

Call for Quality Charter Schools Application Template



**Nevada State Public
Charter School
Authority**

APPLICATION OVERVIEW AND TIMELINE

The timeline below is intended to provide applicants with an understanding of the application process. While SPCSA staff intend to meet this timeline, in the event that there is a change to the SPCSA's board meeting calendar or other factor that impacts this timeline, applicants will be notified via email of any changes.

| Date | Activity | Responsible Party |
|--|--|---|
| January 30, 2023 | Notice of Intent ¹ | Applicant |
| April 30, 2023 | Application Deadline ² | Applicant |
| May 1-15, 2023 | Completeness Check (see section 7) | SPCSA Staff |
| May 1-15, 2023 <i>(Applicants are provided with approximately 48 hours to respond)</i> | Response to Completeness Findings | Applicant |
| May 15-June 23, 2023 | Application Evaluation | SPCSA Staff & Review Panel |
| June 26-July 7, 2023 | Send Clarifying Questions | SPCSA Staff |
| June 26-July 14, 2023 <i>(Applicants are provided with 4 business days to respond)</i> | Response to Clarifying Questions | Applicant |
| July 5-July 21, 2023 <i>(Date and time for each Applicant will be scheduled by June 2, 2023, based on availability of Applicant and Review Panel)</i> | Capacity Interview | Applicant, SPCSA Staff, & Review Panel |
| August 18, 2023 | Recommendation Published | SPCSA Staff |
| August 25, 2023 | Consideration of Approval/Denial | SPCSA Board |
| August 28-September 1, 2023 | Notice of Denial, if applicable | SPCSA Staff |
| September 4-22, 2023 | Meet and Confer on Deficiencies of Denied Application | Denied Applicants who wish to resubmit, SPCSA Staff |
| September 27-October 2, 2023 <i>(30 days from receipt of Notice of Denial³)</i> | Resubmission Deadline | Denied Applicants |
| October 27 or December 1, 2023 <i>(Applicants will be provided with a specific date during the resubmission process)</i> | Resubmission Recommendation Published | SPCSA Staff |
| November 3 or December 8, 2023 <i>(Applicants will be provided with a specific date during the resubmission process)</i> | Consideration of Approval/Denial of Resubmitted Applications | SPCSA Board |

¹ [NAC 388A.260](#) as amended by [Regulation R043-21](#)

² [NAC 388A.260](#) as amended by [Regulation R043-21](#)

³ [NRS 388A.255\(2\)](#)

1 APPLICATION COVER SHEET

1.1 GENERAL INFORMATION

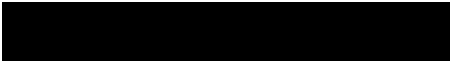
Name of Proposed School: Vegas Vista Academy

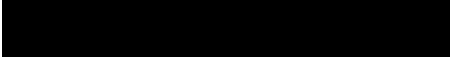
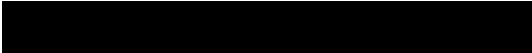
Proposed Opening Year: 2024-2025

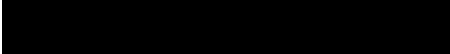

Grades Served in Year 1: K-3 Grades Served at Capacity: K-12

Identify the **primary point of contact** for your application. This should be either the primary contact for the Committee to Form OR the primary contact for the non-profit CMO applying directly for sponsorship. *Barring a change in the makeup of the founding group, this will likely be the liaison identified in the Notice of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact is expected to ensure that the founding group receives all general communications promptly. As with all aspects of your application, the names of the Primary Contact will become public information.*

Primary Contact Name: Dr. Benjamin Feinstein

Street Address: 

City:  State: 

Phone Number:  Email: 

1.2 APPLICANT TEAM INFORMATION

In accordance with [NRS 388A.249](#), a Committee to Form or a Charter Management Organization may submit an application to the State Public Charter School Authority. For Committee to Form applicants please refer to the membership requirements contained in the table on the next page and note that neither the Primary Contact nor any other member of the Committee to Form may be an employee of a proposed vendor, including an Educational Management Organization. A Committee to Form must comply with the membership requirements in [NRS 388A.240](#).

Is the applicant a Committee to Form or a Charter Management Organization (CMO)?

- Committee to Form Charter Management Organization (CMO)

For CMO Applicants, what is the name of the CMO and any affiliated Nevada nonprofit?

For CMO Applicants, if approved, what entity will hold the charter?

Committee to Form Applicants: Please list the name, residence, and role of all persons on the Committee to Form in the table below. Each member should be listed in the space that aligns to their membership category pursuant to NRS 388A.240. You may add rows to this table if needed. *Note that the Committee to Form may be different than the proposed Governing Board.*

| NRS 388A.240 Membership Category | Full Name | State and County of Residence <i>(list permanent residence)</i> | Role with Proposed School |
|--|---|---|--------------------------------------|
| 1(a): a teacher or other person licensed pursuant to chapter 391 of NRS | Daniel O'Brien Nevada License Number, if applicable: 76047 | Clark County, Nevada | NONE |
| 1(b): a teacher or other person licensed pursuant to chapter 391 of NRS or a school administrator | Benjamin Feinstein Nevada License Number, if applicable: 87391 | Clark County, Nevada | Head of School |
| 1(c): a parent or legal guardian who is not a teacher or employee of the proposed school | Cynthia Tavares | Clark County, Nevada | NONE |
| 1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources. | Huldeep (Dee) Sull Law | Clark County, Nevada | Board Member |
| 1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources. | Joseph Muna Finance and Accounting | Clark County, Nevada | Board Member |
| 2: Other <i>(optional)</i> | Dawn King | Clark County, Nevada | Board Member |
| 2: Other <i>(optional)</i> | Karl Catarata | Clark County, Nevada | Board Member |
| 2: Other <i>(optional)</i> | Cody Clarke | Clark County, Nevada | Board Member |
| 2: Other <i>(optional)</i> | Eric Duran-Valle | Clark County, Nevada | Board Member |
| 2: Other <i>(optional)</i> | Hannah Harris | Clark County, Nevada | NONE |

For Committee to Form applicants, if there are any proposed board members who are not on the Committee to Form, please provide their information in the table below. You may add rows to this table if needed.

| Full Name | State and County of Residence <i>(list permanent residence)</i> |
|------------------|---|
| Victor Tavares | Clark County, Nevada |
| | |
| | |
| | |

CMO Applicants: Please list members of the Applicant Team including the full governing board of the CMO, key CMO employees, proposed school employees, etc. You may add rows to this table if needed.

| Full Name | Role with Proposed School | Current Employer |
|-----------|---------------------------|------------------|
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| | | |

For CMO Applicants, if you indicated on page 3 that the current CMO Board will not hold the charter, and instead another entity will hold the charter, please list all proposed board members of the entity that is proposed to hold the charter in the table below. You may add rows to this table if needed.

| Full Name | State and County of Residence <i>(list permanent residence)</i> |
|-----------|--|
| | |
| | |
| | |
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| | |

For all applicants, as Attachment 1 provide a completed and signed Information Sheet and Resume for each individual who is:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed above,
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school who is not captured in A-C above.

1.3 PENDING APPLICATIONS AND SCHOOLS

Does the Committee to Form, proposed Charter Management Organization, or proposed Educational Management Organization have charter school applications under consideration by any other authorizer(s) in the United States?

Yes No

If yes, complete the table below, adding lines as needed.

| State | Authorizer | Proposed School Name | Application Due Date | Decision Date |
|-------|------------|----------------------|----------------------|---------------|
| | | | | |
| | | | | |

Does the Committee to Form, proposed Charter Management Organization, or proposed Educational Management Organization have new schools scheduled to open elsewhere in the United States in the current or coming school years?

Yes No

If yes, complete the table below, adding lines as needed.

| Proposed School Name | City | State | Opening Date |
|----------------------|------|-------|--------------|
| | | | |
| | | | |

1.4 PLANNED ENROLLMENT

Please complete the Planned Enrollment table below. *This should correspond to the Budget Assumptions and the Student Recruitment and Enrollment section of the narrative.*

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------|--------|--------|--------|--------|--------|--------|
| K | 50 | 50 | 50 | 50 | 50 | 50 |
| 1 | 50 | 50 | 50 | 50 | 50 | 50 |
| 2 | 50 | 50 | 50 | 50 | 50 | 50 |
| 3 | 50 | 50 | 50 | 50 | 50 | 50 |
| 4 | | 50 | 50 | 50 | 50 | 50 |
| 5 | | 50 | 50 | 50 | 50 | 50 |
| 6 | | | 50 | 50 | 50 | 50 |
| 7 | | | 50 | 50 | 50 | 50 |
| 8 | | | 50 | 50 | 50 | 50 |
| 9 | | | | 50 | 50 | 50 |
| 10 | | | | | 50 | 50 |
| 11 | | | | | | 50 |
| 12 | | | | | | |
| Total | | | | | | |

1.5 PROPOSED LOCATION

Has a facility been identified for the proposed school?

Yes No

If a facility has been identified, provide the address and information regarding the facility below.

Facility

Address: _____

County: _____ Zip Code(s) to be Served by School: _____

If a facility has not yet been identified, provide information below about where the charter school seeks to locate including the geographic area, neighborhood, and/or zip codes, as applicable.

Describe Intended Facility Location: Las Vegas, Nevada _____

County: Clark _____ Zip Code(s) to be Served by School: 89106, 89107, 89108 _____

1.6 CHARTER MANAGEMENT ORGANIZATIONS (CMOs) AND EDUCATIONAL MANAGEMENT ORGANIZATIONS (EMOs)

Nevada law permits an operator to contract with a for-profit, Educational Management Organization or a non-profit, Charter Management Organization.

Does the proposed school intend to contract or partner with an Educational Management Organization (EMO) or Charter Management Organization (CMO) to provide school management services?

Yes No

If yes, identify the name of the EMO or CMO and specify which designation:

1.7 APPLICATION PREPARATION⁴

Was the application prepared by a person(s) that is not a member of the Committee to Form or employee of the CMO applying directly for sponsorship? *This includes a person(s) that is employed by an EMO or CMO, if the CMO is not applying directly for sponsorship.*

Yes No

Did a person(s) that is not a member of the Committee to Form or CMO applying directly for sponsorship assist in preparing the application? *This includes a person(s) that is employed by an EMO or CMO, if the CMO is not applying directly for sponsorship.*

Yes No

If you answered yes to either of the previous two questions, complete the table below.

| | |
|--|--|
| The name(s) of the person(s) that prepared or assisted in preparing the application | |
| The name and contact information of the employer of any person(s) that prepared or assisted in preparing the application | |
| The name and address of any public or private school with which the above-referenced person(s) has been or is currently affiliated, and the dates on which the person(s) was affiliated with the school(s) | |
| Provide a resume for the person(s) that prepared or assisted in the preparation of the application as Attachment 2 | |

⁴ [NAC 388A.160\(8\)](#)

1.8 APPLICANT CERTIFICATION

Applicant Responsibilities

- **Public Posting of Applications:** The SPCSA is required to post a public copy of new charter school applications to our website. The SPCSA will redact any personal contact information for members of the Committee to Form, CMO, EMO, proposed board members, proposed employees, and individuals representing proposed partner organizations. The SPCSA will also redact all personally identifiable information for any student or parent who has expressed interest in enrolling in the proposed school. Should the applicant believe that other information contained within the application should remain confidential pursuant to NRS 388A.247, such as proprietary or copyrighted material, the applicant is responsible for notifying the SPCSA at the time of submission of the application. The SPCSA may, following the submission of the application, require the applicant to furnish a redacted copy pursuant to NAC 388A.265.
- **Material Changes to Information Contained in the Application After Submission:** If any of the information contained within this application materially changes after submission of this application to the SPCSA, applicants are under a continuing obligation to supplement this application with any such information as soon as is practicable. *Examples include but are not limited to changes in the proposed facility, changes in the proposed board members, instances where a school affiliated with the applicant is subject to an intervention from its authorizer, etc.* It is the applicant's responsibility to reach out to the SPCSA should you have questions, or you are unsure of whether new information should be disclosed. Applicants may contact Mark Modrcin (mmodrcin@spcsa.nv.gov) with any information or questions.
- **Original Proposals from Applicants:** During the drafting of the application, applicants are encouraged to review prior applications submitted to the SPCSA. However, it is the SPCSA's expectations that all applications are original work reflecting the proposed school model of the Committee to Form or CMO. Therefore, under no circumstance should information contained in an application be taken verbatim from a previous application or another published document, and applicants are required to properly cite or attribute any reference contained within their application. If portions of an application are substantially similar to a previous application or other published document without proper citation, it will raise significant questions for the SPCSA about the coherence of the proposal and the capacity of the Committee to Form or CMO. As part of the completeness check (see Section 7) the SPCSA utilizes a plagiarism checker and sections of application that contains portions that are substantially similar to a previous application or other published document without proper citation will be returned to the applicant for revision.

I acknowledge the Applicant Responsibilities above, the responsibility to continuously supplement the application with any material changes that occur after submission and certify that the information provided within this application is true and accurate to the best of my knowledge.

Benjamin Feinstein

Primary Contact Name

Dr. Benjamin Feinstein

Signature

4/10/23

Date

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2 MEETING THE NEED

2.1 MISSION AND VISION

The mission is a measurable statement of the fundamental purpose of the school, describing why it should exist. The vision of your school should describe success for students, for the school as a whole, and for any other entities that are critical to your mission.

- 1) Provide the mission and vision for the proposed school.
- 2) Briefly describe how the mission and vision statements serve as the foundation for the proposed school, including:
 - a) The students and community to be served,
 - b) The key components of your educational model,
 - c) The outcomes and goals you expect to achieve for students and the school overall, and
 - d) Key supporters, partners, or resources that will contribute to your school's success.
- 3) Identify the statutory purpose(s)⁵ that the school will fulfill and explain the alignment to school's the mission and vision. *(The six statutory purposes are: a) Improving the academic achievement of pupils, b) Encouraging the use of effective and innovative methods of teaching, c) Providing an accurate measurement of the educational achievement of pupils, d) Establishing accountability and transparency of public schools, e) Providing a method for public schools to measure achievement based upon the performance of the schools, and f) Creating new professional opportunities for teachers.)*

2.1.1. Provide the mission and vision for the proposed school.

Vegas Vista Academy: A clear view of a brighter future

Mission

Vegas Vista Academy breaks down the barriers set by traditional patterns of inequality through experience and education. We facilitate equity and access for all to a data-driven, world class curriculum focused on academic excellence, community service learning, bilingual fluency, and outdoor experiential education.

Vision

We believe ALL students and families deserve access to innovative, effective, and proven models of education to realize and unlock their potential. Vegas Vista Academy graduates will find future success as Inquisitive and Research-Based Critical Thinkers; Effective and Courageous Communicators; Socially Conscious and Community-Minded Leaders; and Goal-Oriented, Resolute and Motivated Lifelong Learners. With a student-centered focus, Vegas Vista Academy aims to be a community center of lifelong learning, strong support, and full social services for all of our stakeholders. Together, we will work to effect lasting positive change in our community.

2.1.2. Briefly describe how the mission and vision statements serve as the foundation for the proposed school, including:

- **The students and community to be served,**
- **The key components of your educational model,**
- **The outcomes and goals you expect to achieve for students and the school overall, and**
- **Key supporters, partners, or resources that will contribute to your school's success.**

The mission and vision of Vegas Vista Academy is rooted in equity and access for all, with a focus on underserved families in our community. We have chosen to serve three zip codes in Las Vegas, including 89106, 89107, and 89108. In these three zip codes, there are roughly 21,000 students, 66% of whom are currently attending 1- or 2-star public schools. In alignment with our mission and vision, Vegas Vista Academy offers an innovative public option to those underserved families that need it the most. We specifically intend to ameliorate the well-being, comfort, and standard of living for all of our at-risk students, our economically disadvantaged students, our English language learners, and our students with special needs.

⁵ [NRS 388A.246\(2\)](#)

It is the mission and vision of Vegas Vista Academy to uplift our community by offering access to innovative, effective, and proven models of education. When fully operational, Vegas Vista Academy will be a K-12 International Baccalaureate (IB) full continuum academy, offering all four IB programs, with a focus on wellness. The academy will be a small school of choice, and will provide strategic support for ELL and bilingual education. Vegas Vista Academy will incorporate data-driven and research-based instructional methodologies, including problem-based learning, hands-on experiential education, and incorporation of the inquiry and design cycle. Students will employ and master the IB Approaches to Teaching and Learning skills, including thinking skills, self-management skills, research skills, communication skills, and social skills. We will be an integrated learning community where every student feels safe and known. Capping at 650 students, we will be small enough to ensure personalized learning, but large enough to offer a full, rich, and challenging curriculum continually informed by best practice. With a strong focus on service learning and a full array of wraparound services for our families, we will be fully invested in and partnered with the community. Our individualized professional learning plan will facilitate a robust staff that is strongly supported, challenged, and included in the data-driven high-impact decision making that happens on site.

Our vision statement includes the intended outcomes for our students. Our focus is to facilitate an effective educational experience that allows students to realize and unlock their individual potentials. The Vegas Vista Academy graduate profile is incorporated in our vision, which states that VVA graduates will be Inquisitive and Research-Based Critical Thinkers; Effective and Courageous Communicators; Socially Conscious and Community-Minded Leaders; and Goal-Oriented, Resolute and Motivated Lifelong Learners. Also included in our vision is our aim to be a community center of lifelong learning and support for our community members and stakeholders. We hope to achieve this by forming strategic partnerships with a range of wraparound service providers.

Vegas Vista Academy has begun several partnerships to help us move forward. Opportunity 180 has provided us with guidance, networking, training, and a startup Planning Grant. We will continue to partner with them throughout this process and beyond. We have partnered with the Heinrich YMCA, who are sponsoring several community engagement events for us and will be assisting us with after school activities and events. We have met with several Las Vegas City Council members and have support across three wards. We are partnered with the City of Las Vegas Office of Youth Development (Dr. Tammy Malich). The Office of Executive Education at UNLV's Lee Business School has partnered with us to provide training for our Board. The Leadership Institute of Nevada will also assist with leadership training. We have begun to discuss the details of our partnership with Puentes, a wraparound provider. The Nevada Association of IB World Schools (NAIBWS) and the LIFE (Lifelong Instruction and Focus on Exploration) Program have both provided student volunteers at our events and will continue to partner with us moving forward. We have begun discussions with Nevada State College to offer our Dual Enrollment courses. We have also spoken with Teach for America and with the UNLV College of Education regarding staff and faculty hiring.

We have also engaged a number of key vendors to assist us moving forward. We have engaged Hiltz Commercial Group as our real estate broker to assist with the selection, design, and construction of our facilities. EdTec has assisted with the financial section of the application. The Springs Cafe at Springs Preserve has partnered with us to sponsor community engagement events and assist us with our food services program. BMS Financial has assisted us with our benefits package for employees, including benefits and retirement plans. Once authorized, we will be requesting an RFP to determine a long term back office and budgetary provider.

2.1.3. Identify the statutory purpose(s) that the school will fulfill and explain the alignment to the school's mission and vision.

As stated in our Vision, Vegas Vista Academy aims to be a community center of lifelong learning. For us, that means that we will be focused on improving the academic achievement of our students, and we will also be creating new professional opportunities for teachers, as we will be encouraging the implementation of innovative teaching methods. A key part of this includes establishing accountability and transparency within our local community.

These purposes align directly with our mission and vision. As a community center, it will be crucial to be transparent and provide all stakeholders with regular and clear communication. We will hold quarterly stakeholder meetings for our entire school community, which will include accountability reports on how we are doing in reaching our goals, serving our mission, and carrying out our vision. The instructional methodologies mentioned in our mission are innovative and effective, and their implementation will necessitate new professional opportunities for our teachers, as they learn together how to implement the models with fidelity. A key part of this process will be the professional learning and data-driven decision making that teachers will be doing within their professional learning communities (PLCs).

2.2 TARGETED PLAN

- 1) Building on the school's mission and vision, describe the community that the school plans to serve, including the intended student population and the educational options currently available.
- 2) Provide a brief executive summary of your educational model and how it meets the needs of the community you wish to serve.
- 3) Describe how the proposal meets at least one of, and preferably multiple, academic, or demographic needs identified in the SPCSA's Academic and Demographic Needs Assessment⁶: 1) Demographic Need, 2a) Academic Need: Geographies with 1- and 2-star schools that continue to have an index score below 50, and/or 2b) Academic Need: Students at risk of dropping out of school. *For details on the identified needs, refer to the [SPCSA's Academic and Demographic Needs Assessment](#).*

2.2.1. Building on the school's mission and vision, describe the community that the school plans to serve, including the intended student population and the educational options currently available.

Over the last five years, the population of Clark County has grown from 2,070,153 to 2,228,866 (US Census Bureau, 2022). During the same time, Clark County School District (CCSD) has experienced a drop in enrollment from 320,523 to 310,342 (Nevada Accountability Portal, 2022). In other words, while the population of Clark County has grown by 7.67%, the total enrollment in CCSD has dropped by 3.18%. During the 2020-2021 school year, Nevada charter schools reported an enrollment of 53,233 students and private schools in Clark County reported an enrollment of 15,569 students (Nevada Accountability Portal, 2022; NDE Private School Enrollment Report, 2020). Both of these numbers represent an increase in enrollments over the last 5 years. CCSD has also seen ELA and Math proficiency numbers drop significantly across the board at all levels during this time period, from as little as 3.8% to as much as 32.2% (Nevada Accountability Portal, 2022). Although the COVID-19 pandemic has certainly left our students with a significant learning gap and may account for much of this, our families are now looking for alternatives, and they are finding them elsewhere. Unfortunately, there are not enough affordable alternatives to meet the growing demand and need in Clark County.

The Clark County School District currently serves roughly 304,778 students in 359 schools across 64 zip codes. Of these, 124 schools were rated 1 or 2 stars for the 2018-2019 school year and had an NSPF score under 50 for the 2021-2022 school year across 36 zip codes that serve roughly 89,554 students, or 29.3% of the students in the district (these data do not include public charter schools authorized by the SPCSA).

⁶ [NRS 388A.220\(6\)](#) and [NRS 388A.249](#)

Clark County currently has 66 public charter schools, but these are not spread equitably across the city. For example, there are 5 charter schools alone in the 89015 zip code, but only 35.1% of students in the 89015 zip code go to 1- or 2- star schools. Vegas Vista Academy will be serving students in three zip codes: 89106, 89107, and 89108. In each of these three zip codes, there is currently only one public charter school option. In accordance with Nevada Revised Statute 388A.220 and 388A.249, and with the Nevada State Public Charter Schools Authority, these three zip codes have been identified as high Academic and Demographic need areas. Of the 21,654 students in these three zip codes, 14,175 (66%) are attending 1- or 2-star schools with NSPF scores of 50 or below. There are currently only three charter school options for students in these three zip codes (one charter school in each zip code). Democracy Prep is located in the 89106 zip code, and is a K-12 charter school. Sage Collegiate is a K-5 charter school, located in the 89107 zip code. Somerset Academy Lone Mountain, a K-8 charter school, is located in the 89108 zip code. Democracy Prep has an enrollment of 1098, Sage Collegiate has an enrollment of 244, and Somerset Lone Mountain has an enrollment of 989. Given the fact that there are 14,175 students in these zip codes currently attending 1- or 2- star schools, there is a huge need for more public options for these families. For 650 students, Vegas Vista Academy will meet this urgent need. The table* below details the need in these three zip codes for an educational alternative for those families living in these areas.

| Zip Code | Enrollment As of 10/01/22 | Total Number of Schools | Number of schools rated 1 or 2 stars in 2018-19 and below 50 NSPF score in 2021-22 | # of students attending schools rated 1 or 2 stars in 2018-19 and below 50 NSPF score in 2021-22 | % of students attending schools rated 1 or 2 stars in 2018-19 and below 50 NSPF score in 2021-22 |
|-----------------|----------------------------------|--------------------------------|---|---|---|
| 89106 | 6095 | 12 | 7 | 3229 | 52.9 |
| 89107 | 9762 | 10 | 6 | 6772 | 69.3 |
| 89108 | 5797 | 9 | 6 | 4174 | 72 |

*Source: 2023 Nevada State Public Charter School Authority (SPCSA) Needs Assessment. NSPF star rating and index score data were retrieved from the Nevada Accountability Portal, while enrollment data by NSPF school code were provided by the Nevada Department of Education.

As of March 2023, there are over 7800 International Baccalaureate (IB) programs being offered in 159 countries worldwide (IBO, 2023). In Clark County, there are currently 16 IB programs housed in 11 schools, which include three Primary Years Programs (PYP), six Middle Years Programs (MYP), five Diploma Programs (DP), and two Career-Related Programs (CP). For the 2023-2024 school year, 3,284 Las Vegas families applied for seats in these programs. Of these, over 2000 students and families were turned away, as there were far less seats available than there were applicants. In Clark County, there is not only a need for more IB schools, but IB schools that are implementing the program with fidelity. Furthermore, IB was designed to be a full continuum of learning, but there are currently no IB full continuum schools in this part of the country that offer IB at all levels for all students ages 3-19. Vegas Vista Academy will meet this community demand and need by implementing the full IB continuum of programs with fidelity. This will provide a world-class education to 650 students who would otherwise be attending consistently underperforming schools, and will provide them with skills for success beyond graduation that they will use throughout their lives.

According to the U.S. Census website (data.census.gov, 2023), the most recent data indicate that our projected student demographics will be:

| Vegas Vista Academy Projected Student Demographics | | | | | | | | | | | |
|--|----------------------------------|---------------------|-----------------------------|----------------------|---|---|---------|--|-------------------------|-----------------------------|-------------------------------|
| Year | Projected Student Enrollment (#) | Grade Levels Served | % Black or African American | % Latino or Hispanic | % Asian, Native Hawaiian, or Pacific Islander | % American Indian, Native American, Or Alaskan Native | % White | % Multiple or other race, ethnicity, or origin | % Free or Reduced Lunch | % English Language Learners | % Students with Special Needs |
| 2024-25 | 200 | K-3 | 16% | 71% | 3% | 1% | 5% | 4% | 100% | 28% | 16% |
| 2025-26 | 300 | K-5 | 16% | 71% | 3% | 1% | 5% | 4% | 100% | 28% | 16% |
| 2026-27 | 450 | K-8 | 16% | 71% | 3% | 1% | 5% | 4% | 100% | 28% | 16% |
| 2027-28 | 500 | K-9 | 16% | 71% | 3% | 1% | 5% | 4% | 100% | 28% | 16% |
| 2028-29 | 550 | K-10 | 16% | 71% | 3% | 1% | 5% | 4% | 100% | 28% | 16% |
| 2029-30 | 600 | K-11 | 16% | 71% | 3% | 1% | 5% | 4% | 100% | 28% | 16% |
| Full: 2030-31 | 650 | K-12 | 16% | 71% | 3% | 1% | 5% | 4% | 100% | 28% | 16% |

*Source: US Census Bureau. (2023). Retrieved: <https://data.census.gov>. Demographic data represent incorporated data from the 89106, 89107, and 89108 zip codes combined.

Other Demographic Details of our Target Zip Codes

In addition to the lack of equity and access to high quality educational options, the three zip codes we are targeting have issues with food insecurity, English proficiency, unemployment, and access to health care and insurance.

Three Square Food Bank and Feeding America, the nation’s largest domestic hunger relief organization, released its most recent Map the Meal Gap study in 2022 (Threesquare.org, 2023), identifying food insecurity rates by zip code. In the 89106 zip code, the food insecurity rate is 19.2%. The 89108 zip code has a food insecurity rate of 13.6%, and the 89107 zip code food insecurity rate is 12.7%. Regarding English proficiency, the current US Census data (data.census.gov, 2023) indicate that out of the 53,763 people living in our targeted zip codes, 32,205 speak a language other than English. This is an equity and access barrier to families; our families with limited English proficiency have less access to social services, medical care, and representation. The recent US Census data (data.census.gov, 2023) also show the unemployment rates in our three targeted zip codes are all significantly higher than the city and national unemployment rates. The 89106 zip code has a rate of 11.1%, the 89107 zip code has a rate of 8.0%, and the 89108 zip code has a rate of 10.2%. The unemployment rate in Las Vegas is 5.7%, and the current national unemployment rate in the United States is 3.5%. The lack of employment opportunities to the families in these zip codes reflect another pattern of inequality. The recent US Census data (data.census.gov, 2023) additionally show the uninsured rates in our three targeted zip codes are all significantly higher than the city and national uninsured rates. The 89106 zip code has an uninsured rate of 18.9%, the 89107 zip code shows 20.6% uninsured, and the 89108 zip code has a rate of 16.9% uninsured. According to 2021 data from the United Health Foundation: Nevada’s rate of uninsured is 11.6% and the US has an uninsured rate of 8.6%. The high rate of families that are uninsured translates to an acute lack of access to health care for our potential families. This is clearly another barrier of

equity and access, and appears to be another pattern of inequality for those families. Vegas Vista Academy will be engaging our community partners to see what we can do together to assist our families, and work every day to contribute to dismantling these inequalities by investigating and providing what wraparound services we can provide for our families.

Sources:

International Baccalaureate Organization. (2023). Retrieved: www.ibo.org

NDE Private School Enrollment Report. (2020). Retrieved:

https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Private_Schools/Documents/NevadaPrivateSchoolEnrollmentDetails2020_2021.pdf

Nevada Accountability Portal. (2022). Retrieved: <http://nevadareportcard.nv.gov/DI/nv/clark/2017>

Nevada State Public Charter School Authority. (2023). 2023 Academic and Demographic Needs Assessment. Retrieved:

https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Families/2023%20Academic%20and%20Demographic%20Needs%20Assessment_FINAL%20To%20Post_1.pdf

Threesquare. (2023). Map The Meal Gap Study. Retrieved: <https://www.threesquare.org/learn/research>

US Census Bureau. (2022). Retrieved: <https://data.census.gov>

US Census Bureau. (2023). Retrieved: <https://data.census.gov>

2.2.2. Provide a brief executive summary of your educational model and how it meets the needs of the community you wish to serve.

When fully operational, Vegas Vista Academy will be a K-12 International Baccalaureate (IB) continuum academy, offering all four IB programs within the lens of Wellness. The academy will be a small school of choice, and will provide strategic support for SPED, ELL and bilingual education. As an IB continuum school, Vegas Vista Academy will incorporate data-driven and research-based instructional methodologies, including problem-based learning, hands-on experiential education, and incorporation of the design cycle. Students will employ and master the IB Approaches to Teaching and Learning skills, including thinking skills, self-management skills, research skills, communication skills, and social skills. We will be an integrated learning community where every student feels safe and known. Capping at 650 students, we will be small enough to ensure personalized learning, but large enough to offer a rich and challenging curriculum continually informed by best practice. With a strong focus on community service learning and a complete array of wraparound services for our families, we will be fully invested in and partnered with the community.

How the Vegas Vista Academy Educational Model Works

| | |
|--|---|
| <p>International Baccalaureate (IB) Programs: Primary Years Program (PYP) Middle Years Program (MYP) Career-Related Program (CP) and Diploma Program (DP)</p> | <p>VVA intends to offer our students all four IB programs grades K-12. The IB program is rooted in research-based methods, skill development, and community connection through culminating student projects. Research has demonstrated that IB students consistently perform as well or better than their peers academically across a range of metrics. VVA core components that are part of IB include skill development, problem-based learning, hands-on experiential education, and incorporation of the design cycle.</p> |
| <p>Bilingual Education</p> | <p>Every student, grades K-12, will take Spanish class every day. Spanish will not be a “special” that students take once a week; it will be a part of the core curriculum. Many studies show that learning a second language at a young age boosts problem solving, critical thinking, listening, memory, thinking skills, and the ability to multitask. Our goal is for every student to graduate bilingual, and to earn the Seal of Biliteracy on their diploma.</p> |
| <p>The Wellness Model: The six dimensions include physical wellness, social wellness, intellectual wellness, spiritual wellness, occupational wellness, and emotional wellness.</p> | <p>Vegas Vista Academy will incorporate the Wellness mode for all, which includes balance at the center of the six dimensions of wellness. Built into this model are key social-emotional competencies. Every year, each student and staff member will start the year setting personal SMART (Specific, Measurable, Achievable, Relevant, and Timely) goals for themselves in each dimension of wellness. This will be revisited halfway through the year. At the end of the year, each student will do a wellness reflection and self-evaluation. Every Friday we will have “Wellness Friday”, which will feature a 2-hour wellness block for every student. Students will meet in multi age groups to do wellness activities and work on individual and group projects.</p> |
| <p>Targeted Support for Special Needs and English Language Learners</p> | <p>Vegas Vista Academy will offer specific support for our learners with special needs and for our English language learners. These will include individual and group classroom support, pullout supports, and full implementation of IEPs, BIPs, and 504 Plans as needed.</p> |

Sources: www.leadwithlanguages.org

We have strategically engaged the community through a large number of different events and settings to ascertain what the families feel are needed. We have used these data to help inform our model. There is strong support for bilingual education, small class size, and community service/hands-on/problem-based learning. We will be meeting the needs of the community by specifically offering these as part of our school model.

In addition to the curriculum, the data show another set of community needs in the zip codes we intend to serve. As discussed in the previous question, these include equity and access to high quality education, hunger and access to food, limited English proficiency and access to ELL, and access to health care and insurance. We will do our best to dismantle these inequalities as well, engaging continually with our community partners to offer a full range of wraparound support and services for our students and families.

Vegas Vista Academy will meet the food insecurity needs by providing a complete meal program to students and families through our community partners. Students will receive a free and healthy breakfast, snack, and lunch daily. Our community partners will provide meal bags to our needy families for weekends and holidays. We will also sponsor numerous food drives and be a distribution center for food pick up in the community. We will help our families with limited English proficiency by providing all communications in the home language, and by providing strategic support for English Language Learners and bilingual education. We will also, in conjunction with our community partners, provide adult education at the school, including a series of English as a Second Language (ESL) opportunities for our families. Part of our wraparound services plan is to have social service experts available for families on certain days each month to assist our non-English speaking families with whatever assistance they need navigating applications, and providing access to goods and services. With assistance from Puentes and our medical partners, we will provide limited health care to our students, and assist our families with health screenings, physicals, immunizations, free clinics, eye exams and eyeglasses onsite, dental consultations and assistance onsite, and other health care options. We also plan to have social service experts available for families on certain days each month to assist our non-English speaking families with whatever assistance they need navigating potential health care and insurance options.

All of these factors contribute to student well-being, security, safety, and success. At Vegas Vista Academy we are focused on meeting the community needs for the success of all students. Most public schools measure student success exclusively through academic metrics, including test scores and graduation rates. While these are important, at Vegas Vista Academy we believe student success is more encompassing. Student success at Vegas Vista Academy includes success in four main areas: Academics, School Culture and Climate, Wellness, and Engagement. We will work every day with every student in each of these areas.

Academics

The academic metrics we will use are a combination of quantitative and qualitative measures. We will be looking at student achievement data in classes and on standardized and norm-referenced assessments. These include the Smarter Balanced Assessment Consortium (SBAC) in grades 3-8, the Measure of Academic Progress (MAP) in grades K-10, the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in grade 10, and the American College Test (ACT) in grade 11. We will track college acceptance rates and graduation rates of our 12th grade students. We will also look at the culminating student work in each of the IB programs we will be offering. These include the PYP Exhibition (Grade 5), the MYP Community Project (Grade 8) and Personal Project (Grade 10), the CP Reflective Project (Grade 12), and the DP Extended Essay (Grade 12). For each of these, we will have a community event, showcasing the work of the students. By incorporating qualitative and quantitative data from a variety of sources, including student metacognition, we are ensuring a more authentic assessment model that allows every voice to be heard.

School Culture and Climate

Our school culture and climate is centered on creating and cultivating a safe and respectful community where all students will flourish and achieve at high levels. We recognize that every child is different and will have different needs, and our focus is on creating the conditions that allow every student to succeed. Vegas Vista Academy has a school culture and climate of caring, of collective learning, and of collaborative continuous improvement.

Wellness

Vegas Vista Academy will incorporate the model of the Wellness Wheel for all, which includes balance at the center of the six dimensions of wellness. The six dimensions include physical wellness, social wellness, intellectual wellness, spiritual wellness, occupational wellness, and emotional wellness. Built into this model are key social-emotional competencies, including a growth mindset; awareness of health and nutrition; resilience and perseverance; self-management and coping skills; interpersonal communication and interactions; and self-knowledge, awareness, and regulation. We will work to teach and foster a growth mindset in every student regarding their personal wellness. Every year, each student and staff member will start the year setting personal SMART (Specific, Measurable, Achievable, Relevant, and Timely) goals for themselves in each dimension of wellness. This will be revisited halfway through the year. At the end of the year, each student will do a wellness reflection and self-evaluation. We will analyze the results of the self-evaluations to measure student success and to inform our praxis. Every Friday, we will have “Wellness Friday”, which will be a two-hour block specifically set aside for activities in one or more of the dimensions of wellness, and also to work on individual and group projects.

Engagement

While student and staff engagement is a stated part of our school culture and climate, we also see it as a separate area and a strong indicator of student success. At Vegas Vista Academy, we have a curricular focus on community service learning and experiential education. These unique and innovative experiences will link our students to the community and environment in ways that are simply not possible in the traditional and current model of public education. They will provide our students with equity and access to experiences that underserved communities often do not have. Many studies have demonstrated that service-learning and experiential education are associated with an increased sense of belonging, an increased sense of community and an increased self-efficacy, including personal growth, social networking, and developing a heightened awareness of personal strengths and abilities. All of these outcomes will contribute to increased student success and well-being.

Our entire focus, embodied by our school culture and climate, is on equity and excellence in teaching and learning. This is an innovative alternative to what is currently happening in our district, and gives the families in our community a rich and robust educational experience.

Sources:

Nevada Accountability Portal. (2022). Retrieved: <http://nevadareportcard.nv.gov/DI/nv/clark/2017>

Nevada State Public Charter School Authority. (2023). 2023 Academic and Demographic Needs

Assessment. Retrieved:

https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Families/2023%20Academic%20and%20Demographic%20Needs%20Assessment_FINAL%20To%20Post_1.pdf

Threesquare. (2023). Map The Meal Gap Study. Retrieved: <https://www.threesquare.org/learn/research>

US Census Bureau. (2023). Retrieved: <https://data.census.gov>

2.2.3. Describe how the proposal meets at least one of, and preferably multiple, academic or demographic needs identified in the SPCSA’s Academic and Demographic Needs Assessment

1) Demographic Need

2a) Academic Need – geographies with 1- and 2- star schools that continue to have an index score below 50, and/or

2b) Academic Need – students at-risk of dropping out of school

The SPCSA (2023) has defined demographic needs as student groups that consistently underperform on the 3rd-8th grade Smarter Balanced Assessment (Math and ELA) and the 11th grade ACT Assessment (Math and ELA). The 2023 SPCSA Academic and Demographic Needs Assessment found that the following groups have historically underperformed relative to the average Nevada student: economically disadvantaged students (those qualifying for free or reduced-price lunch or FRL), English language learners (ELLs), students with disabilities (those with individualized education programs or IEPs), students that are homeless, students in foster care, Black/African American students, Hispanic/Latino students, and American Indian/Alaskan Native students (Nevada SPCSA, 2023).

As indicated in the table of our projected enrollment above, Vegas Vista Academy students will include 100% FRL, 28% ELL, and 16% SPED. VVA students will be 16% Black/African American, 71% Hispanic/Latino, and 1% American Indian/Alaskan Native students. Our mission and vision state that we believe ALL students and families deserve access to innovative, effective, and proven models of education to realize and unlock their potential. We will meet this need head-on, facilitating equity and access for all to a data driven curriculum and research-based instructional methodologies. We will provide strategic support including tutoring, literacy specialists, SPED facilitation, and ELL specific instruction. Our teachers will utilize data-driven discussions in their PLCs to identify, plan for, and address all educational needs and gaps. Regular progress through assessments and the Measures of Academic Progress (MAP) will inform instruction and a multi-tiered system of support for all learners. In the high school, VVA students will have regular interventions and preparation in place for major assessments, and will attend ACT boot camp to assist with test-taking strategies and detailed preparation. Progress will be monitored and gaps will be addressed as they arise. Through our detailed curriculum, differentiated instructional methods, and specific and intentional support, we will help all students realize and unlock their potential.

Academic Need 2a is defined as geographies with 1- and 2-star schools that continue to have an index score below 50. The three zip codes we have chosen to serve fall into this category. In 89106, 7 out of the 12 public schools are 1- or 2-star schools with an index score below 50. The same is true for 6 out of the 10 public schools in 89107 and 6 out of the 9 public schools in 89108. Vegas Vista Academy will meet this need by intentionally partnering with several community organizations in the 89106, 89107, and 89108 zip codes to work towards student success. The Vegas Vista Academy vision statement states our aim to be a community center of lifelong learning, strong support, and full social services for all of our stakeholders. Through strategic partnering we will build trust and support networks to meet the needs of our students and families.

Vegas Vista Academy will also meet Academic Need 2b. Although the Nevada Department of Education no longer looks at comparative dropout rates between demographic groups, historical data clearly shows that the student populations we will be serving at Vegas Vista Academy are at risk of dropping out. We aim to break these cycles. It is the mission of Vegas Vista Academy to break down the barriers set by traditional patterns of inequality through experience and education. Dropping out is the final tragic result of a lack of equity and access. There are clear early indicators, and effective interventions that we will put into place for all students to prevent them and to address them as they arise. Indicators include chronic absenteeism, illiteracy, and credit deficiency.

To prevent chronic absenteeism, Vegas Vista Academy will intentionally focus on cultivating school culture and community. We will also be a small school of choice. There is overwhelming research demonstrating the benefits of small class size, including a stronger sense of community, increased student and teacher sense of belonging, better teacher/student relationships, more customized instruction, increased classroom collaboration, and increased teacher retention. In the October 2012 NCPEA Policy Brief, Achilles (2012) summarizes the findings from the Tennessee STAR (Student Teacher Assessment Ratio) project, writing that the STAR research shows that small classes in kindergarten through third grade (K-3) provide short- and long-term benefits for students, teachers, and society at large including graduating from High school (attending small

classes for four years increased the odds of graduation by about 80%). Although all students benefited, poor, minority, and male students reaped extra benefits in terms of improved test outcomes, school engagement, and reduced grade retention and dropout rates (Achilles, 2012). Barrow et al (2015) studied the impact of Chicago's small school initiative, and found that students attending small schools are more disadvantaged on the average, yet small school students are substantially more likely to persist in school and eventually graduate.

To prevent illiteracy, we will have intentional reading and language instruction for all students. We will also incorporate specific and strategic support for our English language learners (ELL) students. We will implement reading programs at every level. We will have a literacy specialist to give students individualized support and instruction. We will also be partnering with the Heinrich YMCA to implement an extensive after school tutoring program for those students in need for further support.

To address credit deficiency, we will be proactive in filling learning gaps with our students at all levels so that they will hopefully not be deficient. For those students that need more support, we will have an extensive tutoring program and teacher office hours. We will also put a credit retrieval program into place for students who need it.

Vegas Vista Academy offers a unique educational experience that will support all students to graduate on time, college and career ready for whatever future they choose to pursue. Our intentional focus on school community and culture will give everyone a sense of belonging. Coupled with this, purposefully supporting all students to navigate our data-driven, world class curriculum will ensure every student is successful.

Sources:

Achilles, C. (2012). *Class size policy: The STAR experiment and related class size studies*. NCEA Policy Brief. Retrieved: <https://files.eric.ed.gov/fulltext/ED540485.pdf>

Barrow, L., Whitmore Schanzenbach, D., & Claessens, A. (2015). The impact of Chicago's small school initiative. *Journal of Urban Economics*, 87. 100-113.

2.3 PARENT AND COMMUNITY INVOLVEMENT

- 1) Describe the Committee to Form or CMO's ties to and/or knowledge of the target community.
- 2) Describe the role to date of parents and community members in the development of this application. What specific strategies have been implemented to engage parents and community members? Provide specific examples of how input from parents, neighborhood and community members has impacted the application.
- 3) Describe how you would continue to engage parents, neighborhood and community members from the time the application is approved through the opening of the school and once the school is operating. What specific strategies would you rely on to establish buy-in and to understand and respond to parent priorities and concerns during the transition process and post opening?
- 4) What programs, activities, and procedures will be implemented to encourage the participation of all parents, including parents of students with disabilities and English language learners?
- 5) Describe any opportunities for parent volunteer activities as well as any policies related to parent volunteering.
- 6) Complete the table (duplicate as needed) below for EACH strategic partnership your school has established with community organizations, businesses, or other educational institutions (do not include the CMO/EMO identified, dual-credit partners discussed in subsequent sections, or proposed vendors). Provide, as Attachment 3, existing evidence of support from each of the community partners identified such as letters of intent/commitment, memoranda of understanding, and/or contracts. *Although the SPCSA welcomes general letters of support for the proposed charter school, this section seeks information regarding specific*

partnerships with community partners and specific information regarding community partner's commitments to the proposed charter school. Please refer to the rubric for additional details.

2.3.1. Describe the Committee to Form or CMO's ties to and/or knowledge of the target community.

The Committee to Form has a fully invested relationship with and intimate first-hand knowledge of our community. We are all residents of Las Vegas or Henderson, and several of our Committee members reside in the zip codes we have chosen to serve. Many of our Committee and their children attended public schools and universities in Las Vegas. Our entire Committee is composed of individuals working in public service in Las Vegas and Henderson, including childcare, education, sanitation, public broadcasting, advocacy, politics, immigration, and family law. Dr. Feinstein has spent the last 16 years organizing and running community service projects with and for families in the greater Las Vegas area. All of our Committee members participate in numerous community events throughout the year with a wide range of local organizations, and several hold positions with other organizations or boards. We have a deep, detailed understanding of our community and its needs, and we are honored to be addressing many of those needs through our work.

2.3.2. Describe the role to date of parents and community members in the development of this application. What specific strategies have been implemented to engage parents and community members? Provide specific examples of how input from parents, neighborhood and community members has impacted the application.

Cynthia Tavares, a member of our Committee to Form, is also a parent of 2 prospective VVA students living in our target zip code. Since the beginning of this process, she has taken a lead role in organizing our community outreach and engagement activities and events. The Committee to Form and several volunteers have worked together to engage with families through participating in various external events, sponsoring our own events, and canvassing. VVA has worked to create partnerships and networks to provide resources and information to families in the community. Attending meetings at preschools helped us to provide information to parents about the school and elicit their feedback. Our website directs parents to complete our interest form and to ask any questions they may have. We have engaged the community through our social media platforms as well. We have formally and informally spoken with hundreds of parents directly and shared our experiences, while requesting feedback about what they would like for their children's school. We encourage families to participate in our own activities we bring to the events we attend.

From our discussions and our surveys, we have looked at the parent responses and have made changes accordingly. For example, in our survey, 36% (36/100) of parents surveyed indicated that bilingual or Spanish language learning is important to them. However, when we looked specifically at the families in our target zip code, the number jumped to 54%. We initially were thinking Spanish could just be a special that the students get once a week, like the other specials in elementary. However, in individual discussions with parents, dozens of families agreed that every student should be taking Spanish and English every day so that they will all be able to graduate bilingual. Seeing its importance to the families in our target zip code we used that feedback to improve our educational model. A second example of this involves hands-on learning. Many families we spoke to expressed concern that they want their kids' school to be able to teach real-world problem solving, including teaching their kids how to work together to address issues. Looking at the survey data on that, 49% of families surveyed indicate that community service/problem based/hands-on learning is important to them. We incorporated this feedback and designed our Wellness Fridays to include a block of time for students to work on their community projects. A final example of how we incorporated family feedback concerns class size. In our conversations, many parents expressed their frustration with the fact that there are just too many kids in their child(ren)'s classes. We considered this point, did some research on small class size, and decided from that feedback and research that we would have small classes, maximizing student: teacher ratios at 25:1.

| Topic/Aspect | Example parent and family feedback/comments | How we incorporated this feedback |
|---|--|--|
| Teaching Spanish | <p>“Having my children be fluent in more than one language will boost their self-confidence, make them open to share ideas, and give them the diverse learning and skill set that reflects the 21st century needs.”</p> <p>“Me encantaría que tengan habilidades en música, tecnología e idiomas.”</p> <p>“I want my children to be Bilingual.”</p> | A majority of our target families feel Spanish needs to be part of the everyday curriculum. Accordingly, we made the switch from it being a “special” (once a week) to it being part of our core curriculum. |
| Incorporating community service/problem based/hands-on learning | <p>“Hands on activities that require personal skills will teach the children how to be good humans.”</p> <p>“Problem solving STEM activities to enhance curiosity; teach interpersonal empathy, and build communication relationships.”</p> <p>“I would just love for my daughter to go to a great school that is hands on.”</p> <p>“Interpersonal, communication skills to develop team working and networking capabilities.”</p> | We incorporated this feedback and designed our curriculum to include community projects for every student, as well as having Wellness Fridays as a dedicated block of time for students to work on their community projects. |
| Small class size | <p>“Smaller classes give kids a setting that is safe, positive and inviting.”</p> <p>“Learning ability vary from student and to pay attention more to them and see if they need extra help when falling behind.”</p> <p>“Ideal: Supportive environment with small class size.”</p> | We considered all of the feedback surrounding class size, did some research on small class size, and decided from that feedback and research that we would have small classes, maximizing student: teacher ratios at 25:1. |

From the community, we have had conversations with several Las Vegas government officials, including City Council members from 3 different wards and Dr. Tammy Malich, the Director of Youth Development. These conversations have made evident the need within our target zip codes for an educational public option that will provide equity and access for our families to a world class education. Dr. Malich, Director of Youth Development, shared insight with us about Strong Start Academy and that it is providing equity and access to a bilingual education model, but only goes K-5 and will not adequately meet the needs of the community, as there are far more families in need of excellent options than there are options in the community. This insight helped us to make the decision to go K-12 and to offer the model we have chosen. Favorable feedback from Councilwoman Victoria Seaman, Councilman Brian Knudsen, and Councilwoman Olivia Diaz also informed us that our model would be attractive to the families in the three wards that overlap our target zip codes.

Meeting with Nadine Bentis, Director of Executive Education at the Lee Business School at UNLV, informed us as to how we decided to structure our board, what to say in the governance section, and what our board

training will entail once we are authorized. Ms. Bentis is building a Board Education program and graciously offered to partner with VVA to help train our board in many areas.

Within the specific neighborhoods, we have partnered with the YMCA, with community centers including Pearson Community Center, and with several preschools, including Acelero. Conversations with these organizations have informed us of the glaring need for a public K-12 alternative to the current schools. We have used this information to make the decision to grow to become a K-12. Conversations with Emily Sowers, Executive Director of the Heinrich YMCA, informed us of the magnitude of the upcoming need for the families currently being served by YMCA preschools to have educational options once they are ready to enter Kindergarten.

Jana Wilcox Lavin, Tamara Shear, and the Opportunity 180 team have given us invaluable guidance throughout this process. Conversations with Opportunity 180 have informed us about the real estate process, about back office providers, and about our community engagement with wraparound providers and with our community. As a result, the advice we received allowed us to establish the relationships we have with Hiltz Commercial and with Ed Tec, which in turn informed how we ended up writing the facilities and financial sections of this application. Conversations with vendors and community partners at Opportunity 180 events have also led to fruitful partnerships for VVA. For more details, please see our letters of support in Attachment 3.

2.3.3. Describe how you would continue to engage parents, neighborhood and community members from the time the application is approved through the opening of the school and once the school is operating. What specific strategies would you rely on to establish buy-in and to understand and respond to parent priorities and concerns during the transition process and post opening?

Upon authorization, Vegas Vista Academy is planning on hiring a Community Outreach Coordinator whose job will specifically include continued community engagement. We plan to create a database and mailing list of interested families; send out invitations to events, create and send out monthly VVA newsletter to interested families, maintain and update all social media accounts and our website, and host a monthly engagement event/meeting for families. During our incubation year we will also finalize the specifics of the VVA Family Organization, select initial members, and get the organization going on a number of initiatives, including being a sounding board and voice for all parent concerns and priorities. VVA Family Organization officers will meet regularly with the Head of School to bring forward concerns and interests, and these will be addressed in a timely manner. Once the school opens, this will be more formalized and will continue on a regular basis. The VVA Family Organization will be a safe space for all parents to engage. This will help to establish and increase parent buy-in.

VVA will also hold regular quarterly Stakeholder meetings for the entire VVA community. At these events, there will be a report from the Head of School, from the Board, and from the VVA Family Organization. There will be student displays of work and performances. Community partners and wraparound services will attend and present on occasion. We will invite families and community members to engage with us on a number of feedback activities as well.

2.3.4. What programs, activities, and procedures will be implemented to encourage the participation of all parents, including parents of students with disabilities and English language learners?

At VVA parent/guardian volunteering will be highly encouraged. Our Community Outreach Coordinator will structure specific volunteer activities, opportunities, and projects to keep families engaged. We will specifically offer all meetings, communications, and activities in multiple home languages for our non-English speaking families. All VVA family members will be welcome at many events throughout the year, including orientation, open houses, performances, conferences, VVA Family Organization meetings and events, and quarterly Stakeholder meetings. During the application process, we will explain to families that our school model needs a

fair amount of family and community involvement; especially with regard to the student community projects. Parents and students will all review and sign the family handbook. We will have specific times to assist parents to get cleared to volunteer at the school, including having them register for background checks as needed. In each class, parents will have a specific role, which will be determined by the instructional team once we are authorized. All potential issues of equity will be considered throughout the process.

2.3.5 Describe any opportunities for parent volunteer activities as well as any policies related to parent volunteering.

As mentioned in the last question, at VVA parent/guardian volunteering will be highly encouraged and we will have numerous opportunities. However, we will not require that all parents volunteer as a condition of any child’s enrollment or participation. Furthermore, we will not discriminate against any student or make any student feel uncomfortable in any way if parents/guardians are unable to volunteer for any reason. Initial volunteering opportunities include:

- Serving on the VVA Family Organization, either as an officer or on one of the committees
- Chaperoning field trips, experiential activities, or community events
- Volunteering with students in the community when they do their service activities
- Volunteering to do community engagement/recruiting events for VVA

The volunteering options will be expanded by the Community Outreach Coordinator once we are authorized.

2.3.6. Complete the table below for EACH strategic partnership your school has established with community organizations, businesses, or other educational institutions.

| Partner Name | Briefly describe this partnership | Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities |
|---------------------------|--|---|
| Opportunity 180 | Opportunity 180 has provided and will continue to provide VVA with guidance and support. | Opportunity 180 has provided VVA with guidance and support through the application process, including a \$20,000 Planning Grant. Upon authorization, VVA will be eligible to apply for more funding, including a Year Zero and a Charter School Planning (CSP) grant. |
| Lee Business School, UNLV | The Office of Executive Education has provided VVA with direction on Board Development. | The Office of Executive Education has provided VVA with guidance regarding its board. Upon authorization, they will provide professional learning and training for the VVA Board in a number of organizational and executive functional areas. |
| Puentes | Puentes has agreed to provide VVA families with community resources. | Puentes is a leader in providing community resources assistance. Puentes will be providing VVA families with wraparound services and opportunities for support in a number of high need areas. |

| | | |
|--|--|--|
| The Office of Youth Development and Social Innovation | Dr. Tammy Malich, Director, has advised VVA on programming and community support. | The Office of Youth Development and Social Innovation will be helping VVA set up key tours for students with all City of Las Vegas entities. The Office will also be assisting VVA by providing SafeKey care for students before and after school and having VVA be a part of the Batteries Included, Strong Future Youth Employment, and Strong Future Technology programs. |
| Heinrich YMCA | The YMCA has provided VVA with community outreach | The Heinrich YMCA will be providing VVA with programming for students and families, with facility usage when required, and with an onsite after school tutoring program. |
| The LIFE (Lifelong Instruction and Focus on Exploration) Program | LIFE has already provided VVA with student volunteers and will expand once we are authorized. | The LIFE Program, a leading program in outdoor experiential programming, has agreed to provide VVA with student volunteers for community engagement events, with staff training in experiential and community service learning, and with support for VVA students' experiential programming. |
| The Nevada Association of IB World Schools | NAIBWS has provided student volunteers and will expand their offerings when we are authorized. | NAIBWS, the Nevada state IB association, is anticipating VVA as the only IB full continuum school in the state. They have already provided student volunteers. Once we are authorized, they will provide programming, training, and support for our IB students, teachers, and staff. |
| The Gay & Lesbian Community Center of Southern Nevada | The Center will provide VVA with curriculum and resources. | The Center will provide VVA with Sex Ed course materials and access to parent and student resources for LGBTQ+ identifying individuals and their allies, including Pivot, a six-week course for students and family members. This includes group sessions for parents and teens independently with licensed therapists in attendance for each group as available. |

3 ACADEMIC PLAN

3.1 TRANSFORMATIONAL CHANGE

In its 2019-2024 [Strategic Plan](#), the SPCSA established goals related to school performance that each charter school applicant should consider when setting their own respective goals:

1. Provide families with high quality schools. The SPCSA aims for a majority of schools to be rated as 4- or 5-stars.
 2. Ensure that every SPCSA student succeeds - including those from historically underserved student groups. The SPCSA aims for all sponsored schools to demonstrate strong academic growth, high levels of proficiency and on-time graduation across all student groups, including historically underserved student groups.
- 1) How will you ensure that your school earns, or is on track to earn, a 4- or 5-star rating by the end of your first charter term?
 - 2) How will you drive growth among students at all achievement levels, accelerating the levels of proficiency and on-time graduation of those who are most behind?
 - 3) Describe the distinguishing features of your school, including programmatic components that make your school unique. For each feature, describe how it will be implemented. Key features may include:
 - a) Programs (e.g., curriculum, professional development, afterschool program, parent program, etc.),
 - b) Principles (e.g., restorative practices, individualized learning, learn at your own pace, etc.), and
 - c) Structures (e.g., blended learning, small learning communities, small class sizes, etc.).

Note that this question is aimed at understanding what makes your school unique, how those features are implemented, and how they fit together. If a key feature is described in another portion of the application, you may reference that section rather than repeating information and focus your response to this question on implementation of the key feature.
 - 4) Explain how these key features will influence student success. Cite evidence from your own experience, valid research, and/or provide a well-defined logic model and plans for studying the effectiveness.
 - 5) Are there any portions of an existing school model that you will utilize in this proposed school? If so, identify the school and describe the student performance results driven by that model.

Question 3.1.1: How will you ensure that your school earns, or is on track to earn, a 4- or 5-star rating by the end of your first charter term?

We will educate our faculty, staff, and board about the star rating system and set annual performance goals in each of the areas of the NSPF. We will utilize periodic (quarterly) data collection to monitor progress, identify areas of concern, and implement necessary interventions. An annual progress report will be created by the Head of School and presented to the Board at the end of every year, with accompanying targets for the upcoming year.

The Vegas Vista Academy model has been specifically created to address the most urgent needs in the Las Vegas community with an evidence based curriculum design. This includes research based instructional methodologies that have been proven effective, especially in high need and traditionally underserved communities. Vegas Vista Academy is a small school of choice that has a unique service learning and experiential education component. These aspects of the curriculum will intentionally cultivate community in the school and a deep sense of belonging for all students. The literature has shown that these types of activities and programs reduce chronic absenteeism and increase student engagement in the schools that have implemented them with fidelity.

Students in grades K-12 will be assessed several times a year using the NWEA Measure of Academic Progress (MAP). Using these data, areas of need, remediation, and growth will be identified and addressed early to

ensure all students are able to progress. Vegas Vista Academy's academic plan includes specific and targeted support for our English language learners and for our students with special needs.

We will be providing ongoing professional learning for our faculty to facilitate growth and expertise in their praxis. Our faculty will be incorporating a data driven, inquiry based Professional Learning Community (PLC) model, continually assessing student performance and response. Instruction will be driven based on the needs of the students using these data and then commonly aligned to standards. Learning gaps will be identified and addressed as they arise. Formative and summative assessments will be created using rigorous grade level texts and resources that align to units of inquiry written by grade levels and the coordinator. Each PLC will include time to work on units of inquiry, learning engagements that align to the units of inquiry, and formative and summative common assessments. Assessments will use specific student friendly rubrics that align to the learning engagements, which will include transdisciplinary skills from reading, writing, science, social studies, and health. The data will be analyzed for strengths and weaknesses in the teaching process, and next steps will be created to adjust instruction for those standards.

We will be incorporating the Wellness model for all students, faculty, and staff. The intentional focus on self-actualization, self-management, social-emotional learning, and goal setting inherent in this model will help every student to realize an individualized sense of purpose and belonging. We believe that when students are valued and feel like they belong to a community, they will grow to love learning, develop a stronger sense of ownership and pride in their campus, expand their sense of accountability and responsibility for their own learning, look forward to coming to school every day, and ultimately become lifelong learners. We believe this self-determination will influence and address all other aspects of student life, and will help all of our students to realize and unlock their potential.

Question 3.1.2: How will you drive growth among students at all achievement levels, accelerating the levels of proficiency and on-time graduation of those who are most behind?

Vegas Vista Academy will incorporate data-driven and research-based instructional methodologies, including problem-based learning, hands-on experiential education, and incorporation of the inquiry model. These methodologies facilitate individualized instruction, personalized learning, and detailed engagement for every student. Implementing problem-based instruction through the context of community service and experience will make learning relevant, meaningful, and personalized for every student. An intentional focus on a rigorous and engaging set of learning experiences for all students will drive student growth.

Vegas Vista Academy students will intentionally employ and master the IB Approaches to Teaching and Learning skills, including thinking skills, self-management skills, research skills, communication skills, and social skills. A large part of this is metacognition. Every student will set individual learning goals and reflect on their MAP progress quarterly, and will reflect on their performance on assessments throughout the year. Students and teachers together will conference with families regularly on student learning goals. Vegas Vista Academy will also have Wellness Fridays each week. Wellness Fridays will allow students time for guided reflection on all of their Wellness goals. Teachers will have extended planning time on Fridays to reflect on progress and action time to provide remediation, extra support, and further individual guidance for their students.

We will be implementing a multi-tiered system of support (MTSS), based upon individual responses to instruction (RTI). Our learning team will continually monitor student needs and implement appropriate interventions. The extra levels of support will help all students achieve success and proficiency, and will accelerate learning for those students who need extra assistance. Our MTSS model will incorporate strong tier 1 instruction with standards aligned, rubric based common formative and summative assessments; tier 2 interventions with progress monitoring for 30 minutes to work on specific skills needed until proficiency is reached; and tier 3 interventions with progress monitoring for an additional 30+ minutes to continue working on

skills needed for proficiency/mastery. We will hold regular RTI meetings in addition to data and PLC meetings to discuss the progress of students and to determine if students need to move to a multi-disciplinary team or pursue an individualized education plan (MDT/IEP).

In every class, following whole group instruction students will be homogeneously grouped to receive further direction to accelerate their learning. Students who are deficient will receive supplemental support and instruction, while those advanced students will receive exposure to enrichment materials and opportunities.

Our English language learners will be supported on many levels. They will spend most of their day in regular classes, but will also have individualized ELL instruction daily. ELL students will be monitored for their levels of development, and supported to engage with their peers at all levels of development. WIDA offers a comprehensive suite of assessments, each built on a foundation of strong research and grounded in the WIDA English Language Development (ELD) Standards Framework. Student performance will be assessed in terms of the WIDA Proficiency Level Descriptors, and the assessment results will inform the use of accommodations throughout the classroom/campus. Teachers will plan in their PLCs for instruction that is aligned to the needs of Emergent Bilingual (EB students) to include academic content language that is transdisciplinary and is aligned to the WIDA can-do descriptors. All teachers in the school will receive professional learning and support on the implementation of language acquisition and development strategies, and will teach these in every class.

Every day except for Wednesday, teachers will have a 45 minute office hour period to assist students with tutoring, remediation, and other needed support. The Heinrich YMCA also intends to provide Vegas Vista Academy with an on-site tutoring coordinator, who will organize a formal tutoring program for the school. This will include after school tutoring for all in need, and an optional multiage schoolwide targeted tutoring program. In small groups, older Vegas Vista Academy students will tutor our younger students in a variety of subjects, and will work together on numerous projects throughout the year.

All of these specific interventions will drive growth for all students, and will help us to identify and support those students who are behind their peers. We will be an integrated learning community where every student feels safe and known.

Question 3.1.3: Describe the distinguishing features of your school, including programmatic components that make your school unique. For each feature, describe how it will be implemented.

The distinguishing features of Vegas Vista Academy include (a) being the only International Baccalaureate (IB) full continuum school in Nevada, (b) offering K-12 Spanish instruction to every student, (c) having an intentional focus on wellness, and (d) focusing on community engagement. As an IB continuum school, Vegas Vista Academy will incorporate many data-driven and research-based instructional methodologies, including problem-based learning, hands-on experiential education, and incorporation of the inquiry model. While community engagement is a part of the IB curriculum, we intend to be more intentional in our focus as described below.

IB Program Implementation at VVA

VVA will go through the process to be a fully authorized IB school in stages. We will begin with the Primary Years Program (PYP), becoming a candidate school in year 2 and fully authorized in year 3. We will then subsequently add the Middle Years Program (MYP) authorization in year 5, and the Career-Related Program (CP) and Diploma Program (DP) authorizations in year 7. This will be done incrementally over a period of 7 years, such that we will be fully authorized for all four programs in the 2030-2031 school year. During the process we will train our faculty and staff as necessary, educate our community, and build lasting partnerships for the required IB student-led service projects. Intentionally taking 7 years for full implementation will build capacity in the school community, allow for allotment of necessary resources, and give us the time to properly prepare for success.

In the Primary Years program, elementary students will work on transdisciplinary units built around lasting global themes and designed to teach student skill development. The curriculum will support this, with PLCs planning conceptual inquiry-based units, facilitating problem-based hands-on learning, and analyzing assessment data to identify and address learning gaps. In addition to core and special classroom instruction, every student will participate in the Wellness Friday block (see below), and will have daily instruction in Spanish (see below). Elementary students will also spend class time working individually or in small groups on an annual culminating project, focusing on a community problem. Students will research the issue and possible solutions, and address it through action. All of the K-4 grade level projects will lead up to the culminating 5th grade project, the PYP Exhibition. This required part of the PYP will be an annual community event. Student work and reflections will be housed in a student portfolio that students will use to drive them towards their culminating Exhibition projects.

In the Middle Years program, students will be on an alternating block schedule that will allow them to take 8 classes, including the IB Design class. MYP students will also work on project-based learning, focusing on an annual culminating project. 8th grade students will complete the MYP-required group Community Project, and 10th grade students will complete the required individual Personal Project, both of which will be presented at an annual community event.

Towards the end of the 10th grade year, students and families will make the choice whether they want to participate in the Career-Related program (CP) or Diploma program (DP) in 11th and 12th grade. All CP and DP students will take a full load of 8 classes. CP students will also do the CP Core, which includes a core class called Personal and Professional Skills (PPS), an internship in a chosen career field, and the culminating independent Reflective Project. DP students will do the DP Core, which includes a core class called the Theory of Knowledge, a focus on Creativity, Activity, and Service (CAS), and a culminating independent research project called the Extended Essay. The CP Reflective Project and the DP Extended Essay will be presented at an annual Senior Symposium for the entire community.

K-12 Spanish Instruction Implementation at VVA

Every student in every class, in all grades K-12, will take Spanish class every day. Spanish will not be a “special” that students take once a week; it will be a part of the core curriculum. Many studies show that learning a second language at a young age boosts problem solving, critical thinking, listening, memory, thinking skills, and the ability to multitask. Our goal is for every student to graduate bilingual, and to earn the Seal of Bilingualism on their diploma.

Incoming students will take an age appropriate placement test to ascertain proficiency levels coming in. We have budgeted for Spanish teachers at every level to be able to handle the course load of teaching multiple levels of proficiency. Spanish classes will include student field trips/excursions to be able to practice and utilize the language in real world situations. For those students needing additional support, we will include Spanish as one of the areas available in our extensive after school and before school tutoring program.

Wellness Implementation at VVA

Vegas Vista Academy will incorporate the Wellness model for all, which includes balance at the center of the six dimensions of wellness. The six dimensions include physical wellness, social wellness, intellectual wellness, spiritual wellness, occupational wellness, and emotional wellness. Built into this model are key social-emotional competencies, including a growth mindset; awareness of health and nutrition; resilience and perseverance; self-management and coping skills; interpersonal communication and interactions; and self-knowledge, awareness, and self-regulation (we will implement the Zones of Regulation system schoolwide). We will work to teach and foster a growth mindset in every student and staff member regarding their personal wellness.

We believe that a key component of student success lies in having students set and achieve goals. The intentional focus on helping students develop personal habits of success in all areas of their lives is equitable, innovative and unique. Every year, each student and staff member will start the year setting personal SMART (Specific, Measurable, Achievable, Relevant, and Timely) goals for themselves in each dimension of wellness. This will be revisited halfway through the year. At the end of the year, each student will do a wellness reflection and self-evaluation. We will analyze the results of the self-evaluations to measure student success and to inform our praxis.

Every Friday we will have “Wellness Friday”, which will feature a 2-hour wellness block for every student. Students will meet in multi age groups to do wellness activities and work on their individual and group projects. Teachers will be given the 2 hour block to plan, collaborate, and self-care.

An overarching component of school wellness is being trauma-informed. A trauma-informed school is one in which all faculty, staff, students, families and community stakeholders recognize, identify, and positively respond to the behavioral, social, emotional, and academic impact of traumatic stress on students. VVA will provide professional development and staff discussions (centered on social-emotional learning, self-regulation, and coping skills) to ensure trauma is well understood and appropriately responded to. We will have counselors and social workers on staff to support and address all student needs. All staff members will be fully trained in the areas of wellness, balance, SMART goals, and growth mindset and will support the students both in and out of the classroom.

Community Engagement Implementation at VVA

While community engagement is a part of the IB requirements and is a stated part of our school culture and climate, we also see it as a separate area and a strong indicator of student success. At Vegas Vista Academy, we have an IB-driven curricular focus on community service learning, experiential education, and project-based learning (PBL). These unique and innovative experiences will link our students to the community and environment in ways that are simply not possible in the traditional and current model of public education. They will provide our students with equity and access to experiences that underserved communities often do not have. As such, they demand structured and consistent engagement.

Many programs, including IB, have a required service component. Many schools have employed a service hour requirement for graduation. It is important for students to give back to their communities, but doing service just to count hours or to fulfill a requirement is not as effective as it could be. Rather than just having an hour requirement, Vegas Vista Academy will implement a robust community service learning component for every student. Service learning is a pedagogical strategy in which students engage in community service that will incorporate course concepts and enable them to make contributions to their communities. Furthermore, it allows students to develop the skills needed to be lifelong action takers who work for positive change in their communities. While this will look different at each grade level, we will define student success by measuring the services completed, the learning students accomplish, the community partnerships established and/or cultivated, and the service goals students met.

Every student will spend part of their week on problem-based community learning through engagement. A majority of this time will be during Wellness Friday blocks. Students will work individually or in groups to identify a community need or issue, do guided research on the issue, and engage community organizations to volunteer, assist, or run projects designed to address the needs. All culminating projects will be presented to the school community and assessed using teacher-designed rubrics.

Engagement with the community also includes learning through direct experience. Experiential education at Vegas Vista Academy will include student work on their community projects, but will also include a number of outdoor experiences, unique to each grade level. These may be local excursions, team based activities,

individual and group projects, outdoor education, and/or trips. We will define student success by measuring the student response to the experiences, as indicated through reflections, writing, application to student learning, and student survey responses.

Question 3.1.4: Explain how these key features will influence student success. Cite evidence from your own experience, valid research, and/or provide a well-defined logic model and plans for studying the effectiveness.

The Vegas Vista Academy model is research-based, and will be data driven. We plan to be data driven in a number of ways. PLC groups will continually have data driven discussions, analyzing student progress and response to instruction for efficacy, impact, and improvement. As students complete projects and activities, we will analyze student responses to the experiences, as indicated through reflections and writing. Every year all VVA students and staff will complete our annual survey. Survey response data will also be analyzed and utilized for steady improvement and to drive instruction and design of activities. The research base for each of our distinguishing features can be seen below.

VVA is a Small School

The small schools movement has been around for several decades. As a result, there have been many studies done on the efficacy of the small schools model, as well as the effects of student to teacher ratio and class size.

Three locations that implemented small schools early on include the STAR (Student Teacher Assessment Ratio) project in Tennessee, the SSC (Small Schools of Choice) project in New York City, and Chicago's small school initiative. The results of these initiatives have been studied extensively. In the October 2012 NCPEA Policy Brief, Achilles (2012) summarizes the findings from the Tennessee STAR (Student Teacher Assessment Ratio) project, writing that the STAR research shows that small classes (15-17 pupils) in kindergarten through third grade (K-3) provide short- and long-term benefits for students, teachers, and society at large including graduating from High School (attending small classes for four years increased the odds of graduation by about 80%), taking advanced coursework in high school (with the highest levels taken in foreign languages and mathematics) and taking the ACT and SAT. Although all students benefited, poor, minority, and male students reaped extra benefits in terms of improved test outcomes, school engagement, and reduced grade retention and dropout rates (Achilles, 2012). Unterman and Haider (2019) followed New York City's cohort of over 21,000 students who applied for the SSC (Small Schools of Choice) lottery, and found that students who won a lottery and enrolled in an SSC (target SSC enrollees) were 9.5 percentage points more likely to graduate from high school than those who lost a lottery and did not enroll in an SSC (their control group counterparts). Barrow et al (2015) studied the impact of Chicago's small school initiative, and found that students attending small schools are more disadvantaged on the average, yet small schools students are substantially more likely to persist in school and eventually graduate.

There have been many more studies demonstrating the efficacy and benefits of smaller schools and small class size. To name a few, Egalite and Kisida (2015) performed a longitudinal analysis of over 1 million students in 4 states on school size and student achievement, and found that students' academic achievement in math and reading declines as school size increases. Shear et al (2008) did a comprehensive 5-year evaluation of the Bill & Melinda Gates Foundation's National High Schools Initiative and found that in comparison with nearby comprehensive schools, start-up small schools showed significantly higher attendance rates, progression rates, levels of academic interest, student engagement, educational aspiration, and levels of achievement on standardized test scores. Eschool news out of Bethel University online (2019) list the benefits of smaller class size, including better teacher/student relationships, more customized instruction, increased classroom collaboration, and increased teacher retention. It is our intention that by being a small school, VVA students will reap these same benefits and will be successful as well.

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Unterman, R. and Haider, Z. (2019). *New York City's Small Schools of Choice: A First Look at Effects on Postsecondary Persistence and Labor Market Outcomes*. MDRC Brief. Retrieved: <https://www.mdrc.org/publication/new-york-city-s-small-schools-choice>

VVA is an International Baccalaureate (IB) School

IB programs around the world have been extensively studied, and there is strong support in the literature attesting to the efficacy of the model. At VVA we intend to implement the full continuum with fidelity so that every VVA student will be successful and reap the benefits of these powerful programs.

IB Primary Years Programme (PYP)

Boal and Nakamoto (2020) examined the International Baccalaureate (IB) Primary Years Programme's (PYP) impact on school climate within public elementary schools in California utilizing 16 years of survey data and qualitative case studies at 9 school sites, and they found the following:

- Participants at every school reported increased attention to social-emotional learning and the whole child, as well as greater teacher collaboration and transdisciplinary instruction due to the PYP.
- The quantitative data showed statistically significant improvements after PYP was implemented in six areas, including perceived safety, caring relationships, fairness, parent involvement, bullying, and victimization.

Dix and Sniedze-Gregory (2020) found that PYP schools consistently showed more positive school climates as well as higher levels of teacher engagement, student participation and student well-being. Gough et al (2014) found that students at PYP schools in Victoria, Australia consistently performed at higher levels in reading and numeracy when compared to similar non-PYP schools. They further found that PYP staff indicated consistently that the PYP had contributed to student learning, academic achievement, and motivation (Gough et al, 2014). Medwell et al (2017) did a study of the PYP Exhibition (final culminating project) across 5 countries and found that participants believed the exhibition helped to develop students' critical thinking, international mindedness, and learner profile attributes.

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IB Middle Years Programme (MYP)

Ateskan et al (2016) studied implementation of the MYP in Turkey and found that the MYP helped all teachers to incorporate new and innovative techniques into their practice and to hone their current skills and practices, and that in a national examination, 42% of grade 8 MYP students were in the top 4% of nationally ranked students. Wade and Wolanin (2015) investigated the impact of MYP participation on high school achievement, and found that former MYP students were 34% more likely to take at least one Advanced Placement (AP) or Diploma Programme (DP) course than non-MYP students. MYP students were also 39% more likely to score 3 or higher on AP and 4 or higher on DP exams (Wade and Wolanin, 2015). Valle et al (2017) found that the MYP supported a range of positive outcomes in the schools they studied, including the development of student competencies, research and critical thinking skills, and encouraging school-wide improvements to teaching and learning. Perry et al (2018) studied teaching and learning in MYP schools in Australia and found that participants valued how the MYP promotes student inquiry, critical thinking and other academic and non-scholastic skills; the focus on concept-driven, inquiry based and interdisciplinary learning; and how MYP encourages links between academic subjects and real-world contexts, citing its emphasis on local and global citizenship and its ability to promote connections to the local community.

There have been studies done on the effects of more than one program, such as the work that The Australian Council for Educational Research (ACEA) did. The ACEA (2021) compared International Schools' Assessment (ISA) results from students in grades 3-10 at 445 schools (including 201 IB World Schools and 244 non-IB schools), looking specifically at the comparison between IB PYP and MYP student results with non-IB student results, and found the following:

- PYP and MYP students performed as well or better than non-IB students in all comparisons—there were no instances in which non-IB students significantly outperformed IB students at any grade level or domain.
- PYP students performed particularly well in Reading, Narrative writing and Expository writing.
- MYP students performed particularly well across many grades in Narrative writing, Expository writing and Scientific literacy, and had a notable result for Scientific literacy at grade 10.
- MYP students achieved better results than non-IB students on all academic domains at grade 9.

Sources:

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IB Diploma Programme (DP)

There have been several studies done on the DP in the US. Aldana et al (2020) performed a multi-year investigation of DP alumni in US public schools serving predominantly low income students, and found that DP students on average had higher GPAs and SAT scores than comparable non-IB students, and the DP alumni interviewed in the study indicated that the program helped them prepare for college, particularly in the areas of writing, critical thinking, study skills, and time management. Results also showed positive and significant effects of IB participation on college retention and graduation rates (Aldana et al, 2020). Gordon et al (2015) studied IB in US Title I schools, and found that 79% of DP students from low-income families enroll in college which is substantially higher than the national average college enrollment for students from low-income families (46%).

DP outcomes have also been studied internationally. When studying outcomes of DP participation with IB alumni in Asia and the Pacific, Lee et al (2017) found that DP alumni reported higher capacities for 21st-century skills compared to their non-IB counterparts. Hopfenbeck et al (2020) researched DP outcomes in 566 students from 8 schools in Australia, Norway, and England, and the results suggest that the IB embraces a mixed approach to critical thinking development, which is largely in line with best practice research. Quantitative findings in the study indicated that IB students had significantly higher levels of critical thinking than their non-IB peers, and that teachers and students generally believed that the DP better prepares students for university compared to national or state programmes (Hopfenbeck et al, 2020). Beech et al (2018) studied IB programs in three countries and found that teachers indicated that the IB had reinvigorated their passion for teaching, as they highly valued the detailed feedback that they received from IB examiners and felt energized by the need to continually develop their teaching practices. The students had highly positive views of the Diploma Programme and tended to appreciate the kind of learning style promoted in the DP as well as closer relationships with teachers (Beech et al, 2018).

In addition to the regular IBDP curriculum, there have also been studies done on the core components, including the Creativity, Activity, and Service (CAS) component and the individual Extended Essay (EE). Hayden et al (2017) investigated the impact of the CAS (creativity, activity, and service) component of the DP, analyzing over 8000 survey responses from IB coordinators, students and alumni, all of whom indicated that CAS helps students to become better at “taking on new challenges”, “learning to persevere” and “developing better interpersonal skills”. Inkelas et al (2012) explored how the experience of completing the Extended Essay (EE) prepares students for university level research and academic success and they found that in comparison to Advanced Placement (AP) students, former DP students were more likely to report that they: felt prepared for university coursework involving research; had executed a research project in college; were proud of their research; intended to conduct future research; and found their research skills to be important to future success.

