



Pahrump Valley leadership takes this opportunity to thank the Board of Directors, as well as, staff of the Nevada State Public Charter School Authority for their service to the Nevada Charter Community and Nevada Education, at large. We, as members of the Rural Community of Pahrump and the Greater Community of Education, come to you with Unwavering Trust in that your leadership will guide our committee to form in its mission to bring educational options to Our Children in Rural Nevada.

Our children's sole publicly funded option currently in Pahrump is availed through our esteemed partners in education, the Nye County School District. These options are limited to four elementary schools, two of which are 2-stars and none of which are above 3-stars. The only availed middle school is a 2-star school.

In response to the above conditions, as they exist in our home and for our children, we have assumed the responsibility of amendment and improvement by drafting the Pahrump Valley Academy Charter, presenting it to SPCSA and seeking its authorization, therefrom. We believe our charter is strong, we know our team is capable. We have thoughtfully devised and clearly communicated our guided priorities and goals for the proposed charter school, in the charter. We now, whole heartedly and with all of our Pahrumpian might, submit to any and all amendment/improvement You, as an Authorizing Body, shall require of us in order to empower us to bring educational option to our children. Our Children deserve no less than Our Best.

The educational program developed for our charter has been developed by our committee to form in consideration of data reflecting education in our community, and input from members of our community. It includes but is not limited to longer school days; embedded daily intervention in English Literacy and Math Numeracy; embedded daily enrichment in English Literacy and Math Numeracy; use of French as a third highly structured language to cognitively facilitate the learner's greater preparation for academic English; enrichment in arts and music, with respect to each genre's philosophical and



theoretical foundations, as well as, their practical applications; and in view of standards aligned curriculum and highest quality instruction.

Our committee to form realizes there is a teacher shortage in our state. We have to date and in view of no organized effort to recruit teachers and staff, received numerous unsolicited resumes from both educators in our community and educators who had once served education alongside a member of our committee to form. We are not naïve and do not intend to rely on these resumes, alone. Upon authorization, we plan to visit universities' education departments to meet the new generation of educators entering our world and recruit from among them. To this end, the committee has formed relationships, and is in the process of forming new relationships in our own backyard, and in two other states, Arizona and California, as means to bring the best of each to Pahrump and to Pahrump Valley Academy. It plans to engage in active hiring practices including but not limited to job fairs and hiring events, creating career pages for online career recruiting resources, distributing career relevant information at town hall meetings, advertising, and establishing relationships with/visiting teaching preparation colleges.

Our committee to form also realizes that a school's budget is generated by its pupil count. We had at the date of our committee to form's capacity interview, and in view of having had depleted no more than approximately 5% organized effort to enroll students, received intent to enrolls indicating the proposed school is at approximately 84.89% capacity, with waiting lists for grades 3, 4, and 5. An additional waiting list has also been generated for kindergarten, for year 2021.

Also relevant to the subject of budget and on the subject of finance, our Committee to Form, which is made up of small business owners, experienced business leaders, educational leaders, a former markets and commerce development director, and an attorney with a background in finance, is well-versed in the development and adjustment of a budget. We realize the fiduciary duty in implementing a budget, understanding economies of scale and utilizing resources to best serve the students in the



classrooms. As best practices, we want a segregated layer in accounting and back office services of the school, an entity completely independent and unrelated to any and all of the school's leadership.

Moreover, as greater best practice, we want this entity to be a qualified and established entity with a track record in Nevada charter community. Hence, we have set at the table a place for a professional back-office-service provider with a proven track record in the Nevada charter community. We hesitate to enter into a clear and concise contractual agreement with this entity, as we lack the legal right, thereto, in absence of a recognized school, and as such, a recognized board of directors of the school. Moreover, as knowledgeable and experienced individuals in the world of money management, we realize that the best practice of first soliciting and entertaining numerous bids prior to negotiating one.

We thank you for your consideration and shall gladly and humbly make ourselves available for any questions or comments from You, as we invite You to visit us both at our cyber home, <https://www.pahrumpvalleyacademy.org/> and then again, in that beautiful rural township in Nye County Nevada, called Pahrump. We call it home...

We are Pahrump, We are Rural Nevada... We are not other than you, We are part of you... Please Embrace Us.

