates. Nevada Succeeds invites Nevada Prep to be an active participant in such conversations.</p>
<p>Open Up Resources (OUR)</p>	<p>Multiple OUR staff members have discussed ELA and Math curriculum decisions with Nevada Prep. For literacy, OUR staff has provided Nevada Prep with options of curriculum and tools for multiple courses (ELA, literacy power hour, socials studies, and science). As Nevada Prep developed its budget, OUR staff provided multiple pricing options for OUR products/services and products/services from other nonprofit curriculum providers.</p>	<p>Between the time of charter submission and school launch, multiple core curriculums that Nevada Prep has reviewed are undergoing revisions or improvements. OUR will continue to provide information and advice on its own curriculum projects and other open source curriculums as they are published.</p>

<p>Opportunity 180</p>	<p>Opportunity 180 contracted with BES to train Nevada Prep’s proposed school leader in the BES Fellowship, created Nevada Prep’s branding and logos as a pro-bono service, and distributed the Nevada Prep community input survey to the Great Schools All Kids email list.</p>	<p>Opportunity 180 will provide the lease guarantee that will allow Nevada Prep to secure a facility for the 2018–19 school year.</p>
<p>The Public Education Foundation (PEF)</p>	<p>PEF leaders counseled with the Nevada Prep founding team around board recruitment. PEF also hosts community roundtables with leading national scholars and thought leaders and has invited our proposed school leader to participate in these discussions.</p>	<p>PEF invites Nevada Prep to partner with the Teacher Exchange for free and deeply discounted classroom supplies. PEF also invites collaboration for Nevada Prep staff members to participate in a variety of PEF professional development experiences.</p>
<p>Lindy Schumacher</p>	<p>The Dream Fund at UCLA—thanks to local K12 education champion Lindy Schumacher—made a multi-million-dollar gift specifically designated to bring the Building Excellent Schools (BES) Fellowship to Nevada. Nevada Prep’s proposed school leader joined the BES Fellowship in August 2016, thanks to the Dream Fund’s support.</p>	<p>Fulfillment Fund is a college access program operating at three Clark County high schools. Fulfillment Fund is willing to share its college access expertise with Nevada Prep.</p>
<p>Teach For America – Las Vegas Valley</p>	<p>TFA-LVV provided multiple recommendations to Nevada Prep during the founding team recruitment process.</p>	<p>TFA-LVV will explore opportunities to place corps members as teachers at Nevada Prep.</p>
<p>TNTP</p>	<p>A TNTP employee, Tamara Shear, is a key member of Nevada Prep’s founding team. TNTP staff have shared research and advice around tools such as the Core Teaching Rubric. TNTP has also advised the proposed school leader around how to gain knowledge and experience using the TNTP classroom observation tools during the Planning Year.</p>	<p>TNTP’s Nevada Teacher Corps is a growing network of early career teachers. Nevada Teacher Corps will enroll its third cohort of teachers by the 2018–19 school year, and Nevada Prep may recruit from the Nevada Teacher Corps alumni network.</p>

Financial Readiness

Budget

Five-Year Budget Model

To demonstrate Nevada Prep’s ability to operate a financially sustainable school on public funds alone once we reach full enrollment, the budget models submitted with this application have been expanded to include six fiscal years (through the 2022–23 school year), instead of the three years required. As a slow-growth school, Nevada Prep has elected to include all school years up to, and including, our first year of projected full enrollment of 448 students.

Contingency Budget Models

To illustrate how Nevada Prep will adjust our budget in response to enrollment shortfalls or different levels of grant funding, we elected to submit six budget models, reflecting the following conditions:

Budget Model	Grant Funding/Private Philanthropy	Enrollment (% of projection)
1	\$100k from Opportunity 180 (secured) No CSP grant	100%
2	\$100k from Opportunity 180 (secured) \$500k from CSP	100%
3	\$100k from Opportunity 180 (secured) \$854k from CSP	100%
4	\$100k from Opportunity 180 (secured) \$500k from CSP	70%
5	\$100k from Opportunity 180 (secured) \$854k from CSP	70%

Because personnel are our largest expenses, we address reduced enrollment by hiring fewer staff members so that staff-to-student ratios do not rise. Other approaches outlined in the various budget models include the following:

- Replacing our 1:1 device model with a shared device model to reduce hardware costs.
- Reducing *starting* staff salaries with more significant retention bonuses in Years 3 and 5 when revenue and enrollment are greater.
- Delaying the purchase of non-essential services until enrollment is higher.

Explanatory Notes and Assumptions

Revenue

Student Enrollment: Our slow-growth model projects enrollment of 140 students in Year 1 (2018–19), growing to full capacity of 448 students by Year 5 (2022–23). The “Student Enrollment” tab we added to each budget model shows the number of students, classrooms, and grade-levels at each school year. It also shows projections of subgroups (ELL, FRL, Free lunch only, Reduced-price lunch only).

Inflation Adjuster: An inflation adjuster of 2.5% is applied to DSA revenue as well all expenses throughout the budget models. The inflation adjuster is based on the most recent 12-month Consumer Price Index (CPI) for Nevada.

Federal and State Revenue: All federal and state revenue calculations are based on projections received from the Achievement School District. In addition to the Distributive School Account, the school expects to receive federal Title funding, special education funding, and reimbursements through the National School Lunch Program.

Other Startup Grant Funds (Row 65 of School Inputs): Each budget model reflects a \$100,000 startup grant from Opportunity 180. A letter of support confirming these funds, which are contingent upon charter approval, is included with this application.

Board Startup Fundraising Commitment (Row 66 of School Inputs): In order to support our slow-growth enrollment plan, the budget models that do not include CSP funding include a separate \$100,000 board fundraising commitment for Year 1 (2018–19) and a \$50,000 board fundraising commitment for Year 2 (2019–20). A letter, confirming the board’s commitment is included with [Appendix A](#).

Personnel Expenses

The most significant change to expenses across the five budget models provided is around salaries. For example, in the budget model with no CSP funds, Year 1 salaries are reduced in Years 1 and 2 when enrollment and revenue are lower. Salaries in the no-CSP budget model increase significantly to approach market rates in Year 3 when enrollment and revenue can support more competitive salaries.

Average teacher salary levels (not including benefits) for the lowest- and highest-revenue budget model, for Years 1–5, are provided in the table below, for illustration:

	2018–19	2019–20	2020–21	2021–22	2022–23
Lowest-revenue budget	\$42,000	\$43,050	\$51,000	\$52,275	\$54,382
Highest-revenue budget	\$48,000	\$49,200	\$51,000	\$52,275	\$54,382

Teacher Longevity Bonuses: Each budget model includes a longevity bonus calculation. The bonus is included to reflect our commitment to retaining teachers beyond 3 years so that we continue to benefit from the significant investment we make in coaching and developing teachers. Budget models assume an \$8,000 per year annual bonus for all teachers who have served in a teaching role for three or more full years at Nevada Prep. Calculations conservatively assume that 40% of teachers will qualify for the Longevity Bonus.

Nevada Prep Fellows: Two teaching fellows are included in the budget. They receive salaries lower than our core teachers. We anticipate that our teaching fellows program will serve as a pipeline for hiring core teachers and will provide operations support, as needed.

School Leadership: Our leadership team is lean throughout the budget. We launch with two school leaders in Year 1 and grow to four school leaders by Year 5. We believe in leadership throughout the organization, so teachers will also fill important leadership roles (e.g., grade level leader) beginning as a formal responsibility in Year 3.

The Executive Director may be compensated for part of the Planning Year. Duration of Planning Year compensation differs based on the startup funding assumptions of each budget model.

Office Manager: A full-time office manager begins in Year 2. In Year 1, other staff members will share the duties of the office manager at each point of the school day.

Grade Level Teachers: At full scale, each grade level will have 6 teachers for four classes of students. This 2:3 classroom-to-teacher ratio enables us to provide two periods per day for teachers to plan and communicate with families. It also supports our Power Hour classes during which two teachers work with one class of students to provide extensive small group and personalized support.

Special Education Teachers: Special education teachers are added to the budget at each year based on projections of how many special education teachers we will need to comply with maximum case load requirements.

Benefits: Benefit rates were determined through a combination of mirroring CCSD benefits whenever possible, receiving quotes from vendors and reviewing local charter school budgets. Rates for specific benefits are provided in Rows 80–94 of the School Inputs tab. From Years 1–5, total benefits range from 33% to 36% of salaries.

General Operating Expenses

Instructional Expenses: Each budget model includes a description of how estimates were calculated for each line item, in Column N of the School Inputs Tab. Estimates were generated based on budgets from existing charter schools and quotes from vendors.

Contracted Services: Nevada Prep will not have a full-time finance/accounting professional on staff. Therefore, each budget model includes a full back-office service expense for all years, based on rates provided by EdTec, an experienced provider.

Other instructional and community engagement contracted services are included in budget models with CSP funding but are removed from budget models without CSP funding. These other contracted services represent a significant value add, so they are a priority of our CSP grant application, to be submitted for review on August 15, 2017.

Food Program: A daily breakfast expense of \$1.85 per student and lunch expense of \$2.95 per student are based on a quote from Three Square, the most-widely used school breakfast and lunch vendor, outside of Clark County School District in Clark County. A separate food service line item of \$200 per student per year is based on actual cost of administering a food program at a similar local charter school.

Facilities, Technology, & Equipment

Facilities: Facilities expenses in all budget models are set at 15% of projected per-pupil state funding. This 15% expense includes lease payments, facility maintenance costs, and utilities. Facility expenses at 15% of revenue, combined with conservative square footage projections based on our student enrollment targets, result in price-per-square-foot estimates that align with current market rates to lease commercial facilities in 89104, a ZIP code in which we are considering two potential school facilities.

1:1 Student Devices: We are committed to a 1:1 device model as soon as enrollment and revenue support it. In budget models with CSP funding, 1:1 devices are provided beginning in Year 1. In budget models without CSP, students share devices in Years 1–2, based on revenue constraints.

Other hardware and software estimates are based on quotes from vendors and/or budgets of existing charter schools. Details on each line item are included in Column L of the Technology & Equipment Input tab of each budget model.

Financial Oversight

The Board of Directors, led by the Finance Committee, will receive and review monthly financial statements. The Treasurer's Report at each board meeting will include: cash flow statement, balance sheet (including days of cash-on-hand), and budget review (with report on actuals-to-budget). The Board will engage in an ongoing annual budget review with the following stages:

- **January:** Management documents all priorities for upcoming school year.
- **February:** Management works with back-office provider to develop and draft a balanced budget that is aligned to priorities and based on reliable assumptions.
- **March:** Finance Committee receives draft budget, conducts review, and requests changes as needed; upon management revisions to its satisfaction, Finance Committee prepares budget to full board for review.
- **April:** Board as-a-whole reviews budget and discusses in an open meeting, requesting revisions if needed.
- **May:** Board votes to adopt annual budget in an open public meeting.
- **June:** Additional board vote, if needed, based on May meeting, to ensure a balanced budget is adopted prior to the new fiscal year beginning on July 1.
- **December:** With enrollment finalized and funding levels confirmed, board reviews annual budget to ensure revenue assumptions are accurate.

The back-office provider will serve at the pleasure of the Board. The Board's contract with the provider must include the provision that the Board will conduct an annual review of the provider and can renew the contract annually only upon a satisfactory review. The back-office provider will communicate directly with the Finance Committee about monthly financial statements.

All checks must be signed by the Executive Director or the Treasurer, and any check exceeding \$5,000 must be signed by both the Executive Director and the Treasurer. During the planning year, the board will oversee development of a finance policy and a finance manual and will vote to adopt the policy. Nevada Prep will follow all applicable procurement regulations based on the most conservative interpretation of the law, including publishing a Request for Proposal (RFP) whenever required by law.

The Board will terminate the school leader immediately for any degree of financial malfeasance. The Board will formally adopt a conflict of interest policy during its first official meeting post-authorization. Each board member will review and re-sign the policy annually.

Finance & Accounting Support

Nevada Prep will contract with a proven back-office provider that has supported public charter schools during startup, with a preference for a provider that has supported schools in Clark County. We will select a back-office provider in compliance with all applicable procurement requirements.

Management will oversee day-to-day finances, such as receiving invoices and producing check requests; the back-office provider will manage all payroll and financial reporting. Nevada Prep has secured multiple sample scopes of work from back-office providers, including EdTec, the organization that provided pro-bono review of the budget models submitted with this application. A letter of support, describing EdTec's track record and proposed scope of work is included with [Appendix A](#). Full proposed scopes of work for EdTec's back-office services for the Planning Year and the first two years of implementation are also included in [Appendix A](#).

To ensure clear segregation of duties, the back-office provider will contract directly with the board of directors, and the board's Finance Committee will have a direct line of communication with the back-office provider. Each month, the back-office provider will provide monthly financial statements directly to the Finance Committee, and the chair of the Finance Committee, who will be the Treasurer, will report to the Board as a whole.

The school's management, specifically the Director of Operations, will manage day-to-day finances such as invoicing and completing purchase orders, but the back-office provider will run payroll and will produce all financial reports for the Board of Directors. All fiscal management will maintain a clear segregation of duties across all staff, contracted, and governance roles.

Cash Flow

A sample Cash Flow projection is included with the most-restrictive, lowest funded budget to illustrate cash flow during the first year of implementation (not the Planning Year).

Charter School Program (CSP) Grant

Budget models #2 and #3 include an additional sheet titled "CSP Worksheet" to illustrate how CSP awards of \$854,000 or \$500,000, respectively, would support work that advances the Nevada Prep mission and vision.