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VVA is a Bilingual School

Vegas Vista Academy will be offering every student in every grade Spanish class every day, with the intention of every student becoming fully bilingual. There is strong support for student success through learning a second language. Research compiled by the Lead with Languages group (2023) shows that learning a second language boosts problem-solving, critical-thinking, and listening skills, in addition to improving memory, concentration, and the ability to multitask. Children proficient in other languages also show signs of enhanced creativity and mental flexibility. According to the Cornell University Language Acquisition Lab (2023), cognitive advantages follow from becoming bilingual, and these cognitive advantages can contribute to a child's future academic success in every area. Umanski and Reardon (2014) did a long-term study on bilingual programs, and found that students enrolled in bilingual programs since elementary school were, by high school, more likely to be classified proficient in English compared with similar students who had been in English-only programs. Collier, et.al. (2017) examined data gathered over 32 years from 36 school districts in 16 U.S. states and showed that emergent bilinguals in developmental bilingual education programs outperform their peers in English-only programs. Steele, et.al. (2017) found in their research that dual-language programs raise student achievement in other classes, and especially in English classes.

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VVA has a Focus on Wellness and Social-Emotional Competencies

Project School Wellness (2023) stated that the wellness wheel is the foundation for understanding how we can empower students to thrive. Schwartz et al (2012) did a study of school wellness policies from 151 Connecticut districts, and found that written school wellness policies have the potential to promote significant improvements in the school environment. Zins and Elias (2007) found that schools that integrated and coordinated instruction of academics and social-emotional competencies maximizes students' potential to succeed not only in school, but in life. Ruyle et al (2021) see the school Wellness Wheel as a framework to address trauma, promote well-being, and elevate student learning. We are intentionally incorporating wellness into VVA so students can thrive.

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VVA has a Focus on Community Service Learning

Rockquemore and Schaffer (2000) found that service-learning increases student engagement.

Warren (2012) did a meta-analysis of 11 studies on service-learning with a cumulative sample size of 2129 students. His findings suggest that service-learning has statistically significant and positive effects on student cognitive learning outcomes, as well as increased multicultural awareness and enhanced social responsibility (Warren, 2012). In her study on third graders' perceptions of their participation in developing, planning, and implementing a critical service-learning project, Gartland (2020) found that the students reported an increased sense of community in their classroom through a strengthened kinship with their classmates, and a greater sense of self-efficacy, or the self-belief that with effort, success can be achieved.

Many other studies have demonstrated that service-learning experiences are associated with increased self-efficacy, increased sense of belonging, and increased sense of community (Astin et al., 2000; Billig, 2017; Clayton et al., 2010; Duncan-Andrade, 2007; Farber & Bishop, 2018; Felten & Clayton, 2011; Ginwright & Cammarota, 2007; Sprague Martinez et al., 2017). All of these outcomes will contribute to increased student well-being and positive school climate and culture at VVA.

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VVA has a Focus on Experiential Education

White, et.al. (2019) examined the association between recreational contact with nature and self-reported health and well-being in over 19,000 participants, and they found that the likelihood of reporting good health or high well-being became significantly greater for participants that had recreational contact with nature. McKenzie (2003) identified several outcome variables of experiential education program participants that have appeared in the research literature, including self-efficacy and competency, resilience, skill development and mastery, creativity, communication skills, grit, and perseverance. Kyriakopoulos (2011) reported that outdoor adventure/experiential education types of programs can be useful in helping individuals dealing with issues such as depression through four ways: enhancing intrapersonal relationships, improving interpersonal relationships, providing an experiential outdoor venue for achieving therapeutic change, and offering a secure personal place for achieving inner healing. Mutz and Müller (2016) presented two pilot studies that both demonstrate that outdoor adventures have mental health benefits for youths and young adults. The experiential learning we will be implementing at VVA will contribute student success as well.

Sources

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VVA Will Incorporate a Project-Based Learning (PBL) Model of Inquiry

PBL will be utilized across all grade levels with an emphasis on passion-driven, inquiry-based projects. There is strong support in the literature for student success using PBL. Thomas (2000) found that in PBL classrooms, students demonstrate improved attitudes toward learning. They exhibit more engagement, are more self-reliant, and have better attendance than in more traditional settings. Finkelstein et al. (2011) studied high school classes implementing PBL and found that students demonstrate better problem-solving skills in PBL than in more

traditional classes and are able to apply what they learn to real-life situations. PBL Works (2023) shows PBL has promise as a strategy for closing the achievement gap by engaging lower achieving students. In specific content areas, PBL has been shown to be more effective than traditional methods for teaching math, economics, language, science, and other disciplines. (Finkelstein et al., 2011; Geier et al., 2008; Mergendoller, Maxwell, & Bellisimo, 2006). Duke and Halversen (2017) did a study of PBL and non PBL groups, and found that in the PBL group, gains were 63 percent higher for social studies and 23 percent higher for informational reading than in the control group. Denise Krebs and Gallit Zvi (2015) stress the importance of allowing students the autonomy to engage in what is known as “Genius Hour” where students choose their own research topics. Students who research information they are passionate about are more likely to “take ownership of their work and learning; develop inquiry questions; create unique presentations to teach their fellow students; and present their finished product to the world!” (Krebs & Zvi, 2015). At VVA, we believe students who take ownership of their learning are more likely to demonstrate a healthy social-emotional well-being and sincerely enjoy being in school. Project-Based Learning is part of VVA’s experiential learning, community service, and IB efforts.

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Question 3.1.5: Are there any portions of an existing school model that you will utilize in this proposed school? If so, identify the school and describe the student performance results driven by that model.

There are over 5000 IB schools around the world. Of these, there are not many full continuum schools (offering all four programs) in the US, and none in Nevada. In Clark County there are three elementary schools offering only the IB Primary Years Program (PYP), including Sandy Miller, Shiela Tarr, and Clarence Piggott. The performance results for these schools are promising. Sandy Miller is a 3 star school with an NSPF score of 70.0, Shiela Tarr is a 4 star school with an NSPF score of 78.0, and Clarence Piggott is a 3 star school with an NSPF score of 84.0. Walter Johnson is a 5 star high performing middle school offering the IB Middle Years Program, with an NSPF score of 76.0. Roy Martin Middle School also offers the IB Middle Years Program, but is a low performing 2-star school with an NSPF score of 19.5. This may not be an accurate comparison, as it can be argued that not all of these schools are implementing the IB program with fidelity. The picture becomes even more unclear when looking at the high schools. Three of the IB high schools are magnet programs, but have recently switched to a lottery entrance with no prerequisites. The other two high schools offer IB to their

students, but each program has a very small percentage of students in the program. Aggregated performance data by school was not available, to compare how the programs are doing or how the IB students are performing in comparison to their peers.

3.2 CURRICULUM AND INSTRUCTIONAL DESIGN

The proposed framework for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.

- 1) Provide a description of the proposed instructional design of the school and the type of learning environment the school will provide. Include the planned class size and structure, and the teaching methods that will be used.
- 2) Using the table below, provide a comprehensive list of the school’s curricula for core academic subjects⁷: English Language Arts, Math, Science, and Social Studies, and describe how these curricula align to Nevada Academic Content Standards⁸. *Add rows as needed until the table reflects all grade levels and subjects.*

| Grade(s) | Subject | Product Name | Rationale for Selection |
|----------|---------|--------------|-------------------------|
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- 3) Describe how the school will meet requirements to provide instruction in the arts, computer education and technology, health, and physical education⁹.
- 4) Identify the instructional strategies that will support the education plan. Explain why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students.
- 5) Explain how the proposed instructional model and curriculum will meet the needs of and enable measurable growth for all students, including students with disabilities, English language learners, economically disadvantaged students, at-risk students, and students above or below grade level, according to the Nevada Academic Content Standards¹⁰.
- 6) If the proposed charter school intends to include a career and technical education program, provide a description of the career and technical education program and courses that will be implemented by the charter school.

Question 3.2.1. Provide a description of the proposed instructional design of the school and the type of learning environment the school will provide. Include the planned class size and structure, and the teaching methods that will be used.

Vegas Vista Academy aims to be a full continuum IB school. As such, part of the instructional design of the school will depend upon the grade level and IB program. There will also be aspects of the instructional design that will be implemented school wide to create unity and consistency for a successful full school continuum.

The Primary Years Program (PYP; grades K-5) focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. At VVA, teachers will meet in their PLCs to develop a program

⁷ [NRS 389.018\(1\)](#)

⁸ https://doe.nv.gov/Nevada_Academic_Content_Standards/

⁹ [NRS 389.018\(3\)](#)

¹⁰ https://doe.nv.gov/Nevada_Academic_Content_Standards/

of inquiry that is organized and framed by six transdisciplinary themes: Who we are; where we are in place and time; how we express ourselves; how the world works; how we organize ourselves; and sharing the planet. Teachers will design transdisciplinary units centered around these themes, which will create a framework of inquiry that will allow VVA students to go beyond the confines of learning within isolated subject areas. During Wellness Fridays, students will have a 2 hour wellness block, during which time they will participate in a variety of wellness-based activities, have a “genius hour” to explore their own interests, and work in smaller groups on their community projects. The specialists’ PLC, in conjunction with the grade level teachers, will plan for this time together.

The Middle Years Program (MYP; grades 6-10) focuses on helping students to develop their own personal understanding of academic concepts, their emerging sense of self, and their responsibility in their community. MYP students will all take classes in 8 subject areas. The instructional design of the MYP will focus on PLCs designing unit planners with intentionality for six areas: teaching and learning in context; conceptual ideas; skill development in student approaches to learning; inclusion and diversity; service as action; and STEM education. MYP courses will incorporate an inquiry problem-based approach. MYP students will also engage in at least one interdisciplinary unit every year incorporating at least 2 subject areas. All MYP students also have a long term project, which will be facilitated by MYP teachers.

The Career-Related Program and Diploma Program (CP and DP, grades 11 and 12) focuses on advanced skill refinement and preparation for student engagement and success beyond high school. Still incorporating an inquiry approach, all of the CP and DP courses have a set, prescribed curriculum that must be taught and assessed using the course guidelines. Instructional design in these programs will consist of PLCs planning the course sequence, determining what materials and delivery methods will most effectively help students learn, and evaluating learning progress to identify learning gaps, address needs, and determine efficacy.

School Wide Aspects of Instructional Design

In accordance with our model, all VVA teachers will focus on inquiry in the classroom and will incorporate problem-based learning techniques. Students will work individually and collaboratively in small groups and larger teams. The class environment will be a structured learning community where every student feels safe to take risks and explore topics. All class sizes will be no larger than 25 students.

In all PLCs, teachers will work collaboratively on various aspects of instructional design, including implementing a systematic development of instruction process. In addition to planning the program of inquiry and the thematic units, PLCs will determine what materials and methods will most effectively help the students reach their learning goals. This may include doing research, participating in self and group reflection, collecting and analyzing data, and practicing in the PLC with a set of materials and/or different methods. The PLC will design, implement, and evaluate what works best for the students. This process will be ongoing and will help the teachers analyze the learning needs of every student.

VVA will also utilize a student centered instructional model focused on equity and access. This is done at an institutional level with our policies, at a personal level with the teachers and staff, and on an instructional level with the curriculum and instruction methods that we deliver to our students. Knowledge of students' personalities and characteristics will ensure instruction is effective and tailored to students' individual needs, in ways that are culturally responsive and relevant. VVA will advance student efficacy and ownership of learning by utilizing the core tenets of IB programs, developing independent, lifelong learners.

Question 3.2.2. Using the table below, provide a comprehensive list of the school’s curricula for core academic subjects: ELA, Math, Science and Social Studies, and describe how these curricula align to the Nevada Academic Content Standards.

PYP: VVA will utilize a primary curriculum model of transdisciplinary learning for students K-5. Teachers will plan through six transdisciplinary units that explore conceptual topics that connect all disciplines throughout each of the units. Students will also benefit from the units through learning and incorporating interconnected skills that transcend all disciplines, including thinking skills, social skills, research skills, self-management skills, and communication skills. These interdisciplinary units will be supported by rigorous and standards based curricula for English Language Arts, Writing, Mathematics, and Science. Reading, writing, and phonics will be created through PLC collaboration, and will be focused on alignment between the units of inquiry and the Nevada Area Content Standards (NVACs). Specific content will consist of transdisciplinary incorporation of science, social studies, and health. For Mathematics VVA will be using Bridges in Mathematics (3rd Edition) from the Math Learning Center. For science, we will use the Amplify Science curriculum. Both the Bridges in Mathematics and the Amplify Science programs are aligned to NVACS, and have earned the EdReports Green Standard; which is the highest rating across usability, focus and coherence, and rigor and practices.

MYP: Vegas Vista Academy will not be implementing grades 6 and up until the 2026-2027 school year. Prior to that, the curriculum team will do a thorough review of possible products and make a data-driven decision. All content will be aligned to the Nevada Area Content Standards (NVACs). Most MYP curricular materials are already aligned with most state standards.

CP/DP: All of the CP and DP courses have a set, prescribed curriculum that must be taught. VVA will utilize curricular materials that have been designed specifically for these courses, most of which are already aligned to NVACS. PLCs will align the remainder of the unaligned sections in accordance with NVACS.

| Grade(s) | Subject | Product Name | Rationale for Selection |
|------------|----------------|------------------------|--|
| K-5 PYP | ELA | -NONE- | Reading, writing, and phonics will be created through PLC collaboration, and will be focused on alignment between the units of inquiry and the Nevada Area Content Standards (NVACs). Specific content will consist of transdisciplinary incorporation of science, social studies, and health. |
| K-5 PYP | Mathematics | Bridges in Mathematics | The Bridges in Mathematics program has earned the EdReports Green Standard; which is the highest rating across usability, focus and coherence, and rigor and practices. All content will be aligned to the Nevada Area Content Standards (NVACs). The materials in Bridges focuses the majority of the teaching on the core anchor standards for mathematics for each grade. The assessments are aligned to grade-level standards with a thorough assessment guide included in the curriculum. |
| K-5 PYP | Science | Amplify Science | The Amplify Science program has earned the EdReports Green Standard; which is the highest rating across usability, focus and coherence, and rigor and practices. All content will be aligned to the Nevada Area Content Standards (NVACs). |
| K-5 PYP | Social Studies | -NONE- | The Social Studies curriculum will be created through PLC collaboration, and will be focused on alignment between the units of inquiry and the Nevada Area Content Standards (NVACs). Specific content will consist of transdisciplinary incorporation. |

| | | | |
|-----------------------|----------------------|---|---|
| 6-10 MYP | All Core Subjects | TBD: Most Likely Oxford, Pearson, and/or Hodder | Vegas Vista Academy will not be implementing grades 6 and up until the 2026-2027 school year. Prior to that, the curriculum team will do a thorough review of possible products and make a data-driven decision. All content will be aligned to the Nevada Area Content Standards (NVACS). Most MYP curricular materials are already aligned with most state standards. |
| 11-12 CP and DP | All Core Subjects | TBD: Most Likely Oxford, Pearson, Hodder, and/or Kognity | All of the CP and DP courses have a set, prescribed curriculum that must be taught. VVA will utilize curricular materials that have been designed specifically for these courses, most of which are already aligned to NVACS. PLCs will align any unaligned sections in with NVACS. |

Question 3.2.3. Describe how the school will meet requirements to provide instruction in the arts, computer education and technology, health, and physical education.

Vegas Vista Academy has designed our PYP schedule such that every student in grades K-5 will have music, art, PE, and library/computers/technology one time a week for 45 minutes. The students will also incorporate all of those subjects into their 2-hour Wellness Block, which is every Friday. In the MYP, CP, and DP (grades 6-12) every student will take art/music, PE/health, and technology every other day for 80 minutes, and will take every class on Fridays (“Common day”) for 40 minutes. We recognize the importance of the arts, of physical activity, of understanding technology and being technologically literate, and of having a strong foundation to make healthy choices. We will be hiring specialist teachers in each of those subject areas at all levels.

Question 3.2.4. Identify the instructional strategies that will support the education plan. Explain why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students.

Our pedagogy at Vegas Vista Academy is focused on teaching students how to learn. This is done by developing interconnected skills that transcend all disciplines, including thinking skills, social skills, research skills, self-management skills, and communication skills. Instructional strategies at VVA will encompass the six areas in the chart below. These are well suited for our anticipated student population because they will help all of our students to develop the skills for success. For more detail, please see the chart below.

One of the strategies below is differentiated instruction. In order to provide this, teachers will use a variety of data, systems, and methods. Each year teachers will spend some time giving the students diagnostic testing and doing learning inventories. This will help to set baselines for each student. Teachers and PLCs will use these data, along with periodic assessment and student feedback data, to identify ways to continue to help each student reach their goals. In accordance with Carol Tomlinson’s research, the teachers will differentiate their instruction in one or more of four different ways: content, process, product, and/or learning environment. Content will be differentiated by designed activities for groups of learners that are covering various levels of Bloom’s taxonomy. Process will be differentiated by delivering material to different learning styles, including visual, auditory, kinesthetic, and verbal; and by allowing students to work individually, in pairs, or in groups. Product will be differentiated by allowing students to create different options to demonstrate mastery of the content. The learning environment will be differentiated by having a flexible layout in each classroom, with different types of furniture and arrangements to support a variety of styles. Teachers and PLCs will use ongoing reflection and performance data to ascertain efficacy and alter approaches as necessary.

Source: <https://resilienteducator.com/classroom-resources/examples-of-differentiated-instruction/>

| Instructional Strategy | Details |
|---|---|
| Based on Inquiry | Students will participate in the Inquiry Cycle (Inquiry, Action, Reflection) and in Project-Based Learning. Students learn by doing. As students explore topics they are interested in and address real world problems, they will incorporate their own natural curiosity to learn the above lifelong skills to be able to construct their own knowledge. |
| Focused on Conceptual Understanding | Concepts are explored to deepen student disciplinary understanding and to help students make connections and transfer learning to new contexts, including making the move from concrete to abstract thinking, which develops higher order thinking and learning skills. This helps students recognize the interconnection between concepts, and to make the move from basic knowledge to deeper understanding. |
| Developed in Local and Global Contexts | Teachers use real life contexts and examples. Students will process new information by connecting it to their own experiences, which is a key factor in student engagement. By seeing connections to their own experience and addressing relevant community issues, students also become empowered to be change agents through service and action. Exploring local and global contexts also creates opportunities for sustained inquiry into a range of concepts and ideas. |
| Focused on Effective Teamwork and Collaboration | This includes teamwork and collaboration between classmates, students in other grades, and between students and teachers. Knowledge is co-constructed through interactions between those collaborating. VVA students participate in a range of group activities and projects. Regular dialogue between students and teachers also helps teachers identify efficacy and learning gaps in instruction. |
| Informed by Ongoing Assessment | Teachers utilize a data-driven approach to instructional design. Teachers are continually informed by ongoing informal assessment every day. PLCs analyze formative and summative assessments to identify emergent trends, which will drive instruction. Students receive regular meaningful feedback to help them achieve their goals. Teachers will also receive regular meaningful feedback to help guide their instruction. |
| Differentiated to Meet the Needs of All Learners | Teaching at VVA is designed to remove barriers for all learners. We are inclusive and we value diversity, which takes many forms. We affirm all aspects of a student's identity, and we aim to create learning opportunities that enable every student to develop and reach appropriate goals. Differentiating at VVA includes cultivating a welcoming learning environment, activating prior learning, scaffolding learning, and extending learning for all. |

Source: *Approaches to Teaching and Learning in the IB Diploma Programme*, www.ibo.org

Question 3.2.5. Explain how the proposed instructional model and curriculum will meet the needs of and enable measurable growth for all students, including students with disabilities, English language learners, economically disadvantaged students, at-risk students, and students above or below grade level, according to the NVACS.

All instruction at VVA will be differentiated to meet the needs and to respond to the learning styles of all students. All learning decisions will be data-driven. PLCs will meet regularly and will easily be able to identify learning gaps or untapped potentials in a timely manner, and will address them appropriately. Student learning goals will be set, performance will be regularly monitored, and interventions will be put into place as needed.

All students will receive a Free and Appropriate Public Education (FAPE) in the least restrictive environment (LRE). Individualized Education Plans (IEPs) and 504 Plans will require the provision of accommodations and modifications to allow students to meet individual goals and to be exposed to the general education curriculum. True inclusion will be evident in VVA classrooms where instructors will ensure that students with disabilities are not just present, but that they are engaged and participating in academic discourse and activities at their instructional levels. The needs of English language learners will be met with the use of realia to help promote associating words with actual objects. English language learners will participate in a buddy system whereby each one is paired with a peer who is proficient in the English language and, when possible, fluent in the native language of the English language learner. Economically disadvantaged students will be provided with free breakfast and lunch and supported by the School Counselor who will focus on open communication to alleviate any shame or embarrassment for students who may need clothing, shoes, food on the weekends, or other basic needs to help students access instruction without the anxiety about things others may take for granted. At-risk students and students below grade level will be provided with small group instruction associated with VVA's RTI (Response to Instruction) intervention program. Students who do not respond to the additional instruction may be considered for evaluation to determine if an IEP is needed. Students above grade level will be provided with opportunities to engage in school and community-based activities that challenge their unique ways of thinking.

Question 3.2.6. If the proposed charter school intends to include a career and technical education program, provide a description of the career and technical education program and courses that will be implemented.

Vegas Vista Academy will offer students a career and technical educational program in the 9th - 12th grades, which includes participation in the International Baccalaureate (IB) Career-related Programme (CP). The CP programme allows students to engage with a rigorous program of study that genuinely interests them, while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication, and cross-cultural engagement. The career-related study prepares students for higher education, internships or an apprenticeship, or a position in a designated field of interest.

In 9th grade, students will take the first of four courses in their chosen CTE field. They will choose between two strands: Biomedical Science or Computer Science. In 11th and 12th grade (in the CP), Vegas Vista Academy students will partake in a framework that comprises the study of at least two Diploma Programme (DP) courses alongside the distinctive CP core, and the remaining two years of study in either Biomedical Science or Computer Science. The DP courses provide the theoretical underpinning and academic rigor of the program. The career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning; and the CP core helps students to develop skills and competencies required for lifelong learning. The CP core is designed to create a bridge that connects each student's chosen DP courses and career-related study. It includes the Personal and Professional Skills class (11th and 12th grade), service learning, language development and a reflective project.

Coursework

Vegas Vista Academy will offer two CTE strands utilizing the Project Lead the Way curriculum. These will include Biomedical Sciences and Computer Sciences. In addition to the full array of coursework in all subject areas (English, Spanish, History/Social Studies, Science, Mathematics, and the Arts), students in the CTE program will take the following CTE courses. CTE/CP students in the 11th and 12th grades also take the Personal and Professional Skills (PPS) class.

| Year | Biomedical Sciences Coursework | Computer Sciences Coursework |
|------------|----------------------------------|------------------------------|
| 9th grade | Principles of Biomedical Science | Computer Science Essentials |
| 10th grade | Human Body Systems | Computer Science Principles |
| 11th grade | Medical Interventions | Computer Science A |
| 12th grade | Biomedical Innovation | Cybersecurity |

Source: *Project Lead the Way Course Descriptions* (www.pltw.org, 2023)

Biomedical Sciences Courses:

Principles of Biomedical Science - From design and data analysis to outbreaks, clinical empathy, health promotion, and more, students explore the vast range of careers in biomedical sciences. They develop not just technical skills, but also in-demand, transportable skills that they need to thrive in life and career.

Human Body Systems - Through projects such as determining the identity of a skeleton using both forensic anthropology and DNA analysis, students examine the interactions of human body systems and apply what they know to solve real-world medical cases.

Medical Interventions - Students delve into activities like designing a prosthetic arm as they follow the life of a fictitious family and investigate how to prevent, diagnose, and treat disease.

Biomedical Innovation - Students build on the knowledge and skills gained from previous courses to design their own innovative solutions for the most pressing health challenges of the 21st century.

Computer Sciences Coursework:

Computer Science Essentials - Students will experience the major topics, big ideas, and computational thinking practices used by computing professionals to solve problems and create value for others. This course will empower students to develop computational thinking skills while building confidence that prepares them to advance to Computer Science Principles and Computer Science A.

Computer Science Principles - Using Python® as a primary tool, students explore and become inspired by career paths that utilize computing, discover tools that foster creativity and collaboration, and use what they've learned to tackle challenges like app development and simulation. *This course is endorsed by the College Board, giving students the opportunity to take the AP Computer Science Principles exam for college credit.*

Computer Science A - Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. *This course is endorsed by the College Board, giving students the opportunity to take the AP Computer Science A exam for college credit.*

Cybersecurity - Whether seeking a career in the growing field of cybersecurity or learning to defend their own personal data or a company's data, students in Cybersecurity establish an ethical code of conduct while learning to defend data in today's complex cyber world.

Personal and Professional Skills (PPS) Course (11th and 12th grade)

The course emphasizes critical thinking, personal and interpersonal development, problem-solving and the acquisition of practical skills necessary for success in the workplace. As part of the course, students will complete the culminating CP Reflective Project.

3.3 PROMOTION AND GRADUATION REQUIREMENTS

Questions 1 and 2 are required of all applicants. Questions 3 and 4 are only required if the proposal includes a high school program.

- 1) Explain how students will matriculate through the school (e.g., promotion/retention policies) and how stakeholders will be informed of these policies.
- 2) Explain what systems and structures the school will implement for students at risk for retention, and/or dropping out, and/or not meeting the proposed graduation requirements, including plans to address students who are overage for the grade level. For high schools, describe your plans to support students needing to access credit recovery options.
- 3) For high school programs, explain how the school will meet state graduation requirements¹¹. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.
- 4) For high school programs, explain how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

Question 3.3.1. Explain how students will matriculate through the school and how stakeholders will be informed of these policies.

Vegas Vista Academy is focused on cultivating and facilitating success for every student at all levels. We realize that students will be at various stages of proficiency and we will endeavor to support all learners. There will be systems and strategies in place to ensure all of our students have the opportunity to achieve and advance. We do acknowledge that in certain cases, students may not reach the needed proficiency levels to be successful at the next level, and with that in mind, we have a specific set of requirements that need to be met in order for students to advance. Students and families will be informed of these policies in a number of ways. They will be explained during our orientation and during the enrollment process. They will be discussed at our open house activities. They will be included in all student and family enrollment contracts. They will be laid out in the student handbook, and the parent/guardian handbook. Student achievement towards the requirements will be monitored throughout the school year. Classroom teachers will communicate on a weekly basis with parents/guardians regarding progress. MAP data, which will be taken quarterly, will be discussed with students and with parents/guardians. This will include a detailed report on adequate/inadequate progress. In the case of inadequate progress, tiered interventions will be implemented as appropriate. Quarterly report cards will go to each family, and there will be student/family/teacher conferences to discuss progress twice a year.

Attendance is a key aspect of student success, and will be monitored daily by the teachers and reported to the office staff. Parents/guardians will be notified of each absence on the same day. The school will contact families of students reaching 5 absences, and an attendance meeting will be held to discuss possible interventions.

For students who are in danger of not advancing, the classroom teacher will notify the family and the school administration. Administration will set up a meeting with the family to discuss additional support, possible interventions for student success, and possible decisions and outcomes. All student advancements will be recommended by the teachers and approved or denied by the school administration.

¹¹ https://doe.nv.gov/High_School_Graduation/

| Vegas Vista Academy Advancement Criteria | | | |
|--|---|---------------------------------------|--|
| Grades | Progress Requirement | Attendance Requirement | Culminating Projects |
| K-5 | Must meet or exceed grade level standards in ELA, Math, Science, and Social Studies | No more than 10 absences per semester | Must complete all culminating projects including PBL Projects and Exhibition |
| 6-8 | Must achieve a score of 70% or higher in all courses; and must meet or exceed grade level standards in ELA, Math, Science, and Social Studies | No more than 10 absences per semester | Must complete all culminating projects including PBL Projects and Community Project |
| 9-12 | Must achieve a score of 70% or higher in all courses; and must meet or exceed grade level standards in ELA, Math, Science, and Social Studies | No more than 10 absences per semester | Must complete all culminating projects including PBL Projects, Personal Project, and Reflective Project/Extended Essay |

Question 3.3.2. Explain what systems and structures the school will implement for students at risk for retention, and/or dropping out, and/or not meeting the proposed graduation requirements, including plans to address students who are overage for the grade level. For high schools, describe your plans to support students needing to access credit recovery options.

Vegas Vista Academy will have multiple systems and structures in place to facilitate student success. Student achievement towards advancement requirements will be monitored every week throughout the school year. Classroom teachers will communicate on a weekly basis with parents/guardians regarding progress. MAP data, which will be taken quarterly, will be discussed with students and with parents/guardians. Students will self-reflect and assess where they are towards achieving their self-identified academic goals. Class instruction and assessment will include self-reflection and metacognition, individualized instruction, homogenous enrichment grouping, tutoring, and small group instruction. In the case of inadequate progress, RTI and tiered interventions will be implemented as appropriate. Further support for students in danger of failing may include deeper SEIF and SPED support; ELL support; APEX credit recovery; summer school; Khan Academy for remediation; and the PAPER tutoring program. Vegas Vista high school students who need credit recovery will be offered tutoring (in person and online with Khan Academy and with the PAPER tutoring program), and will participate in the APEX credit recovery program.

For students who are in danger of not advancing at each semester, the classroom teacher will notify the family and the school administration. Administration will set up a meeting with the family to discuss additional support, possible interventions for student success, and possible decisions and outcomes.

Vegas Vista Academy is K-12, so students who are 18 will “age out” of the school, with the possible exception of SPED students. For those students, and possibly others at other grade levels, MTSS will be put into place to allow those students to achieve accelerated growth.

Question 3.3.3. For high school programs, explain how the school will meet state graduation requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.

Vegas Vista Academy students in grades 9-12 will need to meet the minimum Nevada state requirements for graduation in order to receive a diploma. By following the course sequence in grades 9-12, all VVA students will exceed the state requirements. Details are below.

Nevada State Graduation Requirements:

| Standard Diploma | | Advanced or College and Career Ready (CCR) Diploma (Min. GPA 3.25) | |
|---|--------------|---|--------------|
| Courses | Units | Courses | Units |
| American Government | 0.5 | American Government | 0.5 |
| American History | 1 | American History | 1 |
| Arts & Humanities, CTE, JROTC | 1 | Arts & Humanities, CTE, JROTC | 1 |
| Economics & Financial Literacy | 0.5 | Economics & Financial Literacy | 0.5 |
| English Language Arts | 4 | English Language Arts | 4 |
| Health | 0.5 | Health | 0.5 |
| Mathematics | 3 | Mathematics | 4 |
| Physical Education | 2 | Physical Education | 2 |
| Computer Science Ed and Tech | 0.5 | Computer Science Ed and Tech | 0.5 |
| CCR Flex Credit | 2 | Social Studies | 1 |
| Science | 2 | Science | 3 |
| Electives | 6 | Electives | 6 |
| TOTAL | 23 | | 24 |

VVA IB Diploma Program (DP) High School Course Flow

| Subject | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|-----------------------|----------------------------------|------------------------------------|---------------------------------|-----------------------------------|
| ELA | MYP 4 English | MYP 5 English | HL Eng I | HL Eng II |
| Spanish | MYP 4 Spanish | MYP 5 Spanish | SL/HL Span I | SL/HL Span II |
| Social Studies | MYP 4 Arts and Hum; AP Human Geo | MYP 5 World History; AP World Hist | HL Hist of Americas I (US Hist) | HL Hist of Americas 2 (Gov, Econ) |
| Sciences | MYP Biology | MYP Chemistry | SL/HL Bio/Chem I | SL/HL Bio/Chem II |
| Mathematics | MYP 4 Maths* | MYP 5 Maths* | SL DP/CP Maths AA or AI I | SL DP/CP Maths AA or AI II |
| Arts | MYP 4 Art Exp | MYP 5 Art Exp | SL/HL DP Visual Art 1 | SL/HL DP Visual Art 2 |
| PE/Health | MYP PE 1 | MYP PE 2 | Health/Comp. | Elective |
| Elective | MYP 4 Design Tech | MYP 5 Design Tech/PProj | TOK I (DP) | TOK II (DP) |

*MYP 4 and 5 Maths may include Pre Algebra, Algebra I, Geometry, Algebra II, or Higher.

VVA IB Career-Related Program (CP) High School Course Flow

| Subject | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|-----------------------|----------------------------------|------------------------------------|---------------------------------|-----------------------------------|
| ELA | MYP 4 English | MYP 5 English | HL Eng I | HL Eng II |
| Spanish | MYP 4 Spanish | MYP 5 Spanish | SL/HL Span I | SL/HL Span II |
| Social Studies | MYP 4 Arts and Hum; AP Human Geo | MYP 5 World History; AP World Hist | HL Hist of Americas I (US Hist) | HL Hist of Americas 2 (Gov, Econ) |
| Sciences | MYP Biology | MYP Chemistry | SL/HL Bio/Chem I | SL/HL Bio/Chem II |
| Mathematics | MYP 4 Maths* | MYP 5 Maths* | SL DP/CP Maths AA or AI I | SL DP/CP Maths AA or AI II |
| Arts | MYP 4 Art Exp | MYP 5 Art Exp | SL/HL DP Visual Art 1 | SL/HL DP Visual Art 2 |
| PE/Health | MYP PE 1 | MYP PE 2 | Health/Comp. | Elective |
| Elective | MYP 4 Design Tech | MYP 5 Design Tech/PProj | PPS I (CP) | PPS II (CP) |
| CTE Course | Biotech or CS 1 | Biotech or CS 2 | Biotech or CS 3 | Biotech or CS 4 |

Vegas Vista Academy students in grades 9-12 will earn 1 credit per year for each year-long course and .5 credit for each semester-long course that they earn 70% or better in. Grade point averages will be determined using the standard 4 point scale (A=4.0; B=3.0; C=2.0; D=1.0). Transcripts will include the following information:

Elective courses offered will include every course that is not accounted for in a separate category in the Nevada state graduation requirements, or exceed the required number of courses for any given category. Vegas Vista

Academy will offer several electives, many of which are required parts of the IB programs. These courses include Spanish I; Spanish 2; Spanish 3; Spanish 4; Spanish 5; Arts 1; Arts 2; Advanced Arts 3; Advanced Arts 4; Design Tech 1; Design Tech/Personal Project; TOK 1; TOK/Extended Essay; PPS 1; and PPS/Reflective Project.

By fulfilling the requirements of International Baccalaureate CP/DP program, VVA students will exceed the state CCR graduation requirements by earning 9 more elective credits (CP and DP) and 4 more CTE Credits (CP):

| Advanced or College and Career Ready (CCR) Diploma (Min. GPA 3.25) | | VVA Diploma | |
|---|--------------|--|------------------------------|
| Courses | Units | Courses | Units |
| American Government | 0.5 | American Government | 0.5 |
| American History | 1 | American History | 1 |
| Arts & Humanities, CTE, JROTC | 1 | Arts & Humanities, CTE, JROTC | 1 (5 if taking IB CP) |
| Economics & Financial Literacy | 0.5 | Economics & Financial Literacy | 0.5 |
| English Language Arts | 4 | English Language Arts | 4 |
| Health | 0.5 | Health | 0.5 |
| Mathematics | 4 | Mathematics | 4 |
| Physical Education | 2 | Physical Education | 2 |
| Computer Science Ed and Tech | 0.5 | Computer Science Ed and Tech | 0.5 |
| Social Studies | 1 | Social Studies | 1 |
| Science | 3 | Science | 4 |
| Electives | 6 | Electives: Gen (1); Science (1); Spanish(4); Arts(4); Design Tech/TOK/PPS (4) | 14 |
| TOTAL | 24 | | 33 (or 38 if CP) |

Question 3.3.4. For high school programs, explain how the school’s graduation requirements will ensure student readiness for college or other postsecondary opportunities.

The graduation requirements of Vegas Vista Academy include students fulfilling all of the International Baccalaureate program requirements. As discussed in detail in question 3.1.4 above, IB programs have been extensively studied around the world, and there is strong support in the research that confirms the efficacy of the IB model in preparing students for postsecondary success at the next level, whether it is college, the workplace, or other opportunities.

3.4 DRIVING FOR RESULTS

The SPCSA will evaluate the performance of every charter school annually, and when considering applications for renewal and contract amendment according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework¹², the Nevada School Performance Framework adopted by the Nevada Department of Education¹³, and applicable law and regulation.

Applicants are expected to propose additional goals to complement or supplement, but not supplant, the SPCSA’s performance standards. These goals should be school-specific, mission-driven academic, financial, or organizational goals. All included indicators, measures, and metrics are expected to be rigorous, valid, and reliable.

- 1) Describe the **mission-specific academic goals** for the school. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.
- 2) In the table below, outline the **annual performance and growth goals** that the school will set in order to meet or exceed expectations as outlined in the SPCSA Academic Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF). *You may add rows as needed.*

| Goal | Aligned to SPCSA Framework, NSPF or Both? | Evaluation Tool and Frequency | Baseline | 2024-25 | 2025-26 | 2026-27 |
|------|---|-------------------------------|----------|---------|---------|---------|
| | | | | | | |

- 3) Explain how the baselines in the table above were set.
- 4) Articulate how the school will measure, evaluate, and report academic progress – of individual students, student cohorts, special populations, and the entire school – throughout the school year, at the end of the academic year, and for the first six years of operation. How will the school monitor for disparities in academic performance between student groups?
- 5) Describe the corrective actions the school will take if it falls short of student academic achievement goals at the classroom, cohort, special population, and/or school-wide level during the year or based on end of year assessments. Explain what performance levels would trigger such corrective actions and who would be responsible for implementing them.
- 6) In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student learning needs and ensure progress towards SPCSA and state proficiency targets. Describe how these assessments will be used.
 - a) How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?
 - b) Explain how you know that the proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school’s curriculum, performance goals, and the Nevada Academic Content Standards.
 - c) Articulate how interim assessments will be used to inform instruction and key decisions throughout the school year. How will teachers and school leaders be trained in their use?
- 7) For each interim assessment identified above, provide **quarterly performance targets** that you will use to confirm that the school is on-track to meet the previously described academic goals throughout the school’s first year with students. *Add rows as needed.*

| Target | Assessment | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--------|------------|-----------|-----------|-----------|-----------|
| | | | | | |

¹² <https://charterschools.nv.gov/ForSchools/Accountability/>

¹³ <https://doe.nv.gov/Accountability/NSPF/>

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

- 8) Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system.
- 9) Describe the school’s **organizational or financial performance goals** the school will have. Explain how these align to the SPCSA Organizational and Financial Performance Frameworks.

Question 3.4.1. Describe the mission-specific academic goals for the school. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.

Academics

The academic metrics we will use are a combination of quantitative and qualitative measures. We will be looking at student achievement data in classes and on standardized and norm-referenced assessments. These include the Smarter Balanced Assessment Consortium (SBAC) in grades 3-8, the Measure of Academic Progress (MAP) in grades K-10, the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in grade 10, and the American College Test (ACT) in grade 11. We will track college acceptance rates and graduation rates of our 12th grade students. We will also look at the culminating student work in each of the IB programs we will be offering. These include the PYP Exhibition (Grade 5), the MYP Community Project (Grade 8) and Personal Project (Grade 10), the CP Reflective Project (Grade 12), and the DP Extended Essay (Grade 12). For each of these, we will have a community event, showcasing the work of the students.

Student class achievement will be measured using formative and summative assessments, and these data will be used by grade level and subject area Professional Learning Communities (PLCs) to guide curricular and instructional decision making. We will define student success in terms of continuous growth and demonstrated learning in each class. With the MAP and SBAC data, we will measure student success in terms of yearly growth. We will define student success by accomplishing higher rates of achievement and proficiency than those attained by peers in the Clark County School District. Similarly, we will define success on the PSAT/NMSQT and ACT by accomplishing higher averages, scores, and percentages than those attained by CCSD students. We will likewise define student success in terms of attaining higher graduation rates and college acceptance rates than the district or state average. We will define and measure student success on the IB culminating activities in two ways. First, the student projects will be assessed using the IB rubrics for each and those scores will be processed and analyzed. Second and most importantly, the students will do a detailed reflection and self-assessment on their work. These reflections and assessments will be analyzed and will inform us if we have been successful in helping the students achieve their goals. We will use these data to plan our practice for the next classes so that we may continue to guide them towards their own unique accomplishments.

The blend of academic metrics we will be using at Vegas Vista Academy is innovative, especially given CCSD’s limited definition of student success, which focuses entirely on standardized and qualitative academic measures. By incorporating qualitative and quantitative data from a variety of sources, including student metacognition, we are ensuring a more authentic assessment model that allows every voice to be heard. We will also be providing strong academic assistance and encouragement for every student through our tutoring program, mentoring program, and group meetings. All of these initiatives ensure equity and support for all of our students.

Question 3.4.2. Outline the annual performance and growth goals that the school will set in order to meet or exceed expectations as outlined in the SPCSA Academic Performance Framework indicators and to meet state expectations for student academic growth in accordance with the NSPF.

| | Aligned | Tool and Baseline* | Goal K-5 | Goal 6-8 | Goal 9-12 |
|--------------|----------------|---|------------------------------------|------------------------------------|------------------------------------|
| Reading | NSPF; SPCSA | MAP: 40th Percentile | 50% at or above 40th Percentile | 50% at or above 40th Percentile | 50% at or above 40th Percentile |
| ELA | NSPF; SPCSA | SBAC 3-8 ACT 11 Proficiency: K-5: 41.1% 6-8: 41.9% 9-12: 44% | Proficiency: K-5: 50% | Proficiency: 6-8: 55% | Proficiency: 9-12: 60% |
| Math | NSPF; SPCSA | SBAC 3-8 ACT 11 Proficiency: K-5: 31.4% 6-8: 22.2% 9-12: 19.7% | Proficiency: K-5: 40% | Proficiency: 6-8: 45% | Proficiency: 9-12: 50% |
| Science | NSPF; SPCSA | SBAC 5 and 8 ACT 11 Proficiency: K-8: 23.9% 9-12: 19% | Proficiency: K-5: 50% | Proficiency: 6-8: 50% | Proficiency: 9-12: 50% |
| ELL/ WIDA | NSPF; SPCSA | WIDA, Annual 12.1% Proficient | 15% Proficient | 25% Proficient | 35% Proficient |
| Absenteeism | NSPF; SPCSA | Attendance Data 40.6% | 10% | 10% | 10% |

*Source: Nevadareportcard.nv.gov. Baseline data is based on 2021-2022 data for Clark County.

Question 3.4.3. Explain how the performance goal baselines were set.

As Vegas Vista Academy will be a public school in Las Vegas, we set the most recent (2021-2022) data for Clark County, Nevada, as indicated on the Nevada State Report Card website as our baseline data. ELA and Math data are pulled from student performance on the SBAC assessment in grades 3-8 and from ACT performance data in grade 11. Science data are pulled from student performance on the SBAC assessment in grades 5 and 8 and from the CRT in grades 9 and 10. ELL Proficiency data is pulled from student performance on the annual WIDA assessments in all four areas (Speaking, Listening, Reading, and Writing) at all grade levels. The district chronic absenteeism rate is pulled from district attendance data.

*Source: Nevadareportcard.nv.gov.

Question 3.4.4. Articulate how the school will measure, evaluate, and report academic progress – of individual students, student cohorts, special populations, and the entire school – throughout the school

year, at the end of the academic year, and for the first six years of operation. How will the school monitor for disparities in academic performance between student groups?

We will use the Measures of Academic Progress (MAP) to measure academic progress of our students. The MAP will be given and evaluated quarterly by students, faculty, and PLCs to monitor progress. The school will generate and disseminate individual reports for performance on the WIDA, SBAC, MAP, and all IB culminating projects. Teachers will generate quarterly report cards for every student, which will go to every family. Individual MAP data and student academic progress in classes will be discussed with students and with parents/guardians. Students will self-reflect and assess where they are towards achieving their self-identified academic goals. General cohort progress and overall school progress will be reported periodically in Board meetings and quarterly in stakeholder meetings to the school community. At the end of the year stakeholder meeting, academic progress will be presented and goals for the next year will be presented. Academic progress data will be presented, discussed, analyzed, and used to set further goals at the end of the year faculty data meetings. Longitudinal data will be kept over the first 8 years of operation and analyzed for emergent trends. These data will inform continuous improvement and instruction.

Analysis of data at all levels will include a meta-analysis by student groups. Monitoring for disparities will be done by the Principal, AP, SEIF, ELL Coordinator, IB Coordinator, and Office Manager. Disparities will be identified early on and will be used to drive further instruction, goal setting, remediation, and needed interventions in a timely manner. Progress in those groups will be closely followed to determine efficacy of interventions, and to alter the approach as necessary. Progress will be measured with an emphasis on growth. While achieving scores at or above grade level is the ultimate goal, academic growth will be measured to determine specific areas to apply interventions as well as to encourage students in special populations who may not have historically been rewarded for academic performance.

Question 3.4.5. Describe the corrective actions the school will take if it falls short of student academic achievement goals at the classroom, cohort, special population, and/or school-wide level during the year or based on end of year assessments. Explain what performance levels would trigger such corrective actions and who would be responsible for implementing them.

Vegas Vista Academy staff and faculty will be continuously monitoring and analyzing academic performance data. Classroom and/or cohort shortcomings identified during the year will be addressed initially in PLCs, through the weekly data driven conversations. If the shortcomings are identified in special populations, the SPED teachers, Sief, and members of the Response to Instruction (RTI) team will pull small groups of students to administer interventions. The RTI team will also collect data and determine if students are responding to the additional instruction and interventions. Students who respond positively will be removed once they meet grade level. Students who do not respond positively (i.e., do not demonstrate growth), will be considered for evaluation to determine eligibility for special education services. These practices will hopefully allow the school to identify and address shortcomings early enough to take corrective action before the end of the school year.

Shortcomings will be addressed with coaching through the PLCs and possibly with additional professional learning as needed. In the case of schoolwide issues, professional learning and coaching will be implemented for all faculty. In case of groups of teachers falling short and needing guidance, administration will meet with and coach them. Teachers who are not making academic progress will be met with individually or as a small focus group with administration.

Academic targets that are missed two or more times will trigger corrective action. The principal, in conjunction with the leadership team, will be responsible for implementing all interventions, and is ultimately responsible for everything that is happening in the school.

Question 3.4.6. In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student learning needs and ensure progress towards SPCSA and state proficiency targets. Describe how these assessments will be used.

Our primary interim assessment tool will be the Measures of Academic Progress (MAP). The MAP will be given and evaluated quarterly by students, faculty, and PLCs to monitor progress. Individual MAP data and student academic progress in classes will be discussed with students and with parents/guardians. Students will self-reflect and assess where they are towards achieving their self-identified academic goals. PLCs will evaluate and analyze MAP data to see what progress has been made towards proficiency targets, what remediation may need to take place, and what the next steps are looking forward.

PLCs will also develop and implement common formative and summative assessments in their classes. Student and class achievement data will be used by grade level and subject area Professional Learning Communities (PLCs) to guide curricular and instructional decision making. They will be used to analyze progress, inform instruction, and identify areas of academic need throughout the year.

All of these interim assessments will guide and determine student learning needs, and will identify areas of progress.

Question 3.4.7. For each interim assessment, provide quarterly performance targets that you will use to confirm that the school is on-track to meet the previously described academic goals throughout the school’s first year with students.

In PLC groups, teachers will align MAP progress scores with equivalency goals on the SBAC in the areas of ELA, Math, and Science. Once students do their initial MAP assessment and get their baseline scores, teachers will use the equivalency scores to set reasonable individual SMART goals with each student. After each of the quarterly MAP assessments, teachers will meet individually with each student to assess progress, identify learning gaps, and focus on how to reach the next target. Teachers will communicate the outcomes of each meeting with families. Overall MAP data will be assessed and analyzed by PLC groups. For Reading, teachers and students will just use the MAP data (and not equivalency scores) to set goals and assess progress. For the ELL students, The ELL teachers will work with the classroom teachers to analyze periodic formative and summative assessments, and will use these results to assess progress in the areas of speaking, writing, listening, and reading. For each subject area, teachers will also create and score their own summative assessments. The target for each of these is for 75% of students to reach either “Meets Standard” or “Exceeds Standard” on teacher-created rubrics for each assessment.

| Vegas Vista Academy Quarterly Performance Targets | | | | | |
|--|-----------------------------|----------------------------|-------------------------|-------------------------|---|
| Subject | Assessment | Baseline Assessment | Q2 Target | Q3 Target | End of Year |
| Reading | MAP: 40th Percentile | MAP Diagnostic | Quarterly Growth | Quarterly Growth | 50% at or above 40th Percentile |
| ELA | SBAC 3-8 ACT 11 | N/A | N/A | N/A | Proficiency: 3-5: 50% 6-8: 55% 9-12: 60% |
| | MAP ELA | MAP Diagnostic | Quarterly Growth | Quarterly Growth | Meets/ Exceeds Growth Goal |

| | | | | | |
|----------------------|----------------------------------|-----------------------|---------------------------|---------------------------|---|
| | Teacher Summatives | N/A | 75% Meets Standard | 75% Meets Standard | 75% Meets Standard |
| Math | SBAC 3-8 ACT 11 | MAP Diagnostic | N/A | N/A | Proficiency: 3-5: 40% 6-8: 45% 9-12: 50% |
| | MAP Math | | | | |
| | Teacher Summatives | N/A | 75% Meets Standard | 75% Meets Standard | 75% Meets Standard |
| Science | SBAC 5 and 8 ACT 11 | N/A | N/A | N/A | Proficiency: 5: 50% 8: 50% 9-12: 50% |
| | Teacher Summatives | N/A | 75% Meets Standard | 75% Meets Standard | 75% Meets Standard |
| ELL/ WIDA | WIDA, Annual | WIDA Screener | N/A | N/A | Proficiency: K-5: 15% 6-8: 25% 9-12: 35% |
| Absenteeism | Attendance Data 40.6% | N/A | 10% | 10% | 10% |

Question 3.4.8. Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system.

In addition to Infinite Campus, Vegas Vista Academy will compile and file MAP scores, WIDA assessment reports, progress reports, report cards, and discipline data. Electronic records will be password protected, and will be accessible on the agency’s website, education dashboard, or both. Hard copies of all applicable data will be stored in student files in the main office. In compliance with FERPA (Federal Educational Right to Privacy Act), only the office manager and the principal will have access to student records. Once we have high school juniors and seniors, ACT and IB test data will also be compiled and filed. Upon graduation, student records will be archived and put into long term storage.

Question 3.4.9. Describe the school’s organizational or financial performance goals the school will have. Explain how these align to the SPSCA Organizational and Financial Performance Frameworks.

Vegas Vista Academy will follow the prescribed chart of accounts by the Nevada Department of Education and Generally Accepted Accounting Principles as the basis of the fundamental accounting practices carried out by the school. The school leadership and governance will be trained in these basic elements along with the various reporting and compliance requirements each school is expected to perform. This education will include an overview of Epicenter, GMS, the selected accounting software, and other relevant topics to ensure all parties understand the importance and interconnected relationships across these systems. Ongoing training will be provided to dive deeper into specific topics such as the required quarterly and annual financial reports, SPSCA Financial Performance Framework, and specific federal grant compliance.

Vegas Vista Academy will strive to become financially stable by setting and obtain financial goals based on the SPCSA Financial Performance Framework metrics and basic financial discipline. The school will focus on near term goals and measures that focus on liquidity, enrollment forecast accuracy, and maintaining a conservative operating debt balance. Specifically, the school will diligently focus on growing the cash and fund balance reserves during the first several years to ensure long-term financial viability becomes a reality. Mitigating as much financial risk as possible during the first few years of operations will be addressed by continually monitoring the school's actual vs. forecasted enrollment, securing an operational line of credit to aid cash flow, and reviewing detailed monthly financial reports with the school's financial consultants, finance committee, and board of directors. Additionally, monitoring financial ratios included in the SPCSA's Financial Performance Framework such as the current ratio, days cash on hand, and enrollment variance analysis will be critical to the overall management of the school's finances.

In addition to the near-term financial analysis, the school will methodically manage the grant subrecipient compliance requirements embedded in all grants received by the school. Effective management of the school's funding sources on the SPCSA's Grant Management System (GMS) will be an essential duty in every year the school is operational. Considering the grant funds that will be managed through GMS will be a vital source of revenue it is imperative that the school excel in the financial compliance and management of these funds.

Lastly, as the school grows additional financial metrics will be reviewed and analyzed to measure the school's financial sustainability. Monitoring metrics such as total margin, aggregated three-year total margin, and multi-year cash growth will become pivotal in understanding the financial health beyond the near-term metrics.

3.5 AT RISK STUDENTS AND SPECIAL POPULATIONS

At Risk Students

- 1) What is the school's definition of at-risk students? What academic and behavioral data, processes, and methods will be used to identify at-risk students and their needs?
- 2) Describe the school's approach to help remediate students' academic underperformance. Detail the interventions to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond)?
- 3) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level. Explain the methodology for determining these proportions.
- 4) How will you communicate the need for remediation to parents?
- 5) What interventions will be offered for students exhibiting early signs of behavioral concerns, mental health concerns, and/or need for social emotional supports? How will individual plans for students be implemented and monitored?

Special Populations

- 1) Explain the track record of one or more members of the founding school team (e.g., founding board member, identified instructional leader, etc.) in working to achieve high academic outcomes for:
 - a) students with disabilities, including students with mild, moderate, and severe disabilities,
 - b) English language learners,
 - c) homeless and migrant students, and
 - d) intellectually gifted students.
- 2) Explain how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including:

- a) How will the school identify students who require special education services? How will the school handle over-identification of students having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?
 - b) What specific instructional programs, practices, and strategies the school will employ to provide a continuum of services? Describe how students with severe intellectual, learning, and/or emotional disabilities will be served.
 - c) How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?
 - d) How will you ensure qualified staffing to meet the needs of students with disabilities? *Federal and Nevada law requires licensure for special education teachers, related service personnel, and psychologists at charter schools.*
 - e) What are your plans for monitoring and evaluating the progress and success of *students who qualify for special education* and related services, including the process for exiting students from special education services, as needed. How will curricular and instructional decisions be tracked and monitored by IEP teams and school personnel?
 - f) What your plans for monitoring and evaluating the extent to which your *special education program* complies with relevant federal and state laws?
 - g) *For proposed middle and high schools*, discuss how you will develop and implement transition plans for special education students.
- 3) Explain how the school will meet the needs of English language learners (EL), including:
- a) How will the school ensure proper identification of English language learners? How will you work to avoid misidentification and ensure proper identification of all students who qualify for services?
 - b) How will the results of the WIDA Screener and other identification and program placement decisions be communicated to staff and parents?
 - c) How will you ensure qualified staffing to meet the needs of EL students, conduct assessments, and monitor the progress of EL students? *Nevada law requires licensure (TESL endorsement) for the primary teacher providing EL services in pull-out and inclusive environments at charter schools.*
 - d) What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English language learners?
 - e) What plans are in place for monitoring and evaluating the progress and success of EL students, including the process for exiting students from EL services as needed?
- 4) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Include information on how staffing will be structured to ensure that gifted students are adequately supported.
- 5) Explain how the school will meet the needs of homeless/migrant students:
- a) How will the school ensure proper identification of students and families who qualify for homeless and/or migrant services? How will you work to avoid misidentification and ensure proper identification of all students who qualify for services?
 - b) How will you assess the needs of homeless and/or migrant students and their families and ensure that they receive required services?

Question 3.5.1. What is the school’s definition of at-risk students? What academic and behavioral data, processes, and methods will be used to identify at-risk students and their needs?

The mission and vision of Vegas Vista Academy was designed to specifically address the needs of at-risk students. We anticipate that most if not all of our students will be considered at-risk. VVA defines at-risk students according to the 2023 State Public Charter School Authority (SPCSA) Academic and Demographic Needs Assessment and the Nevada Department of Education historical data. The SPCSA Needs Assessment found that Economically Disadvantaged Students (those qualifying for free or reduced-price lunch or FRL), English Language Learners (ELLs), Students with Disabilities (those with Individualized Education Programs

or IEPs), students that are homeless, and students in foster care have historically underperformed relative to the average Nevada student across multiple academic measures, including the 3rd-8th grade Smarter Balanced Assessment in Math/ELA and the 11th grade ACT Assessment in Math/ELA (Nevada SPCSA, 2023). The Nevada Department of Education (NDE), found that Black/African American, Hispanic/Latino, and American Indian/Alaskan Native students underperformed relative to the average Nevada student in the three most recent years of available data for the 3rd-8th grade Smarter Balanced Assessment in Math/ELA and the 11th grade ACT Assessment in Math/ELA (Nevada SPCSA, 2023). We consider all students who fall into one or more of these categories at risk.

Identification and support will be varied and differentiated for each student. Academic data will consist of monitoring class assignments and academic discourse, as well as results of informal and formal assessments. Behavioral data will be collected based upon frequency, duration, and objective anecdotal information. All data will be reviewed by appropriate parties, including parents, to determine the continuation or revision of academic and behavioral services. All students who underperform (i.e., fail to meet grade-level standards) during Tier 1 instruction, will be targeted to receive Response to Intervention (RTI) Tier 2 instruction and monitored for progress. Those who continue to struggle will be recommended for further evaluation to determine the eligibility for Tier 3 services. One score will not determine which Tier in which a student is placed. During RTI meetings, staff will collaborate to discuss identifying new students for RTI groups and to discuss the progress of those already placed in small groups for the additional math and English language arts interventions. Behavioral data will be reviewed to determine if behaviors are directly tied to poor academic performance; in these cases a behavioral intervention plan (BIP) may be necessary.

Source:

Nevada State Public Charter School Authority. (2023). 2023 Academic and Demographic Needs

Assessment. Retrieved:

https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Families/2023%20Academic%20and%20Demographic%20Needs%20Assessment_FINAL%20To%20Post_1.pdf

Question 3.5.2. Describe the school’s approach to help remediate students’ academic underperformance. Detail the interventions to be implemented. Cite the research/analysis for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond)?

VVA will administer the Measures of Academic Performance (MAP) assessments every quarter and must choose a program designed to connect MAP results with targeted remediation. Two programs being considered are Edmentum and Achieve 3000. Both programs support a Multi-Tiered System of Support (MTSS) and Response to Intervention (RTI) in terms of identifying students at risk, planning interventions, and monitoring progress. A summary of each program’s key features is displayed below.

Achieve3000

After a MAP assessment is administered, Achieve3000 uses Clever for data sharing via an automated transfer. Achieve3000 Literacy has integrated solutions with NWEA to utilize both RIT scores and Lexile scores through an automated API based integration for customers using Clever rostering. The RIT data is imported and used via reporting to determine what areas of practice a student needs, allowing teachers to target specific skills. There is an extension to the API integration supporting Clever customers who have also purchased licenses for Achieve3000 Math. In addition, the report automatically groups students based on their performance on each goal, which supports teachers planning for targeted small-group instruction.

| Grade | Instructional Connection | Description |
|-------|--|---|
| K-2 | Foundational Literacy <i>Smarty Ants</i> | Prepare young learners in grades K-2 to become independent readers with multisensory and adaptive literacy instruction. |
| 3-12 | Literacy Acceleration <i>Achieve3000 Literacy</i> | Ensure all students in grades 3-12, especially the most vulnerable, accelerate their literacy growth and stay on-track for success. |
| 3-12 | Curriculum Platform <i>Actively Learn</i> | Provide districts with the flexibility to centralize and customize their approach to content-area learning for grades 3-12. |
| K-12 | Math Acceleration <i>Achieve3000 Math</i> | Support math fluency and skills in grades K-12 with individualized practice. It's like having a personal tutor for every student. |

Source: https://cdn.nwea.org/docs/NYC/NYC_ICP_Fact_Sheet_Achieve3000.pdf

Edmentum

Edmentum's adaptive learning paths, driven by students' NWEA MAP growth results, help ensure students receive a "tailored remediated playlist of robust content to support every student's unique academic journey".

| Grade | Instructional Connection | Description |
|-------|---------------------------------------|---|
| K-12 | Math and Reading <i>Exact Path</i> | Personalized instruction and targeted intervention. (Website references MAP system of testing, progress monitoring, and identifying students at-risk). |
| K-12 | Math and Reading <i>FEV Tutor</i> | One-to-one tutoring via online platform; pairs with digital curriculum programs from Edmentum |
| K-6 | Early Literacy <i>Reading Eggs</i> | Edmentum cites a recent case study confirming that students who spent just 30 minutes per week in Reading Eggs improved their reading proficiency scores, growing an average of one grade level. https://www.edmentum.com/products/reading-eggs-reading-eggspress |

Source: <https://www.edmentum.com/resources/brochures/edmentums-adaptive-learning-paths-powered-nwea-assessment-results>

Note: Learning technology company Houghton Mifflin Harcourt (HMH) and Northwest Evaluation Association (NWEA), a not-for-profit, research and educational services organization serving K-12 students, announced on January 10, 2023 that they signed an agreement for HMH to acquire NWEA. VVA hopes the acquisition will result in improvements to MAP.

Heggerty Phonemic Curriculum is backed by research and the science of reading. The National Reading Panel found that “phonemic awareness instruction helped children of all levels improve their reading, including normally developing readers; children at risk for future reading problems; disabled readers; preschoolers, kindergartners, and 1st graders; 2nd through 6th graders (most of whom were disabled readers); children learning to read English as well as other languages” (National Reading Panel, 2000).

Walpole’s Leading the Way with Bookworms: a study of the implementation of *Bookworms* was conducted by the Center for Research in Education and Social Policy (CRESP). The study states that the Walpole curriculum “contributes to equity in education, one of Walpole’s overarching goals. In 2015, Seaford ranked last among 19 school districts in Delaware with less than 32% of students achieving proficient scores on the state’s Smarter Balanced Assessment. After implementing the *Bookworms* curriculum, that percentage jumped to 53% in 2019. Today, the school district remains one of the highest performing in the area of ELA in all of Delaware. Seaford schools serve a population that is about 35% Black and about 26% Latino with about 17% qualifying for special education support. The data from CRESP’s report indicates greater ELA growth largely due to the unique *Bookworms* curriculum. In contrast to most ELA curricula, *Bookworms* uses full-length fiction and nonfiction children’s books rather than excerpts and focuses on both phonics skills and comprehension. (CRESP, 2019).

Sources:

Center for Research in Education and Social Policy (CRESP), 2019. Retrieved:
<https://www.education.udel.edu/2022/01/06/leading-the-way-with-bookworms/>

National Reading Panel, 2000. Retrieved:
<https://heggerty.org/Phonemic-awareness-research>

Question 3.5.3. Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level. Explain the methodology for determining these proportions.

VVA RTI Program

Vegas Vista Academy will implement a multi-tiered system of support (MTSS) to respond to students needs and interventions. Tier 1 interventions are universal. Tier 2 interventions are targeted, based on data logged by teachers and intervention specialists. Tier 3 interventions are the most severe, and are individualized. All students will receive Tier 1 instruction, interventions, and support. These include daily instruction, progressive discipline, attendance interventions, and differentiation. When Tier 1 instruction does not result in academic growth or improvement, students will receive Tier 2 instruction and progress will be monitored. Only after the RTI team believes the more intensive intervention at Tier 3 is not yielding improved academic performance will the student be referred for evaluation to determine if the student meets eligibility requirements for an IEP. **IMPORTANT: RTI is not an automatic pathway to an IEP.** We anticipate 100% of VVA students will be served at Tier 1, 5-10% will be served at Tier 2, and less than 3% will be served at tier 3.

Every 6 weeks on Wednesday, the RTI team will meet with teachers at each grade level to discuss student progress and intervention for the students we are most concerned about. Our targeted meeting dates for the 2024-2025 school year are 10/20/24, 12/1/24, 2/2/25, 3/16/25, and 4/27/25.

- Small groups of students will receive math, reading, and writing support at their instructional levels. The instruction will be provided by the VVA ELL/Literacy Specialist as well as the classroom teachers.
- Teachers will be strategic about delivering whole group instruction, assigning individual seatwork, and pulling a small group to work to provide RTI services.
- All grade level teachers will hold RTI meetings on the same days during the year. The first RTI meeting will occur on 10.20.24.

- Teachers must fill out the latest progress monitoring column as well as the student intervention logs on the Friday before each scheduled meeting. (Teachers will keep logs updated as often as possible and will use the correct grade level folder.)
- Team members will look at the student data before the meeting and be able to discuss which students are not progressing with the current interventions in place. Teachers will need to be ready to share details of those few students who are not progressing and what they've done so far instructionally.

Expectations for RTI Team Members:

- Provide appropriate intervention for students that qualify.
- Log and spreadsheet must be updated regularly, detailing intervention/skills taught.
- Offer ideas on supporting your colleagues' instructional path.
- Ask probing questions which will assist in generating ideas on instructional adjustments that may provide growth for students.
- Believe that all students can learn in spite of unique learning styles and instructional needs.
- Understand that some students may respond well to planned interventions while others may need an Individualized Education Plan (IEP).

VVA RTI Spreadsheet Example (We will have one tab for each grade level)

| Student Name | Fall LN | Fall LS | Fall LS | Fall MAP | ESGI | Current PM | other info |
|--------------|--|---------|---------|----------|------|------------|------------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | KEY: | | | | | | |
| | LN = letter name | | | | | | |
| | LS = letter sound | | | | | | |
| | ESGI is a progress monitoring program (https://www.esgisoftware.com/) | | | | | | |
| | PM = Progress Monitoring | | | | | | |
| | BM=Benchmark | | | | | | |
| | QSI=Qualitative Spelling Inventory | | | | | | |
| | CORE=CORE Phonics Survey | | | | | | |

Question 3.5.4. How will you communicate the need for remediation to parents?

Dawn King, Member of the Committee to Form, has over 20 years of experience as a grief coach and bereavement director for a local church. Throughout her academic career, she has turned to her skills associated with grief to communicate remediation as well as special education eligibility. King strongly believes that parents grieve the loss of a typically developing child when given the diagnosis of a disability which impacts learning. They may have lost the dream of their child going to college, being at the top of their graduating class, or (in the cases of those with more severe disabilities) of their child living independently one day. It takes time

to process such losses and eventually (with lots of support from school faculty and staff) grow to help their child become as successful and as independent as possible. Using tools like a bell curve, assessment results, and student work samples along with what is expected of typical grade-level peers helps parents to better handle and accept their child's unique needs and discover their abilities in spite of the disability.

In other cases where a student has not been identified as one eligible for an IEP or a 504 Plan, consistent communication with parents throughout each quarter will help avoid any surprise about a failing grade; the best case scenario is described as engaged parents who work with teachers and other staff members to improve grades and build self-esteem.

Holding regular parent-teacher conferences, inviting family to school functions, engaging with families at annual IEP meetings, revising IEPs when necessary, meeting to develop or revise a BIP, and creating ELL plans that focus on our students' ability to become part of the very culture and fabric of VVA will motivate them to be engaged.

Helping students to own their education by focusing on relatable reasons for learning is paramount to VVA's mission and vision. When students can connect their passions and dreams for the future to a math or history lesson, they will work harder for better grades. We must do our very best to help students develop an intrinsic desire to learn. Knowing they are not alone because parents, guardians, teachers, tutors, a counselor or an administrator has established a student-centered relationship with them will make communicating the need for remediation less daunting for all involved.

Question 3.5.5. What interventions will be offered for students exhibiting early signs of behavioral concerns, mental health concerns, and/or need for social emotional supports? How will individual plans for students be implemented and monitored?

Social/emotional learning is paramount and aligns with VVA's mission and plan to develop a culture where all students feel safe and important. A school counselor will be asked to consult with a student exhibiting signs of behavioral, mental, and or social/emotional concerns. With the use of a school-wide self-regulation program such as Zones of Regulation, all students will be taught the importance of recognizing their emotions and responding appropriately with coping skills and effective communication. When classroom teachers believe a student needs more than what school-wide peers are receiving, the counselor may be asked to step in. Wraparound services such as those provided by a social worker can step in to help the student and the family identify underlying issues and address them. Some interventions will be provided via an IEP, BIP or 504 Plan while others may be successfully addressed via a Buddy or Mentorship program. Student perception surveys before and after such programs are implemented will help students become part of the planning process, promote greater buy-in, and yield greater success.

Question 3.5.6. Explain the track record of one or more members of the founding school team (e.g., founding board member, identified instructional leader, etc.) in working to achieve high academic outcomes for: students with disabilities, including those with mild, moderate, and severe disabilities, English language learners, homeless and migrant students, and intellectually gifted students.

Hannah Harris, Committee to Form Member, is a second grade teacher with over 10 years of experience with the Clark County School District. She has been a first grade teacher and learning strategist. She also serves as the President of the Nevada Association of IB World Schools (NAIBWS) and has been on the executive board for over 5 years. Harris recently received a Master's in Education with a specialty in English Language Acquisition and Development. She has implemented a school wide series reading program consisting of over 100 series and almost 8,000 books. This school wide series reading program led to an increase in reading effectiveness by 46% in the first year and 74% in the first half of the 19-20 school year as reported by the STAR Reading Assessment. This school wide series reading program supports the development of English language learners by providing them with familiar texts that they are interested in and have agency over choosing. The

familiar texts include characters, vocabulary, and syntax that they become accustomed to knowing within the series; and helps to increase success and understanding with each book in the series. She has engaged classroom teachers in coaching cycles to develop teacher efficacy that ensured IB PYP curriculum alignment, rigor within Nevada Academic Content Standards, and effective and reflective teaching practice. Harris has collaborated with school administration and other instructional coaches to provide quality professional development and curriculum implementation guidance to 40 elementary educators in grades pre-kindergarten to 5th grade teachers through an inquiry based learning model. She has modeled, demonstrated, and co-taught lessons for teachers of all skill levels using various instructional and classroom management best practices; while ensuring that the International Baccalaureate (IB) Primary Years Programme (PYP) philosophy, framework, and Unit of Inquiry were in place with the appropriate level of rigor. She has attended two IB global conferences and association leaders meetings, and nine IB workshops. Harris has a strong belief in using the IB framework and philosophy to provide a stimulating and challenging learning environment that fosters inquiry, reflection, and action, and prepares students for success in further education and in their future lives as global citizens.

Dawn King, Committee to Form Member, is a Special Education Instructional Facilitator (SEIF) with over 16 years of experience with the Clark County School District. She has served students with disabilities; worked extensively with parents; mentored special education teachers; and collaborated with general education teachers to better serve all students in inclusive settings. Specifically, she has taught students with mild, moderate, and severe disabilities, English language learners, students living in foster care, and homeless and migrant students in both elementary and middle schools. Given the at-risk students she continues to serve, King focuses on both academics and behavior. With a strong passion for working with trauma-impacted students, King has conducted a Functional Behavioral Analysis (FBA) of many students in an effort to better understand what each gains from engaging in unwanted behaviors. She stresses the importance of understanding behavior in order to reshape the behavior through interventions such as a Behavior Intervention Plan (BIP). Implementing the BIP with fidelity helps the student to more effectively learn coping skills, self-regulation, calming strategies, and appropriate expression of their feelings. King is a strong believer in decreasing or eliminating academic demands until behaviors are under control.

Self-Regulation

King also believes teaching self-regulation is a powerful component for **all** students who struggle with appropriately using coping skills and expressing their emotions. She notes the effectiveness of a schoolwide program, such as the Zones of Regulation, to enhance overall school climate and foster self-regulation and emotional control. A plethora of research evidence and scholarly articles supporting Zones of Regulation are listed in this [Downloadable Spreadsheet](#) (Kuyper, 2011).

Question 3.5.7. Explain how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide.

IEP and 504 Plan

VVA will seek the expertise of our SEIF to help develop IEPs designed to provide a Free and Appropriate Public Education (FAPE) in the least restrictive environment (LRE) possible. Students with a medical diagnosis or diagnoses which adversely impact their ability to progress in the general education curriculum may not need an IEP, but may be eligible for a 504 Plan. Each 504 Plan provides accommodations and modifications directly related to the student's medical diagnosis.

When a student's behavior or academic performance cause parents or school staff members to believe special education services may be necessary, a school psychologist or designated staff person with the credentials to administer the required assessments to determine if a qualifying disability exists will request the parent/guardian's authorization to evaluate the student. Upon receipt of authorization, the evaluation is conducted. The evaluation consists of the use of "materials and procedures selected specifically for the child

and will not include basic tests or procedures used routinely for all students with a class, grade, or school” (Nevada Department of Education-Special Education Rights of Parents and Children). The evaluation results are reviewed by a Multidisciplinary Team (MDT) which includes the parent or guardian. If the MDT report finds the student meets eligibility criteria for a particular disability, the MDT team members must agree and a Nevada eligibility statement is created. The school has 30 days to develop an IEP based on the MDT report and teacher observations.

Least-Restrictive Environment

When the IEP is written, the team must discuss the continuum of placement programs which is typically listed from the least to the most restrictive setting. The IEP team must agree on the least restrictive environment for the student. The placement programs are as follows:

Regular class with supplementary aids and services (no removal): Services are provided in a general education classroom.

Regular class and special education class (ex. resource) combination: The student receives instruction in the general education classroom and in a resource room or other special education setting (speech room, OT room, etc.). When in the general education class, a general education and special education teacher or special education teaching assistant deliver instruction; this is commonly known as a CC or co-taught class. When in the resource room or other special education setting, the special education teacher or service provider (ex. speech/language pathologist) provides instruction to a student or a small group of students.

Self-contained Programs: Self-contained programs are organized by disability and grade. Typical types of self-contained programs are: autism, emotional disturbance, specific learning disability, and life skills.

Autism programs focus on an academic curriculum with an emphasis on communication, social, and behavioral skills. It is common for some students in this program to attend general education classes as well.

Emotional Disturbance programs focus on an academic curriculum with an emphasis on social/emotional skills, coping skills, identifying feelings, appropriate behavior, and responding appropriately to adverse stimuli (unwanted change, disagreements, etc.). It is common for some students in this program to attend general education classes as well.

Specific Learning Disability programs focus on an academic curriculum with an emphasis on each student’s specific deficit areas (reading, written expression, and/or math). It is common for some students in this program to attend general education classes as well.

Life Skills programs focus on a functional academic curriculum: telling time, counting money, counting items, measuring ingredients, and setting an analog or digital clock are typical math lessons. Reading a recipe, reading a medicine bottle label, recognizing warning and danger signs in the community, writing one’s full name, address, and telephone number, writing an informal letter, and completing a job application are examples of ELA lessons. Functional life skills are taught as well. Doing laundry, making a grocery list, initiating, maintaining and ending a conversation; and dressing appropriately for different functions are examples of the many functional life skills taught.

Residential: Students who are living in residential facilities due to mental health or behavioral needs may require special treatment settings. Instruction is delivered in-person or via a virtual platform or a combination of both.

Hospital: Students who are hospitalized may receive their special education instruction in the hospital. Instruction is delivered in-person or via a virtual platform or a combination of both.

Home: Students unable to attend classes on a comprehensive campus are provided with instruction in their home.

Support Staff

Aides support teachers in self-contained programs (in the self-contained classroom and in specials* while self-contained students are attending), in the resource room, and in the general education classroom when students require services outside of the resource room.

*Specials are defined as music, art, library, P.E., and/or other electives offered by VVA.

Question 3.5.8. Explain how the school will meet the needs of English language learners.

All families enrolling in Vegas Vista Academy will fill out demographic information, including languages other than English spoken at home. Those students residing in households with languages other than English spoken will take the WIDA Access test to determine their baseline level of English proficiency. These assessment data will be used to determine levels of support needed for each student, including ability grouping, learning strategies, pull out services, tutoring, and/or class placement.

Vegas Vista Academy anticipates a high number of English language learners needing support at all levels and across all grades. As such, we are planning to hire ELL specialists who will work specifically with classroom teachers and with all students in need of support. All Vegas Vista Academy staff will be trained in language acquisition strategies, language development levels, and how to understand and interpret what the WIDA test is and what the scores mean. All teachers in every class will incorporate language acquisition strategies as well as the WIDA Can-Do descriptors for speaking, listening, reading, and writing into their daily instruction. With a strong focus on literacy and language development, all students will be supported in every class every day. Students needing more support will have their needs met by leveled support in the classroom. Further support will be provided by targeted small group instruction led by the ELL teachers, which may take place in the classroom or in the ELL pullout room during the day. Our focus on group work, community building, and project based learning will increase student English proficiency by providing ongoing opportunities to engage in conversation with mixed ability groups every day.

Vegas Vista Academy ELL teachers will regularly monitor and report on student progress. Student progress will be discussed and ongoing needs will be identified through weekly PLC meetings, using interim assessments, writing samples, informal observation data, and student reflection data. Students who achieve a composite score of 4.5 or higher on the annual WIDA assessment will be exited.

Question 3.5.9. Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Include information on how staffing will be structured to ensure that gifted students are adequately supported.

Identification and support for gifted students will be varied and differentiated for each student. Identification will come primarily from academic data including MAP performance, class assignments and academic discourse, and informal and formal assessments. Behavioral data will be also collected based upon frequency, duration, and objective anecdotal information. All data will be reviewed by appropriate parties, including parents, to determine the need and plan for additional services.

Students needing more support will have their needs met by differentiated instruction and assignments in the classroom, targeted homogenous small group instruction led by the specialists and/or subject area teachers, mixed ability grouping, and/or individualized and/or group pullout lessons taught by strategists or specialists. Our focus on group work, community building, and project based learning will increase student socialization and interactions by providing ongoing opportunities to engage in conversation with mixed ability groups every day.

At the upper grade levels, students will have the opportunity to take advanced classes to meet their learning needs, including taking up to 5 Higher Level (HL) IB courses as part of the IB Diploma. Regular meetings with advisory teachers, core teachers, counselors, and the IB Coordinators will provide added support for those middle and high school students in advanced courses.

Vegas Vista Academy teachers will regularly monitor and report on student progress. Student progress will be discussed and ongoing needs will be identified through weekly PLC meetings, using interim assessments, writing samples, informal observation data, and student reflection data.

Question 3.5.10. Explain how the school will meet the needs of homeless/migrant students.

All families enrolling in Vegas Vista Academy will fill out demographic information, including the SPCSA Residency Affidavit (in accordance with the McKinney-Vento Assistance Act). All students identified as homeless, migrant, unaccompanied, or as any subgroup (foster, etc.) will be supported by agencies and wraparound providers that are partnered with Vegas Vista Academy. We are in the process of setting up partnerships with several community organizations and providers. It is our intention to provide all students support as needed in the areas of family services, food insecurity, uniform assistance, hygiene support, and counseling.

Every quarter, the leadership team will assess student performance and success for those students identified. Teachers and strategists will adjust instruction and activities as needed to provide ongoing support. At the start of every year, all staff will be trained in how to refer students who they feel would fit into one or more of these categories and the wraparound services and providers Vegas Vista Academy works with. Staff will submit referrals as needed. Submitted referrals will be assessed and addressed by the leadership team.

Sources

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3.6 PROFESSIONAL DEVELOPMENT

- 1) Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
- 2) Provide an overview of professional development that will take place prior to school opening. Explain what will be covered during this induction period, how teachers will be prepared to deliver any unique or challenging aspects of the curricula and instructional methods, and a general timeline for when this professional development will be delivered. *Ensure alignment to incubation year plan.*
- 3) Describe the expected number of days/hours for professional development throughout the school year, and explain how the school calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration. How will such time be used?
- 4) Describe how teachers will be coached in and supported outside of the professional development outlined so far in this section.
- 5) How will teachers be supported and developed to ensure they are prepared to meet the needs of students who require additional supports (ex. special education, English language learners, etc.)?
- 6) Identify the individuals (or positions) and/or vendors responsible for professional development.