In Service

Pahrump Valley Academy Committee to Form



Response to SPCSA Recommendation on the Charter School Application Report

Pahrump Valley Academy

December 10, 2019

Finding	Response
<p>Meeting the Need Section Area of Concern 1. It is not clear how much the community has been involved in shaping the proposed school model as presented. While the community clearly supports the proposed school, it may be primarily because of the lack of quality options, not because of community-wide discussions about what model would be most beneficial to the Pahrump community.</p>	<p>Meeting the Need Section ✓ This concern is irrelevant as the Meeting the Need Section of the Charter Application Met the Needs.</p> <p>1. Pahrump Valley Academy (PVA) Committee to Form has absolutely been involved in the shaping of the proposed Charter School. The parents and community members through Town Hall meetings have shared their primary concerns that were incorporated in shaping the proposed school model. Examples of parent concerns included: lack of enrichment courses like art, music and foreign language; lack of interventions in English Reading and Mathematics; low test scores; low expectations for academic achievement; lack of preparation for college readiness; and a short school day. PVA developed the proposed school model by addressing each of these concerns. The Charter Application including the embedded solutions for parent concerns was also shared with parents and community members who are excited about the proposed school model. Parents may not specifically know the most beneficial school model or which textbook aligns with the model, but they recognize that the work of the PVA team developed a model that will best address the concerns of the community. Parents want PVA because they believe in the quality of the proposed school model to improve access to enrichment, increase scores in English and Math, increase rigor and student achievement, and that PVA will be most beneficial for the students, not simply for a lack of options.</p>
<p>Academic Section Areas of Concern</p>	<p>Academic Section</p>
<p>✓ 1. The committee to form struggled to answer questions specifically</p>	<p>✓ This concern is not specific enough to which, to clearly respond.</p> <p>1. The Committee to Form all took turns answering</p>



<p>related to the academic program, and the consultant from (CSMC) Saphira stepped in and provided the most concrete answers concerning the academic program.</p>	<p>questions from SPCSA. PVA took copious notes during the meeting which provide evidence that the Committee to Form did in fact answer every question specifically related to the academic program. The Saphira Consultant did provide clarification on the process that PVA followed for selecting curriculum and highlighted why PVA chose Pearson.</p>
<p>2. The combination of the proposed Executive Director and proposed Principal is interesting in that the proposed Executive Director does have a background with intervention, and the Principal has a special education background and credentials. However, the structure and organizational lines don't quite make sense, and it seems very unlikely and unrealistic that the proposed Executive Director could spend as much instructional time as planned and also effectively handle the jobs of the Executive Director, especially in light of the Executive Director Job description.</p>	<p>✓ This concern is subjective and does not take into account how small charter schools work in practice.</p> <p>2. At small, start-up Charter Schools, the practice of expanding the job titles and duties is commonplace to meet the needs of students. The proposed Board, most of whom are residents of Pahrump, NV, are fully aware of the student needs in the community. They understand that many students, especially in grades 3 through 5, will be years below grade level. The need for interventions will be paramount, especially in the first two years of the Charter Term, to bring students to grade level mastery and above. It is for this reason that the proposed Board wanted the Executive Director to be primarily responsible for the intervention program so that the Charter School will meet the goals established by proposed Charter Board. It is also for this reason, the need for interventions, the proposed Board felt that the students would be better served with the addition of a Principal from the inception of the school. It must be noted that the proposed Executive Director holds a certificate in Literacy for Success, has experience addressing literacy intervention in high needs communities, and is a cognitive scientist with research background in raising reading grade levels in accelerated time.</p> <p>Ken Johnson, proposed Board Member, shared that from the Board perspective, the model of an Executive Director also serving as an interventionist and a Principal is a structure to start the Charter School. Johnson noted that this model is not static, and adjustments will be made as time goes on.</p>



	<p>The proposed Executive Director and the proposed Principal understand the urgency of intervention and that when starting a school with a couple of hundred students at most, there is not the economy of scales for delineated job descriptions.</p>
<p>✓ 3. The proposed Principal indicated he would take the lead on discipline and behavior/culture as well as data alignment and analysis, but as the one with special education experience, it is unclear why he wouldn't be more focused on academics and interventions and ensuring at-risk subgroups were being properly served.</p>	<p>✓ This concern is a clear misrepresentation of the Principal Job description.</p> <p>3. The proposed Principal will take the lead on discipline, behavior and the development of school culture to ensure that students feel safe and secure on campus and engaged in the school community. The proposed Principal will work directly with teachers on data alignment and analysis which is directly a focus and function of academics. It is through this practice that the proposed Principal will be able to monitor the progress of all students with the teachers, especially significant subgroups. The proposed Principal and the Charter School understand that Tier I and II interventions are a function of general education by law; therefore, it is most appropriate for the proposed Principal to work with teachers on accommodations and differentiated strategies to provide all students the greatest chance of success in the least restrictive environment.</p>
<p>4. The representative from Saphira Associates was best able to answer some of the detailed, in-depth questions about curriculum choices and academics. Since the proposed Executive Director and proposed Principal are both educators, this was a surprise. The founding team staff members are primarily tasked with implementing the academic program, not a vendor. It is critical that the school's leadership team is able to demonstrate a firm understanding of the proposed academic program.</p>	<p>✓ This concern disregards the numerous, detailed responses to the academic plan that the proposed Executive Director and the proposed Principal provided about the implementation of the academic program.</p> <p>4. In regard to curriculum and the academic plan during the Capacity Interview, the proposed Executive Director described the need for core content curriculum from one vendor that aligned the core content learning objectives horizontally within a grade level and vertically across grade levels. Marandi shared that the professional development provided by the curriculum company would help the teachers utilize this alignment. Marandi shared that the Charter School would supplement the core curriculum with Renaissance Accelerated Reader (AR) and Accelerated Math (AM). Marandi shared that she was partial to Pearson because she had taught</p>



Prentice Hall (bought by Pearson) in the past. Marandi also complimented Pearson's focus aligning with the college ready Charter School.