School Sustainability

Year One Risks

Risk #1: Enrollment

Meeting enrollment targets is especially critical with a small class in Year 1. Maintaining our database of interested families is critical. Once we secure a facility, we can analyze our database to determine which families may live geographically proximate to the school facility. We will conduct targeted outreach to those families first. During the planning year, we will implement a strategic grassroots outreach effort, including canvassing and talking with families in community centers and high-traffic areas. Our founding team understands the importance of enrollment, and they are prepared to actively engage in outreach to English and Spanish speaking families. To ensure a high rate of matriculation, we will deliberately schedule multiple points of contact with families between first contact and the first day of school.

Risk #2: Teacher Recruitment

We expect to hire eight teachers during the founding year. Because the founding staff is small, each hire's impact on establishing culture and expectations is high. During the planning year, we will follow a multi-step recruitment, interview, and hiring process. All prospective teachers will submit a written resume, complete a phone interview, complete an in-person interview, teach a model lesson, receive feedback on the lesson, and reteach the lesson based on feedback. We have already begun informal conversations with potential teachers, but we will officially publish job postings as soon as a charter is authorized in order to have the widest, earliest recruitment window possible.

Year Five Risks

Risk #1: Teacher Recruitment & Retention

Teacher recruitment in Year 5 will be a different challenge because staff will be significantly larger; instead of 8 teachers, we will have to recruit or retain 29 teachers who share our vision and are willing to make the commitment. In the first four years, we need to establish systems that will make Nevada Prep an appealing and sustainable place to work by Year 5. We believe the most significant step we can take is to ensure a history of strong results. Teachers will be more likely to apply and stay at Nevada Prep if we can deliver on our promise to produce extraordinary results for students. In the early years, we can also build leadership from within the organization. Some founding teachers will be more likely to remain on the team if they see paths to leadership and personal growth within Nevada Prep.

Risk #2: Maintaining Strong School Culture At-Scale

At full scale, it will be more difficult for one school leader to manage school culture, so the school leader will need to empower other staff members to drive the same culture and vision. For example, at full scale, the school leader cannot facilitate every home visit for new students. But the school leader can develop other staff members to conduct strong home visits. In the first two years, he can conduct all visits with other staff members, and in the third and fourth years, he can delegate many of the visits to staff members who have co-led strong visits in prior years. If school leaders, including grade-level teacher leaders, are grown from within, then they will have the experience and mindset to maintain strong school culture as new external hires join the team.

Fresh Start Charter School Program

Serving Students in Rising Star Schools

Our facility search is focused exclusively on properties located within two (2) miles of at least one Rising Star School. Our mission and vision require us to serve students zoned to attend Rising Star Schools.

Our community engagement strategy to-date has focused on a geographically broad area because Rising Star Schools are located in geographically disparate areas of Clark County (see [Our Purpose \(Why Nevada Prep?\)](#)). To date, of the families who have provided input and who have shared their zip code with us, 74% live in a zip code with at least one Rising Star school.

Lottery & Registration

We intend to work closely with the Achievement School District to adopt a lottery policy that fully complies with the most up-to-date applicable regulations. At the time of this application, we expect to offer right of first refusal to students from the Rising Star school with which we are paired, and then to hold a randomized public lottery that allows for preferred enrollment for siblings of existing students, to fill all remaining seats.

Our recruitment and registration process will begin as soon as we secure charter authorization and will include multiple points of contact prior to the first day of school to increase matriculation from interested families. The recruitment and registration process will include the following:

- Make initial contact with potential families (e.g., canvassing within a two-mile radius of the school facility, tabling at libraries and community centers, targeted social media activity, etc.).
- Distribute bought-media to raise awareness.

- Host information sessions (e.g., open house events).
- Provide registration materials in hard copy and digitally.
- Follow-up with interested families, as needed, to secure all records and registration materials (e.g., enrollment form, immunization records, records release form, and FRL application).
- Make summer home visit to each registered student.
- Provide school polo to each student and “founding family” t-shirt to each parent.
- Facilitate family orientation prior to first day of school.
- Facilitate family event on campus during first month of school, and quarterly thereafter.
- Convene parent-led Student Success Committee during first trimester of school.
- Schedule monthly Cafecito events to invite parents to speak with the school leader.

Lottery Timeline

Per NRS 388A. 450, because Nevada Prep will enroll fewer than 250 students in 2018, the governing body is exempt from the requirement to notify all households within two miles of the school facility about the enrollment process 45 days prior to accepting applications for enrollment. However, we are committed to facilitating the most equitable, inclusive enrollment process possible, so we intend to make contact with every household within two miles of the school facility through in-person canvassing or printed materials in families’ home language. Per NRS 388A.453, Nevada Prep’s lottery will occur “not sooner than 45 days after the date on which a charter school begins accepting applications for enrollment unless the sponsor of the charter school determines there is good cause to hold it sooner.”

The Achievement School District’s Request for Qualifications provides October 1, 2017, as the date for final applicant approval. Nevada Prep intends to begin accepting applications for enrollment on October 1, 2017, with a lottery to be held on May 1, 2018, ensuring that we have seven months to engage our community and accept applications prior to the lottery. If we receive fewer applications than seats available by May 1, 2018, all applicants will be admitted, and we will hold a ceremonial lottery only. If seats are available after May 1, 2018, subsequent applicants will be admitted on a first-come, first-served basis.

If the number of applications for enrollment exceeds the number of seats available by May 1, 2018, all students zoned to attend the Rising Star school with which we are paired will be admitted first. Remaining open seats will be filled based on a randomized lottery of all applicants who are not zoned to attend the Rising Star school paired with Nevada Prep. Students who are not admitted based on the lottery are placed on a ranked waitlist determined based on the order in which student names are drawn in the lottery. Even if all seats are filled through the lottery, Nevada Prep will continue to actively engage potential students and families to ensure that we have a waiting list to account for admitted students who do not ultimately matriculate on the first day of school.

Partnership with Other Public Schools

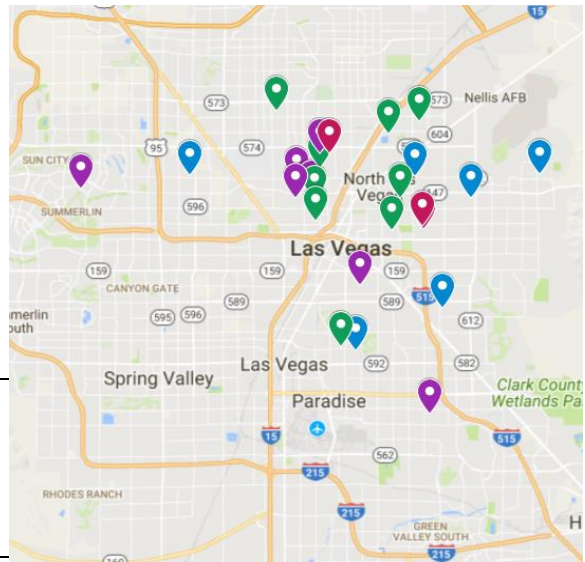
Nevada Prep will maintain an open-door policy for other public schools, especially the Rising Star school with whom we will be paired. We will share our professional development calendar with neighboring schools so that they may observe and attend. Our leadership team will request an in-person meeting with the leader of the neighborhood school we are paired with as soon as the pairing is announced, and we hope to build a strong, collaborative relationship with the school.




Fresh Start Charter School Facility

Facility Priorities

Accessible to Students in Rising Star Schools

Nevada Prep is committed to serving students zoned to attend Rising Star Schools (schools that perform in the bottom 5% statewide). Therefore, we are committed to locating in a facility that is accessible to families in Rising Star Schools. The map to the right includes all 2016 Rising Star Schools in Clark County.



	= Elementary School
	= Middle School
	= Charter schools with multiple school levels

Affordable

Nevada Prep is committed to securing a safe, compliant facility that allows us to make our largest investments in recruiting, hiring, training, and retaining excellent teachers. TNTP’s report *The Irreplaceables* confirms that “no school factor has a greater impact on student achievement than the effectiveness of the teacher at the front of each classroom.”⁵⁵

Nevada Prep is working closely with Nevada Rise Academy, a proposed K–5 Achievement School, during the facility search. We prefer to co-locate with another school, such as Nevada Rise Academy, during our first two years of operations to reduce costs and risk.

Nevada Prep is determined to spend no more than 15% of its state and local per-pupil funding (DSA Basic Support Guarantee and outside state revenues) on facilities, including lease payments, utilities, and all maintenance costs. The table below shows maximum monthly and annual facility costs from Year 1 until full enrollment.

	2018–19	2019–20	2020–21	2021–22	2022–23 (full enrollment)
Enrollment	140	252	364	392	448
15% of DSA and outside state revenues (annual)	\$146,239	\$271,127	\$403,377	\$447,438	\$526,699
15% of DSA and outside state revenues (monthly)	\$12,187	\$22,594	\$33,615	\$37,287	\$43,892

⁵⁵ *The Irreplaceables. Understanding the Real Retention Crisis in America’s Urban Schools.* Rep. Brooklyn: TNTP, 2012.

Lease a Facility During the Growth Years

As a slow-growth, startup school, Nevada Prep does not intend to purchase a facility during the growth years. We intend to lease our facility until at least 2022, at which point we will have four years of student achievement and financial history with which to secure low-interest financing necessary to purchase a facility. We intend to secure a lease with a purchase option like the lease for Futuro Academy, a slow-growth Achievement School with a similar enrollment trajectory.

Timeline

The timeline below reflects a potential partnership in which a facility partner, such Building Hope, purchases a facility and engages in a lease agreement with Nevada Prep, with Opportunity 180 as the lease guarantor.

Date	Activity/Deadline
Aug 15, 2017	Building Hope identifies one or more potential school facilities for Nevada Prep and Opportunity 180.
Aug 31, 2017	Opportunity 180 and Nevada Prep approve one facility for structural/mechanical inspection.
Sept 15, 2017	Building Hope & CSDC complete Purchase and Sale Agreement (PSA) (deposit earnest money to put project under contract).
Sept 16, 2017	All partners begin Special Use Permit (SUP) process.
Oct 1, 2017	Outside vendor conducts Environmental Study and Property Assessment.
Nov 1, 2017	Building Hope submits SUP pre-application.
Dec 15, 2017	Building Hope submits SUP application.
March 15, 2018	Building Hope & CSDC close on facility.
March 31, 2018	Nevada Prep signs lease agreement, with Opportunity 180 as guarantor.
April 1, 2018	Nevada Prep moves in to facility.

Capacity & Experience

Board Chair

Paola Gonzalez, the proposed Board Chair, is Vice President at Nevada State Development Corporation (NSDC), the largest SBA 504 lender in Nevada. NSDC is a nonprofit organization that “assists small business owners in buying, building and improving commercial buildings with minimum investment.”⁵⁶

Treasurer

Jim McIntosh, the proposed Treasurer, is the former CFO of Clark County School District, where he oversaw the district’s facilities department, managing 357 schools and the district’s administrative facilities.

Back-Office Service Provider

Using an RFP process, Nevada Prep will contract with a back-office service provider, such as EdTec, that supports startup charter schools with a variety of facility acquisition and management services including planning, real

⁵⁶ <http://www.nsd.com/about-us/commercial-real-estate-lending/>.

estate search, financing, acquisition, and lease negotiation.⁵⁷

Charter School Harbormaster & Facility Partners

Opportunity 180, Nevada’s Charter School Harbormaster, is committed to providing an affordable school facilities pathway for new urban charter schools in Clark County.⁵⁸ Opportunity 180 partners with Building Hope and Charter Schools Development Corporation (CSDC), national charter school facilities partners. Building Hope has supported more than \$1 billion in school construction for 200 charter school projects across the United States.⁵⁹ Building Hope and CSDC have financed and developed charter school facility projects in Clark County, including BES school Futuro Academy (the former site of Liborio Markets at 900 N Lamb Blvd, Las Vegas, NV 89110), the first facility developed through the Opportunity 180, Building Hope, and CSDC partnership. Futuro is the first Nevada school launched through the BES Fellowship.

Building Hope is actively engaged in a facility search on behalf of Nevada Prep and Nevada Rise Academy, and has presented multiple school facilities for consideration. Opportunity 180 is working closely with Building Hope around details such as a facility lease guarantee for Nevada Rise and Nevada Prep, pending charter authorization.

⁵⁷ <https://www.edtec.com/services/back-office-services/outsourced-back-office/facilities/>

⁵⁸ <http://opportunity180.org/wp-content/uploads/O180.2016.Annual-1.Report.pdf>

⁵⁹ <http://buildinghope.org/about-us-2/>

Appendix A: Statements of Support

Statements of Support from the following individuals and organizations are included in this appendix:

1. Achievement Network (ANet)
2. Building Excellent Schools (BES): Sue Walsh on behalf of the BES Fellowship
3. BES: Luke Van De Walle on behalf of BES Follow-on Support
4. Boys and Girls Club of Southern Nevada (BGCSN)
5. Data Insight Partners
6. Desert Research Institute (DRI)
7. EdTec (*includes proposed scope of work)
8. Equipo Academy
9. Futuro Academy
10. HCI Advertising
11. Latino Leadership Council
12. Las Vegas Latin Chamber of Commerce
13. Leaders in Training
14. Nancy Lee (Clark County computer science educator)
15. Nevada Preparatory Charter School Founding Team (Funding Commitment Letter)
16. Leo Murrieta
17. National Center for Families Learning (NCFL)
18. Nevada Succeeds
19. Open Up Resources
20. Opportunity 180
 - a. Funding Commitment Letter
 - b. Partnership Letter
21. The Public Education Foundation
22. Teach For America – Las Vegas Valley
23. thinkLaw
24. TNTP (formerly The New Teacher Project)
25. Victor Wakefield
26. Shawna Wells
27. YogaEd



June 13, 2017

To Whom It May Concern:

I am writing this letter in support of the authorization of Nevada Prep 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 Prep 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 Prep's first school year; together they will backwards plan a professional learning trajectory to assure great instruction across the school.
- Nevada Prep will have access to instructional resources for school leaders and teachers, which include collaborative planning protocols, school artifacts, and online learning content.
- Nevada Prep 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 Prep leaders the opportunity to collaborate and learn from other educators about practices leading to excellent teaching and learning.
- When Nevada Prep opens in 2018-19, 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 Prep. 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 charter application for Nevada Preparatory Charter School ("Nevada Prep") and the outstanding leadership of David Blodgett 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. David is a gifted, well trained, and prepared school leader who brings instructional and leadership experience, charter school training, a leadership residency at Liberty Collegiate Academy, one of the highest achieving and highest growth schools in Tennessee, and is currently working with a BES leader in charter school start-up in the school's inaugural year. David will complete additional leadership residencies at other BES schools within the BES Network this fall.