Question 3.6.1. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

Vegas Vista Academy’s school culture and climate is focused on being a successful culture of caring, of collective learning, and of collaborative continuous improvement. For us, that means we will need to provide professional learning and support for all of our staff in a number of areas. As part of our collective learning, we will need to make sure our staff are trained and well versed in the areas of research-based instructional methods including language acquisition strategies, problem-based learning, hands-on experiential education, and the inquiry model/design cycle. As part of our continuous improvement, we will need to make sure our staff are familiar with our discipline expectations, the Wellness model, and the PLC system. As we are aiming to implement multiple International Baccalaureate programs, we will need to familiarize and train our staff in IB as well. With the exception of the formal IB training, all of our professional learning will be led internally. Initial training in all areas will be held with everyone during our staff development week. As the year progresses and the need arises, further and more in depth training will be conducted individually or in smaller groups.

| Core components of Professional Learning | How these will support the program |
|---|---|
| Language acquisition strategies, including the use of language targets and the WIDA can-do indicators | Incorporating language targets and the WIDA can-do indicators in the areas of reading, writing, speaking, and listening will support all students in all subject areas to develop their language skills in English and Spanish in a more efficient manner. They will also assist teachers to identify learning gaps and provide further support as needed to eliminate these gaps for every student. |
| Problem-based learning / experiential education / the design cycle / Inquiry | Our curriculum includes a large part of PBL in many grades. Training staff will assist them to understand the most effective strategies to engage all students at all levels, and to facilitate a richer and more robust educational experience. Additionally, Wellness Fridays will include a large portion of dedicated time for student projects. Many aspects of the projects will be included in classroom teaching throughout the week. |
| VVA discipline expectations | VVA has a proactive and restorative approach to student behavior, classroom management, and discipline. All staff need to be trained in what the expectations are, what the processes are, and how to best manage their classrooms to maximize student engagement and minimize disruptive behaviors. |
| The Wellness model | Every VVA student and staff member will set personalized wellness goals and work towards them during the year. All staff will be trained in the Wellness model so that they can support their students and their colleagues. This is a crucial part of cultivating our community. |
| The PLC model | All teachers will meet regularly with their PLC groups to plan, analyze student data, evaluate the efficacy of the curriculum, identify student learning gaps, and focus on continuous improvement. Teachers will be trained on the expectations, strategies for utilizing data, and methods for evaluating teaching and learning. |

| | |
|---------------------------------|--|
| The International Baccalaureate | IB training will not take place for a few years, as the process for authorization takes several years. As needed, we will send individuals to training and eventually work towards hosting our own onsite training for the entire faculty. |
|---------------------------------|--|

Question 3.6.2. Provide an overview of professional development that will take place prior to school opening. Explain what will be covered during this induction period, how teachers will be prepared to deliver any unique or challenging aspects of the curricula and instructional methods, and a general timeline for when this professional development will be delivered.

During staff training, Vegas Vista Academy faculty and staff will get a combination of professional learning, nuts and bolts (logistics), and team building community activities. The table below illustrates very briefly what topics will be covered during this week. The objective during the week is to prepare the staff not only to create and deliver the curriculum, but to be able to cultivate and facilitate the school culture and climate with all stakeholders. Throughout the week, teachers will be prepared to handle all aspects of the curriculum by being given detailed and meticulous instruction, by learning systems and best practices for each aspect of the program, and by collaborating to front load tips, strategies, and solutions with their colleagues.

| Vegas Vista Academy Staff Orientation Professional Learning Schedule | |
|--|---|
| 08/05/24 | Mission and Vision School Culture and Climate SMART Goals and the Wellness Model, Part One (Individual) |
| 08/06/24 | Teacher Handbook PLCs and PLC Expectations; Data Lesson and Unit Planning Behavior Expectations: Students and Staff Classroom Management and the Discipline Policy Restorative Practices and Circles Observations and Evaluations Curriculum and NVACS ELL and the WIDA Can Do Indicators Intro to SPED Wellness Model, Part Two (PLCs) |
| 08/07/24 | Technology: IC, Canvas, Google Suite Training Instructional Methodologies: PBL, Design Cycle |
| 08/08/24 | Time in Classrooms; 5:30 - 7:30 pm: VVA Family Orientation |
| 08/09/24 | Community Building Activity Community Partners and Wraparound Wellness Model, Part Three (Whole School) |

Question 3.6.3. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration. How will such time be used?

Contracted time for teachers in grades K-5 will be from 8:00 am - 4:00 pm. Teachers at Vegas Vista Academy will have extended time for planning and PLCs, and will also have a daily duty-free lunch. On Mondays-Thursdays, teachers will have 135 minutes of prep and PLC time and a duty-free lunch. On Fridays, teachers will have an extended 2-hour prep/wellness period, a 45-minute prep, and a duty-free lunch. Every day, teachers will also have 45 minutes at the end of the day for extended tutoring or additional prep time. Wednesday mornings will start with an all school meeting from 8 - 8:30 am, and will end with a built in PL time to utilize as needed.

Morning PLC meetings will include dedicated time for teachers to collaborate together to plan, evaluate student data, identify learning gaps, and prepare for the day together. Morning and afternoon prep times will be used by teachers to grade, prepare their classrooms, work on lessons and units, collaborate with their peers, and take care of any personal needs. Teachers will use the end of the day time to offer extended help for students, prep further, or work on whatever they feel they need to for their praxis. Wednesday mornings will start with a weekly all-staff meeting. This will include announcements, celebrations, discussions, breakouts, and whatever else may be necessary to cover. Wednesday afternoons are reserved for professional learning time for all staff. This may take place in a whole group, small group, or individual setting.

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|-----------------|-----------------|-----------------------|-----------------|---|
| 8:00 - 8:30 | PLC Meeting | PLC Meeting | All-Staff Meeting | PLC Meeting | PLC Meeting |
| AM Block (45 Mins) | Prep | Prep | Prep | Prep | 2-Hour Wellness Block: Prep, PLC, Self-Care |
| Duty Free Lunch | Duty Free Lunch | Duty Free Lunch | Duty Free Lunch | Duty Free Lunch | Duty Free Lunch |
| PM Block (45 Mins) | Prep | Prep | Prep | Prep | Prep |
| 3:15 - 4:00 | Prep; Tutoring | Prep; Tutoring | Professional Learning | Prep; Tutoring | Prep; Tutoring |

Vegas Vista Academy will not be implementing the middle school until year 3, and the full high school until year seven. In the middle and high schools, teachers will have six classes and two prep periods. There will also be dedicated faculty meeting time, PLC time, and tutoring time. The specifics of these blocks of time, including individual teacher schedules, will be discussed and worked out by the instructional team as we get closer to opening the middle school and high school.

Question 3.6.4. Describe how teachers will be coached in and supported outside of the professional development outlined so far in this section.

Every teacher will have an individualized professional learning plan. All faculty will do a self-evaluation at the beginning of the year and will identify areas they might need coaching in. Administration will utilize this self-evaluation, informal classroom observations, and walkthroughs to create a coaching plan for every teacher. These will be reviewed with each teacher. Teachers and the supervising administrator will utilize these data to help the teacher create their PL plan. In this plan, the individual teacher will identify areas they want to specifically focus on for the school year, review them with their immediate supervisor, and set some

professional goals. To help each teacher get the coaching they need, VVA will set up a mentoring program between all staff. Specific time during the school year will be dedicated for the coaching groups to meet and reflect on progress. PLC groups will also assist each other in discussing and employing effective strategies, systems, and structures. At the end of the year, all teachers will review their progress towards their individual goals. They will also reflect on the informal coaching they received. The school will use these reflections to evaluate the efficacy of the program and the coaching. This evaluation will be used for steady improvement of Vegas Vista Academy.

Question 3.6.5. How will teachers be supported and developed to ensure they are prepared to meet the needs of students who require additional supports (ex. special education, English language learners, etc.)?

During staff orientation, all teachers will be trained in many areas to support all students. For our English language learners, teachers will be instructed on how to read and interpret a WIDA score, how to write and include a language goal in each lesson, and how to implement WIDA can-do indicators and strategies in reading, writing, speaking, and listening for every student in every class. Teachers will be given ongoing support during the year by our ELL specialist in their classes and during professional learning time, and will be given ongoing access to WIDA's self-paced workshops. For our SPED students, teachers will be given an overview during staff orientation of SPED, behavior plans, individualized education plans, and effective strategies for classroom management. Teachers will receive ongoing support throughout the year from our SPED teachers and facilitator. Classroom support for ELL and SPED students may include additional professional learning on strategies, ELL and/or SPED teachers in class to offer additional individualized or group student support, or individualized or group pull outs during guided practice times.

Question 3.6.6. Identify the individuals (or positions) and/or vendors responsible for professional development.

All professional learning (with the exception of some of the IB workshops) will take place in house, and will be led by Vegas Vista Academy administration, faculty, and/or staff. This will include Dr. Benjamin Feinstein (Director/Principal), additional Assistant Principals, our SPED Facilitator, our ELL Facilitator and/or teachers, and possibly also by teacher leaders on campus. VVA may opt to bring in guest presenters on occasion, depending on the topics being covered. The IB workshops will be provided by the International Baccalaureate Organization (IBO) or by one of their workshop providers. VVA will also work with the Nevada Association of IB World Schools to try and organize an on-site IB training for all VVA staff.

3.7 SCHOOL CULTURE

- 1) Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
- 2) Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for assisting students who enter the school mid-year to adapt to the school culture.
- 3) What are the school culture goals? How will you evaluate school culture and the implementation of your culture plan.
- 4) Describe the school's approach to help support all students' social and emotional needs.
- 5) Discuss any required dress code or uniform policy.

Question 3.7.1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

School Culture and Climate

Vegas Vista Academy has a school culture and climate of caring, of collective learning, and of collaborative continuous improvement. Our school culture and climate is centered on creating and cultivating a safe and respectful community where all students will flourish and achieve at high levels. We recognize that every child

is different and will have different needs, and our focus is on creating the conditions that allow every student to succeed.

Being a successful culture of caring means several things. All Vegas Vista Academy adults see it as our job to know and value all students and express that care in meaningful ways. All Vegas Vista Academy students are supported in caring for each other and are expected to do so, including caring for those who are different from them. Students all have mentors and multiple trusted adults they can go to. A culture and climate of caring also means students and families feel welcome, safe, and have a sense of belonging to the Vegas Vista Academy community.

Being a successful culture of collective learning means that we are all lifelong learners, and we are all supported on our educational journeys. This includes student engagement and learning in and out of the classroom, and professional engagement and learning for our staff. Faculty will utilize data-driven and research-based instructional methodologies, including problem-based learning, hands-on experiential education, and incorporation of the inquiry model. Students will employ and master specific learning skills, including thinking skills, self-management skills, research skills, communication skills, and social skills. With a focus on communication and transparency, Vegas Vista Academy will also intentionally develop conditions and programming that build capacity for family-school partnerships to support student learning, health, and development. We will build family participation through events including quarterly stakeholder meetings, parent organization meetings, weekly volunteering opportunities, celebrations, showcases, and performances. We will also offer a full range of family wraparound services.

Being a successful culture of collaborative continuous improvement means we are all focused on being better today than we were yesterday. All students, faculty, and staff will engage with the Wellness model, setting personal goals and working towards steady improvement throughout the year. We will have teacher leadership teams in place, implementing our continuous improvement cycle to inform efficacy and praxis. This includes a data collection system in place to understand student learning needs; time allocated for teachers and administrators to understand and use data; and a PLC system to support our work. Teachers will work in teams with their professional learning community (PLC), meeting regularly to have data discussions using and analyzing student performance data, plan teaching and reteaching activities, and assess the efficacy of lessons and units. Our faculty will receive group and individualized professional learning, which will facilitate a robust staff that is strongly supported, capable, challenged, and included in the data-driven high-impact decision making that happens on site.

Our mission and vision, embodied by our school culture and climate, is on equity and excellence in teaching and learning. Focusing our school culture and climate on caring, collective learning, and collaborative continuous improvement provides the entire school community with a comprehensive intentionality to create and cultivate a safe and positive social, intellectual, and academic environment. This intentionality will give our students, faculty, staff, and families a rich and robust educational experience.

**Mission and Vision:
Equity and Excellence in Teaching and Learning**

School Culture and Climate

| <i>Culture of Caring</i> | <i>Culture of Collective Learning</i> | <i>Culture of Collaborative Continuous Improvement</i> |
|---|--|---|
| <ul style="list-style-type: none"> -All students are known and supported -All students have a sense of belonging -All community members care for and respect each other -Multiage student mentoring program -Faculty mentoring | <ul style="list-style-type: none"> -We are all lifelong learners -Research based methods including problem-based learning, hands-on experiential education, and the inquiry model -Student learning skills -Family/School partnerships -Wraparound Services | <ul style="list-style-type: none"> -Wellness model -Goal setting and regular progress monitoring and reflection -Continuous Improvement model -Professional learning communities -Differentiated professional learning |

Question 3.7.2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for assisting students who enter the school mid-year to adapt to the school culture.

The culture of Vegas Vista Academy will be continually taught, grown, cultivated, and implemented through every interaction throughout the school year. Orienting our stakeholders is an important part of building our school culture and climate, and is necessary from our very first interactions.

All students and families will be initially interviewed as part of the application process. We will share our mission and vision with families, and ask students where their educational passions lie. We will talk with potential students about what it means to be a part of a caring and collaborative community, and ask what their individual hopes and dreams are. Once accepted, we will continue to build community through a number of engagement events prior to school, including an enrollment assistant event, a community services fair, and an open house. Families will also come to Vegas Vista Academy Orientation during the week before school, where they will meet the faculty, see the building, and gain a sense of the culture through a number of activities. Families will be told what the expectations are, and will be given a copy of the VVA student and family handbook and will sign off after it is reviewed. Families will be told about the Family Association of Vegas Vista Academy (FAVVA) and invited to monthly meetings. Families will also be given our yearly calendar of events and will be formally invited to attend our Quarterly Stakeholder Meetings and our monthly Coffee Klatches with the Principal. During the first week of school, we will intentionally work to orient all students to the systems, routines, and structures of who Vegas Vista Academy is. Laying this cultural groundwork is pivotal to our continued success.

Students and families who join us mid-year will be brought up to speed initially through the interview and orientation process with VVA administration. Once they enroll, teachers and students will help all new additions to get up to speed with the school culture and climate in the classroom.

When potential staff are in the interview process, we will ask specific questions relating to caring, collective learning, and collaboration. We will ask applicants about our mission and vision, and look to hire those individuals who share a love for learning, a desire for steady improvement, and the belief that all students deserve access to a world class, multifaceted educational experience. At the beginning of the school year, it is crucial to set the tone and make sure everyone is on the same page. This will be done in a number of ways. We will start our year with a week of staff training before students come to do a deep dive into who we are, what our school culture is, and what that looks like. We will intentionally focus on how we perpetuate our cultural values through daily interactions, group norms, shared goals, and strategic activities with all of our stakeholders. During that week we will review many topics, participate in a variety of group team building and community activities, and develop a shared sense of purpose and urgency in achieving our mission and vision. Faculty and Staff will also prepare for our Vegas Vista Academy Orientation, which will be held for all students and families in the evening during that first week. Teachers will need to set the tone with all students and families in that event, and we will prepare together to introduce all stakeholders to our school culture and climate.

During the school year, the daily morning meeting and the class morning and afternoon circle times will help support the school climate and culture.

Question 3.7.3. What are the school culture goals? How will you evaluate school culture and the implementation of your culture plan?

We will measure student success in the area of School Culture and Climate in a number of ways. We will give an annual feedback survey to all students, staff, and families. These data will help inform us about student successes and areas of improvement, as well as what we can do to improve as a school. We will look at parental involvement data in our events and services. We will look at student performance and achievement data. We will also incorporate the data collected and analyzed by the PLCs and the teacher leadership teams to identify student successes. Please see the following table for our School Culture and Climate goals.

Mission and Vision: Equity and Excellence in Teaching and Learning

School Culture and Climate

| <i>Culture of Caring Goals</i> | <i>Culture of Collective Learning Goals</i> | <i>Culture of Collaborative Continuous Improvement Goals</i> |
|---|---|---|
| <ul style="list-style-type: none"> -All students are known and supported -All students have a sense of belonging -All community members care for and respect each other -Multiage student mentoring program is effective in multiple, student-identified ways -Faculty mentoring is effective in multiple, faculty-identified ways | <ul style="list-style-type: none"> -We are all lifelong learners -Instructional methods including problem-based learning, hands-on experiential education, and the inquiry method are effective -Learning skills are being employed by students -Family/School partnerships are effective -Families find the wraparound services helpful | <ul style="list-style-type: none"> -Wellness model is employed and effective -Community reflects on goals -Continuous Improvement model is effectively employed -Professional learning communities are effectively employed -Differentiated professional learning is helpful for faculty |
| <p>How Measured:</p> <ul style="list-style-type: none"> -Informal Data (Observations and walkthroughs) -Teacher Coaching -Attendance data -Annual Surveys -Parental involvement data | <p>How Measured:</p> <ul style="list-style-type: none"> --Informal Data (Observations and walkthroughs) -Teacher Coaching -Attendance data -Student performance and achievement data -Parent/Family participation in partnerships -Parent/family participation in wraparound services | <p>How Measured:</p> <ul style="list-style-type: none"> --Informal Data (Observations and walkthroughs) -Teacher Coaching -Attendance data -Annual Surveys -Reflections on Goals -Student performance and achievement data -Student growth data |

Question 3.7.4. Describe the school’s approach to help support all students’ social and emotional needs. All Vegas Vista Academy students are supported in caring for each other and are expected to do so, including caring for those who are different from them. Students all have mentors and multiple trusted adults they can go to. A culture and climate of caring also means students and families feel welcome, safe, and have a sense of belonging to the Vegas Vista Academy community. We will have counselors on site to help all students every day. Students who need more support will be referred to one of our wraparound partners. Puentes, for example, is able to provide on-site counseling as needed. Teachers will do regular check in with all students throughout the day, including at morning and afternoon circle time. Circle time will allow for students to build their social and communication skills to feel a sense of classroom community. This will provide additional support for students’ social and emotional needs.

Vegas Vista Academy will incorporate the model of the Wellness Wheel for all, which includes balance at the center of the six dimensions of wellness. The six dimensions include physical wellness, social wellness, intellectual wellness, spiritual wellness, occupational wellness, and emotional wellness. Built into this model are key social-emotional competencies, including a growth mindset; awareness of health and nutrition; resilience and perseverance; self-management and coping skills; interpersonal communication and interactions; and self-knowledge, awareness, and regulation. We will work to teach and foster a growth mindset in every student regarding their personal wellness, and this includes being self-aware regarding social and emotional needs. Students will be made aware of several on site sources of support as needed.

Question 3.7.5. Discuss any required dress code or uniform policy.

All Vegas Vista Academy students will wear standard attire every day. Standard attire helps to promote a sense of community and belonging, and minimizes perceived inequalities between children. We realize many of our families may have hardships providing their children with attire. Our aim is to provide every student with a polo shirt and a VVA t- shirt at the start of each year (at least). We also hope to set up uniform assistance with some of our wraparound providers and set up a uniform exchange for our families. All uniform items must fit correctly (nothing oversized or excessively small).

Tops: All students must wear solid color polo shirts, long sleeved polo shirts, button down shirts, or VVA t-shirts. All polo shirts must be solid colors and must be one of the standard Tops colors: Navy, Khaki, White, Dark Green, or Black.

Bottoms: All students must wear pants or knee-length shorts or skirts. All bottoms must be solid colors and must be one of the standard Bottoms colors: Navy, Khaki, or Black.

Shoes/Socks: All students must wear all White, Navy, or Black close-toed shoes (sneakers or flats). Socks must be all white, navy, or black. Students may also wear white, navy, or black tights.

Accessories: Belts worn must be black. Students may wear ties, and all ties must be solid standard Tie colors: navy, khaki, white, dark green, or black. Sweaters, sweatshirts, or jackets worn indoors must be solid standard Jacket colors: navy, khaki, white, dark green, or black. No logos may be worn on any articles of clothing indoors. No hats may be worn indoors, with the exception of religious or cultural head coverings, wraps or ties. Piercing of the ears and wearing up to 2 earrings in each ear will be allowed, however, the wearing of other body piercing items and/or tattoos is not allowed.

3.8 STUDENT DISCIPLINE

- 1) Describe the school's discipline policy. If the proposed policy is fully developed, provide as Attachment 4. Discuss the practices the school will use to encourage student to meet school expectations, including restorative justice practices, consequences for infractions, and incentives for positive behavior, as applicable.
- 2) Explain how the school will ensure that discipline practices do not disproportionately impact certain student populations as well as protect the rights of students with disabilities in disciplinary actions and proceedings, exhausting all options in order to promote the continuation of educational services in the school.
- 3) Describe the procedures for due process when a student is suspended or expelled, including a description of the appeal process that the school will employ for students facing expulsion.
- 4) Who will be responsible for implementing the school's discipline policy, including ensuring that accurate disciplinary records are maintained and reported to the SPCSA?
- 5) Describe the school's goals for student behavior. How will the school track discipline data and how will this data be used?

Question 3.8.1. Describe the school's discipline policy. If the proposed policy is fully developed, provide as Attachment 4. Discuss the practices the school will use to encourage students to meet school

expectations, including restorative justice practices, consequences for infractions, and incentives for positive behavior, as applicable.

At Vegas Vista Academy, we believe all students have unique needs. As such, we incorporate differentiated learning in the classroom, and we will also be implementing a differentiated discipline model. We find that the current model of discipline employed in most public schools is more reactive than proactive. Most schools have a code of conduct, and when students violate the code, they are given an unpleasant consequence. We aim to flip this model, and to be more proactive than reactive. We believe with teaching, support, and regular practices, we can prevent the majority of negative behaviors that are typically seen in public schools. Vegas Vista Academy will be focused on a restorative practices model. That is, a model that proactively works to restore the community as it is effected through choices or behaviors. That being said, we recognize that there are certain behaviors that will require immediate action and consequences. Our complete discipline policy can be found as Attachment 4.

In accordance with our school culture and climate of caring, it is the responsibility of every Vegas Vista Academy student and staff member to respect the rights of everyone and manage their own behavior. All Vegas Vista Academy students are supported in caring for each other and are expected to do so, including caring for those who are different from them. A culture and climate of caring also means students feel welcome, safe, and have a sense of belonging to the Vegas Vista Academy community.

At Vegas Vista Academy, we believe the best approach to student discipline is to be proactive to teach students what is and what is not acceptable individual and group behavior, to provide opportunities for students to learn these expectations, policies, and procedures, and to provide student and staff support along the way. There are multiple levels of interventions to meet the differentiated needs of our students.

Celebrations and positive reinforcement will occur every day in every classroom. Teachers will be trained in positive behavior interventions and will utilize them. Daily community building will be a large contributor to this as well. Class routines, circle time, teacher and student gratitude expressions, and instruction will all include celebrations for positive behaviors.

Classroom Management

The first step in being proactive in teaching our students is for our teachers to clearly communicate our classroom expectations, policies, and procedures. Teachers will be trained in restorative and proactive techniques. Teachers will focus on 100% classroom engagement to deter off-task behavior. The Vegas Vista Academy Mission and Vision will be clearly posted and reviewed. Class systems and routines will be clearly explained and incorporated in all classes, including engaging students with specific classroom roles/duties on different days. School and class expectations will be posted, explained, and re-visited in all classrooms. School and classroom policies (rules) will be discussed in detail with all students, and they will all indicate agreement on the class social contract. This can be as simple as student signatures on a class poster. All class procedures will be reviewed with students, posted, and continually referred to throughout the year. Unacceptable classroom behaviors will be immediately and consistently addressed, and the responses by teachers must be appropriate and without the loss of learning. For appropriate responses, please see the Behavior Matrix in our discipline policy (Attachment 4).

Progressive Discipline

With the exception of the major behaviors indicated in the Behavior Matrix, teacher responses to classroom behavior should follow these steps:

- 1st Offense: Re-focusing Technique - Check-In with student, Warning, Proximity, Name on Board, Etc. Behavior may be addressed at Circle Time.
- 2nd Offense: Student One-on-One Conference. Behavior may be addressed at Circle Time.
- 3rd Offense: Phone Call Home

4th Offense: Referral (See Behavior Matrix; Refer As Appropriate)

Circle Time: Restorative Circles

Following breakfast and our all-school Morning Meeting, all classes K-5 will start the day with Circle Time. K-5 classes will also end the day with a reflective Circle Time, focusing on how their day went and working on metacognition. The majority of this time will be utilized proactively for positive interactions and support to build community and develop relationships. Some of this time will also be used reactively to respond to misconduct, conflicts, and issues. Circle Time will be used to teach social skills including listening, respect, and problem solving.

Restorative Conferences: Peer Mediation

Extreme cases of disagreement between students or groups of students may necessitate a referral to the Peer Mediation board. Students will be trained as peer mediators and in restorative practices. All involved parties will work through the mediation process together. Each party will be permitted to express themselves uninterrupted, desired outcomes will be agreed upon, and a resolution agreement will be signed by each person involved. Violation of the signed agreement may result in a referral to administration.

VVA Judicial Board (To be put into place after Year Three)

Extreme violations of the student behavior policy may result in referral to the Judicial Board. The Judicial Board is a board of students who are elected by their peers to enforce the student code of conduct, and also includes a faculty advisor who oversees all of the workings and proceedings of the board. Students on the board will serve a one-year term and will be trained in all appropriate areas. All decisions of the Judicial Board are final. Any further violation of the same or similar nature will result in a referral to administration.

Bullying

In accordance with NRS 388, all allegations of bullying will be taken seriously and investigated. Bullying may be reported to any VVA staff member in person, online, or over the phone. We will follow the state requirements and take action. Specifics are in Attachment 4.

Question 3.8.2. Explain how the school will ensure that discipline practices do not disproportionately impact certain student populations as well as protect the rights of students with disabilities in disciplinary actions and proceedings, exhausting all options in order to promote the continuation of educational services in the school.

Vegas Vista Academy staff will be specifically trained on how to manage their classrooms with consistency and fairness for all students all of the time. Discipline data will be collected by teachers/administrators, and analyzed by administration and by the SEIF to ensure no student population is disproportionately impacted. All teachers will be evaluated for consistent implementation of classroom management techniques and of the discipline policy. Regarding our special needs students, behavior data will be collected appropriately and utilized to make informed decisions regarding the needs of those students. The students may be referred for further tiers of support. These may include implementing a behavioral plan, holding a manifestation meeting, or reconvening on a student's IEP as needed. The administration and SEIF will work with the families and teachers to make sure all possible interventions are employed to keep those students in the classroom and to minimize time away from instruction, including whole class, small group, or individualized instruction.

Removing students from instruction only reinforces poor behavior for students whose behavior function is work avoidance. Students with continual behavioral infractions must be assisted with identifying an adult on campus they can trust and open up to. The impact of the myriad of traumatic events students face are typical catalysts for undesirable behavior. We will work diligently to ensure that the needs of our students are met.

Question 3.8.3. Describe the procedures for due process when a student is suspended or expelled, including a description of the appeal process that the school will employ for students facing expulsion.

All students who are up for suspension or expulsion will have committed a major infraction, in accordance with our discipline policy. These include but are not limited to Arson, Assault or Battery on Staff, Extreme Bullying, Campus Disruption, Fighting/Physical Altercation, Immoral Conduct, Possession or Use of Drugs, Tobacco, or Alcohol OR Paraphernalia, Possession of Weapon on Campus, Sexual Assault and Violation of Peer Mediation Contracts or Judicial Board Decisions. Prior to the decision made for suspension or expulsion, there will be a required parent conference to explain the infraction and discuss the assigned discipline. The student may be given the option for restorative action depending on the offense.

Due process for suspension:

1. Student will be interviewed and will write a statement.
2. Administration will investigate fully, gathering statements and evidence regarding the alleged offense. Upon determination to suspend, administration will notify SPCSA and police as appropriate.
3. Parent/guardian will come in for a required conference to explain the offense and the assigned consequence. Appeal process will be explained to the parent/guardian.
4. Student will be assigned restorative action and given the expectations during suspension.
5. Student will serve the suspension.

Appeal process for suspension:

1. Administration will set up an appeal hearing with parent/guardian, student, and Appeals Board (consisting of counselor, administration, and SEIF as necessary).
2. Appeal hearing must be held 24-48 hours after initial expulsion.
3. Parent/guardian and student will be given the opportunity to present their case.
4. Appeals Board will render their decision. Decision will be one of three possible rulings:
 1. Upheld: The suspension is upheld as assigned.
 2. Modified: The suspension will be modified (specifics will depend on the case).
 3. Overturned: The suspension will be overturned.
5. All decisions of the Appeals Board are final.
6. If Parent/guardians do not show up for their hearing, the suspension will be upheld.

Due process for expulsion:

1. Student will be interviewed and will write a statement.
2. Administration will investigate fully, gathering statements and evidence regarding the alleged offense. Upon determination to expel, administration will notify SPCSA and police as appropriate.
3. Parent/guardian will come in for a required conference to explain the offense and the assigned consequence. Appeal process will be explained to the parent/guardian.
4. Parent/guardian will make the decision whether to appeal or not.
5. School items will be collected and the student will be withdrawn from school. The student will not be permitted to re-enroll at Vegas Vista Academy or any affiliated institutions in the future.

Appeal process for expulsion:

1. Administration will set up an appeal hearing with parent/guardian, student, and Appeals Board (consisting of counselor, administration, and SEIF as necessary).
2. Appeal hearing must be held 24-48 hours after initial expulsion.
3. Parent/guardian and student will be given the opportunity to present their case.
4. Appeals Board will render their decision. Decision will be one of three possible rulings:
 1. Upheld: The expulsion is upheld as assigned.
 2. Modified: The expulsion will be modified (specifics will depend on the case).
 3. Overturned: The expulsion will be overturned.
5. All decisions of the Appeals Board are final.
6. If Parent/guardians do not show up for their hearing, the expulsion will be upheld.

Question 3.8.4. Who will be responsible for implementing the school’s discipline policy, including ensuring that accurate disciplinary records are maintained and reported to the SPCSA?

The principal and leadership team is ultimately responsible for ensuring the discipline policy is consistently and fairly implemented throughout the building. On a daily basis, teachers will implement the discipline policy in most cases. As stated in the policy, more extreme cases may be referred to Restorative Peer Mediation, to the Judicial Board, or to administration. Discipline records will be compiled through the Infinite Campus records system, and will be kept on file in the main office by the office manager and the principal. The office manager and principal will collaborate on writing required discipline reports to be submitted to SPCSA. The principal will report to SPCSA. The principal will give a discipline report periodically throughout the year to the School Board.

Question 3.8.5. Describe the school’s goals for student behavior. How will the school track discipline data and how will this data be used?

Vegas Vista Academy will be implementing an intentional focus on differentiating discipline and on restorative actions. Restorative practices have been demonstrated to significantly reduce discipline issues across the board. It is our intention to minimize issues as well.

| Schoolwide Student Behavior Goal | How Data Tracked / Used |
|--|--|
| All teachers implement the discipline policy and practices consistently and fairly | Teacher discipline data tracked through IC contact log, teacher reports, referrals, and administrative observations Counselor and Social Worker data will be tracked through contact log, referrals, and reports Data will be used to evaluate school’s efficacy in implementation |
| All students indicate they feel welcome, safe, and have a sense of belonging | Student survey responses; parent survey responses Counselor and Social Worker data will be tracked through contact log, referrals, and reports Data will be analyzed and will inform teacher and school practice and implementation of management |

| | |
|---|---|
| Major discipline issues are under district levels | Data will be collected through IC and through state reporting agencies, including Nevada Report Card and DOE Data will be compared with district and state averages to inform the efficacy of our practice |
|---|---|

3.9 SCHOOL CALENDAR AND SCHEDULE

- 1) Explain how the proposed school calendar reflects the needs of the student population and the educational model. As Attachment 5, provide the annual academic schedule for the school.
- 2) Describe the structure of the school day and week, including the length of the school day, start times, and dismissal times. Include the number of instructional minutes/hours in a day for core subjects including English language arts, mathematics, science, and social studies. As Attachment 6, provide a draft teacher and student schedule for grade levels served in the first year of operation.
- 3) Explain why the school’s daily and weekly schedule will be optimal for the school model and meet the needs of the student population.
- 4) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

Question 3.9.1. Explain how the proposed school calendar reflects the needs of the student population and the educational model. Provide the annual academic schedule for the school.

The proposed school calendar for our first year is included as Attachment 5. Our school year has 180 days of instruction, as required by state law. We have aligned the majority of the calendar with the CCSD calendar to accommodate the needs of families with children at multiple schools to manage their family schedules. We have a fall break, a winter break, and a spring break to give the families, students, and staff a chance to rest and recharge. To accommodate our need to provide extensive community building and professional learning with our staff, we have a staff development week at the beginning of the school year and three added days at the end of the school year. This will allow us to lay the foundation of the educational model at the beginning of the year, and to have a deep reflection at the end of the year. In order to meet the needs of the student population, the staff development week is absolutely crucial. We will use that time to provide our faculty and staff with the tools, skills, methods, policies, and procedures for student success. Being reflective practitioners who are informed through data, the end of the year reflection time is necessary for us to assess our performance, analyze our efficacy, and plan for our continued success.

VVA 2024-2025 School Calendar Important Dates

- 8/05/24 Staff Development Week (First Day for 10-Month Employees)
- 8/12/24 First Day of School
- 9/02/24 No School: Labor Day
- 10/11/24 End of 1st Quarter (44 Days)
- 11/01/24 No School: Nevada Day
- 11/11/24 No School: Veteran’s Day
- 11/25-29/24 No School: Thanksgiving Week
- 12/20/24 End of 2nd Quarter (43 Days) and 1st Semester (87 Days)
- 12/23-1/3/25 No School: Winter Break
- 1/06/25 Classes Resume
- 1/20/25 No School: MLK Day
- 2/17/25 No School: Presidents’ Day
- 3/14/25 End of 3rd Quarter (48 Days)

| | |
|------------|--|
| 3/17-21/25 | No School: Spring Break |
| 3/24/25 | Classes Resume |
| 5/23/25 | End of 4th Quarter (45 Days) and End of School Year (180 Days) |
| 5/29/25 | Last Day for Teachers and 10-Month Staff |

Question 3.9.2. Describe the structure of the school day and week, including the length of the school day, start times, and dismissal times. Include the number of instructional minutes/hours in a day for core subjects including English language arts, mathematics, science, and social studies. Provide a draft teacher and student schedule for grade levels served in the first year of operation.

For grades K-5, Vegas Vista Academy will begin at 8:30 am and end at 3:15 pm. We will also provide optional before and after school care, which will feature a tutoring program co-sponsored by the Heinrich YMCA, one of our community partners. We have intentionally built dedicated time into the daily and weekly schedule for community building, student supports, teacher planning, and experiential learning. Every day will start with an all-school meeting to build community, move, and focus for the day. Students will have daily instructional blocks for ELA, Math, Science, and Spanish. All instructional times exceed state and district requirements. On Mondays - Thursdays, students will have a different special each day, including Art, Music, PE, and Library/Technology.

For all grades, Fridays will be “Wellness Friday” block times. These will feature an extended 2-hour multiage wellness block, facilitated by the specialists. During this time, the students will have the opportunity to focus on wellness activities, project-based learning, and genius hour explorations. Grade level teachers will use this extended prep time for collaborative planning, reviewing student data, and self-care.

K-5 Daily Instructional Minutes (M-Th):

| | |
|------------------------------|--------------------|
| Including Breaks: | 335 Minutes |
| Not Including Breaks: | 255 Minutes |
| ELA: | 60 Minutes |
| Math: | 50 Minutes |
| Science: | 50 Minutes |
| Spanish: | 45 Minutes |
| Specials: | 50 Minutes |

K-5 Weekly Instructional Minutes:

| | |
|------------------------------|--|
| Including Breaks: | 1675 Minutes |
| Not Including Breaks: | 1275 Minutes |
| ELA: | 300 Minutes |
| Math: | 250 Minutes |
| Science: | 250 Minutes |
| Spanish: | 225 Minutes |
| Specials: | 50 Minutes Per Special; 200 Minutes Total |

Sample Monday - Thursday Daily Schedule: Grades K-5

| Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade |
|--|--|--|---|---|---|
| 7:00-8:30: Optional Before School Care | | | | | |
| 8:30 Breakfast | 8:30 Breakfast | 8:30 Breakfast | 8:30 Breakfast | 8:30 Breakfast | 8:30 Breakfast |
| 8:50 Morning Meeting | 8:50 Morning Meeting | 8:50 Morning Meeting | 8:50 Morning Meeting | 8:50 Morning Meeting | 8:50 Morning Meeting |
| 9:00 Spanish and AM Instructional Time (Reading, Writing, ELA) | 9:00 Spanish and AM Instructional Time (Reading, Writing, ELA) | 9:00 Spanish and AM Instructional Time (Reading, Writing, ELA) | 9:00 Specials (Art, Music, Library, PE), and AM Instructional Time (Science, Math) | 9:00 Specials (Art, Music, Library, PE), and AM Instructional Time (Science, Math) | 9:00 Specials (Art, Music, Library, PE), and AM Instructional Time (Science, Math) |
| 11:00 Lunch | 11:20 Lunch | 11:40 Lunch | 12:00 Lunch | 12:20 Lunch | 12:40 Lunch |
| 11:20 Recess | 11:40 Recess | 12:00 Recess | 12:20 Recess | 12:40 Recess | 1:00 Recess |
| 11:40 Specials (Art, Music, Library, PE), and PM Instructional Time (Science, Math) | 12:00 Specials (Art, Music, Library, PE), and PM Instructional Time (Science, Math) | 12:20 Specials (Art, Music, Library, PE), and PM Instructional Time (Science, Math) | 12:40 Spanish and PM Instructional Time (Reading, Writing, ELA) | 1:00 Spanish and PM Instructional Time (Reading, Writing, ELA) | 1:20 Spanish and PM Instructional Time (Reading, Writing, ELA) |
| 2:50 - 3:15 Afternoon Advisory | 2:50 - 3:15 Afternoon Advisory | 2:50 - 3:15 Afternoon Advisory | 2:50 - 3:15 Afternoon Advisory | 2:50 - 3:15 Afternoon Advisory | 2:50 - 3:15 Afternoon Advisory |
| 3:30 - 5:00: Optional After School Care | | | | | |

| Sample Friday Daily Schedule: Grades K-5 | | |
|---|-----------------------------|-----------------------------|
| Time | K, 1st, 2nd | 3rd, 4th, 5th |
| 7:30 | Optional Before School Care | Optional Before School Care |
| 8:30 | Breakfast | Breakfast |
| 8:50 | Morning Meeting | Morning Meeting |
| 9:00 | Wellness Block | Instructional Blocks |
| 11:00 | Lunches/Recess | Center Time |
| 12:00 | Center Time | Lunches/Recess |
| 1:00 | Instructional Blocks | Wellness Block |
| 3:00 | Afternoon Advisory | Afternoon Advisory |
| 3:30 | Optional After School Care | Optional After School Care |

At the middle and high school levels, Vegas Vista Academy students will be on an alternating block schedule Mondays through Thursdays, and will have a Common Day on Fridays. This schedule requires students in grades 6-12 to take 8 classes. This will, in part, allow them to meet the requirements of the IB Middle Years, Diploma, and Career-Related Programs (IB MYP, DP, and CP). Middle school (grades 6-8) will start at 8:30 am and end at 3:15 pm. High school (grades 9-12) will start at 7:00 am and end at 2:00 pm.

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| <p>6-8 Daily Instructional Minutes (M-Th): M-Th: 320 Minutes Fri: 309 Minutes ELA: 80 Minutes Math: 80 Minutes Science: 80 Minutes Spanish: 80 Minutes</p> | <p>9-12 Daily Instructional Minutes (M-Th): M-Th: 320 Minutes Fri: 308 Minutes ELA: 80 Minutes Math: 80 Minutes Science: 80 Minutes Spanish: 80 Minutes</p> |
| <p>6-8 Weekly Instructional Minutes: 1589 Minutes ELA: 200 Minutes Math: 200 Minutes Science: 200 Minutes Spanish: 200 Minutes</p> | <p>9-12 Weekly Instructional Minutes: 1588 Minutes ELA: 200 Minutes Math: 200 Minutes Science: 200 Minutes Spanish: 200 Minutes</p> |

Sample Daily Schedule: 6th-8th Grade

| A/B Days (Monday-Thursday) | Common Days (Fridays) |
|---|---------------------------------|
| 8:30 Breakfast | 8:30 Breakfast |
| 8:50-9:00 Community Meeting | 8:50-9:00 Community Meeting |
| 9:05-10:25 1st Period/2nd Period (80 min) | 9:04-9:42 1st Period (38 min) |
| | 9:46-10:24 2nd Period (38 min) |
| 10:30-11:50 3rd Period/4th Period (80 min) | 10:28-11:06 3rd Period (38 min) |
| | 11:10-11:48 4th Period (38 min) |
| 11:55-12:25 Lunch (30 min) | 11:52-12:22 Lunch (30 min) |
| 12:30-1:50 5th Period/6th Period (80 min) | 12:26-1:05 5th Period (39 min) |
| | 1:09-1:48 6th Period (39 min) |
| 1:55-3:15 7th Period/8th Period (80 min) | 1:52-2:31 7th Period (39 min) |
| | 2:35-3:15 8th Period (40 min) |

Sample Daily Schedule: 9th-12th Grade

| A/B Days (Monday - Thursday) | Common Days (Fridays) |
|--|--------------------------------|
| 7:00 Breakfast | 7:00 Breakfast |
| 7:30-7:45 Community Meeting | 7:30-7:45 Community Meeting |
| 7:50-9:10 1st Period/2nd Period (80 min) | 7:50-8:28 1st Period (38 min) |
| | 8:32-9:10 2nd Period (38 min) |
| 9:15-10:35 3rd Period/4th Period (80 min) | 9:14-9:52 3rd Period (38 min) |
| | 9:56-10:34 4th Period (38 min) |

| | |
|---|--|
| 10:40-11:10 Lunch (30 min) | 10:38-11:08 Lunch (30 min) |
| 11:15-12:35 5th Period/6th Period (80 min) | 11:12-11:51 5th Period (39 min) |
| | 11:55-12:34 6th Period (39 min) |
| 12:40-2:00 7th Period/8th Period (80 min) | 12:38-1:17 7th Period (39 min) |
| | 1:21-2:00 8th Period (39 min) |

Contracted time for teachers in grades K-5 will be from 8:00 am - 4:00 pm. Teachers at Vegas Vista Academy will have extended time for planning and PLCs, and will also have a daily duty-free lunch. On Mondays-Thursdays, teachers will have 135 minutes of prep and PLC time and a duty-free lunch. On Fridays, teachers will have an extended 2-hour prep/wellness period, a 45-minute prep, and a duty-free lunch. Every day, teachers will also have 45 minutes at the end of the day for extended tutoring or additional prep time. Wednesday mornings will start with an all school meeting from 8 - 8:30 am, and will end with a built in PL time to utilize as needed.

| Sample Vegas Vista Academy K-3 Teacher Schedule | | | | | |
|--|--|--|--|--|----------------------|
| Times | Monday | Tuesday | Wednesday | Thursday | Friday |
| 8:00 - 8:45 | PLC Morning Meetings | PLC Morning Meetings | All Faculty Meeting | PLC Morning Meetings | PLC Morning Meetings |
| 8:50 - 9:00 | Morning Meeting | Morning Meeting | Morning Meeting | Morning Meeting | Morning Meeting |
| 9:00 - 11:00 | 45 Minute Prep (Spanish); 15 Minute Break; 60 Minute ELA Block | 45 Minute Prep (Spanish); 15 Minute Break; 60 Minute ELA Block | 45 Minute Prep (Spanish); 15 Minute Break; 60 Minute ELA Block | 45 Minute Prep (Spanish); 15 Minute Break; 60 Minute ELA Block | Wellness Block |
| 11:00 (Staggered) | Lunch; Recess | Lunch; Recess | Lunch; Recess | Lunch; Recess | Lunch; Recess |
| Noon - 2:50 (Staggered) | 45 Minute Prep (Specials); 50 Minute Math Block; | 45 Minute Prep (Specials); 50 Minute Math Block; | 45 Minute Prep (Specials); 50 Minute Math Block; 50 Minute Science Block; Breaks | 45 Minute Prep (Specials); 50 Minute Math Block; | Instructional Blocks |

| | | | | | |
|-------------|---------------------------------|---------------------------------|--------------------|---------------------------------|---------------------|
| | 50 Minute Science Block; Breaks | 50 Minute Science Block; Breaks | | 50 Minute Science Block; Breaks | |
| 2:50 - 3:15 | Afternoon Advisory | Afternoon Advisory | Afternoon Advisory | Afternoon Advisory | Afternoon Advisory |
| 3:15 - 4:00 | Tutoring; Prep Time | Tutoring; Prep Time | PL Time; As Needed | Tutoring; Prep Time | Tutoring; Prep Time |

Question 3.9.3. Explain why the school’s daily and weekly schedule will be optimal for the school model and meet the needs of the student population.

The Vegas Vista Academy schedule will allow for full implementation of our school model. The schedule is built for grades K-12 to meet all requirements and have multiple daily points of support. The day will start with teachers having PLC time to get organized to deliver the day’s lessons and activities. Once students arrive and eat breakfast, the entire school community will come together with an all school meeting. The all school meeting will set the tone for the day and will assist us to work on cultivating school culture and community in alignment with our mission and vision. The instructional blocks are designed to give students the maximum exposure to learning, group activities, and support. In addition to the core subjects, every student will have Spanish every day, and will have a full variety of specials including music, art, PE, and library/technology to round out their brain and skill development. Our Wellness Friday blocks will give additional time to focus on social-emotional learning, goal setting, project based learning, and community building through exploration.

A key factor in the development of the schedule is teacher support, development, and collaboration. The schedule is designed to give teachers ample time for all of these. Teachers have 135 minutes of prep and PLC time Mondays-Thursdays, with an additional 75 minutes on Fridays. Teachers have a duty free lunch, which will allow for further community building and staff camaraderie. Time is built into the schedule for individual, group, and whole school professional learning as needed.

Question 3.9.4. Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

Attendance is one of the main indicators of student success. We realize that chronic absenteeism is a pervasive problem in schools at all levels throughout the nation. At Vegas Vista Academy we hope to overcome this by instilling a strong sense of community, belonging, and personal responsibility in our students. For us, it is not enough to simply have better attendance than the district averages. We intend to have our daily attendance at or above 95%. Daily attendance will be tracked by our Office manager. Parents will receive a notification on the day of the absence via phone call and/or email. After three absences parents will receive a written notice from the school. After 5 absences, a parent meeting will be requested by the principal and/or counselor. Repeated absences may result in referral to wraparound services as necessary, further meetings, or discipline as appropriate. The principal will work with families and the classroom teachers to support those students approaching levels of chronic absenteeism.

Students who are absent 2 or less times per quarter will be honored at the end of each semester, and at the end of the year. We are including all students with 2 or less absences (and not just those with perfect attendance) because we realize there are family emergencies or situations that require students to be home at times. The expansion of our incentivized group will increase student and family involvement.

3.10. Dual Credit

- 1) Describe the proposed dual credit program, including the proposed college or university, the courses that will be offered, and how the program will be run.
- 2) Describe the engagement with the proposed college or university to date and plans to further the relationship in preparation for the opening of the proposed school. As attachment 7 provide evidence of engagement, which may include communication with representatives of the college or university, a proposed MOU, or proposed cooperative agreement.
- 3) Describe the manner and amount that the college or university will be compensated for providing courses and resources, including, without limitation, any tuition, and fees that pupils at the charter school will pay to the college or university.
- 4) Describe how the school will monitor the students enrolled in the dual enrollment program, including course enrollment, attendance, and the acquisition of college credits.

Question 3.10.1. Describe the proposed dual credit program, including the proposed college or university, the courses that will be offered, and how the program will be run.

Vegas Vista Academy students in high school will all take International Baccalaureate (IB) Diploma Program (DP) courses. DP courses have an advanced curriculum. Most colleges and universities around the world recognize the IB and award students advanced credit and advanced standing for these courses. Currently, there are over 5000 universities in over 100 countries that offer IB students credit for their IB coursework.

Recognizing national and international trends, in 2019 the Nevada System of Higher Education (NSHE) worked with the Nevada Association of IB World Schools (NAIBWS) to implement an IB Recognition Policy for all colleges and universities in the state of Nevada. This policy details that IB students will be awarded credit by examination for their IB coursework at whatever college or university they choose to attend in the state of Nevada. Specifically, it states, “Beginning with the 2020-2021 academic year, scores of 4, 5, 6, and 7 on the IB higher-level examination and scores of 5, 6, or 7 on the IB standard-level examination shall be accepted for credit to satisfy electives, general education requirements, or major requirements. Each institution shall publish the IB score course granting policy in accordance with the requirements of this Section in its course catalog and on its Internet website before the beginning of the 2020-2021 academic year.” Also in 2019, the Nevada Board of Regents Academic, Research, and Student Affairs Committee amended its handbook to add this policy, which is now Title 4, Chapter 14, Section 20.2b. The complete Board of Regents Briefing Paper and NSHE Recognition Policy can be found in Attachment 7.

While all VVA students will be given the opportunity to earn dual credit through their IB and AP coursework, students will also have the option to take several dual credit classes. We intend to offer Dual Credit English, History, Psychology, Sociology, and Mathematics. Most of the

students taking dual credit courses will be our IB Career-related Program students, while some may be DP students taking a class as an elective. We intend to work with Nevada State College.

Question 3.10.2. Describe the engagement with the proposed college or university to date and plans to further the relationship in preparation for the opening of the proposed school.

VVA has worked closely with the NAIBWS to ensure that students attending colleges and universities in Nevada are given credit in accordance with the NSHE IB Recognition Policy. For our proposed dual credit offerings we have engaged Nevada State College in preliminary communication. This has consisted of an introductory phone conversation with Jennifer Lamoreaux, NSC's Coordinator of High School Partnerships, letting NSC know we will be interested in exploring a partnership in the near future. As we develop our high school academic plan in detail over the next couple of years we will further engage NSC and propose an MOU.

Question 3.10.3. Describe the manner and amount that the college or university will be compensated for providing courses and resources, including, without limitation, any tuition, and fees that pupils at the charter school will pay to the college or university.

VVA intends to work these details out as part of our MOU. We will develop the specifics in the next couple of years as we get closer to opening the upper school. VVA intends to offer dual credit courses to our students at no cost, which would mean that the school would compensate the partner university at the appropriate rate.

Question 3.10.4. Describe how the school will monitor the students enrolled in the dual enrollment program, including course enrollment, attendance, and the acquisition of college credits.

VVA students will select dual credit courses during the previous year as part of our annual course selection and enrollment process for all of our students. Student enrollment will require teacher recommendation and parental permission. Students will sign an attendance and course contract agreeing to meet the requirements in order to be permitted to take the course at no charge. The courses will be taught onsite by VVA teachers, and attendance will be taken daily. The VVA teachers who are teaching dual credit courses will have to meet NSC requirements to teach college courses in the state of Nevada, which include applying to NSC and having a masters degree. Officially, all dual credit teachers will be adjunct professors with their partner college. Earned credit will be recorded in the student record and included in student transcripts. VVA will also keep track of the number and performance of students who have earned college credit for statistical and internal purposes, and will report these data to the Board and in our quarterly Stakeholder Meetings.

3.11 PROGRAMS OF DISTANCE EDUCATION

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its application to the SPCSA.

For applicants who do not propose to offer a program of distance education, provide a brief statement explaining that the questions in this section are not applicable.

1) Describe plans for gaining necessary approvals from the Nevada Department of Education for the distance education program and courses. If any approvals are already in place, provide documentation of approvals as Attachment 8.

Describe the system of course credits that the school will use.

3) Explain how the school will monitor and verify the participation in and completion of courses by pupils. Include an explanation as to how the proposed school will monitor student attendance to ensure meaningful participation.

4) Explain how the school will ensure students participate in assessments and submit coursework.

5) Explain how the school will conduct parent-teacher conferences.

6) Describe how the school will administer, in a proctored setting, all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school.

7) Describe the supports that will be available to each pupil in their home or community. Include the availability and frequency of interactions between the pupil and teachers.

8) Describe how the school will provide appropriate services in the distance education learning environment to

students with disabilities, EL students, intellectually gifted, and homeless/migrant students.

9) Describe the criteria pupils must meet to be eligible for enrollment at the proposed charter school for distance education and the process for accepting pupils.

Vegas Vista Academy is not planning to offer distance education. This section is not applicable.

4 OPERATIONS PLAN

4.1 BOARD GOVERNANCE

Questions in this section refer to the governing board of the entity that is proposed to hold the charter as indicated in section 1.2 Applicant Team Information.

- 1) Describe the primary roles of the governing board and how it will interact with the principal/head of school. Describe any board committees, advisory bodies, or councils to be formed, including the roles and duties of those bodies and how the governing board will interact with these committees, advisory bodies, and/or councils.
- 2) Explain how the board will evaluate the success of the school. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This should include financial, operational, and/or academic reports. What key performance indicators will the board rely on to know if the school is meeting its mission including its academic, financial, and organizational performance goals?
- 3) Summarize the qualifications and experience of proposed members of the governing board of the school. Identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. How will the board ensure that there will be active and effective representation of key stakeholders, including parents? Additionally, complete the Board Membership Template and provide as Attachment 9.
- 4) How will the board expand and develop over time? If the full founding board has not yet been identified, describe plans and timeline for adding board members and increasing the capacity of the governing board.
- 5) Explain how the board is or will become representative of the student population and/or the community to be served. How and when will the board engage with the school community and the broader community?
- 6) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 10, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.
- 7) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. *This information should match the disclosures in the Information Sheets provided for members of the Committee to Form, Board Members of the CMO, Employees of the CMO, and any other proposed governing board members, as applicable.*
- 8) Describe the orientation or training new board members will receive as well as the ongoing development that will be provided to existing board members. What topics will be covered? What is the timeline and expected time commitment? Who will be responsible for providing training to the board?
- 9) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

4.1.1. Describe the primary roles of the governing board and how it will interact with the principal/head of school. Describe any board committees, advisory bodies, or councils to be formed, including the roles and duties of those bodies and how the governing board will interact with these committees, advisory bodies, and/or councils.

The Vegas Vista Academy Board will follow a unique model based on the National Association of Independent School Principles of Good Practice (NAIS, 2023). The primary roles will be:

- To actively support the school's mission, vision, strategic goals, and policy positions as a unified voice.
- To understand the school's commitment to diversity, equity, and justice, and to represent Vegas Vista Academy appropriately and accurately within the community.
- To stay fully informed about current operations and issues by attending Board meetings and committee meetings regularly, coming to meetings prepared, and participating fully in all matters as appropriate.
- To set policy and focus on long range issues. Individual trustees do not get involved directly in school management, curricular, or personnel issues.

- To separate the interests of the school from specific needs of a particular child or constituency.
- To guard against conflicts of interest and keep all board deliberations confidential.
- To contribute to the development program of the school, including strategic planning for development, financial support, and active involvement in annual and capital giving.
- To maintain fiduciary responsibility to the school for sound financial management.

The board will interact exclusively with the school leader (Head of School/Principal), and will not engage in any school issues related to management, curriculum, or personnel. The board will work closely with the Principal, who will attend all meetings, plan and run the annual board development retreat, and provide timely reports.

The Vegas Vista Academy Board will have 4 standing committees, including the Executive committee, the Finance committee, the Equity and Justice committee, and the Governance committee. These committees are appointed to perform the ongoing and permanent work of the board. The committee meeting schedule will be set by each individual committee. Committees will give a report at every quarterly board meeting. The board chair will include updates from each committee at all Vegas Vista Academy stakeholder meetings in the board update.

The Executive Committee is primarily charged with the planning of the board meetings, and, as provided by the by-laws, is empowered to exercise all powers of the board during the interim between meetings of the board. In addition, the committee is charged with the following specific responsibilities:

- To address any confidential contractual or personnel matters and to consider and approve the Finance Committee’s recommendations for staff salaries, benefits and vacation or leave policies.
- To serve as a resource and sounding board for the president on future planning and any matter on which he may seek advice or counsel.
- To report to the Board Chair the results of the annual board evaluation of the Board Chair.
- To assist the Head of School and the Board Chair in issue-sorting.
- To review the agenda of committee work and to set the agenda for the full board, after soliciting input from all board members.

The Finance Committee is responsible for the organization’s continued financial health and stewardship of the resources needed to carry out the mission. The Finance Committee oversees budget and overall financial strategy. Specifically, the Finance Committee:

- Works with management to develop integrated, long-term financial strategy, aligning resources with goals and economic realities.
- Monitors financial and economic trends and progress toward strategic financial goals.
- Reviews and recommends for approval:
 - Annual budgets prepared by management.
 - Salary schedule for all school employees.
 - Major financial transactions.
- Monitors quarterly “budget to actual” financial reports.
- Oversees the Vegas Vista Academy financial audit process.

The Equity & Justice Committee is charged with responsibility for equity and justice initiatives on the board and throughout the organization. As custodian of the diversity and multicultural initiatives mandated by the mission statement and VVA’s statement on diversity, equity, and inclusion (DEI), the committee’s directives are:

- To work in a collaborative capacity with staff to foster the principles of equity and justice identified in the mission statement and DEI statement, and to ensure that the work of the organization is measured by a template of equity and inclusivity.
- To contribute topics and ideas for continued board growth and development in this area.

The Governance Committee is specifically charged with the responsibility of preparing the nominations of new trustees and the slate of officers for presentation to the board for a vote. The committee is also responsible for:

- The ongoing education and professional development of the board.
- Recruiting, interviewing, and onboarding new trustees.
- The initiation of any needed changes to the by-laws.
- The assessment of the nomination and election process and, from time to time, to present recommendations to the board for revision of policies or procedures.

4.1.2. Explain how the board will evaluate the success of the school. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This should include financial, operational, and/or academic reports. What key performance indicators will the board rely on to know if the school is meeting its mission including its academic, financial, and organizational performance goals?

Quarterly Academic reports will be compiled by the school’s leadership team, and will be presented at each quarterly board meeting by the Principal. These will include detailed academic progress of students, classes, cohorts, and the school overall. Academic progress will include performance data compiled by Professional Learning Communities (PLCs) that include Measures of Academic Progress (MAP) and assessment data, as well as status reports on where grade levels are with culminating projects. The following table outlines the annual goals. Quarterly data towards benchmarks and indicators will inform the board of the school’s progress.

| | Aligned | Tool and Baseline* | Goal K-5 | Goal 6-8 | Goal 9-12 |
|----------------|------------------------|---|--|--|--|
| Reading | NSPF; SPCSA | MAP: 40th Percentile | 50% at or above 40th Percentile | 50% at or above 40th Percentile | 50% at or above 40th Percentile |
| ELA | NSPF; SPCSA | SBAC 3-8 ACT 11 Proficiency: K-5: 41.1% 6-8: 41.9% 9-12: 44% | Proficiency: K-5: 50% | Proficiency: 6-8: 55% | Proficiency: 9-12: 60% |
| Math | NSPF; SPCSA | SBAC 3-8 ACT 11 Proficiency: K-5: 31.4% 6-8: 22.2% 9-12: 19.7% | Proficiency: K-5: 40% | Proficiency: 6-8: 45% | Proficiency: 9-12: 50% |

| | | | | | |
|--------------|----------------|---|--------------------------|--------------------------|---------------------------|
| Science | NSPF; SPCSA | SBAC 5 and 8 CRT 9/10 Proficiency: K-8: 23.9% 9-12: 19% | Proficiency: K-5: 50% | Proficiency: 6-8: 50% | Proficiency: 9-12: 50% |
| ELL/ WIDA | NSPF; SPCSA | WIDA, Annual 12.1% Proficient | 15% Proficient | 25% Proficient | 35% Proficient |
| Absenteeism | NSPF; SPCSA | Attendance Data 40.6% | 10% | 10% | 10% |

*Source: Nevadareportcard.nv.gov. Baseline data is based on 2021-2022 data for Clark County.

Vegas Vista Academy has engaged EdTec to be our back office provider during the application phase. Upon authorization, the board will issue a request for proposals for a back office provider and hire the one that best fits. They will work with the Principal to detail what specific information they will need to see in monthly/quarterly financial reports. The principal and back office provider will compile quarterly performance reports on the financial and operational aspects of the school. These will be presented at each quarterly board meeting by the Principal, who will locate the current financial and operational status in relation to the school’s annual goals. This will demonstrate to the board where the school is in achieving the goals for the year. Vegas Vista Academy’s back office provider and the Principal will also attend board Finance committee meetings and provide a more detailed, line by line review of the quarterly reports.

4.1.3. Summarize the qualifications and experience of proposed members of the governing board of the school. Identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. How will the board ensure that there will be active and effective representation of key stakeholders, including parents? Additionally, complete the Board Membership Template.

Vegas Vista Academy’s Board is a unique combination of diverse individuals with a range of experiences, skills, and strengths. We have a combined wealth of experience and expertise in many high need areas, including Accounting, Finance, Law, Early Childhood Education, Elementary Education, Secondary Education, Special Education, English Language Learning, Wraparound Family Services, Social Media, Communications, Advocacy, and Community Engagement.

Karl Catarata is the Director of the Human Rights Campaign of Nevada and the Chair of the Nevada Commission on Mentoring. Karl has been working in Advocacy and Human Rights in Las Vegas and across the state for 10 years, and has expertise in both, as well as in local and state lobbying and politics. Karl is uniquely qualified because of his extensive work in advocacy for the families of Las Vegas.

Cody Clarke is a veteran teacher with Clark County School District. Cody has a wealth of experience working with diverse and traditionally underserved populations, providing instruction, support, and wraparound services to students and families. Cody is uniquely qualified to provide insight regarding the academic and instructional program the school will offer.

Eric Duran-Valle is the Media Communications Specialist at Vegas PBS. Eric has been in communications for 3 years, and has expertise in Social Media and Public Communications. Eric is an alumnus of Valley High School’s International Baccalaureate (IB) Program, and the LIFE (Lifelong Instruction and Focus on Exploration) Program. Eric is uniquely qualified to serve on this board because he grew up in the community we are serving, which he has chosen to serve as well through his work with Vegas PBS.

Dawn King is currently the Special Education Instructional Facilitator at Gibson Elementary School. Dawn has been in education for 16 years, and has expertise in teaching, special education, and administration in grades K-8. She has a Masters in Urban Leadership from the University of Nevada-Las Vegas. Dawn is uniquely qualified to offer expertise in Special Education and facilitation.

Joseph Muna is currently the Managing Director of Lassas LLC and conducts business assessments by analyzing accounting information systems, conducting feasibility studies, and assessing operational strategic goals. Joe is uniquely qualified because of his diverse accounting and finance career in the casino, hospitality, and startup industry in Las Vegas.

Hardeep (Dee) Sull is the Principal Attorney at Sull and Associates, and serves as the elected Executive Director of the American Immigrant Lawyers Association. Dee has been an attorney for 12 years, and has expertise in Immigration and Family Law. Dee is uniquely qualified to serve on this board because of her extensive experience working with the undocumented and immigrant populations in Las Vegas, many of whom live in our targeted zip codes.

Victor Tavares is the parent of two prospective Vegas Vista students, Amelie and Michael. Victor currently works for Republic Services of Nevada. Victor is uniquely qualified to serve on the board because he lives in our target area and has two children who will attend Vegas Vista Academy, and he will represent the interests and needs of Vegas Vista families.

4.1.4. How will the board expand and develop over time? If the full founding board has not yet been identified, describe plans and timeline for adding board members and increasing the capacity of the governing board.

The full founding board has been identified. We are open to expanding, provided that the board composition continues to reflect the strategic expertise, resources, and perspectives needed to achieve the mission and strategic objectives of school. Through community engagement, we will continue to identify potential board members, engage them, and add as appropriate to grow the capacity of the board.

4.1.5. Explain how the board is or will become representative of the student population and/or the community to be served. How and when will the board engage with the school community and the broader community?

The board has a fully invested relationship with our community, and is representative of the community we intend to serve. Our diverse board members are residents of Las Vegas or Henderson, and several of our board members reside in the zip codes we have chosen to serve. Many of our board and their children attended public schools and universities in Las Vegas. Our entire board is composed of individuals working in public service in Las Vegas and Henderson, including childcare, finance, education, sanitation, public broadcasting, advocacy, politics, immigration, and family law. All of our board members participate in numerous community events throughout the year with a wide range of local organizations, and several hold positions with other organizations or boards. The board has a deep, detailed understanding of our community and its needs, and are honored to be addressing many of those needs through our work.

The board is at the front end of our community engagement initiative. At this point, board members have had numerous conversations with individual families, prospective students, prospective staff members, and a number of local businesses. The board has also begun to have conversations with community organizations and stakeholders. Looking forward, board members plan to be at every community outreach event the school runs, and all community events the school attends, speaking with community members about the school and supporting the work of Dr. Feinstein and the committee to form. Board members will be present and will speak at all stakeholder meetings. Board members will also assist the school with recruiting efforts throughout the year.

The board will continue to advocate for the school outside of sponsored activities. Board members will be canvassing local businesses; running social media drives; meeting with the local elected officials, city council

members, and state representatives; meetings with leaders and congregations of local churches, mosques, and temples; and meeting with and setting up partnerships with community wraparound organizations.

4.1.6. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. Provide the proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

All potential conflicts of interest will be identified and addressed using the specifics of the VVA Constitution, Bylaws, and Conflict of Interest Policy. Please see attachment 10 for all accompanying documents.

4.1.7. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Dr. Feinstein is a trained workshop leader and consultant for IB. It could be perceived that pursuing IB authorization for the school might be a conflict of interest. To avoid and mitigate any perceptions of this nature, he will not be employed at any time for IB, nor will he do any contract work for IB. He will, however, continue to work towards his own professional learning in IB with third party providers as necessary.

Dr. Feinstein and Hannah Harris both serve as Board members of the Nevada Association of IB Schools. This could be a perceived conflict. To avoid and mitigate any perceptions of conflict, they will resign their positions on the state association until such time that Vegas Vista Academy is eligible to join the Association.

4.1.8. Describe the orientation or training new board members will receive as well as the ongoing development that will be provided to existing board members. What topics will be covered? What is the timeline and expected time commitment? Who will be responsible for providing training to the board?

As a new charter school, it will be imperative to have our board trained. To that end, we will be planning and running a one day full retreat for all board trustees. This will be more detailed and involved during the 2023-2024 school year, as it will be our first year as a school. After the 2023-2024 school year, we will hold an annual half-day summer board retreat to review performance, set goals, and assess where we are with our five-year strategic plan. New board members will need to be onboarded. This will fall partially on the board Governance committee, and partially on the Principal, who will orient new board members to the varied aspects of the school.

We have engaged multiple partners to assist with our board training. EdTec will be assisting with the financial and budgetary aspects. Lee Business School at UNLV will offer executive corporate board training in areas including organizational behavior, compliance, and management. Opportunity 180 will assist in other areas as needed. Additionally, the school principal will orient the board to the school’s mission and vision, statement on DEI, and targeted goals in the areas of enrollment, academics, facilities, safety, and all other school topics. 2023-2024:

Full day Board Onboarding and Goal Setting Retreat to include (Time/Date TBA):

A. Principles of Good Practice for Board Trustees

Orientation and training by Dr. Feinstein in conjunction with resources from CSAN and NAIS

Topics covered include but are not limited to:

- Vegas Vista Academy Mission and Vision
- Vegas Vista Academy Policy on Diversity, Equity, and Inclusion (DEI)
- VVA Constitution, Bylaws and Governance
- VVA Board Committees/Committee Planning
- Board Roles and Expectations
- Accountability
- Ongoing Trustee Development
- Strategic Goals

B. Strategic Financial Planning, Stability, Fundraising, and Budgeting

Training by VVA representatives at EdTec and Joseph Muna, Board Treasurer

C. Organizational Behavior, Human Resource Management, and Legal Compliance

Training by Nadine Bentis, Director of Executive Education at Lee Business School, UNLV

2024 - 2025 and Onwards:

Annual half day Summer Board Retreat, 7am - Noon. Planned by Principal and Board Chair

- VVA Mission, Vision, Strategic Goals
- Ongoing Board Training and Recruitment
- Fundraising and Capital Campaign
- Formal Strategic Planning Process and Development of Multifaceted 5-Year Plan

4.1.9. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

Objections to board policy will follow the following process:

1. Issue raised to administration, parent organization, or at open forum in the next board meeting
2. Board executive committee will interview concerned parties
3. Board executive committee will investigate as needed
4. Board executive committee will communicate decision (if any) with concerned parties
5. Board executive committee will communicate situation to Board as necessary

Objections to administrative procedure will follow the following process:

1. Communication with parent organization, teacher, school staff, or school administration
2. Administration will interview concerned parties
3. Administration will investigate as needed
4. Administration will communicate decision (if any) with concerned parties
5. Administration will communicate situation to Board as necessary

Objections to any practice at school will follow the following process:

1. Communication/objection brought to the attention of the teacher, school staff, or school administration
2. Administration will interview concerned and involved parties
3. Administration will investigate as needed
4. Administration will communicate decision (if any) with all parties
5. Administration will communicate situation to Board as necessary

4.2 LEADERSHIP TEAM

- 1) Provide, as Attachment 11, organizational charts for the school in year one and for when the school reaches full capacity.
- 2) Describe the Committee to Form or CMO team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
 - a) School leadership, operations, and governance.
 - b) Curriculum, instruction, and assessment.
 - c) At-risk students and special populations.
 - d) Performance management.
 - e) Parent and community engagement.

- 3) *If a school leader has been selected*, identify this individual, describe their qualifications for the role, and provide, as Attachment 12, the resume for this individual. Include student achievement data demonstrating the individual's track record of success at the classroom, cohort, and school-wide levels.

-OR-

If a school leader has not yet been selected, describe the process, timeline, and selection criteria for this role, and instead provide in Attachment 12 the job description for this role.

- 4) Describe the makeup of the school's leadership team, including the positions that will make up that team. *Other than the school leader discussed in question 3*, if any of these positions have been filled, please identify these individuals and provide their resumes in Attachment 13. *Other than the school leader discussed in question 3*, for positions that have not yet been filled, instead provide the relevant job descriptions in Attachment 13.
- 5) Explain how the school leader will be supported, developed, and evaluated. Include any existing competencies used for school leader selection and evaluation. Provide as Attachment 14, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

4.2.1. Provide organizational charts for the school in year one and for when the school reaches full capacity.

Please see Attachment 11.

4.2.2. Describe the Committee to Form or CMO team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as: school leadership, operations and governance; curriculum, instruction, and assessment; at-risk students and special populations; performance management; parent and community engagement.

Vegas Vista Academy's Committee to Form has been specifically assembled because of the unique skills and strengths of each individual.

Dr. Benjamin Feinstein, Vegas Vista Academy Proposed Head of School, is currently an administrator with Clark County School District. Benjamin has been the founding IB Coordinator at South High School (Ohio), the founding Middle School Head at the Adelson Educational Campus (Las Vegas), the Interim Head of School at Island Pacific Academy (Hawai'i), and the founder and director of three nonprofits. Dr. Feinstein has spent the last 16 years organizing and running community service projects with and for families in the greater Las Vegas area.

Karl Catarata is the Director of the Human Rights Campaign of Nevada and the Chair of the Nevada Commission on Mentoring. Karl has been working in Advocacy and Human Rights in Las Vegas and across the state for 10 years, and has expertise in both, as well as in local and state lobbying and politics. Karl is uniquely qualified because of his extensive work in advocacy for the families of Las Vegas.

Cody Clarke is a veteran teacher with Clark County School District. Cody has a wealth of experience working with diverse and traditionally underserved populations, providing instruction, support, and wraparound services to students and families. Cody is uniquely qualified to provide insight regarding the academic and instructional program the school will offer.

Eric Duran-Valle is the Media Communications Specialist at Vegas PBS. Eric has been in communications for 3 years, and has expertise in Social Media and Public Communications. Eric is an alumnus of Valley High School's International Baccalaureate (IB) Program, and the LIFE (Lifelong Instruction and Focus on Exploration) Program. Eric is uniquely qualified to serve on this board because he grew up in the community we are serving, which he has chosen to serve as well through his work with Vegas PBS.

Hannah Harris is a teacher and Learning Strategist at Sandy Searles Miller Academy for International Studies, and serves as the President of the Nevada Association of IB World Schools. Hannah has been in education for 10 years, and is uniquely qualified in bringing her expertise in teaching and coaching educators in grades K-5, and working with English language Learners.

Dawn King is currently the Special Education Instructional Facilitator at Gibson Elementary School. Dawn has been in education for 16 years, and has expertise in teaching, special education, and administration in grades K-8. She has a Masters in Urban Leadership from the University of Nevada-Las Vegas. Dawn is uniquely qualified to offer expertise in Special Education and facilitation.

Joseph Muna is currently the Managing Director of Lassas LLC and conducts business assessments by analyzing accounting information systems, conducting feasibility studies, and assessing operational strategic goals. Joe is uniquely qualified because of his diverse accounting and finance career in the casino, hospitality, and startup industry in Las Vegas.

Daniel O'Brien is a teacher and the IB Extended Essay Coordinator at Valley High School. Dan has been in education for 17 years, and has expertise in teaching and coordinating programs for students in grades 6-12. Dan is uniquely qualified with his experience as a middle and high school teacher in magnet and IB programs.

Hardeep (Dee) Sull is the Principal Attorney at Sull and Associates, and serves as the elected Executive Director of the American Immigrant Lawyers Association. Dee has been an attorney for 12 years, and has expertise in Immigration and Family Law. Dee is uniquely qualified to serve on this board because of her extensive experience working with the undocumented and immigrant populations in Las Vegas, many of whom live in our targeted zip codes.

Cynthia Tavares is the parent of two prospective Vegas Vista students, Amelie and Michael. Cynthia is a full time mother, and has spearheaded our community engagement efforts during the application phase, setting up several of our key community partnerships. Cynthia represents the interests and needs of Vegas Vista families.

The Committee to Form combines experience and expertise in all of the needed areas. Dr. Feinstein and Dawn bring expertise in school leadership and governance. Hannah, Dan, Cody, Dawn, and Dr. Feinstein all have expertise in curriculum instruction, and assessment. Hannah, Dawn, and Dr. Feinstein all have expertise in Special Education, English language learners, and wraparound services. Joseph, Karl, and Dee have expertise in performance management, law, accounting, finance, and advocacy. Cynthia has expertise in parent and community engagement. Eric has expertise in communications and social media. The combination of this diverse group of individuals lends itself to the capacity to design and implement Vegas Vista Academy with fidelity.

4.2.3. If a school leader has been selected, identify this individual, describe their qualifications for the role, and provide the resume for this individual. Include student achievement data demonstrating the individual's track record of success at the classroom, cohort, and school-wide levels OR if a school leader has not yet been selected, describe the process, timeline, and selection criteria for this role, and provide a job description for this role.

Dr. Benjamin Feinstein, VVA's proposed Head of School, is the current Director of Vegas Vista Academy's Committee to Form. This is his 34th year in education. He has expertise in administration, community partnerships, curriculum design, and instructional methodologies.

Dr. Feinstein is a lifelong learner, and has been an integral part of several wonderful institutions and programs. From 2007-2009, he served as the opening Middle School Head at the Adelson Educational Campus. In this role, he recruited, hired, built, and collaborated with a diverse team of educators and support staff as they created and implemented the curriculum, policies, procedures and new traditions at the school. He then served as the Director of Studies and the Interim Head of School at Island Pacific Academy from 2010-2014. During this time, he was also a Fellow in the National Association of Independent Schools Aspiring Heads Program, learning the ins and outs of running an independent school. Over the past 11 years Feinstein has consulted with and trained faculties at several institutions within the International Baccalaureate Organization. In his role as an administrator with Clark County School District, Feinstein spent the last 5 years learning the various aspects of running a comprehensive public school. During this time, he had the opportunity to build and grow ongoing networks, direct and supervise faculty and staff, work within grant-funded programs,

and facilitate multiple professional learning communities focused on student and faculty success and wellness. Feinstein is continually collaborating with all stakeholders to solve problems, resolve issues and conflicts, and handle various undertakings in creative and innovative ways. Most recently, Dr. Feinstein completed the certificate program in School Management and Leadership through Harvard University, focused on leading change, leading people, leading learning, and leading schools through innovation. See Attachment 12 for Dr. Feinstein's Curriculum Vitae and student success data.

4.2.4. Describe the makeup of the school's leadership team, including the positions that will make up that team. If these positions have been filled, please identify these individuals and provide their resumes. For positions that have not yet been filled, instead provide relevant job descriptions.

When fully staffed, the leadership team at Vegas Vista Academy will include the Head of School, the two assistant principals, the Special Education facilitator, the ELL facilitator, the Building Manager, and the IB Coordinators. Our Head of School will be Dr. Benjamin Feinstein. For job descriptions, please see Attachment 13.

4.2.5. Explain how the school leader will be supported, developed, and evaluated. Include any existing competencies used for school leader selection and evaluation. Provide your leadership evaluation tool(s), as well as any supporting protocols or documentation.

The VVA head of school will be specifically supported and developed through ongoing professional learning, collaborative strategic planning, and identification and development of needed competencies.

The VVA head of school evaluation process* will focus on areas relevant to the board's expectations of the head. The evaluation of the head is solely the responsibility of the board and will never be relegated to stakeholders outside of the board. The board will be specific in identifying the goals and objectives to be used in the evaluation process. Upon defining these items, a plan to assess them in a reliable and valid manner will follow. In accordance with the National Association of Independent Schools, the evaluation process will include the following components:

- Review, as a board, the school's mission to determine what expectations are appropriate to ensure that the mission is being implemented. This discussion could include things such as the admission of mission appropriate students, adherence to school policies, and management of the board-approved budget.
- Review, as a board, the importance of other factors key to the sustainability of the school. This discussion should recognize how various factors may interact to impact on the head's performance (for example, how faculty morale might be impacted by a board mandated reduction in faculty or reduction in budgets).
- In collaboration with the head of school, establish goals and objectives for the upcoming school year. These goals and objectives should be central to fulfilling the school's mission and should be measurable, either by quantitative or qualitative methods.
- In collaboration with the head of school, decide what data should be collected, how it will be reported, and the process of assessing the goals and objectives. Data collection could include the use of a board survey. The board survey should likely include the following areas for the trustees to evaluate:
 - Board relationship
 - Representative of the school
 - Overall leadership
 - Objectives and goals as agreed upon prior to the beginning of the year
 - Additional comments

Evaluation Timeline:

- Prior to the start of the year: Establish jointly with the board and the head of school goals, objectives, and expectations for the year. Identify additional areas to be evaluated.

- Bi-monthly: Board chair and head discuss progress toward goals, objectives, and expectations at regular intervals throughout the school year.
- Late spring: Request of the head of school a self-evaluation related to goals for the year. Request of the head proposed goals for the following year. Administer the head evaluation survey to all trustees.
- End of school year: Convene board or evaluation committee to discuss the head’s self-evaluations and trustee evaluations.
- Prior to the start of next year: Draft evaluation report for approval by the board. Present an evaluation report to the head of school and establish goals for the following year. Identify any areas in which the head would benefit from a specific professional development opportunity.

For a sample head of school evaluation survey, see Attachment 14.