Marandi described the anticipated remediation at the Charter School and described how the remediation will close the significant gaps in academics. Marandi explained that students in grade 4 and 5 will have the greatest achievement gaps with built-in supports. Each student will have an Individualized Learning Plan (ILP) which Marandi researched and previously used called Literacy for Success when she served as a Literacy for Success Coach. The intervention group sizes will be determined by student need. Each student will have his/her own portfolio and will be trained on how to manage his/her own portfolio and manage his/her own learning, vocabulary, mastery sentences and reading levels. Students will set SMART goals and work toward meeting that goal. Marandi will develop the portfolios and the teachers will be trained on how to use the portfolios with the students. Both parents and students will be engaged with the portfolios.

Marandi described how the internal assessments will translate into student achievement and the frequency. NWEA MAP will be given three times per year. NWEA directly correlates to the SBAC. Marandi described that the Renaissance AR and AM STAR assessments will be given every 8 weeks, and decisions will be made to inform each student's ILP.

Finally, Marandi explained that as an English Language Arts teacher and doctoral learner who was herself, a simultaneously gifted, student with disability, and EL, who learned English in middle school, she felt she was in a unique position to understand significant subgroups more than theoretically, rather at the practical level.

In regard to curriculum and the academic plan during the Capacity Interview, the proposed Principal described that by using Positive Behavior Intervention and Support (PBIS), Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI), students will have access



	<p>to the curriculum by providing students with the strategies and interventions that they need to be successful. Williams went on to describe the RtI Tiers in great detail followed by a discussion of how intervention is built into the daily schedule and the school academic model. Williams shared that the teachers and Instructional Assistants will be trained on all aspects of intervention. Williams also discussed the internal assessments used at the Charter School describing Renaissance AR and AM STAR Assessments. Williams went on to discuss the formative assessments of NWEA MAP which, he explained, the teachers will use to drive instruction and set goals. Williams shared that both the proposed Principal and the Executive Director will interpret the data. Finally, in regard to providing for English Learners (EL), Williams discussed the intervention for EL and the professional development teachers will receive on Specifically Designed Academic Instruction in English (SDAIE).</p>
<p>✓ 5. It was unclear what the relationship is between CSMC and Saphira. During the capacity interview, it was mentioned by the proposed Executive Director that CSMC and Saphira regularly work together, sharing services in some cases. But if it wasn't for the specific interview question, the Authority would not have been aware of this relationship as Saphira was not mentioned in detail in the application and the relationship between vendors was not disclosed. This raised heightened questions for the review committee about a lack of transparency by the applicant team, and that more information should</p>	<p>✓ The concern of the relationship between CSMC and Saphira is overreaching. There is no attempt to not be transparent, nor is there reason or justification for denial because the proposed Charter School works with vendors who regularly support Charter Schools.</p> <p>5. PVA affirms that if the question was the scope of work of CSMC and the scope of work of Saphira then SPCSA should have asked that question. CSMC is a back office support provider who helps charter school developers develop the budget in the correct format required through NRS. This is common practice of start-up Charter Schools. Saphira Education Associates is an educational consultant who helps charter school developers to establish the timeline for the Committee to Form to complete the application and attachments, to guide them on the journey, to answer questions and provide insight on the process of approval. This is common practice of start-up Charter Schools.</p> <p>Representatives from CSMC and Saphira have openly attended events hosted by SPCSA on behalf of PVA and in no way behaved in a manner that lacked transparency.</p>