David is deeply thoughtful and reflective, ambitious for and planning towards what it will take to deliver measurable results. He is thoroughly open and responsive to the executive coaching he has received thus far and will continue to receive through his planning year and first two years of school operation. David is focused strategically on the school's mission and providing a proof point for what is possible for the children of his city. We are confident that David will bring a high-quality, high-achieving expanded middle school to the families and students of Las Vegas.

David is also a focused and relentless champion of best practices as well as those innovations that will allow children to succeed. He moves people forward with a strength, firmly grounded in intellect and experience. He holds the bar high for himself and the school's founding Board.

We are honored to work with David, and look forward to supporting him and the Nevada Prep team. We have complete confidence that his school leadership and the well-researched and practice-proven components of the public charter school design for Nevada Prep will lead to strong student achievement for the students of the Las Vegas Valley.

Respectfully,

A handwritten signature in black ink, appearing to read "Sue Walsh", written in a cursive style.

Sue Walsh
BES Chief Academic Officer



July 20, 2017

To Whom It May Concern:

I am enthusiastic to support David Blodgett's application to open a high performing charter school. My current experience supporting him as a Director of Leadership Development with Building Excellent Schools has given me the opportunity see the high standard David sets for students and educators. My prior experience both as a school leader myself and as a chief academic officer managing school leaders allows me to speak confidently about David's ability to recognize and develop quality instructional practices and hire and retain an exceptional team for the critical and urgent work of teaching students.

During my five years as a chief academic officer I worked with five schools at all stages of growth. I've seen that unfettered passion for students is necessary but not sufficient. Passion must be alongside pedagogical knowledge of instruction, organized attention to details, and an inspirational ability to lead others. David has an unwavering optimism along with a reverent and practical understanding of the obstacles he must lead others through. Not only have I had the opportunities to see these characteristics in action while Robert has been a Building Excellent Schools Fellow, but his success in prior leadership roles proves he's capable of opening a world-class school.

It is without hesitation that I recommend David Blodgett. His commitment to Las Vegas, his passion for students, and his unrelenting drive for the success of his students will make you enthused to have him create a school in Las Vegas.

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



Members of the Achievement School District:

My name is Adam Jimenez and I am an Area Director for the Boys and 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 Nevada Prep's proposed school leader, David Blodgett, on multiple occasions, and I support the establishment of Nevada Prep in Las Vegas. David 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 David and the Nevada Prep team could conduct community outreach, solicit feedback, and discuss the school with parents. For example, Nevada Prep 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 Prep's mission to prepare middle school students for success in high school, college, and life, will provide transformative change in our communities.

Please contact me with any questions at ajimenez@bgcsnv.org

Respectfully,

A handwritten signature in blue ink, appearing to read "Adam Jimenez", with a long, sweeping underline that extends to the right.

Adam Jimenez

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 Preparatory Charter School (Nevada Prep). We are confident that Lead Founder David Blodgett and the founding team of Nevada Prep will provide a much-needed option for students in Las Vegas.

We are impressed and excited about the mission of Nevada Prep, 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 Prep, and components of the academic design that use data to inform instructional decisions.

We hope to work with David and the Nevada Prep 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 Prep to prepare all students to excel in high school, college, and life.

Sincerely,



Justin White
Partner
Data Insight Partners



Nathan Trenholm
Partner
Data Insight Partners

July 26, 2017

Dear Nevada Achievement School District:

After meeting with David Blodgett to discuss the vision for Nevada Preparatory Charter School (Nevada Prep), I strongly support Nevada Prep'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 Prep's commitment to providing all its middle school students an hour-long, literacy-rich science course each day. We look forward to collaborating with Nevada Prep 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 Prep:

1. Technical assistance if/when Nevada Prep decides to apply to become a Governor-Designated Nevada STEM school
2. NGSS training and workshops for Nevada Prep 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.

Feel free to contact us directly with any questions about DRI, Science Alive, or our support of the Nevada Prep 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 Prep Charter Application

Dear Nevada Achievement School District Review Committee:

EdTec is proud to support Nevada Prep in its efforts to launch a high-performing middle school in Las Vegas and believe it would make an outstanding addition to the educational options available to students.

EdTec is a social venture founded in 2001 to exclusively serve the needs of charter schools. 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 Prep founding team, specifically around 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 Prep 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—including payroll, monthly financial reporting, board training, accounting, and annual budgeting support—for consideration by Nevada Prep'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 Prep is very well positioned to do just that.

Thank you for your consideration of Nevada Prep. 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



Business and Development Specialists
for Charter Schools

EdTec Back Office Scope of Service Detail

Scope of Services:

The philosophy of our Back Office Services is that we provide outsourced solutions so your school leadership and staff can focus on its educational mission. Financially, the school benefits because it does not need to hire (or supervise) a business office staff. Moreover, you receive the benefit of our deep charter school operations experience.

Following is a detailed list of the services offered under EdTec's Full Back Office Service bundle:

1. FINANCE and ACCOUNTING

Budgeting:

- **Annual and multi-year budgets including cash flows** – EdTec works with the school leader to create annual and multi-year budgets. EdTec strives to ensure that the annual budgets are strategic documents that capture the operations and direction of the school.
- **Budget revisions (as needed, on demand)** – EdTec revises budgets as needed to reflect changing circumstances at the school or in State funding.
- **Updated monthly budget forecasts** – EdTec tracks budget to actuals and updates the budget forecast on a monthly basis (if forecasts move materially off budget, we recommend a budget revision).

Financial Statements:

- **Monthly year-to-date financial statements** – EdTec prepares YTD financials compared to budget in time for the regularly scheduled board or committee meeting. EdTec electronically sends the financials and presentation as part of the board package ahead of the meeting. For schools with board or committee meetings on or before the 15th of the month, EdTec will furnish the financials and presentation in time for (but not in advance of) the meeting. For schools with board or committee meetings on or before the 10th of the month, EdTec will furnish the financials and presentation (for the month prior to the previous month) ahead of the meeting.
- **Monthly cash flow projections** – EdTec monitors the school's cash position and tries to anticipate any cash shortfalls in future months so the school can adjust spending accordingly or attempt to secure cash flow loans.
- **Financial statement analysis (monthly)** – In addition to financial statements, EdTec provides a succinct PowerPoint summary and analysis of the financial statements so Board and staff can quickly focus on the salient financial issues facing the school.
- **Customized financial analysis** – EdTec performs reasonable financial analysis that the staff or board requests, e.g. providing a comparative analysis of the school's budget relative to industry norms, scenario modeling (within reason), or fulfilling a request from the authorizing entity. EdTec will also provide customized reports (within reason) for grant proposals.
- **Support in resolving financial issues** – EdTec helps the school leader find solutions to financial issues by recommending budget changes and/or identifying sources of potential funding.

Accounting:

- **Setup of school's chart of accounts and general ledger** – EdTec sets up and maintains the school's chart of accounts, based on EdTec's standard structure which is designed to be compliant with state reporting requirements.
- **Customized account codes** – EdTec maintains limited customized account codes for unique features of the school program. These must be established at the beginning of the fiscal year to avoid re-coding of historic transactions.
- **Fund accounting** – EdTec can track revenue and expenditures by fund, e.g. implementation grant funds and expenses or Title I expenditures.
- **Training** – EdTec trains appropriate personnel on accounting procedures and practices designed to ensure accurate record keeping.
- **Transaction recording** – EdTec records in detail all transactions in a computerized accounting system.
- **Journal entries and account maintenance** – EdTec prepares and records journal entries and maintains the general ledger according to accepted accounting standards.
- **Bank reconciliation** – EdTec reconciles primary bank and investment accounts to general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as required.
- **Account for capital outlay expenses** – EdTec records capitalized assets as provided by the school. On an annual basis, EdTec records related depreciation and amortization in the general ledger and reconciles expenditures to fixed asset listing.
- **Generate financial reports as requested** – EdTec can generate the following reports upon request: detailed account activity; bank register activity; summary of budget; expenditures by account; cash balances; payroll register (for periods when payroll is processed by EdTec); revenues; general ledger account balances.

Accounts Payable & Receivable:

- **Revenue verification** – EdTec verifies that the school is receiving the correct amount of funds from State and Federal sources.
- **Revenue collection** – If the funds from the State or the authorizing entity are not correct, EdTec tracks down the appropriate officials and alerts them of the problem. EdTec will use reasonable efforts to negotiate on behalf of the school in disputes with funding agencies over improperly calculated payments.
- **Accounts payable** – EdTec processes all invoices and, pending approval from the school leader or surrogate, pays the bills and codes them, based on school input, in the financial software, typically on a two-week schedule with limited rush payments as needed. EdTec checks to make sure there are no double payments or double billings on multiple invoices. EdTec troubleshoots payment issues with vendors. EdTec also verifies that funds are available to pay the bill.
- **Form 1099 processing** – EdTec prepares and sends 1099 Forms to vendors and government, provided that this SOW remains in effect at the end of the applicable calendar year and subject to the timely receipt of accurate and complete information and data from Client, in accordance with EdTec policies, throughout the Term and including for any portion of the applicable calendar year that preceded the provision of services under this SOW.

Purchasing:

- **Vendor selection** – EdTec provides guidance on vendors based on its experience with vendors around the State and country.
- **Purchasing assistance on big-ticket items** – EdTec can assist the school in its purchase or leasing of big ticket items such as portables.

Government Financial Reporting:

Subject to timely receipt of information and/or materials from Client, EdTec provides the following:

- **Preliminary and final budget reports** – EdTec prepares and files the preliminary budget report based on the board adopted budget and a final budget as required.
- **Interim financial reports** – EdTec prepares and files the two interim financial reports to the authorizing entity.
- **Audited financial reports** – Subject to timely receipt of information and/or materials from the auditor, EdTec prepares and files the unaudited financial report. EdTec supports the Client and the auditor in the preparation (by the auditor) of the final audited report.

Audit:

- **Audit support** – EdTec prepares financial documents for the auditors and works side-by-side with the auditors to help ensure a smooth and timely audit process. For clarification, the school is responsible to pay auditor fees. The school shall also provide all non-financial records required by the audit – e.g. attendance records, employee records, teacher certifications.
- **Audit compliance training** – EdTec helps the school leader and audit staff develop financial policies designed to meet requirements and help protect the school from financial mismanagement.
- **Single Audit Act of 1984** – EdTec provides support in school compliance with accounting related audit requirements, including the Single Audit Act of 1984.
- **IRS Form 990 support** (and the corresponding State form, if applicable) – EdTec supports the school and auditor in preparing Form 990 tax-exempt organization annual filing. (For clarification, fees for audit and 990 are paid by school and it is the school's and auditor's sole responsibility to ensure these forms are filed).
- The school is responsible for attendance and audit of employee work.

2. PAYROLL and HUMAN RESOURCES

Payroll:

EdTec uses an external payroll processor to accomplish the following tasks. EdTec interfaces between the school and payroll processor, and performs quality checking so that the school does not need to interact with the payroll processor. The school pays payroll processing fees.

- **Payroll processing** – EdTec calculates and processes payroll and payroll-related payments/deductions for salaried and hourly employees based on information submitted by authorized Client representatives (excluding benefit accrual tracking such as vacation and sick time). EdTec works with the payroll processor to generate checks for signature by authorized Client representatives (or through electronic signature) or facilitates Direct Deposit at the Client's request. The proposed fees include up to twice per month payroll processing.
- **Payroll reporting** – EdTec works with the payroll processor to prepare and file all required payroll reports for submission to Federal and State agencies and submits electronic payroll, payroll tax reports and payroll tax deposits to the appropriate authorities.
- **Payroll record maintenance** – EdTec keeps track of payroll information. Client is responsible for maintaining all employee files, including forms based on EdTec-provided template files.
- **W-2 processing** – EdTec prepares and sends Form W-2 to the school and files Forms W-2 and W-3 with the Social Security Administration, provided that this SOW remains in effect at the end of the applicable calendar year, and subject to the timely receipt of accurate and complete information and data from Client, in accordance with EdTec policies, throughout the Term and including for any portion of the applicable calendar year that preceded the provision of Services under this SOW.

- **IRS, SDI, WC support** – EdTec assists in resolving payroll tax issues before the IRS and other Federal and State reporting agencies. EdTec also assists school with any State Disability, Workers Comp, or Unemployment Insurance claims by providing supporting payroll reports.
- **Retirement plan administration** – EdTec will help the school set up retirement accounts, and makes appropriate deductions and payments to retirement plans based on information provided by the school. The school is responsible for retirement plan account setup, administration and enrollments and any fees from outside parties including late fees and interest levied by the retirement plan administrator.
- **Benefit accrual tracking** – On an additional fee basis, EdTec can provide benefit accrual tracking for vacation and sick time.

Human Resources, Benefits and Insurance:

- **Employee file setup** – EdTec provides clients with template employee files and procedures to help ensure compliance with State and Federal requirements regarding Live Scan procedures, TB Test information, and/or credential verification information.
- **Contracts and handbook development support** – EdTec provides schools with non-legal, business advice on employment contracts and employee handbooks and their business implications.
- **Health benefits administration** – EdTec supports the school in the health benefits procurement process, and supports re-quotes of insurance on an annual basis. Client is responsible for all benefit reporting under the Affordable Care Act, including without limitation the Forms 1094-C and 1095-C.
- **Teacher credentialing** – EdTec provides information and assistance to school leaders to help them evaluate teacher credentials and “highly qualified” requirements.
- **Insurance procurement** – EdTec provides financial information necessary for the liability insurance quote process.