*Adapted from the Southern Association of Independent Schools: www.sais.org

4.3 STAFFING PLAN

1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. *This table should only reflect school-based staff as CMO/EMO staff will be addressed in the Addendum Section. Change or add functions and titles as needed to reflect organizational plans. Add as many other lines as is necessary to capture all employees your school will hire.*

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--------|--------|--------|--------|--------|--------|
| Principal | | | | | | |
| Assistant Principals | | | | | | |
| Add'l School Leadership Position 1 [specify] | | | | | | |
| Add'l School Leadership Position 2 [specify] | | | | | | |
| Add'l School Leadership Position 3 [specify] | | | | | | |
| Classroom Teachers - Core Subjects | | | | | | |
| Classroom Teachers - Specials | | | | | | |
| Special Education Teachers | | | | | | |
| EL/TESOL Teachers | | | | | | |
| Student Support Position 1 [e.g., Social Worker] | | | | | | |
| Student Support Position 2 [specify] | | | | | | |
| Specialized School Staff 1 [specify] | | | | | | |
| Specialized School Staff 2 [specify] | | | | | | |
| Teacher Aides and Assistants | | | | | | |
| School Operations Support Staff | | | | | | |
| Other [specify] | | | | | | |
| Other [specify] | | | | | | |
| Other [specify] | | | | | | |
| Total FTEs at School | | | | | | |

- 2) Provide the student-teacher ratio as well as the ratio of total adults to students for the school.
- 3) Explain how the staffing model described above aligns to the school model and is well suited for the community the school intends to serve.

| Total Staff/positions (enter as FTE) | | | | | | | | |
|---|-------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | | | | | | | | |
| | Year | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
| | | Y0 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Executive Director | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Principal | | | | | | | | |
| Assistant Principal | | | | 1.00 | 1.00 | 2.00 | 2.00 | 2.00 |
| Classroom Teachers (Core Subjects) | | | 8.00 | 12.00 | 16.00 | 20.00 | 20.00 | 24.00 |
| Classroom Teachers (Specials)-CTE | | | 3.00 | 3.00 | 6.00 | 6.00 | 8.00 | 9.00 |
| Head Teacher - CTE | | | | | | | | |
| Special Education Teachers | | | 1.00 | 2.00 | 3.00 | 3.00 | 3.00 | 4.00 |
| ELL/TESOL Teachers | | | 1.00 | 2.00 | 3.00 | 3.00 | 3.00 | 4.00 |
| Student Support Position 1 - Counselor | | | | 1.00 | 2.00 | 2.00 | 3.00 | 4.00 |
| School Operations Support Staff | | | | | 1.00 | 2.00 | 3.00 | 3.00 |
| Office Manager | | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Custodian/Driver | | | | | 1.00 | 2.00 | 2.00 | 2.00 |
| Registrar/attendance | | | | | | | | |
| Teacher Aides and Assistants | | | 2.00 | 3.00 | 4.00 | 4.00 | 4.00 | 5.00 |
| Food Service Support | | | | | 1.00 | 2.00 | 2.00 | 2.00 |
| FASA/Health Assistant | | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Campus Security | | | | 1.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Other (please specify) | | | | | | | | |
| Other (please specify) | | | | | | | | |
| Other (please specify) | | | | | | | | |
| Other (please specify) | | | | | | | | |
| Other (please specify) | | | | | | | | |
| Other (please specify) | | | | | | | | |
| Total FTEs at School | | 1.00 | 18.00 | 28.00 | 43.00 | 51.00 | 55.00 | 64.00 |
| Totals by category - per budget template | | | | | | | | |
| <i>FTE - Administrators</i> | | 1 | 1 | 2 | 2 | 3 | 3 | 3 |
| <i>FTE - Office</i> | | - | 1 | 1 | 2 | 3 | 4 | 4 |
| <i>FTE - SPED Teachers</i> | | | 1 | 2 | 3 | 3 | 3 | 4 |
| <i>FTE - ELL Teachers</i> | | | 1 | 2 | 3 | 3 | 3 | 4 |
| <i>FTE - Guidance Counselors & Other</i> | | - | 2 | 4 | 6 | 6 | 7 | 9 |
| <i>FTE - Grade Level Teachers</i> | | - | 11 | 15 | 22 | 26 | 28 | 33 |
| Total | | 1 | 17 | 26 | 38 | 44 | 48 | 57 |

4.3.2. Provide the student-teacher ratio as well as the ratio of total adults to students for the school.

Vegas Vista academy will operate on a student to teacher ratio of 25 to 1. In many cases, this ratio will be smaller, as we will have many classroom aides working in various settings. We will also do a variety of smaller group activities, projects, and directed instruction.

| <i>Staff/student ratio:</i> | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|--|--------------------------|---------------|---------------|---------------|---------------|---------------|
| <i>FTE - Administrators</i> | 200.0 0 | 150.00 | 225.00 | 166.67 | 183.33 | 200.00 |
| <i>FTE - Office</i> | 200.0 0 | 300.00 | 225.00 | 166.67 | 137.50 | 150.00 |
| <i>FTE - SPED Teachers</i> | 200.0 0 | 150.00 | 150.00 | 166.67 | 183.33 | 150.00 |
| <i>FTE - ELL Teachers</i> | 200.0 0 | 150.00 | 150.00 | 166.67 | 183.33 | 150.00 |
| <i>FTE - Guidance Counselors & Other</i> | 66.67 | 50.00 | 40.91 | 38.46 | 39.29 | 37.50 |
| <i>FTE - Grade Level Teachers</i> | 25.00 | 20.00 | 20.45 | 19.23 | 19.64 | 18.18 |

4.3.3. Explain how the staffing model described above aligns to the school model and is well suited for the community the school intends to serve.

Vegas Vista Academy is a small school of choice. The staffing model allows for the school to provide strategic support for SPED, ELL and bilingual education; and for us to incorporate data-driven and research-based instructional methodologies including problem-based learning, hands-on experiential education, and incorporation of the design cycle. With this model in place, VVA will be an integrated learning community where every student feels safe and known. We will be small enough to ensure personalized learning, but large enough to offer a full, rich, and challenging curriculum continually informed by best practice.

In our school interest survey, almost half (49%) of respondents indicated a focus on community learning is important, 33% indicated they want their children to be bilingual, and 19% indicated that small class size is important to them. Our staffing model will allow us to meet all of these community needs.

4.4 HUMAN RESOURCES

- 1) Describe your strategy, plans, individuals responsible, and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design.
- 2) Describe your plan to recruit and hire teachers, leadership, and staff who are representative of your student body.
- 3) Describe the school’s employment benefits, as well as any incentives or reward structures that may be part of the compensation system. Explain the school’s strategy for retaining high-performing teachers.
- 4) State the procedures - including the individual responsible for each step - for hiring and dismissing school personnel, including conducting criminal background checks.
- 5) Describe the school’s performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 15, as well as any supporting protocols or documentation.
- 6) Explain how the school intends to identify and address unsatisfactory leadership or teacher performance.

- 7) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, detail the areas that will require additional support and the costs and criteria for selecting such service provider. If not, provide a detailed description of how and by whom these functions will be managed.

4.4.1. Describe your strategy, plans, individuals responsible, and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design.

During our incubation year, our proposed head of school Dr. Feinstein will head up the recruiting and hiring process in conjunction with the board. Recruiting will take place throughout the year. We have already spoken with UNLV College of Education's student teacher coordinators as well as Teach for America, and we hope to leverage a partnership with both organizations to recruit teachers. We will reach out to the other educational institutions in the state and region to pursue candidates. We will engage colleagues and the families of our incoming students to recruit, as these potential candidates will already have a personal connection with Vegas Vista Academy. We will further share our information and employment opportunities by attending upcoming recruiting fairs, launching a social media campaign, posting on electronic job boards and job sites, and engaging with local community organizations.

In alignment with our mission and vision, Vegas Vista Academy seeks to hire professionals who are committed to being a part of a culture of caring, of collaborative learning, and of continuous improvement. Hiring well is one of the most important things we will do to ensure the ongoing success of our students. As such, during the interview process we will ask specific questions that speak to our mission, vision, and school culture. We will hire individuals who believe all students can be successful and are committed to equity and excellence in education. We will look for individuals who indicate they are lifelong learners interested in growing professionally and engaging with their own personal wellness goals. We will also be looking for bilingual teachers (but this will not be a requirement). Qualified applicants will be screened and interviewed by our proposed Director and members of the board.

4.4.2. Describe your plan to recruit and hire teachers, leadership, and staff who are representative of your student body.

A central part of the Vegas Vista Academy mission is to break down the barriers set down by traditional patterns of inequality through equity and excellence in education. A key aspect of this is representation. Our committee to form is composed of a diverse group of professionals, and we are committed to hiring a diverse staff as well. We will leverage our committee to form, our potential families, and our community partners to recruit a wide range of applicants. During the interview process we will specifically ask candidates about their experiences working in diverse populations and their commitment to our mission and vision.

4.4.3. Describe the school's employment benefits, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

As a Nevada state charter school, we will participate in the Nevada Public Employee Retirement System (PERS). In addition to health and liability insurance, we will offer all employees a group \$50,000 Life Insurance plan, with the option for additional coverage they can contribute to. We will offer employees optional 403b and 457 plans they can opt into. We have partnered with BMS to offer our employees a number of professional financial literacy workshops on various topics, including retirement planning, estate planning, and tax information. Employees will have time off benefits, including sick days and family leave options.

We have budgeted staff positions to be funded on a range from 25,000 – 50,000 annually. We will match the entry salary of the district for all new employees. Employees coming in with experience will be offered higher salaries, depending upon their experience and education. We will offer a bonus for employees possessing or earning advanced degrees (Masters, Ed.D, and/or Ph.D). We hope to offer retention bonuses as our budget

allows. Once approved, the board will be working with our back office provider (EdTec) to create and approve a salary scale.

Vegas Vista Academy hopes to retain our high quality teachers by investing in them as critical members of our community. This will be done through high quality and competitive professional learning, teacher empowerment, and inclusion of all staff in high-staked data driven decision making around all aspects of the curriculum, cultivating a deep sense of ownership. Additionally, Vegas Vista Academy's schedule offers more planning time, more prep time, more time in PLCs, and more vacation time than a standard school calendar. We will have an annual staff survey every year and will take all feedback seriously, employing specific suggestions and making changes for steady improvement to our culture, climate, and community. By intentionally focusing on staff wellness, satisfaction, and success, we feel that our teachers will see Vegas Vista Academy as a place they want to be a part of long term.

4.4.4. State the procedures – including the individual responsible for each step – for hiring and dismissing school personnel, including conducting criminal background checks.

The Vegas Vista Academy hiring process for all staff will consist of several steps:

1. Application review (All applicants - Done by Principal)
2. Initial phone or google meet interview (First pool of applicants - Done by Principal)
3. Reference check (Candidates - Done by Office Manager)
4. Invitation to in-person onsite interview (Finalists - Done by Principal)
5. Final Interview onsite (Finalists - Done by Hiring Team)

The final onsite interview for teachers will consist of a tour, a teaching demonstration, a student panel, and a final interview with the hiring team. The final onsite interview for non-teaching positions will consist of a tour, a skills demonstration, a student panel, and a final interview with the hiring team. The hiring team will consist of the Principal, members of the administrative team (TBA), a teacher, and a parent. During the incubation year, the location for the final interview will be dependent upon what is available. Hiring for all positions will be contingent upon fingerprinting and passing a background check, both of which will be monitored and updated by our proposed director.

Individuals who are subject to dismissal will be notified in person and in writing by their immediate supervisor. Prior to dismissal, all communications, interventions, action steps, and outcomes must be documented. Unsatisfactory employees may be dismissed for violation of contractual obligation, unsatisfactory evaluations, and/or egregious or unprofessional behavior.

4.4.5. Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as well as any supporting protocols or documentation.

Vegas Vista Academy teachers will be evaluated in two areas. For their praxis, teachers will be evaluated using the Nevada Educator Performance Standards (NEPF) Instructional Standards. For their professional learning, teachers will create and work on individual professional learning plans. During the Staff Training week before classes start, teachers will be given PD on each of these, and will identify a set of specific goals they want to accomplish during the school year in each area. PLCs will also meet and identify a set of learning strategies and learning goals they want to accomplish during the school year. Teachers will be observed by their immediate supervisor at least one time per quarter. Administration will attend PLC meetings at least once a week. All teachers will have individual progress check in meetings with their supervisor at the end of the first and third quarter, and all PLCs will have a progress check in at the end of the first and third quarter. Teachers and PLCs will have a mid cycle review meeting at the end of the first semester to determine progress, re-visit goals, and modify goals as needed. Final evaluation meetings will happen at the end of each school year.

For our teacher evaluation tool, please see Attachment 15.

| Assessment | Tool | Frequency |
|--|-------------------------------|---|
| Curriculum and Instructional Praxis | NEPF Rubric | <ul style="list-style-type: none"> -Observations at least 1x/quarter -Progress check in at the end of Q1 and Q3 -Mid cycle review at the end of S1 -Final Evaluation at the end of the school year |
| Individualized Professional Learning | Individualized PL Plan Rubric | <ul style="list-style-type: none"> -Initial goalsetting and planning meeting (August) -Progress check in at the end of Q1 and Q3 -Mid cycle review at the end of S1 -Final Evaluation at the end of the school year |
| Student learning goals and achievement | PLC Rubric; MAP data | <ul style="list-style-type: none"> -Initial goalsetting and planning meeting (August) -Progress check in at the end of Q1 and Q3 -Mid cycle review at the end of S1 -Final Evaluation at the end of the school year |

4.4.6. Explain how the school intends to identify and address unsatisfactory leadership or teacher performance.

All staff will have a progress check in at the end of the first and third quarters, and a mid-cycle review meeting at the end of the first semester. In these meetings, staff progress will be analyzed, individual goals will be revisited, and the staff actions and outcomes will be discussed. During these meetings, emergent trends revealing unsatisfactory performance will be identified and addressed. Staff will work one on one with their supervisor to address and correct these issues as they arise. As needed, weekly check in and meetings may be scheduled to continue to work on the problem(s). Staff may be assigned a mentor to help them problem solve and address specific issues. All interactions and interventions will be documented by the immediate supervisor. If there is insufficient improvement demonstrated by the end of the interval of instruction as defined by the staff and supervisor, the employee may be terminated.

4.4.7. Will your organization require additional support for Human Resources functions? If yes, detail the areas that will require additional support and the costs and criteria for selecting such service providers. If not, provide a detailed description of how and by whom these functions will be managed.

Vegas Vista Academy has engaged EdTec to provide back office support during the application process. Upon authorization, the Vegas Vista Academy board will issue a Request For Proposals from interested back office providers, and will contract with one. Support will be provided in the areas of fiscal training of staff and board, accounts payable, payroll, budgeting, accounting, financial reporting, compliance reporting, and strategic planning. Back-office support services (Financial Services) are based on estimated cost of contract with EdTec, who assisted the Committee to Form in the creation of our budget.

4.5 STUDENT RECRUITMENT AND ENROLLMENT

- 1) Explain plans for student recruitment, marketing, and enrollment during the incubation year.
 - a) Describe in detail the recruitment and enrollment strategies that will be used, the timelines for implementing these strategies, and who will be responsible for implementing these strategies?
 - b) How will you ensure equal access to interested students and families, including families in poverty; students zoned to attend 1- and 2-star schools; students with disabilities; English language learners; and other at-risk students as defined in the SPCSA’s Needs Assessment?
 - c) How will you ensure that the school meets at least the minimum enrollment set forth in question 4 below?
 - d) What are the marketing, recruitment, and enrollment targets throughout the winter and spring leading up to the first year of operation and who will be responsible for monitoring progress towards these targets? *Note that the enrollment audit for new schools which determines initial per pupil funding is conducted on or before June 15 of each year.*
- 2) Describe the application and enrollment process.
 - a) What is the application and enrollment calendar for both the first year of operation and subsequent years of operation? Specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.
 - b) Describe the school’s proposed lottery policy including any proposed preferences and/or weights for certain student groups.
 - c) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of specific populations of students?
- 3) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades? What strategies will be used to retain existing students?
- 4) Complete the following tables for the proposed school. *Remove rows as needed.*

a) **Minimum Enrollment. *Must Correspond to Break Even Budget Scenario Assumptions.***

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----|---------------|---------------|---------------|---------------|---------------|---------------|
| K | | | | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |

| | | | | | | |
|-------|--|--|--|--|--|--|
| 12 | | | | | | |
| Total | | | | | | |

b) Planned Enrollment. *Must Correspond to Budget Worksheet Assumptions.*

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------|--------|--------|--------|--------|--------|--------|
| K | | | | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| Total | | | | | | |

c) Maximum Enrollment. *Enrolling more than 10 percent of the planned enrollment described in subsection b would necessitate a charter amendment*

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------|--------|--------|--------|--------|--------|--------|
| K | | | | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| Total | | | | | | |

- 5) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.
- 6) As Attachment 16, provide evidence of demand from prospective students and families within the community you intend to serve as described in the Targeted Plan section.
- 7) Describe how you will maintain engagement with families that have already demonstrated interest (see question 6) through the application window and maximize the number who apply to enroll.

4.5.1 Explain plans for student recruitment, marketing, and enrollment during the incubation year.

Vegas Vista Academy will serve the entire Las Vegas community, but we will specifically be targeting those families in the 89106, 89107, and 89108 zip codes. We plan to continue utilizing a variety of marketing and recruitment strategies. In accordance with all federal and state laws, we will not discriminate in our marketing

nor will we set any enrollment criteria that intentionally discriminates against any person or group. During our incubation year we will employ the following strategies:

Advertising: We will continue to advertise on our social media, website, and on local radio and television stations to market the school and announce activities and enrollments.

Canvassing: Our volunteers, including members of our Committee to Form, will continue to contact community organizations to market the school, and will go door to door as appropriate to market the school.

Community Events: We will continue to attend relevant community events, hosting an informational table for prospective families. We will continue to host information sessions with the community partners we have established, and expand those relationships to include more local groups. At these events we will recruit for the school and invite prospective families to our Information Meetings.

Enrollment Events: We will register for and attend all school choice recruitment events.

Information Meetings: We will host monthly information sessions about Vegas Vista Academy, including information about enrollment.

Phone Calls: Our volunteers, including members of our Committee to Form, will call prospective families to continue to recruit, enroll, and invite families to our events. We will also work to gain access to contact information for prospective families through our community partners or vendors as appropriate and call those families to recruit.

4.5.2. Describe the application and enrollment process.

a) What is the application and enrollment calendar for both the first year of operation and subsequent years of operation? Specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

b) Describe the school’s proposed lottery policy including any proposed preferences and/or weights for certain student groups.

c) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of specific populations of students?

Vegas Vista Academy will have an open enrollment policy. All students, regardless of zip code, are welcome to apply during our Application window, which will open on the first Monday in January and close on the first Friday in March. We will have our lottery on the Thursday after the application window closes, so that we can notify families in a timely manner. Once the lottery closes, students will be waitlisted in order of application receipt as necessary and families will be notified of their place in line and contacted in case of an opening. If the school is under enrolled, student applications will continue to be accepted after the lottery on a rolling, first come first served basis. Enrollment preference will be given for siblings of current VVA students and for children of VVA staff.

| VVA 2023-2024 Application and Enrollment Process and Calendar | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|
| | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
| Application Opens | 1/1/24 | 1/6/25 | 1/5/26 | 1/4/27 | 1/3/28 |
| Application Closes | 3/1/24 | 3/7/25 | 3/6/26 | 3/5/27 | 3/3/28 |
| Lottery | 3/7/24 | 3/13/25 | 3/12/26 | 3/11/27 | 3/9/28 |

All Vegas Vista staff that are working specifically in recruitment, applications, and/or enrollment will be specifically trained on the legal responsibilities and requirements surrounding enrollment of special

populations. Staff members will receive this training at the beginning of the recruitment process annually. Additionally, all Vegas Vista staff will be trained during Staff Development week regarding what the legal requirements of a public charter school are pertaining specifically to special populations and meeting the needs of those students. Staff will receive specific training on SPED and the accompanying rights of those families, English language learners, gifted students, and what supports are in place at Vegas Vista Academy to meet the needs of the students and the staff.

4.5.3. Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades? What strategies will be used to retain existing students?

Once we are open, we will continue to host informational events for prospective families, but we will limit the number of events to one or two per semester. Instead, we will invite prospective families to our school events including our quarterly stakeholder meetings, student performances, and family events. We will continue to recruit and market utilizing the same strategies indicated in the previous question, but we will also engage with our current families to recruit new students and to backfill vacancies. We will begin to take applications as we did during the incubation year, and we will employ a lottery system as necessary.

Vegas Vista Academy hopes to retain our students and families by investing in them as critical members of our community. This will be accomplished by implementing our mission and vision, and by cultivating our community and culture with fidelity. This will allow every student to feel known, to love school, and to be excited to come back next year. We will have an annual student and family survey every year and will take all feedback seriously, employing specific suggestions and making changes for steady improvement to our culture, climate, and community. By intentionally focusing on student wellness, satisfaction, and success, we feel that our families will see Vegas Vista Academy as a place they want their children to graduate from.

4.5.4. Complete the enrollment tables for the proposed school.

Minimum Enrollment

| | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-2030 |
|--------------|------------|------------|------------|------------|------------|------------|
| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| K | 49 | 47 | 48 | 48 | 45 | 50 |
| 1 | 49 | 47 | 48 | 48 | 45 | 50 |
| 2 | 50 | 47 | 48 | 48 | 45 | 50 |
| 3 | 50 | 47 | 48 | 48 | 45 | 50 |
| 4 | | 47 | 48 | 48 | 45 | 50 |
| 5 | | 48 | 48 | 48 | 45 | 50 |
| 6 | | | 48 | 48 | 45 | 50 |
| 7 | | | 48 | 49 | 45 | 50 |
| 8 | | | 49 | 49 | 45 | 50 |
| 9 | | | | 49 | 46 | 50 |
| 10 | | | | | 50 | 50 |
| 11 | | | | | | 50 |
| 12 | | | | | | |
| Total | 198 | 283 | 433 | 483 | 497 | 600 |

Planned Enrollment

| | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-2030 |
|--------------|------------|------------|------------|------------|------------|------------|
| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| K | 50 | 50 | 50 | 50 | 50 | 50 |
| 1 | 50 | 50 | 50 | 50 | 50 | 50 |
| 2 | 50 | 50 | 50 | 50 | 50 | 50 |
| 3 | 50 | 50 | 50 | 50 | 50 | 50 |
| 4 | | 50 | 50 | 50 | 50 | 50 |
| 5 | | 50 | 50 | 50 | 50 | 50 |
| 6 | | | 50 | 50 | 50 | 50 |
| 7 | | | 50 | 50 | 50 | 50 |
| 8 | | | 50 | 50 | 50 | 50 |
| 9 | | | | 50 | 50 | 50 |
| 10 | | | | | 50 | 50 |
| 11 | | | | | | 50 |
| 12 | | | | | | |
| Total | 200 | 300 | 450 | 500 | 550 | 600 |

Maximum Enrollment

| | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-2030 |
|--------------|------------|------------|------------|------------|------------|------------|
| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| K | 52 | 52 | 52 | 52 | 52 | 52 |
| 1 | 52 | 52 | 52 | 52 | 52 | 52 |
| 2 | 52 | 52 | 52 | 52 | 52 | 52 |
| 3 | 52 | 52 | 52 | 52 | 52 | 52 |
| 4 | | 52 | 52 | 52 | 52 | 52 |
| 5 | | 52 | 52 | 52 | 52 | 52 |
| 6 | | | 52 | 52 | 52 | 52 |
| 7 | | | 52 | 52 | 52 | 52 |
| 8 | | | 52 | 52 | 52 | 52 |
| 9 | | | | 52 | 52 | 52 |
| 10 | | | | | 52 | 52 |
| 11 | | | | | | 52 |
| 12 | | | | | | |
| Total | 208 | 312 | 468 | 520 | 572 | 624 |

4.5.5. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

Vegas Vista Academy will open with 200 students in grades K-3. Having 200 students will give us a budget that will allow us to start small but put the crucial pieces of our staff and facility together for solvent operation. Starting with smaller numbers and with students in the younger grades is intentional and will allow us to maximize our impact with the student body. This is crucial, especially when exposing students to 2 languages, teaching them our policies and procedures, and building our culture, community, events and traditions.

Year two, we will in effect be adding 2 grades, as we are hoping our 3rd grades matriculate to 4th grade. This will allow us the freedom to focus on recruiting and enrolling only 50 more students on the top end (and not 150), and 50 more for kindergarten. We are hopeful that our preschool partners in the community will start to serve as feeders for our subsequent kindergarten classes. The jump from 200 to 300 students will necessitate a corresponding jump in hiring, training, and recruiting additional faculty and staff. Doubling the student body means that there are twice as many students who will need to follow the policies and procedures of the school, but we will already have 200 students who know the expectations. Year three will be crucial, as this is the last year that we will be adding a significant number of new older students to Vegas Vista Academy. The addition of the middle school will add another 150 students, but again, we are only going to need to recruit 100, as our 5th grade students from year two will matriculate to 6th grade. The 7th and 8th grade students we recruit and enroll will need to get up to speed quickly, and they will be leading the school as the oldest student on campus. The 8th graders we enroll will end up being our first graduating class, so the expectation will be high for them from the very beginning. Years four, five, six, and seven will hopefully only involve recruiting for kindergarten students and backfilling spaces, as we are planning on almost all student matriculating up each year.

4.5.6. Provide evidence of demand from prospective students and families within the community you intend to serve as described in the Targeted Plan section.

Please see Attachment 14 for our specific data. As of 4/26/23, we have 71 kids whose parents have indicated they would enroll. Of those, 14 will be in kindergarten, 20 in first grade, 23 in second grade, and 14 in third grade. Of these students, 18 are in our target zip codes (89106, 89107, and 89108). The families that filled out our survey have also indicated an additional six kids to enter during year two, three to enter during year three, and three to enter during year four. We are still actively engaging families and will continue to canvas the zip codes, attend meetings with preschool families, and attend and sponsor community events. When we identify our facility, we will target the local businesses and service providers in the immediate area to recruit more families. We are also still working on building our community partnerships to shore up support and our numbers. We anticipate the numbers will increase as we head into the summer.

We have set the following goals for recruitment to enlarge our interested applicant pool.

- May-August 2023: 15 additional age-eligible students in our target zip codes intend to enroll per month, bringing our pool up to 78 students in our target zip codes, and 131 overall.
- September - December 2023: 30 additional age eligible students in our target zip codes intend to enroll per month, bringing our pool up to 198 students in our target zip codes, and 251 overall.

By the time we open enrollment, we intend to be in a position to have to implement a lottery and to waitlist families.

4.5.7. Describe how you will maintain engagement with families that have already demonstrated interest through the application window and maximize the number who apply to enroll.

We have already created an email list of the families who have indicated an initial intent to enroll and sent out emails inviting them to our upcoming events as well as all events we will be attending. We will continue to do

so with all families. Beginning in August, we will host a monthly family event and meeting for interested families, and make sure the event is publicized and all families are invited to attend. We will be creating and sending out a monthly newsletter using Canva or S'more to all interested families. We will continue to update our social media accounts and our website, and will continue to do targeted advertising. We also hope to be hiring a community engagement coordinator in August who will do continual outreach with those families.

4.6 INCUBATION YEAR DEVELOPMENT

- 1) Provide a detailed start-up plan for the planning year (the year leading up to the opening of the school) to ensure that the school meets all of the [SPCSA's Pre-Opening Requirements](#) and is ready for a successful launch. Using the template provided, outline key activities, responsible parties, and milestones, and submit as Attachment 17 ("Incubation Year Planning Table").
- 2) Describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization to provide training and development, briefly describe the main components of the training program and why that organization was chosen.
- 3) Explain who will work on a full-time or part-time basis immediately following approval of this application to lead development of the school(s). Explain who will employ these individuals, describe plans to compensate these individuals, and describe each individual's core responsibilities during the incubation year.

4.6.1. Provide a detailed start-up plan for the planning year (the year leading up to the opening of the school) to ensure that the school meets all of the SPCSA's Pre-Opening Requirements and is ready for a successful launch. Using the template provided, outline key activities, responsible parties and milestones. Please see Attachment 17. Vegas Vista Academy will also align our incubation year work with the SPCSA Pre-Opening Checklist.

4.6.2. Describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization to provide training and development, briefly describe the main components of the training program and why that organization was chosen.

Dr. Feinstein has applied for a fellowship with Opportunity 180. If accepted, he will be shadowing in a successful charter school during the incubation year. This will help him see all aspects of running a successful charter school, and provide him with a full year of on the job training and professional development. Vegas Vista Academy has applied for an NSVF grant. If approved, this will not only provide funding; we will also be given ongoing professional development and support as part of a cohort of newly formed charter schools. Dr. Feinstein will also visit a number of other successful charter schools and spend time learning from their administrators, teachers, and students about what works and what doesn't. This will help Vegas Vista Academy to gather, assess, and employ a set of best practices that are differentiated to meet the needs of our community.

4.6.3. Explain who will work on a full-time or part-time basis immediately following approval of this application to lead development of the school(s). Explain who will employ these individuals, describe plans to compensate these individuals, and describe each individual's core responsibilities during the incubation year.

Dr. Benjamin Feinstein will serve as our Head of School on a full time basis. We will also be hiring an office manager and a community outreach coordinator.

| | |
|--------------------------------|--|
| Director/Head of School | Academic Schedule, Application, Benefits, Board Development and Training, Budget, Community Events, Community Partnerships, Curriculum and Instruction, Donations, Enrollment, Facilities, Grants, Hiring, HR, Recruiting, PR Materials, Purchasing, Services, Staff Training Preparation |
| Office Manager | Board Meeting Materials and Preparation, Clerical Duties, Database of Students, Enrollment Reports, Family Communication, Filing System, Hiring Materials and Packets, Infinite Campus, Preparation of Application Packets, Preparation of Contracts, Purchasing, Record Keeping, Services and Contracts |
| Community Outreach Coordinator | Advertising, Canvassing, Coordinate Community Events, Community Partnerships, Donations, Enrollment, Grants, Hiring, Marketing Materials, Outreach, Recruiting |

4.7 SERVICES

- 1) Describe plans for supporting all operational needs of the school, including but not limited to those services listed below. Explain how any vendors will be selected, evaluated, and held accountable. Explain how you will fund the provision of these services.
 - a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - c) Facilities maintenance (including janitorial and landscape maintenance)
 - d) School health and nursing services: Describe your plans for providing nursing services, including how student required immunizations will be monitored.
 - e) Safety and security (include any plans for onsite security personnel).
 - f) Other services that will be critical to the academics, operations, or financial management of the school.
- 2) Outline plans to ensure that the school will have information technology infrastructure, equipment, software, and policies to effectively support the school model and operations.
- 3) Describe the systems and procedures that the school will implement in order to ensure data security and privacy in compliance with FERPA and other statutes and regulations that may protect student and/or employee information.

4.7.1. Describe plans for supporting all operational needs of the school, including but not limited to those services listed below. Explain how any vendors will be selected, evaluated, and held accountable. Explain how you will fund the provision of these services:

a)Transportation

b)Food service

c)Facilities maintenance

d)School health and nursing services

e)Safety and security

f)Other services that will be critical to the academics, operations, or financial management of the school.

Transportation

It is our plan for Vegas Vista Academy to be located in the center of the community we intend to serve. Our intention by doing this is to make the school easily accessible for all families without needing to provide transportation. We anticipate that we will reach full enrollment with families that are close enough to the school not to need transportation. That being said, we will closely monitor our survey data, attendance, and family feedback, and if it becomes evident that transportation is needed we will take the necessary steps to provide it. We have already met with RTC to discuss providing family passes, we have consulted with other schools that do provide transportation, and we have reviewed the transportation guidelines from the Nevada Department of Education. We intend to apply for a Charter School Program grant and understand there are specific guidelines and requirements if we need to use part of the funds for transportation.

Food Service

We intend to provide breakfast, lunch, and a healthy snack to all students and staff every day. We have consulted with several food service providers to explore our options, including serving meals made off site and brought in hot; heating and serving pre-made meals onsite; and having a kitchen staff to make all meals onsite. We have met with the Springs Cafe at Springs Preserve regarding food service and nutrition consultation with Vegas Vista Academy. We have also met with representatives from the US Department of Agriculture to discuss funding sources for our target population. The board intends to implement a Request for Proposals and fully vet our options before making a decision, which will be based on feasibility, services, and best fit for the school. Vegas Vista Academy will also ensure all families complete their Free and Reduced Lunch paperwork as part of the enrollment process, providing assistance in filling out the forms in each family's home language.

Facilities Maintenance

Vegas Vista Academy will be leasing the use of a facility until our permanent facility is constructed and completed. During our lease years, we intend to contract with a maintenance and custodial provider for basic services while we are tenants. If/when our permanent facility is completed, it is our intention to hire a Building Manager and custodial staff. When this becomes necessary, we will incorporate those positions into our budget and fully vet all applicants before conducting the interview process and hiring for those positions.

School Health and Nursing Services

Vegas Vista Academy has met with several wraparound providers to explore our options ranging from contracting all services, having a First Aid Safety Assistant (FASA), and having a full time nurse and a FASA. We will be partnering with offsite providers for required health screenings, emergency services, onsite physicals, eye exams, hearing tests, and other wraparound services as needed. We will be contracting with service providers, which will include a nurse, to provide necessary services as needed and to train our FASA. Our FASA will be responsible for storing and administering student medications, and will carry out all state required health screenings, including auditory and visual (K, 3rd, and 6th grades), height and weight (4th and 7th grades), and scoliosis screening (7th grade). The FASA will be responsible to report all findings to families and to the state health officer, as required by law. All Vegas Vista Academy staff will be first aid and CPR/AED certified. Our Office Manager will be trained in record keeping in accordance with FERPA, and all medical records will be in a secure location accessible only to the Building Manager and Principal.

Safety and Security

Vegas Vista Academy will develop a Crisis and Safety Plan, which will include all emergency procedures (fire and earthquake drills, evacuation plan, soft/hard lockdowns). We will review this plan with all students, faculty, and staff. We will hold monthly drills, as required by NRS 392, to practice what to do in case of specific emergencies.

Vegas Vista Academy will vet, interview, and hire one campus safety monitor (CSM) a year, starting with year two and topping out year four, with 3 total monitors. CSMs will check in all visitors, provide student escorts, respond to classroom emergencies, and support the students and staff. All visitors to campus, including parents and family members, will be checked in and given a Visitor badge, which they will need to wear at all times while on campus. Individuals without badges will be escorted off campus.

Other Services

Regarding any other services, we will closely monitor our survey data, attendance, and family feedback, and if it becomes evident that any additional services are needed we will take the necessary steps to provide them. The board intends to implement a Request for Proposals and fully vet our options before making a decision, which will be based on cost, delivery, feasibility, and best fit for the school.

4.7.2. Outline plans to ensure that the school will have information technology infrastructure, equipment, software, and policies to effectively support the school model and operations.

Vegas Vista Academy plans to have a desktop computer for office staff, and a Surface Pro or MacBook for every teacher. We will provide broadband internet campus wide to support all technology. It is our hope to be a one-to-one campus, providing every student in grades 3-12 with a chrome book, and K-2 classrooms with ipads, tablets, or chrome carts for their classrooms to use. All computers will utilize google suite for all needs. We have budgeted the approximate cost for chrome books at \$350 per unit. Beginning year two, we will hire a full time school based technology support person, who will inventory, reimage, install, troubleshoot, and assist with all technology needs.

4.7.3. Describe the systems and procedures that the school will implement in order to ensure data security and privacy in compliance with FERPA and other statutes and regulations that may protect student and/or employee information.

Vegas Vista Academy will be implementing the Infinite Campus data system. Infinite Campus is password protected, and has varying levels of security access to data. Only the principal and office manager will have full access. All staff will be trained in FERPA rights and compliance. Students and parents will have password protected accounts on Infinite Campus, with access only to their own information. Students and staff will all have Google Suite accounts, which will also be password protected with a 2-step verification for added security. All personnel, discipline, and medical records will be securely stored in accordance with FERPA as well.

4.8 FACILITIES

- 1) Describe the facility needs of the proposed school for year one and at capacity, including any unique features necessary to implement the school design and academic program including:
 - a) The desired location of the school facility.
 - b) The number of general education classrooms required each year.
 - c) Any additional classroom space required for special education or EL services, labs, specialty classes and intervention or enrichment programs.
 - d) Space requirements for administrative functions, food services and physical education.
- 2) *If a facility is not yet identified, or if the identified facility will not meet the school's needs long-term,* describe the organization's approach to finding a suitable facility, including progress to date, timeline for selecting and preparing the facility (including development and renovation, if applicable), partners, and any evidence that supports the credibility of the plan. Include the organization's plans to finance the facility, including:
 - a) Total project cost
 - b) Financing and financing assumptions

- c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

-AND/OR-

If a facility, including either a short- or long-term facility has been identified, provide evidence, such as a lease, MOU, or Letter of Intent, and other applicable information regarding the identified facility as Attachment 18. Briefly describe the facility, including location, size, and amenities. Explain how the facility meets or will be modified to meet the needs previously described. If construction, renovation, and/or tenant improvements are required provide a schedule and timeline as Attachment 19.

Note that charter schools must demonstrate that a facility has been inspected and meets requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health, and sanitation 30 days before the first day of school¹⁵.

- 3) Describe the Committee to Form's or CMO's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.
- 4) Explain the organization's plan to maintain the facility.
- 5) Describe timelines and plans for ensuring that the facility (whether identified or not) will have proper permitting to operate as a school. Explain the applicant team's interactions with the local jurisdiction to date and plans for future engagement, including the applicable planning department/division and traffic department/division. If the applicant has approval from the local jurisdiction for the proposed location, provide that as part of Attachment 20.
- 6) Provide, as Attachment 21, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation¹⁶.

4.8.1. Describe the facility needs of the proposed school for year one and at capacity, including any unique features necessary to implement the school design and academic program including: desired location, number of general education classrooms required each year, additional classroom space required for special education or EL services, labs, specialty classes and intervention or enrichment programs, space requirements for administrative functions, food services, PE.

Vegas Vista Academy will be targeting the families in the 89106, 89107, and 89108 zip codes. We will open with grades K-3, with 50 students (two classes) per grade level. At capacity, we will have grades K-12, with a maximum of 50 students (two classes) per grade level. We will need additional pull out classrooms for our SPED students and our English language learners. We will also need rooms for Spanish, Art, Music, PE, and Library. We will need a multipurpose room, gym, administrative office space, and an administrative conference room. To support our programming, we will need an outdoor classroom space, space for a garden, outdoor basketball courts, and a playing field.

¹⁵ [NRS 388A.360\(1\)](#)

¹⁶ [NAC 388A.140](#) and [NAC 388A.190](#)

| | |
|---|--|
| <p>Year One (K-3; 200 students)</p> | <ul style="list-style-type: none"> 8 General Education Classrooms 1 Spanish Room 1 Art Room 1 Music Room 1 PE Room or Gym 1 Library Room/Technology Room 1 SPED Room 1 ELL Room 1 Kitchen 1 Multipurpose Room/Cafeteria 1 Main Office 1 Administrative Office 1 Administrative Conference Room 1 Counselor Office 1 Health Center/Office 1 Outdoor Playground 1 Outdoor Garden Space 1 Outdoor Classroom Space 1 Outdoor playing court (Basketball, etc.) 1 Playing Field 1 Maintenance Closet 4 Student Bathrooms 1 Faculty Bathroom |
|---|--|

| | |
|----------------------------------|---|
| Capacity (K-12; 650 students) | 12 General Education Classrooms K-5 1 Elem Spanish Room 1 MS Spanish Room 2 HS Spanish Rooms 1 Elem Art Room 1 MS Art Room 2 HS Art Rooms 1 Elem Music Room 1 MS Music Room 2 HS Music Rooms 1 Elem PE Room or Gym 1 MS/HS Gym 1 Elem Library Room/Technology Room 1 MS/HS Library 1 Tech Office 1 ES SPED Room 1 MS SPED Room 2 HS SPED Rooms 1 ES ELL Room 1 MS ELL Room 2 HS ELL Rooms 1 Kitchen 1 ES Multipurpose Room/Cafeteria 1 Main Office 6 Administrative Offices 1 Administrative Conference Room 6 Counselor Offices 1 Health Center/Office 1 Campus Security Office 1 Theater 1 Outdoor Playground 1 Outdoor Garden Space 1 Outdoor Classroom Space 1 ES Outdoor playing court (Basketball, etc.) 1 MS/HS Outdoor playing court (Basketball, etc.) 1 Playing Field 3 Maintenance Closets 8 Student Bathrooms 3 Faculty Bathrooms |
|----------------------------------|---|

4.8.2. If a facility is not yet identified, or if the identified facility will not meet the school’s needs long-term, describe the organization’s approach to finding a suitable facility, including progress to date, timeline for selecting and preparing the facility (including development and renovation, if applicable), partners, and any evidence that supports the credibility of the plan. Include the organization’s plans to finance the facility, including:

a) Total project cost

b) Financing and financing assumptions

c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

We have not yet identified a permanent facility for Vegas Vista Academy at this point in time. We have engaged Hiltz Commercial Group as our broker to assist us in finding and developing our facility. With Hiltz, we have identified and toured several facilities. We are currently considering four different properties: 4510 Meadows Lane, 5355 Madre Mesa Drive; 3925 Coran Lane; and 2401 E. Tonopah Avenue. Additionally, we have several other facility tours set up.

Ideally, we would like our permanent facility ready to occupy by June 1, 2024. Realistically, we understand that this might not be an option. Knowing that, we have discussed other options, including the possibility of (1) entering a temporary lease with a facility and (2) doing a phased approach so that only a small part of our final campus is open for the 2024-2025 school year. Once we identify a facility we want, Hiltz Commercial Group will do a formal request for proposals from developers/contractors. We will select the one that best fits our needs. We anticipate 1-2 Months for Design, 4-6 months to be granted a Special Use Permit, and 4-6 months for development and renovations.

In order to finance the facility, we plan to negotiate the terms of the lease of our permanent facility with the developer. To stay within our budget, we would need a total project cost at or below 6.5 million dollars, with a total square footage of approximately 20,000 square feet. We will ask the developer to abate the first year's rent by approximately 25-30%. Our first year, we have a planned enrollment of 150 students, which will equate to roughly \$1.095 million dollars in per-pupil funding. We would be able to afford a monthly rent of \$18,250 during Year One.

Tentative Timeline:

| Vegas Vista Academy Facilities Timeline | |
|--|--|
| Date | Activity |
| January 2023 | RFPs; Meetings, with Red Hook, Dustland Studios, and Hiltz Commercial |
| February 2023 | Committee Decision to Engage Hiltz Commercial as our Broker |
| February-April 2023 | Identify and Tour Potential Facilities |
| April 30, 2023 | Submit Charter Application |
| May 15, 2023 | Committee Decision on Lease or Development; Begin Design, Construction, and Permitting Process AND/OR Begin Negotiating Terms of Lease for Temporary Facility |
| August 15, 2023 | Submit Special Use Permit Application |
| December 31, 2023 | Obtain approved Special Use Permit for selected facility and finalize design in preparation of construction. |
| February 1, 2024 | Begin Demolition and Construction |
| May 31, 2024 | Finalize Inspections for building codes, codes for the prevention of fire, and codes pertaining to safety, health, and sanitation |
| June 1, 2024 | Begin Occupancy (OR JULY 1 IF LEASING) |

As the Committee to Form has identified Hiltz Commercial as our facility development partner, the Committee to Form (and subsequently, the board) has agreed to sign a Memorandum of Understanding with Hiltz to ensure that they meet our expectations. The Committee to Form has thus far managed the partner relationship, having weekly check-in and progress meetings with Hiltz, touring facilities as they become available, and having candid discussion with the Hiltz Team following every tour. Furthermore, the Hiltz team has met with the Committee and our financial partner, EdTec, to assist with writing the VVA charter application. Once

approved, the board will engage Hiltz Commercial with an MOU outlining all understandings, expectations, and conditions of the relationship.

4.8.3. Describe the Committee to Form’s or CMO’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The Committee to Form does not have any experience in facilities acquisition or management, with the exception of Dr. Feinstein and Eric Duran-Valle, who have done their own residential renovations. It is for this reason that we explicitly made the decision to engage Hiltz Commercial Group to be our broker.

Michael Hiltz and the Hiltz Commercial Team are very experienced, and have had numerous successes working with charter schools in Las Vegas. They have demonstrated capacity to manage facility selection, leasing, acquisition, development, renovation, and management, as applicable. For specific details, please see Hiltz’s Letter of Support for VVA, included as part of Attachment 3.

4.8.4. Explain the organization’s plan to maintain the facility.

Vegas Vista Academy will contract out for maintenance and custodial duties during the first few years of operation. In year three, we intend to interview and hire a permanent Facilities Manager, who will be responsible for all facility issues and management. The Facilities manager will hire and oversee the custodial and kitchen staff. They will also serve as the contact person for all facility vendors, services, and providers the school does business with. Every year there will be a top to bottom facilities inspection. The results of the inspection as well as a needs assessment and a usage report will be presented to the Board annually.

Custodial and maintenance will clean the facility daily and immediately report and handle any maintenance or safety issues. Administration and the Facilities Manager will inspect the work of the custodial staff regularly, assess efficacy, and make changes as necessary to ensure a safe and clean learning environment.

4.8.5. Describe timelines and plans for ensuring that the facility (whether identified or not) will have proper permitting to operate as a school. Explain the applicant team’s interactions with the local jurisdiction to date and plans for future engagement, including the applicable planning department/division and traffic department/division. If the applicant has approval from the local jurisdiction for the proposed location, provide that as part of Attachment 20.

Vegas Vista Academy, in conjunction with Hiltz Commercial Group, will work with all permitting entities to ensure the school will have proper permitting prior to occupancy. Dr. Feinstein has already met with Councilman Brian Knudsen (Ward One), Councilwoman Victoria Seaman (Ward Two), and Dr. Tammy Malich (Director of Youth Development). Dr. Feinstein has a pending meeting with Councilwoman Olivia Diaz. Once a potential facility is identified and selected, Dr. Feinstein and Michael Hiltz will meet with the applicable planning departments and divisions to facilitate the process. Dr. Feinstein and Mr. Hiltz will also meet with the traffic division to engage the required traffic study. Dr. Feinstein will set up future meetings with Dr. Malich, Councilman Knudsen, and Councilwoman Seaman as appropriate to garner further support.

4.8.6. Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers’ compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

Vegas Vista Academy will secure workers’ compensation, liability insurance, health insurance, and group life (death and dismemberment) insurance for all staff. Specific coverages and levels include:

- General liability insurance minimum coverage of \$1,000,000. Includes coverage for molestation and sexual abuse, and have a broad form policy, with the named insureds: (\$1,000,000)
- Umbrella (\$3,000,000)
- Educators’ legal (\$1,000,000)

- Employment practices (\$1,000,000)
- Employment benefits (\$1,000,000)
- Insurance covering errors and omissions of the sponsor and governing body of the charter school (\$1,000,000)
- Accident Insurance - For volunteers or students due to accident at school
- Commercial Property/Campus Liability
- Cyber Liability
- Errors and Omissions
- Products/Completed Operations Aggregate

For a complete listing, please see Addendum 24 (Budget Workbook), INS Tab.

5 FINANCIAL PLAN

- 1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the selection process and criteria for the selection of these contractors.
- 2) Public charter schools in Nevada are required to conduct an annual financial audit¹⁷. Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.
- 3) Discuss in detail the school's contingency plan to meet financial needs and ensure the success of the school if revenues are lower than anticipated.
- 4) As Attachment 22, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). Include the following:
 - a) Per-Pupil Revenue: Use the figures provided by the SPCSA within the Financial Plan workbook.
 - b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising revenues are included at \$5,000 or more in any year, include as Attachment 23 a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.
 - c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states and required contributions to the Public Employee Retirement System (PERS). Include, for example, anticipated salary ranges for each role identified.
 - d) Applicants that choose to project revenue from Federal Title Programs (I-IV), Federal IDEA, state special education, and state weighted funding streams should include information in their budget narrative regarding:
 - The projected number of students in each applicable subgroup and how this number was determined,
 - How the school will ensure federal grant funds, state weighted funds, and state special education funds are used in alignment with applicable requirements (ex. Allowable and reasonable expenses, supplement vs. supplant), and
 - How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated.
State special education and weighted funding are based on validated prior year enrollment counts; new schools in the first year of operation do not receive these funds.
- 5) Submit the completed Financial Plan Workbook for the proposed school as Attachment 24. *In developing the budget, ensure that the school does not appropriate for any fund any amount in excess of the budget resources of that fund (in any single year)*¹⁸.

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be

¹⁷ [NAC 387.775](#)

¹⁸ [NAC 388A.730\(2\)](#)

contracted for the school and describe the selection process and criteria for the selection of these contractors.

Accounting Policies & Procedures for Vegas Vista Academy will be created to document the principles and policies governing Vegas Vista Academy's accounting practices. Those principles and policies provide the foundation for a system of internal controls, guidance on financial activities, criteria for decisions on proper accounting treatment, consistent reporting, and necessary human resources and responsibilities to provide a system of checks and balances intended to identify irregularities, prevent waste, fraud, and abuse from occurring.

It is the policy of Vegas Vista Academy to design and produce financial statements in keeping with Generally Accepted Accounting Principles (GAAP) as defined by Financial Accounting Standards Board (FASB) and Governmental Accounting Standards Board (GASB) of Financial Accounting Concepts and comply with all statutory and regulatory requirements. We accomplish this by adhering to our Accounting Management System and using operational methods that will be documented in our Accounting Manual.

Organization: The accounting department is primarily responsible for Accounting and Finance duties and consists of an Office Manager and contracted Accounting Staff, which will be provided by a back office provider. The Office Manager responsibilities are focused on overseeing the Finance function, monitoring internal controls, refinancing debt, raising capital, debt and or equity appropriations, cash management, Treasury investments, fund balances, and management activities. The Office Manager is responsible to the Head of School and School Board for all long-range financial matters and the establishment of organization-wide financial and administrative objectives, policies, programs, and practices, which insure the organization of a continuously sound financial structure.

The back office provider Accounting Staff responsibilities are focused on accurately documenting the Organization's financial operations and performing the Accounts Payable, Accounts Receivable, Purchasing, Collections, and Payroll tasks for the Organization. The accountants will prepare accounting and financial reports and ensure accurate accounting systems and record keeping. The accountants will report directly to the Office Manager.

Accounting Management System: The Office Manager will maintain all documents that identify the sequence of accounting processes and, in conjunction with the Accounting Department, defines the interactions of the processes within the procedures defining these processes. Processes for management activities, provision of resources, and measurement reporting are included. Procedures shall include the methods needed to ensure that the accountability and control of processes are effective. The Office Manager will monitor, measure, and analyze processes and implement any actions necessary to achieve intended results and continual improvement of the processes. Any processes that are outsourced that may affect our organization's conformity to requirements shall be controlled. The Office Manager is responsible for defining the methods to control outsourced processes and procedures.

Internal controls, procedures and practices will be utilized to ensure that:

- Obligations comply with applicable laws.
- Assets are safeguarded against waste, fraud, loss, unauthorized use, and misappropriation.
- Revenues and expenditures applicable to operations are recorded and accounted for properly so that accounts and reliable financial and statistical reports may be prepared and accountability of assets may be maintained.
- Programs are efficiently and effectively carried out in accordance with applicable laws and management policy.

Transactions recorded or posted into the Accounting Management System should be properly authorized and executed only by persons acting within the scope of their authority and accurately represent the activity being documented. The timing of all transaction dates recorded in the organization accounting system should accurately reflect the date the transaction occurred. Revenues should be recognized when earned and expenses when incurred. Processing, cutoff and period-end closing schedules and procedures should be documented. Amount of posted transactions should be checked against source documents. Balances with third parties should be verified as appropriate. Transactions should be recorded in the accounting system accurately. An approved set of general ledger and subsidiary accounts are maintained for assets, liabilities, revenues, expenses, budgetary accounts, programs, departments, and other accounts. All transactions should be supported by documentary evidence, which becomes part of the accounting records. Error transactions should be reviewed, resolved, and cleared in a timely fashion. Manually determined control totals should be reconciled with recorded results. Supervisors should review posted accounting transactions with source documents and processing documents.

Purchase & Requisition Procedures: All purchases should be obtained at the optimal price. All purchases above \$5,000 require at least 3 quotes to be obtained. Quotes may be submitted by the requestor, or the Purchasing Accountant can obtain the 3 quotes. The quotes are entered into a purchasing module along with evaluation and selection of the best option by the requestor. The Office Manager or his/her designee reviews the 3 quotes and forwards the recommendations for final review and decision.

Vendor Selection: Vegas Vista Academy ensures purchased products and services conform to specified requirements. This starts with selection of appropriate suppliers, contractors, and consultants that have the capability and systems to supply products, materials, and services to the organization's specific requirements. The organization should strive to validate the performance capabilities of all vendors and maintain the internal controls of the purchasing functions. Suppliers, contractors, and consultants are controlled to the extent necessary based on the effect of the purchased items on the quality of the organization's products and services. The organization will provide methods for determining, documenting and, when applicable, inspecting vendors for compliance with organization policies and contract purchasing requirements. This applies to all vendors of products, materials, and services that directly affect the quality of the organization's products and services.

Audit Finding: The Office Manager will promptly evaluate findings and recommendations reported by auditors and then determine proper actions in response to audit findings and recommendations. Audits can be but are not limited to the annual independent audit or audits performed by Federal, State, and Local auditors. The Office Manager should complete, within established time frames, all actions that correct or otherwise resolve the matters brought to management's attention.

2. Public charter schools in Nevada are required to conduct an annual financial audit. Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

Audits will be conducted on a yearly basis in accordance with the state reporting requirements. Guidelines for financial accounting and reporting to be followed are derived from

Generally Accepted Accounting Principles (GAAP). The Financial Accounting Standards Board (FASB) defines GAAP in statements of financial accounting standards and other pronouncements. Some of the FASB statements that apply specifically to charter schools are identified below. Other FASB statements, as applicable, may also apply to the school's financial accounting and reporting structure. In the absence of other specific guidance, the charter holder will follow GAAP.

Applicable standards and is not all-inclusive:

- Statement of Financial Accounting Standards No. 93, Recognition of Depreciation by Not-for-Profit Organizations
- Statement of Financial Accounting Standards No. 116, Accounting for Contributions Received and Contributions Made.
- Statement of Financial Accounting Standards No. 117, Financial Statements of Not-for-Profit Organizations.
- Statement of Financial Accounting Standards No. 124, Accounting for Certain Investments Held by Not-for-Profit Organizations.
- Statement of Financial Accounting Standards No. 136, Transfers of Assets to a Not-for-Profit Organization or Charitable Trust That Raises or Holds Contributions for Others.

Exceptions noted by external auditor will be reported to the governing board and will be considered during the annual review to assess the performance of the school, the principal, and all other parties involved in providing services to the school. They will also use such information to ensure that all reporting is in compliance with GAAP and accepted standards of fiscal management. The audit will be presented no later than four months after the school's fiscal year-end. Vegas Vista Academy has not yet contracted with an auditor but anticipates to do so.

3. Discuss in detail the school's contingency plan to meet financial needs and ensure the success of the school if revenues are lower than anticipated.

The absolute minimum number of students the school needs to operate is 197. Should there be cash flow challenges, instructional personnel would be reduced, and all salaries will be reduced by 2.5%. The rented space would be reduced from 20,000 square feet to 15,000 square feet. The lease will contain a clause to allow the school to reduce the leasable square footage if necessary. All purchases and contracts will be reduced. By reducing most costs to reflect a true enrollment number, the school would be able to maintain a significant surplus at the end of the year.

4. As Attachment 22, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). Include the following: per-pupil revenue, anticipated funding sources, anticipated expenditures, projected revenues from federal Title programs (I-IV), Federal IDEA, state special education and state weighted funding streams.

Please see Attachment 22.

5) Submit the completed Financial Plan Workbook for the proposed school as Attachment 24. In developing the budget, ensure that the school does not appropriate for any fund any amount in excess of the budget resources of that fund (in any single year).

Please see Attachment 24.

6 ADDENDUM

Complete the Addendum Section if you are either:

- A Committee to Form proposing to contract with a non-profit Charter Management Organization (CMO) or for-profit Educational Management Organization (EMO); or
- An experienced Non-Profit CMO applying for sponsorship directly. For-profit EMOs are not eligible to apply for sponsorship directly.

If you are not sure whether you are required to complete this Addendum, contact Mark Modrcin at mmodrcin@spsca.nv.gov.

6.1 PAST PERFORMANCE

Pursuant to [NRS 388A.249\(2\)](#), in reviewing a charter application the SPCSA must consider the “academic, financial and organizational performance of any charter schools that currently hold a contract with the proposed operators, including, without limitation, a Charter Management Organization or Educational Management Organization, of the proposed charter school.”

- 1) Complete all worksheets in the CMO/EMO Data Request template for each of the schools affiliated with the CMO/EMO. Complete the Summary and Contact Information worksheet in the CMO/EMO Data Request template for each of the schools affiliated with the CMO/EMO. Provide any explanatory or contextual information in the Info tabs of the CMO/EMO Data Request template. Submit the completed Data Request workbook as Attachment 25.
- 2) Describe the CMO/EMO’s track record regarding academic performance. Provide, as Attachment 26 the three most recent academic performance reports from the state department of education and authorizer for all other schools affiliated with the CMO/EMO. Reports should provide all available data disaggregated by subgroup.
- 3) Describe the CMO/EMO’s track record regarding Organizational Performance. Provide as Attachment 27, the three most recent organizational performance reports from the state department of education and authorizer for all other schools affiliated with the CMO/EMO.
- 4) Describe the CMO/EMO’s track record regarding Financial Performance. Provide, as Attachment 28, a copy of the management organization’s three most recent audits and other historical financial documents for the CMO/EMO, such as 990’s.
- 5) Provide, as Attachment 29, up to three years of audited financial statements for each of the CMO/EMO’s schools which have been in operation for more than a year.
- 6) List any contracts with charter schools that have been terminated by the CMO/EMO or the school’s governing board, including the reasons for such termination and whether the termination was for “material breach.”
- 7) List any and all revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools affiliated with the CMO/EMO, and explain what caused these actions.
- 8) Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school affiliated with the CMO/EMO in the last three years and describe how such deficiencies were resolved.
- 9) List and provide the case number and court in which the case was filed for any current, pending, or past litigation for the last three years that have involved the CMO/EMO. Additionally, please provide the case number and court in which the case was filed for any significant current, pending, or past litigation for the last three years that you believe the SPCSA should be aware of pertaining to any schools affiliated with the CMO/EMO

10) List any schools that were previously approved by any authorizer, but which failed to open or did not open on time and explain the reasons for failure or delay.

In addition to the questions asked in this section, SPCSA staff typically contact the Authorizer(s) of existing schools affiliated with the CMO/EMO regarding the past performance of those schools.

6.2 SCALE STRATEGY

- 1) Provide the CMO/EMO’s overall strategic vision, desired impact, and five-year growth plan for developing new schools within the local community, the state, or across the country, as applicable. Include the following, regardless of school location: proposed years of opening, number, and types of schools (divisions or grade levels served); any currently pending applications, all currently targeted markets and the criteria for selecting them, and projected enrollments.
- 2) If the CMO/EMO’s existing portfolio or the growth plan outlined above includes schools in other states, explain specifically how growth in Nevada fits into the overall growth plan.
- 3) Describe the school and the CMO’s/EMO’s current or planned process for recruiting and training potential school and/or network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders. If known, identify candidates already in the pipeline for future positions.
- 4) Describe how the CMO/EMO evaluates readiness for expansion and provide evidence the CMO/EMO is ready to expand at this time. Describe the key performance indicators that the organization assesses and provide the benchmarks that indicate that expansion is warranted. Why is the CMO/EMO ready to expand now and why in Nevada? If the CMO/EMO has a greenlighting tool, please include it as Attachment 30.
- 5) Describe the steps that the CMO/EMO and local school team will take to scale the model to as proposed in this application, including the people involved and the resources contributed both by the CMO/EMO and the new schools.
- 6) Discuss the results of past expansion efforts and lessons learned. Include particular challenges you have encountered, how you addressed them, and how you will avoid or mitigate such challenges for the proposed Nevada school.
- 7) Describe plans for embedding the fundamental features of the model that you described in the transformational change section in the new school proposed in this application.

6.3 NETWORK CAPACITY

- 1) Provide evidence of organizational capacity to open and operate high-quality schools in accordance with the growth plan outlined above. Describe specific timelines for building or deploying organizational capacity to support the proposed schools.
- 2) Provide, as Attachment 31, the following organizational charts (include both the network level staff and schools within the network):
 - a) Year 1 network as a whole
 - b) Year 5 network as a whole

The organization charts should represent all national operations and clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. Clearly show the CMO/EMO’s role and the role of positions employed by the CMO/EMO in the organizational structure of the proposed school, explaining how the relationship between the governing board and school administration will be managed.

- 3) Identify the CMO/EMO’s leadership team and their specific roles and responsibilities.
- 4) Complete the following staffing table indicating projected staffing needs for the entire network over the next six years. Include full time staff and contracted support that serve the CMO/EMO 50% or more. *Change or add functions and titles as needed to reflect organizational plans. Add or delete rows as needed.*

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 5 |
|--|--------|--------|--------|--------|--------|--------|
|--|--------|--------|--------|--------|--------|--------|

| | | | | | | |
|---------------------------|--|--|--|--|--|--|
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| Total CMO/EMO FTEs | | | | | | |

6.4 SCHOOL MANAGEMENT CONTRACTS

- 1) If you are a Committee to Form (not a CMO applicant), explain how and why this particular CMO/EMO was selected.
- 2) Describe the relationship between the school governing board and the CMO/EMO, including the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- 3) Describe what role, if any, the CMO/EMO has played and/or will play in the startup and incubation year for the school. If this is not codified in the management agreement, provide a draft of an agreement or MOU that outlines the relationship during the incubation year, as Attachment 32.
- 4) Describe the services that will be provided by the CMO/EMO, and the costs and fees associated with these services. Provide a copy of the draft contract with the CMO/EMO as Attachment 33.
- 5) Identify any positions at the proposed school which will or may be employed by the CMO/EMO based on the contract. To the degree that these positions will represent the interests of the school to other parties, including vendors, school employees, regulators, or the SPCSA, how will the board ensure there is appropriate oversight and management of that person(s) activities by school employees or the board?
- 6) Using the table below, summarize the roles and responsibilities of the CMO/EMO, local board, and school leader as they relate to key functions.

| Function | CMO/EMO Role, Responsibilities and Decision-Making Authority | Local Board Decision-Making Role, Responsibilities and Decision-Making Authority | School Leader Decision-Making Role, Responsibilities and Decision-Making Authority |
|---|---|---|---|
| Performance Goals | | | |
| Curriculum | | | |
| Professional Development | | | |
| Data Management and Interim Assessments | | | |
| Promotion Criteria | | | |
| Culture | | | |
| Budgeting, Finance, and Accounting | | | |
| Student Recruitment | | | |
| School Staff Recruitment and Hiring | | | |

| | | | |
|--|--|--|--|
| HR Services (payroll, benefits, etc.) | | | |
| Development/ Fundraising | | | |
| Community Relations | | | |
| IT | | | |
| Facilities Management | | | |
| Vendor Management / Procurement | | | |
| Student Support Services | | | |
| Other operational services, if applicable | | | |

- 7) Describe how the governing body will evaluate the CMO/EMO, including the process and measures that will be used. *This should align to the contract provided in Attachment 33.*
- 8) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed CMO/EMO or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed CMO/EMO and any prospective employee of the charter school, a member of the Committee to Form, or the board of directors of the CMO, as applicable.
- 9) Provide documentation of the service provider’s for-profit or non-profit status and evidence that it is authorized to do business in Nevada as Attachment 34.

6.5 CHARTER MANAGEMENT ORGANIZATIONS APPLYING FOR SPONSORSHIP DIRECTLY

This section is only required for CMO applicants that are applying directly for sponsorship.

- 1) To what extent does the governance model of the Charter Management Organization applicant require a waiver from the governance provisions of the charter school law pursuant to [NRS 388A.243](#)? If the Charter Management Organization is from another state, how does the board of the Charter Management Organization intend to balance fidelity to its mission with appropriate input and oversight from Nevada residents?
- 2) If the non-profit’s current board will hold the charter school, what steps have been taken to transform its board membership to comply with [NRS 388A.320](#), mission, and bylaws to enable the non-profit to govern the charter school? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
- 3) If a new board has or will be formed, describe the process for the formation of this new board and describe what its ongoing relationship to the existing non-profit’s board will be.

Vegas Vista Academy is not part of a CMO.

7 COMPLETENESS CHECKLIST¹⁹

This section is to be completed by SPCSA staff. Applicants should refer to this section to ensure that they have met all submission requirements. In the event that an application is found to be incomplete, the applicant will be notified and provided with approximately two business days to provide the missing information.

- To the extent that a specific section does not apply to a proposed school (e.g., an elementary school will not offer dual credit), the application should state the reasons that the section is not applicable.
- Applicants must use SPCSA templates where specified.
- The completeness check is NOT intended to be a qualitative review of the charter school proposal. The completeness check is ONLY intended to ensure that the charter school proposal, as presented, complies with certain statutes and regulations, and includes all required narrative sections and attachments.

Name of completeness evaluator: _____

Date of completeness evaluation: _____

Applicant Name: _____

Application submission Date: _____

Grades served year one: _____ Grades served at capacity: _____

Applicant type: Committee to Form (CMO) Charter Management Organization

Narrative:

| Element | Required? | Complete? | SPCSA Comments |
|--|-------------------------------------|---|----------------|
| Committee to Form (CTF) applicants meet NRS 388A.240 qualification | <i>Yes, for CTF Applicants ONLY</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | |
| 1. Application Cover Sheet – all applicable questions completed | Yes | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 2. Meeting the Need – all applicable questions completed <i>DUAL CREDIT PARTNERSHIPS ONLY REQUIRED FOR HIGH SCHOOLS; PROGRAMS OF DISTANCE EDUCATION ONLY REQUIRED FOR VIRTUAL SCHOOLS</i> | Yes | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 3. Academic Plan – all applicable questions completed | Yes | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 4. Operations Plan – all applicable questions completed | Yes | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 5. Financial Plan – all applicable questions completed | Yes | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

¹⁹ [NAC 388A.260\(2\)](#)

| Element | Required? | Complete? | SPCSA Comments |
|--|--|---|----------------|
| 6. Addendum – all applicable questions completed | <i>Yes, for CMO applicants and CTF applicants contracting with CMO/EMO</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | |
| Did the application pass the plagiarism check? | Yes | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

Attachments:

| Element | Required? | Complete? | Comments |
|---|---|---|----------|
| 1. Completed, signed, Information sheets and resumes <i>CROSS CHECK NAMES WITH CTF/CMO STAFF/BOARD MEMBERS LISTS</i> <i>REQUIRED TEMPLATE: Information Sheet for Applicant Team Members</i> | Yes | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 2. Resume of application preparer | <i>Yes, if someone other than CTF or CMO prepared application</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | |
| 3. Evidence of community partners | Yes | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 4. Discipline Policy | No | <input type="checkbox"/> Yes <input type="checkbox"/> No (not required) | |
| 5. Annual School Calendar | Yes | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 6. Teacher Schedule and Student Schedule for grades served in year 1 | Yes | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 7. MOU or Agreement for Dual Credit Partnership | No | <input type="checkbox"/> Yes <input type="checkbox"/> No (not required) | |
| 8. NDE Approvals for Distance Education | No | <input type="checkbox"/> Yes <input type="checkbox"/> No (not required) | |
| 9. Board Membership Roster <i>REQUIRED TEMPLATE: Board Member Roster Template</i> | Yes | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 10. Bylaws, Code of Ethics, and Conflict of Interest Policy | Yes | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 11. School Organizational Charts for year 1 & at capacity | Yes | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 12. School Leader Resume OR School Leader Job Description | Yes | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 13. Other School Leadership Resumes OR Job Descriptions | Yes | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 14. School Leader Evaluation Tool | Yes | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 15. Teacher Evaluation Tool | Yes | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 16. Evidence of Demand <i>REQUIRED TEMPLATE: Evidence of Demand Templates</i> | Yes | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 17. Incubation Year Planning Table <i>REQUIRED TEMPLATE: Incubation Year Planning Table</i> | Yes | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

| Element | Required? | Complete? | Comments |
|--|--|---|----------|
| 18. Secured Facility Documentation | <i>Yes, if facility has been identified</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | |
| 19. Facility Preparation Schedule/Timeline | <i>Yes, if facility has been identified</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | |
| 20. Approval from Local Jurisdiction | No | <input type="checkbox"/> Yes <input type="checkbox"/> No (not required) | |
| 21. List of Insurance Coverage <i>MUST COMPLY WITH NAC 388A.190</i> | Yes | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 22. Budget Narrative | Yes | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 23. Proof of Fundraising Revenue | <i>Yes, if budget incorporates fundraising revenue</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | |
| 24. Completed Financial Plan Workbook <i>REQUIRED TEMPLATE: Financial Plan Workbook</i> | Yes | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 25. CMO/EMO Data Request <i>REQUIRED TEMPLATE: EMO/CMO Data Template</i> | <i>Yes, if addendum is required</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | |
| 26. Past Three Years Academic Reports for All Affiliated Schools <i>MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 25</i> | <i>Yes, if addendum is required</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | |
| 27. Past Three Years Organizational Reports for All Affiliated Schools <i>MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 25</i> | <i>Yes, if addendum is required</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | |
| 28. Past Three Years CMO/EMO Audits, 990s | <i>Yes, if addendum is required</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | |
| 29. Three Years of Audit Reports for All Affiliated Schools <i>MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 25</i> | <i>Yes, if addendum is required</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | |
| 30. CMO/EMO Greenlighting Tool | No | <input type="checkbox"/> Yes <input type="checkbox"/> No (not required) | |
| 31. Network Organizational Charts for years 1 and 5 | <i>Yes, if addendum is required</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | |
| 32. Incubation Year MOU | No | <input type="checkbox"/> Yes <input type="checkbox"/> No (not required) | |
| 33. CMO/EMO contract | <i>Yes, if addendum is required</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | |
| 34. CMO/EMO Nevada Business License | <i>Yes, if addendum is required</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | |

Finding: Complete Incomplete

Notes:



**Vegas Vista Academy Charter Application
ATTACHMENTS 1-24**

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**Vegas Vista Academy Charter Application
ATTACHMENT 1**

○ ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

▪ Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

▪ Background Information Regarding Charter School Governing Boards

● *Charter School Board Member Responsibilities*

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here: <https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

▪ Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

• *Background*

1. Name of proposed charter school

Vegas Vista Academy

2. Full name

Karl Catarata

3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following best describes you:

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

• *Qualifications*

1. *Please attach your resume at the end of the Questionnaire.*

I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

- *School Mission and Program*

1. What is your understanding of the proposed charter school’s mission and vision?

Vegas Vista Academy breaks down the barriers set by traditional patterns of inequality through experience and education. Staff will facilitate equity and access for all to a data-driven, world class curriculum focused on academic excellence, community service learning, bilingual fluency, and outdoor experiential education. Vegas Vista believes that all students and families deserve access to innovative, effective, and proven models of education to realize and unlock their potential. Vegas Vista Academy aims to be a community center of lifelong learning, strong support, and full social services for all of our stakeholders and its students. Specifically, it will be student focused. Vegas Vista will work to create lasting positive change in the Nevada community.

2. What is your understanding of the proposed charter school’s educational program?

When fully operational, Vegas Vista Academy will be a PK-12 International Baccalaureate (IB) full continuum academy, offering all four IB programs, with a focus on community service learning and experiential education. The academy will provide strategic support for ELL and bilingual education. Students will employ and master the IB Approaches to Teaching and Learning skills, including thinking skills, self-management skills, research skills, communication skills, and social skills. The individualized professional learning plan will facilitate a robust staff that is strongly supported, challenged, and included in the data-driven high-impact decision making that happens on site.

- *Governance – For Proposed Board Members ONLY*

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

As a resident of the City of Henderson and being born and raised in East Las Vegas, I wish to serve on this board because I believe that students and their parents should be able to access a quality education that they seek out. For me, it was choosing to be able to attend Valley High School and the International Baccalaureate program. I was able to access a quality education in Southern Nevada. I hope that my service on this charter school board will be able to connect staff, students, and parents to the resources and connections that are possible.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school’s board.
-

Good governance and civic engagement experience is important when it comes to serving on any volunteer board. In my past, I have served on several local and state boards and commissions that qualify me to serve on this proposed charter school's board. For example, I have served as both a Youth Commissioner and Chairman to the Nevada Commission on Mentoring, a statewide mentoring commission that sets mentoring standards across Nevada, while simultaneously managing a robust micro-grant program that provides funds to non-profit organizations in the state. Additionally, I have served on the City of Las Vegas' YNAPP (Youth Neighborhood Association Partnerships Program), which provides neighborhood youth projects the funds they need through taxpayer dollars. Serving on these boards in both member and leadership roles have allowed me to exercise good judgment and decision making for all constituencies being represented.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

My understanding of the role of a public charter school board member is strictly voluntary and focused on overseeing the operations of the school. Additionally, public charter school board members can serve as ambassadors and volunteers to support the staff, parents, and children of the school. I hope that if placed successfully on the Vegas Vista School Board, I will be able to exercise my work of overseeing programs and operations from a board member perspective.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

The specific steps that the proposed charter school board would need to ensure the success of the school would be to continue overseeing the building, maintenance, and growth of the school itself. On building - overseeing the operations of ensuring the school is a high-quality environment for students, parents, and teachers. On "maintenance" - making sure that the school programs and opportunities are up to par. This means, connecting school leadership to external community organizations that can help benefit the students and parents of the charter school. On growth, making sure that the Southern Nevada community knows of the opportunities that the charter school is able to provide to interested families who want to enroll or students and parents who may be looking for a new school environment. These are specific steps that I believe Vegas Vista Academy can take to ensure a successful start.

- *Conflicts of Interest*

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?
-

Employer: Human Rights Campaign of Nevada (501c3 and 501c4)

Describe any affiliation with any charter schools.

No affiliation with any charter schools.

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

Human Rights Campaign (HRC), employed by this organization.

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

Not to my knowledge. The Human Rights Campaign of Nevada, America's oldest and largest LGBTQ+ civil rights organization in the country, provides educational programming to teachers and students on LGBTQ+ inclusion and bullying prevention. Learn more here: <https://welcomingschools.org/>.

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

▪ Assurances and Certification

I, KARL J. CATARATA, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Vegas Vista Academy (“Charter School”)
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

KARL J. CATARATA

Name

KARL J. CATARATA

Signature

VEGAS VISTA ACADEMY

Proposed Charter School Name

APRIL 16TH 2023

Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

KARL JOSEPH QUINTANILLA CATARATA

Highly energized, community-minded, energetic professional dedicated to implementing effective strategies to win goals and bring Nevada communities together.

KEY SKILLS

Community Outreach | Communications | Emotional Intelligence | Marketing | Public Speaking | Planning

PROFESSIONAL EXPERIENCE

Human Rights Campaign of Nevada April 2022 - Present
Nevada State Director State of Nevada

- Manage the Human Rights Campaign's Board of Governors and volunteer leaders on key issues.
- Innovate community relationships through HRC's Foundation and PAC work across Nevada.
- Supervise Northern and Southern Nevada staff members on field programs and legislative work.

City of Las Vegas - Mayor and City Council March 2020 - March 2022
Special Assistant to Las Vegas City Council Las Vegas, Nevada

- Provided strategic support to Council members on ward-specific issues, events, and activities.
- Created accessible marketing materials for the council to share with residents across the ward.
- Assisted in event planning to connect elected officials to their constituents on a monthly basis.

The United States House of Representatives January 2019 - March 2020
District Representative and Caseworker Henderson, Nevada

- Organized community based events on pertinent issues for diverse constituent groups.
- Supported the Member of Congress on issue-specific areas across the congressional district.
- Completed casework for constituents across the City of Henderson with relevant federal agencies.

The Gay & Lesbian Chamber of Commerce Nevada August 2017 - February 2018
Membership Coordinator State of Nevada

- Provided full-time administrative support to the Board of Directors for membership related items.
- Instituted community events across Nevada to increase membership to the chamber.
- Publicized chamber activities and events on social media and marketing related platforms.

The University of Nevada Las Vegas Foundation December 2016 - August 2017
Donor Relations Aide Las Vegas, Nevada

- Assisted the management of private donations to the University of Nevada Las Vegas.
- Maintained donor relations related programs for old and new donors to the university.
- Provided administrative student support to the Director of Donor Relations on a day-to-day basis.

EDUCATION

Bachelor of Arts in Political Science: American Politics | Minor: Leadership & Civic Engagement
University of Nevada Las Vegas - Las Vegas, Nevada | Expected Graduation: December 2023

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

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Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here: <https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224.

Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school

Vegas Vista Academy

2. Full name

Cody Clarke

3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following best describes you:

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

- I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

- Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school’s mission and vision?

The proposed charter school’s vision and mission aim to challenge the inequality and absence of equitable education opportunities by focusing on a data driven experiential education experience. Vegas Vista Academy aims to provide access to all students and parents who desire the charter school model.

2. What is your understanding of the proposed charter school’s educational program?

The proposed education program focuses on data driven experiential education in hopes of creating a well-rounded education experience. Vegas vista academy also aims to reach this goal by embedding community service into the core curriculum

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

I wish to serve on the board for the proposed charter school because I believe in the vision and mission of the school. There is a gap in educational equity and the problem needs to be tackled with innovative solutions. Vegas Vista academy’s school model provide the framework to tackle the problems within the current educational climate.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school’s board.

I have prior experience working in a school setting and the programs and structures they provide. I am knowledgeable about IB and AVID educational structures and strategies. Also, being a classroom teacher, I am able to provide a unique perspective when it comes pedagogy.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

My understanding is that my role as a board member will be to ensure the school is upholding the charter, serves the target community according to plan and ensuring that the school follows the proposed fiscal plan.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

To endure the success of the charter school, the board must uphold the standards of the charter. The board must also remain active in enrollment to ensure the lasting success according to the school charter. The board must also remain aware of the issues facing the school and create solutions to combat them before they become a lasting problem for the school. Board members must also ensure that all hired teachers meet the standard set by Vegas Vista Academy

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Clark County School District

Describe any affiliation with any charter schools.

No Affiliation

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Cody Clarke, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Vegas Vista Academy (“Charter School”)
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Cody Clarke

Vegas Vista Academy

Name

Proposed Charter School Name

04/13/23

Signature

Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

CODY CLARKE



EDUCATION

University of Nevada, Las Vegas, 2014-2019

Bachelor of Science in Secondary Education- English

Graduate of Spring Valley High School, Las Vegas, NV, June 2014

TEACHING EXPERIENCE

English Teacher, Spring Valley High School 2019-Present

Teach Middle Years Program tenth-grade English

- ❖ Manage and maintain classroom environment conducive to student learning
- ❖ Collaborate with Professional Learning Communities(PLC) to create units of study focused on student data
- ❖ Practice and implement Advancement Via Individual Determination (AVID) and International Baccalaureate (IB) strategies to differentiate instruction to students' needs
- ❖ Work with site team to create goal that align with the student body
- ❖ Sophomore Class Advisor 2019-Present
- ❖ Black Student Union Advisor 2019-Present

Advancement Via Individual Determination Teacher, Spring Valley High School 2019-2022

Teach the AVID Elective college preparation course

- ❖ Develop and implement lesson plans for the tenth-grade AVID program focussing on writing, inquiry, collaboration, organization and reading
- ❖ Motivated students to achieve their goals through college presentations, volunteer opportunities, career projects and educational field trips
- ❖ Inspired students to reach various educational goals through guest speakers and college and career seminars
- ❖ Organize fundraising events for student body

PROFESSIONAL DEVELOPMENT AND TRAINING

- ❖ AVID SUMMER INSTITUTE Tutorology 2017
- ❖ AVID SUMMER INSTITUTE Implementation 2019
- ❖ AVID SUMMER INSTITUTE Implementation II 2020
- ❖ AVID DIGITAL XD Distance Learning 2021
- ❖ IB MYP New Teacher Workshop 2019, 2020
- ❖ TEACH PLUS NV Building Student Efficacy 2019

ACHIEVEMENTS

- ❖ Teacher of the Year 2020
- ❖ Teacher of the Month February 2020
- ❖ AVID CCSD Trainer

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here: <https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

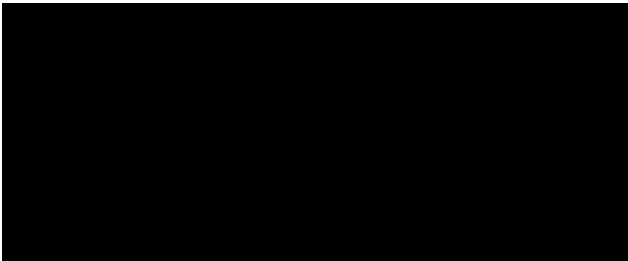
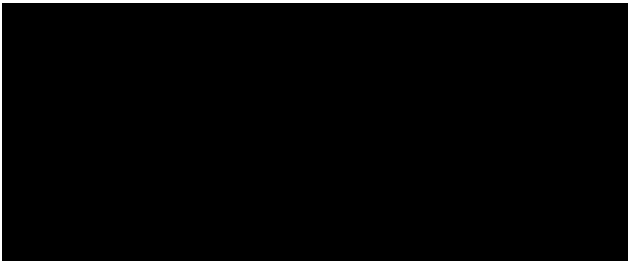
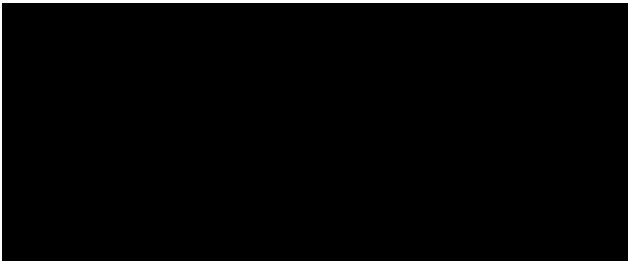
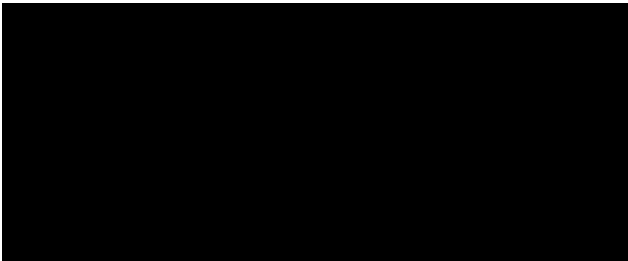
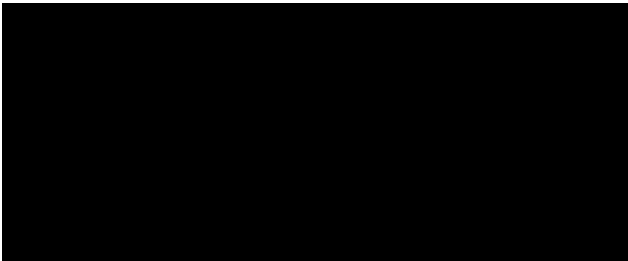
Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224.

Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

- 1. Name of proposed charter school Vegas Vista Academy
- 2. Full name Eric Duran-Valle
- 3. Home Address 
- 4. Phone Number 
- 5. E-mail address 
- 6. Employer Name 
- 7. Employer Address 
- 8. Which of the following best describes you:
 - I am on the Committee to Form *and* a proposed board member
 - I am on the Committee to Form *but I am not* a proposed board member
 - I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - I am a member of the governing board of the CMO (For CMO Applicants)
 - I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

- 1. *Please attach your resume at the end of the Questionnaire.*

I confirm my resume is attached

- 2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

Vegas Vista Academy (VVA) is a proposed charter school designed to provide students and families in Las Vegas, primarily living in the zip codes of 89106, 89107, 89108 with a world-class education. VVA aims to create individuals who are world-minded and able to creatively solve problems and innovate new solutions.

2. What is your understanding of the proposed charter school's educational program?

VVA's educational model will provide educational continuity to students through a K-12 program that focuses on experiential education. Physical education, emotional intelligence learning, and critical thinking will be delivered in a way that empowers students to develop and foster a mind that is worldly and creative.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

I believe that Las Vegas is in dire need of a school such as this. As someone who has spent their entire life in this city and has experienced K-12 education here firsthand, I believe that there are areas for improvement. Dr. Feinstein's long career in education, as a student, teacher, and administrator, gives me the confidence that VVA will fill the need present in the community.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

My background is primarily in communications and that is how I intend to help VVA achieve its mission and goals. Any endeavor requires effective communication and marketing, and I hope to provide that for VVA.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

A public charter school board member needs to provide to the charter school a specialized knowledge that will help the school achieve its goals, be it in pedagogy, financial management, facilities, law, or any other relevant subject area. A board member also has the duty to uphold the integrity and standards of not only their school, but the entire state education system.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

The board has already begun the important work of familiarizing itself with the requirements and obligations of the Nevada SPCSA. We have a concept of the curriculum which we continue to improve upon during each of our meetings. Once we are approved and past the planning/regulatory stage, we'll more aggressively pursue our day-to-day operations.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Vegas PBS

Describe any affiliation with any charter schools.

Vegas PBS occasionally does community outreach with Charter schools, but the department I work in is not directly involved in such efforts.

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.


Assurances and Certification

I, Eric Duran-Valle, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Vegas Vista Academy
("Charter School")
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Eric Duran-Valle



Signature

Vegas Vista Academy

Proposed Charter School Name
4-13-23

Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

ERIC DURAN-VALLE

INFO

ADDRESS

[REDACTED] ve

PHONE

[REDACTED]

EMAIL

[REDACTED]

WEB

ericduranvalle.com

SKILLS

- Bilingual (English and Spanish)
- Proficiency with Microsoft Office and Google Suite
- Proficiency with writing in AP Style
- Leadership
- Detail-oriented
- Excellent at listening
- Works well with others
- Accountable
- Driven

ABOUT

I am a writer based in Las Vegas, Nevada. My interests and passions include exploring the effects of time on physical places, interrogating the methods from which we obtain knowledge and information, and finding beauty in art and history.

WORK EXPERIENCE

Vegas PBS, Las Vegas, NV Media Communications Specialist.

September 2019 – October 2021, July 2022 –

- Updating, monitoring, and creating content for the Vegas PBS social media accounts.
- Assembling the bi-weekly newsletter for members, *Engage*
- Proofreading copy for the Source magazine and other publications from the organization
- Crafting press releases for station events and initiatives
- Provided live social media coverage of events like Be My Neighbor Day

Nevada Department of Health and Human Services, Carson City / Las Vegas, NV Public Information Officer.

October 2021 – June 2022

- Collaborated with a multi-talented team of Public Information Officers and Subject Matter Experts to deliver messaging about the Department's mission to the public
- Made changes and updates to the Nevada state website through the Ektron CMS
- Writing, reviewing, and distributing news releases on behalf of the Department
- Prepared Subject Matter Experts for

UNLV Parking and Transportation Services, Las Vegas, NV Visitor Booth Operator.
August 2017 – September 2019

- Greeting visitors, staff, and students at the main entrance of UNLV, helping guide them around the campus and provide change for parking meters.

EDUCATION

B.A. in English, University of Nevada, Las Vegas (2016-2020)

VOLUNTEER WORK

LIFE Program, Las Vegas, NV August 2016 –

- 501(c)(3) organization which encourages lower-income youth to exercise and engage in outdoor activities such as hiking and camping.

PUBLICATIONS

["The Portraits."](#) In Parentheses, 2021.

["Human Error."](#) The Colored Lens, 2021.

["First Time Voter, First Time Loser."](#) Nevada Humanities, 2021.

["Beyond Designers."](#) *A Valley of Light and Shadow*, 2020.

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here: <https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

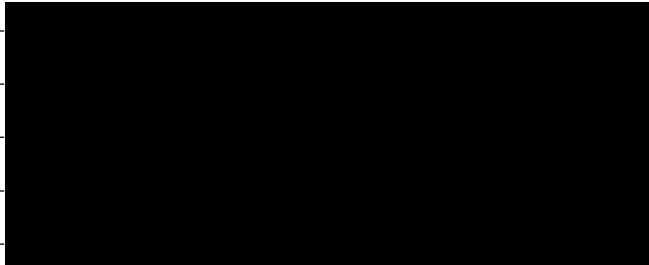
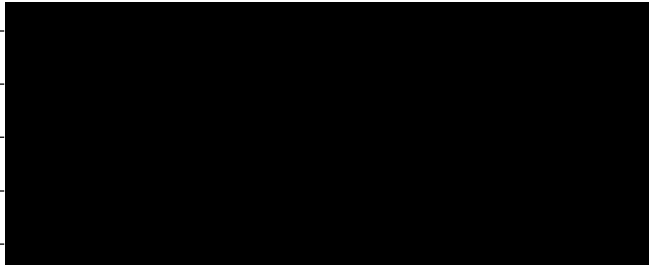
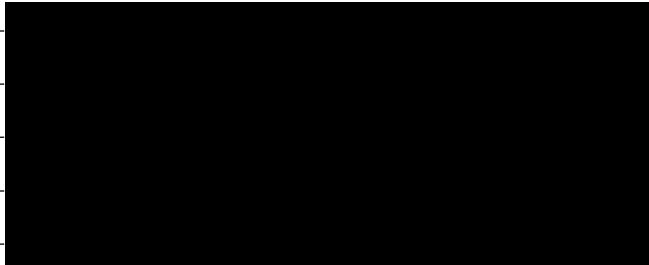
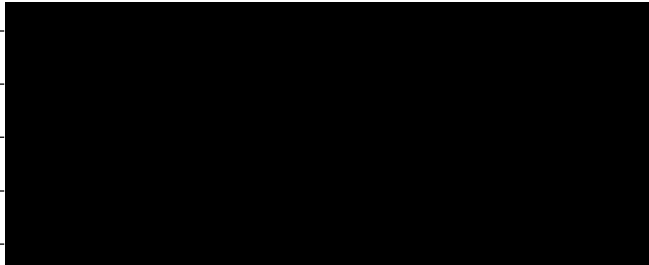
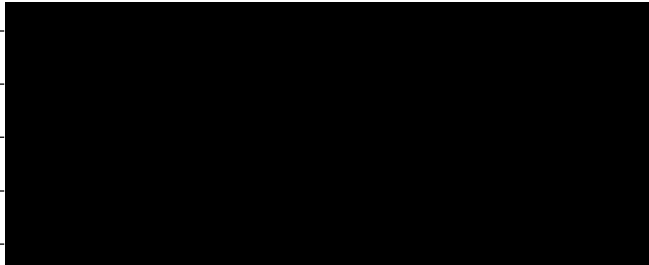
Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224.

Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

- Name of proposed charter school Vegas Vista Academy
- Full name Dr. Benjamin Feinstein
- Home Address 
- Phone Number 
- E-mail address 
- Employer Name 
- Employer Address 
- Which of the following best describes you:
 - I am on the Committee to Form *and* a proposed board member
 - I am on the Committee to Form *but I am not* a proposed board member
 - I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - I am a member of the governing board of the CMO (For CMO Applicants)
 - I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

- Please attach your resume at the end of the Questionnaire.

I confirm my resume is attached

- Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school’s mission and vision?

Vegas Vista Academy aims to shatter the barriers that have been traditionally put up to underrepresented groups by providing equity and access to world class education to ALL families. VVA hopes to become a community center of lifelong learning for all stakeholders, offering a range of wraparound services for all community members.

2. What is your understanding of the proposed charter school’s educational program?

VVA proposes to offer the International Baccalaureate (IB) program to all learners K-12, making it the only IB full continuum school in the state of Nevada. VVA will support all learners in 21st-century skill development, delivering education and experience in community problem-based learning, Spanish and English instruction, and the inquiry model. The entire educational program will have a specific focus on facilitating Wellness for all students, teachers, and staff.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school’s board.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: CCSD

Describe any affiliation with any charter schools. NONE

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

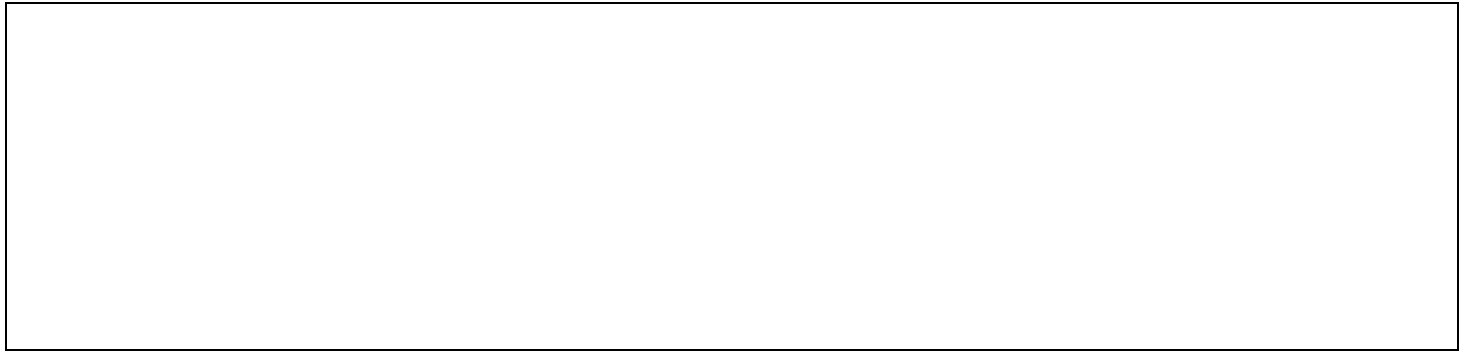
If yes, describe your affiliation with the nonprofit organization(s).

Nevada Association of IB World Schools: I am the past president and current Student Leadership liaison. I will be resigning my position on the NAIBWS board upon approval of the VVA charter.

The LIFE (Lifelong Instruction and Focus on Exploration) Program: I work with LIFE students. There is no affiliation, and no conflict with an charter schools.

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

NAIBWS – Hannah Harris is the current NAIBWS President. She is also on our Committee to Form, but will not be on the VVA Board.



5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Benjamin Feinstein, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Vegas Vista Academy
("Charter School")
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Benjamin Feinstein
Name
Benjamin Feinstein
Signature

Vegas Vista Academy
Proposed Charter School Name
April 9, 2023
Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Curriculum Vitae
Benjamin Charles Feinstein, Ph.D.
April, 2023

Permanent Address:



Work Address:



EDUCATION

Degrees Earned:

M.A.; Public Administration – Urban Leadership, May 2016

University of Nevada, Las Vegas
Las Vegas, Nevada

Ph.D.; Teacher Education and Curriculum Studies, August 2002

Dissertation Focus: Experiential Education and Indigenous Knowledge

University of Hawai‘i – Manoa
Honolulu, Hawai‘i

M.Ed.; Science Curriculum and Instruction, Dec. 1995

University of Hawai‘i – Manoa
Honolulu, Hawai‘i

B.S.; Chemistry and Biology, May 1993

Bowling Green State University
Bowling Green, Ohio

Certifications / Endorsements / Trainings:

- **School Management and Leadership (CSML) Program Certification**
Harvard Graduate School of Education: March 2022
- **CCSD Aspiring School Principal Program (ASPP): Summer 2021**
- **Advancement Via Individual Determination (AVID) Academy: 2018**
- **Nevada Administrative Endorsement: 2016**
- **Clark County School District Leadership Academy: 2016**
- **Nevada Teaching Licensure: 6-12 Science, Chemistry, Biology; 2014 (Expires 2025)**
- **Florida League of IB World Schools (FLIBS) Workshop Leader: 2017**
- **Fellow, National Assoc. of Independent Schools Aspiring Heads Program: 2013**
- **International Baccalaureate (IB) Authorized Consultant/Workshop Leader; 2011**

RELATED WORK EXPERIENCE

Assistant Principal

December 2019 - Current
Spring Valley High School; Las Vegas, Nevada.

Dean of Students

March 2018 – December 2019
Spring Valley High School; Las Vegas, Nevada.

President; Nevada Association of IB World Schools (NAIBWS)

January 2015 - October 2022 (Currently Student Leadership Liaison)
Las Vegas, Nevada: www.naibws.org; www.naibwsstudent.weebly.com

Director, LIFE (Lifelong Instruction and Focus on Exploration) Program

August 2002 – Current
501 c3 Non Profit Program for Youth: www.thelifeprogram.net

IB Diploma Programme Coordinator; Learning Strategist; Teacher

November 2014 – March 2018
Valley High School, Cimarron-Memorial High School; Las Vegas, Nevada.

Interim Head of School (PK-12 IB Independent School)

July 2013 – July 2014
Island Pacific Academy; Kapolei, Hawai'i.

Director of Studies (Curriculum and Instruction), Faculty

August 2010 – June 2013
Island Pacific Academy; Kapolei, Hawai'i.

Adjunct Faculty - School of Education

August 2010 - June 2014
Hawai'i Pacific University; Honolulu, Hawai'i.

IB Middle Years Program (MYP) Science Teacher

September 2009 – July 2010
Roy Martin Middle School; Las Vegas, Nevada.

Middle School Head

July 2007 – August 2009
The Adelson Educational Campus; Las Vegas, Nevada.

IB Diploma Programme Coordinator

August 2002 – July 2007
South High School; Springfield, Ohio.

Adjunct Faculty; Masters of Education Program

August 2002 – July 2007
Wittenberg University; Springfield, Ohio.

SELECTED PRESENTATIONS AND PUBLICATIONS

State Presentation: “Adaptive Leadership and You”

Presented at the 6th Annual Nevada State IB Student Leadership Conference
Las Vegas, Nevada; November, 2022. <https://naibwsstudent.weebly.com>

CASIE Learning Lab: “Navigating the Complexities of Program Coordination”

Presented at the Center for Advancement and Study of International Education
Atlanta, Georgia; January, 2020. www.casieonline.org/learning-lab

District-Level Consultation and Training: “Approaches to Unit Planning”

Presented to Los Angeles Unified School District Faculty and Administration
Los Angeles, California; September, 2019.

State-Level Consultation: Nevada Statewide IB Acceptance and Recognition Policy

Nevada System of Higher Education (NSHE)
Carson City, Nevada; May 2019.

“Effective Interventions for Long Term English Language Learners”

Presented at the National Association for Bilingual Education (NABE) Conference
Dallas, Texas; February, 2017.

Full Staff Training and Consulting: “Collaborative Planning for Success”

Presented over Two Days to the Faculty and Staff of Navajo Preparatory School
Farmington, New Mexico; August, 2017.

Feinstein, B. (2020). Spring Valley (SV) Writers’ Guild: A differentiated professional development model for your teachers. *Principal Leadership*, 21(4).

Feinstein, B. (2011). *LIFE: Lifelong Instruction and Focus on Exploration*. Lulu Publishers, Inc. ISBN # 978-1-257-65903-6. Available: www.lulu.com

Feinstein, B. (2006). A lifelong search. In Keith Armstrong, Lee Nabb, Anthony P. Czech (Eds.), *North American Adult Educators: Phyllis M. Cunningham Archive of Quintessential Autobiographies for the Twenty-First Century*. (pp. 103-105) Chicago, IL: Discovery Association Publishing.

Feinstein, B. (2005). Altering perceptions through indigenous studies. *Canadian Journal of Native Studies*, 25(2).

Feinstein, B. (2004). Learning and transformation in the context of Hawaiian traditional ecological knowledge (TEK). *Adult Education Quarterly*, 54(2), 105-120.

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here: <https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

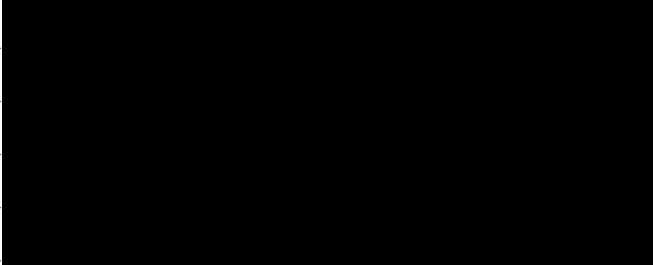
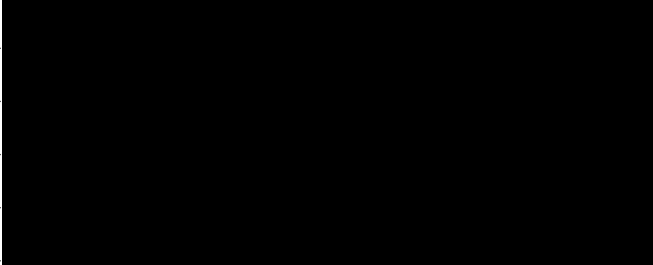
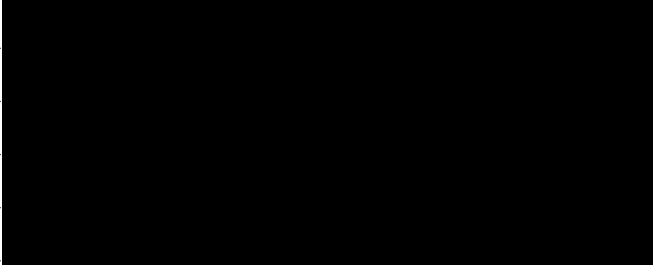
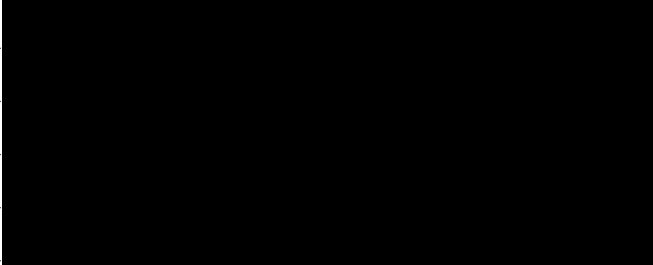
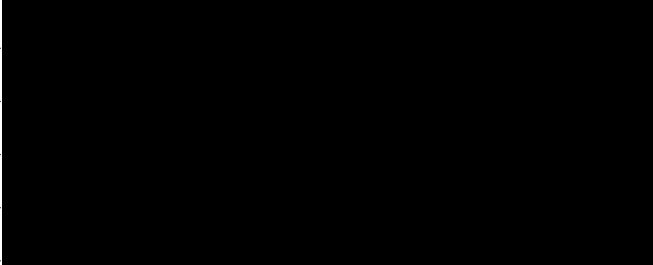
Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school _____ **Vegas Vista Academy** _____
2. Full name _____ **Hannah Harris** _____
3. Home Address _____  _____
4. Phone Number _____  _____
5. E-mail address _____  _____
6. Employer Name _____  _____
7. Employer Address _____  _____
8. Which of the following best describes you:
 - I am on the Committee to Form *and* a proposed board member
 - I am on the Committee to Form *but I am not* a proposed board member
 - I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - I am a member of the governing board of the CMO (For CMO Applicants)
 - I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school’s mission and vision?

My understanding of Vegas Vista Academy’s mission is vision is that it is a charter school that will provide quality effective education to all students through learning experiences and the promote inclusion of all students and families. Vegas Vista Academy will overcome barriers of inequality and take all of the models of education that are innovative and effective and apply it to good teaching that the students in the community so desperately need. At Vegas Vista Academy the staff will have a growth mindset with a student-centered focus that supports a collaborative curriculum that strives for academic excellence and growing lifelong learners.

2. What is your understanding of the proposed charter school’s educational program?

My understanding of the proposed charter school’s education program is that it will be a small school model that will focus on student-centered learning through the International Baccalaureate (IB) framework for grades K-12 and the full IB continuum. The IB framework allows for a globally recognized education system that emphasizes critical thinking, international-mindedness, and personal development. The IB framework and Vegas Vista Academy emphasizes a holistic approach to education, focusing on developing students' intellectual, emotional, social, and physical well-being. They also place a strong emphasis on interdisciplinary learning, international-mindedness, and language acquisition. Furthermore, the IB framework is designed to be adaptable to different cultural contexts, and encourages students to be active, compassionate, and lifelong learners who are equipped to contribute positively to their local and global communities.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

[Empty response box for question 1]

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school’s board.

[Empty response box for question 2]

3. For proposed board members, what is your understanding of the role of a public charter school board member?

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Clark County School District

Describe any affiliation with any charter schools.

- Not applicable

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

I will be the IB Primary Years Programme (PYP) Coordinator for Vegas Vista Academy

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Hannah Harris, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Vegas Vista Academy (“Charter School”)
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Hannah Harris

 Name
Hannah Harris

 Signature

Vegas Vista Academy

 Proposed Charter School Name
 4/15/2023

 Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

OBJECTIVE

To obtain a position as an International Baccalaureate Primary Years Programme Coordinator.

EDUCATION

| | |
|--|--|
| Certificate in International Baccalaureate Education Bethel University, St. Paul, MN June 2014 – November 2014 3.70 GPA | Bachelor of Science in Education, May 2013 Kent State University, Kent, OH Major: Early Childhood Education 3.58 Overall GPA / 3.81 Major GPA |
|--|--|

Currently pursuing a Master of Education: Curriculum and Instruction - English Language Acquisition and Development from University of Nevada - Las Vegas .

LICENSE

Nevada Department of Education: Standard - All Early Childhood Subjects 0-2nd Grade

HONORS

Honor's College, Graduated Cum Laude, President's List, Golden Key International Honor's Society, projects were presented to the International Baccalaureate (IB) Committee, represented Kent State University in a marketing video promoting the undergraduate International Baccalaureate Certificate in Teaching and Learning (PYP).

SKILLS

Technology Skills: Microsoft Word, Excel, and PowerPoint; Smartboard technology and document projectors; Apple products; Chromebooks and Google Suite for Education, Infinite Campus, Freckle, Accelerated Reader, Teleconferencing, Aimsweb Plus, EasyCBM, Online testing, Online Learning

EMPLOYMENT EXPERIENCE

Sandy S. Miller Academy for International Studies: Las Vegas, NV
Learning Strategist: August 2018 – August 2022

- Facilitated all aspects of completing the Continuous Improvement Process for the 2021-2022 school year.
- Implemented a school wide series reading program consisting of over 100 series and almost 8,000 books. This school wide series reading program led to an increase in reading effectiveness by 46% in the first year and 74% in the first half of the 19-20 school year as reported by the STAR Reading Assessment.
- Served as a trainer and technology point person for Infinite Campus, Freckle, AimsWeb Plus, Accelerated Reader, Google Suite for Education, Canvas, various distance learning programs and strategies, virtual IB boards, and online testing.
- Created a multi-part Canvas Connections professional development series for teachers on Canvas LMS and assisted families and teachers in implementing full-time distance learning.
- Engaged classroom teachers in coaching cycles to develop teacher efficacy that ensured IB PYP curriculum alignment, rigor within Nevada Academic Content Standards, and effective and reflective teaching practice.
- Collaborated with school administration and other instructional coaches to provide quality professional development and curriculum implementation guidance to 40 elementary educators in grades pre-kindergarten to 5th grade teachers through an inquiry based learning model.
- Modeled, demonstrated, and co-taught lessons for teachers of all skill levels using various instructional and classroom management best practices; while ensuring that the International Baccalaureate (IB) Primary Years Programme (PYP) philosophy, framework, and Unit of Inquiry were in place with the appropriate level of rigor.
- Supported the Exhibition by helping students research their topic, plan for action, and create a presentation.
- Administered assessments and provided leadership in the utilization of student performance data to customize and improve instruction.
- Effectively worked cooperatively with the special education department to support learners through an inquiry based learning environment.
- Coached staff members to increase their familiarity with and utilization of available instructional resources and professional development opportunities in order to enhance their knowledge of IB as well as state standards.
- Collaborated, planned, and conducted monthly data meetings with IB teachers to support conversations around classroom data, school-wide data, and supporting school initiatives.
- Created reports and other various data analyzations to be shared with the school community and Nevada Department of Education.

- Tracked student and teacher progress to assess the effectiveness of tier 1 instruction in math, literacy, and science through MAP and STAR Reading assessment results.
- Helped the school community select and implement the following curriculums: FOSS science, Heggerty Phonemic Awareness, Fontas and Ponell Phonics, Leveled Literacy Intervention, Bridges Math and Math Intervention, Rewards Phonics, Engineering is Elementary, Being a Writer.
- Served on the School Support Team (4 years), School Improvement Committee (4 years), and International Mindedness Committee (3 years).
- Attended a Thinking Maps Train the Trainer training to support the school-wide use of Thinking Maps in order to increase visible thinking in students.
- Effectively communicated with the school community on the purpose of the school wide series reading program and the importance of family involvement in student learning.
- Facilitated tier 2 small group interventions for students struggling with reading skills in grades K-5.
- Performed additional duties, such as providing support with technology problems, leading clubs for 3rd-5th graders in coding and mindfulness, leading Think Tank sessions for student strategy support for testing, and recruiting IB certified teachers for vacancies.

Sandy S. Miller Academy for International Studies: Las Vegas, NV

First Grade and Second Grade Teacher: June 2014 – August 2018 and August 2022 - Present

- Taught in a high responsibility position of first grade teacher at an International Baccalaureate Primary School.
- Planned, evaluated and reported on general progress, language, math, and units of inquiry for grade one students using the PYP philosophy, framework, and planner documents.
- Served on the international mindedness (1 year) and school improvement committees (3 years).
- Lead professional development opportunities for staff members and mentored new teachers, field students and student teachers.
- Was a model classroom for PYP teaching for others to observe and stay up-to-date on best teaching practices.

Jydstrup Elementary: Las Vegas, NV

First Grade Teacher: August 2013 – June 2014

- Served in a high responsibility position of first grade teacher and planned and enacted developmentally appropriate lessons and developmental discipline and guidance strategies.
- Ensured safe and trustworthy environments for appropriate risk taking and learning for a variety of learners.
- Worked with team members to plan lessons based on standards and create rigorous assessments.

ACTIVITIES

Nevada Association of International Baccalaureate World Schools (NAIBWS)- August 2017-Present:

Served as the Primary Years Programme Liaison to the executive board for the Nevada state-wide association of IB world schools. This was a 2 year position for the 17-18 and 18-19 school years. During the 19-20, 20-21, and 21-22 school years I served as the vice president of the executive board. During the 22-23 school year, I served as the president of the executive board. During my 5 years with NAIBWS I helped to implement a state-wide recognition policy for university credit for high-school students, and helped begin a university level IB certification programme for undergraduate and graduate level teaching programs. Planned, organized, and presented at a bi-yearly conference and round-table events for teachers from across the state. Used the Programme Resource Center to further my knowledge on various IB topics and to provide high-quality professional development using the IB PYP Program model.

IB Global Conference - July 2018

Attended the IB Global Conference in San Diego in July of 2018. During this conference I attended many sessions that helped to encourage my life-long love of learning, and continue to challenge me as an IB educator. Upon returning to school I was able to share new learning with other teachers in the state of Nevada through professional development sessions.

IB Workshops - August 2015 - July 2018

Participated in IB hosted workshops for professional development. During these workshops I collaborated with other IB colleagues from around the world, and worked with members of my own school to develop personal and school action plans.

- | | |
|--|---|
| ● Inquiry Based Learning - August 2015 | ● Approaches to Teaching and Learning - July 2018 |
| ● Action - June 2016 | ● Leading for Effective Teaching and Learning - August 2020 |
| ● Concept Based Learning - August 2016 | ● Engaging Collaborative Communities - July 2021 |
| ● Play-Based Learning Mini-Workshop - October 2016 | ● Transdisciplinary Teaching - July 2022 |
| ● Assessment - June 2018 | |

References are available upon request.

- Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

- Background

- Name of proposed charter school Vegas Vista Academy
- Full name Dawn F. King
- Home Address 2494 Ram Crossing Way Henderson NV 89074
- Phone Number (702) 610-3675
- E-mail address authordawnking@gmail.com
- Employer Name CCSD
- Employer Address 5100 West Sahara Ave. Las Vegas, NV 89146

- Which of the following best describes you:

I am on the Committee to Form *and* a proposed board member

I am on the Committee to Form *but I am not* a proposed board member

I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)

I am a member of the governing board of the CMO (For CMO Applicants) I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

- Qualifications

- Please attach your resume at the end of the Questionnaire.

I confirm my resume is attached

- Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

- *School Mission and Program*

- What is your understanding of the proposed charter school’s mission and vision?

I believe Vegas Vista's mission, vision and statement on DEI beautifully describe a safe place for students to engage in both academic discourse and discussions about their feelings while never compromising the delivery of rigorous instruction.

Mission: Vegas Vista Academy breaks down the barriers set by traditional patterns of inequality through experience and education. We facilitate equity and access for all to a data-driven, world class curriculum focused on academic excellence, community service learning, bilingual fluency, and outdoor experiential education.

Vision: We believe ALL students and families deserve access to innovative, effective, and proven models of education to realize and unlock their potential. Vegas Vista Academy graduates will be Inquisitive and Research-Based Critical Thinkers; Effective and Courageous Communicators; Socially Conscious and Community-Minded Leaders; and Goal-Oriented, Resolute and Motivated Lifelong Learners. With a student-centered focus, Vegas Vista Academy aims to be a community center of lifelong learning, strong support, and full social services for all of our stakeholders. Together, we will work to effect lasting positive change in our community.

Vegas Vista Academy Statement on Diversity, Equity, and Inclusion (DEI): At Vegas Vista Academy, everyone has a seat at the table, and everyone has a voice. Our social emotional learning efforts will focus on creating a comfortable and safe space for sharing emotions and experiences, and our vision includes creating a brave and inclusive space where we will equitably respect and respond to the diverse voices of all students, families, staff, and community stakeholders. Together, we will welcome and celebrate those things that make each of us a unique member of the Vegas Vista Academy community.

- What is your understanding of the proposed charter school’s educational program?

I believe Vegas Vista's education program will be shaped by culturally competent faculty and staff and enjoyed by students who will be prepared to enter the world with excellent critical thinking skills, an appreciation for the diverse world they live in, and effective strategies for setting personal goals and serving their communities.

Instructional Model: When fully operational, Vegas Vista Academy will be a PK-12 International Baccalaureate (IB) full continuum academy, offering all four IB programs, with a focus on community service learning and experiential education. The academy will be a small school of choice, and will provide strategic support for ELL and bilingual education. Vegas Vista Academy will incorporate data-driven and research-based instructional methodologies, including problem-based learning, hands-on experiential education, and incorporation of the design cycle. Students will employ and master the IB Approaches to Teaching and Learning skills, including thinking skills, self-management skills, research skills, communication skills, and social skills. We will be an integrated learning community where every student feels safe and known. Capping at 740 students, we will be small enough to ensure personalized learning, but large enough to offer a full, rich, and challenging curriculum continually informed by best practice. With a strong focus on service learning and a full array of wraparound services for our families, we will be fully invested in and partnered with the community. Our individualized professional learning plan will facilitate a robust staff that is strongly supported, challenged, and included in the data-driven high-impact decision making that happens on site.

- *Governance – For Proposed Board Members ONLY*

- For proposed board members, why do you wish to serve on the board of the proposed charter school?

My personal beliefs, passion, and commitment to being the change I want to see in education create the foundation for my desire to serve on the board. I am excited to be a member of a board with such diverse backgrounds, experiences, and professional skills. I believe the diversity of our board will serve and represent our diverse community of students, families, and other stakeholders extremely well.

- For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

I am a former board member of a number of local organizations. My experience has allowed me to learn how board meetings should be run, how minutes should be taken, and how quorums should be utilized to vote on motions. I have been an educator in K-8 classrooms as a special education teacher. I am also an experienced special education instructional facilitator (i.e., overseer of special education departments in 2-3 schools each year). In each of these roles, I served and continue to serve as a teacher mentor with the CCSD Onboarding Department. I ensure special education documents are legally prepared, filed, and distributed; and I effectively assume the role of a conflict resolution mediator for parents, teachers, administrators, and parent advocates.

- For proposed board members, what is your understanding of the role of a public charter school board member?

The purpose of the Vegas Vista Academy Board of Trustees shall be to actively support the school's mission, vision, strategic goals, and policy positions as a unified voice.

I believe fulfilling the purpose of the Board means each member must remain informed about current operations and issues by attending meetings regularly and to develop policies which promote the mission, vision, and commitment to diversity, equity and inclusive practices.

- For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

I believe the proposed VVA school board needs to:

- Set policy and focus on long range issues (board members are not to manage the school or be involved with personnel issues or the establishment of curriculum).
- Avoid blurring the line between the interests of the school and the needs of a particular child.
- Avoid conflicts of interest and keep all board discussions and documents confidential.
- Oversee prudent financial management with fidelity.

- *Conflicts of Interest*

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year.

NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

- Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Clark County School District (CCSD)

Describe any affiliation with any charter schools.

I am not affiliated with any charter schools.

CCSD sponsors a portion of the charter schools in Nevada.

- Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

- Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

- Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

- Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

- Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

- Assurances and Certification

I, Dawn F. King, declare and certify under penalty of perjury the following:

(Full Name)

- The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
- If approved, Vegas Vista Academy ("Charter School")
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
- If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
- If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
- I understand the following requirements apply to charter school board members:
 - An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member.
Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Dawn F. King

Name

Dawn F. King

Signature

Vegas Vista Academy

Proposed Charter School Name

4/10/2023

Date

Dawn King, M.Ed, MA

Educational Leader

EXPERIENCE - Clark County School District: 2006 - Present

Special Education Instructional Facilitator: 2013-2014; 2015-2018; 2019-Present

Manage special education departments of assigned schools to ensure compliance with federal and local laws and regulations; resolve conflicts; provide training in the areas of behavioral interventions, appropriate restraints, and IEP preparation; and lead manifestation determination meetings.

Dean of Students: 2018 - 2019

Investigate reports of bullying, resolve behavior referrals in accordance with progressive discipline plan, and supervise teachers and support staff members.

Project Facilitator, Nevada Alternate Assessment (NAA): 2014-2015

Created and presented district wide curriculum designed to prepare students for the NAA; trained teachers and administrators to meet test security requirements and administer the NAA; and ensured training was in compliance with State Department of Education standards.

Special Education Teacher: 2006-2013

Plan and deliver specialized instruction in compliance with federal and local regulations and communicate regularly with parents and administrators.

EDUCATION

University of Nevada, Las Vegas — Master of Arts, Urban Leadership - 2016

University of Nevada, Las Vegas — Master of Education, Special Education - 2007

University of Nevada, Las Vegas — Bachelor of Science, Business Administration - 1992

SKILLS

Effective Negotiation and Conflict Resolution Skills

Working Knowledge of Special Education Laws & Regulations

Experience with Disciplining Students Receiving Special Education Services

Technologically Savvy: Google Suite; Microsoft Office Applications; Presentation Software; Infinite Campus.

Experienced Public Speaker

PROFESSIONAL ACTIVITIES

Mentor - CCSD Onboarding & Development - 2013-Present

Adjunct Faculty
Member - University of Phoenix - 2012 - 2018

Panelist - UNLV Urban Leadership Advisory Council - 2015

Participant - NV Dept of Education Alternate Assessment Revision Task Force - 2015

National Honor Society of Phi Kappa Phi - Inducted 2008

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here: <https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224.

Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school

Vegas Vista Academy

2. Full name

3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following best describes you?

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. Please attach your resume at the end of the Questionnaire.

- I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

- Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

Charter School: Coral Academy of Science Las Vegas Windmill Campus

Affiliation: Parent of child who currently attends Coral Academy of Science Las Vegas Windmill Campus.

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

Vegas Vista Academy's mission and vision is based on providing an innovative education model to ALL students and families that is focused on creating and nurturing World Leaders who are critical thinkers and effective communicators.

Mission:

Vegas Vista Academy breaks down the barriers set by traditional patterns of inequality through experience and education. We facilitate equity and access for all to a data-driven, world class curriculum focused on academic excellence, community service learning, bilingual fluency, and outdoor experiential education.

Vision:

We believe ALL students and families deserve access to innovative, effective, and proven models of education to realize and unlock their potential. Vegas Vista Academy graduates will be Inquisitive and Research-Based Critical Thinkers; Effective and Courageous Communicators; Socially Conscious and Community-Minded Leaders; and Goal-Oriented, Resolute and Motivated Lifelong Learners. With a student-centered focus, Vegas Vista Academy aims to be a community center of lifelong learning, strong support, and full social services for all of our stakeholders. Together, we will work to effect lasting positive change in our community.

Vegas Vista Academy Statement on Diversity, Equity, and Inclusion (DEI):

At Vegas Vista Academy, everyone has a seat at the table, and everyone has a voice. Our social emotional learning efforts will focus on creating a comfortable and safe space for sharing emotions and experiences, and our vision includes creating a brave and inclusive space where we will equitably respect and respond to the diverse voices of all students, families, staff, and community stakeholders. Together, we will welcome and celebrate those things that make each of us a unique member of the Vegas Vista Academy community.

2. What is your understanding of the proposed charter school's educational program?

Vegas Vista Academy education program is a PK-12 offering that is based on the International Baccalaureate (IB) program that develops learners and leaders in their community. Vegas Vista Academy will cap the number of students at 740 and a 25:1 student to teacher ratio which allows for a personalized experience focused on the needs of the students.

Instructional Model:

When fully operational, Vegas Vista Academy will be a PK-12 International Baccalaureate (IB) full continuum academy, offering all four IB programs, with a focus on community service learning and experiential education. The academy will be a small school of choice, and will provide strategic support for ELL and bilingual education. Vegas Vista Academy will incorporate data-driven and research-based instructional methodologies, including problem-based learning, hands-on experiential education, and incorporation of the design cycle. Students will employ and master the IB Approaches to Teaching and Learning skills, including thinking skills, self-management skills, research skills, communication skills, and social skills. We will be an integrated learning community where every student feels safe and known. Capping at 740 students, we will be small enough to ensure personalized learning, but large enough to offer a full, rich, and challenging curriculum continually informed by best practice. With a strong focus on service learning and a full array of wraparound services for our families, we will be fully invested in and partnered with the community. Our individualized professional learning plan will facilitate a robust staff that is strongly supported, challenged, and included in the data-driven high-impact decision making that happens on site.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

As a parent of a child who is currently enrolled in a charter school and a product of a private school education (PK-12), I am a believer that the structure of smaller class sizes is effective in providing an experience that nurtures the strengths and cultivates the gaps in our future leaders.

With the charter school class size, combined with the International Baccalaureate (IB) program I believe Vegas Vista Academy will be successful in shaping “Critical Thinkers” who will be “Effective Communicators” across multiple cultures.

It is because of this innovative approach that I wish to serve on the board for Vegas Vista Academy.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school’s board.

Over the past two decades, I have had a diverse accounting and finance career. From traditional accounting, financial forecasting and modeling to development and implementation of financial controls and processes.

Since 2019, I have been periodically contracted to teach local professionals and business owners enrolled in UNLV’s Executive Certificate in Business Administration the basic understanding of accounting & finance and be able to apply real-world concepts to understand the financial health of an organization.

I received my M.B.A. from Lee Business School at University of Nevada, Las Vegas and my B.A. in Business Administration with a concentration in Accounting and Management Information Systems from Washington State University.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

The purpose of the Vegas Vista Academy Board is to actively support the school’s mission, vision, strategic goals, and policy positions as a unified voice.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

For Vegas Vista Academy to be successful, the Board must:

- **Actively support the school’s mission, vision, strategic goals, and policy positions as a unified voice.**
- **Understand the school’s commitment to diversity, equity, and justice, and to represent Vegas Vista Academy appropriately and accurately within the community.**
- **Stay fully informed about current operations and issues by attending Board meetings and committee meetings regularly, coming to meetings prepared, and participating fully in all matters as appropriate.**
- **Set policy and focus on long range issues.**
- **Separate the interests of the school from specific needs of a particular child or constituency.**
- **Guard against conflicts of interest and keep all board deliberations confidential.**
- **Contribute to the development program of the school, including strategic planning for development, financial support, and active involvement in annual and capital giving.**
- **Maintain fiduciary responsibility to the school for sound financial management.**

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Self-Employed

Self-employed

Describe any affiliation with any charter schools.

Besides being a parent of child who currently attends Coral Academy of Science Las Vegas Windmill Campus, I have no additional affiliation with any charter schools.

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Joseph Muna, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Vegas Vista Academy (“Charter School”)
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*

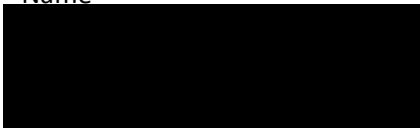
Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Joseph Muna

Vegas Vista Academy

Name

Proposed Charter School Name



04/10/2023

Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

PROFESSIONAL PROFILE

Proven and experienced strategic financial leader with a diverse accounting and finance career in the Gaming, Hospitality, & Startup industry that stretches across multiple leadership roles in various business segments. From traditional accounting and finance to talent development and project management. Strong qualifications in developing and implementing financial controls and processes in addition to productivity improvements and change management. Possess solid leadership, with a track record of establishing cross-functional teams and delivering results through exemplary communication and interpersonal skills to establish rapport with all levels of staff and management.

EXPERIENCE

Owner • May 2022 – Current
Lassas LLC • Las Vegas, NV

- Performed business analysis and optimization, accounting information systems analysis, feasibility studies, forecasting, and operational strategic assessments for multiple startups and struggling businesses

Adjunct Accounting Professors • Oct. 2019 – Current
UNLV Lee Business School • Las Vegas, NV

- Twice a year, teach local professionals and business owners enrolled in UNLV's Online & Executive Certificate in Business Administration the basic understanding of accounting, from transactional to oversight, and be able to apply real-world concepts to understand the financial health of an organization or individual.

Director of Financial, Planning & Analysis • Dec 2020 – Jan 2023
Bally's Interactive • Las Vegas, NV

- Serving as the thought partner to the North American Interactive senior executives. Partner in executing on analysis opportunities that align with the Company's strategy while driving key processes such as financial modeling, budgeting, forecasting, cash flow analysis, and KPI reporting.
- Provide visibility on growth and profitability by monitoring online sports betting market performance indicators and emphasizing trends to spot opportunities for operational improvement.
- Financially integrated newly acquired assets into the Bally culture: BetWorks, SportSoft, SportCaller, Monkey Knife Fight, AVP (Association of Volleyball Professionals); Live at The Bike, Telescope, Inc, and Degree53.

Director of Financial Planning & Analysis • May 2019 – Aug 2020

Director of Finance - Regional Operations • Jul. 2018 – May 2019
MGM Resorts International • Las Vegas, NV

- Partnered with multiple regional property C-Suites to plan, execute, track, and analyze annual strategic goals.
- Developed and managed over \$36M in Race & Sports Book and Bar capital budget across five regional properties after the repeal of PASPA.
- Enhanced, standardized, and centralized the market share repository of data and reporting for all MGM Resorts International regions domestically in the U.S. and China.



EDUCATION

M.B.A. from Lee Business School at University of Nevada, Las Vegas – Las Vegas, NV

B.A. in Business Administration with a concentration in Accounting and Management Information Systems from Washington State University – Pullman, WA

CORE QUALIFICATIONS

- Financial Analysis & Reporting
- Accounting & Financial Management
- Change Manager
- Talent Manager
- Collaborator

TECHNICAL SKILLS

- Microsoft Office Suite
- Microsoft Dynamics NAV
- Jet Report
- QuickBooks
- Paycom
- COUPA
- Medius
- AS400 (GL, FA, PL, Payroll)
- IBM COGNOS TM1
- IBM COGNOS BI
- UNICOM Finance (fna. Cognos Finance)
- SmartSheet
- Airtable
- Glideapps
- Blackline
- Evention
- MS SQL
- Showcase Report Writer & Query
- Sonoma Partners Element for Real Estate (CRM)
- Appfolio Property Management

CERTIFICATIONS, COMMITTEES & AWARDS

- Shelbourne Estates Homeowners Association Board Member – Since 2020
- NYS Basketball Coach Volunteer – Summer 2019
- Chair for MGM Resorts International – Information Management Employee Engagement Committee – 2015-2016
- Finalist of 2014 MGM Resorts International Innovation Contest
- Co-Chair for MGM Resorts International Asian Pacific Islander Employee Network Group – 2014
- Licensed Realtor in the State of Nevada – 2007-2014
- Philanthropic Liaison for CityCenter Residential – 2011-2013
- CityCenter Residential Employee of the Quarter Committee – 2009 & 2010
- Bellagio Supervisor of the Quarter Nominee – 2003

EXPERIENCE continued

Director of Finance Project Development- Park MGM • Dec. 2016 – Jul. 2018
Director – Business Relationship Management • Dec. 2015 – Dec. 2016
Director – Finance Analytics Services • Sept. 2013 – Dec. 2015
Director of Finance – CityCenter Residential • Nov. 2006 – Sept. 2013
Accounting Manager – Project CityCenter • Sept. 2006 – Nov. 2006
Financial Analyst – Project CityCenter • Apr. 2005 – Sept. 2006
 MGM Resorts International • Las Vegas, NV

- Developed & implemented the construction disruption, pre-opening and post-transition operating compendium for the \$500M rebranding project by collaborating with operators.
- Managed Park MGM's 2018 Strategic Objective Cash Flow and Share of Wallet and utilized SmartSheets to track task status and provide a monthly progress report to Senior Executives.
- Improved the antiquated budget process and implement a forecast model for all domestic MGM Resorts International properties and corporate departments through IBM COGNOS TM1.
- Instrumental in the financial operation of the Residential Division through treasury relations, budget preparation, administration, audit, taxation, accounting, monthly closing of books, commission payments, deposit management, and developed financial statements according to GAAP requirements.
- Ensured division is compliant with MGM Resorts International finance covenants, company guidelines, and various State & Federal regulations.
- Supervised and supported Controller, Staff Accountants, and Analysts.

Senior Hotel Analyst • Jan. 2005 – Apr. 2005
Senior Staff Accountant • Apr. 2003 – Jan. 2005
Staff Accountant • Oct. 2002 – Apr. 2003
 Bellagio Hotel and Casino • Las Vegas, NV

- Reviewed, maintained, and published monthly financials for Bellagio, MGM Resorts Advertising, MGM Resorts Events, VIDIAD, and MGM Resorts Retail according to GAAP requirements.
- Reconciled and reviewed hotel balance sheets; maintained monthly allocations; reviewed annual budgets.
- Supervised Staff Accountants.

REFERENCES (Available upon request)

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here: <https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

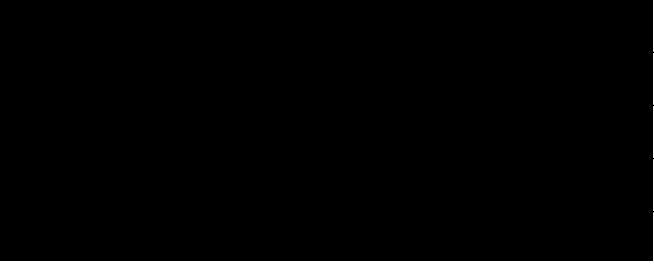
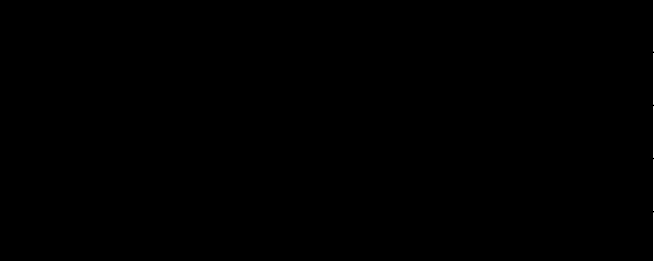
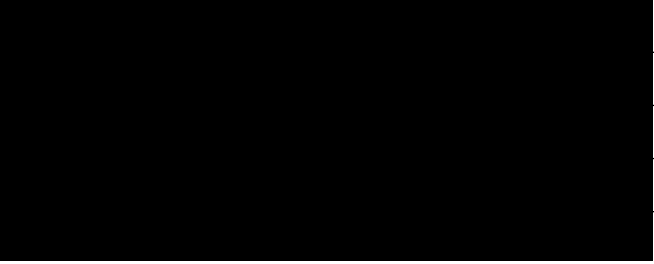
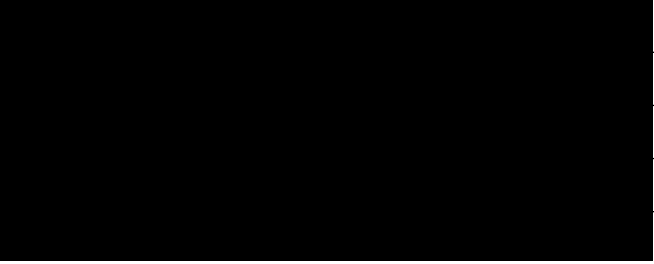
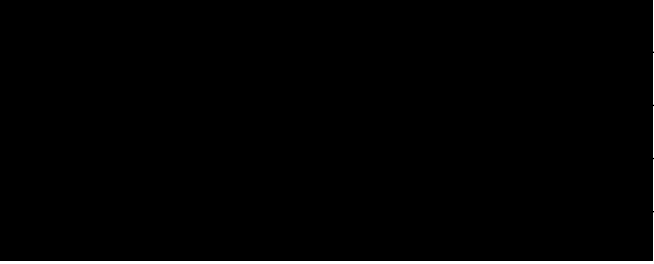
Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224.

Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school Vegas Vista Academy
2. Full name Daniel O'Brien
3. Home Address 
4. Phone Number 
5. E-mail address 
6. Employer Name 
7. Employer Address 
8. Which of the following best describes you:
 - I am on the Committee to Form *and* a proposed board member
 - I am on the Committee to Form *but I am not* a proposed board member
 - I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - I am a member of the governing board of the CMO (For CMO Applicants)
 - I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school’s mission and vision?

Mission Vegas Vista Academy breaks down the barriers set by traditional patterns of inequality through experience and education. We facilitate equity and access for all to a data-driven, world class curriculum focused on academic excellence, community service learning, bilingual fluency, and outdoor experiential education.

Vision We believe ALL students and families deserve access to innovative, effective, and proven models of education to realize and unlock their potential. Vegas Vista Academy graduates will be Inquisitive and Research-Based Critical Thinkers; Effective and Courageous Communicators; Socially Conscious and Community-Minded Leaders; and Goal-Oriented, Resolute and Motivated Lifelong Learners. With a student-centered focus, Vegas Vista Academy aims to be a community center of lifelong learning, strong support, and full social services for all of our stakeholders. Together, we will work to effect lasting positive change in our community.

My understanding of the mission and vision for Vegas Vista Academy is it offers school-aged children another public school option located in some of the neediest neighborhoods in the Las Vegas valley. It is an opportunity for students who have often faced barriers in education to thrive beyond what some might believe possible. The vision stresses that students will hone their critical thinking, communication, leadership skills to become lifelong learners.

2. What is your understanding of the proposed charter school’s educational program?

My understanding of Vegas Vista Academy’s (VVA) educational program is that of being a leader in community service learning, and both bilingual and experiential education. It will offer a public, small-school model, tuition free school that is data-driven in all aspects of curriculum. VVA will also offer the International Baccalaureate program (IB). It will be the only IB full continuum school in the state of Nevada.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

N/A

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school’s board.

N/A

3. For proposed board members, what is your understanding of the role of a public charter school board member?

N/A

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

N/A

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?
-

Employer: **Clark County School District**

Describe any affiliation with any charter schools.

None.

2. Are you a current or proposed employee of the proposed charter school?

- No, I am not a current or proposed employee of the proposed charter school.
- Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

It is possible that in the future I will be an English teacher at the high school level for Vegas Vista Academy. At the time of this application, I am not employed by Vegas Vista Academy.

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

- No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.
- Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

- No, I am not affiliated with any nonprofit organizations.
- Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Daniel O'Brien, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Vegas Vista Academy (“Charter School”)
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Daniel O'Brien

 Name
 Daniel O'Brien

 Signature

Vegas Vista Academy

 Proposed Charter School Name
 April 10, 2023

 Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

DANIEL O'BRIEN

PROFESSIONAL SUMMARY

Motivated English teacher with experience in delivering engaging lessons to students and helping attain a strong understanding of the English language. Proficient in fostering a creative environment, designing lesson plans and assessing student progress.

WORK HISTORY

Valley High School

English Teacher, 08/2015 to Present
Clark County School District

Since the 2015-2016 school year, I have been an 11th and 12th grade English teacher. The classes I have taught have consisted of regular, honors, dual enrollment for college, and English classes in the International Baccalaureate (IB) program.

Within the IB program, I am currently the Extended Essay coordinator (EE). This year-long research paper is required for all IB students. I held the MYP (Middle Years Program) coordinator position (9th and 10th grade), and I was the CAS coordinator (Creativity, Activity, and Service) that focused on experiential learning for all IB students.

K.O. Knudson Middle School

English Teacher, 01/2007 to 08/2015
Clark County School District

During my 8+ years teaching middle school, I taught English classes in 7th and 8th grade, 8th grade English honors, and 7th grade reading. I was also chairperson for the Reading department.

EDUCATION

Master of Arts, English, Expected in 12/2023
National University - San Diego, CA

Master of Arts, Education, 05/2010
Sierra Nevada College - Incline Village, NV

Bachelor of Arts, English, 12/2001
Cleveland State University - Cleveland, OH

SKILLS

- Problem solving skills
- Verbal and Written Communication
- Grammar Rules
- Positive REinforcement Strategies
- Text Selection
- Positive Learning Environment
- Interpreting Literature
- Positive Student Engagement
- Classroom Management

AFFILIATIONS

Former treasurer and student leadership liaison for the Nevada Association of IB World Schools (NAIBWS)

CONTACT



ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here: <https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS

¹ Note that a "teacher" is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

388A.224. Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school

Vegas Vista Academy

2. Full name

Hardeep Sull

3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following best describes you:

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

- I confirm my resume is attached
-

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

- Yes
- No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

Currently, I am one of twenty-three elected Directors for the American Immigration Lawyers Association, Board of Governors. In addition, I am a Director for the Southern Nevada Association Women Attorneys.

School Mission and Program

1. What is your understanding of the proposed charter school’s mission and vision?

Vegas Vista Academy breaks down barriers set by traditional patterns of inequality through experience and education. We facilitate equity and access for all data driven, world class curriculum focused on academic excellence, community service learning, bilingual fluency, and outdoor experiential education.

2. What is your understanding of the proposed charter school’s educational program?

We believe ALL students and families deserve access to innovative, effective, and proven models of education to realize and unlock their potential. Vegas Vista Academy graduates will be Inquisitive and Research based Critical thinkers; effective and courageous communicators, socially conscious and community-minded leaders; and Goal oriented, resolute and Motivated Lifelong learners. With a student-centered focus, Vegas Vista Academy aims to be a community center of lifelong, strong support, and full social services for all of our stakeholders. Together, we will work to effect lasting positive change in our community.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

I would like to serve on this board because I am committed to the mission and vision of Vegas Vista Academy. I want to ensure that we have community leaders who will be productive, valuable and community service oriented individuals.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

The knowledge and skill that I will bring to this Board will be beneficial because I am a problem solver, good listener, mission oriented, experience in management of budgets and growth oriented.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

I believe the role of board members is to ensure the mission and vision are carried out. Moreover, the growth and adhering to the organizational mission will serve our community well.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

The proposed board will need to ensure that there are measures instituted for accountability. We will need to ensure the growth is constant and ensure that our mission and academic excellence surpasses expectations.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer:

Sull and Associates, PLLC

Describe any affiliation with any charter schools.

NONE

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Hardeep Sull, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Vegas Vista Academy (“Charter School”)
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*

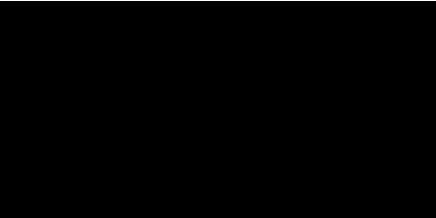
Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Hardeep Sull
Name

Vegas Vista Academy
Proposed Charter School Name

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Signature



04/23/2023

Date

HARDEEP SULL
Also known as “DEE”

ADDRESS



PROFILE

- Licensed Attorney in Nevada
- Admitted to The Nevada Supreme Court, The Ninth Court of Appeals, United States Court of International Trade, Federal District Court of Nevada, and the Federal District Court of Appeals.
- Extensive experience in Human Rights and International law.
- Extensive experience in Immigration Law and collateral issues (criminal, employment and family law).
- Knowledge of Immigration litigation, Appellate cases, family-based visas, employment visas, I-9 Compliance, Consular processing, Asylum, Entertainment Visa and Waivers.

EXPERIENCE

- Co-Chair of the ABA’s Immigration and Nationality Section’s Policy (2017-present)
- Former Co-Chair of the ABA’s International and Refugee Section
- Former Chair of the Nevada Chapter of the American Immigration Lawyers Association.
- Former Vice Chair of International Refugees; American Bar Association.
- Former Steering Committee Member of the Global Migration Section.
- Former Steering Committee Member of Immigration and Nationality Committee, American Bar Association.
- Pro Bono Liaison for the American Immigration Lawyers Association, local Chapter.
- Edited several publications for the American Immigration Lawyers Association.
- Former Member of the Annual AILA Conference Committee and local Conference Committee.
- USCIS Liaison for the American Immigration Lawyers Association, Nevada Chapter (2015-present)
- CBP Liaison for the American Immigration Lawyer’s Association, Nevada Chapter (2017-present)
- Wrote the *Study Guide: The Rights of Indigenous Peoples* for the University of Minnesota Human Rights Center.
- Co-counseled with criminal counsel on various immigration clients in representing and advocating their unique position within the judicial system.
- Liaised between various agencies of the government.
- Counsel clients on immigration issues, employment and civil rights issues.

EDUCATION

- 2003 **Master's in Law**
University of Minnesota Law School, Minneapolis, Minnesota
- 1996 **Private International Law**
Hague Academy of International Law, Den Haag, Netherlands
- 1997 **LL.B with Honors**
University of East Anglia, Norwich, United Kingdom
- 1997 **Comparative and International Program**
Cornell/Sorbonne Summer Institute of Comparative and International Law,
Paris France
- 1993 **Bachelor of Arts**
Simon Fraser University, Burnaby, Canada

AFFILIATIONS

- International Bar Association
- American Bar Association
- American Immigration Lawyers Association
- Global Migration Section
- State Bar of Nevada
- Southern Nevada Association of Women Attorneys
- Federal Bar Association

Attachment 1: Information Sheet for Applicant Team Members

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here:
<https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here:
<https://ethics.nv.gov/uploadedFiles/ethicsnv.gov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here:
https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

- (1) at least *one member* that is a Nevada teacher^[1] or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;
- (2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;
- (3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);
- (4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC

388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).

- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here:

https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school

Vegas Vista Academy

2. Full name

Cynthia Tavares

3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address



8. Which of the following best describes you:

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*



I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes

No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

Everyone should have access to a world class curriculum that is hands on and experiential, focusing on academic excellence. We will work to obtain lasting positive change in our community by having full social services and being the strong support families need.

-
2. What is your understanding of the proposed charter school's educational program?

Vegas Vista Academy will be a Pk - 12 International Baccalaureate, full continuum academy when fully operational. The academy will provide strong support of ELL and bilingual education. Having a strong focus on data driven and research based instructional methodologies including hands on learning and problem based learning.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Unemployed

Describe any affiliation with any charter schools.

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Cynthia Tavares, declare and certify under penalty of perjury the following:

(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Vegas Vista Academy (“Charter School”)

(Proposed Charter School Name)

will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 1. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude^[2] is prohibited from serving on a charter school board. (NRS 388A.323(3));
 2. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 3. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Cynthia Tavares

Vegas Vista Academy

Name

Proposed Charter School Name

04/15/2023

Signature

Date

[1] Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

[2] Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.



Cynthia Tavares

SKILLS

Organized, Teamwork, Good Communication, Emotional Intelligence, Bilingual, Event Coordination, Sales, Scheduling, Customer Service, Creativity, Critical Thinking, Problem Solving skills, Active Listening, Adaptability

EXPERIENCE

Vegas Vista Academy, Las Vegas, NV – *Committee Member*

January 2023 – Present

- Community Outreach
- Volunteer Coordinator
- Canvassing
- Social Media Handling
- Organizing meetings

Pure Elegance Beauty Salon, Las Vegas, NV – *Cosmetologist*

January 2016 – May 2019

- Opening, closing shop
- Greet people
- Upsell services
- Restock workstation/salon
- Cleaning and Sanitation
- Managed salon
- Set appointments
- Analyze hairstyles and recommend best services
- Cross-sell multiple brands
- Volunteer haircuts

Estilos Beauty Salon, Las Vegas, NV – *Cosmetologist*

December 2014 – January 2016

Mi Pueblito Beauty Salon, Las Vegas, NV – *Cosmetologist*

January 2014 – December 2014

EDUCATION

Las Vegas High School – *High school diploma*

Class of 2012, Las Vegas, NV

Volunteer work, SOL Group

Academy of Hair Design, Las Vegas, NV – *Cosmetology License*

Sep 2013, Las Vegas, NV

Hands on training, Provided Student Services, Won styling competitions

Attachment 1: Information Sheet for Applicant Team Members

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here:
<https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here:
<https://ethics.nv.gov/uploadedFiles/ethicsnv.gov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here:
https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

- (1) at least *one member* that is a Nevada teacher^[1] or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;
- (2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;
- (3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);
- (4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC

388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).

- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here:

https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school

Vegas Vista Academy

2. Full name

Victor Tavares

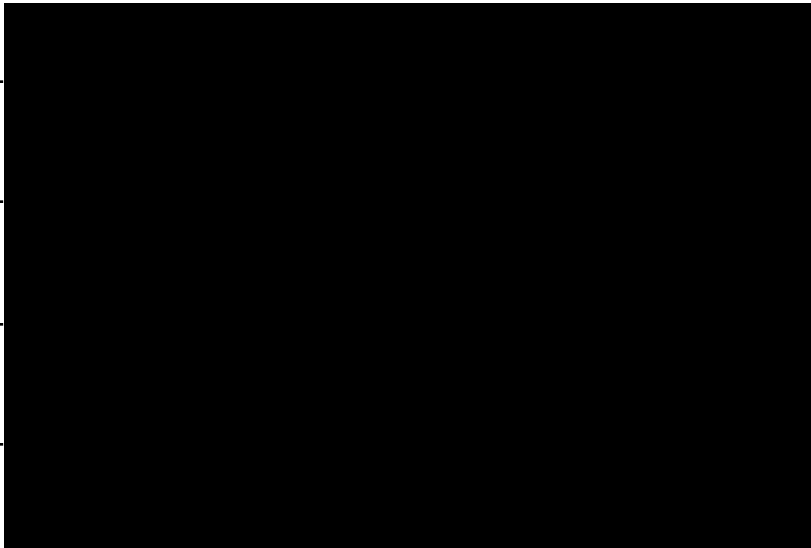
3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address



8. Which of the following best describes you:

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*



I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes

No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

Providing an opportunity for a better education and a concentrated curriculum in a community that lacks the resources.

-
2. What is your understanding of the proposed charter school's educational program?

It will be a small classroom size and will follow the International Baccalaureate (IB) curriculum from start to finish. There will be a focus on community service as well.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

As a member of the community in focus, I would like to make sure the best decisions are made for my children and the children in my community.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

To contribute to the development program of the school, including strategic planning for development, financial support, and active involvement in annual and capital giving.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

To stay fully informed about current operations and issues by attending board meetings and committee meetings regularly. Understand the school's commitment to diversity, equity, and justice, and to represent Vegas Vista Academy appropriately and accurately within the community.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

To actively support the schools mission and vision, strategic goals and policy positions as a unified voice.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?
-

Employer:

Describe any affiliation with any charter schools.

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Victor Tavares, declare and certify under penalty of perjury the following:

(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Vegas Vista Academy (“Charter School”)

(Proposed Charter School Name)

will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 1. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude^[2] is prohibited from serving on a charter school board. (NRS 388A.323(3));
 2. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 3. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

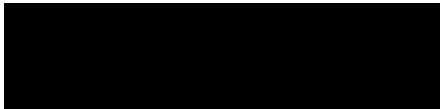
Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Victor Tavares

Vegas Vista Academy

Name

Proposed Charter School Name



04/15/2023

Signature

Date

[1] Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

[2] Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Victor Tavares

CCR Spec 2



Career Objective

Detail-oriented professional with experience in records management, Microsoft Office, and customer service. Frequently praised as hard-working by peers, I can be relied upon to help our team achieve its goals.

EXPERIENCE

Republic Services, Las Vegas, NV — Spec 2

September 2021 - PRESENT

- Take inbound calls
- De-escalate calls
- SME for onboarding new employees
- Build zeal with customers through personalized conversations.
- Exceeds in performance metrics related to call time, quality, and customer satisfaction.
- Anticipated customer concerns on calls by providing additional information.
- Listened to feedback from supervisors and implemented changes in future calls.
- Used a database system to record notes and call information.
- Data entry, data migration with Knowledge Management Team (KMT)

First Service Residential, Las Vegas, NV — CCR Rep

October 2015 - February 2020

- Take inbound calls from homeowners, realtors, escrow agents
- Place work orders
- Handle all calls within a timely manner
- Email documents when requested
- Update homeowner account information
- Call de-escalation
- Refers customers as appropriate, to other departments within the company

SKILLS

Responsible, Punctual,
Microsoft Office proficient,
Communication Skills,
Organized, TeamWork
Oriented,

LANGUAGES

English, Spanish

The Disney Store, Las Vegas, NV — *Cast Member*

June 2013 - November 2016

- Customer Service Focused
- Seasonal lead
- Floor set replenishment of missing items, freight
- Would receive and open shipments
- Organized the merchandise
- Lifted several boxes at once
- Would manage a team of 2
- Kept the store show ready
- Engaging with the guests'
- Quick changes to the shelves

Wet N' Wild, Las Vegas — *Line Cook*

April 2013 - August 2013

- Large quantities of food
- Large number of guests served in one day
- Catering events of 500+ people
- Catered major events for big companies
- Made food for big events while maintaining the regular customers satisfied
- Kept the kitchen and refrigerator clean, stocked and organized.

EDUCATION

Desert Rose High School, Las Vegas, NV — *Highschool Diploma*

January 2013

Arbor View High School, Las Vegas, NV

January 2011



**Vegas Vista Academy Charter Application
ATTACHMENT 3**

ATTACHMENT 3: Evidence of Community Partnerships/Letters of Support

| COMMUNITY PARTNERS | Organization / Individual | Page |
|-------------------------------|---|-------------|
| | Opportunity 180 | 268 |
| | Office of Executive Education Lee Business School, UNLV | 269 |
| | Puentes | 270 |
| | Office of Youth Development and Social Innovation, City of Las Vegas | 272 |
| | Heinrich YMCA | 273 |
| | LIFE Program | 274 |
| | NAIBWS | 275 |
| | Councilwoman Victoria Seaman | 276 |
| | Councilman Brian Knudsen | 277 |
| | LinYL Foundation | 278 |
| Support For Leadership | Dr. Anne Grisham | 279 |
| | Tam Larnerd | 280 |
| | Ramona Esparza | 281 |
| | Jerome Wray | 282 |
| | Sarah Rojas | 283 |
| | Hazel Alejandro | 284 |
| | Wilver Palencia | 286 |
| | Genesis Duarte | 287 |
| | Rebecca Lang | 288 |
| | Autumn Bassett | 289 |
| | Rhenz Iloreta | 291 |

| | | |
|-----------------|---------------------------------|-----|
| | Tristan Schmidt | 292 |
| Teachers | Dan O'Brien | 293 |
| | Andrew Magness | 294 |
| | Brooke Wheatley | 295 |
| Vendors | Michael Hiltz, Hiltz Commercial | 296 |
| | Edtech | 298 |



April 30th, 2023

State Public Charter School Authority
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

Dear Nevada Authority Board Members:

I am writing to express our organization's support of the Vegas Vista Academy application for authorization under the State Public School Charter Authority.

We believe this will be an innovative model for Clark County families in the zip codes they intend to serve. The Committee to Form has strong roots in Las Vegas and have demonstrated a commitment to leveraging what they do know about the community and education and learning what they need to know about launching and running an effective school. Opportunity 180 has been a vital partner in supporting Vegas Vista Academy, providing an initial planning grant of \$20,000. If approved, the Vegas Vista team will also be eligible for additional funding for up to \$150,000. We are confident that this support will be instrumental in ensuring the successful implementation of the school's vision.

As a member of Opportunity 180's Public Charter School portfolio, Vegas Vista Academy will have access to a network of mission-aligned leaders in Southern Nevada. We are committed to partnering with the school as a strategic funder and thought partner, supporting their vision for student success and helping them achieve their goals.

Sincerely,



Jana Wilcox Lavin
CEO, Opportunity 180

April 12, 2023

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

Dear Nevada State Authority Board Members,

I am writing this letter in support of the charter application for Vegas Vista Academy. As the Director of Executive Education at the University of Nevada, Las Vegas Lee Business School I first met Dr. Benjamin Feinstein when he inquired about training for the board he is developing for the Vegas Vista Academy. The Office of Executive Education offers a variety of options for customized professional development from short-form certificate programs, custom programming, and our flagship Executive MBA program. Our office is housed at the Lee Business School which one of the largest schools at UNLV with over 4,000 students and 21,000 graduates.

The VVA model of dual language, community project-based learning, and social-emotional support will enable our students in Las Vegas to thrive. VVA will strive toward education equity through their work grounded in these core tenets:

- Breaking down the barriers set by traditional patterns of inequality through experience and education
- Facilitating equity and access for all to a data-driven, world class curriculum focused on academic excellence, community service learning, bilingual fluency, and outdoor experiential education
- Inquiry and Problem-based learning - students will engage in real-world problem solving, design thinking, and student-led projects

The Office of Executive Education has been proud to work with VVA's Committee to Form as they have gone through the application process. Following authorization as a charter under the SPCSA, we intend to continue to work closely with Vegas Vista Academy in a mutually beneficial relationship. We have begun planning to include:

- Providing the VVA Board with specific training in the areas of Organizational Behavior, Human and Capital Management, and Executive/Professional Functions
- Attending VVA events and educating VVA families about available opportunities we provide

We look forward to working with Vegas Vista Academy moving forward. Your attention and consideration of VVA's charter application is appreciated.

Sincerely,



Dr. Nadine Bentis
Director, Office of Executive Education
Lee Business School
University of Nevada, Las Vegas
nadine.bentis@unlv.edu
Office: 702-895-4646

Lee Business School
Executive MBA Program
Box 456018 4505 S. Maryland Parkway
Las Vegas, Nevada 89154-6018
Main (702) 895-4646

April 12, 2023

Puentes



Dear Nevada State Authority Board Members,

Puentes is a 501 (c)(3), nonprofit organization focused on reducing structural inequality through the development of sustainable support and services which improve the social determinants of health in the communities we serve. Our outreach models are specifically designed to provide support with the cultural and conditional knowledge necessary to overcome fear, distrust and other barriers that have contributed to longstanding inequities within underserved populations. Our programs are diverse, and encompass virus mitigation, primary, preventative and behavioral health care, human trafficking, domestic violence, substance abuse, navigation for those at risk of becoming unhoused, education and employment. In 2022 we conducted 785 outreach events, all immediately within marginalized communities with a focus to bring services directly to those with the greatest needs. During our outreach over the past year, we had an opportunity to meet Valley Vista Academy at our YMCA Community Resource Fair. This gave VVA an opportunity to educate the community about their school, as that location was within their targeted zip code. We look forward to providing ongoing support for VVA to join our outreach in the communities surrounding VVA.

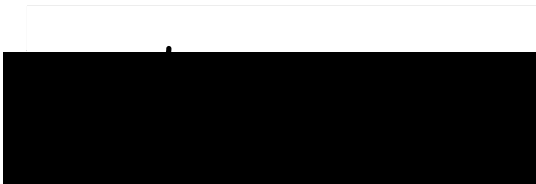
I am writing this letter in support of the charter application for Vegas Vista Academy. The VVA model of dual language, service and project-based learning and social-emotional support will enable our students in Las Vegas to thrive. VVA will strive toward education equity through their work grounded in these core tenets:

- *Breaking down the barriers set by traditional patterns of inequality through experience and education*
- *Facilitating equity and access for all to a data-driven, world class curriculum focused on academic excellence, community service learning, bilingual fluency, and outdoor experiential education*
- *Inquiry and Problem-based learning - students will engage in real-world problem solving, design thinking, and student-led projects*

We have been proud to partner with VVA's Committee to Form as they have gone through the application process. Following authorization as a charter under the SPCSA, Puentes intends to continue to partner closely with Vegas Vista Academy in a mutually beneficial relationship. We have begun planning our partnership to include:

- Attending VVA events and educating VVA families about available wraparound supports we facilitate.
- Providing VVA students and families with wraparound services, including primary, preventative and behavioral health care, human trafficking, domestic violence, substance abuse, navigation for those at risk of becoming unhoused, education and employment.

We look forward to partnering with Vegas Vista Academy moving forward. Your attention and consideration of VVA's charter application is appreciated.



Director of Community Engagement

P:702-337-5305



**LAS VEGAS
CITY COUNCIL**

CAROLYN G. GOODMAN
Mayor

CEDRIC CREAR
BRIAN KNUDSEN
VICTORIA SEAMAN
OLIVIA DIAZ
FRANCIS ALLEN-PALENSKE
NANCY E. BRUNE

JORGE CERVANTES
City Manager

DEPARTMENT OF
YOUTH DEVELOPMENT AND
SOCIAL INITIATIVES
DR. TAMMY MALICH
DIRECTOR

CITY HALL
495 S. MAIN ST.
LAS VEGAS, NV 89101
702.229.6011 | VOICE
711 | TTY



April 9, 2023

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

Dear Nevada State Authority Board Members,

Education has been a key priority for the city of Las Vegas since 2011 when the City Council adopted the Corporate Scorecard, which included education attainment goals related to the third-grade literacy and high school graduation rates. Initially, the city of Las Vegas influenced education through program enhancements and offerings such as Safekey and Batteries Included youth initiatives. Partnerships with education service providers and community stakeholders created synergy for more expansive collective impact projects such as Strong Smart Preschool Academies, Reinvent Schools Las Vegas (RSLV), Strong Future Technology Training Center, and the Las Vegas My Brother’s Keeper Alliance. The city of Las Vegas continues to demonstrate a commitment to supporting the development of a robust education system from preschool to post-secondary (P-20) education. Recognizing that quality education impacts all facets of the community, in 2015, the city of Las Vegas created the Department of Youth Development & Social Innovation (YDSI) to concentrate on the programs that strengthen this community. Since that time, the department has placed its focus on programming around improving kindergarten readiness, reducing chronic absenteeism, increasing literacy rates and preparing students for college and career pathways. Vegas Vista Academy shares our values and will bring them to life for students in our community.

I am writing this letter in support of the charter school application for Vegas Vista Academy (VVA). The VVA model of dual language, project-based learning and social-emotional learning in a community of support will enable our students in Las Vegas to thrive. VVA will strive towards educational equity through their work grounded in these core tenets:

- *Breaking down the barriers set by traditional patterns of inequality through experience and education*
- *Facilitating equity and access for all to a data-driven, world class curriculum focused on academic excellence, community service learning, bilingual fluency, and outdoor experiential education*
- *Inquiry and Problem-based learning - students will engage in real-world problem solving, design thinking, and student-led projects*

Following authorization as a charter under the SPCSA, the city of Las Vegas Youth Development and Social Initiatives Department intends to partner with Vegas Vista Academy in a mutually beneficial relationship. We have begun discussing possible partnerships for Batteries Included, Strong Future Youth Employment Internships, Safekey, and Strong Future Technology Training Center programs.

We look forward to partnering with Vegas Vista Academy and work with them to secure formal agreements after their authorization and chartering process is complete.

Your attention and consideration of VVA is appreciated.

Respectfully,



Dr. Tammy Malich



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

04/3/2023

To Whom it May Concern:

I write in support of the addition of Vegas Vista Academy into the 89107 area of Las Vegas, Nevada.

As I have learned about Vegas Vista Academy from Dr. Ben Feinstein, I'm excited for the opportunity of a new, high-quality charter school in our neighborhood. The dedication and passion for providing quality educational opportunities for students has been evident in each interaction I've had with Dr. Feinstein.

The goals of Vegas Vista Academy provide for a systematic approach to raising academic achievement of students and preparing students for the college and career of their choice.

I am hopeful for our partnership with Vegas Vista Academy. Opportunities for partnering include use of our gym and recreational facilities for learning opportunities; hosting family engagement events, providing before and after school programs for students and offering summer, winter and spring break programs.

We also have a preschool program for a small cohort of students here at our YMCA. It would be a great opportunity for students to have a high-quality public school of choice when they start school in such a close proximity.

Further, as a parent of a child who attends a public charter school, I know the challenges of our local district and the need for all of our children to have more access to a quality education. Vegas Vista Academy would be a welcome addition to our surrounding community.

At the YMCA, we focus on healthy families and communities. We are advocates for strong education systems that strengthen neighborhoods. We also focus on youth development, diversity and inclusion for our families.

I am happy to support a "School of Choice" for families in the 89107 area.

Emily Sowers
Executive Director
Bill and Lillie Heinrich YMCA

The Life Program Alumni Association

LifeLong Instruction and Focus on Exploration

April 9, 2023
Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Dear Nevada State Authority Board Members,

The LIFE Program was founded in 2002 at South High School in Springfield, Ohio. It is a multiage, experiential program focused on leadership training, service learning, and personal development. Throughout the year, participants in the LIFE Program participate in a number of activities including a leadership training weekend retreat, numerous service learning activities, and physical workouts. During the summer, the LIFE participants go on a 3-week backpacking and training trip. Over the last 18+ years, participants have traveled to and volunteered in over 30 National Parks in 45 states. Currently, there are over 200 LIFE Program Alumni. The LIFE Program is supported and funded by the LIFE Program Alumni Association, a 501 c3 Nonprofit.

I am writing this letter in support of the charter application for Vegas Vista Academy. The VVA model of dual language, service and project-based learning and social-emotional support will enable our students in Las Vegas to thrive. VVA will strive toward education equity through their work grounded in these core tenets:

- Breaking down the barriers set by traditional patterns of inequality through experience and education
- Facilitating equity and access for all to a data-driven, world class curriculum focused on academic excellence, community service learning, bilingual fluency, and outdoor experiential education
- Inquiry and Problem-based learning - students will engage in real-world problem solving, design thinking, and student-led projects

Following authorization as a charter under the SPCSA, the LIFE Program Alumni Association intends to partner closely with Vegas Vista Academy in a mutually beneficial relationship. We have begun planning our partnership to include:

- Providing LIFE students to volunteer at Vegas Vista Academy events, including community engagement events
- Providing training for VVA staff in the areas of experiential education and service learning
- Providing support for VVA students' experiential field trips, activities, and excursions.

We look forward to partnering with Vegas Vista Academy and will sign a formal MOU after their authorization and chartering process is complete.

Your attention and consideration of VVA is appreciated.