<p>have been disclosed by a proposed vendor given their scope of work.</p>	<p>There are no contracts, because there is no approved charter. Once the charter has been approved, PVA has the right to choose CSMC or any other back-office service provider to do its back-office work based on who gives them the most comprehensive contract at the most competitive rate. PVA has the right to choose Saphira or any other educational consultant to conduct professional development based on who gives them the most comprehensive contract at the most competitive rate.</p> <p>There is no existing relationship or contract relationship between PVA, CSMC, or Saphira to disclose or report.</p>
<p>6. Toward the end of the interview, the Saphira representative said the committee to form was getting tired but did know how to better answer questions. It is unclear how much of a role this representative played in crafting the proposal. The comment actually reinforced concerns that the applicant does not yet have the capacity to carry the interview alone. The committee to form did not effectively demonstrate ownership of the proposed program and did not instill confidence among the review team that the applicant has the capacity to carry out the vision and plan articulated in the charter school application.</p>	<p>✓ This concern exemplifies how the staff took individual comments out of context in an attempt to justify a recommendation for denial.</p> <p>6. SPCSA reported that the Capacity Interview lasted 90 minutes, and the truth is that the Capacity Interview lasted nearly two full hours (114 minutes) in a very warm room after a long commute from Pahrump to Las Vegas. It should also be noted that the Committee to Form met weekly for a month to prepare for the Capacity Interview; they were undoubtedly nervous. Moreover, the SPCSA and CSAN sponsored meetings and trainings had suggested proposed Board members must finish each other’s sentences and come across as one cohesive unit. The Committee to Form fully answered questions asked by SPCSA adhering to this advice.</p> <p>PVA asked SPCSA if consultants could attend the capacity interview, and the staff agreed. Though the ground rules started at the beginning of the interview stated that a designated person would be asked to answer each question, the staff did not disallow other members of the Committee to Form from answering the questions. Consultants asked permission to speak. If the consultants speaking were to count against PVA, then the ground rules should have included that information. If the consultants were to remain silent and merely observe, then the ground rules should have been made clear as it was made clear that Mike Dang, staff member, was merely observing.</p>



	<p>PVA strongly agrees that the Committee to Form effectively demonstrates ownership of the proposed program. PVA strongly agrees that the Committee to Form does have the capacity to carry out the vision and plan articulated in the Charter School application.</p>
<p>7. The RTI process described during the interview for Tiers 2 and 3 lacks detail. It is critical for the committee to form to articulate with clarity and detail the plans for intensive supports during the capacity interview. Questions related to specific plans for remediation also fell short. This is especially troubling given the student population the school plans to serve.</p>	<p>✓ This concern disregards the numerous, detailed responses to the RtI process provided by the Committee to Form articulated with clarity and detailed the plans for intensive supports.</p> <p>7. In regard to the RtI process during the Capacity Interview, the proposed Board member, Ken Johnson, described a deep understanding of the needs of the students and described the need to focus on the students through remediation time built into the daily schedule, the development of the ILP in order for each student to reach grade level in 2 or 3 years. Johnson went on to discuss the extended school day that includes literacy time, built-in intervention and enrichment courses.</p> <p>Marandi described the anticipated remediation at the Charter School and described how the remediation will close the significant gaps in academics. Marandi explained that students in grades 4 and 5 will have the greatest achievement gaps with built-in supports. Each student will have an ILP which Marandi researched and previously used called Literacy for Success when she served as a Literacy for Success Coach. The intervention group sizes will be determined by student need. Each student will have his/her own portfolio and will be trained on how to manage his/her own portfolio and manage his/her own learning, vocabulary, mastery sentences and reading levels. Students will set SMART goals and work toward meeting that goal. Marandi will develop the portfolios and the teachers will be trained on how to use the portfolios with the students. Both parents and students will be engaged with the portfolios.</p> <p>Marandi described how the internal assessments will translate into student achievement and the frequency.</p>



	<p>NWEA MAP will be given three times per year. NWEA directly correlates to the SBAC. Marandi described that the Renaissance AR and AM STAR assessments will be given every 8 weeks, and decisions will be made to inform each student’s ILP.</p> <p>The proposed Principal, Eddie Williams, described that by using PBIS, MTSS and RtI, students will have access to the curriculum by providing students with the strategies and interventions that they need to be successful. Williams went on to describe the RtI Tiers in great detail followed by a discussion of how intervention is built into the daily schedule and the school academic model. Williams shared that the teachers and Instructional Assistants will be trained on all aspects of intervention. Williams also discussed the internal assessments used at the Charter School describing Renaissance AR and AM STAR Assessments. Williams went on to discuss the formative assessments of NWEA MAP which, he explained, the teachers will use to drive instruction and set goals. Williams shared that both the proposed Principal and the Executive Director will interpret the data. Finally, in regard to providing for EL, Williams discussed the intervention for EL and the professional development teachers will receive on SDAIE.</p> <p>Moreover, the budget reflects 1 Special Education Teacher and 1 EL teacher to provide support for the students beginning in Year One.</p>
<p>8. There is an emphasis on classical pedagogy and approach in the written proposal, but the interview revealed a much more general attitude toward art, music, and French, which are listed as critical components of the educational program many times in the application. These programmatic</p>	<p>✓ This concern assumes that the focus on enrichment courses of art, music and French cannot be provided unless it is segregated specifically in the budget rather than incorporated as part of the school program.</p> <p>8. PVA is committed to incorporating a strong enrichment model for all students to include art, music and French language which will supplement the core curriculum and provide rich experiences to all students in preparation for high school and college. This commitment is evidenced by the description of the</p>