3. BUSINESS CONSULTING

EdTec is a strategic thought partner to its Clients and provides high-value support and guidance in the following areas:

- **Negotiations** – EdTec supports the school director and board with non-legal, business advice in negotiations related to issues such as MOUs, facilities, and SPED with districts, landlords, vendors, and others, including developing presentations and analyses to buttress the school’s position.
- **Strategic budget development** – EdTec can assist the school director and board with strategic financial planning and budget scenario development.
- **Financing support** – EdTec assists clients in preparing loan packages and connecting the school with non-traditional/specialized funding sources such as bonds, New Market Tax Credits, Community Development Financial Institution (CDFI) resources, and philanthropic funds.
- **Legal services optimization** – EdTec can help clients think through and frame issues in preparation for engaging legal counsel, thereby assisting in a more efficient use of legal services costs.
- **Special projects** – EdTec performs business-related special projects within reason, such as modeling growth, compensation and facilities scenarios, and finding food service providers and transportation options. (Note: EdTec does not assist schools with qualification as a provider of subsidized school meals.)

4. BOARD MEETING SUPPORT

- **Board mailouts (electronic)** – EdTec collects, organizes, and collates materials for each meeting (up to two board meetings per month) and emails the information to board

members in advance of the meeting. Client prints board meeting materials to have on hand for attendees.

- **Board meeting attendance** – EdTec attends regularly scheduled board and finance committee meetings in person or by teleconference (at most a total of one meeting per month and at least two meetings per three months), and presents its financial analysis presentation. EdTec can assist the board in staying in compliance with the Brown Act.
- **Board meeting minutes** - Client takes board meeting minutes and provides to EdTec for incorporation into board meeting materials. EdTec reviews and edits minutes, incorporating Client feedback, as needed.

5. FACILITIES

- **Facility proposal development for authorizing entity** – EdTec works with clients to develop a facility proposal for their authorizing entity.
- **LEA facility negotiations** – EdTec will help the school negotiate with the authorizing entity regarding facilities.
- **Facility acquisition/lease negotiation** – *On a separate fee basis and subject to staff availability, EdTec can assist clients with business, non-legal advice in negotiating purchase and/or lease terms. The school's attorney should review these.*

6. COMPLIANCE and ACCOUNTABILITY

- Note that compliance and accountability are the responsibility of the school. EdTec will provide advice on some matters, but this information is not comprehensive. In addition, since rules, regulations and interpretations regularly change, schools should seek independent verification from their attorneys or other sources.
- **Employee files** – As noted above, EdTec provides schools with templates for employee files, forms, and procedures to help ensure compliance with employment laws. (Note: the school should have an attorney review all legal issues.)
- **NCLB compliance support** – EdTec will track the financial reporting and provide backup necessary for compliance.
- **SPED compliance** – EdTec provides partial checklists and general information to help schools understand their responsibilities related to Special Education. EdTec assistance does not include educational program compliance and we recommend getting specialized assistance in this area to ensure complete compliance.
- **Funding compliance** – EdTec makes compliance recommendations regarding funding requirements, such as CSP implementation grant funding and other restricted funds. Note that NCLB Funding compliance is especially complex with many school obligations.
- **District and State regulation compliance** – EdTec can help the school identify areas where it may not be in compliance with district or State regulations.

7. CHARTER DEVELOPMENT and GRANTS ADMINISTRATION

- **Financial reports** – EdTec prepares customized financial reports for grant purposes, within reason.
- **Fund accounting** – EdTec sets up fund accounting to track direct and allocated costs to grants.
- **Charter School Grant Program (CSP) grant reporting** – EdTec assists the school in preparing and submitting the CSP reporting, and manages the review/finalization process.
- **Charter renewal** – *On a separate fee basis, EdTec will prepare and advocate a charter petition for a charter renewal application.*

8. START-UP/SET-UP

- **Start-up support** – EdTec helps new schools get started on the right foot by providing forms, instructions, and support needed to launch the school, including:
 - State and Federal IDs
 - Charter number registration with the state
 - 501(c) (3) information
 - Payroll information (I-9, state retirement system, health, Live Scan, etc.)

9. EDTEC SCHOOL PORTAL (ESP)

- Provided under the outsourced back office service - at no additional cost – the school will receive 2 named user logins for the EdTec School Portal (ESP). Unique to EdTec’s service offering, ESP provides the school users (e.g., school leader, office manager) with 24/7 web-based view access / visibility to the following key information, features and reports:
 - **Management Dashboard of Key Performance Metrics:** visibility to key financial performance metrics, etc.
 - **Financial Reporting:** Budget vs. Actual, Income Statements, etc.
 - **Accounts Payable and Receivables Reporting:** School staff will have AP & AR reporting capabilities via ESP.
 - **Knowledge Base:** Online, searchable knowledge base developed by EdTec over the last 9 years that contains over 400 pages of operational best practices (board governance, policies and procedures, etc.), Information Sheets on key charter topics (funding programs, compliance events, etc.) with links to external websites, forms, etc. EdTec continually updates and maintains the information in the knowledge base.
 - **Compliance Event Management:** EdTec populates the ESP dashboard with compliance events with due dates, recommended start dates, and cross referenced to EdTec’s proprietary online, searchable knowledge base. Users can open compliance events to view detailed descriptions and link directly to knowledge base content on the applicable topic and/or to external website pages on that topic (e.g., CDE guidance pages and/or forms).
 - **Employee Information Tracking:** ESP tracks key employee information such as expiration dates for credentials, first aid, and TB Test due dates. ESP also provides automated reminder emails that notify designated staff of expiry / due dates, 30 – 60 days in advance.

Summary

We hope our service offering is responsive to your needs. EdTec would be honored to serve your organization and will work tirelessly to help make it successful. Please let us know if there is any more information that you require.

Please contact Adam Miller, Senior Vice President, at adam.miller@edtec.com or 510-663-6500 x337 to discuss how best EdTec can help your school.

STATEMENT OF WORK
by and between
EdTec Inc. and [Client's Full Name]
Limited Back-Office Services (Pre-Launch)

Reference:	Master Services Agreement dated [MSA Date], by and between EdTec Inc. ("EdTec") and [Client's Full Name] ("Client").
Term:	[Start Date], 2017 through July 1, 2018.
Scope of Services:	<p>The philosophy of our Back-Office Services is that we provide a fully-outsourced solution so your school can focus on its educational mission. The scope of services under this Statement of Work is to provide Client, as you prepare to open your school for the 2018/19 fiscal year, with school set-up and limited back-office services from the date of this SOW until July 1, 2018, when EdTec's full back-office services under Statement of Work #[X] would begin.</p> <p><i>This Statement of Work is subject to, and shall have no force or effect in the absence of, the prior or contemporaneous execution of Statement of Work #[X] for full back-office services to commence on July 1, 2017 by and between Client and EdTec.</i></p> <p>1. FINANCE and ACCOUNTING</p> <p>Budgeting:</p> <ul style="list-style-type: none"> ▪ Annual and multi-year budgets including cash flows – EdTec works with the school leader to create a budget for the period prior to July 1, 2018, as well as annual and multi-year budgets. EdTec strives to ensure that the annual budgets are strategic documents that capture the operations and direction of the school. ▪ Budget revisions (as needed, on demand) – EdTec revises budgets as needed to reflect changing circumstances. ▪ Updated monthly budget forecasts – EdTec tracks budget to actuals and updates the budget forecast on a monthly basis (if forecasts move materially off budget, we recommend a budget revision). <p>Financial Statements:</p> <ul style="list-style-type: none"> ▪ Financial statements – EdTec can prepare budget versus actual reports. ▪ Customized financial analysis – EdTec performs reasonable financial analysis that the staff or board requests, e.g. providing a comparative analysis of the school's budget relative to industry norms or fulfilling a request from the authorizing entity. EdTec will also provide customized reports (within reason) for grant proposals. <p>Accounting:</p> <ul style="list-style-type: none"> ▪ Setup of school's chart of accounts and general ledger – EdTec sets up and maintains the school's chart of accounts, based on


	<p>EdTec's standard structure which is designed to be compliant with state reporting requirements.</p> <ul style="list-style-type: none">▪ Fund accounting – EdTec can track revenue and expenditures by fund, e.g. implementation grant funds and expenses or Title I expenditures.▪ Training – EdTec trains appropriate personnel on accounting procedures and practices designed to ensure accurate record keeping.▪ Transaction recording – EdTec records in detail all transactions in a computerized accounting system.▪ Journal entries and account maintenance – EdTec prepares and records journal entries and maintains the general ledger according to accepted accounting standards.▪ Bank reconciliation – EdTec reconciles primary bank and investment accounts to general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as required.▪ Account for Capital Outlay Expenses – EdTec records capitalized assets as provided by the school.▪ Generate financial reports as requested – EdTec can generate the following reports upon request: detailed account activity; bank register activity; summary of budget, expenditures by account; cash balances; payroll register (for periods when payroll is processed by EdTec); revenues; general ledger account balances. <p>Accounts Payable:</p> <ul style="list-style-type: none">▪ EdTec processes all invoices and, pending approval from the school leader or surrogate, pays the bills and codes them in the financial software, typically on a two-week schedule with limited rush payments as needed. EdTec also verifies that funds are available to pay the bills. <p>Purchasing:</p> <ul style="list-style-type: none">▪ Vendor selection – EdTec provides recommendations of vendors based on its experience with vendors around the country.▪ Purchasing assistance on big-ticket items – On an hourly consulting basis, EdTec can assist the school leader in its purchase or leasing of big ticket items such as portables. <p>Government Financial Reporting:</p> <ul style="list-style-type: none">▪ Preliminary and final budget reports – EdTec prepares and files the preliminary budget report based on the board adopted budget and a final budget as required. <p>2. PAYROLL and HUMAN RESOURCES</p> <p>Payroll: EdTec uses an external payroll processor to accomplish the following tasks. EdTec interfaces between the school and payroll processor, and performs quality checking so that the school does not need to interact with the payroll processor. The school pays payroll processing fees.</p>
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	<ul style="list-style-type: none">▪ Payroll Processing – EdTec calculates and processes payroll and payroll-related payments/deductions for salaried and hourly employees based on information submitted by authorized School representatives (excluding vacation and/or sick time tracking). EdTec generates checks for signature by authorized School representatives (or through electronic signature) or facilitates Direct Deposit at the School's request. The fees set forth below include up to twice per month payroll processing.▪ Payroll reporting – EdTec prepares and files all required payroll reports for submission to federal and state agencies and submits electronic payroll, payroll tax reports and payroll tax deposits to the appropriate authorities.▪ Payroll record maintenance – EdTec keeps track of employee payroll information. School maintains employee files (based on EdTec-provided template files).▪ W-2 processing – EdTec prepares and sends Form W-2 to employees and government provided that this SOW (or a full fiscal year back-office services SOW) remains in effect at the end of the applicable calendar year, and subject to the timely receipt of accurate and complete information and data from Client, in accordance with EdTec policies, throughout the Term and including for any portion of the applicable calendar year that preceded the provision of Services under this SOW.▪ IRS, SDI, WC support – EdTec assists in resolving payroll tax issues before the IRS and other federal and state reporting agencies. EdTec also assists school with any State Disability, Workers Comp, or Unemployment Insurance claims by providing supporting payroll reports.▪ Retirement plan administration – EdTec will help the school set up retirement plan accounts, and makes appropriate deductions and payments to retirement plans based on information provided by the school. The school is responsible for retirement account set-up, administration and enrollments and any fees from outside parties. <p style="text-align: center;">Human Resources and Benefits:</p> <ul style="list-style-type: none">▪ Health benefits administration – EdTec advises the school in the health benefits procurement process. <p>3. INSURANCE</p> <ul style="list-style-type: none">▪ Insurance procurement – EdTec assists in the liability insurance quote process. <p>4. BOARD MEETING SUPPORT</p> <ul style="list-style-type: none">▪ Other than preparation of the monthly financial information described above, attendance at, or preparation of materials for, Board meetings may be provided on an hourly consulting basis subject to staff availability. <p>5. COMPLIANCE and ACCOUNTABILITY</p>
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	<ul style="list-style-type: none"> ▪ Note that compliance and accountability are the responsibility of the school. EdTec will provide advice on some matters, but this information is not comprehensive. In addition, since rules, regulations and interpretations regularly change, schools should seek independent verification from their attorneys or other sources. ▪ Funding compliance – EdTec makes compliance recommendations regarding funding requirements, such as CSP grant funding and other restricted funds. Note that Title Funding compliance is especially complex with many school obligations. <p>6. CHARTER DEVELOPMENT and GRANTS ADMINISTRATION</p> <ul style="list-style-type: none"> ▪ Charter School Grant Program (CSP) grant reporting – EdTec assists the school in preparing and submitting the CSP grant reports, and manages the review/finalization process. <p>7. START-UP/SET-UP</p> <ul style="list-style-type: none"> ▪ Startup Support – EdTec helps new schools get started on the right foot by providing forms, instructions, and support needed to launch the school, including: <ul style="list-style-type: none"> ○ State and Federal IDs ○ Charter number registration with the state ○ 501(c) (3) information ○ Payroll information (I-9, retirement system, health, Live Scan, etc.)
<p>Excluded Services:</p>	<p>Other than the services outlined above, EdTec is not responsible for any other activities, unless mutually agreed to in writing. Examples of Excluded Services include, but are not limited to, outside legal costs, computer installation and support, purchasing of small items or of curriculum materials, printing and graphic arts, grant-writing or fundraising, hiring and associated legal requirements (e.g., background checks, credential reviews) and recordkeeping, meetings with outside parties (e.g., the Board or District) beyond those meetings required to accomplish the included services, Special Ed administration, testing, assessment, compliance with NCLB, compliance with government grant requirements, audits, attendance accounting, and other outside professional services costs.</p>
<p>Compensation:</p>	<ul style="list-style-type: none"> ▪ Limited Back Office Services: Our fee for the back-office services described above is \$2,000 per month, payable monthly in advance on the first day of each month. This fee <u>includes</u> all normal postage, telephone, copying, faxing, etc., <u>except</u> for bank and payroll fees that will be passed through. ▪ Consulting: Should you desire additional services not in the above scope, we would be pleased to provide these, subject to staff availability, at the then-current discounted hourly fee schedule for back-office clients (travel time is billed at ½ of the applicable hourly rate). Additional costs would include mileage reimbursement for travel, overnight delivery charges, and pre-approved out-of-pocket expenses. ▪ Set-Up Charges: EdTec Inc. will absorb the expenses of setting up clients on our systems. However, if reconciliations due to incomplete or unorganized