President, LIFE Program Alumni Association

April 11, 2023

Nevada State Public Charter School Authority

1749 N. Stewart Street, Suite 40

Carson City, NV 89706



Dear Nevada State Authority Board Members,

The Nevada Association of International Baccalaureate World Schools (NAIBWS) was founded in 2015. Our mission is to support IB students, staff, and schools in Nevada. We do this by providing a network for collaboration among students, schools, and professional staff of IB programs. We also work to facilitate continuing program development, curriculum improvement and curriculum implementation. We are very excited to hear that Vegas Vista Academy is planning to become Nevada's first IB full continuum school, offering all four programs to families in Las Vegas. Now in over 150 countries, the IB is widely recognized as the premier educational program in the world.

I am writing this letter in strong support of the charter application for Vegas Vista Academy. The VVA model of dual language, community service learning and social-emotional support is in line with the mission and vision of the IB, and will enable our students in Las Vegas to thrive.

Following authorization as a charter under the SPCSA, the NAIBWS intends to partner closely with Vegas Vista Academy in a mutually beneficial relationship. We have begun planning our partnership to include:

Providing NAIBWS students to volunteer at Vegas Vista Academy events, including community engagement events, and providing programming, training, and support for our IB students, teachers, and staff.

We look forward to partnering with Vegas Vista Academy and will sign a formal MOU after their authorization and chartering process is complete.

Your attention and consideration of VVA is appreciated.

Hannah Harris
President, Nevada Association of IB World Schools
www.naibws.org



OFFICE OF
VICTORIA SEAMAN
COUNCILWOMAN, WARD 2

April 12, 2023

State Public Charter School Authority
State of Nevada
1749 North Stewart Street # 40
Carson City, Nevada 89706

RE: Vegas Vista Academy

Dear Nevada State Public Charter School Authority Board Members:

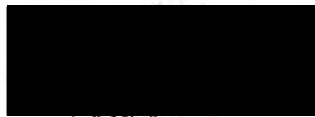
I was impressed with Dr. Feinstein’s vision for Vegas Vista Academy (VVA).

I am proud to support the charter application for Vegas Vista Academy. We need more excellent educational options for the Las Vegas community. Vegas Vista Academy will be one of these schools, providing much-needed equity and access for our families. The VVA model of dual language, service, and project-based learning and social-emotional support will enable students in Las Vegas to thrive. VVA will strive toward excellence in education through their work grounded in their core tenets:

- *Breaking down the barriers set by traditional patterns of inequality through experience and education*
- *Facilitating equity and access for all to a data-driven, world-class curriculum focused on academic excellence, community service learning, bilingual fluency, and outdoor experiential education*
- *Inquiry and Problem-based learning - students will engage in real-world problem-solving, design thinking, and student-led projects*

When their application is approved, I look forward to working with him to bring his vision to fruition. For all Las Vegas students

Sincerely,



Victoria Seaman
Las Vegas City Councilman, Ward 2

CITY OF LAS VEGAS
495 S. MAIN ST.
LAS VEGAS, NV 89101
702.229.6405 | VOICE
702.382.8558 | FAX
711 | TTY
vseaman@lasvegasnevada.gov



cityoflasvegas
lasvegasnevada.gov



OFFICE OF
BRIAN KNUDSEN
COUNCILMAN, WARD 1

April 11th, 2023

Re: Letter of support for Vegas Vista Academy.

To whom it may concern,

I am writing to express my support for the establishment of Vegas Vista Academy, a free public charter school in our community. As a Las Vegas City Councilman, I am deeply committed to ensuring that our city's children have access to high-quality education that meets their needs and prepares them for success.

I believe that Vegas Vista Academy would make a great addition to our community's educational offerings. Such a school would provide families with a new option for their children's education, one that emphasizes creativity, and personalized learning. Charter schools are known for their ability to cater to a diverse range of student needs, whether it be through specialized programming, language immersion, or other unique educational opportunities.

An added free public charter school would promote healthy competition among our educational institutions, ultimately leading to better outcomes for all of our students. As a Councilman, I welcome more options for our communities and children.

Thank you for your consideration of this matter.

Sincerely,



Brian Knudsen
City of Las Vegas Councilman, Ward 1

CITY OF LAS VEGAS
495 S. MAIN ST.
LAS VEGAS, NV 89101
702.229.6405 | VOICE
702.382.8558 | FAX
711 | TTY
bknudsen@lasvegasnevada.gov





April 10, 2023

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

Dear Nevada State Authority Board Members,

I am a board member of the LinYL Foundation, a non-profit organization that honors diverse, motivated students pursuing higher education. In the Las Vegas area we provide scholarships to college-bound seniors of local schools, in partnership with the Public Education Foundation.

I am writing this letter in support of the charter application for Vegas Vista Academy. The VVA model of both dual language, project-based learning and social-emotional learning in a community of support will enable our students in Las Vegas to thrive. VVA will strive toward education equity through their work grounded in these core tenets:

- Breaking down the barriers set by traditional patterns of inequality through experience and education
- Facilitating equity and access for all to a data-driven, world class curriculum focused on academic excellence, community service learning, bilingual fluency, and outdoor experiential education
- Inquiry and problem-based learning—Students will engage in real-world problem solving, design thinking, and student-led projects

Following authorization as a charter under the SPCSA, the LinYL Foundation intends to partner closely with Vegas Vista Academy in a mutually beneficial relationship. We have begun planning around partnerships to include:

- Information sessions for college bound VVA students
- Scholarships for college-bound VVA students

We look forward to partnering with Vegas Vista Academy and will sign a formal MOU after their authorization and chartering process is complete. Your attention and consideration of VVA is appreciated.

Sincerely,



Becky Lang

Co-founder & Chief Technology Officer, LinYL Foundation
6549 Candleglade Ct
North Las Vegas, NV 89084

April 13, 2023

Dear Nevada State Authority Board Members,

I write to you to voice my support of Dr. Benjamin Feinstein as the leader of the proposed Vegas Vista Academy. I am excited about the prospect of a charter school opening to provide the International Baccalaureate (IB) to the wider valley of Las Vegas. Dr. Feinstein is well versed in the International Baccalaureate organization, and is committed to the work that will need to occur to obtain the prestigious IB authorization.

Dr. Feinstein is a strong and collaborative leader who understands that he will need to surround himself with educators who understand concept-based learning, inquiry, and play-based learning in the early years. This type of learning provides students the opportunity to grow as thinkers, inquirers, and risk-takers. The IB aims to create caring individuals who are able to understand different perspectives, are open-minded to new ideas, and take action to make their community a better place. This kind of education should be offered to every child, thus I am happy to hear that another IB school may be added to the ones offered in Clark County.

As an IB educator who works with schools globally, I know that this school is needed in our valley. The charter experience provides some freedom that the IB schools in the district do not always have due to the oversight from the district. I look forward to the success of Dr. Feinstein leading this school.

Sincerely yours,

Anne Grisham, ED.D

IB Educator Network-global lead educator

Retired Principal and head of a Primary Years IB School

HOPE

S Q U A D[®]

April 17, 2023

Tam Larnerd—Director of Education
5455 River Run Dr.
Provo, UT 84604

To Whom it May Concern:

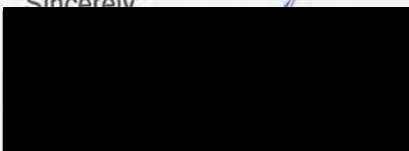
I am pleased to have the opportunity to write a letter of recommendation and support for Dr. Benjamin Feinstein to become the inaugural principal of Vegas Vista Academy. Prior to my retirement from the Clark County School District, I was Dr. Feinstein's principal at Spring Valley High School in Las Vegas, Nevada, from 2018 through 2021. I initially hired Dr. Feinstein as our dean of students and then promoted him, based upon his highly effective work performance, to assistant principal. Throughout the time we worked together, Dr. Feinstein consistently demonstrated educational leadership, a high level of expertise regarding the International Baccalaureate (IB), and the ability to connect with various stakeholders within the school community.

Dr. Feinstein's experience as an IB trainer and previous Head of School was invaluable for us as we navigated through the IB authorization process. He helped guide our core curriculum teachers and department chairs to transition their instructional practice to align with the expectations of the IB. In addition, Dr. Feinstein served on the Board and as President of the Nevada Association of IB World Schools. In this role, he brought together IB teachers and students in Nevada for an annual conference and advocated on a state level for the Department of Education to cover the cost of IB testing for all IB Diploma Programme students in the state.

Dr. Feinstein also found unique ways to engage faculty members and students to build connectedness within our school community. He organized and coordinated the school's "Writer's Guild" which featured various faculty and students writing and publishing stories and essays. In addition, his LIFE program challenged students to explore the desert southwest on weekend hikes and excursions.

I am confident that Dr. Feinstein would be an exceptional choice to lead the Vegas Vista Academy so that it becomes a premier destination for parents and students who want to pursue an International Baccalaureate Diploma.

Sincerely,



Phone: 702-249-6356
E-mail: tam@hopesquad.com



The Leadership Institute of Nevada

because leadership matters

Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40 Carson City, NV 89706
April 10, 2023

To Whom It May Concern:

I am honored to write a letter of support for Dr. Benjamin Feinstein. He is an exemplary instructional leader. Dr. Feinstein has a genuine, sincere passion to teach, lead, and empower others to become instructional, transformational leaders, in order to ensure that all students are afforded high quality educational experiences to succeed.

I have been fortunate to have formerly supervised and remain a colleague of Dr. Feinstein for over seven years. He currently serves as an Assistant Principal at Spring Valley High School. My initial meeting with him was during a panel interview for a graduate leadership program. Upon closing that interview, I knew he was someone that I needed to employ with his vast skill set and capacity to empower other leaders. His perspective and ability to build teams was evident in his past work experiences with the International Baccalaureate program as a lead facilitator of professional learning, at the nationally and internationally level.

At the time, I served as a high school principal, serving almost 3,000 students, with 100% free-reduced lunch status, highest homeless student population, and the second highest newcomer/refugee student population at Valley High School. I hired Dr. Feinstein into a Science position, and soon transitioned him into the IB Magnet School Coordinator position from 2015-2019.

Dr. Feinstein was essential in providing guidance and training for the IB curriculum, testing, monitoring implementation of programming for our entire staff of over one-hundred and thirty-five teachers. He became a teacher leader that held crucial conversations with colleagues that resisted the change process that was necessary for the IB programming to improve and thrive. He is a responsive leader that is adamant about doing what was best for students. Dr. Feinstein is a servant, humble leader that was able to advocate for equitable practices and professional learning to close achievement gaps and foster communities of culturally responsive environments, not only for the IB Magnet programs, but school-wide for the betterment of all students. Under his leadership Valley High School IB Magnet Programs received numerous awards and the Magnet School of Distinction during his tenure. In addition, he was instrumental in improving instructional practices for our English language learners due to his passion project of data collection, providing tier systems of support, and building teacher's instructional capacity to scaffold instruction. Due to his efforts, we had students exceed growth and/or exit from ELL services on the WIDA exam. The scores outperformed the state's averages of performance.

Dr. Feinstein's professional experience has afforded him the ability to plan strategically to raise student achievement, manage budgets, and facilitate culturally responsive and relevant practices based on research to focus on the growth and development of educational leaders. His vast experience has aided district-level and site-based leaders to create safe, civil and respectful, creative and inclusive school learning environments. His knowledge of the school improvement process, including experience in data collection and analysis and monitoring of student progress has been essential in guiding the schools through improving structures, processes, and changing instructional practices. His true strength is that he is a systems and process oriented thinker that completes tasks from beginning to end.

Dr. Feinstein's true testament is his commitment to being a life-long learner. He is a problem-solver, perceptive, demonstrates high emotional intelligence, and is an exemplary model for his colleagues. His leadership and interpersonal skills demonstrate that he exemplifies what a leader in our community and/or any other organization should want in their leader. His personal aspirations, integrity, and sincere work ethic, I believe, are unyielding and commendable. Dr. Feinstein is insightful, dynamic, conscientious, and excels in all endeavors that he pursues. Please afford him every consideration; he is an exemplary candidate to lead any school organization or community.

Ramona Esparza
President
The Leadership Institute of Nevada
ramona.esparza@lionv.org
2250 Las Vegas, Blvd., North Las Vegas, NV 89030
Office: (702) 840-LION (5466) Cell: 702-239-7927

To whom it may concern,

As someone who has worked over the past seventeen years with students from elementary school through secondary education, I can say that it is truly an honor for me to write this letter of support for Dr. Benjamin Feinstein and the Vegas Vista Academy. Our student populations are more diverse than this country has ever seen, and our education systems should reflect that diversity. As such, the Vegas Vista Academy under the leadership of Dr. Feinstein, will be a catalyst for change not only for the students who attend, but also the community that surrounds it.

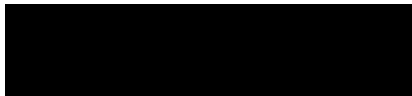
Dr. Feinstein is an exceptional educator, communicator, and leader. I believe that his emphasis on life-long learning and experiential education, combined with his passion for the personal, educational, and professional development of his students, will become a contagion amongst his faculty and staff. Dr. Feinstein's diverse background in education allows him to connect on deep levels with all students, especially those considered "at-risk" or who feel out of place in the standard education system.

Through the Lifelong Instruction and Focus on Exploration (LIFE) Program, and as a student who sat under his teaching, I have experienced the effectiveness of Dr. Feinstein's methods. In his classes, I learned to think creatively and critically. I learned not to settle for good enough but to strive for excellence. I learned to see the potential in myself, regardless of the people or situations around me. In the LIFE Program, I learned the importance of being an active member in my community and I was given experiences that took me out of my community and showed me that the world is bigger than I could have imagined. Having this access to the external world gave me an internal permission to dream about my future. The many lessons I learned from Dr. Feinstein, I have been trying to instill in the young people I have worked with over the years; hoping to give them access to unseen potential as well as an external world that may seem beyond their reach.

My personal experience with Dr. Feinstein, his educational methods and programs, as well as hearing from hundreds of students who have been a part of the LIFE Program over the years, gives me the utmost confidence that Vegas Vista Academy, under his leadership and direction, will thrive in ways that change people, cultures, and communities. The foundations of this school, built around diversity and experiential learning, will produce positive academic outcomes for the most students possible and will give unique and innovative learning opportunities to the students and the staff.

The Vegas Vista Academy is more than just a good idea; it is an innovative and dynamic opportunity to reach, teach, and inspire students to be high-caliber learners, and effective members of their communities. As a parent of two young boys, I can only hope that there will be a school like Vegas Vista Academy for them to attend.

Sincerely,
Jerome M. Wray



Program Director and Youth Outreach Coordinator
The Salvation Army – Camp SWONEKY

Alumni Director
LIFE Program Alumni Association

April 10th, 2023

Dear Nevada State Authority Board Members,

I am writing this letter in support of Dr. Benjamin Feinstein and Vegas Vista Academy. I first met Dr. Feinstein when I was a junior at Valley High School in 2015. Since that time, he has become a wonderful mentor and dear friend. Without his support, encouragement, and guidance, I would not be in the position I am in today: returning to higher education while working full time for a nationally recognized non-profit. Having experienced the CCSD education system my whole life, there are very few teachers I'd encountered in my time that have made such an impact on both my quality of education and my life trajectory. I have the utmost respect for and faith in Dr. Feinstein as an educator. His experience, work ethic, and overall passion for the community make him an excellent choice of leadership for a school that is sure to change many lives.

As an organizer working everyday in communities that are low-income, marginalized, and disenfranchised, I want to emphasize the need for a school like Vegas Vista Academy. Attending a school where the educators are trauma informed and support the needs of our most vulnerable students, while advocating for community engagement would have changed my life growing up. I work tirelessly to support the Las Vegas community and make it a better place for young people to grow up, and I very much look forward to supporting that shared vision with Vegas Vista Academy.

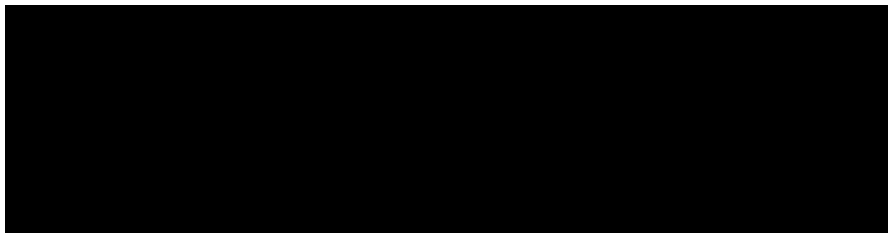
Thank you,

Sarah Rojas (ella/she)

Raíz Campaign Organizer

Planned Parenthood of the Rocky Mountains

Planned Parenthood Votes Nevada



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

April 10, 2023

Dear Nevada State Charter Authority Board Members,

My name is Hazel Alejandro. I have known Dr. Benjamin Feinstein since he was my International Baccalaureate (IB) Coordinator and teacher during my senior year at Valley High School. In the eight years I have known him, he has become a mentor, a role model, and a trusted friend that I wholeheartedly support to run Vegas Vista Academy in Las Vegas.

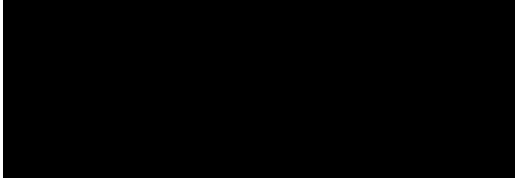
During the time he was my teacher, he was incredibly gifted in inspiring his students. At that time, I also decided to join his after-school organization called the LIFE Program, where he pushed students to physically and mentally challenge themselves while exploring the great outdoors. Not only did he nurture my love of nature during this pivotal time in my life, but he also showed me the importance of serving the community. I continued to volunteer for the LIFE Program well after graduating, leading hikes with high school students and participating in service-based learning projects. Dr. Feinstein continued to support me through my undergraduate college years and pushed me to pursue my career goals in higher education. He was the first person I told when I was accepted into my Higher Education M.Ed program. He constantly encourages me to find success and I am so excited for him to lead potentially thousands of students through the same experience.

I am honored to write in support of Dr. Feinstein starting Vegas Vista Academy. As the most dedicated and supportive teacher I have ever known, I believe he would be an extraordinary leader and help so many students realize their true potential. He is the perfect leader to contribute to positive change in Las Vegas because of his capacity for caring for others, his understanding of how to support young people, and his decades-long experience with the educational system.

Las Vegas needs to have a better choice on where their students receive their education. There is a need in this community for a school that teaches both Spanish and English to its students, provides an education with smaller class sizes, and focuses on bettering the community around them. As an IB graduate and the Alumni Representative for the Nevada Associate for International Baccalaureate World Schools, the education I received was crucial to my success as a higher education professional. Vegas Vista Academy adopting this model of holistic learning would benefit such an underserved population of students. I believe in this school so much that I

have promoted and canvassed for Vegas Vista Academy as much as I could in the last few months. I will continue to spread the word about Dr. Feinstein and Vegas Vista Academy because it will be a boon for the city and the people who live here.

Vegas Vista Academy will prove to be an exemplary institution that will foster success for every student that walks through their doors. Dr. Benjamin Feinstein has my full support in establishing and running this school.



Dear Nevada State Public Charter School Authority,

I'm writing this letter in support of the application for Vegas Vista Academy. This letter is to show my support for Dr. Feinstein's leadership and philosophies and why Vegas Vista has the vision of becoming an integral part of the community.

Dr. Feinstein has a unique ability to connect with students on a personal level, which enables him to understand their strengths and weaknesses and provide them with personalized guidance. His teaching style is not only engaging but also highly effective, as he uses a variety of teaching methods to cater to the diverse learning styles of his students. This is something that I know from experience, because I was a student of his for many years.

In addition to his teaching and leadership abilities, Dr. Feinstein is also a kind and compassionate person. He truly cares about the well-being of his students and goes above and beyond to support them in their academic and personal pursuits. In the LIFE Program he always wanted to check up on everybody any chance he had.

The LIFE Program has one of the most insightful philosophies that I've experienced and that amount that it has improved my life has made me ready for the real world so to speak. I will always be forever grateful for the connections and the experiences that I've been through while in the program. The LIFE Program teaches collaboration, social skills, and most importantly exploration within one's self.

The collaboration aspect of the LIFE Program is everyone working together to achieve one goal. This was enforced by training together and raising money together for our hiking trips. Not only that, but there was even collaboration on the hikes themselves by keeping ourselves together and supporting one another. Having Dr. Feinstein as our leader kept us together and was the pinnacle of our support. All in all however, he didn't want us to always rely on him but to rely on ourselves and each other, which is a lesson I've learned to follow to this day.

Naturally, the social skills brought on by the hikes and training really taught me how to relate more to people and to realize that the world is a very big place and we as humans control how it operates. The mindset that the LIFE program instilled in me is to make a difference in the world and change how it operates for the better. The ambitions I've developed is something I still strive for to this day and it has been years since I've been officially in the program. That's how much the program means to me, the statement it's made on my life is something I can't thank enough for. Truly, it taught me how to look for myself and find my own identity. Self-exploration is something that is lacking in young development and because of the program it strives me to be successful and find what I truly love to do.

The self-exploration aspect of the program is something that encompasses all parts of the program. Whether it was knowingly or not is something I'm not sure of but it did wonders! When looked at in an overview of how the program is designed you wouldn't guess that self-exploration is involved but when you combine everything together you are in constant thought with yourself and how one wants to be guided. This is something that I cherish while in the program and it's something I wish I can do more often. Unfortunately, most people can't because their ambition drives them to work for what they want to achieve, just like how someone moves on from university to achieve their goals.

Of course, the program is still something that I think about every day and how it impacted me. Without it, I'm not sure where I'd be but what I can say for certain is that it vastly improved my outlook on life and the world. Dr. Feinstein has created something that not only that I'm glad I experienced but something I hope more people can experience in their lives.

-Wilver Palencia



April 10, 2023

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

Dear Nevada State Authority Board Members,

I am writing this letter to express my wholehearted support for the charter application of Vegas Vista Academy. Dr. Benjamin Feinstein is a remarkable educator and mentor. I do not know anyone better qualified to lead a school. I base this statement not only on his merit, qualifications, and experience, but also on his character and commitment to seeing students succeed.

The VVA model of dual language, service and project-based learning and social-emotional support will enable our students in Las Vegas to thrive. VVA will strive toward education equity through their work grounded in these core tenets:

- *Breaking down the barriers set by traditional patterns of inequality through experience and education*
- *Facilitating equity and access for all to a data-driven, world class curriculum focused on academic excellence, community service learning, bilingual fluency, and outdoor experiential education*
- *Inquiry and Problem-based learning - students will engage in real-world problem solving, design thinking, and student-led projects*

I am excited to see elements of the LIFE Program incorporated into a school's educational program. I was a member of the LIFE Program for two years in high school and it played an integral part in my educational journey.

The addition of Vegas Vista Academy to the Las Vegas community provides for an innovative and positive educational experience for all those students who will enroll. Your attention and consideration of Vegas Vista Academy is appreciated.

Respectfully,

Genesis Duarte Padilla


Mental Health Counselor - Third Way Center
gduartepadilla@thirdwaycenter.org

Nevada State Public Charter School Authority
Carson City, Nevada

April 10, 2023

Dear Nevada State Charter Authority Board Members,

My name is Becky Lang. I have known Dr. Feinstein since 2016, as a teacher, IB coordinator, and the driving force behind the Lifelong Instruction and Focus on Exploration (LIFE) Program, which I joined starting in my junior year of high school and am still actively involved with. It's my pleasure to write this letter in support of Dr. Feinstein and Vegas Vista Academy.

Inside the classroom, Dr. Feinstein was an amazing educator. As my teacher for Theory of Knowledge, he consistently encouraged us to see things from multiple perspectives, gave truly thought-provoking lectures and assignments, and encouraged creativity and thinking outside the box. He made the curriculum relevant and engaging, and to this day, I think about things I learned in that class. Outside direct classroom instruction, he took the time to truly get to know his students and allowed you to be who you are, with no questions asked, and always advocated for personal wellness beyond just academics.

Next, I'd like to discuss the impact the LIFE Program had on me, as its core tenets relate directly to the experiential education and service-learning components of VVA's model. In LIFE, I pushed my limits and built my mental and physical fortitude, seeing that by setting a goal and dedicating myself, it's possible to (quite literally) climb 14,000-foot mountains. It allowed me to enrich my social circle by befriending people whom I wouldn't have otherwise met. It showed me a way of living connected to nature, myself, and the community that I continually aspire to attain. If I could, I'd give every student the opportunity to participate in LIFE, and I believe VVA will allow many more students to reap these benefits.

With Dr. Feinstein's years of experience in education and personal drive, I can think of no one better to start an innovative, results-oriented charter school. As an educator, and as a person, he supports and encourages those around him, with a sense of humor to boot. I wholeheartedly support VVA's application, mission, and Dr. Feinstein's leadership, and eagerly look forward to the impact it will have in the Las Vegas area.

Respectfully,

A solid black rectangular box redacting the signature of Becky Lang.

Becky Lang

April 9, 2023

Nevada State Public Charter School Authority

1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Dear Nevada State Authority Board Members,

I met Dr. Benjamin Feinstein through a former student of Valley High School and participant in his LIFE program. Since our first meeting I have had the pleasure of multiple conversations with him, where I learned a great deal about how passionate he is about education and community, as well as his knowledge about these topics. He knows how to seek out gaps in systems and remediate them. As a former CCSD student, this was encouraging to hear as I believe that such values are important for Nevada students. Even before my first meeting with Dr. Benjamin Feinstein, his strong leadership skills preceded him. From all accounts, he has shown his strength in leading students through his many years of working in education. His ability to inspire students to learn, grow, and make their own impact on their community is a skill that is much needed in educational institutions.

This is a letter in support of the charter of Vegas Vista Academy. The VVA model of dual language, service and project-based learning and social-emotional support will enable our students in Las Vegas to thrive. VVA will strive toward education equity through their work grounded in these core tenets:

- *Breaking down the barriers set by traditional patterns of inequality through experience and education*
- *Facilitating equity and access for all to a data-driven, world class curriculum focused on academic excellence, community service learning, bilingual fluency, and outdoor experiential education*
- *Inquiry and Problem-based learning - students will engage in real-world problem solving, design thinking, and student-led projects*

I've witnessed the significant difference Dr. Feinstein has made within the Las Vegas Valley. He impacted students hands-on with his experience teaching before transitioning to larger-scope roles including Headmaster. Between his various educational positions, he has influenced

thousands of students for several years here in Las Vegas. Dr. Feinstein also has experience as an educational leader within his LIFE program here in Las Vegas, including influencing the creation of a chapter at the University of Nevada, Las Vegas. He is committed to bringing a quality education to all students who fall directly or indirectly under his care.

As a former student of CCSD, I have firsthand experience the impact of a quality and supportive academic environment has on students. I would not be where I am today were it not for a charter school that was committed to my academic success. I have full confidence that Dr. Benjamin Feinstein will run a successful charter school. The addition of Vegas Vista Academy to the Las Vegas community provides for an innovative and positive educational experience for all those students who will enroll. Your attention and consideration of Vegas Vista Academy is appreciated.

Respectfully,

Autumn L. Bassett

Nevada State Public Charter School Authority
Carson City, Nevada

April 10, 2023

Dear Nevada State Charter Authority Board Members,

I am writing to express my enthusiastic support for Dr. Benjamin Feinstein, a former teacher of mine who is applying to start a charter school in your community. As someone who has witnessed Dr. Feinstein's passion for teaching and unwavering commitment to his student's success, I believe that he has the knowledge, skills, and dedication to create Vegas Vista Academy.

I have known Dr. Feinstein for the past 13 years – since I was a Freshman at Island Pacific Academy in Hawai'i. I got to really know him by joining the L.I.F.E. Program, and through the experiential educational opportunities made available through this program, I was consistently impressed by his ability to engage and inspire students of all backgrounds and abilities. His approach to teaching was always student-centered, with a focus on creating an inclusive and equitable learning environment beyond just the confines of the classroom.

I believe that Dr. Feinstein's approach to education, coupled with his enthusiasm for the outdoors and experiential education, will make Vegas Vista Academy a truly exceptional learning environment. Dr. Feinstein has the ability to inspire students to reach their full potential and to provide them with the tools and support they need to succeed academically and personally.

Moreover, I know that Dr. Feinstein has spent considerable time researching and developing his charter school proposal, and I have no doubt that he has put together a strong plan for academic and operational success. I believe that his expertise, dedication, and passion will make them an exceptional partner for the Nevada State Charter Public Charter School Authority.

I strongly encourage you to approve Dr. Feinstein's application to start a charter school. I am confident that Vegas Vista Academy will be a valuable asset to the Las Vegas community, providing students with the educational opportunities and support they need to succeed.

Sincerely,

Rhenz Dan Iloreta
Graduate Student, University of Hawaii at Mānoa

Nevada State Public Charter School Authority
Carson City, Nevada

12 April 2023

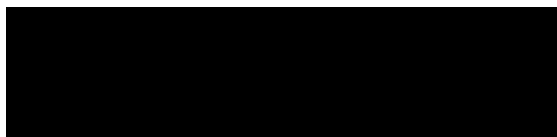
Dear Nevada State Charter Authority Board Members,

My name is Tristan Schmidt. I'm honored to write in support of Dr. Benjamin Feinstein; he has been a pillar in my life for thirteen years. Dr. Feinstein met me in 2010 as a struggling, angry high school student and humbled me with unrelenting compassion. With his guidance, I began a journey of growth in my senior year that gave me the tools to change my life.

When Dr. Feinstein joined Island Pacific Academy in Hawaii as a chemistry teacher, he brought the LIFE Program with him. LIFE (Lifelong Instruction Focused on Exploration) is a multi-disciplinary program of his creation; which engages students in everything from reading and writing to sports, mountaineering, and self-development. I joined LIFE at the beginning of my senior year and found myself simultaneously challenged and supported by Dr. Feinstein. Together we climbed actual mountains on Oahu and across the western US, while he taught me to summit the mountains in my mind: the obstacles blocking me from self-love and belief in my own potential. With unwavering faith in me, he helped me to develop a foundation of confidence that made me feel like the impossible was possible. In the years that followed, he has continued to drive me towards achieving my educational and personal goals. He inspired me to travel across the world, to finish college in the face of adversity, become a medical massage therapist, and to continue my journey toward becoming a Doctor of Chiropractic medicine. When someone believes in you and like Dr. Feinstein believes in his students, you realize that nothing is unattainable.

Today, I'm humbled and thrilled to voice my support for Dr. Benjamin Feinstein as he endeavors to establish the Vegas Vista Academy. The goal of every great educational institution is to nurture self-empowered learners and leaders. Dr. Feinstein brings out the highest potential in every student who comes under his guidance. My deepest wish is for more students to be granted this same opportunity to know themselves and find their power. In this school, my wish becomes a reality. The qualities that Dr. Feinstein will bring to this school: leadership-by-example, administrative excellence, and powerful compassion, would be an absolute asset to students. A school based on his vision would be a pillar of support to the city of Las Vegas and its diverse communities. The Vegas Vista Academy is the culmination of more than twenty years of brilliant, empathetic pedagogical innovation by Dr. Feinstein on his journey to uplift students across the US. He is the most caring, devoted, and effective teacher that I have ever met. I count myself blessed to benefit from his sage wisdom. Las Vegas, the City of Lights, would be an even brighter place with the Vegas Vista Academy.

Respectfully,



April 10, 2023

Dear Nevada State Authority Board Member,

My name is Daniel O'Brien, and I am writing this letter of support for Vegas Vista Academy, and in particular, for the future head of school, Dr. Benjamin Feinstein.

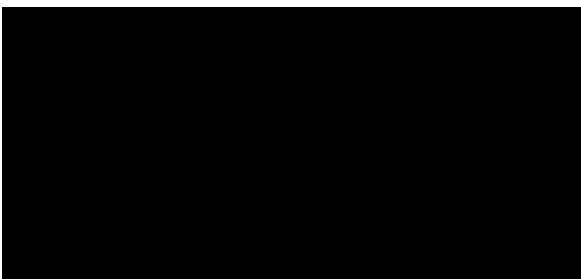
In my 17 years in public education, I have never met a teacher as knowledgeable and indefatigable as Ben Feinstein. I first met Ben in 2015 as a colleague teaching in the International Baccalaureate (IB) program at Valley High School in Las Vegas, Nevada. Through the IB program, Ben taught me what teaching the whole child meant. It is this vision through which his school proposal of Vegas Vista Academy (VVA) will manifest.

VVA is a small school model that will be built with experiential learning at its core. Ben, as the head of school, will use his 30+ years in education to design and implement opportunities for students to grow both in and out of the classroom. School classes will be small—50 students maximum per grade level—and community involvement will benefit students far more than classroom lessons alone. Dr. Feinstein is also recognizing a faculty who will best implement what has been proven in the field of education as the most effective learning for students—small class size, community involvement, and hands-on learning.

The location of the school site is also of paramount importance. VVA will be located in one of three zip code areas where student need is considered highest. These communities are some of the most underserved neighborhoods in the Las Vegas valley—89106, 89107, and 89108. Though the school will be open to all, giving students in these areas another public school choice is a goal Ben and every one on the committee-to-form share.

It is my honor to publicly offer my support for a new public charter school, Vegas Vista Academy and for the future head of school, Dr. Benjamin Feinstein. I count Ben as a dear friend and fully believe his school model will make a difference for each and every student enrolled.

Sincerely,



Dear Nevada State Authority Board Members,

As an experienced IB Diploma Coordinator with 16 years of experience, I have witnessed firsthand the positive impact that the IB program can have on students. Kids who graduate from the IB program come back and tell me how easy it is to succeed at college and how IB played a big part in getting them ready to be college students. It's not about skipping coursework for them. It isn't even about the money. They are just not held back by the psychological norms of first-generation and low-income students at the college level. I think that only someone who works with these kids can understand how vital this step is.

I firmly believe that an IB charter school in Las Vegas would provide an exceptional education that will empower students to succeed both academically and personally. The IB program is not just about college credit. It is about giving a voice to gender, race, and social class of children. IB teaches pride, ownership, perspective, empathy, perseverance, grit, self-efficacy, and community. It instills in students a sense of purpose and fosters the development of well-rounded individuals who are capable of making a positive impact in their communities.

In today's global society, it is essential for students to develop not only their academic knowledge but also the skills and attributes necessary for success in an ever-changing world. An IB education provides students with an understanding of diverse cultures and global issues, preparing them to become responsible and active global citizens. The program promotes inquiry-based learning and encourages students to think critically, creatively, and independently, developing the skills necessary for success in the 21st century.

Furthermore, the IB program provides a supportive and collaborative learning environment that encourages students to take ownership of their education and become self-directed learners. This approach to learning fosters a love of learning and develops essential skills such as time management, organization, and self-motivation. These skills are invaluable not only for success in college and the workforce but also for personal growth and fulfillment.

I know the question "Why IB?" will follow me for the duration of my career, and I will continue to say that it will give you college credit. But I am also going to tell people that IB is totally worth it. An IB education is an investment in the future of our young people and our community. It is an investment in creating responsible and compassionate leaders who are prepared to make a positive impact in the world.

I strongly urge you to approve the establishment of an IB charter school in Las Vegas. By doing so, you will provide students with an exceptional education that will prepare them to succeed both academically and personally, and make a positive impact on the future of our community.

Sincerely,

Andrew Magness

Valley High School

IB Diploma Coordinator with 16 Years of Experience.

April 11, 2023

Re: Letter of Support for Vegas Vista Academy - An International Baccalaureate School

Dear Nevada State Authority Board Member,

I am writing to express my enthusiastic support for Vegas Vista Academy, a new charter school in Las Vegas, Nevada that is set to become an International Baccalaureate (IB) school. As an IB Teacher in CCSD, and someone who is deeply committed to advancing educational opportunities for students, I believe that Vegas Vista Academy's commitment to providing an IB education will offer an outstanding educational experience for the children in our community.

The International Baccalaureate program is renowned for its rigorous curriculum, emphasis on critical thinking and inquiry-based learning, and commitment to fostering global-mindedness among students. Vegas Vista Academy's decision to pursue the IB authorization demonstrates its dedication to providing a high-quality education that prepares students to excel academically and thrive in a rapidly changing global society.

By offering the IB program, Vegas Vista Academy will provide students with a challenging and comprehensive educational experience that promotes not only academic excellence but also the development of essential skills such as critical thinking, communication, and intercultural understanding. The IB program's focus on holistic education, including the development of character, leadership, and community engagement, aligns well with Vegas Vista Academy's mission of providing a well-rounded education that prepares students for success in college, career, and life.


Furthermore, as an IB school, Vegas Vista Academy will be part of a global network of schools that share a common philosophy and strive to develop internationally minded students who are knowledgeable, caring, and engaged citizens. The IB program's emphasis on promoting diversity, equity, and inclusion aligns with Vegas Vista Academy's commitment to creating a safe, inclusive, and respectful learning environment that celebrates diversity and prepares students to thrive in a diverse world.

I am confident that Vegas Vista Academy's pursuit of IB authorization will provide a unique and exceptional educational opportunity for students in Las Vegas. The school's dedication to academic rigor, character development, and global-mindedness makes it a compelling addition to the educational landscape in our community. Therefore, I wholeheartedly support Vegas Vista Academy's charter application and urge you to consider approving their proposal to become an IB school.

Thank you for your attention to this matter. If you require any further information or have any questions, please do not hesitate to contact me. I am available to provide additional support or participate in any way that would be helpful.

Sincerely,

Brooke Wheatley
IB Teacher & CAS Coordinator
Valley High School
Las Vegas, Nevada



April 15, 2023

Board of Directors

Nevada State Public School Charter Authority

1749 N. Stewart Street, Suite 40

Carson City, NV 89706

Dear Nevada State Charter School Authority Board Members:

I, Michael D. Hiltz, President of Hiltz Commercial Group at Douglas Elliman, am proud to represent Vegas Vista Academy (VVA) in their search for a suitable facility in Las Vegas for the 2024/2025 school year within the 80106, 89107, and 89108 Zip Codes. With my team of seasoned real estate advisors, we are committed to finding the best possible facility that aligns with VVA's needs and goals.

With 44 years of commercial real estate experience, including 25 years serving Southern Nevada communities, I am confident in my ability to secure the right facility for VVA. Throughout my career, I have assisted several approved charter schools, past charter school applicants, and private school clients in facility selection and acquisition (sales or leasing). At Hiltz Commercial Group, we are proud to have maintained a 100% success rate in securing suitable facilities for our clients. With this extensive background, I am confident in our ability to find the perfect facility for VVA, in terms of location, size, and price, and provide the highest level of support and service to ensure a seamless process.

Some of the approved Charter Schools, past Charter School Applicants, and Private School clients that Hiltz Commercial Group has successfully represented and assisted in facility selection and acquisition (sales or leasing), include the following:

- Coral Academy of Science Las Vegas (Eastgate and Cadence Campuses)
- Discovery Charter School (Hillpointe and Sandhill Campuses)
- Capstone Christian Academy
- Battle Born Academy
- Girls Empowerment Middle School (G.E.M.S.)
- TEACH Las Vegas Charter School
- Sage Collegiate Public Charter School
- Cactus Park Elementary – pilotED
- Nevada Strong Academy

Attached on the following page(s) are photographs of just four of the beautiful facilities which my team has procured for our charter clients.

As a one-stop boutique commercial real estate company, Hiltz Commercial Group provides the highest level of support and service to its clients. We will collaborate with VVA's committee-to-form, including its Charter Founders, Executive Directors, Charter School Board Members, its Attorney, Architect, Entitlement Consultant, and General Contractors, to assess the feasibility of prospective properties from all professional perspectives and provide the best possible advice.

We will negotiate on behalf of VVA with Owners, Landlords, Brokers, and other principals of prospective properties to acquire and/or lease space that meets VVA's needs and aligns with its goals. We will stay the course with VVA through the Nevada State Public School Charter Authority application and selection process, site acquisition process, entitlement process with the applicable local governmental agencies, selection of contractors, and construction process, if so desired by the Charter School.

At Hiltz Commercial Group, we are dedicated to providing a seamless experience for our clients. We are excited to work with VVA and the Nevada State Charter School Authority Board to find the perfect facility that will allow VVA to provide a quality education to its students.

Best regards,



Michael D. Hiltz
President | Broker
Hiltz Commercial Group at Douglas Elliman

1170 E. Sunset Rd. Suite #200
Henderson, Nevada 89011

April 26, 2023

re: Vegas Vista Academy Charter Application

Dear Nevada State Public Charter School Authority Review Committee:

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

EdTec is a social venture founded in 2001 to serve the needs of charter schools exclusively. Our mission is to support operational and academic quality by delivering the highest value charter school support services and expertise to the developers and schools we serve. EdTec currently provides back-office support to over 150 charter schools across the country, including Futuro Academy, Nevada Rise, Nevada Prep, and several other charter schools in Las Vegas.

Over the past few months, we have provided consulting to the Vegas Vista Academy founding team. We have worked closely with the school's leader to develop a robust and reliable budget to be included with the charter application.

We intend to present a comprehensive back-office services scope of work - monthly financial reporting, board training, payroll, accounting, and annual budgeting support - for consideration by Vegas Vista Academy's governing board, pending authorization.

We look to support the highest quality schools that are delivering an outstanding education to the students most in need. We believe that Vegas Vista Academy is well positioned to do just that.

Thank you for your consideration. Please do not hesitate to contact me to discuss our support further.

Sincerely,

Mike Pocrnich

Mike Pocrnich
Client Manager





**Vegas Vista Academy Charter Application
ATTACHMENT 4**

Vegas Vista Academy Discipline Policy

Philosophy

At Vegas Vista Academy, we believe the best approach to student discipline is to be proactive to teach students what is and what is not acceptable individual and group behavior, to provide opportunities for students to learn these expectations, policies, and procedures, and to provide student and staff support along the way. There are multiple levels of interventions to meet the differentiated needs of our students.

Expectations

In accordance with our school culture and climate of caring, it is the responsibility of every Vegas Vista Academy student and staff member to respect the rights of everyone and manage their own behavior. All Vegas Vista Academy students are supported in caring for each other and are expected to do so, including caring for those who are different from them. A culture and climate of caring also means students feel welcome, safe, and have a sense of belonging to the Vegas Vista Academy community.

Classroom Management

The first step in being proactive in teaching our students is to clearly communicate your classroom expectations, policies, and procedures. The Vegas Vista Academy Mission and Vision should be clearly posted and reviewed. School and class expectations should be posted, explained, and re-visited in your classroom. School and classroom policies (rules) should be discussed in detail with your students, and they should all indicate agreement on the class social contract. This can be as simple as student signatures on a class poster. Your class procedures should be reviewed with students, posted, and continually referred to throughout the year.

Unacceptable classroom behaviors should be immediately and consistently addressed. For appropriate responses, please see the Behavior Matrix.

Circle Time: Restorative Circles

K-5

Following breakfast and our all-school Morning Meeting, all classes K-5 will start the day with Circle Time. K-5 classes will also end the day with a reflective Circle Time, focusing on how their day went and working on metacognition. The majority of this time should be utilized proactively for positive interactions and support to build community and develop relationships. Some of this time should also be used reactively to respond to misconduct, conflicts, and issues.

Circle Time should be used to teach social skills including listening, respect, and problem solving.

During this time, students should sit in a circle (on the rug or in chairs). The facilitator should have a talking piece, such as a stuffed animal. Only the person holding the talking piece will be permitted to speak. It should be a common practice to pass the piece around the circle clockwise so that every voice is heard. There should be clear questions, topics, and goals for each session, which could involve numerous rounds.

6-12

Vegas Vista middle and high school students may be referred to Peer Mediation (see below) as appropriate. These cases may be referred for mediation, or may be referred for restorative meetings. For appropriate referral and responses, please see the Behavior Matrix.

Peer Mediation

Extreme cases of disagreement between students or groups of students may necessitate a referral to the Peer Mediation board. Students will be trained as peer mediators and in restorative practices. All involved parties will work through the mediation process together. Desired outcomes will be agreed upon, and a resolution agreement will be signed by each person involved. Violation of the signed agreement will result in a referral to administration.

VVA Judicial Board

Extreme violations of the student behavior policy may result in referral to the Judicial Board. The Judicial Board is a board of students who are elected by their peers to enforce the student code of conduct, and also includes a faculty advisor who oversees all of the workings and proceedings of the board. Students on the board will serve a one-year term and will be trained in all appropriate areas. All decisions of the Judicial Board are final. Any further violation of the same or similar nature will result in a referral to administration.

Progressive Discipline

With the exception of the major behaviors indicated in the Behavior Matrix, teacher responses to classroom behavior should follow these steps:

- 1st Offense: Warning; Proximity; Name on Board, Etc
- 2nd Offense: Student One-on-One Conference
- 3rd Offense: Phone Call Home
- 4th Offense: Referral (See Behavior Matrix; Refer As Appropriate)

Bullying

In accordance with NRS 388, all allegations of bullying will be taken seriously and investigated. Bullying may be reported any VVA staff member in person, online, or over the phone. We will take the following actions.

First response: We will make sure all parties are safe.

Step one: All involved parties will be noticed via phone call and/or email and a physical notice.

Step two: Allegations will be fully investigated, and all contacts (and attempts to contact) will be documented. This will be completed on or before 48 hours after the initial report is received.

Step three: A determination will be made and actions will be taken. Depending on the severity, these may include referral to Peer Mediation, referral to the Judicial Board, Mediation Contract, Required Parent Conference (RPC), Suspension, Expulsion, or Police Involvement.

Step four: All parties will be notified of determination and actions taken via phone call and/or email, and a physical written report.

Step five: All parties will have a follow up within 10 days to ensure the issue has been resolved. If it has not, further discipline may be assigned.

VVA Behavior Matrix

| Vegas Vista Academy Behavior Matrix | |
|--|---|
| Behavior | Intervention/Consequence |
| Aggressive Behavior/Arguing Class Disruption Dishonesty Insubordination Inappropriate Behavior/Comment Policy or Procedure Violation Public Display of Affection Nuisance Item Tardy | Teacher Progressive Discipline/Restorative Circle 1 st Offense: Warning; Proximity; Name on Board, Etc 2 nd Offense: Student One-on-One Conference 3 rd Offense: Phone Call Home 4 th Offense: Referral (See Behavior Matrix; Refer As Appropriate) |
| Aggressive Behavior (Major) Bullying Allegation | Referral to Peer Mediation |

| | |
|--|--|
| <p>Bullying Allegation Graffiti/Destruction of School Property Repeated Insubordination Theft 4+ Offenses in Class for Same Behavior</p> | <p>Referral to Judicial Board</p> |
| <p>Arson Assault – Staff Battery – Staff Bullying Allegation Campus Disruption Fighting/Physical Altercation Immoral Conduct Possession or Use of Drugs, Tobacco, or Alcohol OR Paraphernalia Possession of Weapon on Campus Sexual Assault Violation of Peer Mediation Contract Violation of Judicial Board Decision</p> | <p>Referral to Administration Possible Consequences: Required Parent Conference (RPC) Suspension Expulsion Police Involvement</p> |



**Vegas Vista Academy Charter Application
ATTACHMENT 5**

VVA 2024/25 School Calendar

| August 2024 | | | | | | |
|-------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| | | | | | | |

| September 2024 | | | | | | |
|----------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |
| | | | | | | |

| October 2024 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |
| | | | | | | |

| November 2024 | | | | | | |
|---------------|----|----|----|----|----|----|
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| December 2024 | | | | | | |
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| January 2025 | | | | | | |
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| February 2025 | | | | | | |
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| March 2025 | | | | | | |
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| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
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| April 2025 | | | | | | |
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| May 2025 | | | | | | |
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| June 2025 | | | | | | |
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| July 2025 | | | | | | |
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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |
| | | | | | | |

Important Days and Holidays 2024/25

| | |
|--------------|--|
| 8/05/24 | Staff Development Week (First Day for Employees) |
| 8/12/24 | First Day of School |
| 9/02/24 | No School: Labor Day |
| 10/11/24 | End of 1st Quarter (44 Days) |
| 11/01/24 | No School: Nevada Day |
| 11/11/24 | No School: Veteran's Day |
| 11/25-29/24 | No School: Thanksgiving Week |
| 12/20/24 | End of 2nd Quarter (43 Days) and 1st Semester (87 Days) |
| 12/23-1/3/25 | No School: Winter Break |
| 1/06/25 | Classes Resume |
| 1/20/25 | No School: MLK Day |
| 2/17/25 | No School: Presidents' Day |
| 3/14/25 | End of 3rd Quarter (48 Days) |
| 3/17-21/25 | No School: Spring Break |
| 3/24/25 | Classes Resume |
| 5/23/25 | End of 4th Quarter (45 Days) and End of School Year (180 Days) |
| 5/26/25 | No Work: Memorial Day |
| 5/29/25 | Last Day for Teachers and 10-Month Staff |



**Vegas Vista Academy Charter Application
ATTACHMENT 6**

Attachment 6: VVA Teacher and Student Schedules

| Sample Vegas Vista Academy K-3 Teacher Schedule | | | | | |
|---|---|---|---|---|------------------------|
| Times | Monday | Tuesday | Wednesday | Thursday | Friday |
| 8:00 - 8:45 | PLC Morning Meetings | PLC Morning Meetings | All Faculty Meeting | PLC Morning Meetings | PLC Morning Meetings |
| 8:50 - 9:00 | Morning Meeting | Morning Meeting | Morning Meeting | Morning Meeting | Morning Meeting |
| 9:00 - 11:00 | 45 Minute Prep (Spanish); 15 Minute Break; 60 Minute ELA Block | 45 Minute Prep (Spanish); 15 Minute Break; 60 Minute ELA Block | 45 Minute Prep (Spanish); 15 Minute Break; 60 Minute ELA Block | 45 Minute Prep (Spanish); 15 Minute Break; 60 Minute ELA Block | Wellness Block |
| 11:00 (Staggered) | Lunch; Recess | Lunch; Recess | Lunch; Recess | Lunch; Recess | Lunch; Recess |
| Noon - 2:50 (Staggered) | 45 Minute Prep (Specials); 50 Minute Math Block; 50 Minute Science Block; Breaks | 45 Minute Prep (Specials); 50 Minute Math Block; 50 Minute Science Block; Breaks | 45 Minute Prep (Specials); 50 Minute Math Block; 50 Minute Science Block; Breaks | 45 Minute Prep (Specials); 50 Minute Math Block; 50 Minute Science Block; Breaks | Instructional Blocks |
| 2:50 - 3:15 | Afternoon Advisory | Afternoon Advisory | Afternoon Advisory | Afternoon Advisory | Afternoon Advisory |
| 3:15 - 4:00 | Tutoring; Prep Time | Tutoring; Prep Time | PL Time; As Needed | Tutoring; Prep Time | Tutoring; Prep Time |

Sample Monday - Thursday Daily Schedule: Grades K-5

| Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade |
|--|--|--|---|---|---|
| 7:00-8:30: Optional Before School Care | | | | | |
| 8:30 Breakfast | 8:30 Breakfast | 8:30 Breakfast | 8:30 Breakfast | 8:30 Breakfast | 8:30 Breakfast |
| 8:50 Morning Meeting | 8:50 Morning Meeting | 8:50 Morning Meeting | 8:50 Morning Meeting | 8:50 Morning Meeting | 8:50 Morning Meeting |
| 9:00 Spanish and AM Instructional Time (Reading, Writing, ELA) | 9:00 Spanish and AM Instructional Time (Reading, Writing, ELA) | 9:00 Spanish and AM Instructional Time (Reading, Writing, ELA) | 9:00 Specials (Art, Music, Library, PE), and AM Instructional Time (Science, Math) | 9:00 Specials (Art, Music, Library, PE), and AM Instructional Time (Science, Math) | 9:00 Specials (Art, Music, Library, PE), and AM Instructional Time (Science, Math) |
| 11:00 Lunch | 11:20 Lunch | 11:40 Lunch | 12:00 Lunch | 12:20 Lunch | 12:40 Lunch |
| 11:20 Recess | 11:40 Recess | 12:00 Recess | 12:20 Recess | 12:40 Recess | 1:00 Recess |
| 11:40 Specials (Art, Music, Library, PE), and PM Instructional Time (Science, Math) | 12:00 Specials (Art, Music, Library, PE), and PM Instructional Time (Science, Math) | 12:20 Specials (Art, Music, Library, PE), and PM Instructional Time (Science, Math) | 12:40 Spanish and PM Instructional Time (Reading, Writing, ELA) | 1:00 Spanish and PM Instructional Time (Reading, Writing, ELA) | 1:20 Spanish and PM Instructional Time (Reading, Writing, ELA) |
| 2:50 - 3:15 Afternoon Advisory | 2:50 - 3:15 Afternoon Advisory | 2:50 - 3:15 Afternoon Advisory | 2:50 - 3:15 Afternoon Advisory | 2:50 - 3:15 Afternoon Advisory | 2:50 - 3:15 Afternoon Advisory |
| 3:30 - 5:00: Optional After School Care | | | | | |

Sample Friday Daily Schedule: Grades K-5

| Time | K, 1st, 2nd | 3rd, 4th, 5th |
|--------------|-----------------------------|-----------------------------|
| 7:30 | Optional Before School Care | Optional Before School Care |
| 8:30 | Breakfast | Breakfast |
| 8:50 | Morning Meeting | Morning Meeting |
| 9:00 | Wellness Block | Instructional Blocks |
| 11:00 | Lunches/Recess | Center Time |
| 12:00 | Center Time | Lunches/Recess |
| 1:00 | Instructional Blocks | Wellness Block |
| 3:00 | Afternoon Advisory | Afternoon Advisory |
| 3:30 | Optional After School Care | Optional After School Care |



**Vegas Vista Academy Charter Application
ATTACHMENT 7**

BOARD OF REGENTS
BRIEFING PAPER
Handbook Revision, Credit by Examination

BACKGROUND & POLICY CONTEXT OF ISSUE:

The International Baccalaureate (IB) program has grown substantially across the state of Nevada, with an increasing number of students accessing the world-recognized high school curriculum at participating high schools. Title 4, Chapter 14, Section 20 of Board policy authorizes institutions to award credit for prior learning for certain examinations, including but not limited to IB. Despite the broad authorization, the articulation of IB credit is inconsistent across NSHE. Further, in January 2019, a [memorandum of understanding](#) between NSHE and the Clark County School District was established outlining various areas of mutual interest, including a provision concerning the articulation of IB credit earned in high school.

The IB program has two levels of coursework available to high school juniors and seniors. Students taking higher-level (HL) courses receive 240 hours of instruction, and the examinations are taken at the end of the student's senior year, after two years of HL coursework. Students taking standard-level (SL) courses receive at least 150 hours of coursework prior to taking the examinations at the end of either their junior or senior years, similar to the Advanced Placement (AP) program.

The proposed policy mandates IB credit articulation for HL examinations when the student scores a four (4) or higher on the seven-point scale. For SL exams, the proposed policy mandates credit articulation for scores of a five (5) or higher on the same seven-point scale. This proposed policy, effective with the 2020-2021 academic year, ensures the consistent articulation of IB credit for students receiving the aforementioned examination scores, similar to the current policy for AP.

SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:

Amend Board policy under *Title 4, Chapter 14, Section 20* to include International Baccalaureate (IB) credit articulation for both higher- and standard-level examinations.

IMPETUS (WHY NOW?):

As the number of participants in the IB program continues to grow in the state of Nevada, it is important that students participating have the opportunity to earn college credit. IB credit articulation by NSHE institutions should become consistent with how AP courses are currently handled.

CHECK THE NSHE STRATEGIC PLAN GOAL THAT IS SUPPORTED BY THIS REQUEST:

- Access (Increase participation in post-secondary education)
- Success (Increase student success)
- Close the Achievement Gap (Close the achievement gap among underserved student populations)
- Workforce (Collaboratively address the challenges of the workforce and industry education needs of Nevada)
- Research (Co-develop solutions to the critical issues facing 21st century Nevada and raise the overall research profile)
- Not Applicable to NSHE Strategic Plan Goals

INDICATE HOW THE PROPOSAL SUPPORTS THE SPECIFIC STRATEGIC PLAN GOAL:

Ensuring the consistent articulation of IB credit will encourage more well-qualified Nevada high school graduates to remain in the State and attend an NSHE institution.

BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION:

- NSHE may currently be losing students to other institutions with more comprehensive IB credit articulation policies;
- IB standard-level courses are taught with similar recommended teaching hours to AP courses and HL courses are taught over a two-year period ensuring a rigorous academic coursework that is suitable for college-level credit; and
- IB programs continue to garner more support in the state as early- and middle-year programs are being implemented.

POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:

None have been presented

ALTERNATIVE(S) TO WHAT IS BEING REQUESTED/RECOMMENDED:

None have been presented

RECOMMENDATION FROM THE CHANCELLOR'S OFFICE:

The Chancellor's Office recommends approval of the policy as proposed.

COMPLIANCE WITH BOARD POLICY:

- Consistent With Current Board Policy: Title #_____ Chapter #_____ Section #_____
 - Amends Current Board Policy: *Title 4, Chapter 14, Section 20*
 - Amends Current Procedures & Guidelines Manual: Chapter #_____ Section #_____
 - Other:_____
 - Fiscal Impact: Yes____ No_ **X**_
- Explain:___

POLICY PROPOSAL
TITLE 4, CHAPTER 14, SECTION 20
Credit by Examination

Additions appear in *boldface italics*; deletions are [~~stricken~~ and bracketed]

Section 20. Credit by Examination

1. The following examinations and transcript evaluation are permissible for determining credit for prior learning:
 - a. College Board Advanced Placement Examination (*CBAPE*);
 - b. College-Level Examination Program (*CLEP*);
 - c. Excelsior College Exam;
 - d. National League for Nursing Placement Examination (*NLN*), Profile II;
 - e. National Occupational Competency Testing Institute (*NOCTI*);
 - f. International Baccalaureate ***Diploma Program (IB)***;
 - g. Dantes Subject Standardized Tests (*DSST*);
 - h. American Council on Education (ACE) Corporate Credit; and
 - i. Special examinations administered by an academic department.

2. Except as otherwise provided in ***these*** [~~this~~] Subsections for the ***CBAPE and IB***, each institution shall establish procedures for administering and accepting credit by examination that must be outlined in the course catalog.
 - a. Beginning with the 2016-2017 academic year, scores of 3, 4, and 5 on the CBAPE shall be accepted for credit to satisfy electives, general education requirements, or major requirements. Each institution shall publish the CBAPE score course granting policy in accordance with the requirements of this Section in its course catalog and on its Internet website before the beginning of the 2016-2017 academic year.

 - b. ***Beginning with the 2020-2021 academic year, scores of 4, 5, 6, and 7 on the IB higher-level examination and scores of 5, 6, or 7 on the IB standard-level examination shall be accepted for credit to satisfy electives, general education requirements, or major requirements. Each institution shall publish the IB score course granting policy in accordance with the requirements of this Section in its course catalog and on its Internet website before the beginning of the 2020-2021 academic year.***

.....



Regent Cathy McAdoo
Academic Affairs Chair, Nevada Board of Regents
2601 Enterprise Road
Reno, Nevada 89512

March 18, 2019

Dear Regent McAdoo,

My name is Benjamin Feinstein, and it is my honor to serve as the President of the Nevada Association of IB World Schools (NAIBWS). On behalf of our over 10,000 students, families, faculty, staff, and administrators in nineteen programs statewide, I am writing this letter in strong support of the Nevada System of Higher Education IB recognition policy draft (Title 4, Chapter 14, Section 20, Number 2b).

Many higher education systems in other states - including Utah, California, Colorado, and Oregon - have had aggressive IB recognition policies in place for several years, including offering generous scholarships and a full year of college credit. Nevada currently has no consistent policy. Every year for the last forty years, roughly 50% of Nevada IB graduates have chosen to attend universities out of state, citing the fact that other institutions offer them more for the work they did in IB. While 50% may not seem like an extreme number, it is important to realize that the 50% choosing to go out of state are consistently our top students. This 50% represents our valedictorians, salutatorians, and National Merit scholars. It is time for Nevada to safeguard its educational and economic future by keeping its top students.

The International Baccalaureate is recognized as the top preparatory program worldwide. Research has repeatedly shown that IB students graduate from high school better prepared for college and life than their non-IB colleagues. Not having a statewide recognition policy is a disservice not only to our students and their families but also to Nevada's future. We are losing the next generation of doctors, engineers, educators, leaders, and entrepreneurs. Additionally, we fail to draw top graduates from elsewhere to our state institutions of higher learning. Nevada simply can't compete.

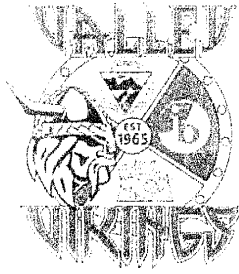
The NAIBWS Board and the Nevada IB community strongly support a Nevada IB recognition policy. We ask for the consideration of the Board of Regents in passing this crucial policy proposal.

On behalf of the IB community across Nevada, thank you for your time and consideration. Please feel free to contact me for further comment if necessary.

Yours most sincerely,

Dr. Benjamin Feinstein
President, NAIBWS
drbfeinstein@gmail.com

Nevada Association of International Baccalaureate World Schools
www.naibws.org



Valley High School

Principal
Ramona Esparza

Assistant Principals
Ramona Fricker
Bency Manglicmot
Jose Silva
Thomas Smith

Deans
William Bainbridge
Jennifer Geissingner
Tricia Keliinoi

Regent Cathy McAdoo
Academic Affairs Chair
Nevada Board of Regents
2501 Enterprise Road
Reno, Nevada 89512

March 25, 2019

Dear Regent McAdoo,

My name is Ramona Esparza, and I am happy to serve as the Principal of Valley High School. Valley has been authorized to offer the IB MYP and DP Programs since 1979. We are celebrating our 40th year of IB and understand how important it is to recognize our IB programs as our students continue their education. On behalf of our students and families, I am writing this letter in strong support of the Nevada System of Higher Education IB recognition policy draft (Title 4, Chapter 14, Section 20, Number 2b).

Valley High School has numerous students graduating from other universities outside of the state of Nevada these students would prefer to remain here in Southern Nevada University or college. More important, students seeking teaching credentials often remain out-of-state instead of teaching IB at our own IB World schools in the Valley. We are losing future teachers as a result of lacking Nevada IB Recognition Policy. Looking at trend data over the last 40 years, roughly 50% of Nevada IB graduates have chosen to attend universities out of state. Many of these students cite the fact that other institutions offer them credit, scholarships, and other benefits due to their IB recognition policies. Nevada does not currently have a consistent IB recognition policy, and we are losing students because of this. Passing and implementing the proposed IB recognition policy will show we recognize and value to rigor of IB, and will clearly demonstrate Nevada's support of our IB families and communities statewide.

The Nevada Association of IB World Schools (NAIBWS) strongly supports a Nevada IB recognition policy, and Valley High School is in full agreement. We ask for your consideration and for the consideration of the Board of Regents in passing this crucial policy proposal.

Yours most sincerely,

Ramona Esparza
Principal, Valley High School

2839 S. Burnham Avenue, Las Vegas, NV 89169
PHONE (702) 799-5450 FAX (702) 799-0019



Earl Wooster High School

1331 E. Plumb Lane • Reno, NV 89502 • Phone (775) 321-3160 • FAX (775) 333-5108
Washoe County School District • www.woosterscolts.com



Leah Keuscher, Principal

Marly Barainca, Assistant Principal • Mike Nakashima, Assistant Principal • Charlie Walsh, Assistant Principal

Regent Cathy McAdoo
Academic Affairs Chair
Nevada Board of Regents
2601 Enterprise Road
Reno, Nevada 89512

March 18, 2019

Dear Regent McAdoo,

My name is Leah Keuscher, and I am happy to serve as the Principal of Wooster High School. Wooster has been authorized to offer the IB Diploma Program since 1997, and was authorized to offer the IB Career-related Program, as well as additionally becoming an IB Middle Years Program School in 2014. On behalf of our students and families, I am writing this letter in strong support of the Nevada System of Higher Education IB recognition policy draft (Title 4, Chapter 14, Section 20, Number 2b).

Wooster High School has the privilege of being the only IB World School in northern Nevada, and we accept the top students from across the Washoe County School District in our program. A large majority of our highest scoring graduates leave the state every year to continue their education at universities that value IB educations. By not recognizing the rigors of the IB program, we are losing our greatest assets to other states and communities.

Looking at trend data over the last 40 years, roughly 50% of Nevada IB graduates have chosen to attend universities out of state. Many of these students cite the fact that other institutions offer them credit, scholarships, and other benefits due to their IB recognition policies. Nevada does not currently have a consistent IB recognition policy, and we are losing students because of this. Speaking on behalf of Wooster High School, we simply cannot afford to lose our top students to out-of-state institutions. Passing and implementing the proposed IB recognition policy will show we recognize and value to rigor of IB, and will clearly demonstrate Nevada's support of our IB families and communities statewide.

The Nevada Association of IB World Schools (NAIBWS) strongly supports a Nevada IB recognition policy, and Wooster High School is in full agreement. We ask for your consideration and for the consideration of the Board of Regents in passing this crucial policy proposal.

Please feel free to contact me for further comment if necessary.

Yours most sincerely,

Leah Keuscher
Principal, Wooster High School



GREEN VALLEY HIGH SCHOOL

Commitment to Excellence

Regent Cathy McAdoo
Academic Affairs Chair
Nevada Board of Regents
2601 Enterprise Road
Reno, Nevada 89512

March 28, 2019

Dear Regent McAdoo,

My name is Kent Roberts, the Principal of Green Valley High School in Henderson, Nevada. Our school has been authorized by the International Baccalaureate Organization to offer the IB Diploma Program(s) since 1993. We are the second oldest IB Diploma Program in the state. On behalf of our students and families and stakeholders, I am writing this letter in strong support of the Nevada System of Higher Education IB recognition policy draft (Title 4, Chapter 14, Section 20, Number 2b).

After nearly 26 years of offering the IB Diploma Program, Green Valley High School School has graduated over 500 Diploma Candidates. Of these 500 Green Valley IB graduates, less than 25% chose to attend Nevada universities. Many of these students cite the fact that out-of-state post-secondary institutions offer them credit, scholarships, and other benefits due to their respective and publicized IB recognition policies. Currently, Nevada does not currently have a consistent IB recognition policy, and we are losing students because of this.

Speaking on behalf of public education in one of the largest school districts in the nation, I believe we simply cannot afford to lose our top students to out-of-state institutions. Passing and implementing the proposed IB recognition policy will show Nevada recognizes and values the rigor and standards of an International Baccalaureate education, and will clearly demonstrate our state's support of IB families and IB schools.

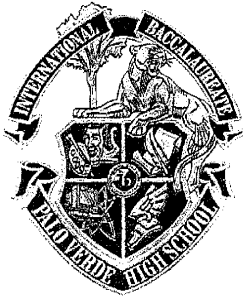
The Nevada Association of IB World Schools (NAIBWS) strongly supports a Nevada IB recognition policy, and Green Valley High School is in full agreement. We ask for your consideration and for the consideration of the Board of Regents in passing this crucial policy proposal.

Please feel free to contact me for further comment if necessary.

Yours most sincerely,

Kent Roberts
Principal, Green Valley High School
Henderson, Nevada

460 Arroyo Grande Blvd., Henderson, NV 89014
Telephone (702) 799-0950



Palo Verde High School

An International Baccalaureate World School

333 PAVILION CENTER DRIVE LAS VEGAS, NV 89144

PHONE (702) 799-1450

FAX (702) 799-1455

Regent Cathy McAdoo
Academic Affairs Chair
Nevada Board of Regents
2601 Enterprise Road
Reno, Nevada 89512

March 19, 2019

Dear Regent McAdoo,

My name is Darren Sweikert, and I am happy to serve as the Principal of Palo Verde High School. Palo Verde has been authorized to offer the IB Diploma Program since 2015. On behalf of our students and families, I am writing this letter in strong support of the Nevada System of Higher Education IB recognition policy draft (Title 4, Chapter 14, Section 20, Number 2b).

Palo Verde High School is a comprehensive high school, grades 9-12, which has approximately 3,250 students. Currently, in our IB Junior Cohort, we have students from Egypt, Iran, Armenia, and Canada, and eight languages represented from around the world. Looking at trend data over the last 40 years, roughly 50% of Nevada IB graduates have chosen to attend universities out of state. Many of these students cite the fact that other institutions offer them credit, scholarships, and other benefits due to their IB recognition policies. Nevada does not currently have a consistent IB recognition policy, and we are losing students because of this. Speaking on behalf of Palo Verde High School, we simply cannot afford to lose our top students to out-of-state institutions. Passing and implementing the proposed IB recognition policy will show we recognize and value to rigor of IB, and will clearly demonstrate Nevada's support of our IB families and communities statewide.

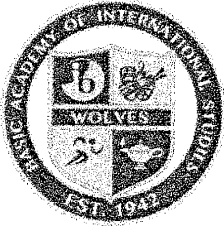
The Nevada Association of IB World Schools (NAIBWS) strongly supports a Nevada IB recognition policy, and Palo Verde High School is in full agreement. We ask for your consideration and for the consideration of the Board of Regents in passing this crucial policy proposal.

Please feel free to contact me for further comment if necessary.

Yours most sincerely,

Darren Sweikert
Principal, Palo Verde High School

--- made bold by knowledge of the past and present, we conquer the twenty-first century ---
paloverde.org



Basic Academy of International Studies
Clark County School District
400 N. Palo Verde Drive
Henderson, NV 89015
Phone: (702) 799-8000
Fax: (702) 799-8966

Gerald Bustamante – Principal • Karen Hatch, Mel Snively, Deborah Thaggard - Assistant Principals • Rosanna Johnson, Jonathan Guerin - Deans

Regent Cathy McAdoo
Academic Affairs Chair
Nevada Board of Regents
2601 Enterprise Road
Reno, Nevada 89512

March 18, 2019

Dear Regent McAdoo,

My name is Gerald Bustamante, and I am happy to serve as the Principal of Basic Academy of International Studies. Basic Academy has been authorized to offer the IB Middle Years, Diploma, and Career Programs since 2017. On behalf of our students and families, I am writing this letter in strong support of the Nevada System of Higher Education IB recognition policy draft (Title 4, Chapter 14, Section 20, Number 2b).

Basic Academy is currently graduating our first cohort; our top three students have already committed to universities outside Nevada. Looking at trend data over the last 40 years, roughly 50% of Nevada IB graduates have chosen to attend universities out of state. Our students cite the fact that other institutions offer them credit, scholarships, and other benefits due to their IB recognition policies. Nevada does not currently have a consistent IB recognition policy, and we are losing students because of this. Speaking on behalf of Basic Academy, we simply cannot afford to lose our top students to out-of-state institutions. Passing and implementing the proposed IB recognition policy will show we recognize and value to rigor of IB, and will clearly demonstrate Nevada's support of our IB families and communities statewide.

The Nevada Association of IB World Schools (NAIBWS) strongly supports a Nevada IB recognition policy, and Basic Academy is in full agreement. We ask for your consideration and for the consideration of the Board of Regents in passing this crucial policy proposal.

Please feel free to contact me for further comment if necessary.

Sincerely,



Gerald Bustamante

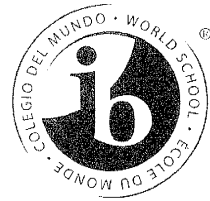
Principal, Basic Academy of International Studies



Spring Valley High School

3750 South Buffalo Drive
Las Vegas, Nevada 89147

Phone (702) 799-2580 * Fax (702) 799-1288



Regent Cathy McAdoo
Academic Affairs Chair, Nevada Board of Regents
2601 Enterprise Road
Reno, Nevada 89512

March 18, 2019

Dear Regent McAdoo,

My name is Tam Larnerd, and I am happy to serve as the Principal of Spring Valley High School. Spring Valley is honored to be the largest IB school in the state of Nevada. On behalf of Spring Valley High School, I am writing this letter in strong support of the Nevada System of Higher Education IB recognition policy draft (Title 4, Chapter 14, Section 20, Number 2b).

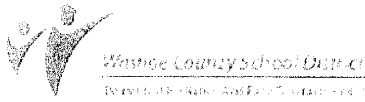
Spring Valley is authorized to offer the IB Middle Years Program (MYP) and IB Diploma Program. In the upcoming 2019-2020 school year, we will have over 130 seniors enrolled in the Diploma Program, with an enrollment of over 600 IB students 9-12. Looking at trend data over the last 40 years, roughly 50% of Nevada IB graduates have chosen to attend universities out of state, many citing the fact that other institutions offer them credit, scholarships, and other benefits due to their IB recognition policies.

Nevada does not currently have a consistent IB recognition policy, and we are losing students because of this. Speaking on behalf of Spring Valley, we simply cannot afford to lose our top students to out-of-state institutions. Passing and implementing the proposed IB recognition policy will show we recognize and value to rigor of IB, and will clearly demonstrate Nevada's support of our IB families and communities statewide.

The Nevada Association of IB World Schools (NAIBWS) strongly supports a Nevada IB recognition policy, and Spring Valley High School is in full agreement. We ask for your consideration and for the consideration of the Board of Regents in passing this crucial policy proposal. Please feel free to contact me for further comment if necessary.

Yours most sincerely,

Tam Larnerd
Principal, Spring Valley High School



VAUGHN Middle School

Globally Minded, Locally Inspired



March 19, 2019

Regent Cathy McAdoo
Academic Affairs Chair
Nevada Board of Regents
2601 Enterprise Road
Reno, Nevada 89512

Dear Regent McAdoo,

My name is Dr. Victoria Roybal and it has been my pleasure to serve as Head of School at Vaughn Middle School since our authorization in 2015. I am writing in the interest of our students and families in support of the Nevada System of Higher Education IB recognition policy draft (Title 4, Chapter 14, Section 20, Number 2b).

Vaughn Middle School is an urban Title 1 school in an economically impacted area of Reno. As an International Baccalaureate Middle Years Programme School, we partner and feed to Wooster High School which offers the International Baccalaureate Diploma Programme. Our goal is to offer a Middle and High School program which offers our students, in spite of their personal challenges, a chance for success in college. We encourage students to prepare and to choose the rigorous IB courses. These courses require a depth of rigor and understanding that are comparable to freshman university classes. When discussing their high school and college plans, the brightest and most diligent students ask if their IB classes will be given recognition at the university level. I have sat in on some of the Dean's Scholars meetings at Vaughn and have personally heard these concerns. Inevitably, a student will follow up with an inquiry regarding whether there are universities in other states which recognize IB course work. Nevada does not currently have a consistent IB recognition policy, and we are losing students because of this. Speaking on behalf of Vaughn Middle School, we cannot afford to lose our brightest and hardest working students to out-of-state colleges and universities. Passing and implementing the proposed IB recognition policy will clearly demonstrate Nevada's support of IB families and schools.

The Nevada Association of IB World Schools strongly supports a Nevada IB recognition policy, and Vaughn Middle School, an International Baccalaureate World School, is in full agreement. We ask for your consideration and for the consideration of the Board of Regents in passing this crucial policy proposal.

Please feel free to contact me for further comment if necessary.

Sincerely,

A handwritten signature in black ink, appearing to read "Victoria Roybal", with a large, stylized flourish at the end.

Victoria Roybal, Ph.D.

1200 Bresson Avenue
Reno, Nevada 89502
Office: (775) 333-5160
Fax: (775) 333-5118
www.washoeschools.net/vaughn

*Principal, Dr. Victoria Roybal
Dean of Students, Mrs. Nadyne Burra
Dean of Students, Mrs. Kristen Conway
Administrative Secretary, Mrs. Hilda Arias*



Sheila Tarr Academy of International Studies

Alyson Jones
Principal

Regent Cathy McAdoo
Academic Affairs Chair
Nevada Board of Regents
2601 Enterprise Road
Reno, Nevada 89512

March 19, 2019

Dear Regent McAdoo,

I am currently the Principal at Sheila Tarr Academy of International Studies. We are a candidate International Baccalaureate (IB) Primary Years Program school. Our authorization visit was earlier this year and we are hoping to become an authorized school by the time school starts in August. The staff has worked very hard to meet the demands of an IB World School and are excited to share the many wonderful qualities an IB education has with our students. On behalf of our students and families, I am writing this letter in strong support of the Nevada System of Higher Education IB recognition policy draft (Title 4, Chapter 14, Section 20, Number 2b).

As we have transitioned from a traditional elementary school to an International Baccalaureate school, our students have begun to inquire more about what they are learning and learn things that interest them. Each year we see an increase in the number of our students who go on to attend a middle school that is a magnet school. As our parents and students see the benefits of an IB education, more are choosing to attend the Middle Years Program at Johnson Junior High School.

Looking at trend data over the last 40 years, roughly 50% of Nevada IB graduates have chosen to attend universities out of state. Many of these students cite the fact that other institutions offer them credit, scholarships and other benefits due to their IB recognition policies. Currently, Nevada does not have a consistent IB recognition policy and we are losing students because of this. On behalf of Sheila Tarr Academy of International Studies, we simply cannot afford to lose our top students to out-of-state institutions. Passing and implementing the proposed IB recognition policy will show we recognize and value the rigor of IB and will clearly demonstrate Nevada's support of our IB families and communities statewide. This year, UNLV has started to offer undergraduate and graduate programs that support IB. I would like to be able to hire a teacher who has graduated from a Nevada high school, then chose to attend UNLV because the school recognized their IB status. Having a teacher who was an IB student and then teaches IB students would be amazing. With your support of the policy this can become a reality.

The Nevada Association of IB World Schools (NAIBWS) strongly supports a Nevada IB recognition policy and Sheila Tarr Academy is in full agreement. We ask for your consideration and for the consideration of the Board of Regents in passing this crucial policy proposal.

Thank you for supporting our students who choose to be internationally minded and attend IB schools.

Sincerely,

Alyson Jones, Principal
Sheila Tarr Academy of International Studies



**Vegas Vista Academy Charter Application
ATTACHMENT 9**

ATTACHMENT 9: BOARD MEMBER ROSTER TEMPLATE

| Proposed Board Member Name | Proposed Position on Board, if applicable <i>(ex. Chair, Vice Chair, Treasurer, etc.)</i> | Occupation and Current Employer | Membership Category Pursuant to NRS 388A.320(1) <i>(select one for each member)</i> | | | | Committee Assignment(s), if applicable |
|----------------------------|--|---|--|---|------------------------|--|--|
| | | | (a) Teacher or licensed personnel | (b) teacher, licensed personnel, or administrator | (c) Parent or guardian | (d) Knowledge and expertise in Accounting, Finance, Law or Human Resources | |
| Cody Clarke | Member | Teacher Clark County School District | X | | | | Governance |
| Dawn King | Secretary | Special Education Facilitator Clark County School District | | X | | | Equity and Justice |
| Victor Tavares | Chair | Dispatcher Republic Services | | | X | | All |
| Hardeep (Dee) Sull | Member | Principal Attorney Sull and Associates | | | | X | Governance |
| Joseph Muna | Treasurer | Managing Director Lassas LLC | | | | X | Executive, Finance |
| Eric Duran-Valle | Vice Chair | Media Communications Specialist Vegas PBS | | | | | Executive, Governance |
| Karl Catarata | Member | Director Human Rights Campaign | | | | | Equity and Justice |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |



**Vegas Vista Academy Charter Application
ATTACHMENT 10**

Constitution and Bylaws of the Vegas Vista Academy Board of Trustees

ARTICLE 1: NAME AND AUTHORITY

Section 1: The name of this organization shall be Vegas Vista Academy Board of Trustees.

Section 2: The Vegas Vista Academy Board of Trustees holds the charter for Vegas Vista Academy, and maintains all rights, responsibilities, and privileges as such.

ARTICLE II: PURPOSE AND OBJECTIVES

Section 1: The purpose of the Vegas Vista Academy Board of Trustees shall be to actively support the school's mission, vision, strategic goals, and policy positions as a unified voice.

Section 2: The following objectives of the Vegas Vista Academy Board of Trustees are designed to achieve the purpose given in Section 1, and include:

- To actively support the school's mission, vision, strategic goals, and policy positions as a unified voice.
- To understand the school's commitment to diversity, equity, and justice, and to represent Vegas Vista Academy appropriately and accurately within the community.
- To stay fully informed about current operations and issues by attending Board meetings and committee meetings regularly, coming to meetings prepared, and participating fully in all matters as appropriate.
- To set policy and focus on long range issues. Individual trustees do not get involved directly in school management, curricular, or personnel issues.
- To separate the interests of the school from specific needs of a particular child or constituency.
- To guard against conflicts of interest and keep all board deliberations confidential.
- To contribute to the development program of the school, including strategic planning for development, financial support, and active involvement in annual and capital giving.
- To maintain fiduciary responsibility to the school for sound financial management.