<p>aspects, for the most part, are not supported in the budget, and it was revealed by the Saphira representative during the capacity interview that the emphasis was on other things such as college-prep and interventions, and that these items would be scaled-up later after being done on a small scale the first few years – but this isn't what is reflected in the application.</p>	<p>curriculum and the daily schedule which includes one hour per day every day for art, music and French.</p> <p>The final question asked during the Capacity Interview was, how PVA was going to fund the specials for enrichments. Justin Curnutt, Board member, responded that specials would be funded and not to underestimate the Community Call Out. SPCSA needs to remember that PVA will begin as a K-5 elementary school and that art, music and French can be administered by the general education teachers with the curriculum described in the application, included in the budget under textbooks, and reflected in the daily schedule. The enrichment program needs increase as the skills of the students exceed the skills of the general education teachers requiring the need to hire specialists.</p>
<p>✓ 9. The team could not adequately describe how their instructional model will move the needle for students, particularly students of EL or Students with Disabilities. The plan for EL students relies heavily on professional development of general education teachers, but it could not be described in detail.</p>	<p>✓ This concern is clear evidence that the staff misunderstands that the PVA instructional model is committed to increasing student achievement for all students, including EL, Socioeconomically Disadvantaged (SED) students and Students with Disabilities (SWD).</p> <p>9. The PVA Committee to Form discussed the need to support all students, including EL, SED and SWD. The proposed Executive Director shared that the proposed Charter School would serve the community and would locate in the area of Pahrump with a highest EL rate, highest SED rate and highest SWD rate. Marandi highlighted her experience with EL and SED students and Williams' experience with EL, SED and specifically SWD. Marandi described the educational model focusing on developing cognitive building blocks and literacy skills for all students. The proposed Principal described how he will meet with parents of SWD at the time of enrollment, request records and incorporate accommodations and modifications in the least restrictive environment.</p> <p>Justin Curnutt, proposed Board Member, described the community's high need especially for SED students as</p>



	<p>evidenced by the high number of Intent to Enroll forms. Tom Waters, proposed Board Member, described the community’s need for providing interventions at the elementary level as evidenced by Nye County’s low graduation rate. Kay Lapointe, proposed Office Manager, discussed the need of SWD and SED students to have access to a comprehensive education with interventions and enrichment as evidenced by their needs not currently being met. The Committee to Form sees the instructional model as a whole for all students including not separating significant subgroups.</p> <p>The proposed Principal discussed the plan to provide teachers with professional development to best serve students and EL students. Providing professional development to teachers so that they may better serve all students including EL, SED students and SWD is usually seen as a strength rather than a deficit. Williams also shared that as the proposed Principal, he will walk through classroom, observing lessons to ensure that the learning objective is clear and providing support to transitioning EL.</p>
<p>✓ 10. The plan for remediating students lacked clarity. This was compounded by the Committee to Form’s acknowledgement that many students that the proposed school would serve will require significant remediation.</p>	<p>✓ This concern, again, disregards the numerous, detailed responses to the plan for remediating students provided by the Committee to Form articulated with clarity and detailed the plans for intensive supports.</p> <p>10. Please refer to the response for Academic Section, #7.</p>
<p>Organizational Section Areas of Concern</p>	<p>Organizational Section</p>
<p>1. The Committee to Form did not demonstrate a firm understanding of how challenging teacher recruitment is likely to be in a rural community,</p>	<p>✓ This concern, again, disregards the numerous, detailed responses to the plan for teacher recruitment provided by the Committee to Form which were articulated with clarity.</p>



<p>especially in a state with a well-documented teacher shortage. The answers to questions about teacher recruitment reflected a lack of thoughtfulness and intentionality on this topic, and a thorough plan with detailed benchmarks was not provided.</p>	<p>1. The PVA Committee to Form outlined a thoughtful and intentional plan for teacher recruitment. The proposed Executive Director shared that numerous teachers have submitted resumes to the Charter School already without any recruitment. Marandi noted that PVA would establish deadlines, post job opportunities on the website, discuss in Town Hall meeting and advertise through the Chamber of Commerce. Justin Curnutt, proposed Board member, expanded to share that PVA would host hiring events in Nye County, speak directly to teachers and staff, and post flyers. Ken Johnson, proposed Board member, shared that these recruitment efforts would take place in Pahrump, Nye County and Las Vegas to find qualified staff. The proposed Principal concluded that PVA has also developed partnerships with colleges in Las Vegas and surrounding areas.</p>
<p>2. It is not clear how Saphira and Associates is affiliated with the school as they are barely mentioned in the application and the attachments. Saphira is disclosed in the incubation plan timeline by being listed as a key player for many aspects of establishing the academic program (curriculum alignment) and running the school, but no narrative explained the relationship. The full picture of the relationship and structure only came to light through follow-up questions in the capacity interview. The lack of transparency and clarity in describing the relationships was troubling, and prevented a more thorough and necessary vetting of that relationship. Moreover, it appears that Saphira has significant</p>	<p>✓ This concern is unjustified as the question was asked and answered during the capacity interview. This concern is a clear misrepresentation of the Incubation Plan timeline.</p> <p>2. The representative of Saphira Education Associates answered truthfully that there is no contract in place for future professional development. The proposed Executive Director answered that there is hope to work with Saphira in the future, but no contract has been discussed.</p> <p>In the Incubation Plan Timeline (Attachment 10) there are 61 benchmarks listed and Saphira is only listed 6 times and only 2 times in the absence of key PVA personnel. It should be noted that Saphira was singularly listed as applying for the CSP Grant which in fact did not occur. Saphira was not contracted for, nor prepared the application for the CSP Grant. None of the benchmarks listed in the Incubation Plan Timeline can be confused with “running the school.” Saphira does have significant responsibilities during pre-opening regardless of hopes of professional development and Board training as there is no contract in place.</p>