	<p>records require more than five hours of our staff time, we will charge for the additional reconciliation time at our discounted hourly consulting rate.</p> <ul style="list-style-type: none"> ▪ Payment Terms: All fees payable to EdTec must be received by EdTec on the first day of the month for which services are to be provided. EdTec reserves the right to suspend the provision of Services in the event a payment is not made when due.
<p>School Obligations:</p>	<p>EdTec's services will assist with the operations of Client's back-office operations, but do not include auditing Client's provided information and operations for completeness and compliance. It is Client's responsibility to adopt and adhere to reasonable policies and procedures, and to ensure the school remains in compliance with all applicable rules and regulations and maintains sound fiscal operations. In order to fulfill the scope of services described herein, EdTec relies on Client to provide timely, accurate and complete information, and to cooperate reasonably with EdTec. Furthermore, Client must immediately inform EdTec of any material change that could affect EdTec's ability to complete its responsibilities and to assist Client in complying with all applicable laws and regulations.</p> <p>Client will comply with the Roles and Responsibilities document provided under SOW #[X] (Attachment 1).</p>
<p>Termination:</p>	<p>Either party may, upon giving thirty (30) days' written notice identifying specifically the basis for such notice, terminate this Statement of Work for breach of a material term or condition of this Statement of Work, unless the party receiving the notice cures such breach within the thirty (30) day period. In addition, EdTec may terminate this Statement of Work immediately upon written notification and without liability, (a) if Client, in EdTec's reasonable judgment, violates any of the "School Obligations" above, or (b) if EdTec reasonably believes that Client will not open by September 30, 2018. This Statement of Work will also terminate automatically upon any early termination of SOW #[X] by EdTec. Upon any early termination under this section, Client shall pay EdTec for all services rendered by EdTec prior to the effective date of termination. In addition, if EdTec terminates this Statement of Work under this section, Client shall also pay EdTec for any demobilization or other costs resulting from such early termination.</p>

EDTEC INC.	[CLIENT'S FULL NAME]
By: _____	Signature: _____
Name: Steve Campo	Name: _____
Title: President & CEO	Title: _____
Date: _____	Date: _____
1410A 62 nd Street	Address: _____
Emeryville, CA 94608	_____
Fax: 510.663.3503	_____
	Email: _____
	Phone: _____
	Fax: _____

Back-Office Scope of Services Nevada Rise & Las Vegas Prep		Pre-Launch Scope of Service Prior to July 1, 2018	Back-Office Scope of Service Year 1 & Year 2
FINANCE & ACCOUNTING			
Budgeting:			
Annual and multi-year budgets with cash flows		Y	Y
Budget revisions (as needed, on demand)		Y	Y
Updated budget forecasts		Y	Y
Financial Statements:			
Monthly year-to-date financial statements compared to budget		Y	Y
Monthly cash flow projections		-	Y
Financial statement analysis summary presentation		-	Y
Customized financial reports and analysis		Y	Y
Support in resolving financial issues (budget changes / identify funding sources)		-	Y
Accounting:			
Setup chart of accounts, general ledger		Y	Y
Fund accounting (revenue and expenditures by fund)		Y	Y
Training of school staff on accounting procedures, practices, record-keeping		Y	Y
Accurate transaction recording		Y	Y
Journal entries and account maintenance		Y	Y
Bank reconciliation		Y	Y
Account for capital outlay expenses		Y	Y
Generate additional financial reports as requested		Y	Y
Accounts Payable & Receivable:			
Revenue verification		-	Y
Revenue collection - discrepancy resolution with authorizer/state		-	Y
Process all invoices pending approval from school and fund verification		Y	Y
Form 1099 processing		-	Y
Purchasing:			
Assist with vendor selection: recommendations		Y	Y
Purchasing assistance on big-ticket items (e.g. portables)		Available - additional consulting fee	Y
Government Financial Reporting:			
Prepare and file preliminary and final budget reports		Y	Y
Prepare and file both interim financial reports to the authorizing entity		-	Y
Prepare and file unaudited financial report; support client and auditor in preparation of final audit		-	Y
Audit and Tax Filings:			
Audit support		-	Y
Audit compliance training		-	Y
Support for compliance with Single Audit Act of 1984		-	Y
Support in preparing IRS Form 990		-	Y
PAYROLL			
Payroll processing - check printing and/or direct deposit		Y	Y
Payroll frequency		Up to 2x per month	Up to 2x per month
Payroll reporting		Y	Y
Employee payroll information / record maintenance		Y	Y
Prepare and send W-2 forms to employees		Y	Y
IRS, SDI, WC support		Y	Y
Retirement plan administration deductions and payments		Y	Y
HUMAN RESOURCES & BENEFITS			
Employee file procedures		-	Y
Employee file set up and compliance advice		-	Y
Live Scan procedures and support		-	Y
TB test information and compliance		-	Y
Credential verification support		-	Y
Contracts and Employee Handbook samples, development support		-	Y
Health benefits procurement, re-quotes, and administration support		Y	Y
Teacher credentialing and "highly qualified" evaluation support		-	Y
INSURANCE			
Insurance quoting/procurement assistance		Y	Y
BUSINESS CONSULTING			
Board & school leader support with negotiations		-	Y
Strategic budget development		-	Y
Financing support		-	Y
Business advice in areas that may reduce legal costs		-	Y
BOARD MEETING SUPPORT			
Board meeting agenda development		-	Y
Board meeting attendance/participation		Available - additional consulting fee	Y
Board meeting minute review, edit, incorporation of client feedback		-	Y
FACILITIES			
Facility needs assessment and planning		-	Available - additional consulting fee
Facility acquisition/lease negotiation		Available - additional consulting fee	Available - additional consulting fee
Financial reporting to lender		-	Y
COMPLIANCE & ACCOUNTABILITY			
Employee file templates, forms, procedures		-	Y
Title compliance support		-	Y
SPED compliance checklists and information		-	Y
Funding requirements and compliance recommendations		Y	Y
Authorizer and state regulation compliance		-	Y
CHARTER DEVELOPMENT & GRANTS ADMINISTRATION			
Customized financial reports		-	Y
Fund / grant accounting		-	Y
CSP grant reporting		Y	Y



Sunday, July 30, 2017

To Whom It May Concern,

I write to support the approval of NV Prep to further expand the charter landscape and increase school choice for students and families in East Las Vegas.

It was just over two years ago that the State Public Charter School Authority approved Equipo Academy's own charter application to establish the first college-prep public school to serve middle and high school students in East Las Vegas. The mission of Equipo Academy is to empower all students to meet high expectations, excel to and through college, and become transformational leaders within their community. We opened on August 10th with 450 students, now have 684 students, and we are on track to grow over the next five years to serve nearly a thousand students in grades six through twelve.

While our team is eager to grow our campus and continue creating new educational opportunities in East Las Vegas, we are also eager to see more community leaders make the choice to open their own schools as our families did. As we argued before the Authority and its staff at our own hearing, many of our community's best educational opportunities are still located in the affluent Northwest, Southwest, and Southeast corners of the city. And, unfortunately, the greatest concentration of underperforming public schools are still located in the Northeast.

David Blodgett has been my colleague in both the Clark County School District and Teach For America - Las Vegas Valley movement. In his first year as a teacher he was an active participant in a content team that I led for new fifth grade teachers. Since then he has worked in a variety of roles from classroom teacher to district staff member to now founding school fellow. His commitment to expanding educational opportunities in East Las Vegas has been unwavering. As our team was building the Scholars Working OverTime (SWOT) program for middle and high school students, he was an advocate and supporter of our work. We are excited to see the steps being taken by David's team to create even more choices in our community.

When guests and colleagues ask us what distinguishes Equipo Academy, we are excited to tell them that beyond any textbook or technology we may use, what really allows us to stand apart is the incredible team

and the amazing partners who stand alongside us. We are proud and grateful to have David as one of those partners and as a part of our team. We would be honored to work alongside him in the charter landscape and support the approval of his application to open NV Prep and create more educational opportunities in East Las Vegas.

Thank you for your work on behalf of students, families, and educators across our state. We look forward to the approval of Futuro Academy and the addition of another school choice to the charter landscape in East Las Vegas.

Sincerely,

A handwritten signature in black ink, appearing to read 'Benjamin Salkowe', followed by a horizontal line.

Benjamin Salkowe
Principal
Equipo Academy

July 3, 2017

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 Preparatory Charter School (Nevada Prep), and look forward to supporting their efforts through planning and implementation.

As former colleague of Mr. Blodgett, Nevada Prep's proposed leader, I can attest to his proven ability. Mr. Blodgett was instrumental as a teacher in ensuring outcomes for his own students and as a systems level leader in Clark County to empower teachers and school leaders in making better data based decisions. As a former Fellow with Building Excellent Schools, I can also confirm that as a Fellow Mr. Blodgett 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 Prep with guidance on the establishment of systems and policies, professional development partnerships, instructional practices, curriculum resources, and other practices to ensure a successful launch. Nevada Prep is launching with fifth- and sixth-grade students, and Futuro will grow to include fifth and sixth grade in 2021 and 2022, respectively, so we look forward to collaborating with Nevada Prep around how to build a strongest elementary to middle school pathway possible.

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 47 students, which confirms our community's desire for more excellent public school options, including Nevada Prep.

I support the establishment of Nevada Prep, 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



6787 W. Tropicana Ave.
Suite 275, Las Vegas, NV 89103
T. (702) 284.7114
C. (702) 768.0280
acaastro2@hciera.com

July 28, 2017

Dear Nevada Achievement School District:

HCI Advertising has met with members of the Nevada Prep founding team, including the proposed school leader David Blodgett, and we are eager to partner with Nevada Prep to build its brand, recruit students and families, and launch a great school in Las Vegas.

HCI Advertising is a one-stop integrated multicultural communications firm specializing in Full Service Advertising with In-House Production, headquartered in Las Vegas, NV, with offices in Mexico City. We have decades of collective experience reaching the US Hispanic and Latin American markets.

After speaking with Nevada Prep about its goals, specifically around community engagement and student recruitment, we believe there are exciting possibilities for us to support the school with pro-bono consulting and/or low-cost, discounted media strategies. We are eager to do our part to support a school that is committed to delivering excellent education to Las Vegas students.

Please learn more about us and our prior successful campaigns at www.hciera.com. Contact us with any questions about HCI or our support for Nevada Prep.

Sincerely,

Arturo Castro Jr.
Vice-President

HCI ADVERTISING



July 29, 2017

LATIN CHAMBER OF COMMERCE NEVADA, INC.

300 North 13th Street
Las Vegas, NV 89101
T (702) 385-7367
F (702) 385-2614
info@lvcc.com
www.lvcc.com

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Dear Nevada Achievement School District:

The Latin Chamber of Commerce is proud to support Nevada Preparatory Charter School (Nevada Prep) and its application to operate an Achievement School for our community. Nevada Prep is an active chamber member, and multiple members of the Nevada Prep founding team, including the proposed board chair Paola Gonzalez, are longtime friends of our chamber.

To-date, we have provided advice to Nevada Prep’s founding team, during the board recruitment and facility search process. As Nevada Prep’s focus shifts in the upcoming months toward recruiting students and families and hiring a strong, diverse staff, the Latin Chamber’s extensive network will be a tremendous asset. As a Latin Chamber member, Nevada Prep has access a robust calendar of networking events, and we are willing to provide Nevada Prep free space to advertise in our newsletter that reaches our members each month.

*The mission of the Las Vegas Latin Chamber of Commerce is to promote the success of our members and Hispanic-owned businesses by facilitating positive business, cultural and **educational** relationships, as well as economic development and knowledge sharing in an efficient, effective and professional manner.*

We know education is inseparable from economic development, especially in Las Vegas’s vibrant and growing Latino community. We advocate for providing excellent school options for all families in our community. We value our existing partnerships with public charter schools, including Nevada State High School (NSHS), a high school that provides students in our community the chance to earn free college credits. NSHS opened a new campus inside the Latin Chamber’s office space last year.

After meeting with Nevada Prep’s team, we are confident in Nevada Prep’s commitment to prepare students for high school, college, and life.

Sincerely yours,

Peter Guzman
President and CEO



July 31, 2017

Dear Nevada Achievement School District:

Latino Leadership Council is proud to support Nevada Preparatory Charter School (Nevada Prep) and its application to launch a fresh-start middle school in Achievement School District.

As a group of leaders committed to improving outcomes for the Latino community in Clark County, we know our students and families need and deserve more high-quality school options. We are encouraged by Nevada Prep’s commitment to serving all students, and we are encouraged by the founding team’s diversity and capacity. Both the chair and the vice chair of Nevada Prep’s proposed Board of Directors are Latino leaders who were raised in Las Vegas, have raised their own children in our community, have served extensively in support of public schools, and have built successful careers in Las Vegas. The Nevada Prep founding team, collectively, is committed to learning from the best practices in schools across the country that achieve strong results with low-income students from many backgrounds, including English Language Learners. We recognize and commend Nevada Prep for its high expectations for the school and for all the students and families it will serve.