ARTICLE III: MEMBERSHIP

Section 1: There shall be no less than five (5) and no more than fifteen (15) trustees serving at any time on the Vegas Vista Academy Board of Trustees.

Section 2: Trustee Membership is open to any/all individuals who have an expressed interest in contributing to the ongoing health, growth, and well being of Vegas Vista Academy.

Section 3: Trustee candidates shall be identified, vetted, interviewed, and on boarded by the Governance committee.

Section 4: Trustees shall serve a three (3) year term on the board. Trustees may serve additional terms contingent upon approval of the Governance and Executive committees.

Section 5: Trustees who are not fulfilling their responsibilities may be removed by a $\frac{2}{3}$ majority vote of the Executive committee.

Section 6: Honorary Trustee membership may be conferred upon individuals and institutions determined by the Executive committee to be supportive to the organization. Honorary trustees may attend all Vegas Vista Academy meetings and events, but are not eligible to vote.

ARTICLE IV: OFFICERS/EXECUTIVE COMMITTEE

Section 1: Elected officers of Vegas Vista Academy Board of Trustees shall serve on the Executive committee. All members of the Executive committee shall serve a three year term.

Section 2: In the event that a member of the Executive committee vacates a position before completing a term of office, vacancies will be filled by nominations set by the Executive committee and approved by a vote taken at the next board meeting. The Past Chair will keep a list of potential candidates for Executive committee vacancies.

Section 3: The Executive committee shall be comprised of the following elected officers:

- Chair
- Past Chair
- Vice-Chair
- Secretary
- Treasurer

Section 4: The duties of each office are as follows:

Chair

- Transact all business of the organization between meetings of the Executive committee.
- Be the official spokesperson for the organization.
- Preside at all meetings of the organization and Executive committee.
- Call meetings as deemed necessary by the Executive committee or membership, but no less than one meeting of the Executive committee and one meeting of the organization annually.
- Prepare the agenda in consultation with the Executive committee and the membership for all meetings to keep the organization operational and effective.
- Prepare and present board updates at all Vegas Vista Academy Stakeholder meetings.
- Shall be one of the signing authorities of Vegas Vista Academy.

Past Chair

- At a reasonable time prior to upcoming general board meetings provide a list of candidates for vacant board positions.
- Advise the Governance committee on the training and onboarding of new trustees.
- Advise the Chair and the Executive committee on internal and external matters.

Vice-Chair

- Assume the duties, responsibilities, and privileges of the President in the absence of the President or at the request of the President.
- Assist the President in providing leadership to the organization.
- Preside at all Governance committee meetings.
- Shall be one of the signing authorities of Vegas Vista Academy.

Secretary

- Record minutes of all meetings and send out copies to all members of the board promptly after each meeting.
- Handle all correspondence of the organization as directed by the Executive committee.
- Maintain a current list of members including their addresses (both postal and electronic), telephone numbers and fax numbers and provide this list to any member upon request.
- Pass on information to the Webmaster for inclusion on the Vegas Vista Academy website and social media sites
- Preside at all Equity and Justice committee meetings.

Treasurer

- Work with Vegas Vista Academy's back office providers to provide oversight for all accounting and banking of all funds of the organization.
- Preside over all Finance committee meetings.
- Prepare a financial statement for each Executive committee meeting and general meeting or as required by the Chair.
- Review and present the annual budget for the approval of the Executive committee to be ratified by all trustees.
- Shall be one of the signing authorities of Vegas Vista Academy.

ARTICLE V: ELECTIONS

Section 1: The election of officers for subsequent terms shall take place as needed at the last Board meeting of the school year. The term of service for the Past Chair, Chair, Vice-Chair, Treasurer, and Secretary shall be three (3) years.

Section 2: Nominations for elected positions may be made by individuals wishing to run for that office, or by members that wish to nominate individuals for that office. Once nominated, the individual shall

have the opportunity to accept or deny the nomination.

Section 3: An election may be by acclamation; otherwise it shall be by secret ballot.

Section 4: The Executive committee may appoint a member to fill a vacancy on the Executive committee. A member so appointed holds office only until the conclusion of the current term, and is eligible for election at the next Board meeting.

ARTICLE VI: STANDING COMMITTEES

Section 1: There will be 4 standing committees, including the Executive committee, the Finance committee, the Equity and Justice committee, and the Governance committee. The committee meeting schedule will be set by each individual committee. Committees will give a report at every quarterly board meeting.

Section 2: The Executive Committee is primarily charged with the planning of the board meetings, and, as provided by the by-laws, is empowered to exercise all powers of the board during the interim between meetings of the board. The Executive committee is charged with the following specific responsibilities:

- To address any confidential contractual or personnel matters and to consider and approve the Finance Committee's recommendations for staff salaries, benefits and vacation or leave policies.
- To serve as a resource and sounding board for the president on future planning and any matter on which he may seek advice or counsel.
- To report to the Board Chair the results of the annual board evaluation of the Board Chair.
- To assist the Head of School and the Board Chair in issue-sorting.
- To review the agenda of committee work and to set the agenda for the full board, after soliciting input from all board members.
- The Board Chair will set the agenda for, schedule, and preside over all meetings.

Section 3: The Finance Committee is responsible for the organization's continued financial health and stewardship of the resources needed to carry out the mission. The Finance Committee oversees budget and overall financial strategy. The Finance committee is charged with the following specific responsibilities:

- To work with management to develop integrated, long-term financial strategy, aligning resources with goals and economic realities.

- To monitor financial and economic trends and progress toward strategic financial goals.
- To review and recommend for approval:
 - Annual budgets prepared by management.
 - Salary schedule for all school employees.
 - Major financial transactions.
- To monitor quarterly “budget to actual” financial reports.
- To oversee the Vegas Vista Academy financial audit process.
- The Board Treasurer will set the agenda for, schedule, and preside over all meetings.

Section 4: The Equity & Justice Committee is charged with responsibility for equity and justice initiatives on the board and throughout the organization. The committee is the custodian of the diversity and multicultural initiatives mandated by the mission statement and VVA’s statement on diversity, equity, and inclusion (DEI). The Equity and Justice committee is charged with the following specific responsibilities:

- To work in a collaborative capacity with staff to foster the principles of equity and justice identified in the mission statement and DEI statement, and to ensure that the work of the organization is measured by a template of equity and inclusivity.
- To contribute topics and ideas for continued board growth and development in this area.
- The Board Secretary will set the agenda for, schedule, and preside over all meetings.

Section 5: The Governance Committee is specifically charged with the responsibility of preparing the nominations of new trustees and the slate of officers for presentation to the board for a vote. The Governance committee is charged with the following specific responsibilities:

- The ongoing education and professional development of the board.
- Recruiting, interviewing, and onboarding new trustees.
- The initiation of any needed changes to the by-laws.
- The assessment of the nomination and election process and, from time to time, to present recommendations to the board for revision of policies or procedures.
- The Board Vice Chair will set the agenda for, schedule, and preside over all meetings.

Section 6: Ad hoc committees for specific purposes and tasks will be struck as needed by the Executive committee/Membership during a general meeting.

ARTICLE VII: SIGNING AUTHORITY

Section 1: Signing authority for Vegas Vista Academy will rest with the Chair, the Treasurer, and the Vice-Chair. Two signatures, out of the three, will be required to authorize withdrawals.

ARTICLE VIII: MEETINGS

Section 1: Regular meetings of the Vegas Vista Academy Board of Trustees membership shall be held at least once a quarter with the place and time to be determined by the Executive Board. The annual calendar of meetings shall be set and publicized for each school year during the annual Board retreat.

Section 2: The Executive committee shall meet at least once a quarter. Executive Board meetings may be held in person, via a conference call, virtually, or in a hybrid model.

Section 3: Notice of meetings, their location, and the agenda shall be communicated to membership at least 30 days in advance. Suggested agenda items may be sent to the board Chair.

Section 4: The board shall meet once a year for an annual Board Retreat. The retreat shall be planned by the Head of School/Principal and the Board Chair. The retreat shall include board training/professional learning.

ARTICLE IX: AMENDMENTS

Section 1: This constitution may be amended by a vote of two-thirds of the members present at a Board meeting provided that a notice of motion has been given to the Executive committee, in writing, at least 30 days prior to the meeting. In addition, the Secretary shall then forward a copy of the proposed amendment to all trustees at least two weeks prior to the meeting.

ARTICLE X: RULES OF ORDER

Section 1: "Robert's Rules of Order, revised" shall be the governing authority.

ARTICLE XI: BY-LAWS

Section 1: The Executive committee may provide such by-laws for the conduct of its business and the carrying out of its purposes, as it may deem necessary.

Section 2: Proposals for additional by-laws or changes to by-laws shall be submitted to the Chair at least thirty days prior to the meeting at which the proposal will be considered. The Chair shall circulate the proposed additions or changes among active members at least fifteen days prior to the meeting at which the proposal will be considered.

Section 3: The by-laws may be amended by a majority vote of the membership at any regular or special meeting called for that purpose.

ARTICLE XII: ASSETS AND DISSOLUTION

Section 1: No part of the net income, revenue or grants of Vegas Vista Academy shall accrue to the benefit of any member, officer or private individual except in payment for requested services rendered in connection with Vegas Vista Academy objectives and activities.

Section 2: Vegas Vista Academy assumes no financial/legal responsibility for the actions of expenditures of any individual, member institution, delegate or Executive committee member that has not been previously approved by the Executive committee.

Section 3: Upon three-fourths majority vote of the membership, Vegas Vista Academy Board of Trustees shall be dissolved , and its assets distributed equally to the families at the school according to the direction of the Executive committee as its last act.

VEGAS VISTA ACADEMY CONFLICT OF INTEREST

Policy A.

Purpose The purpose of the conflict of interest policy is to protect the interests of Vegas Vista Academy when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an Officer, Director, or employee of the charter school or might result in a possible excess benefit transaction. This policy is intended to supplement the Conflict of Interest Disclosure code, adopted to ensure compliance with the Political Reform Act.

B. Definitions

1. Interested Person: Any Director, Officer, employee or member of a committee with Board-delegated powers, who has a *direct or indirect* financial interest, as defined below, is an interested person.
2. Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or through a family member:
 - a. An ownership or investment interest in any entity with which the Charter School has a transaction or arrangement;
 - b. A compensation arrangement with the Charter School or with any entity or individual with which the Charter School has a transaction or arrangement;
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Charter School is negotiating a transaction or arrangement; or,
 - d. Received compensation from the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director; and any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. Compensation includes direct and indirect compensation, as well as gifts or favors that are not insubstantial.

C. Procedures

1. Duty to Disclose: In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Directors and members of committees considering the proposed transaction or arrangement.
2. Procedures for Addressing the Conflict of Interest
 - (a) When an Interested Person who is not a director determines that they should not make a decision because of a financial interest, they should submit a written

disclosure of the financial interest to their immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Principal, who shall record the employee's disqualification. In the case of an Interested Person who is head of an agency, this determination and disclosure shall be made in writing to their appointing authority (i.e. the Board).

(b) Interested Persons who are Directors: No persons serving on the Board of Directors may be interested persons. If a Board member's financial interest arises after a Board member has been elected to the Board of Directors and if the Board determines that no applicable remote or noninterest exceptions apply under Government Code Sections 1091 or 1091.5, the Board must either:

(1) Not enter into the contract, as Government Code Section 1090 prevents the entire board from voting on the contract; or,

(2) Prior to the Board of Directors discussion of and/or taking any action on the contract at issue, the Board member must resign from the Board of Directors. The resignation shall be made part of the Board's official record.

Violations of the Conflicts of Interest Policy

(a) If the Board has reasonable cause to believe an Interested Person has failed to disclose actual or possible conflicts of interest, it shall inform the Interested Person of the basis for such belief and afford them an opportunity to explain the alleged failure to disclose.

(b) If after hearing the Interested Person's response and after making further investigation as warranted by the circumstances, the Board determines the Interested Person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, and/or up to removal from the Board or immediate termination, as may be applicable. Any transaction entered into in violation of the Political Reform Act may be found to be void by a court of law. Any contract entered into in violation of Government Code section 1090 is void.

D. Records of Proceeding: The minutes of the Board and all committees with Board-delegated powers shall contain:

(1) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present and the governing Board's decision as to whether a conflict of interest in fact existed.

(2) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any

alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

E. Annual Statements:

Each Director, Officer, and member of a committee with Board-delegated powers shall annually sign a statement that affirms such a person

- (a) has received a copy of this Conflict of Interest Policy;
- (b) has read and understands the Policy;
- (c) has agreed to comply with the policy; and,
- (d) understands the charter school is a nonprofit public benefit corporation which operates a public charter school, and that in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

F. Periodic Review

To ensure the charter school operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. This policy shall also be reviewed annually by each member of the Board. Any changes to the policy shall be communicated immediately to all Interested Persons.

Acknowledgement of VEGAS VISTA ACADEMY- Conflict of Interest Policy

I, _____, a Vegas Vista Academy director, officer, or committee member with Board-delegated powers, have received a copy of the Conflict of Interest Policy. I have read and understand the Policy, and I agree to the terms and conditions that are set out in the Policy. I understand that Vegas Vista Academy is a nonprofit public benefit corporation which operates a public charter school, and that in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes. I also understand that Vegas Vista Academy operates a public charter school and is also subject to the conflict of interest laws applicable to public charter schools.

Director, Officer, or Committee Member and Date

Board Secretary

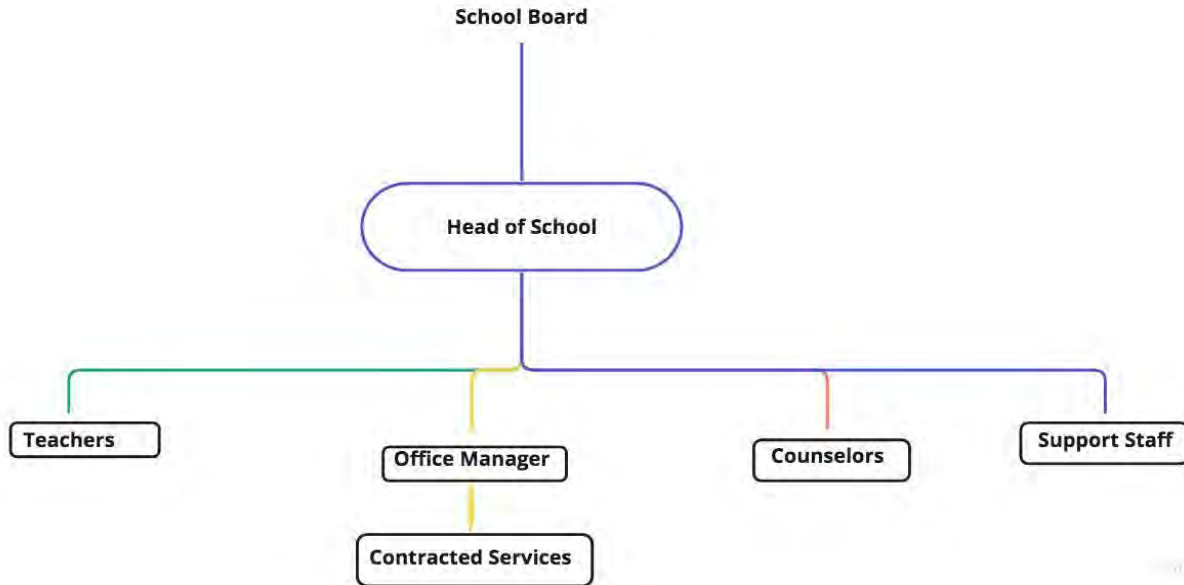


**Vegas Vista Academy Charter Application
ATTACHMENT 11**

Attachment 11: VVA Organization Charts Yr 1 and At Capacity

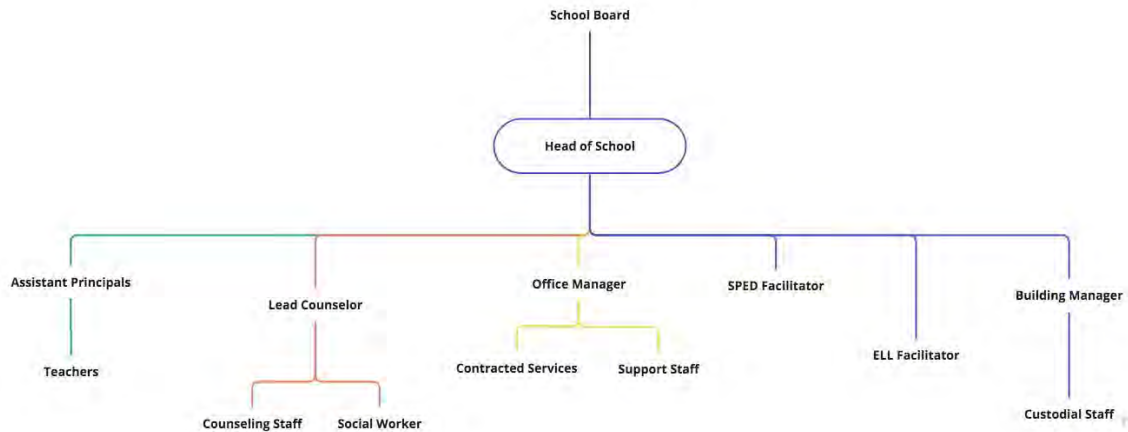
Year 1:

Vegas Vista Academy Organizational Chart (Yr 1)



At Capacity:

Vegas Vista Academy Organizational Chart (Full)





**Vegas Vista Academy Charter Application
ATTACHMENT 12**

Curriculum Vitae
Benjamin Charles Feinstein, Ph.D.
April, 2023

Permanent Address:
7808 Menelaus Avenue
Las Vegas, NV 89131
Drbfeinstein@gmail.com
702-301-7983
Skype: benjamin.feinstein

Work Address:
Spring Valley High School
3750 S. Buffalo Drive
Las Vegas, NV 89147
702-799-2580
Feinsbc@nv.ccsd.net

EDUCATION

Degrees Earned:

M.A.; Public Administration – Urban Leadership, May 2016
University of Nevada, Las Vegas
Las Vegas, Nevada

Ph.D.; Teacher Education and Curriculum Studies, August 2002
Dissertation Focus: Experiential Education and Indigenous Knowledge
University of Hawai‘i – Manoa
Honolulu, Hawai‘i

M.Ed.; Science Curriculum and Instruction, Dec. 1995
University of Hawai‘i – Manoa
Honolulu, Hawai‘i

B.S.; Chemistry and Biology, May 1993
Bowling Green State University
Bowling Green, Ohio

Certifications / Endorsements / Trainings:

- **School Management and Leadership (CSML) Program Certification**
Harvard Graduate School of Education: March 2022
- **CCSD Aspiring School Principal Program (ASPP): Summer 2021**
- **Advancement Via Individual Determination (AVID) Academy: 2018**
- **Nevada Administrative Endorsement: 2016**
- **Clark County School District Leadership Academy: 2016**
- **Nevada Teaching Licensure: 6-12 Science, Chemistry, Biology; 2014 (Expires 2025)**
- **Florida League of IB World Schools (FLIBS) Workshop Leader: 2017**
- **Fellow, National Assoc. of Independent Schools Aspiring Heads Program: 2013**
- **International Baccalaureate (IB) Authorized Consultant/Workshop Leader; 2011**

RELATED WORK EXPERIENCE

Assistant Principal

December 2019 - Current
Spring Valley High School; Las Vegas, Nevada.

Dean of Students

March 2018 – December 2019
Spring Valley High School; Las Vegas, Nevada.

President; Nevada Association of IB World Schools (NAIBWS)

January 2015 - October 2022 (Currently Student Leadership Liaison)
Las Vegas, Nevada: www.naibws.org; www.naibwsstudent.weebly.com

Director, LIFE (Lifelong Instruction and Focus on Exploration) Program

August 2002 – Current
501 c3 Non Profit Program for Youth: www.thelifeprogram.net

IB Diploma Programme Coordinator; Learning Strategist; Teacher

November 2014 – March 2018
Valley High School, Cimarron-Memorial High School; Las Vegas, Nevada.

Interim Head of School (PK-12 IB Independent School)

July 2013 – July 2014
Island Pacific Academy; Kapolei, Hawai'i.

Director of Studies (Curriculum and Instruction), Faculty

August 2010 – June 2013
Island Pacific Academy; Kapolei, Hawai'i.

Adjunct Faculty - School of Education

August 2010 - June 2014
Hawai'i Pacific University; Honolulu, Hawai'i.

IB Middle Years Program (MYP) Science Teacher

September 2009 – July 2010
Roy Martin Middle School; Las Vegas, Nevada.

Middle School Head

July 2007 – August 2009
The Adelson Educational Campus; Las Vegas, Nevada.

IB Diploma Programme Coordinator

August 2002 – July 2007
South High School; Springfield, Ohio.

Adjunct Faculty; Masters of Education Program

August 2002 – July 2007
Wittenberg University; Springfield, Ohio.

SELECTED PRESENTATIONS AND PUBLICATIONS

State Presentation: “Adaptive Leadership and You”

Presented at the 6th Annual Nevada State IB Student Leadership Conference
Las Vegas, Nevada; November, 2022. <https://naibwsstudent.weebly.com>

CASIE Learning Lab: “Navigating the Complexities of Program Coordination”

Presented at the Center for Advancement and Study of International Education
Atlanta, Georgia; January, 2020. www.casieonline.org/learning-lab

District-Level Consultation and Training: “Approaches to Unit Planning”

Presented to Los Angeles Unified School District Faculty and Administration
Los Angeles, California; September, 2019.

State-Level Consultation: Nevada Statewide IB Acceptance and Recognition Policy

Nevada System of Higher Education (NSHE)
Carson City, Nevada; May 2019.

“Effective Interventions for Long Term English Language Learners”

Presented at the National Association for Bilingual Education (NABE) Conference
Dallas, Texas; February, 2017.

Full Staff Training and Consulting: “Collaborative Planning for Success”

Presented over Two Days to the Faculty and Staff of Navajo Preparatory School
Farmington, New Mexico; August, 2017.

Feinstein, B. (2020). Spring Valley (SV) Writers’ Guild: A differentiated professional development model for your teachers. *Principal Leadership*, 21(4).

Feinstein, B. (2011). *LIFE: Lifelong Instruction and Focus on Exploration*. Lulu Publishers, Inc. ISBN # 978-1-257-65903-6. Available: www.lulu.com

Feinstein, B. (2006). A lifelong search. In Keith Armstrong, Lee Nabb, Anthony P. Czech (Eds.), *North American Adult Educators: Phyllis M. Cunningham Archive of Quintessential Autobiographies for the Twenty-First Century*. (pp. 103-105) Chicago, IL: Discovery Association Publishing.

Feinstein, B. (2005). Altering perceptions through indigenous studies. *Canadian Journal of Native Studies*, 25(2).

Feinstein, B. (2004). Learning and transformation in the context of Hawaiian traditional ecological knowledge (TEK). *Adult Education Quarterly*, 54(2), 105-120.

Student Qualitative Achievement Data: The LIFE Program

The LIFE (Lifelong Instruction and Focus on Exploration) Program:

Founded in 2002 by Dr. Benjamin Feinstein, the LIFE program is a multiage leadership training and community service program focused on personal development and experiential education. The program was incorporated in 2016 and is a 501 c3 nonprofit governed by the LIFE Program Alumni Association. Here are a few testimonies from LIFE participants about what they learned and achieved being a part of this program.

Participating in LIFE was one of the best things I did in high school (and beyond!). It pushed my limits and built my mental and physical fortitude, which are skills aiding me to this day. It allowed me to enrich my life by befriending people from a variety of backgrounds, who I wouldn't have otherwise met. It showed me a way of living connected to nature, myself, and the people around me that I continually aspire to. If I could, I'd give every student the chance to participate in LIFE.

-Rebecca Lang, Class of 2017

Those who seek to shape the world know that children are the future. Nurturing self-empowered learners and leaders is the goal of every great educational institution. The LIFE Program brings out the highest potential in every student who takes up the challenge. Often in life the hardest battles are fought within ourselves—against the voice that limits. The voice that says, “I’m not good enough. I don’t have what it takes to succeed.” Rarely is this war won in a single glorious victory. Like the drops that form a river, moments of personal achievement coalesce to move mountains within us. As an alumni of the program, I was given the chance to feel this rain of change erode the doubts that held me back. My deepest wish is that more students be granted this same opportunity to know themselves and find their power. That’s how you change the world.

-Tristan Schmidt, Class of 2011

The LIFE Program was an amazing nonprofit that I am glad to have been a part of during my high school career. Not only did I develop life long friendships and safety nets with being a member of this organization but it also set me down a career path I would have otherwise never have thought of pursuing. The LIFE program taught me the importance of connecting to myself and the Earth. With the community service project we were involved in, helping clean up trash on hiking trails we would frequent, and the wellness activities we would do on our retreats like keeping a journal to document our journey, I discovered my love of nature and developed a profound desire to protect it. Now, I am pursuing a degree in Environmental Studies and hope to join the effort in protecting the beauties this planet has to offer. I am forever grateful to the LIFE Program for helping me discover this passion.

-Ivana Karastoeva, Class of 2021

The LIFE Program helped me to develop the tools I needed to accomplish my goals. It instilled self confidence in my personal abilities and fostered self-discipline in both my physical and mental well-being. The support I received from the program members and Dr. Benjamin Feinstein helped me through my battle with cancer in 2016. I can confidently say that without the program I doubt I would have made it this far in both my career and in my personal life.

-Caleb Voltz, Class of 2007

The LIFE Program and Benjamin Feinstein helped shape me into the best possible person I could be. I learned how to push my limits and when to give myself some rest. The leadership skills I developed are relevant to my career and decision-making. I still even keep my journal and books in a plastic bag to protect them from the rain. Anyone who has the opportunity to be involved with what Dr. Feinstein is working on should always take the chance.

-Eric Duran, Class of 2015

Being in the LIFE program was one of the most enriching experiences in my life. Being in the program taught me how to push beyond my perceived physical, emotional, and mental limits. It introduced me to people from different walks of life that I would have otherwise never interacted with. It allowed us to learn from each other's unique perspectives and from our shared experiences during the program.

-Rhenz Dan Illoreta, Class of 2014

Although the LIFE Program identifies as a leadership training, service learning, and personal development program, it is much more than that. The LIFE Program makes you grow in every aspect of your life. From physical growth to social growth to character growth, the program is something that has become essential for me as a student and as a person. During the hikes I have been on, I have made new friendships. Friendships that are like family. I have learned new things about nature like what branches are good to make fires along with new things about myself.

Thanks to the LIFE Program, I have learned just how much I love exercise. Outside of our hikes and LIFE Program events, I can say with confidence that everyone in the LIFE Program is my friend. Doc and all of the LIFE members continue to encourage me, not only to continue daunting hikes, but to also continue in my school and volleyball life. Everyone in the program is a source of motivation and happiness. My high school life would not be as great as it is now without them.

-Cadence Phillips, Class of 2025

I joined the LIFE Program my sophomore year of high school and now as a junior in college I still use the lessons I learned while being an active member. During my time in the LIFE program I learned how to be a productive member of a group and how taking steps to prepare myself helped us as a group as well. Now I use this experience as a soldier in the National Guard to ensure other soldiers can count on me and as a student so I can be a resource to other students. I am forever grateful for my time in the LIFE Program.

-Jasmine Kennedy, Class of 2020

Being in the LIFE program helped me become a better person and more open minded. I feel like I wouldn't be the person I am today without LIFE. I learned to become a leader, never leaving someone behind and fighting through physical exertion together. I feel like the things I've learned in the LIFE program is what helped me during my senior year become the tennis captain or a coach in pole vaulting that others looked up to me for. I became close with other members that are now some of my closest friends. I found a lot of motivation working on improving myself physically and also helping others throughout the time I was in LIFE, seeing ourselves grow and overcome obstacles. Words can't describe the lessons I've learned within this program. In another way, LIFE also encouraged me to pursue what I am working towards now in college.

Going on LIFE hikes helped me further understand the beauty of nature and how important it is to preserve it. I've developed a passion for helping others towards their goals and I aspire to become a professor for marine/aquatic biology.

-Michelle Fung, Class of 2022

Freshman year in AVID, LIFE was introduced to me. LIFE is represented as a leadership, service, and physical betterment program. However, it is much more than that. LIFE has taught me so many valuable life lessons and brought a variety of meaningful friendships and experiences. Things I would not know or simply think about. I have been challenged mentally, physically, and socially, pondering if I could possibly continue to challenges presented. The people in the group help beyond belief, encouraging you. The mental battles I faced during hikes were beyond words, but Doc makes sure we have a partner for hard things such as these. I have learned how important it is to push yourself, to be kind to others, and to take responsibility. LIFE is a program I am very grateful I have decided to join, but most of all, I am grateful for Dr. Feinstein. He has set up the entire program but he also helps me when standing face to face in battles. He helps with my education, physical health, and issues I have. Doc gives good advice and is always there for his students. Therefore, I am honored to be in the LIFE program and be associated with Doc.

-Rebecca Wilson, Class of 2025

Student Qualitative Achievement Data: The NAIBWS Student Board

The Nevada Association of International Baccalaureate Schools Student Leadership Board: As Past President and current Student Leadership Liaison of the Nevada Association of IB World Schools (NAIBWS), one of my responsibilities is to run the Nevada IB Student Leadership Board. We put on a number of events throughout the year, the largest of which is our Annual IB State Student Conference. The conference, now in its 7th year, is entirely student run. As the facilitator, I have had the opportunity to help the students learn together. Here are a few testimonies from NAIBWS Students Board Members about what they learned and achieved being a part of the board and this association.

Throughout my time in high school, I had never been able to experience a true leadership position until I was recruited on the Nevada Association of International Baccalaureate World Schools (NAIBWS) Student Leadership Board. This board has given me numerous opportunities to showcase my leadership skills, develop new relationships, and foster critical thinking skills needed for everyday learning. This student board has not only allowed me to embrace who I am, but also to express my ideas in terms of providing service to others. I am now a senior, and I am proud to say that I have been on this board for all four years of my high school experience. I have enjoyed every single time we have met and I truly commend my supervisor, Dr. Feinstein, as he has done everything possible to make sure that every experience for me was memorable and truly genuine. I highly encourage other students to join a state board, as it allows kids to further their paths in life, more specifically their education.

- Satik Sandy Basambekyan, Spring Valley High School Class of 2023

Being on the board of Nevada Association of International Baccalaureate World Schools (NAIBWS) has taught me leadership skills to the extent that I am confident in leading an entire conference with students and adults, speaking in front of large audiences, and being able to effectively lead activities that create connections between a group of people. The skills that cannot be taught through only reading or hearing lectures on, it was NAIBWS that taught me to express myself without doubt or hesitation and what being a leader can create. Being a leader creates bonds, life experiences, teamwork, trust, and a strong sense of togetherness. It is an impeccable and amazing platform for students to be a part of as an essential part in their lives. To me, NAIBWS is the display of the success and great minds that comes from the opportunity given to spectacular students with the potential to go as far as their minds take them.

-Chloe Pinto, Palo Verde High School Class of 2023

When I first was offered a position on the NAIBWS Board, I was both shocked and intimidated. It seemed like a very strict and important position that was impossible for me to do properly. This all changed when I attended the first meeting. Doc and everyone else on the board were actively participating and kind. Being on the board, we had to constantly come up with ideas and solutions to problems we would come across while planning for the conference. Even though we all had different ideas and disagreed with one another, we were all kind to one another and explained why exactly we may have disagreed. Being on the board taught me that skill and allowed me to continuously improve it. NAIBWS also allowed me to learn what kind of thought needs to go into the IB conference and any other event in general. I learned what types of activities won't work during these events along with how we can change these activities in the smallest of ways for it to work. Since being on the board, I feel that I have been able to think about things from a different point of view, a skill that is necessary to be successful in my future.

-Cadence Phillips, Spring Valley High School Class of 2025

Student Quantitative Achievement Data: IB Scores

Class of 2022 International Baccalaureate (IB) Diploma Program Results:

Last school year, 77 students at Spring Valley High School completed the IB Diploma Programme. As Assistant Principal, I facilitated and advised our IB Coordinator, the IB Faculty, and the IB students, including running professional learning for the faculty, facilitating IB PLCs and planning, coordinating and running a DP Retreat with IB Alumni for the students, and mentoring almost all of the students in several aspects of the program. Here are the exam results for the students.

| SVHS IB Score Percentages by Subject, May 22 (Out of 7; 4 is "passing") | | | |
|---|---------|--------------|---------------|
| HL - Higher Level; SL - Standard Level | | | |
| Course | # Taken | #4 or higher | % 4 or higher |
| LANGUAGE AND LITERATURE HL | 77 | 62 | 81% |
| FRENCH AB. SL in FRENCH | 13 | 10 | 77% |
| FRENCH B SL in FRENCH | 5 | 5 | 100% |
| JAPANESE AB. SL in JAPANESE | 10 | 7 | 70% |
| MANDARIN AB. SL in MANDARIN | 2 | 1 | 50% |
| SPANISH AB. SL in SPANISH | 1 | 1 | 100% |
| SPANISH B HL in SPANISH | 11 | 11 | 100% |
| SPANISH B SL in SPANISH | 36 | 25 | 69% |
| GLOBAL POLITICS HL | 10 | 10 | 100% |
| GLOBAL POLITICS SL | 1 | 1 | 100% |
| HISTORY AMERICAS HL | 77 | 71 | 92% |
| PSYCHOLOGY SL | 31 | 18 | 58% |
| MATHEMATICS ANALYSIS | 33 | 25 | 75.75% |
| MATHEMATICS APPLICATIONS | 47 | 21 | 44.70% |
| THEATRE SL | 7 | 5 | 71.40% |
| VISUAL ARTS SL | 12 | 11 | 91.70% |
| BIOLOGY HL | 45 | 17 | 38% |
| BIOLOGY SL | 14 | 9 | 64.20% |
| CHEMISTRY HL | 14 | 3 | 21.40% |
| CHEMISTRY SL | 4 | 1 | 25% |



**Vegas Vista Academy Charter Application
ATTACHMENT 13**

Attachment 13: Leadership Team Job Descriptions

Assistant Principal (Lower School AP and Upper School AP)

SUMMARY: Under the direction of the Head of School, serves as an educational leader and assists the head in the planning, coordination, supervision, and directing of activities and programs related to the administration of Vegas Vista Academy.

DUTIES AND RESPONSIBILITIES

- Assists in the planning, development, organization, coordination, and supervision of instructional programs and activities; interprets and implements the curriculum program in light of individual school needs.
- Serve as a member of the school's Leadership Team helping to develop the strategic plan, leading all accreditation and review processes.
- Assists in providing leadership to the professional staff in determining objectives and identifying school needs as the basis for developing long and short range plans for the school.
- Assists the Head of School in the overall administration of the school and assumes leadership of the school in the absence of the Head.
- Assists in the supervision of student enrollment, records, attendance, and health requirements.
- Assists in the supervision and coaching of school staff.
- Develops plans for emergency situations, in cooperation with staff and public safety agencies.
- Maintains a commitment to ongoing growth in self and others, supporting and participating in school professional learning programs.
- Relates to students with mutual respect while carrying out a positive and effective discipline policy.
- Assists to implement student orientation and registration activities.
- Assists in the development and establishment of the school's goals and objectives and the planning of the school's instructional program.
- Assists to provide direction to staff in implementing goals and objectives and interacts and meets with staff to assist in their development.
- Performs other related duties as needed.

Minimum Training and Experience

Master's degree or higher with successful teaching experience. Must hold a current Nevada endorsement in administration.

Knowledge, Skills and Abilities

- Oral and written communication skills.
- Interpersonal relations skills.
- Basic math and accounting skills.
- Personal computer, keyboarding and word processing skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.

- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to diffuse and manage volatile and stressful situations.
- Ability and willingness to be on call and/or respond to calls, texts, and/or emails in a timely manner.

Building Manager

SUMMARY: The Building Manager is responsible for keeping the building and grounds in good working order as to maintain a safe, clean, and healthy environment for students and staff.

DUTIES AND RESPONSIBILITIES

- Perform quality control checks by checking classrooms, restrooms, hallways and office to make sure that trash is taken out, sinks are clean, carpet is vacuumed properly, restrooms are clean and disinfected completely and deodorized. Snow removal as needed.
- Serve as a member of the school's Leadership Team helping to develop the strategic plan, leading all accreditation and review processes.
- Complete paper work to include, stock orders, fire inspection reports, fill out employee related reports, vacation requests, sick day forms, personal day reports, employee evaluations, and accident reports.
- Inspect the building to make sure that all systems are working properly by checking the heating system, air condition system, hot water system, check for any lights that are not working and for any maintenance requests. Keep an open line of communication with administration.
- Perform minor repairs in building and in grounds as needed, such as repairing chairs, repairing desks, installing light bulbs, light plumbing repairs, clean main entry way glass, spot clean as needed. Coordinate outside contractors that are working in the building and report discrepancies to the facilities department.
- Meet with night crew, give them a report on the activities in the building for that night, give the results of the quality control check that was done in the morning, give them any special instructions that are needed for that night, listen to any feedback, and give guidance to them as needed.
- Clean cafeteria after lunch is over by removing all trash and food that was left in cafeteria, wiping down tables and chairs, removing all trash from cafeteria and kitchen, keeping the trash cans emptied and the trash off the floor as much as possible, sweeping and mopping cafeteria floor, clean any spills, take down all tables and chairs, set up cafeteria for next class to come in.
- Perform other duties as assigned by building or facilities department administration.
- This position is responsible for the day to day supervision of building custodial staff, to include assigning tasks, providing training, and auditing of work performance.

Minimum Training and Experience

High school diploma or equivalent. Previous experience and evidence of success in custodial work, preferably including in a school setting.

Knowledge, Skills and Abilities

- Oral and written communication skills.
- Interpersonal relations skills.
- Basic math and accounting skills.
- Personal computer, keyboarding and word processing skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.

- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to diffuse and manage volatile and stressful situations.
- Operating knowledge of auto scrubber, carpet machines.
- Operating knowledge of vacuums and burnishers.
- Operating knowledge of and experience in minor maintenance and repairs.

Special Education Facilitator

SUMMARY: The Special Education Facilitator promotes and develops successful learning for students who are eligible for IDEA services, manages an assigned caseload, maintains regular communication with those students, their parents, and appropriate staff members, and is responsible for development, revision and implementation of IEP's. Additionally, the Special Education Facilitator is responsible for monitoring and supporting instruction of students in a variety of learning environments and collaborating with general education teachers to allow for meaningful inclusion in the mainstream classroom.

DUTIES AND RESPONSIBILITIES

- Develop and write specific programs and schedules for special education students including in the regular classroom.
- Serve as a member of the school's Leadership Team helping to develop the strategic plan, leading all accreditation and review processes.
- Support the regular classroom and special education staff in the development of the student's Individualized Education Plan.
- Consult with and support classroom teachers and assistants in carrying out and modifying programs and data collection systems.
- Provide necessary training to staff in the instruction and managing of special education students.
- Work with other specialists to develop appropriate services. Help classroom staff implement these services.
- Complete environmental inventories to ensure special education students have necessary conditions in the neighborhood school to meet their special education needs, including equipment and room arrangements.
- Plan and implement service delivery models including individual and small group and classroom settings.
- Create an environment and provide instruction which engages students and enhances learning.
- Complete IDEA paperwork required in specified time and manner for students on caseload.
- Implement curriculum to meet the needs of students' Individualized Education Plan.
- Communicate expectations, monitor and reinforce student behavior positively to facilitate learning.
- Develop and implement behavior plans as aligned with VVA's model.
- Plan and lead experiential learning for students to reinforce program skills curricula.
- Provide direct instruction, assistance, and professional guidance to classroom instructional staff and support staff.
- Work with specialists to provide each student with a full range of needed services.
- Maintain open communication with students, parents, and home school personnel by devising a regular system for communication.
- Treat students with courtesy, personal dignity, confidentiality, and advocates for their needs.
- Demonstrate knowledge and skill in implementing Collaborative Problem Solving.
- Meet with staff in team meetings to formulate intervention strategies to address student needs.

- Maintain a weekly lesson plan schedule for students.
- Understand and adheres to all mandatory reporting laws and reports to administrator (or designated substitute) all suspicions of potential abuse, neglect, self-harm and/or endangerment of others,
- Provide therapeutic de-escalation, crisis management and physical intervention, according to OIS training, as needed to maintain safety of the program.
- Perform other duties as assigned.

Minimum Training and Experience

Master's degree or higher with successful teaching experience. Must hold a current Nevada teaching license with an endorsement in administration.

Knowledge, Skills and Abilities

- Oral and written communication skills.
- Interpersonal relations skills.
- Basic math and accounting skills.
- Personal computer, keyboarding and word processing skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Extensive knowledge and ability to fulfill IDEA requirements
- Knowledge of and experience working with students with developmental disabilities
- Experience and training in delivering direct instruction, behavioral and academic programs for students on the autism spectrum
- Knowledge and training in Special Education law and best practice
- Knowledge and experience developing and implementing behavior intervention plans, communications systems and implementing positive behavior supports.
- Ability to provide a structured and consistent behaviorally supportive environment that allows for student success related to their IEP goals and objectives

English Language Learning (ELL) Facilitator

SUMMARY: The ELL Facilitator will provide leadership to the ELL Team in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL Program protocols and procedures.

DUTIES AND RESPONSIBILITIES

- Actively participates in the deliberations and classification of ELL students and leads in the planning, coordinating, developing, monitoring and evaluating the effectiveness of the ELL program.
- Serve as a member of the school's Leadership Team helping to develop the strategic plan, leading all accreditation and review processes.
- Maintains confidential records on all referred students and student/parent contacts in accordance with federal and state law, Board policy and the procedure of the school's ELL education program.
- Provides thorough and timely reports, data, and information, and makes sure the ELL Department stays in compliance with federal/state rules and regulations.
- Maintains effective and efficient record keeping procedures.
- Participate in multi-disciplinary team meetings, IEP meetings, and any other meetings pertaining to ELL student achievement
- Collaborate with general education teachers to ensure that general education classroom environments and learning experiences support ELLs
- Work with administration and other ELL staff to identify staff development needs in best practices in ELL instruction and plan/deliver workshops to meet those needs.
- Supervise ELL Program teachers
- Coordinate, schedule and ensure ELL team administers WIDA tests and provide accommodations for ELLs on district and school-wide assessments.
- Plan a program of study that, as much as possible, meets the individual needs, interests and abilities of ELL students.
- Assist ELL team in creating a classroom environment that is conducive to learning and appropriate to the maturity and interests of ELL students. Encourage students to set and maintain high standards of classroom behavior.
- Assist in the development and implementation of appropriate ELL program curriculum.
- Coordinate and ensure accurate assessment and placement of ELL students.
- Perform other duties and responsibilities as assigned.

Minimum Training and Experience

Master's degree or higher with successful teaching experience. Must hold a current Nevada teaching license with an ELL endorsement.

Knowledge, Skills and Abilities

- Oral and written communication skills.
- Interpersonal relations skills.
- Basic math and accounting skills.
- Personal computer, keyboarding and word processing skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.

- Organizational skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Extensive knowledge and ability to fulfill WIDA requirements, including knowledge of the can-do indicators.
- Knowledge of and experience working with students with ELL students and families.
- Experience and training in delivering direct instruction, behavioral and academic programs for English language learners.

IB Coordinator (PYP, MYP, CP, DP)

SUMMARY: The IB Coordinator is responsible for oversight and coordination of all IB related activities including the PYP Exhibition, the MYP Community Project, MYP Personal Project, CP Reflective Project, and DP Extended Essay. The role of the IB Coordinator is to plan and oversee the implementation and management of the program. Through coordination with teachers, administrators, and the IB regional office, the coordinator is responsible for the full delivery of the curriculum including documentation, reporting, analysis, and evaluation.

DUTIES AND RESPONSIBILITIES

- Assume responsibility for the implementation and development of the IB curriculum within the spirit of the school's mission statement, ensuring that all IBO databases about the school are up to date and deadlines and procedures from IBO are met.
- Serve as a member of the school's Leadership Team helping to develop the strategic plan, leading all accreditation and review processes.
- Initiate professional training programs that will enable the teaching staff to successfully introduce and develop the IB programs in their classroom successfully; the training will include professional learning communities, interdisciplinary unit development, and current pedagogy and assessment practices.
- Provide instructional leadership to individual teachers through mentoring, peer support, goal evaluations, and team-teaching opportunities.
- Collaborate with other PYP, MYP, CP and DP coordinators to ensure a successful IB program continuum
- Oversee student welfare by assisting students in the selection of courses within the MYP, address academic honesty concerns, assist with high school guidance, and implement student support systems
- Ensure IB requirements are met by developing interdisciplinary units, syllabus outlines, scope and sequence (pacing) documentation, community project frameworks, assessment documentation, the integration of ATLS, transdisciplinary units, POI revisions, scope and sequence (pacing) documentation, and assessment documentation.
- Attend parent, grade level and program meetings, host informational sessions, and visit partnering schools and businesses
- Assist in scheduling processes and timetabling.
- Assist in recruiting and retaining of students by attending recruitment fairs and conducting open presentations and tours
- Lead the IB accreditation and review processes; provide leadership and guidance during the planning and development for site visits.
- Perform other duties as assigned.

Minimum Training and Experience

Bachelor's degree or higher with successful teaching experience in at least one IB program. Must hold a current Nevada teaching license.

Knowledge, Skills and Abilities

- Oral and written communication skills.
- Interpersonal relations skills.
- Basic math and accounting skills.

- Personal computer, keyboarding and word processing skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Extensive knowledge and ability to fulfill IB requirements
- Knowledge of and experience delivering professional learning.



**Vegas Vista Academy Charter Application
ATTACHMENT 14**

VVA Head of School Evaluation Survey*

Board Members - Please respond to the following items regarding the effectiveness of the head of school on the following items:

| ITEM | Not At All Effective | Somewhat Effective | Effective | Highly Effective | Extremely Effective |
|---|----------------------|--------------------|-----------|------------------|---------------------|
| Working with the Board: | | | | | |
| Participates meaningfully in board discussions | | | | | |
| Communicates well with the board | | | | | |
| Informs the board of best practices | | | | | |
| Generates meaningful ideas for board consideration | | | | | |
| Provides appropriate support to the board in strategic planning | | | | | |
| Representing the school: | | | | | |
| Appearance is appropriately professional | | | | | |
| Is appropriately visible at school functions | | | | | |
| Is appropriately visible in the non-school community | | | | | |
| Maintains an appropriately positive attitude | | | | | |
| Communicates well with the school community | | | | | |
| Leading: | | | | | |
| Is mission focused | | | | | |
| Administers board policies | | | | | |
| Executes the duties of head of school ethically | | | | | |
| Displays stewardship with school resources | | | | | |
| Provides leadership for academic programs | | | | | |
| Provides leadership for co-curricular programs | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| Provides leadership for fundraising activities | | | | | |
| Provides leadership for campus operations | | | | | |
| Accomplishing established goals and objectives: | | | | | |
| Goal 1: | | | | | |
| Goal 2: | | | | | |
| Goal 3: | | | | | |
| Other Comments: | | | | | |

**Adapted from the Southern Association of Independent Schools: www.sais.org*



**Vegas Vista Academy Charter Application
ATTACHMENT 15**

Attachment 15: VVA Teacher Evaluation Tool

| Assessment | Tool | Frequency |
|--|---|---|
| Curriculum and Instructional Praxis | NEPF Rubric (Instructional and Professional Responsibilities) | <ul style="list-style-type: none"> -Observations at least 1x/quarter -Progress check in at the end of Q1 and Q3 -Mid cycle review at the end of S1 -Final Evaluation at the end of the school year |
| Individualized Professional Learning | Individualized PL Plan Rubric | <ul style="list-style-type: none"> -Initial goalsetting and planning meeting (August) -Progress check in at the end of Q1 and Q3 -Mid cycle review at the end of S1 -Final Evaluation at the end of the school year |
| Student learning goals and achievement | PLC Rubric; MAP data | <ul style="list-style-type: none"> -Initial goalsetting and planning meeting (August) -Progress check in at the end of Q1 and Q3 -Mid cycle review at the end of S1 -Final Evaluation at the end of the school year |

TEACHER INSTRUCTIONAL PRACTICE STANDARDS AND INDICATORS

| STANDARD 1 New Learning is Connected to Prior Learning and Experience | STANDARD 2 Learning Tasks have High Cognitive Demand for Diverse Learners | STANDARD 3 Students Engage in Meaning-Making through Discourse and Other Strategies | STANDARD 4 Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning | STANDARD 5 Assessment is Integrated into Instruction |
|---|---|--|---|---|
| Indicator 1 Teacher activates all students' initial understandings of new concepts and skills | Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills | Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students | Indicator 1 Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it | Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status |
| Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students | Indicator 2 Tasks place appropriate demands on each student | Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations | Indicator 2 Teacher structures opportunities for self-monitored learning for all students | Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria |
| Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students | Indicator 3 Tasks progressively develop all students' cognitive abilities and skills | Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships | Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes | Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students |
| Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings | Indicator 4 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status | Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students | | Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students |

STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE

INDICATORS

| What Teachers Need to Demonstrate | Mandatory Evidence Sources of Instructional Practice | Confirmatory Evidence Sources of Instructional Practice | Description/Notes |
|---|---|--|---|
| <p>Indicator 1 Teacher activates all students' initial understandings of new concepts and skills</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student work | <ul style="list-style-type: none"> • Initial understandings can sometimes support or conflict with learning new concepts/ideas • If initial understandings are ignored, the understandings that students develop can be very different from what the teacher intends • Teacher needs to pay attention to students' incomplete understandings and misconceptions that they bring with them to a given topic |
| <p>Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) | <ul style="list-style-type: none"> • Students' previous learning includes learning that occurs in and out of school contexts |
| <p>Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students</p> | <ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews | <ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student feedback (e.g., survey, writing) | <ul style="list-style-type: none"> • Relevance of new learning includes connecting new learning to the broader learning goals of the lesson and understanding purpose of learning • Students should be answering the question: What is the point? |
| <p>Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) • Student work | <ul style="list-style-type: none"> • Teacher needs to interpret levels of students' initial understandings in order to move learning forward |

STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE

PERFORMANCE LEVELS

| Indicator 1 Teacher activates all students' initial understandings of new concepts and skills | Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students | Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students | Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings |
|--|--|--|---|
| Level 4 Teacher fully activates all students' initial understandings (including misconceptions and incomplete understandings) through the use of multiple methods and/or modes* | Level 4 Teacher makes connections for all students between previously learned and/or new concepts and skills | Level 4 Teacher fully clarifies the purpose and relevance of new learning for all students, including clearly connecting new learning to longer-term learning goals | Level 4 Teacher employs effective and varied strategies, assisting all students in the process of bridging understanding from initial conceptions to targeted learning |
| Level 3 Teacher adequately activates most students' initial understandings (including misconceptions and incomplete understandings) by using at least two methods and/or two modes | Level 3 Teacher makes adequate connections for most students between previously learned and/or new concepts and skills | Level 3 Teacher adequately clarifies the purpose and relevance of new learning for most students, including sufficiently connecting new learning to longer-term learning goals | Level 3 Teacher employs adequate strategies (using at least two), assisting most students in the process of bridging understanding from initial conceptions to targeted learning |
| Level 2 Teacher inadequately activates most students' initial understandings (including misconceptions and incomplete understandings) using limited methods and/or modes | Level 2 Teacher makes inadequate connections for most students between previously learned and/or new concepts and skills | Level 2 Teacher inadequately clarifies the purpose and relevance of new learning for most students and/or minimally connects new learning to longer-term learning goals | Level 2 Teacher employs inadequate and unvaried strategies, only minimally assisting most students in the process of bridging understanding from initial conceptions to targeted learning |
| Level 1 Teacher activates no, or almost no students' initial understandings | Level 1 Teacher makes no, or almost no connections between previously learned and/or new concepts and skills for any student | Level 1 Teacher clarifies the purpose and relevance of learning for no, or almost no students and makes no, or almost no connections between new learning and longer-term learning goals | Level 1 Teacher employs no, or almost no strategies to assist any student in the process of bridging understanding from initial conceptions to targeted learning |

STANDARD 2: LEARNING TASKS HAVE HIGH COGNITIVE DEMAND FOR DIVERSE LEARNERS

INDICATORS

| What Teachers Need to Demonstrate | Mandatory Evidence Sources of Instructional Practice | Confirmatory Evidence Sources of Instructional Practice | Description/Notes |
|--|---|---|---|
| <p>Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Teacher pre/post conference • Student classroom interviews • Student work | <ul style="list-style-type: none"> • All students refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, SES) • Cognitive abilities include (but are not limited to) reasoning, planning, solving problems, evaluating, synthesizing, comprehending, and designing • Skills refer to the capacity or competence to perform a task; they can range from simple levels (e.g., actions performed as a result of repeated practice) to higher levels (e.g., application of different tasks drawing on understanding and abilities of high order) • Cognitive abilities and skills are increasingly content specific as students' learning develops |
| <p>Indicator 2 Tasks place appropriate demands on each student</p> | <ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews | <ul style="list-style-type: none"> • Teacher pre/post conference • Student work • Student feedback (e.g., survey, writing) | <ul style="list-style-type: none"> • Tasks require cognitive effort from all students; that is, tasks match students in appropriately challenging ways (e.g., not too easy, not too hard) • Tasks should not be "one-size fits all" |
| <p>Indicator 3 Tasks progressively develop all students' cognitive abilities and skills</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Teacher pre/post conference • Lesson plans • Teacher notes • Student work | <ul style="list-style-type: none"> • Teacher designs and structures tasks that allow for deep rather than superficial learning • Tasks are not discrete but connected to a larger sequence of learning • Tasks are connected to overall goals of the lesson, unit, or standard • Observers, when observing a lesson, should ask themselves: (1) Are the tasks worth doing? and (2) Are they worth the students' time? |

| What Teachers Need to Demonstrate | Mandatory Evidence Sources of Instructional Practice | Confirmatory Evidence Sources of Instructional Practice | Description/Notes |
|--|---|--|--|
| <p>Indicator 4 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Teacher pre/post conference • Lesson plans • Teacher notes • Student work | <ul style="list-style-type: none"> • Teacher serves all students well regardless of family background, socio-economic status, or ability. • Teacher has an expectation that all children can achieve at high levels, • The teacher takes an active role in ensuring that students have equitable opportunities to achieve |

STANDARD 2: LEARNING TASKS HAVE HIGH COGNITIVE DEMAND FOR DIVERSE LEARNERS

PERFORMANCE LEVELS

| Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills | Indicator 2 Tasks place appropriate demands on each student | Indicator 3 Tasks progressively develop all students' cognitive abilities and skills | Indicator 4 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status. |
|--|---|---|---|
| Level 4 Teacher engages all students with relevant and substantive tasks that effectively support deep learning of subject-matter content and processes | Level 4 Teacher provides tasks at the appropriate level of challenge for every student, effectively enabling each student to advance his/her learning of subject-matter content and processes | Level 4 Teacher effectively structures multi-leveled tasks that advance all students' thinking and/or skills in connected steps during the course of a lesson and across multiple lessons | Level 4 Teacher models and demonstrates the highest expectation that all children can learn at high levels regardless of family background, socio-economic status, or ability. The teacher takes an active role in ensuring that students have equitable opportunities to achieve |
| Level 3 Teacher engages most students with generally relevant and worthwhile tasks that adequately support deep learning of subject-matter content and processes | Level 3 Teacher provides tasks at a generally appropriate level of challenge for most students, largely enabling most students to advance their learning of subject-matter content and processes | Level 3 Teacher adequately structures tasks with more than one level that advance most students' thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons | Level 3 Teacher models and demonstrates high expectations that all children can learn at high levels regardless of family background, socio-economic status, or ability |
| Level 2 Teacher engages most students with tasks that inadequately support deep learning of subject-matter content and processes | Level 2 Teacher provides tasks at an appropriate level of challenge for few students, minimally enabling most students to advance their learning of subject-matter content and processes | Level 2 Teacher structures a single task at one level that minimally advance all students' thinking and/or skills during the course of a lesson and/or across multiple lessons | Level 2 Teacher demonstrates minimal expectations that children can learn at high levels regardless of family background, socio-economic status, or ability |
| Level 1 Teacher does not engage students with any tasks that support deep learning of subject-matter content and processes | Level 1 Teacher provides no, or almost no tasks at an appropriate level of challenge for any students, enabling no, or almost no students to advance their learning of subject-matter content and processes | Level 1 Teacher does not structure leveled tasks that advance any student's thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons | Level 1 Teacher demonstrates little expectation that children can learn at high levels regardless of family background, socio-economic status, or ability |

STANDARD 3: STUDENTS ENGAGE IN MEANING-MAKING THROUGH DISCOURSE AND OTHER STRATEGIES

INDICATORS

| What Teachers Need to Demonstrate | Mandatory Evidence Sources of Instructional Practice | Confirmatory Evidence Sources of Instructional Practice | Description/Notes |
|---|--|--|--|
| <p>Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Teacher pre/post conference • Teacher notes • Audio/visual/print artifact | <ul style="list-style-type: none"> • Extended discourse is engaging dialogue that is interactive, externalizes thinking, and focuses on creating meaning making of the learning • Discourse involves making argumentations, explaining, critiquing, and using logic and evidence to support or refute a claim • Forms of discourse: oral and written |
| <p>Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One artifact of the representation and/or its creation, interpretation, or use of the representation | <ul style="list-style-type: none"> • Lesson plan • Student work • Teacher notes | <ul style="list-style-type: none"> • Multiple representations can be of the same or different concepts • Representations include models, diagrams, writing, digital and print media, images/visuals, data (e.g., graphs, tables), patterns, concept maps, drawings, videos, simulations • Representations are nonverbal ways for students to organize, externalize, extend, and manipulate thinking |
| <p>Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Teacher pre/post conference • Lesson plan • Teacher notes | <ul style="list-style-type: none"> • Students have a variety of personal experiences, family and language backgrounds, and knowledge of the world, text variety, and multi-media • Teacher helps students use prior knowledge to draw analogies to support understanding of ideas |
| <p>Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Teacher pre/post conference • Teacher notes • Student feedback (e.g., survey, writing) | <ul style="list-style-type: none"> • The classroom environment directly influences the extent to which students can engage in making meaning and learning and how they view themselves as learners • Aspects of classroom environment include classroom culture, norms, routines, expectations, and communication patterns, as well as management of student behaviors, resource provision, and organization of physical space |

STANDARD 3: STUDENTS ENGAGE IN MEANING-MAKING THROUGH DISCOURSE AND OTHER STRATEGIES

PERFORMANCE LEVELS

| Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students | Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations | Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships | Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students |
|---|---|--|---|
| Level 4 Teacher provides effective guidance for all students to actively participate in reciprocal and sustained interactions that enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills | Level 4 Teacher effectively structures opportunities for all students to use varied representations that successfully engage student thinking, and successfully support their understanding of emerging/ developing concepts and/or their acquisition of skills | Level 4 Teacher uses various and effective strategies to help all students see connections and relationships between previous and present learning, furthering their understanding of emerging/developing concepts and/or their acquisition of skills | Level 4 Teacher effectively enacts classroom routines and expectations so that all students value each other's contributions and fully support each other's learning |
| Level 3 Teacher provides adequate guidance for most students to actively participate in reciprocal and sustained interactions that generally enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills | Level 3 Teacher adequately structures opportunities for most students to use more than one type of representation that generally engages student thinking, and generally supports their understanding of emerging/developing concepts and/or their acquisition of skills | Level 3 Teacher uses sufficient strategies to help most students see connections and relationships between previous and present learning, generally furthering their understanding of emerging/developing concepts and/or their acquisition of skills | Level 3 Teacher adequately enacts classroom routines and expectations so that most students value each other's contributions and generally support each other's learning |
| Level 2 Teacher provides some guidance for some or most students to participate, to varying degrees, in limited interactions that somewhat enable them to articulate their developing understanding, only minimally deepening and/or consolidating that understanding or acquiring skills | Level 2 Teacher inadequately structures opportunities for some or most students to use representations; these opportunities only somewhat engage student thinking, and only somewhat support their understanding of emerging/developing concepts and/or their acquisition of skills | Level 2 Teacher uses limited strategies to help some or most students see connections and relationships between previous and present learning, only somewhat furthering their understanding of emerging/developing concepts and/or their acquisition of skills | Level 2 Teacher inadequately enacts classroom routines and expectations so that few students value each other's contributions and/or minimally support each other's learning |
| Level 1 Teacher provides no, or almost no guidance for students to participate in any interactions that enable them to articulate their developing understanding; students are not deepening or consolidating their understanding or acquiring skills | Level 1 Teacher structures no, or almost no opportunities for any students to use representations that engage student's thinking, and support their understanding of emerging/developing concepts and/or their acquisition of skills | Level 1 Teacher uses no, almost no strategies to help any student see connections and relationships between previous and present learning to further their understanding of emerging/developing concepts and/or their acquisition of skills | Level 1 Teacher enacts no, or almost no classroom routines and expectations so that no, or almost no students value each other's contributions or support each other's learning |

STANDARD 4: STUDENTS ENGAGE IN METACOGNITIVE ACTIVITY TO INCREASE UNDERSTANDING OF AND RESPONSIBILITY FOR THEIR OWN LEARNING

INDICATORS

| What Teachers Need to Demonstrate | Mandatory Evidence Sources of Instructional Practice | Confirmatory Evidence Sources of Instructional Practice | Description/Notes |
|--|---|---|---|
| <p>Indicator 1 Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it</p> | <ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews | <ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student feedback (e.g., survey, writing) | <ul style="list-style-type: none"> • Evaluator will observe teacher communication of learning goals, performance criteria, and purpose in the lesson |
| <p>Indicator 2 Teacher structures opportunities for self-monitored learning for all students</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Lesson plan • Student work • Student classroom interviews • Teacher notes • Teacher pre/post conference • Student feedback (e.g., survey, writing) | <ul style="list-style-type: none"> • This indicator focuses on students' abilities to be reflective about their own learning and how a teacher structures opportunities for them to do so • Teacher provides instruction to students in self-monitoring strategies • Student artifacts include self-reflection tools provided by the teacher and students' notes • Students need to be clear about learning goals and performance criteria to engage in self-monitoring • Self-monitored student learning is a core 21st century skill |
| <p>Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes</p> | <ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews | <ul style="list-style-type: none"> • Teacher notes • Student work • Teacher pre/post conference • Student feedback (e.g., survey, writing) | <ul style="list-style-type: none"> • This is a core 21st century skill • Evaluator might observe the teacher: providing time for student strategy use, talking to students about what/why they're doing the lesson, discussing with students what to do next, sharing strategy with class • Students' actions may include making margin notes, reorganizing information, conducting investigations, creating representations, or seeking assistance • Students revise their learning strategies based on their own evaluation of how their learning is progressing |

STANDARD 4: STUDENTS ENGAGE IN METACOGNITIVE ACTIVITY TO INCREASE UNDERSTANDING OF AND RESPONSIBILITY FOR THEIR OWN LEARNING

PERFORMANCE LEVELS

| <p>Indicator 1 Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it</p> | <p>Indicator 2 Teacher structures opportunities for self-monitored learning for all students</p> | <p>Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes</p> |
|---|---|---|
| <p>Level 4 All students in the class can fully explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like</p> | <p>Level 4 All students actively engage in reflection on their learning status, which is directly related to learning goals and performance criteria, during well-structured opportunities for reflection in the lesson</p> | <p>Level 4 All students routinely take actions based on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support</p> |
| <p>Level 3 Most students in the class can generally explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like OR Most students in the class can fully explain two of the following: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like</p> | <p>Level 3 Most students adequately engage in reflection on their learning status, which is generally related to learning goals and performance criteria, during moderately well-structured opportunities for reflection in the lesson</p> | <p>Level 3 Most students frequently take actions based largely on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support</p> |
| <p>Level 2 Most students in the class can only vaguely explain one or more of the following: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like</p> | <p>Level 2 Most students do not engage in adequate reflection on their learning status; this reflection is generally unrelated to learning goals and performance criteria, and there are only limited, and/or poorly structured opportunities for reflection in the lesson</p> | <p>Level 2 Most student actions are infrequently based on their own assessment of their learning status and/or students have few self-assessment opportunities on which to base actions</p> |
| <p>Level 1 No, or almost no students can explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like</p> | <p>Level 1 No, or almost no students engage in reflection on their learning status and there are no, or almost no opportunities for reflection in the lesson</p> | <p>Level 1 No, or almost no students take actions based on their own assessment of their learning status and/or students have no self assessments on which to base actions</p> |

STANDARD 5: ASSESSMENT IS INTEGRATED INTO INSTRUCTION

INDICATORS

| What Teachers Need to Demonstrate | Mandatory Evidence Sources of Instructional Practice | Confirmatory Evidence Sources of Instructional Practice | Description/Notes |
|--|--|--|--|
| <p>Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status</p> | <ul style="list-style-type: none"> Teacher pre/post conference One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> Lesson plan Prior student work/assessment informing planned learning opportunities Teacher notes Student classroom interviews | <ul style="list-style-type: none"> "Evidence" of student learning status refers to what students say, do, make, or write (Griffin, 2007) that indicates what they know and are able to do (Note: evidence types and sources will differ depending on specific content area) There may be several different learning opportunities to account for differences in students' learning status or one open-ended task with multiple entry points (see Standard 2) |
| <p>Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria</p> | <ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference | <ul style="list-style-type: none"> Lesson plan Student work Student classroom interviews | <ul style="list-style-type: none"> Learning goals specify what students are to learn in the lesson (e.g. concepts, skills, Standards, not the activity) Performance criteria indicate the successful accomplishment of the learning goal Teacher should use different types of assessment strategies to account for learner differences |
| <p>Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students</p> | <ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference | <ul style="list-style-type: none"> Lesson plan Teacher notes Student classroom interviews Audio/visual/print artifact | <ul style="list-style-type: none"> While evidence generation needs to be planned, evidence can also arise spontaneously Opportunities for evidence generation can include: instructional tasks, teacher-led discussions, peer-to-peer discussions, one-on-one conferencing Teacher should structure multiple opportunities to generate evidence and not rely on one source |
| <p>Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students</p> | <ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference | <ul style="list-style-type: none"> Lesson plan Teacher notes Written feedback on student work Student classroom interviews | <ul style="list-style-type: none"> Actions based on evidence can include: continuation of planned lesson, instructional adjustments, provision of feedback to students, subsequent lesson planning |

STANDARD 5: ASSESSMENT IS INTEGRATED INTO INSTRUCTION

PERFORMANCE LEVELS

| Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status | Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria | Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students | Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students |
|--|--|---|--|
| Level 4 Teacher consistently plans on-going learning opportunities based on substantial, current evidence of all students' learning status | Level 4 Teacher fully aligns assessment opportunities with clearly specified learning goals and performance criteria to provide quality evidence of all students' learning status | Level 4 Teacher structures multiple and varied opportunities to generate evidence of all students' learning during the lesson | Level 4 Teacher effectively adapts her/his actions for all students in response to evidence presented and/or generated in the lesson |
| Level 3 Teacher frequently plans on-going learning opportunities based on adequate evidence of most students' learning status | Level 3 Teacher adequately aligns assessment opportunities with specified learning goals and performance criteria to provide adequate evidence of most students' learning status | Level 3 Teacher structures adequate (e.g., several or varied) opportunities to generate evidence of most students' learning during the lesson | Level 3 Teacher adequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson |
| Level 2 Teacher sometimes plans on-going learning opportunities based on evidence of some students' learning status; the evidence used is frequently outdated and/or limited | Level 2 Teacher inadequately aligns assessment opportunities with learning goals and performance criteria; the learning goals and performance criteria are insufficiently specified to provide adequate evidence of most students' learning status | Level 2 Teacher structures limited opportunities to generate evidence of most students' learning during the lesson | Level 2 Teacher inadequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson |
| Level 1 Teacher plans no, or almost no on-going learning opportunities based on any evidence of students' learning status | Level 1 Teacher aligns no, or almost no assessment opportunities with any learning goals and performance criteria | Level 1 Teacher structures no, or almost no opportunities to generate evidence of any student's learning during the lesson | Level 1 Teacher continues with planned lesson regardless of any evidence presented and/or generated in the lesson |

Four-Point Rating Scale

Level 4. The teacher is a highly effective practitioner within the classroom, successfully engaging all students through varied activities and structure that result in active participation and interest from students and evidence of significant student learning. The teacher regularly participates in the school community, demonstrates effective involvement in professional responsibilities, collaborates with most or all stakeholders, and facilitates professional learning and growth among colleagues.

Level 3. The teacher is generally an effective practitioner within the classroom, adequately creating activities and structure that result in active participation and interest from most students and evidence of student learning. The teacher participates in the school community, demonstrates adequate involvement in professional responsibilities, and collaborates with various stakeholders as required.

Level 2. The teacher is a somewhat ineffective practitioner within the classroom, creating activities and structure that result in limited participation and interest from many students and limited evidence of learning. The teacher minimally participates in the school community, performs minimal professional responsibilities, and collaborates with few stakeholders.

Level 1. The teacher is a mostly ineffective practitioner within the classroom, creating activities and structure that result in almost no participation and interest from most students and almost no evidence of learning. The teacher does not participate in the school community, performs no professional responsibilities, and does not collaborate with stakeholders.

TEACHER PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

| STANDARD 1 | STANDARD 2 | STANDARD 3 | STANDARD 4 | STANDARD 5 |
|---|--|---|--|--|
| Commitment to the School Community | Reflection on Professional Growth and Practice | Professional Obligations | Family Engagement | Student Perception |
| <p>Indicator 1 The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.</p> | <p>Indicator 1 The teacher seeks out feedback from instructional leaders and colleagues, and uses a variety of data to self-reflect on his or her practice.</p> | <p>Indicator 1 The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families.</p> | <p>Indicator 1 The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.</p> | <p>Indicator 1 The students report that the teacher helps them learn.</p> |
| <p>Indicator 2 The teacher takes an active role in building a professional culture that supports school and district initiatives.</p> | <p>Indicator 2 The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.</p> | <p>Indicator 2 The teacher models integrity in all interactions with colleagues, students, families, and the community.</p> | <p>Indicator 2 The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.</p> | <p>Indicator 2 The students report that the teacher creates a safe and supportive learning environment.</p> |
| <p>Indicator 3 The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.</p> | <p>Indicator 3 The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.</p> | <p>Indicator 3 The teacher follows policies, regulations, and procedures specific to role and responsibilities.</p> | <p>Indicator 3 The teacher informs and connects families and students to opportunities and services according to student needs.</p> | <p>Indicator 3 The students report that the teacher cares about them as individuals and their goals or interests.</p> |

STANDARD 1: COMMITMENT TO THE SCHOOL COMMUNITY
INDICATORS

| What Teachers Need to Demonstrate | Mandatory Evidence Sources of Professional Responsibilities | Confirmatory Evidence Sources of Professional Responsibilities | Description/Notes |
|--|---|--|--|
| <p>Indicator 1</p> <p>The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Student data | <ul style="list-style-type: none"> • Actively engages in collaborative and reflective practices with others to improve instructional practices • Participates in grade-level, departmental, and/or professional learning communities • Mentors other teachers in formal/informal settings • Participates in Confirmatory or required professional development opportunities |
| <p>Indicator 2</p> <p>The teacher takes an active role in building a professional culture that supports school and district initiatives.</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Student data | <ul style="list-style-type: none"> • Dedicates time and energy to district/school initiatives (i.e., reduction in student absenteeism, increase in graduation rate, expanding “reading across curriculum” program) • Consistently supports the School Improvement Plan initiatives through planning, instruction, assessment and monitoring practices |
| <p>Indicator 3</p> <p>The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Student data | <ul style="list-style-type: none"> • Creates an atmosphere that fosters students using others as sources of knowledge, listening to, and showing respect for others’ contributions • Promotes positive, interpersonal relationships among students and staff • Emphasizes pride in self, school, and community • Models high personal and professional standards • Demonstrates, maintains, and reinforces high academic and behavioral expectations for all students |

STANDARD 1: COMMITMENT TO THE SCHOOL COMMUNITY
PERFORMANCE LEVELS

| <p>Indicator 1</p> <p>The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.</p> | <p>Indicator 2</p> <p>The teacher takes an active role in building a professional culture that supports school and district initiatives.</p> | <p>Indicator 3</p> <p>The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.</p> |
|---|---|--|
| <p>Level 4</p> <p>Teacher continually takes a visibly active role in driving instructional improvement in the school, leading collaborative groups around instructional practice to ensure that students are participating in instructional activities that meet their individual needs.</p> | <p>Level 4</p> <p>Teacher supports school leadership in cultivating and modeling a professional culture and takes a leadership role in implementing district and school initiatives.</p> | <p>Level 4</p> <p>Teacher takes a facilitator role when he or she collaborates with other teachers, administrators, and the community to ensure that all students are in a safe and caring learning environment. The teacher facilitates building collective responsibility among all school staff regarding high academic and behavioral expectations for all students.</p> |
| <p>Level 3</p> <p>Teacher collaborates with colleagues about improving instructional practice to ensure that students are participating in instructional activities that meet their individual needs.</p> | <p>Level 3</p> <p>Teacher participates in building and modeling a professional culture within the school and fully supports implementing district and school initiatives</p> | <p>Level 3</p> <p>Teacher adequately participates in and collaborates with other teachers and administrators and the community in creating a safe and caring learning environment. The teacher takes individual and shared responsibility for demonstrating appropriately high academic and behavioral expectations for all students.</p> |
| <p>Level 2</p> <p>Teacher collaborates minimally with colleagues about improving instructional practice.</p> | <p>Level 2</p> <p>Teacher minimally participates in building and modeling a professional culture within the school and/or inadequately supports implementing district and school initiatives.</p> | <p>Level 2</p> <p>Teacher minimally participates in and/or collaborates with others in sustaining a safe and caring learning environment. The teacher takes full individual but limited shared responsibility for demonstrating high academic and behavioral expectations for students, or takes individual and shared responsibility for demonstrating high academic and behavioral expectations for only some students.</p> |
| <p>Level 1</p> <p>Teacher does not or rarely collaborates with colleagues about improving instructional practice.</p> | <p>Level 1</p> <p>Teacher does not or rarely participates in building or modeling a professional culture within the school and does not support or rarely supports implementing district and school initiatives.</p> | <p>Level 1</p> <p>Teacher does not or rarely participates in or collaborates with others in sustaining a safe and caring learning environment. The teacher takes only limited individual responsibility and no shared responsibility for demonstrating high academic and behavioral expectations for students.</p> |

STANDARD 2: REFLECTION ON PROFESSIONAL PRACTICE AND GROWTH

INDICATORS

| What Teachers Need to Demonstrate | Mandatory Evidence Sources of Professional Responsibilities | Confirmatory Evidence Sources of Professional Responsibilities | Description/Notes |
|--|---|---|--|
| <p>Indicator 1 The teacher seeks out feedback from instructional leaders and colleagues, and uses a variety of data to self-reflect on his or her practice.</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Teacher Professional Growth Plan | <ul style="list-style-type: none"> • Participates in peer observations and reflection • Integrates analyses of student achievement data to assess effectiveness of instruction and to modify instruction based on data • Models self-reflection in discussions with instructional leaders and colleagues • Examines student work with colleagues to analyze and adjust instruction • Seeks the feedback of colleagues and is open to applying advise or suggestions to his/her instructional practice |
| <p>Indicator 2 The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Teacher Professional Growth Plan | <ul style="list-style-type: none"> • Participates in ongoing professional development to promote effectiveness in curriculum development, delivery and evaluation, classroom management and teaching skills • Applies research, knowledge, and skills from professional development opportunities to improve practice • Shares current educational research and best practices with colleagues |
| <p>Indicator 3 The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Cooperative Teacher Professional Growth Plan • Mentee/evaluator Dialogue | <ul style="list-style-type: none"> • Serves as a cooperating teacher for pre-service teachers and/or mentors new teachers • Participates in and/or takes a leadership role in professional development activities, committees, or school-level decision making • Participates in district-wide advisory groups and professional organizations • Participates in the development and implementation of local school improvement goals |

STANDARD 2: REFLECTION ON PROFESSIONAL PRACTICE AND GROWTH

PERFORMANCE LEVELS

| Indicator 1 The teacher seeks out feedback from instructional leaders and colleagues, and uses a variety of data to self-reflect on his or her practice. | Indicator 2 The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community. | Indicator 3 The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities. |
|---|--|--|
| <p>Level 4 Teacher is highly self-reflective, frequently seeking feedback from instructional leaders and colleagues, using multiple data points to assess the effectiveness of instruction, and modifying instruction based on those data. The teacher models self-reflection for colleagues and facilitates group reflective activities using multiple data sources, with colleagues.</p> | <p>Level 4 Teacher facilitates school- and/or district-level professional learning across the school community in order to improve instructional practices, and seeks out and participates in a variety of professional learning opportunities, applying them in the classroom.</p> | <p>Level 4 Teacher actively pursues and maintains complex mentoring relationships (formal or informal) as a mentor (e.g. pre-service cooperating teacher). The teacher frequently seeks out teacher leadership opportunities and supports and models for colleagues to develop their leadership skills.</p> |
| <p>Level 3 Teacher is adequately self-reflecting, obtaining feedback from instructional leaders and/or colleagues, and using those data to assess and modify instruction.</p> | <p>Level 3 Teacher seeks out and participates in aligned professional learning opportunities to improve instructional performance, applying those professional learning experiences in the classroom.</p> | <p>Level 3 Teacher actively seeks out opportunities to engage with colleagues as both a mentor and mentee (e.g. pre-service cooperating teacher), maintaining at least one mentoring role (formal or informal). The teacher seeks out leadership opportunities in order to develop leadership skills.</p> |
| <p>Level 2 Teacher is inadequately self-reflective, seeking feedback from instructional leaders and/or colleagues, but not using the data to modify instruction in the way the data represents.</p> | <p>Level 2 Teacher participates in required professional learning opportunities to improve instructional performance but shows minimal evidence of applying those professional learning experiences in the classroom.</p> | <p>Level 2 Teacher maintains a passive role as a mentor or mentee (formal or informal), showing little engagement in the process. The teacher demonstrates minimal interest and skill in leadership.</p> |
| <p>Level 1 Teacher is rarely self-reflective. The teacher does not or rarely seeks out or uses feedback from instructional leaders or colleagues to modify instruction.</p> | <p>Level 1 Teacher minimally participates in professional learning opportunities, rarely appears actively engaged during professional learning, and rarely applies learning experiences in the classroom.</p> | <p>Level 1 Teacher does not or rarely seeks out or maintains any role as a mentor or mentee (formal or informal) and shows neither interest nor skill in leadership.</p> |

STANDARD 3: PROFESSIONAL OBLIGATIONS

INDICATORS

| What Teachers Need to Demonstrate | Mandatory Evidence Sources of Professional Responsibilities | Confirmatory Evidence Sources of Professional Responsibilities | Description/Notes |
|--|---|---|--|
| <p>Indicator 1 The teacher models and advocates for fair, equitable and appropriate treatment of all students and families.</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Family/community feedback | <ul style="list-style-type: none"> • Is cognizant of the need for equitable treatment of all students, including those with disabilities or other special needs; meets the individual learning needs of students and assists each student to maximize his or her learning outcome • Utilizes appropriate resources to address issues of inequality |
| <p>Indicator 2 The teacher models integrity in all interactions with colleagues, students, families, and the community.</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Family/community feedback | <ul style="list-style-type: none"> • Demonstrates the highest standards of professional behavior, exercises professional judgment, and acts in a courteous and sensitive manner when interacting with students, parents or guardians, staff and the community |
| <p>Indicator 3 The teacher follows policies, regulations, and procedures specific to role and responsibilities.</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Teacher files | <ul style="list-style-type: none"> • Possesses a thorough knowledge of and complies with all district/school policies, regulations, and procedures specific to his or her role and responsibilities in both teaching and extracurricular involvements |

STANDARD 3: PROFESSIONAL OBLIGATIONS

PERFORMANCE LEVELS

| Indicator 1 The teacher models and advocates for fair, equitable and appropriate treatment of all students and families. | Indicator 2 The teacher models integrity in all interactions with colleagues, students, families, and the community. | Indicator 3 The teacher follows policies, regulations, and procedures specific to role and responsibilities. |
|--|---|---|
| Level 4 Teacher models and advocates for fair, equitable, and appropriate treatment of all students and families, and works with other staff and community members to apply similar positive beliefs and behaviors toward students and families. The teacher finds and uses appropriate resources to address issues of inequality. | Level 4 Teacher demonstrates and models the highest level of integrity (e.g. ethical standards of the profession) in all interactions with students, families, colleagues, and the community. The teacher takes an active role in ensuring that students and staff treat others with integrity. | Level 4 Teacher takes a leadership role in developing and/or enacting school- and district-level policy, regulations, and procedures, and follows all policies, regulations, and procedures specific to his or her role and responsibilities. |
| Level 3 Teacher models and advocates for fair, equitable, and appropriate treatment of all students and families. The teacher discusses issues of equity and diversity with students and staff members. The teacher finds some appropriate resources to address issues of inequality. | Level 3 Teacher demonstrates and models a high level of integrity (e.g. ethical standards of the profession) in all interactions with students, families, colleagues, and the community. | Level 3 Teacher follows all policies, regulations, and procedures specific to his or her role and responsibilities. |
| Level 2 Teacher indicates an awareness of the need to treat all students fairly and equitably, but is inconsistent in how he or she communicates, models, and advocates for addressing the diverse needs of students and families. | Level 2 Teacher demonstrates a minimal level of integrity (e.g. ethical standards of the profession) with students, families, colleagues, and the community, such that the teacher behaviors minimally match ethics of the profession. | Level 2 Teacher follows most policies, regulations, and procedures specific to his or her role and responsibilities. |
| Level 1 Teacher appears unaware of the need to treat all students and families fairly, equitably, and appropriately. The teacher does not advocate or rarely advocates for or communicates the need to address diverse needs of students and ignores signs of unequal treatment. | Level 1 Teacher demonstrates little integrity (e.g. ethical standards of the profession) with students, families, colleagues, and the community. | Level 1 Teacher demonstrates little effort to follow policies, regulations, and/or procedures related to his or her role and responsibilities. |

STANDARD 4: FAMILY ENGAGEMENT

INDICATORS

| What Teachers Need to Demonstrate | Mandatory Evidence Sources of Professional Responsibilities | Confirmatory Evidence Sources of Professional Responsibilities | Description/Notes |
|--|---|--|---|
| <p>Indicator 1 The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Parent/Family/Student feedback | <ul style="list-style-type: none"> • Develops relationships with parents and guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable • Solicits/uses information from families about their children's learning style, strengths, and needs • Communicates academic and/or behavioral concerns to families in order to develop collaborative solutions • Uses a variety of communication modes to effectively communicate with a diverse student population |
| <p>Indicator 2 The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Parent/Family/Student feedback | <ul style="list-style-type: none"> • Performs duties professionally, efficiently and effectively with honesty, integrity and fairness • Works effectively with parents/guardians and other members of the community from diverse home and community situations and seeks to develop cooperative partnerships in order to promote student learning and well being • Encourages parents/guardians to come into school or the classroom as volunteers or experts, to attend school events, and to be actively involved in the school community |
| <p>Indicator 3 The teacher informs and connects families and students to opportunities and services according to student needs.</p> | <ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Parent/Family/Student feedback | <ul style="list-style-type: none"> • Identifies and uses district/school resources to enhance student learning • Provide information to families about participating in their child's education. • Identifies and uses community resources to enhance student learning and to provide opportunities to explore career opportunities |

STANDARD 4: FAMILY ENGAGEMENT
PERFORMANCE LEVELS

| <p>Indicator 1</p> <p>The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.</p> | <p>Indicator 2</p> <p>The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.</p> | <p>Indicator 3</p> <p>The teacher informs and connects families and students to opportunities and services according to student needs.</p> |
|---|--|---|
| <p>Level 4</p> <p>Teacher facilitates two-way communication on a regular basis with parents/guardians about the goals of instruction and student progress, using available tools that are responsive to the needs of the parents'/guardians' language. The teacher actively seeks to learn from parents/guardians' requests and insights, and incorporates feedback into instruction and communication on student progress.</p> | <p>Level 4</p> <p>Teacher frequently facilitates discussions with colleagues on how to improve communication with all parents/ guardians and how to welcome and encourage all parents/guardians and their students to become more active members of the school community. The teacher frequently encourages parents/guardians to come into classrooms as volunteers or experts, to attend school events, and to engage in other ways in the school community.</p> | <p>Level 4</p> <p>Teacher takes an active leadership role within the school in helping families and students throughout the school connect to a variety of services or opportunities based on the students' needs.</p> |
| <p>Level 3</p> <p>Teacher facilitates two-way communication on a regular basis with parents/guardians about the goals of instruction and student progress, using available tools that are responsive to the needs of the parents'/guardians' language. The teacher listens to parents'/guardians' requests and insights, and makes some effort to incorporate feedback into instruction and communication on student progress.</p> | <p>Level 3</p> <p>Teacher welcomes all parents/guardians and students to become more active members of the school community. The teacher encourages parents/guardians to come into classrooms as volunteers or experts and attend school events.</p> | <p>Level 3</p> <p>Teacher regularly helps his or her students and their families connect to a variety of services or opportunities based on students' needs.</p> |
| <p>Level 2</p> <p>Teacher attempts to communicate with parents/guardians on a regular basis about the instructional program and/or student progress, but is not responsive to language needs and does not attempt to include the parents'/guardians' insights and requests into instruction and communication on student progress.</p> | <p>Level 2</p> <p>Teacher is welcoming to parents/guardians but infrequently encourages them and their students to become active members of the school community. The teacher offers little or no guidance to parents/guardians on ways in which they can participate.</p> | <p>Level 2</p> <p>Teacher sporadically helps his or her students and their families connect to services or opportunities based on students' needs.</p> |

| <p>Indicator 1</p> <p>The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.</p> | <p>Indicator 2</p> <p>The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.</p> | <p>Indicator 3</p> <p>The teacher informs and connects families and students to opportunities and services according to student needs.</p> |
|---|---|---|
| <p>Level 1</p> <p>Teacher makes little or no attempt to communicate with parents/guardians about the instructional program or student progress.</p> | <p>Level 1</p> <p>Teacher is cordial to parents/guardians when they are in the building, but makes little attempt to get them or their students to become active members of the school community.</p> | <p>Level 1</p> <p>Teacher rarely helps families and students connect to services or opportunities.</p> |

STANDARD 5: STUDENT PERCEPTION
INDICATORS

| What Teachers Need to Demonstrate | Mandatory Evidence Sources of Professional Responsibilities | Confirmatory Evidence Sources of Professional Responsibilities | Description/Notes |
|---|--|--|---|
| <p>Indicator 1 The students report that the teacher helps them learn.</p> | <ul style="list-style-type: none"> • Student Interview • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Teacher Notes • Teacher pre/post conference • Direct observation • Student Interview/Survey | <ul style="list-style-type: none"> • Designs a classroom rich in multicultural resources; creates lessons that incorporate these resources into instruction • Establishes routines to meet group/individual needs and to maximize engaged student -learning time • Provides opportunities for students to self-regulate their own learning and to problem solve prior to pursuing assistance |
| <p>Indicator 2 The students report that the teacher creates a safe and supportive learning environment.</p> | <ul style="list-style-type: none"> • Student Interview • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Teacher Notes • Teacher pre/post conference • Direct observation • Student Interview/Survey | <ul style="list-style-type: none"> • Creates a classroom atmosphere that fosters students using each other as sources of knowledge, listening to, and showing respect for others' contributions • Encourages all students to participate in class discussion and to take risks in the learning process • Involves students in setting classroom standards |
| <p>Indicator 3 The students report that the teacher cares about them as individuals and their goals or interests.</p> | <ul style="list-style-type: none"> • Student Interview • One confirmatory item from Confirmatory evidence source | <ul style="list-style-type: none"> • Teacher Notes • Teacher pre/post conference • Direct observation • Student Interview/Survey | <ul style="list-style-type: none"> • Builds positive interpersonal relationships with students. • Promotes positive interpersonal relationships among students • Communicates the following messages: <ul style="list-style-type: none"> ○ You can do it ○ Effective effort leads to achievement • Assists students in setting learning goals and self-monitoring their own progress |

STANDARD 5: STUDENT PERCEPTION
PERFORMANCE LEVELS

| Indicator 1 The students report that the teacher helps them learn. | Indicator 2 The students report that the teacher creates a safe and supportive learning environment. | Indicator 3 The students report that the teacher cares about them as individuals and their goals or interests. |
|--|--|--|
| <p>Level 4 Students report that the teacher continually supports self-regulated learning and is responsive to any need for assistance. The students indicate that the teacher encourages and expects students to problem solve prior to pursuing assistance.</p> | <p>Level 4 Students report that the teacher maintains a safe and supportive learning environment. The students indicate the teacher empowers students to have a role in maintaining a positive learning environment.</p> | <p>Level 4 Students report that the teacher respects them and shows concern for their individual background, interests, and progress. The students indicate that the teacher encourages, expects, and honors student self-advocacy.</p> |
| <p>Level 3 Students report that the teacher is often responsive and available to answer questions and/or to provide clarity concerning content. The students indicate that the teacher often encourages and supports self-regulated learning.</p> | <p>Level 3 Students report that the teacher maintains a safe and supportive learning environment. The students indicate that the teacher encourages students to take a role in maintaining a positive learning environment.</p> | <p>Level 3 Students report that the teacher respects them and shows concern for their individual background, interests, and progress. The students indicate that the teacher often respects and honors student self-advocacy.</p> |
| <p>Level 2 Students report that the teacher is sometimes responsive and available to answer questions and/or provide clarity, but assistance is not always helpful.</p> | <p>Level 2 Students report that the teacher mostly maintains a safe and supportive learning environment. The students indicate that the teacher has primary responsibility for maintaining a positive classroom environment.</p> | <p>Level 2 Students report that the teacher mostly respects them and shows concern for their individual background, interests, and progress. The students indicates that the teacher rarely respects and honors student self-advocacy,</p> |
| <p>Level 1 Students report that the teacher is not or rarely responsive and available to answer questions and/or to provide clarity. Students report that when the teacher does respond, it is not at all or rarely helpful.</p> | <p>Level 1 Students report that the teacher does not or rarely maintains a safe and supportive learning environment. The students indicate that the students play no role in maintaining a positive classroom environment.</p> | <p>Level 1 Students report that the teacher does not or rarely respects them and shows concern for their individual background, interests, and progress. Students indicate that self-advocacy is not respected and honored.</p> |

Four-Point Rating Scale

Level 4. The teacher is a highly effective practitioner within the classroom, successfully engaging all students through varied activities and structure that result in active participation and interest from students and evidence of significant student learning. The teacher regularly participates in the school community, demonstrates effective involvement in professional responsibilities, collaborates with most or all stakeholders, and facilitates professional learning and growth among colleagues.