<p>responsibilities during pre-opening (curriculum, professional development) and during the initial term of the school (systems, leadership training, and SIS system).</p>	
<p>3. While there are a large number of Intent to Enroll forms provided, questions remained about student recruitment the capacity interview. The Committee to Form actually said at one point a variation of the phrase “if we build it they will come” which does not demonstrate a thorough understanding of what it takes to fully enroll a school. While the Committee to Form seems prepared to adapt, the expectation is that the Committee to Form must be able to defend and justify the proposal as submitted. The Committee to Form even said at one point that the original plan was to start with fewer students and they had to increase the number after one town hall, but when asked for evidence/data/an explanation of what caused this change the group still struggled to provide concrete details.</p>	<p>✓ This concern is baseless as evidenced by the “large number of Intent to Enroll forms provided.” If the Charter School has not yet been approved and there is already a clear majority of enrollment attained, PVA demonstrates a thorough understanding of what it takes to fully enroll a school.</p> <p>3. The Committee to Form thoroughly answered this question. The proposed Executive Director shared her experience with recruitment in corporate America and noted that the proposed Board decided not to continue student recruitment (150 of 225 Intent to Enroll forms collected) because PVA wants to be approved first. Tom Waters, proposed Board Member, shared this decision was made because the people of Pahrump have been promised many things, like a movie theater, but many promises have not come to fruition. PVA does not want to overpromise until the Charter School is approved. Ken Johnson, proposed Board Member, explained that PVA is managing expectation and that they have only expended 5% of their energy on recruitment marketing efforts thus far, and they already have 150 students. Justin Curnutt, proposed Board member, shared the excitement from the community of the prospect of PVA. Jonathan Nelson, proposed Board member, made the comment, “When it is built (when PVA is approved), they will come (the final 75 students will provide Intent to Enroll forms).” Kay Lapointe, proposed Office Manager, explained that there is lack of choice in public schools in Pahrump, and parents will choose PVA rather than attend another school or homeschool.</p> <p>In other words, there has been minimal effort to recruit students since the approval of the Charter School is in</p>



	<p>the hands of the SPCSA Board. Once PVA is an approved charter school and the community is certain that it will open, the Intent to Enroll forms will increase substantially in number, as the PVA leadership will begin actively recruiting and building a safe waiting list for every grade level.</p> <p>SPCSA requested that PVA submit their Intent to Enroll list for 2020 which was provided following the Capacity Interview. The Intent to Enroll list included: Kindergarten: 44/50 students 1st grade: 34/50 students 2nd grade: 34/50 students 3rd grade: 38/25 students 4th grade: 26/25 students 5th grade: 28/25 students Post 2020: 7 students</p> <p>According to these Intent to Enroll, PVA currently stands only 38 students short of the 225 students planned with potential random lottery in grades 3, 4 and 5. The Committee to Form obviously has student recruitment covered.</p>
<p>4. The incubation year plan lacks benchmarks that can signal to the proposed board whether or not the school is on-track to be successful. Aligned with bullet points above, the incubation year includes notes about Saphira Associates providing assistance. However, no detail is provided about the nature of their relationship with the applicant, nor is there a draft service-agreement.</p>	<p>✓ This concern is unwarranted as there were no questions asked about Incubation Plan Timeline during the Capacity Interview. If the staff felt this was a concern, the Committee to Form should have been provided an opportunity to respond.</p> <p>4. The Incubation Plan Timeline (Attachment 10) was complete as submitted with 61 benchmarks listed to signal to the proposed Board whether or not the school is on-track to successfully open its doors in the Fall of 2020. In fact, at the time of submission, nearly 25% of the benchmarks had been completed, and additional benchmarks have been met since submission. Therefore, the proposed Board, realizes there is much work to be completed, but PVA is on-track to open in the Fall of 2020.</p> <p>The staff is correct, there is no contract or service agreement between PVA and Saphira.</p>



5. Despite having both the proposed ED and Principal in the interview, the Committee to Form struggled to answer many questions, relying on the help of the CSMC and CSMC/Saphira representatives. The capacity and skill of leadership seems promising, but neither seems ready yet to fully comprehend – and therefore plan around – the challenges of being a start-up charter school.