Nevada Prep is committed to using its resources to provide the best, most equitable education possible for students currently zoned to attend low-performing schools in Las Vegas. We know that effective long-term, sustainable change for our community requires us to create strong schools, so we are eager to work shoulder-to-shoulder with Nevada Prep as it strives to become a model for what a high-performing public school can achieve in any part of our community.

Jose Solorio is a member of the Nevada Prep founding team. He, or any one of us, is happy to answer questions about our support for Nevada Prep.

Sincerely,

Handwritten signature of Al Martinez in black ink.

Al Martinez,
Chair
(702) 286-9390

Handwritten signature of Sylvia Lazos in black ink.

Sylvia Lazos,
Vice Chair
(702) 767-8017

Jose Solorio
Education Committee Chair
(702) 324-7952

The Latino Leadership Council is a community group based in Southern focused on policy advocacy for the benefit of Latino and historically underrepresented communities.

LEADERS TRAINING

empowering students

July 10, 2017

Dear Nevada Achievement School District:

This letter affirms Leaders in Training's strong support for Nevada Prep and its proposal to open a new public middle 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.

Like Nevada Prep, we know that students' decision about where to attend high school is potentially even more important than their decision about where to attend college. As a college access program, we are deeply committed to high school access because we know that outcomes for Clark County students vary drastically based on which high school students have access to.

We look forward to working closely with Nevada Prep to share what we have learned about high school access in Clark County over the past five years. We are eager to create an experience-based high school access curriculum with Nevada Prep to ensure that as many Las Vegas students as possible become first-generation college graduates and the future leaders of our community. As Leaders in Training expands to serve students at new campuses, we look for schools like Nevada Prep, that are guided by mission that promotes equity and access for all students.

Contact me to learn more about our support for, and partnership with, Nevada Prep.

For equitable opportunity,



Erica V. Mosca
Founder & Executive Director
Leaders in Training
emosca@leaders-in-training.org
702.250.2320

Dear Nevada Achievement School District:

I am writing this letter in support of Nevada Preparatory Charter School (Nevada Prep), its lead founder David Blodgett, and its founding team.

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).

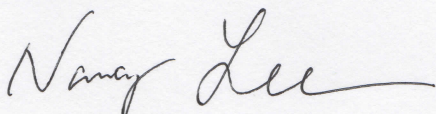
David has a great vision to implement high-quality computer science instruction across grades 5-8 for the Nevada Prep's core curriculum and to prepare all students for success. I have offered my support for Nevada Prep's approach to computer science in the following ways:

- *Exposing all students* to a full-semester of computer science through resources such as Code.org's **Computer Science Fundamentals** curriculum
- *Enhancing math instruction* using resources such as Code.org's **Computer Science in Algebra** curriculum
- *Enhancing science instruction*, primarily in seventh and eighth grade, using resources such as Code.org's **Middle School CS in Science** curriculum
- *Providing access to higher-level, elective computer science courses* that put seventh and eighth grade students with a passion for coding on a path to succeed in Advanced Placement (AP) computer science

I will provide my expertise for Nevada Prep during the planning phase with issues such as consulting on the selection of software and hardware necessary to implement the computer science curriculum, screening potential teacher hires for the skills needed to successfully teach computer science, and designing professional development.

I will also support Nevada Prep with professional development and implementing code.org curriculum once Nevada Prep opens its doors to students in the 2018-19 school year. As a Code.org facilitator, I offer multiple free professional development opportunities throughout the year which Nevada Prep teachers would be welcome to attend. Please contact me with any questions.

Sincerely,



Nancy Lee, Ph.D.

Advanced Technologies Academy
1411 Robin Street
Las Vegas, NV 89106



July 31, 2017

Dear Nevada Achievement School District:

Nevada Preparatory Charter School (Nevada Prep) has drafted, and intends to submit, a Charter School Program (CSP) grant application on August 15, 2017, for a request of \$854,000 in startup funding.

Our application to operate an Achievement Charter includes multiple budget models to demonstrate how CSP funds would support our school launch. We also developed a budget model that includes no CSP funding.

This letter serves to confirm our Founding Team's commitment to raising funds of \$50,000 and \$100,000, respectively during our first two years of operations, in order to support school launch, as a contingency if we are unable to secure CSP funding. Our commitment is represented as the "Board Startup Fundraising Commitment" revenue line in Budget Model #1 of our application.

Please contact us or our proposed Executive Director, David Blodgett, with any questions.

Sincerely,

A handwritten signature in blue ink that reads "Paola Gonzalez".

Paola Gonzalez
Proposed Board Chair

A handwritten signature in blue ink that reads "James McIntosh".

James McIntosh
Proposed Treasurer

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 Prep and its petition to open a new middle 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 Prep, I believe that *every* student, regardless of race or ethnicity deserves an excellent, free, public education. Authorizing schools like Nevada Prep 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 Prep, David, 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 Prep 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 Prep and its petition.

Thank you for your consideration,



Leo Murrieta
President
Murrieta & Associates Consulting, LLC

July 31, 2017

Dear Nevada Achievement School District:

The National Center for Families Learning (NCFL) is a national nonprofit organization whose mission is to address our nation's literacy challenges by engaging all family members in learning, with a primary focus on parents and children living in poverty.

We believe education is a family affair, every parent is an asset, and every family member is a resource. We work directly with schools and districts to implement the Toyota Family Learning model, develop free resources, and provide training and technical assistance to enhance and expand two-generation learning across the country.

When Nevada Prep's lead founder David Blodgett began developing the family engagement strategy for the school, he reached out to NCFL to discuss best practices in family engagement and to ask which public charter schools across the country were doing family engagement work that Nevada Prep could learn from. We shared a few examples of our partner schools including Briya Public Charter School in Washington, DC, and the Milwaukee Environmental Sciences Academy in Wisconsin.

We have collaborated with David around family learning in Las Vegas on a prior project, and we are eager to continue our relationship to share what NCFL has learned over the past 28 years so that Nevada Prep can better engage and empower families as critical partners in creating a model, high-achieving public school for the students and families of Las Vegas.

NCFL is excited to watch Nevada Prep help children and families reach their full potential.

Sincerely,



Dr. Joshua Cramer
NCFL Vice President



June 12, 2017

Dear Nevada Achievement School District:

My name is Brent Husson and I am the President and Founder of Nevada Succeeds, a nonprofit, nonpartisan coalition of business leaders committed to improving the state's education system. I have discussed the vision for Nevada Preparatory Charter School (Nevada Prep) with the school's proposed leader, David Blodgett, and I support his efforts to establish a high-quality middle school option for our community.

I have worked with David in different capacities over the past five years and know he shares Nevada Succeeds' commitment to providing excellent professional learning opportunities for teachers. David and the Nevada Prep founding team have developed a coaching and professional development strategy in which teachers will receive a full month of professional development before students set foot on campus. Nevada Prep is also committed to providing weekly feedback and coaching to all teachers, based on their individual needs, during the school year. While student achievement is the primary driver of professional development at Nevada Prep, we appreciate that the school also views professional development as a key factor in recruiting and retaining outstanding talent in the teaching profession.

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 Prep and Nevada Succeeds can work together to ensure a more successful Nevada future.

We support the establishment of Nevada Prep 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 Prep's mission to prepare every fifth- through eighth-grade student for success in high school, college, and life, represents a much-needed educational priority for students and families in Las Vegas.

Sincerely,

A handwritten signature in black ink, appearing to read "Brent Husson", with a long horizontal line extending to the right.

Brent Husson
President, Nevada Succeeds
brent@nevadasucceeds.org | (702) 373-3335



July 15, 2017

Nevada Achievement School District:

I am writing on behalf of Open Up Resources to detail our support for Nevada Preparatory Charter School (Nevada Prep).

Open Up Resources is a not-for-profit organization with a social justice mission, and our goal is to put high-quality materials in the hands of as many teachers and students as possible. We achieve this goal by:

1. Tapping expert curriculum authors
2. Performing quality checks, using K-12's best guides
3. Refining curricula based on classroom experience
4. Publishing our curricula as Open Educational Resources, using a CC-BY (Creative Commons) license, so that schools can adapt curriculum freely
5. Providing multiple forms of implementation support, including professional development

We have consulted with David Blodgett, Nevada Prep's proposed school leader, around curriculum selection, budgeting for instructional resources, and professional development for Math, ELA, literacy-rich science, and literacy rich social studies courses. Our discussions included specific approaches for literacy intervention resources to support Nevada Prep's Power Hour classes.

We are encouraged by Nevada Prep's thoughtful and strategic approach to curriculum and instruction, and we are eager to continue serving as a resource for Nevada Prep as they adopt curricula, provide professional development to teachers, and strive to meet the needs of all learners.

Please contact me with questions about Open Up Resources or our partnership with Nevada Prep.

Sincerely,

Jessica Sliwerski
National English Language Arts & Literacy Lead
jessica.sliwerski@openup.org



David Blodgett
Founder and Director
Nevada Prep Public Charter School

Dear David,

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 Prep in the amount of \$100,000.

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

Best,

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

Jake Custer
Director of Growth Support



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 Prep Academy's application for authorization under the Nevada Achievement School District (Nevada ASD). We are impressed with Building Excellent Schools' (BES) Fellow David Blodgett's history of leadership in education in our community, from his accomplishments in the classroom to his work in the CCSD Superintendent's office. He will provide an exceptional middle 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 Prep has already shown its commitment to community involvement. Working closely with Opportunity 180, they surveyed families in zip codes with the greatest need for high quality school options and attended family events in our community to connect with families and stakeholders to learn what the community wants for middle school education in Clark County.

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 David Blodgett, Nevada Prep 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 Prep's efforts to launch a high quality public charter school for our families with middle school 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 11, 2017

Dear Nevada Achievement School District:

This letter serves to confirm our support for Nevada Preparatory Charter School (Nevada Prep) and its application to launch a public school in Las Vegas in 2018. We are eager to continue and grow our partnership with David Blodgett and the rest of the Nevada Prep founding team as they work to launch and lead a high-performing public 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 to transform teaching, learning, and education leadership in Nevada.

I am deeply familiar with David and his leadership capacity because he was formerly a member of our team as the director of our Grants Department. He has continued his relationship with us as he joined the Building Excellent Schools Fellowship and began the work to launch Nevada Prep.

Based on our conversations with David, we believe the following partnership opportunities with The Public Education Foundation, in addition to other advice which we are happy to provide, may be beneficial to Nevada Prep:

- 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

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4350 South Maryland Parkway
Las Vegas, NV 89119

702 | 799 | 1042 MAIN
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theped.org



July 20th, 2017

Dear Nevada Achievement School District:

Teach For America-Las Vegas Valley (TFA-LVV) is writing to support Nevada Preparatory Charter School (Nevada Prep) and its application to launch a grades 5-8 school, beginning in 2018. David Blodgett, the school's proposed leader, was a 2009 TFA-LVV corps member and has remained engaged in our alumni community since 2011. We have seen his leadership at the school, district, and non-profit level and believe he has the capacity to be a phenomenal leader for children in our community.

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.

From conversations with David Blodgett, I am excited about their mission to prepare *all* students for high school, college, and life. Given the mission of the school and the population of the community that will be serve Nevada Prep, could be a strong fit as a potential placement school for TFA corps members, or as a school that TFA alumni may choose to be a part of, in upcoming years.

We look forward to working with Nevada Prep in purpose of our shared purpose to provide excellent education for Las Vegas students.

Sincerely,



Sean Parker

Executive Director, Teach For America-Las Vegas Valley
702-696-9059 ~ 701 E Bridger, Suite 750, Las Vegas, NV 89101



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 Prep

Dear Nevada ASD Review Team:

As a former Clark County public charter school teacher, I am eager to support Nevada Prep in its efforts to launch a middle school that prepares all students to enroll and succeed in rigorous high school environments. I'm especially excited about the vast amounts of practical knowledge David Blodgett is bringing to the table as Nevada Prep's leader, as his extensive background as a highly-effective classroom teacher, education policy wonk, curriculum expert, and his participating in the highly selected Building Excellent Schools fellowship program will put him miles ahead of the typical charter starter in our State on Day 1.

I'm also excited about the synergy between Nevada Prep's mission and our work at thinkLaw. Drawing from my experience as a teacher and an attorney, I founded thinkLaw because I saw an opportunity to help educators teach critical thinking to all students using real life-legal cases. After discussing Nevada Prep's vision and school design, I believe thinkLaw is a strong complement to Nevada Prep's core curriculum that provides intensive literacy supports and a sustained focus on logic and critical thinking.

Nevada Prep and thinkLaw have discussed multiple ways in which thinkLaw lessons could potentially work within the Nevada Prep weekly schedule. Regardless of how Nevada Prep may choose to implement thinkLaw, we are committed to providing professional development and support they would need to deliver the best possible instruction using thinkLaw curriculum and other resources to support higher order instruction for all students.

As someone who is deeply invested the success of public schools in Clark County, I believe Nevada Prep represents an important option that can meet a significant need for our students and families.

Sincerely,

A handwritten signature in blue ink, appearing to read "C. Seale".

Colin E. Seale
Founder & CEO
thinkLaw

3651 Lindell Rd., Suite D692 , Las Vegas, NV 89103

www.ThinkLaw.us

June 16, 2017

Dear Nevada Achievement School District:

I am writing in support of Nevada Preparatory Charter School (Nevada Prep) 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 Prep could look like in the coming years. TNTP has followed the progress of Nevada Prep over the past year as Tamara Shear, a full-time leader on our team, is also a proud member of the Nevada Prep Founding Team.

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 Prep'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 5th grade on Nevada Prep's founding team.

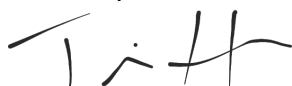
The professional development teachers receive during NTC focuses on a model, practice, execute with feedback cycle and is a strong complement to the weekly feedback and coaching Nevada Prep intends to provide its teachers.

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 Prep grows over the next few years, entrepreneurial Lead Nevada Academy alumni will be eligible to apply for various school leadership roles at Nevada Prep.

We are eager to support Nevada Prep 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 Prep.

Sincerely,



Tim Hughes
Partner, TNTP

July 31, 2017;

Dear Nevada Achievement School District:

I write in my personal capacity to support Nevada Preparatory Charter School (Nevada Prep) and its work to launch an expanded middle school in 2018.

Nevada Prep's proposed school leader, David Blodgett, completed the Teach For America corps experience in 2011, at the same time I moved to Las Vegas to serve as the Executive Director of Teach For America, Las Vegas Valley. Over the past six years, I have worked with David in multiple capacities, including with Teach For America and during my time as a member of the State Board of Education. David has become a trusted colleague and partner, and I am excited that he is pursuing the critical work of founding a middle school.

David is a dedicated, highly-capable leader with a strong vision for what students deserve and what they are capable of achieving. David's experience teaching in low-income communities and the variety of roles that he has played in service of educational opportunity for all children have given him exposure to the barriers that children face in realizing their fullest potential as well as conviction about the solvability of the problem of educational inequity. David is a model of integrity and commitment and has shown throughout the past six years that his word is his bond and that he does not take any commitment lightly. As I expected he would, David has built a strong founding team that shares his commitment to making Nevada Prep a model public school.

I look forward to supporting David and the Nevada Prep team during school launch and beyond. In my current role as Senior Fellow with the Guinn Center for Policy Priorities, I have engaged with David in multiple productive conversations about equity in education and the significant challenges facing our state, and I expect we will continue to collaborate based on our shared commitment to a future where every Nevada student, regardless of circumstance, has access to an excellent education.

Best,

A handwritten signature in black ink, appearing to read "Victor Wakefield". The signature is fluid and cursive, with a long horizontal stroke at the end.

Victor Wakefield

June 26, 2017

Nevada Achievement School District:

I am writing to confirm my unequivocal support of Nevada Preparatory Charter School (Nevada Prep) and its proposal to launch for the 2018-19 school year.

David Blodgett, the proposed school leader, has been a respected colleague of mine since 2013, and I believe that David 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 David during the BES Fellowship and the ongoing support BES will provide to Nevada Prep during the next three years.

As David and the Nevada Prep founding team have developed their charter petition and refined their school vision, I have provided input on a range of topics from school board development to curriculum and assessment to school culture.

As a parent, a Las Vegan, and an advocate for equity in education, I am deeply invested in the success of Nevada Prep. 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 Prep 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



Dear Sir or Madam,

My name is Brynne Caleda, CEO of Yoga Ed., and I am writing to express my support for David Blodgett, Lead Founder of Nevada Preparatory Academy. I have spoken with Mr. Blodgett 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 Preparatory 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 Prep. We will lend our expertise in education and program development to implement programming that supports Nevada Prep teachers and students at all levels. At the middle school level, we will incorporate effective transitional pieces for the classroom, helping students to navigate the ups and downs of each day, and empowering them with the skills to effectively manage whatever obstacles, emotions, or stressors that they face.

Again, I support the establishment of Nevada Prep in Las Vegas and look forward to working with them to put mindfulness into action through yoga programming. Yoga Ed. will help Nevada Prep accomplish their mission of placing all scholars in grades 6-8 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,

A handwritten signature in black ink that reads "Brynne Caleda". The signature is written in a cursive, flowing style.

Brynne Caleda, M.Ed.
CEO, Yoga Ed.

Appendix B: Founding Team Resumes

The following pages include resumes for the Proposed Governing Board of Nevada Prep. The list below includes other nonprofit boards on which our members serve:

1. Paola Gonzalez (Proposed Board Chair)
 - a. Board member of Risk Management Association (RMA), Las Vegas Chapter
2. Jose Solorio (Proposed Board Vice Chair)
 - a. Vice Chair of College of Southern Nevada – Institutional Advisory Council
 - b. Second Vice Chair of Nevada State Democratic Party
 - c. Board member of Latino Leadership Council
 - d. Board Member of Nevada Progressive Coalition
3. James McIntosh (Proposed Treasurer)
4. Brandon Best (Proposed Secretary)
5. Tamara Shear
6. Rob Mallery
 - a. Board member of Workforce Connections

PAOLA P. GONZALEZ

229 Centocelle Ave, Las Vegas, NV 89183 702-349-9227 * PGonzalez@NSDC.COM

EDUCATION

Pacific Coast Banking School, University of Washington Seattle, WA
 3-Year Master-Level Banking Program completion: 2015

University of Nevada, Las Vegas Las Vegas, NV
 B.S in Business Administration: Finance grad: 2002

Additional professional learning coursework from National Association of Government Guaranteed Lenders (NAAGL), AIB International (formerly American Institute of Baking), and Risk Management Association

PROFESSIONAL EXPERIENCE

Nevada State Development Corporation Las Vegas, NV
Vice President & Business Development Officer 2015–present

Bank of Nevada Las Vegas, NV
Senior Vice President 2014–2015

First Security Bank of Nevada Las Vegas, NV
Senior Vice President & Relationship Manager 2011–2014

Bank of Las Vegas (formerly Black Mountain Community Bank) Las Vegas, NV
Vice President & Commercial Real Estate Lending Officer 2005–2011

Nevada State Bank Las Vegas, NV
Relationship Officer 2003–2005
Branch Service Manager 2002–2003
Teller & Financial Service Supervisor 1996–2002

VOLUNTEER EXPERIENCE

Make-A-Wish Foundation
Wish Granter 1997-2000; 2006–present

Communities In Schools
Student Mentor 2013–present

Risk Management Association - Las Vegas Chapter
President, Education Chair, Treasurer, Steering Committee member 2002–present

LANGUAGE

Native proficiency in written and spoken Spanish

JOSE SOLORIO

3328 Apenzell Ct, Las Vegas, NV 89129 * 702-324-7952 * jose.a.solorio@gmail.com

EDUCATION

University of Nevada, Reno Reno, NV
 Master of Business Administration grad: 1984
 B.S. in Managerial Sciences, Insurance, with a minor in Accounting grad: 1982

PROFESSIONAL EXPERIENCE

Service Genie, Las Vegas Las Vegas, NV
Founder & Owner 2017–present

Political Advancement of Latinos Organization (PALO) Las Vegas, NV
Founder 2014–present

HCI Advertising Las Vegas, NV
Vice President of Government & Public Affairs 2015–present

Solorio Consulting, LLC Las Vegas, NV
President 2013–present

Southwest Business Consulting Las Vegas, NV
Independent Business Owner 1991–2012

City of Las Vegas Las Vegas, NV
Development Officer 1986–1991

VOLUNTEER EXPERIENCE

Nevada State Democratic Party
2nd Vice Chair 2017–present

Nevada Progressive Coalition
Member, Board of Directors 2016–present

Latino Leadership Council
Member, Board of Directors & Education Chair 2016–present

College of Southern Nevada – Institutional Advisory Council
Vice Chair 2015–present

Clark County Board of School Trustees
Trustee, District D 1992–1994

LANGUAGE

Native proficiency in written and spoken Spanish

JAMES MCINTOSH

2268 Pacini Court, Henderson, NV, 89052 * 702-743-1574 * jameslmcintosh@gmail.com

EDUCATION

University of Nevada, Las Vegas Las Vegas, NV
MBA: Finance Concentration grad: 2005
B.S in Business Administration: Accounting grad: 1996

PROFESSIONAL EXPERIENCE

City of Henderson Henderson, NV
Finance Director 2016–present

- Manage city-wide budget of \$500 million, including accounting, cash and investment management, purchasing, and business operations
- Oversee business licensing, grants administration and risk management

Clark County School District (CCSD) Las Vegas, NV
Chief Financial Officer 2011–2014 (interim CFO from 2009–2013)

- Assisted with development and management of the \$4.6 billion CCSD budget, including capital programs and debt service
- As lead of the Business and Finance Division, oversaw over 2,500 employees and more than \$500 million in expenses
- Managed facilities initiatives, including the legislatively-approved \$4.1 billion 2015 Capital Improvement Program
- Oversaw the district’s Maintenance, Custodial, and Technology departments
- Procured a fully-insured health insurance program for 10,000 support staff employees and school police officers

Deputy Chief Financial Officer 2007–2013

- Managed the Accounting and Budget Departments, which included responsibility for budget preparation, issuing the Comprehensive Annual Financial Report (CAFR), payroll, accounts payable, investment management, debt service, fixed assets, and the CCSD purchasing card program
- Oversaw the CCSD operational budget of \$2.1 billion (at that time) in general operating expenditures, over \$400 million in debt service payments annually, and \$300 million in capital project expenditures
- Oversaw management of the CCSD investment portfolio, worth more than \$1 billion
- Served as Finance lead in preparing the CCSD’s online fiscal transparency dashboard known as Open Book

Accounting Director 2002–2007

- Researched and trained staff on several Governmental Accounting Standards Board Statements as applicable to CCSD financial statements
- Implemented procedural changes in many departments, as the finance team lead for the district-wide Enterprise Resource Planning (ERP), resulting in large cost savings
- Prepared the annual investment report and debt management policies

BRANDON BEST

2555 Chantemar Street, Las Vegas, NV 89135

702-682-9707 * brandon.p.best@gmail.com

EDUCATION

Howard University School of Law

Washington, D.C.

Juris Doctorate

grad: 2011

- Bar Admission: **New York**, 2012
- Bar Admission: **Nevada**, 2015 (Certification of Limited Practice under SCR 49.10)

University of Rochester

Rochester, NY

B.A. in Political Science

grad: 2007

PROFESSIONAL EXPERIENCE

Aruze Gaming America, Inc.

Las Vegas, NV

Associate General Counsel

2013–present

- Responsible for all contract processing, including reviewing, negotiating, and drafting standard, non-standard, and complex contracts for the sale and lease of gaming equipment
- Provides general corporate transactional support to the company, including reviewing, negotiating, and drafting social gaming license agreements, license agreements, Customer master agreements, consulting agreements, event agreements, complex financing agreements, non-disclosure agreements, third-party vendor agreements, service agreements, and commercial and residential lease agreements
- Provides general legal support for all internal business clients, including the Finance, Sales, IT, Marketing, Production, Technical Compliance, Technical Services, and Logistics departments
- Provides corporate transactional support to the company’s Philippines affiliate, including reviewing, negotiating, and drafting sales agreements
- Drafts a variety of letters and amendments, including demand letters, amendment letters, and legal notices for the Sales Department
- Implemented and oversees the company’s due diligence matters for new customers, and created quarterly reports to present to the company’s Compliance Committee
- Prepares Board of Directors resolutions and unanimous consents for various intercompany transactions
- Files Uniform Commercial Codes (UCCs) for the company
- Manages outside counsel on all trademark matters, including the filing and renewing of the company’s trademarks

TAMARA L. SHEAR

67 Newton Ridge Way, Las Vegas, NV 89183 * 951-640-7120 * tamara.shear@tntp.org

EDUCATION

American University	Washington, D.C.
M.A. in Teaching, Secondary Education Mathematics	grad: 2011
University of California, Riverside	Riverside, California
B.A. in Economics and Administrative Studies; emphasis in Marketing	grad: 2009

PROFESSIONAL EXPERIENCE

TNTP (formerly The New Teacher Project)	Las Vegas, NV
<u>Training and Instruction Manager</u>	2016–present
<ul style="list-style-type: none"> – Collaborate with 19 partner principals to ensure our teachers meet or exceed their expectations, leading to 90% of partner principals stating they would recommend hiring from our program – Designed programming for 45 teachers that focused on content, data analysis, culturally responsive teaching, and parent and family involvement that lead teachers to grow an average of 25% in eight months – Facilitated professional development for early childhood principals and center directors to increase the quality of their early childhood education programs in Las Vegas and Northern Nevada – Lead vision-setting and managed priorities for summer training to ensure teachers meet or exceed state requirements and are prepared for their first year of teaching 	
Teach for America – Las Vegas Valley	Las Vegas, NV
<u>Manager of Teacher Leadership Development</u>	2014–2016
Animo Watts Academy, Green Dot Public Charter Network	Los Angeles, CA
<u>Algebra I Teacher, Math Department Chair, Instructional Leadership Team</u>	2012–2014
Charles Hart Middle School, DC Public Schools	Washington, D.C.
<u>6th Grade Math Teacher</u>	2011–2012
Teach for America Summer Institute	Philadelphia, PA
<u>Corps Member Advisor</u>	Summer 2011
Blow Pierce Friendship Public Charter School	Washington, D.C.
<u>6th and 7th Grade Math Teacher</u>	2009–2011
Office of Congresswoman Jane Harman (CA-36)	Washington, D.C.
<u>Congressional Intern</u>	2009

VOLUNTEER EXPERIENCE

Girls on the Run (Site Coach)	2011 & 2014
Boys & Girls Club of Southern Nevada (Mentor)	2014
Southern Nevada Educator Leadership Symposium (Planner & Volunteer)	2015–present
EdCamp Vegas (facilitator)	2016–present

ROB MALLERY

4699 Lomas Santa Fe Street, Las Vegas, NV, 89147

213-440-4700 * rob.mallery@originate.com

EDUCATION

University of Nevada, Las Vegas
B.S in Biology

Las Vegas, NV
grad: 1999

PROFESSIONAL EXPERIENCE

Originate (AI-native™ software platform company)
VP of Talent

Las Vegas, NV
2009–present

- Build a team of 150 world-class engineers, designers, product specialists, entrepreneurs and business experts
- Recruit elite, right-fit software engineers, a highly-competitive segment of the labor market, to join our team over offers from larger Silicon Valley tech companies
- Source and hire engineers with scarce, in-demand skillsets (e.g., Scala, Haskell, Node.js, RoR, Javascript, DevOps, iOS, Android and, machine-learning, Artificial intelligence, and data science)
- Oversee strategy to build organizational and office culture and incentive structures that drives recruitment and retention (e.g., sharing 50% of the upside from each partnership with our team members and providing 20% of paid time for team members to pursue their own passions, ventures, and/or personal growth)

Lassen Group (tech talent recruiting firm)
Founding Partner

Irvine, CA
2004–2008

- Hired and trained all staff (primarily entry-level college graduates) and grew office revenue to over \$1.5 million/year with 50% profit margin
- During startup, managed day-to-day operations, served as sales manager, and become the top biller for the office

Zion Partners (tech talent recruiting firm)
Recruiter

Los Angeles, CA
2000–2004

- Recruited talented engineers with a variety of skillsets (C#, VB.net, ASP.net, Perl, PHP, Ruby on Rails, iOS, android, Java, J2EE, C/C++, VC++, Cold Fusion, MS SQL Server, Oracle, MySQL, Windows, UNIX, Linux, and CISCO) to meet the talent needs of tech firms in the Los Angeles area
- Developed recruitment strategy in partnership with Fortune 500 giants, elite internet and software companies, and well-funded start-ups

VOLUNTEER EXPERIENCE

Workforce Connections
Member, Board of Directors

2015–present

Appendix C: Family & Community Engagement Data

Below is a summary of Nevada Prep’s community input survey, with English and Spanish language responses aggregated. Full text of all survey questions is provided at the end of this appendix.