✓ This concern fails to demonstrate which questions the Committee to Form, including the proposed Executive Director and Principal, were unable to answer.

5. The capacity and skills of the proposed PVA leadership and PVA Board is promising as evidenced by their resumes, biographies, commitment to the Charter School and preparedness in answering the questions posed by the SPCSA staff and SPCSA consultants.

6. The proposed organizational structure between the proposed Board, Principal and Executive Director raises questions about effective accountability structures. Specifically, the Executive Director serves as a part-time interventionist, but this role reports to the proposed Principal, who in turn reports to the Executive Director, or the same person proposing to serve as the interventionist. This matrix relationship is underdeveloped and requires more detailed plans and structures to be implemented effectively.

✓ This concern clearly demonstrates that the staff was unable to understand Chart 5.1 Organizational Chart Year One and Chart 5.2 Organizational Chart Year Six.

6. The proposed organizational structure is well-developed and clearly defined in the Charter School Application as evidenced by the Organizational Charts below.

Chart 5.1: Organizational Chart for Year One

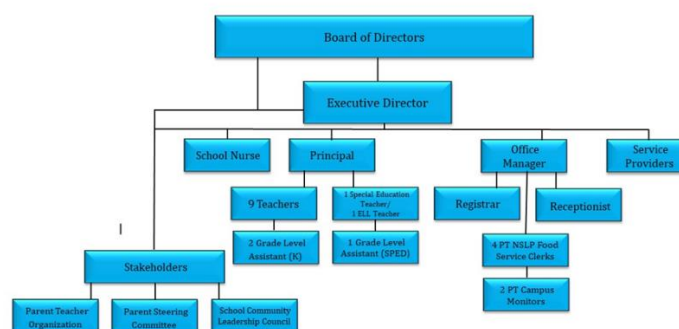
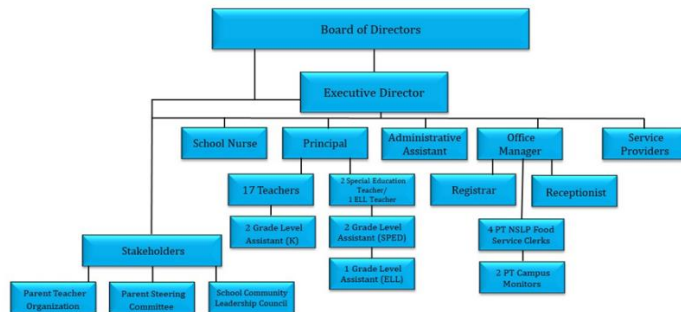




Chart 5.2: Organizational Chart for Year Six (at capacity for Charter Term)



Moreover, the proposed Executive Director, shared that in order to lead the Charter School to excellence and mastery as a standard, she needs to be aware of the academic skills of the students by working alongside the teachers and students. Ken Johnson, proposed Board member, shared that there will be clear policies to manage the executive Director to prevent conflicts of interest to determine when and how to eliminate or add additional resources. Justin Curnutt, proposed Board member, shared that the Board will monitor the growth of the students and the effectiveness of the Executive Director annually.

Financial Plan Areas of Concern

Financial Section

1. During the capacity interview, budget and finance questions were very difficult for the Committee to Form to answer without the help of the CSMC representative who was in charge of crafting the budget. For example, the Committee to Form relied on a vendor to explain what the ‘break-even’ point would be in terms of enrollment. It is not

✓ This concern is a misrepresentation of the question asked.

1. The PVA Committee to Form was involved in the development of the budget and provided input by securing quotes for items like insurance, curriculum, technology, facilities, number of staff, and salaries to be paid.

Ken Johnson, proposed Board member, answered the question in regard to the “break-even” point sharing that the Board will monitor the growth and conduct a reconciliation process, but felt PVA was on the trajectory of having 225 students by the start of school. CSMC



<p>clear that the budget was thoughtfully crafted with involvement from the Board and school staff.</p>	<p>responded that 225 is the break-even point for a start-up because the school needs to be outfitted. Please note that the budget does not include monies from CSP grant, fund-raising, or any other monies outside the enrollment generated budget; therefore, if PVA receives those monies, the enrollment break-even point would decrease.</p> <p>The PVA Committee to Form has every intention to work with the curriculum providers for professional development and a procurement provider to lower the cost of start-up expenses regarding furniture and technology hardware to better place funds into the classroom or other areas of need within the budget, as disclosed in the capacity interview.</p>
---	---