1 How many stakeholders completed the survey?

a. 102 individuals completed the survey in English or Spanish, on paper or online.

2 In which language did stakeholders choose to complete the survey?

- a. English: 81%
- b. Spanish: 19%

3 Do Clark County residents believe students have access to high-performing schools?

Despite low proficiency rates and college readiness rates in Clark County, 61% of our respondents agreed or strongly agreed with the statement, “[I]n my community, students have access to schools that prepare them for a successful future.”

4 Do elements of the Nevada Prep school design resonate with families?

Below are respondents’ reactions to 12 statements regarding the Nevada Prep school design:

Statement	Agree	Disagree	Not Sure
Middle schools should prepare all students for high school and college.	96%	4%	0%
Middle schools should have a longer school day, for example from 8:00am–4:00pm.	45%	36%	18%
Students learn best in a structured school environment.	84%	5%	11%
Middle schools should provide up to two hours of small-group or one-on-one support to struggling students each day.	91%	2%	7%
Middle school English Language Arts courses should teach students about social justice (i.e., human rights and equality).	85%	6%	9%
Middle school math and science courses should focus on critical thinking and problem solving.	94%	0%	6%
Middle schools should teach “news literacy” (e.g., the ability to tell which stories are true and reliable).	87%	4%	9%
Middle schools should offer elective courses like coding, Spanish, and piano.	96%	0%	4%
Middle schools should teach students how to be leaders for their families and community.	94%	2%	4%
Middle schools should offer yoga as part of a positive/proactive discipline prevention strategy.	70%	9%	20%
Middle schools should assign meaningful homework every night.	63%	13%	24%
Middle schools should communicate with families about student progress (e.g., progress reports every other week).	91%	4%	6%

5 Are respondents interested in supporting and learning more about Nevada Prep?

97 % of respondents agreed with the statement, “I support Nevada Prep,” rather than the statement I do NOT support Nevada Prep.

74% of respondents signed up to receive additional information, including through the Nevada Prep newsletter.

* Please choose one of the following. (*Por favor escoja una de las siguientes opciones.*)

- I want to take the survey in English.
- Quiero tomar el sondeo en Español.

Age Confirmation

Individuals younger than 18 years old may submit an anonymous survey but will not submit their name or contact information.

Please verify your age.

- I am at least 18 years old.
- I am younger than 18 years old.

About You

*** Name & Contact Info**

First Name	<input type="text"/>
Last Name	<input type="text"/>
Email address	<input type="text"/>
Phone number	<input type="text"/>

*** Address**

Street address (optional)	<input type="text"/>
City (optional)	<input type="text"/>
Zip Code (required)	<input type="text"/>

*** Are you a parent/guardian?**

Children

Which grades do your children attend? (check all that apply)

- | | | |
|--|---|---|
| <input type="checkbox"/> Not in school yet | <input type="checkbox"/> 4th Grade | <input type="checkbox"/> 10th Grade (sophomore) |
| <input type="checkbox"/> PreK / preschool | <input type="checkbox"/> 5th Grade | <input type="checkbox"/> 11th Grade (junior) |
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> 6th Grade | <input type="checkbox"/> 12th Grade (senior) |
| <input type="checkbox"/> 1st Grade | <input type="checkbox"/> 7th Grade | <input type="checkbox"/> Older than 12th grade |
| <input type="checkbox"/> 2nd Grade | <input type="checkbox"/> 8th Grade | |
| <input type="checkbox"/> 3rd Grade | <input type="checkbox"/> 9th Grade (freshman) | |

What does a great school look like?

To what extent do you agree with the statement below?

"In my community, students have access to schools that prepare them for a successful future."

Stongly disagree

Disagree

Neutral

Agree

Strongly Agree

As we design Nevada Prep, we want your input. Please agree or disagree with the statements below.

	Agree	Disagree	Not Sure
Middle schools should prepare all students for high school and college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle schools should have a longer school day, for example from 8:00am – 4:00pm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students learn best in a structured school environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle schools should provide up to two hours of small-group or one-on-one support to struggling students each day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle school English Language Arts courses should teach students about social justice (i.e., human rights and equality).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle school math and science courses should focus on critical thinking and problem solving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle schools should teach “news literacy” (e.g., the ability to tell which stories are true and reliable).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle schools should offer elective courses like coding, Spanish, and piano.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle schools should teach students how to be leaders for their families and community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle schools should offer yoga as part of a positive/proactive discipline prevention strategy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle schools should assign meaningful homework every night.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle schools should communicate with families about student progress (e.g., progress reports every other week).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What else do you wish middle schools would do for students?



Family & Community Input / *Comentarios Familiares y Comunitarios*

Community Support

The Founding Team of Nevada Prep is excited to work with the community to provide a high-quality option for the students and families of Clark County. There will be many opportunities to support Nevada Prep in the coming months as the school continues to develop.

* Please select one of the following:

- I live in Clark County.
- I do NOT live in Clark County.

* Please select one of the following:

- I support Nevada Prep.
- I do NOT support Nevada Prep

Please select one of the following:

- I want to learn more about Nevada Prep.
(e.g., monthly email newsletter, information about applying to Nevada Prep, etc.)
- No thanks. I do NOT want to learn more.

Confirmación de edad

Las personas menores de 18 años pueden presentar una encuesta anónima pero no incluirán su nombre o información de contacto.

Por favor, verifique su edad.

- Tengo 18 años de edad como mínimo.
- Tengo menos de 18 años de edad.

Nombre y Información de Contacto

*** Nombre y Información de Contacto**

Nombre primero

Apellido

Correo Electrónico

Numero Telefónico

*** Dirección**

Dirección

Ciudad

Código ZIP**¿Es usted el padre/tutor?** Si No

Hijos

¿Qué curso está tomando su hijo? (marque todos los que sean pertinentes)

 Aún no está en la escuela Preescolar Jardín de niños 1° grado 2° grado 3° grado 4° grado 5° grado 6° grado 7° grado 8° grado 9° grado 10° grado 11° grado 12° grado Más grande

¿Qué es una escuela excelente?

¿Con qué extensión está de acuerdo con la declaración a continuación?

"En mi comunidad, los estudiantes tienen acceso a escuelas que les preparen para un futuro exitoso."

- Fuertemente en contra En contra Neutral A favor Fuertemente a favor

Mientras diseñamos una escuela para nuestra comunidad, queremos saber su opinión. Por favor indique si está a favor o en contra con las declaraciones a continuación:

	A favor	En contra	Indeciso
Las escuelas secundarias deberían preparar a todos los estudiantes para la preparatoria y la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las escuelas secundarias deberían tener más horas de trabajo, por ejemplo de 8:00am-4:00pm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los estudiantes aprenden mejor en una escuela con un ambiente estructurado.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las escuelas preparatorias deberían proveer a los estudiantes con dificultades hasta dos horas de apoyo uno a uno o en grupos pequeños cada día.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los cursos de Artes del idioma Inglés de la escuela preparatoria deberían enseñar a los estudiantes acerca de la justicia social (por ejemplo, derechos humanos e igualdad).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los cursos de matemáticas y ciencia en la escuela preparatoria deberían enfocarse en pensamiento crítico y resolución de problemas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las escuelas preparatorias deberían enseñar "letrado de noticias" (por ejemplo, la habilidad de distinguir qué historias son ciertas y confiables).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las escuelas preparatorias deberían ofrecer cursos optativos como codificación, español y piano.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las escuelas preparatorias deberían enseñar a los estudiantes como ser líderes para sus familias y comunidades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las escuelas preparatorias deberían ofrecer yoga como parte de una estrategia preventiva de disciplina positive/proactiva.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las escuelas preparatorias deberían asignar tarea valiosa cada noche.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las escuelas preparatorias deberían comunicarse con las familias sobre el progreso del estudiante (por ejemplo reportes de progreso cada semana).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¿Qué más le gustaría que las escuelas preparatorias hicieran para los estudiantes?

Apoyo de la Comunidad

El Equipo Fundador de Nevada Prep está emocionado de trabajar con la comunidad para proveer una opción de alta calidad para los estudiantes y familias del Condado de Clark. Habrá muchas oportunidades de apoyar a Nevada Prep en los siguientes meses.

* Por favor seleccione una de las siguientes opciones.

- Vivo en el Condado de Clark.
- NO vivo en el Condado de Clark.

* Por favor seleccione una de las siguientes opciones.

- Apoyo a Nevada Prep.
- NO apoyo a Nevada Prep.

Por favor seleccione una de las siguientes opciones.

- Quiero saber más sobre Nevada Prep.
(Correo mensual, información sobre como inscribirse a Nevada Prep, etc.)
- No gracias. NO quiero saber más.

Appendix D: Executive Director Job Description

Role Description Executive Director

Title: Executive Director	FLSA Classification: Exempt – Salary
Reports to: Board of Directors	Salary Range: \$60,000–\$95,000
Revised Date: 7/13/2017	Duration: 12 months

Job Summary: The Executive Director (ED) serves as the face of the organization to all stakeholders, and is directly accountable to the Board of Directors for the academic excellence, financial stability, and organizational health of Nevada Preparatory Charter School (Nevada Prep). The ED will directly oversee all members of the school leadership team (one leader in 2018–19, growing to three leaders in 2020–21). In 2018–19 and 2019–20, the ED will directly oversee and coach all General Education teachers.

Essential Functions:

- Develop internal and external goals for school, and monitor progress towards achievement of those goals.
- Recruit, hire, train, supervise, and evaluate education and building support staff.
- Conduct student recruitment and oversee enrollment, including the implementation of a public lottery, when necessary.
- Provide daily school leadership, including all instructional, operational and financial components.
- Motivate and lead staff to execute upon the mission of Nevada Prep and maintain a high level of commitment to the service of students and families.
- Develop and manage the school Leadership Team and serve as instructional model to all staff members.
- Provide coaching and support to all supervisors and lead high quality professional development for teachers and support staff.
- Analyze daily, weekly, and monthly academic data in order improve teaching and learning.
- Ensure school maintains compliance with all federal and state laws and regulations by administering the appropriate policies and procedures.
- Create structures for, and oversee, meaningful family engagement through regularly scheduled events, communication, and solicitation of parent feedback.
- Ensure the physical and emotional safety of all students and staff by consistently evaluating the school culture and environment.
- Maintain and distribute monthly reports to the Board of Directors around topics of enrollment, academic achievement, finances, and other pertinent operational data.
- Actively partner with Board of Directors to fundraise on behalf of the school.
- Provide various reports to the Board of Directors and all external entities as required.
- Participate in professional growth opportunities as required to maintain awareness of educational trends, management concepts, community involvement, and other leadership initiatives.

Competencies:

- Commitment to uphold and execute upon the mission of Nevada Prep.
- Ability to motivate staff, students and families around the vision of the school.
- Clear and effective communication skills for diverse audiences including students, staff, families, and the local community.
- Solutions-focused leadership style that encourages teamwork and collaboration to support the development of excellent staff's instructional and leadership capacities.
- Willingness to foster creativity and innovation with enthusiasm for work, and ability to motivate and unite others in the work.
- Persistence in the face of obstacles, productive problem-solving to counter setbacks, initiative to seize opportunities to make change and solicit feedback.
- Belief in student empowerment and willingness to allow students to play an active role in supporting the school's vision and climate.
- Commitment to results-driven approach, with strong ability to analyze data and use it to inform decision-making.
- Ability to reflect on how to improve, self-awareness of strengths and weaknesses, willingness to take responsibility for actions and mistakes.
- Clear understanding of policies and law affecting special populations, LEP students and students receiving Special Education services.

Qualifications:

- Bachelor's degree in education, business administration, or related field required; Master's degree/doctorate preferred.
- Minimum of three years of teaching experience required, with proven effectiveness within urban school settings.
- Experience in the areas of education, staff development and coaching, operations, finance, board relations, strategic planning, community relations required.
- Excellent communication skills (written and verbal); adept at public speaking.
- Excellent interpersonal and leadership skills; ability to work with a diverse group of individuals and stakeholders and must be well-organized, ability to balance competing priorities and multi-task.
- Knowledge of federal, state, and local educational programs, laws, and regulations is a plus.

Appendix E: Organizational Chart

NevadaPrep

Founding Staff
2018-19 School Year