<p>2. It is not clear that the budget adequately supports teacher recruitment, professional development and materials and resources necessary to implement the classical pedagogy and instructional program being proposed. When asked during the capacity interview if Saphira Associates was accounted for in the budget, another vendor (CSMC) confirmed that they were not included, but likely would fall into the professional development category. It is very troubling that the applicant team appeared unaware of where Saphira was accounted for in the budget, and that a vendor would provide this answer on behalf of the team.</p>	<p>✓ This concern is a clear misrepresentation of the budget provided.</p> <p>2. The PVA budget reflects teacher recruitment for \$2,000 for Year One, noting that this would cover the cost of online advertising and development of protocols. Staff recruitment will include attendance at job fairs, establishing relationships with and advertising at teacher preparation colleges, and the proposed Executive Director also shared that PVA has received unsolicited resumes from potential local staff and faculty who are excited about the possibility of working at a charter school.</p> <p>The PVA budget reflects professional development for \$24,700 for Year One. Most of the professional development related to curriculum, noting that curriculum providers will often discount or include professional development on their curriculum. The Charter Application notes on p. 4-1 that the teachers and staff will provide weekly professional development.</p> <p>The PVA budget includes significant monies for materials and resources:</p> <ul style="list-style-type: none">\$74,791 Textbooks\$14,563 Classroom Software\$100,500 Hardware for Students\$13,500 Additional Classroom Technology <p>The Committee to Form developed the budget, the amounts to be allocated for products and services, and realized that there were no specifics included in the budget with regard to specific vendors in the budget nor the budget narrative. Saphira is not listed in the budget. The SPCSA staff specifically asked CSMC where Saphira fell into the budget. The proposed Executive Director expects to conduct their due diligence in choosing specific vendors to ensure the best interest of PVA. The Charter School will solicit bids from several reputable vendors and back office service providers. To the question of where Saphira is in the budget, the proposed Executive Director replied that Saphira was a sub-contractor of CSMC, and all costs have been settled.</p>
---	--



<p>3. It is also unclear why the school needs a procurement provider on top of a back-office provider and multiple office staff members. The organizational structure doesn't seem to be logical and well-developed, which has serious budget implications because the school would be paying so many various consultants but would also have layers of in-house staff.</p>	<p>✓ This concern demonstrates a lack of understanding of a procurement provider.</p> <p>3. A procurement provider was included only in Year One of the Charter School Application to support with obtaining the necessary equipment and supplies needed for the provider to lower the cost of start-up expenses regarding textbooks, furniture, technology, and the like. There is nothing in the budget noting that PVA will pay the procurement provider; therefore, there is no overlap between paying a consultant and paying in-house staff. A procurement provider is a service that connects schools to vendors to provide products and equipment at a discounted rate to the Charter School. If the procurement provider is able to provide the school with a service previously provided by another contractor at a lower rate, or renegotiate an existing contract to a lower rate, the procurement provider can benefit from portion of the given difference. The purpose of the procurement provider is to maximize diligence in spending of public funds.</p>
<p>4. The team could only articulate one area to cut if enrollment targets weren't met. The Committee to Form was able to articulate that the Nevada Revolving Loan could be an additional source of income for the school, but appeared unaware that this is a competitive loan.</p>	<p>✓ This concern articulates strengths of the Committee to Form in regard to understanding the budget and the knowledge of opportunities to acquire additional funding.</p> <p>4. The proposed Executive Director clearly articulated that if costs exceed the budget, one area of cuts would be the removal of the receptionist position of \$21,000, plus benefits. Lapointe added that conversations had been had and she was prepared to assume the positions of office manager and receptionist for a single salary, in order to help bring the proposed school to Pahrump. Marandi also noted that the budget was developed based on a best case scenario. Obviously, if the enrollment target is not met, Marandi noted, then there would be staff cuts in the budget based on enrollment. Kay Lapointe, proposed Office Manager, noted that all the Board members are small business owners and consistently manage money and budgets.</p> <p>The Committee to Form is aware that the Revolving Loan is a competitive loan and heard from SPCSA staff</p>



	<p>members that the funds were rarely borrowed. The Committee to Form designed its budget with respect to its enrollment and excluding any additional potential funds.</p>
<p>5. The applicant was unable to say how much they would apply for in the Charter School Program (CSP) grant application. This left lingering questions that the Committee to Form does not have a complete and full understanding of the budget and where potential funding gaps may lie.</p>	<p>✓ This concern was premature because the Capacity Interview took place on November 8, 2019 and the CSP Grant Application was not due until November 20, 2019.</p> <p>5. At the Charter School Applicant training in April 8, 2019, it was advised that the applicants not include CSP grant funds in the Charter School Application. At the time of the capacity interview, PVA was still in the process of writing the CSP grant and including as many start-up expenses in the CSP grant as possible. The CSP grant was submitted timely on November 20, 2019. The amount requested through the CSP grant was \$437,491 to cover salaries, benefits, professional development, purchased services, textbooks and curriculum and technology software and hardware.</p> <p>The Committee to Form has a complete and full understanding of the budget and developed a budget that met the requirements of the rubric.</p>

Pahrump Valley Academy Committee to Form generated this document in the short time allowed between publication of SPCSA’s recommendation on 12-07-2019 and 12-10-2019. The Committee to Form reserves the right to make alterations/amendments to the document as per greater review by the committee.