Level 3. The teacher is generally an effective practitioner within the classroom, adequately creating activities and structure that result in active participation and interest from most students and evidence of student learning. The teacher participates in the school community, demonstrates adequate involvement in professional responsibilities, and collaborates with various stakeholders as required.

Level 2. The teacher is a somewhat ineffective practitioner within the classroom, creating activities and structure that result in limited participation and interest from many students and limited evidence of learning. The teacher minimally participates in the school community, performs minimal professional responsibilities, and collaborates with few stakeholders.

Level 1. The teacher is a mostly ineffective practitioner within the classroom, creating activities and structure that result in almost no participation and interest from most students and almost no evidence of learning. The teacher does not participate in the school community, performs no professional responsibilities, and does not collaborate with stakeholders.



**Vegas Vista Academy Charter Application
ATTACHMENT 16**



**Vegas Vista Academy Charter Application
ATTACHMENT 17**

2023-2024 Vegas Vista Academy Planning Year Milestones (SMART Goals) by Work Stream

| Sub-Category | Activity | Responsible Personnel | Activity Date(s) |
|---------------------------|---|---|------------------|
| INSTRUCTION | | | |
| Curriculum | <i>Develop Wellness Curriculum</i> | Principal | January-May |
| | <i>Reach final decision on curriculum purchases; submit contracts to Board</i> | Principal | January-May |
| | <i>Develop scope and sequence for all grades</i> | Principal | January-May |
| | <i>Develop Morning Meeting focus for the school year</i> | Principal | April-May |
| Instruction | <i>Plan Staff Development Week Activities and Events</i> | Principal, Office Manager, Community Outreach Coordinator | April-May |
| | <i>Develop classroom setup and materials lists</i> | Principal, Office Manager | April-May |
| Assessment | <i>Develop staff assessment tools</i> | Principal, Office Manager | January-April |
| | <i>Write assessment schedule for school year</i> | Principal, Office Manager | April-May |
| | <i>Set up accounts and necessary contracts with all external assessment entities, including SBAC, NWEA, WIDA, and Infinite Campus</i> | Principal, Office Manager | January-April |
| English Language Learners | <i>Identify ELL students and WIDA levels</i> | Principal | April-May |

| | | | |
|----------------------------|---|--|------------------|
| Special Education Program | <i>Identify Special Education students and identify needed services</i> | Principal | April-May |
| | <i>Request and review IEPs, BIPs, and 504 plans for incoming students</i> | Principal, Office Manager | April-May |
| | <i>Plan for all needed supports</i> | Principal, Office Manager | April-May |
| TALENT | | | |
| Hiring Process Development | <i>Develop VVA Staff Handbook</i> | Principal, Office Manager | August-October |
| | <i>Finalize salary schedule and benefits package</i> | Principal | August-October |
| | <i>Approve salary schedule and benefits package</i> | Board | October |
| | <i>Create employee packets</i> | Office Manager, Community Outreach Coordinator | October-December |
| | <i>Finalize hiring process and procedures</i> | Principal | October-December |
| | <i>Create form letters for all stages of engagement and hiring</i> | Office Manager | October-December |
| Recruitment and Hiring | <i>Recruit, interview, and hire office manager and community outreach coordinator</i> | Principal | August |
| | <i>Finalize all job openings and job descriptions</i> | Principal | August-September |
| | <i>Approve all job descriptions</i> | Board | September |

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|-------------------------------------|---|---|---------------------|
| | <i>Develop recruiting plan</i> | Principal, Office Manager | September |
| | <i>Create marketing materials and position announcements</i> | Principal, Office Manager, Community Outreach Coordinator | September-October |
| | <i>Post job openings</i> | Office Manager | December |
| | <i>Monitor applicant pool; conduct initial phone interviews; reference checks</i> | Principal, Office Manager | December - February |
| | <i>Conduct in person interviews</i> | Principal | February-March |
| | <i>Finalists lesson observations</i> | Principal, Community Outreach Coordinator | February-March |
| | <i>Job offers extended</i> | Principal | February-March |
| | <i>Background Checks</i> | Office Manager | March-April |
| New Employee Contact and Onboarding | <i>Train office manager and community outreach coordinator</i> | Principal | August |
| | <i>Compile new employee paperwork</i> | Office Manager | March-June |
| | <i>Finalize employee payroll and record keeping</i> | Office Manager | March-June |
| | <i>Finalize plan for Staff Development Week; secure all materials</i> | Principal, Office Manager | June |
| OPERATIONS | | | |

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|--------------|--|---|---------------|
| Food Service | <i>Identify food service needs; extend a RFP to all potential vendors</i> | Principal | January-March |
| | <i>Select a vendor; negotiate contract</i> | Principal, Office Manager | March |
| | <i>Approve contract</i> | Board | March |
| | <i>Develop food service plan for school, including menu, delivery, disposal, and all logistical considerations</i> | Principal, Office Manager | March-June |
| | <i>Finalize FRL plan and details</i> | | |
| Safety | <i>Develop crisis plan</i> | Principal | April-June |
| | <i>Secure occupancy clearance; undergo fire and safety inspections</i> | Principal, Broker | March-May |
| | <i>Contact and establish relationships with local emergency personnel (Fire, police, hospitals, clinics)</i> | Principal, Community Outreach Coordinator | January-April |
| Health | <i>Contract with Nurse/FASA to set up first aid station, stock school, and schedule first aid/CPR training for staff</i> | Principal, Office Manager | January-April |
| | <i>Develop first aid, health, and safety procedures materials to be posted in school</i> | Office Manager, Contracted Nurse | January-April |
| | <i>Deliver first aid/CPR training for staff</i> | Contracted Nurse | July-August |
| | <i>Develop health record keeping process</i> | Office Manager | January-March |

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|--------------------------------|--|---|------------------|
| Information Management Systems | <i>Secure relationship and contracting with Infinite Campus</i> | Principal, Office Manager | January |
| | <i>Create filing system</i> | Office Manager | January-March |
| | <i>Train on Infinite Campus</i> | Principal, Office Manager, Community Outreach Coordinator | January |
| Insurance | <i>Finalize insurance coverage with vendors</i> | Principal, Board | January |
| | <i>Approve and sign contracts</i> | Board | |
| Purchasing | <i>Develop purchasing request and procurement policy and plan</i> | Principal, Office Manager | October-December |
| | <i>Approve purchasing request and procurement policy and plan</i> | Board | December |
| | <i>Create comprehensive list of items to be purchased</i> | Principal, Office Manager | January-April |
| | <i>Develop procedures for ongoing and routine purchases</i> | Principal, Office Manager | January |
| | <i>Develop relationships with supply providers</i> | Principal, Office Manager | January-May |
| TECHNOLOGY | | | |
| Technology Considerations | <i>Research and select providers for internet, phone, copier, and tech service</i> | Office Manager | April-June |
| | <i>Approval of providers; sign contracts</i> | Board | April-June |

| | | | |
|--|---|---------------------------|---------------------------------|
| | <i>Research and purchase classroom, staff, and office technology</i> | Office Manager | January-April |
| | <i>Set up internet, phone, and copier(s)</i> | Office Manager | April-June |
| | <i>Develop record keeping/tracking for student and staff technology</i> | Principal, Office Manager | April-June |
| | <i>Purchase technology supplies</i> | Office Manager | April-June |
| FINANCE | | | |
| Finance Considerations | <i>Release RFP for back office providers; select and sign contracts</i> | Principal and Board | August-September |
| | <i>Approve check writers, check signers, and account information/permissions</i> | Board | Within 30 days of authorization |
| | <i>Develop policies for POs, checks, receipts, and approvals (with back office provider)</i> | Board | September |
| | <i>Develop requirements for monthly financial reports to board</i> | Principal, Board | August |
| | <i>Design forms for payments and receipts</i> | Principal, Office Manager | September |
| | <i>Finalize cash flow and plan for filings and expense tracking (with back office provider)</i> | Principal, Office Manager | September-October |
| PARENT & COMMUNITY ENGAGEMENT | | | |

| | | | |
|-----------------|--|---|-------------------------|
| Partnerships | <i>Schedule and attend community events</i> | Principal, Community Outreach Coordinator | <i>August-February</i> |
| | <i>Develop an outreach team for events</i> | Community Outreach Coordinator | <i>August-September</i> |
| | <i>Continue to build and solidify community partnerships with providers</i> | Principal, Community Outreach Coordinator | <i>August-July</i> |
| | <i>Develop MOUs with appropriate providers</i> | Principal, Community Outreach Coordinator | <i>August-July</i> |
| | <i>Approve and sign MOUs</i> | <i>Board</i> | <i>August-July</i> |
| | <i>Increase and build relationship with elected officials</i> | <i>Principal</i> | <i>August-July</i> |
| Family Outreach | <i>Create database and mailing list of interested families; send out invitations to events</i> | Community Outreach Coordinator | August-July |
| | <i>Create and send out monthly VVA newsletter to interested families</i> | Community Outreach Coordinator | August-July |
| | <i>Set up nonprofit status with post office for mailers</i> | Office Manager | August |
| | <i>Maintain and update all social media accounts and website</i> | Community Outreach Coordinator | August-July |
| | <i>Draft details for VVA Parent Organization; Select initial members</i> | Principal, Office Manager, Community | February-May |

| | | | |
|------------------------------------|--|---|------------------|
| | | Outreach Coordinator | |
| | <i>Host a monthly engagement event/meeting for families</i> | Principal, Community Outreach Coordinator | August-February |
| Student Recruitment and Enrollment | <i>Develop recruiting plan, events calendar, target numbers, and tracking tools</i> | Principal, Office Manager, Community Outreach Coordinator | August |
| | <i>Create marketing materials and enrollment announcements</i> | Principal, Office Manager, Community Outreach Coordinator | August-October |
| | <i>Attend and host events, market through social media, post flyers, do press releases</i> | Principal, Office Manager, Community Outreach Coordinator | August-February |
| | <i>Release application, lottery, and enrollment information</i> | Office Manager | November |
| | <i>Collect applications, provide monthly assistance events for families</i> | Principal, Office Manager | November - March |
| | <i>Family Applicant Interviews</i> | Principal | January-March |
| | <i>Acceptance notifications</i> | Office Manager | March |
| | <i>Create and implement wait-list and under enrollment plan</i> | Office Manager | March-May |

| | | | |
|-------------------------------------|---|----------------|---------------------------------|
| | <i>Set up home visits with all families (to take place in summer)</i> | Office Manager | April-June |
| | <i>Request records from previously attended schools as needed</i> | Office Manager | March-May |
| SCHOOL SYSTEMS & CULTURE | | | |
| School Systems and Culture | <i>Finalize VVA Student and Family Handbook</i> | Principal | January-March |
| | <i>Approve VVA Student and Family Handbook</i> | Board | March |
| | <i>Finalize daily schedule and SY Calendar</i> | Principal | September-October |
| | <i>Approve SY Calendar</i> | Board | October |
| | <i>Finalize discipline policy and procedures, attendance policy and procedures, and reporting system details</i> | Principal | January-March |
| | <i>Finalize plan for Morning Meetings, Wellness Fridays, and school celebrations</i> | Principal | March-May |
| | <i>Create school culture and climate materials, posters, and expectations</i> | Principal | January-May |
| GOVERNANCE | | | |
| Board Governance | <i>Initial Board meeting – transitioning from a Committee to a Board; approval of by-laws, code of ethics and conflict of interest policies</i> | Board | Within 30 days of authorization |

| | | | |
|---------------------------------------|---|-------|--|
| | <i>Board defines and approves annual outcomes, policies for self-governance, its interactions and limitations of authority with school staff, and its instructions to principal, in accordance with NAIS Best Practices</i> | Board | Within 90 days of authorization |
| | <i>Board retreat is held; board is trained on best practices</i> | Board | Within 90 days of authorization |
| | <i>Board sets meeting dates and times, format, and record keeping procedures</i> | Board | August |
| | <i>Board attends a local charter school board meeting</i> | Board | September |
| <i>Development and Grant Planning</i> | <i>Board creates a fundraising plan, sets targets, and implements a tiered approach</i> | Board | <i>August</i> |
| | <i>Board creates a plan for reviewing reporting of grant funds and grant proposals</i> | Board | <i>August</i> |
| <i>Principal Management</i> | <i>Board approves Principal job description, evaluation tool, and compensation/benefits packet for Principal</i> | Board | <i>Within 30 days of authorization</i> |
| | <i>Board conducts background check of principal; Principal hired</i> | Board | <i>Within 30 days of authorization</i> |
| FACILITY | | | |

| | | | |
|----------|--|------------------------------|--------------------|
| Facility | <i>Work with broker to determine lease or purchase options</i> | Principal, Broker | August-October |
| | <i>Lease/purchase details, negotiations, and review</i> | Principal, Broker | August-October |
| | <i>Lease/purchase complete review</i> | Board, Broker, Principal | August-October |
| | <i>Approval and signing of lease/purchase agreement</i> | Board | August-October |
| | <i>Design and renovation plan developed</i> | Principal, Broker, architect | September-December |
| | <i>Design and renovation plan approved</i> | Board | December |
| | <i>Furnish school; purchasing approvals</i> | <i>Principal, Board</i> | April-June |
| | Permitting, inspections, certificate of occupancy | Principal, Broker | May |



**Vegas Vista Academy Charter Application
ATTACHMENT 21**

Attachment 21: VVA Insurance Coverages

Vegas Vista Academy will secure workers' compensation, liability insurance, health insurance, and group life (death and dismemberment) insurance for all staff. Specific coverages and levels include:

- General liability insurance minimum coverage of \$1,000,000. Includes coverage for molestation and sexual abuse, and have a broad form policy, with the named insureds: (\$1,000,000)
- Umbrella (\$3,000,000)
- Educators' legal (\$1,000,000)
- Employment practices (\$1,000,000)
- Employment benefits (\$1,000,000)
- Insurance covering errors and omissions of the sponsor and governing body of the charter school (\$1,000,000)
- Accident Insurance - For volunteers or students due to accident at school
- Commercial Property/Campus Liability
- Cyber Liability
- Errors and Omissions
- Products/Completed Operations Aggregate



**Vegas Vista Academy Charter Application
ATTACHMENT 22**

Attachment 22: Budget Narrative Vegas Vista Academy

The attached budget and cash flow projection are based on conservative estimates of actual costs to operate Vegas Vista Academy (VVA). Assumptions used to create the budget model are based on rates provided by the State of Nevada, historical financial data, and comparable school estimates in Las Vegas, NV.

REVENUES

- **Pupil-Centered Funding Plan (PCFP), formerly Distributive School Account:** The largest source of revenue is the Pupil-Centered Funding Plan based on average daily enrollment, with weighted adjustments for special populations. The budget reflects a model assuming an enrollment of 200 students in Year 1. For Year 1, we assume KG – 3rd grade with 50 students in each grade. Each year, the school will add grade levels through 12th grade with full capacity of 650 in Year 6 (2030-2031). Information on the Student Enrollment tab reflects projections for subgroups. PCFP rates are per the SPCSA template and align with actual rate for FY22-23 in Clark County with a 10% increase for FY25 due to anticipated FY24 funding increases. (Base rate \$8,022, including inflation adjustment as included in template).
- **Federal and State Revenue:** Federal and state revenue assumptions are based on rates provided by the State of Nevada and comparable local charter schools in their first year of operations. Sources of Federal revenue will include eligible Title funding, special education funding, and the National School Lunch Program. Percentages of students identified as eligible for free and reduced lunch, English Language Learners, and Special Education are based on the average demographics of the schools in our target community, reflecting our commitment to serving students attending under-performing schools. The budget model reflects that the school will not receive State Special Education funding in Year 1.
- **Start-Up Funding:** The school has already received a planning grant from Opportunity 180 to assist with preliminary costs, including charter application, corporation and nonprofit set up, and marketing. Although the budget does not reflect material resources in the planning year the school has engaged in several fundraising initiatives to help fund start-up expenses including an interview with the NewSchools Venture Fund. All additional funds received will be used to support Year 0 planning costs and other costs of operating the program. The school also plans to apply for the Charter School Program (CSP) grant as soon as they are eligible. These additional anticipated fundraising/grant revenues have not been included in the application budget as they cannot be verified at this time.

EXPENSES

Salaries/Personnel

The head counts included in the budget are below.

| Position | Y0 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|--|---------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
| Executive Director | - | 1 | 1 | 1 | 1 | 1 | 1 |
| Assistant Principal | - | - | 1 | 1 | 2 | 2 | 2 |
| Classroom Teachers (Core Subjects) | - | 8 | 12 | 16 | 20 | 20 | 24 |
| Classroom Teachers (Specials)-CTE | - | 3 | 4 | 8 | 8 | 8 | 11 |
| Special Education Teachers | - | 1 | 2 | 3 | 3 | 3 | 4 |
| ELL/TESOL Teachers | - | 1 | 2 | 3 | 3 | 3 | 4 |
| Student Support Position 1 - Counselor | - | - | 1 | 2 | 2 | 3 | 4 |
| School Operations Support Staff | - | - | - | 1 | 2 | 3 | 3 |
| Office Manager | - | 1 | 1 | 1 | 1 | 1 | 1 |
| Custodian/Driver | - | - | - | 1 | 2 | 2 | 2 |
| Teacher Aides and Assistants | - | 2 | 3 | 4 | 4 | 4 | 5 |
| Food Service Support | - | - | - | 1 | 2 | 2 | 2 |
| FASA/Health Assistant | - | 1 | 1 | 1 | 1 | 1 | 1 |
| Campus Security | - | - | 1 | 2 | 2 | 2 | 2 |
| Total Staff | - | 18 | 29 | 45 | 53 | 55 | 66 |

- Expenses for benefits are based upon state requirements and current Clark County School District rates. The average annual cost for medical benefits is estimated to be \$5,000 per single employee, and \$8,000 per family. The school will also offer retirement benefits through NV PERS with average employer cost included at 17.50% of salaries. Other benefit related costs include Medicare tax of 1.45%, and unemployment insurance at 3% of eligible costs up to the annual salary cap in the State of Nevada. Workers compensation is included at estimated rate of \$319 per employee per contracts of similar schools, and annual cost is estimated at \$4,221 in Year 1.
- The budget includes professional development costs for staff at \$200 per FTE in each year

Instruction Related Expenses

- Curriculum costs: The budget assumes \$20 per student in textbooks, \$40 per student in instructional software/curriculum, \$20 per student for miscellaneous instructional supplies.
- For recruiting and marketing, VVA expects to spend \$500 for staff recruiting and \$4,000 (or \$20/student) other marketing in each year.
- To ensure the school can service its projected special education population, in addition to the salaried special education personnel, the budget also includes \$26,400 in Special Education Contractor Costs (\$1,100 per SpEd student) in Year 1, increasing each year based on enrollment increases.
- Other supplies to support student learning include office supplies at \$20 per student, assessment costs at \$15 per student, and health supplies at \$10 per student.

- Field trip costs include \$500 per grade level for extra-curricular trips

Operation Related Expenses

- Operational contracted expenses for the school include fees for an annual audit budgeted at \$7,000 in Year 1 with a 2% inflation increase + fee growth due to increased procedures as school grows in out years. Also included are legal expenses budgeted at \$5,000 in Year 1 with a 2% increase for inflation in out years, per the formulas in the budget model.
- Back-office support services (Financial Services) are based on estimated cost of contract with EdTec, who assisted the Committee to Form in the creation of this budget. Services include fiscal training of staff and board, accounts payable, payroll, budgeting, accounting, financial reporting, compliance reporting, and strategic planning.
- Nutrition: The revenue of this program is expected to cover the costs of providing meals to students. Daily breakfast and lunch rates (estimated at \$1.60 and \$2.50 per student, respectively), will be based on benchmarked data from a number of charter schools throughout Las Vegas, Nevada.
- Other minor operating expenses include bank fees at \$200/year, Postage and student awards at \$5/student, faculty awards at \$25/FTE, dues and memberships estimated at \$75/FTE, background checks of \$50 per new FTE, and board training at \$500 per year.
- Costs included in the incubation year are reflective of budgeted costs to be funded by fundraising proceeds already received and include application development, incorporation costs, recruiting/hiring, marketing, etc.
- Costs for insurance are based on quote received from reputable insurance broker serving charter schools in Nevada, with all required coverages (excluding worker's comp, included in benefits above) totaling \$20,808 in Year 1 and growing by estimated 2% per year thereafter.

Facilities

- Facility costs in Years 1-3 are based on a proposed property being considered as the VVA initial location, including 20,000 – 50,000 square feet at \$13.20 per square foot per year, increasing by estimated CPI of 2%. Utilities are included at \$2 per square foot per year.
- Custodial costs and facility upkeep will be handled by a combination of contracted custodial support and custodial personnel on staff with the school.
- Other facility maintenance costs are estimated at \$5,000 in Year 1, or \$.25 per square foot

Technology and Equipment

- Classroom Technology:

- Devices: Each teacher will be provided a laptop computer for lesson preparation and all other professional expectations, equipped with full Microsoft Office. The estimated cost per teacher device is \$350. For students, the school will ultimately have a 1:1 ratio for technology as resources allow, recognizing the need for all students to have access to online learning. With anticipated budget constraints in the first year as the school builds reserves, the estimated cost for student technology in Year 1 is based on use of laptop carts and shared devices across classrooms. The budget includes 2 laptop carts in Year 1 at \$2,000 each, and 50 devices at \$350/ea. The school anticipates purchasing another 2 carts each year to reach a at least 2:1 ratio by Year 5. The budget also includes \$5,000 in replacements costs beginning in Year 3. The school has also budgeted \$200 per classroom for additional hardware (projectors, cameras, etc).
- Other Technology:
 - Student Information Systems (SIS) costs are based on vendor quotes and informed by similar school experiences. Infinite Campus cost is included at \$25 per student.
 - The school anticipates utilizing a contracted technology support provider with estimated cost of \$500 per month in Year 1, increasing each year as the school grows
 - Copier Lease rates of \$500 per month are based on similar costs of neighboring charter schools and include \$10 per student in usage fees.
 - Internet and phone expenses are estimated at \$800/month in Year 1, growing by 10% per year
 - Software costs of \$20/device are also included.
- Furniture:
 - The school expects to purchase necessary faculty and student furniture based on a budget of \$200 per FTE for faculty and \$200 per new student.
- Reserves:
 - There is no separate expense line item included in this budget for reserves. However, the net income reflected in the Summary tab shows carryover reserves in each year starting with Year 1, with cumulative reserve by Year 6 up to 8.7%.
- **Start-Up Expenses:** As noted above, the budget does not reflect anticipated planning year expenses due to funding being currently sought. The school has already received a planning grant from Opportunity 180 to assist with preliminary costs, including charter application, corporation and nonprofit set up, and marketing. Although the budget does not reflect material resources in the planning year the school has engaged in several fundraising initiatives to help fund start-up expenses, including an interview for funding with the NewSchools Venture Fund. All additional funds received will be used to support Year 0 planning costs and other costs of operating the program. The school also plans to apply for the Charter School Program (CSP) grant as soon as they are eligible. These additional anticipated fundraising/grant revenues have not been included in the application budget as they cannot be verified at this time.

Budget Summary & Cash Flow

- With meticulous efforts to budget conservatively while still providing resources to fulfill the school's mission, we were able to create a balanced budget with a surplus in each year. The growing fund balance would protect the school from contingencies such as reduced funding levels, change in enrollment, or other unforeseen events.
- This petition budget is built to ensure the school maintains a positive cash balance in all months. The school's cash flow forecast in Year 1 assumes that they will need to borrow

over the course of the year. If cash flow needs arise, the school may enter into receivable sales where future guaranteed State revenues are factored, and funds are received in advance of actual payment at a fee, as calculated per the Cash Flow tab in the budget model.

- While these funds are not built into the budget, the school will attempt to secure revenue from the Charter School Program (CSP) Grant and Charter School Revolving Loan, as soon as they are available.



**Vegas Vista Academy Charter Application
ATTACHMENT 23**



**PLANNING GRANT
TERMS & CONDITIONS**

Grant Amount: \$20,000
Grant Recipient: Vegas Vista Academy
Grant Term: March 15, 2023 - July 31, 2023
Grant ID: O180-2022-7364926668

Your Tax-Exempt Status

Our research informs us that the IRS has not classified the Grantee as a public charity under Internal Revenue Code Section 509(a)(1), (2) or (3) (an "Exempt Public Charity").

In alignment with Grantee's long term charter application process, the Grantee is expected to complete a 1023 application to the IRS and at the time of submission share the submission receipt with Opportunity 180.

Grant Purpose and Expenditure of Funds

The Grantee is to apply the grant proceeds exclusively toward the expenses as outlined in the proposal submitted and received January 19, 2023. All application materials shall be included as appendices to this Grant Terms & Conditions.

Disbursement

The Grantee has been awarded the full \$20,000 grant related to the Planning Grant proposal. \$10,000 will be released upon signature of the grant Terms & Conditions, submission of an IRS 1023 submission receipt, and participation in a kick-off call per the Disbursement Schedule. The remainder will be released in disbursements upon approval of any additional required reporting. All submitted materials will become an appendix to this Grant Terms & Conditions.

The Grantee has been granted a lookback period starting January 19, 2023, until the first disbursement of funds. During this lookback period, the Grantee may utilize the grant funds for purchases made starting January 19, 2023. We will require the following of all funds, including those purchased during this lookback period: **invoices or receipts that contain an itemized summary of the eligible expenses aligned to the budget submitted in the application.** We suggest using a Google or Excel sheet to track all expenses aligned to the submitted budget and have a folder where all invoices and/or receipts are stored and labeled according to the line item in the budget.

Disbursement Schedule

Please note: The following Disbursement Schedule is not inclusive of ALL reporting requirements throughout the grant term. Please refer to the Reporting & Activities section for a complete list of reporting requirements.

| Payment # | Payment | Disbursement | Report Requirement(s) - <i>Disbursement is contingent upon</i> |
|-----------|---------|--------------|--|
|-----------|---------|--------------|--|



| | Amount | Date | <i>submission of the following reporting requirements:</i> |
|-----------|----------|----------------|--|
| Payment 1 | \$10,000 | March 15, 2023 | <p>See Reporting and Activities in the next section for detailed instructions on these reporting requirements.</p> <p>Due ASAP:</p> <ul style="list-style-type: none"> - Signed Terms & Conditions - IRS 1023 application receipt <p>Due March 13, 2023:</p> <ul style="list-style-type: none"> - Scheduled kick off-call, see Reporting Requirement A |
| Payment 2 | \$10,000 | April 15, 2023 | <p>See Reporting and Activities in the next section for detailed instructions on these reporting requirements. All requirements for Payment 1 disbursement must be met.</p> <p>Due March 31, 2023:</p> <ul style="list-style-type: none"> - Progress Update 1, see Reporting Requirement B |

Reporting and Activities

The Grantee is expected to submit reports to Opportunity 180 following the schedule outlined below. If the Grantee fails to meet the requirements, O180 reserves the right to discontinue and/or terminate funding.

Unless otherwise specified in the Reporting and Activities, **reports should be submitted to grants@opportunity180.org** by the due dates indicated. If any of these conditions are not satisfied by their due dates, submit a rationale to explain why.

A) Kick-off Meeting

Due March 13, 2023: At the start of the grant term, email grants@opportunity180.org to schedule a 30-minute grant kick-off meeting with the O180 Grant Team to take place on or before March 13, 2023. This meeting should include your organization's grant program manager(s) along with any relevant members of your team.

The purpose of this meeting is to facilitate mutual understanding of the grant program purpose, intention, requirements, and objectives, and to discuss any outstanding questions related to the Terms and Conditions of this grant.

B) Progress Update



The monthly update should include:

- 1) **SPCSA Application Update:** Provide an update on the status of your application to the SPCSA. Against relevant timelines in the application submission process, this should include:
 - a) An overview of the sections of the SPCSA application that are in progress/completed.
 - b) Communications from the SPCSA on the status of your application if any.
 - c) Prior to submitting to the SPCSA, a copy of your formal application to the SPCSA.
- 2) **Community Engagement Progress Report:** In the report, include:
 - a) The activities you have completed against your community engagement plan.
 - b) What you learned or hope to learn from the community engagement activities or what impact the activities had and any adjusted course of action given what you learned.
 - c) The number of LOIs from families and community partnerships.
- 3) **Use of Funds Report:** Provide an itemized financial statement on the use of grant funds, the purpose of the itemized funds used, and any changes to the intended use of funds with explanation.
- 4) **Facilities Update** that includes:
 - a) The types of activities you have completed toward your facilities plan.
 - b) Any adjusted course of action toward your facilities plan given what you learned.
- 5) **501c3 Update** that includes:
 - a) Your progress toward acquiring 501c3.
- 6) **Board Leadership Update** that includes:
 - a) Current board positions filled.
 - b) Open board positions and the recruiting activities you are conducting to fill those positions.

Monthly Progress Update Due Dates

| Report | Due Date | | |
|-------------------|----------------|-------------------|---------------|
| Progress Update 1 | March 31, 2023 | Progress Update 3 | May 31, 2023 |
| Progress Update 2 | April 30, 2023 | Progress Update 4 | June 30, 2023 |

C) In-person Meeting

Email grants@opportunity180.org to schedule a 45-minute to one hour in person meeting with the Grantor to take place on a date between the 1st and last day of the months specified in the chart below. The meetings will be facilitated in person at a location TBD collectively by the Grantee and Grantor and should include your organization’s grant program manager(s) along with any relevant members of your team. The purpose of this meeting is to remain engaged and in two-way communication about the progress of the proposed goals and objectives and areas where the Grantor could provide meaningful partnership.

Biannual In-Person Meeting Due Dates

| Report | Due Date |
|--------|----------|
| | |



| | |
|---------------------|--------------|
| In Person Meeting 1 | May 31, 2023 |
|---------------------|--------------|

D) Final Report

The final report should include:

- **Summary of impact & proposed next steps:** Describe progress made towards the goals of the grant (the problem the grant was trying to solve). Include the sustainability of the initiatives and share best practices from lessons learned as resources for schools across the country. This should include how development days resulted in recruiting high quality teachers outlining all the things you did and how you would share it as a best practice for other schools.
- **Final Expenditure Report:** Complete a final expenditure report that describes all expenses related to the grant. Final expenditure reports need to include dates, description, quantity, amount and attach any supporting materials.
- **Charter Application Update:** Provide status on your charter application including any communication from the SPCSA related to your application.
- **501c3 Update:** Provide an update on the status of your 1023 Application to the IRS.

Final Report Due Date

| Report | Due Date |
|--------------|---------------|
| Final Report | July 31, 2023 |

Report Submission

The above reports shall be submitted in accordance with their scheduled date and emailed to grants@opportunity180.org. All items must be submitted by the end of the grant term. Opportunity 180 reserves the right to request additional reports to be produced by the Grantee within a reasonable timeline, as set by Opportunity 180. In addition to the reporting requirements, the Grantee is expected to keep regular communications with Opportunity 180 to ensure adequate progress.

Grant Recipients Using Opportunity 180 or Grant Materials in Their Own Publicity

Opportunity 180 encourages Grant Recipients to create any publicity or other materials that can be made publicly available that mention or refer to the Grant Program. Opportunity 180 can provide examples of press releases, media advisories, reports, and other sample materials upon request to assist with the Grant Recipient's efforts.

Grant Recipients must seek prior approval from Opportunity 180 for all public communications that mention the Grant Program. These public communications include (but are not limited to): letters, publications, articles, press releases, narratives, interviews, reports, endorsements, quotes, photographs, slides, videos, website postings, blog postings, case studies, and social media/networking postings. Grant Recipients shall not take any action in making such materials public until Opportunity 180's written/email approval has been received.



In preparing any such materials, the Grant Recipient agrees to abide by the following guidelines:

- Any public announcement, including press releases and media advisories, must be submitted at least three (3) days in advance for review and approval.
- Any public announcements or marketing materials that will use Opportunity 180's logo, imagery, and/or other branding materials need to be approved by the organization's management team before publication.
- When referencing the Grant Program, the first mention should be listed as "Family Power Impact Grant administered by Opportunity 180." Any subsequent references can refer simply to Family Power Impact Grant.
- All press materials that include mention of the Grant Program should also include up-to-date boilerplate verbiage for Opportunity 180, which will be provided by the organization as needed.
- When posting to social media, tag Opportunity 180's channels when mentioning the program. Opportunity 180 maintains Facebook and Twitter accounts under @Opportunity180.
- Opportunity 180 also advises that all press materials focus on outcomes and how the program positively impacts the community, versus specific dollar amounts.
- Please note that Opportunity 180 is also available for quotes or statements to be included in any relevant press materials or announcements. Please request any quotes from greta@opportunity180.org.

Dissolution of Grant Agreement:

The Grantee agrees to fulfill all the grant requirements during the duration of the grant terms. If the Grantee fails to comply with the grant requirements during the duration of the grant term, Opportunity 180 reserves the right to stop funding and dissolve the grant agreement.

The grant agreement may be dissolved in whole as follows –

- A. Reporting: All reports shall be submitted in accordance with their scheduled date and content required. All items must be submitted by the end of the grant term. Opportunity 180 reserves the right to request additional reports to be produced by the Grantee within a reasonable timeline, as set by Opportunity 180. In addition to the reporting requirements, the Grantee is expected to keep regular communications with Opportunity 180 to ensure adequate progress and accountability throughout the duration of the grant. If the Grantee fails to submit reports on time, Opportunity 180 has the right to review the terms and conditions and place the Grantee on a Default Status and hold disbursement(s) until grant terms and conditions are met. If the Grantee develops a chronic pattern of failed reporting after being put on a Default Status, Opportunity 180 reserves the right to dissolve the grant agreement and stop funding immediately.
- B. Misuse of Funds: Except as approved through a grant amendment that shall be attached to these Grant Terms & conditions, if the Grantee uses any portion of the funds in a manner



inconsistent with the Terms and Conditions, Opportunity 180 reserves the right to dissolve the grant agreement and stop funding immediately.

- C. Negligence: If you have already been awarded and funded by an Opportunity 180 grant and showed negligent behavior throughout the lifespan of the grants terms and conditions, these behaviors will be assessed in any current or new contract moving forward. O180 may terminate this agreement immediately and without notice in the event the organization is found liable in any legal findings or is charged with serious misbehavior in any forum of any type inimical to the Grant Agreement and associated program (in the sole discretion of O180) before or during the term of this agreement.
- D. Grantee History: Opportunity 180 will consider historical grant relationships with current or new Grantees. If you fail or have failed to meet any of the grant requirements outlined in this or any prior agreement with Opportunity 180, such failure to submit reports in a timely manner, these activities will be assessed in any new contract moving forward.

Extension of Grant

In the event the Grantee’s initial application to the authorizer is denied, the Grantee shall make a good faith effort to collaborate with the Grantor to determine the best next steps. If an extension of this grant is awarded, the Grantee will agree to additional reporting and supports that will be an amendment to these Terms and Conditions.

Return of Grant Funds

The Grantee agrees to return any funds not expended for the purposes described above to Opportunity 180 at 11035 Lavender Hill Dr, #160-180 Las Vegas, NV 89135. The rules governing 501(c)(3) organization also require you to return the enclosed grant if your organization is no longer recognized by the Internal Revenue Service as an Exempt Public Charity or would lose its status as a public charity as a result of this grant.

The term “you” and the like means the recipient of the Grant.

Grantee:

Accepted By: Benjamin Feinstein
DocuSigned by: 7A87302FA6834FA...

Print Name: Benjamin Feinstein

Title: Director

Date: 3/3/2023

Grantor:

Accepted By: Jana Wilcox Lavin
DocuSigned by: BF5D298C4F2E409...

Print Name: Jana Wilcox Lavin

Title: CEO

Date: 3/3/2023



**Vegas Vista Academy Charter Application
ATTACHMENT 24**

Attachment 24: Completed Financial Plan Workbook

The Vegas Vista Academy Financial Plan Workbook is uploaded as a separate file.

Applicant Name: Vegas Vista Academy

Please add or delete rows as needed.

| Question # | Response |
|------------|--|
| 1 | In addition to having Spanish classes every day, VVA students will go on a number of community excursions to engage with native Spanish speakers, to provide service, and to work on developing their skills in real world situations. For their end of the year culminating projects, VVA students will partner with local organizations such as Puentes and Chicanos for Change to work collaboratively on community engagement. At the older grades, VVA students will travel internationally on annual trips to Spanish-speaking countries. All of these experiences are aligned with our focus on experiential education, community engagement, and service. |
| 2 | From our school feedback form, 55 respondents stated bilingual education was one of the most important things to them, 28 said smaller class size was one of the most important things to them, and 57 respondents stated community service/hands-on/problem-based learning was one of the most important things to them. These three items were repeatedly brought up and identified through our individual conversations with hundreds of other parents at the various community engagement events we attended and ran. |
| 3 | Quarterly stakeholder meetings will be for the entire VVA community. The audience will include students, parents, staff, board members, and community partners. There will be reports on school progress. Student work will be displayed, and student groups and classes will present and/or perform. The school and the VVA Family Association will encourage all families to participate through regular communication. Student work, presentations, and performances will encourage families to participate. Our community partners will also have goods and services at each meeting, which will further encourage participation. |
| 4 | The VVA Family Organization (VVAFO) is our parent/guardian association. All parents/guardians will, by definition, be members of the group. The purpose of the organization is to support the school and support the families, which will take the form of volunteering, organizing, connecting, and serving. Parents/guardians will be encouraged to run for elected VVAFO board positions. There will be monthly meetings for all parents/guardians. The VVAFO executive board will set up and run all meetings and all VVAFO activities and events for the school year. There will be an expectation for all VVA families to be involved with the school, and the VVAFO will spearhead most of the opportunities for parents. |
| 5 | The Gay & Lesbian Community Center of Southern Nevada is one of our partners, but we did not receive their letter of support until after our submission. The letter will be emailed to the Nevada SCPSA as an attachment. When VVA met with the Heinrich YMCA's Executive Director and Outreach Coordinator, the YMCA discussed providing an onsite after school tutoring program as one of the ways to support VVA. Executive Director Emily Sowers stated that the Heinrich YMCA already does that for other charter schools, and that running the program for us can also happen. VVA and the YMCA agreed to discuss it further as we move through the authorization and planning processes. |
| 6 | VVA plans to provide before and after school tutoring on most days. Teachers will be available for individual tutoring on most days. Heinrich YMCA will be running an after school tutoring program onsite, including providing staffing. Further tutoring will be provided by our middle and upper school students in various subject areas. Student tutoring will be organized by the IB Coordinator, as the students volunteering will be fulfilling an IB service requirement. |
| 7 | For our ELA curriculum, VVA will be using EL's Language Arts Curriculum, which is aligned to NVACS and has earned EdReports Green Standard level of distinction. The Social Studies curriculum will be developed in grade level PLCs in alignment with the PYP Units of Inquiry |

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| | and the PYP and MYP Unit Planners. This process will take place as teachers create their unit planners. Teacher Leads at each grade level will lead the planning. The IB Coordinator will oversee this process and will, with the Head of School, ensure alignment to standards. |
| 8 | The buddy system in ELL involves pairing non-English speakers with a speaker who also speaks the same home language as the non-English speaker. The logic behind this is that the non-speaker will always have someone who can readily provide an immediate translation, which will allow them to keep up with the tasks in the class. While this is one strategy, we will also group non-speakers heterogeneously so that they have regular exposure to native English speakers. The buddy system can make newcomers feel at ease in the class and contributes to a positive classroom and school culture. The buddy system also instills social emotional learning, collaboration, and teamwork. There are many ELL and educational websites and articles that support the buddy system (Edutopia, Colorin Colorado, Education Week, k12teacherstaffdevelopment.com, and even the DOE, to name just a few). |
| 9 | Classroom teachers will be required to keep record of all communications with families in the Infinite Campus contact log. Each teacher's immediate supervisor will do a weekly check of the Infinite Campus parent contact log to ensure teachers are compliant. |
| 10 | <p>The VVA model of being a small IB school focused on problem-based learning has been proven effective for at-risk students. Full citations of the sources below can be found in Section 3.1.4 of our application. To summarize:</p> <ul style="list-style-type: none"> ● Aldana et al (2020) performed a multi-year investigation of IB Diploma Program (DP) alumni in US public schools serving predominantly low income students, and found that DP students on average had higher GPAs and SAT scores than comparable non-IB students, and the DP alumni interviewed in the study indicated that the program helped them prepare for college, particularly in the areas of writing, critical thinking, study skills, and time management. Results also showed positive and significant effects of IB participation on college retention and graduation rates. ● Gordon et al (2015) studied IB in US Title I schools, and found that 79% of DP students from low-income families enroll in college which is substantially higher than the national average college enrollment for students from low-income families (46%). ● Wade and Wolanin (2015) investigated the impact of MYP participation on high school achievement, and found that former MYP students were 34% more likely to take at least one Advanced Placement (AP) or Diploma Programme (DP) course than non-MYP students. MYP students were also 39% more likely to score 3 or higher on AP and 4 or higher on DP exams. ● Valle et al (2017) found that the MYP supported a range of positive outcomes in the schools they studied, including the development of student competencies, research and critical thinking skills, and encouraging school-wide improvements to teaching and learning. |
| 11 | The mission of VVA is, in part, to facilitate equity and access for all to a data-driven, world class curriculum focused on academic excellence. Our mission-specific academic goal is for each student to achieve success and cultivate a personal lifelong love of learning. VVA will define student success using the indicators in the areas mentioned in question 3.4.1, in terms of continuous growth and demonstrated learning, as achieving higher rates of achievement and proficiency than those attained by peers in Clark County School District. |

The academic goals listed on page 55 are annual performance and growth goals, so the timeframe to meet them will be by the final assessments of each school year. We have also set quarterly performance targets in each area. As requested, here are the targets for the first three years of operation.

Vegas Vista Academy Annual Performance Targets, First Three Years

| Subject | Assessment | 24-25 SY (K-3) | 25-26 SY (K-5) | 26-27 SY (K-8) |
|----------------|---------------------------------|---|---|---|
| Reading | MAP: 40th Percentile | 50% at or above 40th %ile | 50% at or above 40th %ile | 50% at or above 40th %ile |
| ELA | SBAC 3-8 ACT 11 | Proficiency: 3: 50% | Proficiency: 3-5: 50% | Proficiency: 3-5: 50% 6-8: 55% |
| | MAP ELA | Meets/ Exceeds Growth Goal | Meets/ Exceeds Growth Goal | Meets/ Exceeds Growth Goal |
| | Teacher Summatives | 75% Meets Standard | 75% Meets Standard | 75% Meets Standard |
| Math | SBAC 3-8 ACT 11 | Proficiency: 3: 40% | Proficiency: 3-5: 40% | Proficiency: 3-5: 40% 6-8: 45% |
| | MAP Math | Meets/ Exceeds Growth Goal | Meets/ Exceeds Growth Goal | Meets/ Exceeds Growth Goal |
| | Teacher Summatives | 75% Meets Standard | 75% Meets Standard | 75% Meets Standard |

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| | Science | SBAC 5 and 8 ACT 11 | N/A | Proficiency: 5: 50% | Proficiency: 5: 50% 8: 50% |
| | | Teacher Summatives | 75% Meets Standard | 75% Meets Standard | 75% Meets Standard |
| | ELL/ WIDA | WIDA, Annual | Proficiency: K-3: 15% | Proficiency: K-5: 15% | Proficiency: K-5: 15% 6-8: 25% |
| | Absentee ism | Attendance Data 40.6% | 10% or less | 10% or less | 10% or less |

13 In the application, we stated that academic targets that are missed two or more times will trigger corrective action. This was referring to annual academic targets, and may include further professional learning, individual and/or group coaching, or in extreme cases, the removal of ineffective employees.

Regarding quarterly performance of students, Vegas Vista Academy staff and faculty will be continuously monitoring and analyzing academic performance data. Classroom and/or cohort shortcomings identified during the year will be addressed initially in PLCs, through the weekly data driven conversations. If the shortcomings are identified in special populations, the SPED teachers, SEIF, and members of the Response to Instruction (RTI) team will pull small groups of students to administer interventions. The RTI team will also collect data and determine if students are responding to the additional instruction and interventions. Students who respond positively will be removed once they meet grade level. Students who do not respond positively (i.e., do not demonstrate growth), will be considered for evaluation to determine eligibility for special education services.

These practices will hopefully allow the school to identify and address shortcomings early enough to take corrective action before the end of the school year. Shortcomings will be addressed with coaching through the PLCs and possibly with additional professional learning as needed. In the case of schoolwide issues, professional learning and coaching will be implemented for all faculty.

Regarding quarterly teacher performance (in case of groups of teachers falling short and needing guidance), administration will meet with and coach them, providing additional professional learning as needed. Teachers who are not making academic progress will meet individually or as a small focus group with the IB Coordinator, SPED facilitator, and/or administration.

14 The formative and summative assessments will be developed in grade level PLCs. The curricula used are all aligned with NVACS, and teachers will ensure assessments are as well. This process will take place as teachers create their unit planners. Teacher Leads at each grade level will lead the planning. The IB Coordinator will oversee this process and will, with the Head of School, ensure alignment to standards. As students

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| | are assessed, PLCs will participate in data discussions to analyze student understanding and results, and will determine efficacy. The IB Coordinator and the Head of School will participate and oversee these processes. |
| 15 | <p>VVA will be looking specifically for disparities in performance of all groups considered by the SPCSA to be “at risk”. These include economically disadvantaged students, English language learners, students with disabilities, students that are homeless, students in foster care, Black/African American students, Hispanic/LatinX students, and American Indian/Alaska Native students.</p> <p>Cohort shortcomings identified during the year will be addressed initially in PLCs, through the weekly data driven conversations. Students needing additional assistance will be given tutoring and small group differentiated help. Teachers will communicate needs with parents/guardians and report regular progress every week. If the shortcomings are identified in special populations, the SPED teachers, SEIF, and members of the Response to Instruction (RTI) team will pull small groups of students to administer interventions. The RTI team will also collect data and determine if students are responding to the additional instruction and interventions. Students who respond positively will be removed once they meet grade level. Students who do not respond positively (i.e., do not demonstrate growth), will be considered for evaluation to determine eligibility for special education services. These practices will hopefully allow the school to identify and address shortcomings early enough to take corrective action before the end of the school year. Shortcomings will be addressed with teachers through coaching in the PLCs and possibly with additional professional learning as needed. In the case of schoolwide issues, professional learning and coaching will be implemented for all faculty.</p> |
| 16 | <p>Student cohort performance data will be compared regularly in PLCs to ensure equitable access and performance. PLCs will meet on Monday, Tuesday, Thursday, and Friday mornings. Upon completion of formative and summative assessments, PLC groups will bring their class data and together will compare and analyze these data. Resource and material needs will be addressed in these meetings, as will reteaching needs and strategies. PLC cohort teachers will work together and will also receive individual and group coaching as necessary.</p> |
| 17 | <p>For MAP, the first quarter assessment will provide each student’s individual baseline data in all areas, and these data will be utilized by the student and the teacher to set individual growth goals, which will be shared with all parents and guardians. Over quarters two and three, the specific target is for each student to show quarterly growth, which will be unique to each learner. By the end of the year, the target is for students to show adequate yearly growth (AYG) by meeting or exceeding their individual growth goal.</p> <p>All of these data will be analyzed each quarter by the administrative team to track the school’s progress towards achieving its annual academic goals in each area. Progress will be reported by the Head of School in VVA Family Association meetings, in Board meetings, and in quarterly Stakeholder meetings.</p> |
| 18 | <p>Goals related to financial performance include both near term and sustainability metrics. Near-term goals include: budgeted enrollment forecast accuracy with a variance of less than 5%, days cash on hand growth to 60+ days, and a current ratio greater than 1.1. The near-term financial goals directly align with the SPCSA financial performance framework.</p> <p>Sustainability goals include: a positive total margin, debt to asset ratio less than 0.9, positive cash flow, debt service coverage ratio greater than 1.1, and fund balance growth to 20%+ of annual expenditures. Again, these financial goals align directly with the SPCSA financial performance framework.</p> <p>Lastly, both near-term and sustainability goals will take time to develop. It is expected that not all financial goals will be met within the first year of operation but will be met over the course of the first several fiscal years.</p> |
| 19 | <p>We anticipate that teachers will be responsible for implementing most Tier one interventions. Tier one, tier two, and tier three interventions will be implemented by the learning strategist and by the special education teacher, assistants, and/or SEIF.</p> |
| 20 | <p>The learning strategist and special education facilitator have oversight of the RTI program. They will assess its efficacy by gathering and analyzing data and by working closely with the RTI team.</p> |

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| 21 | Working in conjunction with the RTI team and with administration, classroom teachers will communicate the need for remediation to students and families. The RTI team will work with each classroom teacher to monitor interventions and progress. Classroom teachers will provide updates to families every 9 weeks. |
| 22 | The Zones of Regulation curriculum helps to teach and support students' ability to regulate their emotions and engage in candid conversations about their feelings. This will interact well with the Wellness Curriculum, in that one of the dimensions of wellness is emotional wellness. Students will set and monitor individual SMART goals in each dimension of wellness, including the emotional dimension. The Zones of Regulation curriculum will help students to set an attainable goal, inform them of their progress, and help them to see it through successfully. |
| 23 | We do not plan on initially offering all of the placement programs listed. Self-contained program offerings are part of a long-term plan. During the first few years, VVA will offer special education resource services only. We have budgeted a limited number of SPED positions to accommodate the need. We will not be staffed to offer all of the placement programs initially, but we are planning to grow to the point that we will eventually be able to accommodate as many programs as we will need to. |
| 24 | An Instructional Assistant will provide support in the area of resource services. Once special/self-contained programs are offered, support staff trained to provide the duties of a Specialized Teaching Assistant (SPTA) will be hired. The support services provided by both school staff and contracted supports will be 1 FTE in Y1 and adding 1 FTE each year through a combination of staffing and contracted support. |
| 25 | In accordance with our CSP grant, we intend to have all of our 2024-2025 faculty start working in May of 2024, three months prior to opening the school. This will allow time for detailed training, and for our faculty to complete two full units of inquiry, aligned to the VVA curriculum, NVACS standards and the IB Primary Years Program (PYP) requirements. The week of staff development prior to opening will be focused more on community building and logistical considerations. |
| 26 | After our SPCSA application was submitted, we revisited the training schedule for IB. Upon further reflection we realized we would need to provide training earlier than stated in our application. Subsequently, we wrote our CSP grant application to accommodate this need. Included in our plan is training for our administration during the 2023-2024 school year, training for our incoming staff during the summer of 2024, facilitating the creation of IB units of inquiry during the summer of 2024, and ongoing training each subsequent year for new faculty as needed. This new plan will position us for IB authorization in accordance with our original timeline. |
| 27 | Most PD will be provided internally for Y0 and Y1 of operations. There will be some external PD, which has been written into the CSP budget. Starting in Y2 funding for teachers to become IB certified has been added to enable teachers to receive outside PD opportunities. |
| 28 | <p>In section 3.7.3 we provided a table with our school culture goals and how each would be measured (below). Our overall school culture goal is to be at 100% for all goals below. The Culture of Caring goals are all qualitative, and will be measured qualitatively through our annual survey, through informal observation, through attendance data, and through parent involvement data. The same can be said for the Culture of Collective Learning goals. The Culture of Collaborative Continuous Improvement goals are qualitative and quantitative and, in addition to using survey data and informal observation, these will be measured using student performance and growth data.</p> <div style="border: 1px solid black; padding: 20px; text-align: center;"> <p>Mission and Vision:</p> <p>Equity and Excellence in Teaching and Learning</p> <p><i>School Culture and Climate</i></p> </div> |

| | <p style="text-align: center;"><i>Culture of Caring Goals</i></p> | <p style="text-align: center;"><i>Culture of Collective Learning Goals</i></p> | <p style="text-align: center;"><i>Culture of Collaborative Continuous Improvement Goals</i></p> |
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| | <ul style="list-style-type: none"> -All students are known and supported -All students have a sense of belonging -All community members care for and respect each other -Multiage student mentoring program is effective in multiple, student-identified ways -Faculty mentoring is effective in multiple, faculty-identified ways | <ul style="list-style-type: none"> -We are all lifelong learners -Instructional methods including problem-based learning, hands-on experiential education, and the inquiry method are effective -Learning skills are being employed by students -Family/School partnerships are effective -Families find the wraparound services helpful | <ul style="list-style-type: none"> -Wellness model is employed and effective -Community reflects on goals -Continuous Improvement model is effectively employed -Professional learning communities are effectively employed -Differentiated professional learning is helpful for faculty |
| | <p>How Measured:</p> <ul style="list-style-type: none"> -Informal Data (Observations and walkthroughs) -Teacher Coaching -Attendance data -Annual Surveys -Parental involvement data | <p>How Measured:</p> <ul style="list-style-type: none"> --Informal Data (Observations and walkthroughs) -Teacher Coaching -Attendance data -Student performance and achievement data -Parent/Family participation in partnerships -Parent/family participation in wraparound services | <p>How Measured:</p> <ul style="list-style-type: none"> --Informal Data (Observations and walkthroughs) -Teacher Coaching -Attendance data -Annual Surveys -Reflections on Goals -Student performance and achievement data -Student growth data |
| 29 | <p>It is our intention to interview all students and families as part of the application process. As applications are received, we intend to meet with students and families on a rolling basis. Interviews will be held with students, families, and the Head of School, and possibly with one or more Board members. They will be scheduled by the Office Manager, and will take between 15 and 30 minutes. In these interviews, we will share our mission and vision with families, and ask what they think about the mission and vision. We will discuss specific details of the school, the process, the services we provide, and the level of involvement we would like to see from families. We will ask the students where their educational passions lie and what their individual goals, hopes, and dreams are. We will have time for the students and families to ask us questions they may have. As much as possible, interviews will be held in the home language of the family.</p> | | |
| 30 | <p>In Y1 counseling services will consist of contracted support. Starting in Y2 the school will hire 1 FTE per year until the counseling staff reach a total of 4 FTE.</p> | | |
| 31 | <p>In accordance with the VVA discipline plan and behavior matrix (Attachment 4 in the application), most behaviors will be dealt with by the classroom teachers through either restorative practices or progressive discipline. It will be up to the classroom teacher to determine if the behavior necessitates restorative action, a restorative circle, or progressive discipline. This will depend on the situation and the frequency of the behavior. In most cases, restorative action will be the preferred intervention, and will be the first step if progressive discipline is needed. Restorative practices can be individual, group, or whole class. They can take the form of discussions, apologies, or whole group circles.</p> | | |

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| | <p>Following breakfast and our all-school Morning Meeting, all classes K-5 will start the day with Circle Time. K-5 classes will also end the day with a reflective Circle Time, focusing on how their day went and working on metacognition. The majority of this time should be utilized proactively for positive interactions and support to build community and develop relationships. Some of this time should also be restorative, and should be used reactively to respond to misconduct, conflicts, and issues. Circle Time should be used to teach social skills including listening, respect, and problem solving.</p> |
| 32 | <p>Discipline data will be collected and compiled monthly by the administrative assistant/office manager, and analyzed by the Head of School initially, and eventually by the administrative team. Teachers' immediate supervisors will also review discipline data for their teachers. Any emerging issues or concerns will be brought up to individual teachers and/or PLC groups by supervisors.</p> |
| 33 | <p>Dr. Feinstein has experience setting up and running peer mediation programs, including training student peer mediators and faculty advisors, creating all necessary forms, and organizing all processes and program requirements. Students will not participate in peer mediation unless they are in grades 6-12. Once VVA has grown to include those grades, Dr. Feinstein will implement the program. Interested students will apply and will need to be recommended by a teacher. The peer mediation board will be trained, including student mediators and one or more faculty advisors.</p> <p>Extreme cases of disagreement between students or groups of students may necessitate a referral to the Peer Mediation board. Students will be trained as peer mediators and in restorative practices. All involved parties will work through the mediation process together. Desired outcomes will be agreed upon, and a resolution agreement will be signed by each person involved. Violation of the signed agreement will result in a referral to administration.</p> |
| 34 | <p>Total instruction minutes for each band were calculated as follows: K-5: 335 minutes per day x 5 days = 1675 minutes. 1675 minutes per week x 36 weeks = 60,300 minutes per year (This exceeds the required 43,200 (K-2) and 54,000 (3-6) minute requirement)</p> <p>6-8: 320 minutes (M-Th) x 4 = 1280 minutes + 309 minutes (Fridays) + 150 minutes (Morning meeting) = 1739 minutes 1739 minutes per week x 36 weeks = 62,604 minutes per year (This exceeds the required 59,400 (7-12) minute requirement)</p> <p>9-12: 320 minutes (M-Th) x 4 = 1280 minutes + 308 minutes (Fridays) + 225 minutes (Morning meeting) = 1813 minutes 1813 minutes per week x 36 weeks = 65,268 minutes per year (This exceeds the required 59,400 (7-12) minute requirement) All courses are also 120 hours (This meets the 120 hour requirement)</p> |
| 35 | <p>Most of the dual credit courses require teachers to hold a Masters degree, either in their subject area or in Education. We will make sure when we recruit that we recruit teachers who hold these qualifications. With our focus on offering the IB Diploma and Career-Related programs (DP and CP), we do not foresee a large number of students opting for dual credit courses, as they will receive college credit for completing their IB requirements. Even so, we will need all dual credit teachers to meet the requirements. This will depend on enrollments, but we foresee roughly 5 teachers per year who will need to meet the requirements. We will offer the 5 dual credit courses as electives for the high school students.</p> |
| 36 | <p>The school board and leadership will receive monthly financial reports that will detail all financial activity of the school. The monthly financial reports will include the following:</p> <ol style="list-style-type: none"> 1. Monthly analysis of the school's financial health, successes, and challenges 2. Detailed balance sheet reflecting the school's assets and liabilities 3. Detailed income statement including <ol style="list-style-type: none"> a. Monthly and YTD revenue and expense detail reporting sources and uses of funds |

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| | <ul style="list-style-type: none"> b. Monthly and YTD budget vs. actual analysis identifying budget variances and related causes c. Monthly cash flow projection including <ul style="list-style-type: none"> i. actual historical monthly cash balance and forecasted cash balance for the fiscal year ii. Forecasted line of credit financing needs and repayment ability d. Monthly check register detailing all vendor payments for board oversight. |
| 37 | <p>Quarterly Academic reports will be compiled by the school's leadership team, and will be presented at each quarterly board meeting by the Head of School. These will include detailed academic progress of students, classes, cohorts, and the school overall. Academic progress will include performance data compiled by Professional Learning Communities (PLCs) that include Measures of Academic Progress (MAP) and assessment data, as well as status reports on where grade levels are with culminating projects. Data will be organized and presented in accordance with progress towards VVA's quarterly progress goals and annual performance goals.</p> |
| 38 | <p>The Executive committee will be run by the board chair. The Finance committee will be run by the treasurer. The Equity and Justice committee will be run by the secretary. The Governance committee will be run by the vice chair. The committees will be structured, organized, and run by the officers listed. With the exception of the executive committee, it will be up to each officer to determine what, if any, non-board members will be a part of the committee. The expectation is that each committee will meet at least quarterly, and will give a report to the board every quarter.</p> |
| 39 | <p>Board deliberations that occur and are exempt from Nevada's Open Meeting Law will be kept confidential. In accordance with the Open Meeting Law section 4.02, these include judicial proceedings, legislative proceedings, expulsion hearings, certain labor negotiations, and catastrophic leaves.</p> |
| 40 | <p>Again we apologize for any confusion. The title should be Chair, and not any of the others that appear throughout the application.</p> |
| 41 | <p>The equity and justice committee is the custodian of the diversity and multicultural initiatives mandated by the mission statement and VVA's statement on diversity, equity, and inclusion (DEI). Our DEI statement is: <i>Vegas Vista Academy, everyone has a seat at the table, and everyone has a voice. Our social emotional learning efforts will focus on creating a comfortable and safe space for sharing emotions and experiences, and our vision includes creating a brave and inclusive space where we will equitably respect and respond to the diverse voices of all students, families, staff, and community stakeholders. Together, we will welcome and celebrate those things that make each of us a unique member of the Vegas Vista Academy community.</i></p> <p>Specific examples of what the committee will do includes contributing topics and ideas for continued board growth and development in these areas including scheduling DEI trainings; collaborating with staff in the areas of DEI to foster equity and inclusion; and planning and running staff trainings in these areas, which may involve screening and bringing in experts for staff professional learning in DEI.</p> |
| 42 | <p>The school leader evaluation will be managed by the executive committee, which consists of the board chair, the past chair, the vice chair, the secretary, and the treasurer.</p> |
| 43 | <p>The board has not yet created a draft code of ethics.</p> |
| 44 | <p>Please see the attached PDF entitled "VVA CTE Educator Outcomes".</p> |
| 45 | <p>The Head of School, in conjunction with the Office Manager, will be responsible for overseeing the school's finances and working with the back office provider. The back office provider (EdTec) will provide the Head of School with quarterly reports for Board meetings. Day to day contact between the school and EdTec will be done by the Office Manager.</p> |
| 46 | <p>The chart reflects the ratio of different employees to students. Each column refers to the projected ratios for each school year as indicated. In the first column, administrators, office, SPED teachers, and ELL teachers all have a ratio of 200 because there is only one of each for the whole school (200 students), whereas the guidance counselor and other ratio is 66.67 because there are 3 of those employees. The</p> |

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| | classroom (grade level) teacher ratio is 25 because we have designed the staffing for a 25:1 teacher:student ratio. The subsequent columns include the ratios of each subsequent year. Important to note is that the classroom (grade level) teacher ratio drops over the years, which we designed specifically to keep smaller class sizes. |
| 47 | The average student teacher ratio for students with disabilities used in the budget forecast is approximately 18:1. Many of the services required through the students IEP will be provided with special education consultants focusing on speech therapy, physical therapy, and other services outlined in the respective IEP. We anticipate being fully capable to maintain compliance with caseload requirements. There will be no more than a 70/30 split between students without and with disabilities (or 1/3 of the students in a general education classroom will have an IEP). |
| 48 | The executive director, head of school, director, and principal are all the same person, and that person is Dr. Benjamin Feinstein. The title should be Head of School, and not any of the others that appear throughout the application. We realize there are inconsistencies in the application and apologize for any confusion. |
| 49 | The office manager salary is an estimate based on a part-time (10 months) position for Y1. This is based on both affordability and comparison to similar positions at area charter schools. The desired qualifications would be a high school diploma or equivalent, highly organized, effective communicator, and ability to adapt to a rapidly changing environment. The expected responsibilities would be the primary contact person for parent needs, manage the school's student information system, manage the transcript migration process for students, and help ensure the safety of the students is maintained among other responsibilities. |
| 50 | The Head of School and the Board will create a hiring committee who will work to recruit, interview, and hire qualified applicants. The board members will be asked to help recruit qualified applicants through social media, word of mouth, and networking. Applicants will be screened by the hiring committee, led by the Head of School. Once a pool of qualified applicants is identified, the committee will complete the interviews. The Head of School will complete reference checks and present the results to the committee, who will then recommend for hire. The board members who will serve on the committee will be based on availability and determined after authorization. |
| 51 | We have looked at several other salary schedules and attempted to match the salaries in general. We are aware that many experienced teachers are making much more than our base. We intend to match the entry salary for all new employees, and increase the base salary for experienced teachers. The amount of increase will depend on the experience the educator is bringing in with them. VVA also offers many benefits that other schools don't (including our schedule, our individualized professional learning plan, and our focus), which we hope will help us to attract and retain high quality educators. The current base COLA used in the budget is 2%/year for all staff. If more experienced staff are hired the rates would be comparable to CCSD levels. |
| 52 | The mission and vision of Vegas Vista Academy is rooted in equity and access for all, with a focus on underserved families in our community. We have chosen to serve three zip codes in Las Vegas, including 89106, 89107, and 89108. We plan to continue utilizing a variety of proven marketing and recruitment strategies to recruit our students and families in these zip codes, most of whom are at-risk. All recruitment strategies will be in English and Spanish. These include advertising, canvassing, attending community events, hosting enrollment events, holding information meetings, and making targeted text messaging and phone calls. We have already created an email list of the families who have indicated an initial intent to enroll and sent out emails in English and Spanish inviting them to our upcoming events as well as all events we will be attending. We will continue to do so with all families. Beginning in August, we will host a monthly family event and meeting for interested families, and make sure the event is publicized and all families are invited to attend. We will be creating and sending out a monthly newsletter in English and Spanish using Canva or S'more to all interested families. We will continue to update our social media accounts and our website, and will continue to do targeted advertising in English and Spanish. |

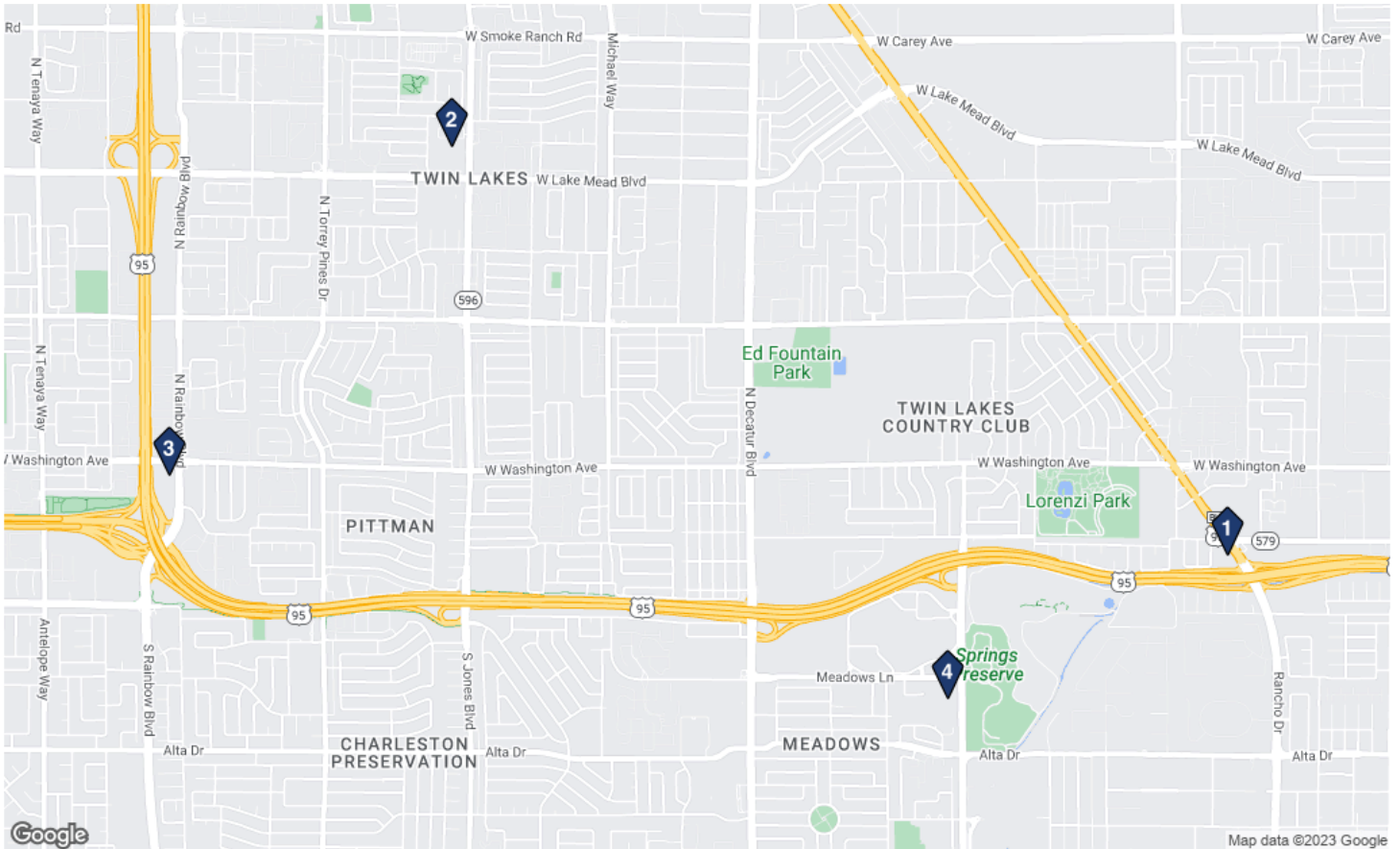
| | |
|----|--|
| | Upon authorization, Vegas Vista Academy is planning on hiring a Community Outreach and Engagement Consultant whose job will specifically include continued community engagement to those at-risk families in our target zip codes. We plan to create a database and mailing list of interested families; send out invitations to events, create and send out monthly VVA newsletter to interested families, maintain and update all social media accounts and our website, and host a monthly engagement event/meeting for families. During our incubation year we will also finalize the specifics of the VVA Family Organization, select initial members, and get the organization going on a number of initiatives, including family recruitment and engagement. |
| 53 | During our incubation year, we have written student recruitment into our Charter School Program grant. Student recruitment expenses are on the Marketing tab, line 36. Incubation year student recruitment expenses will be added once start-up funding has been secured. |
| 54 | At this point, we are open to backfilling at any/all grades where there is an opening. Individual student and family support will be provided to get new students up to speed. It is our hope to generate enough interest in the school to have a waiting list at all grade levels. |
| 55 | The Head of School will not cover all HR functions indefinitely, nor will he cover all of them initially. HR functions will be covered in part by the Head of School, in part by our Office Manager, in part by EdTec, and in part by our Board. We plan on most HR functions to be covered by our back office provider (EdTec), with direction and support provided by the Head, and with additional support by the Office Manager and the Board. |
| 56 | Nursing services: Gen Optg tab, line 130 – nursing services are planned to be provided as part of the Contracted Counseling services; IT support: FFE&T tab, line 32; Maintenance: Facilities tab; line 31; Campus safety: Staffing tab, line 131 – campus safety in year 1 will be provided by school admin and support staff. |
| 57 | VVA was introduced to Michael Hiltz through Opportunity 180. Hiltz Commercial has 44 years of commercial real estate experience, and has helped 9 other Clark County charter schools secure facilities. They have a 100% success rate in helping schools find facilities, and have a record of working successfully with several real estate developers, including Red Hook. After having an initial conversation with Michael Hiltz and Zach Schauer of Hiltz Commercial, Dr. Feinstein arranged for them to present to the Committee to Form. Following this, Dr. Feinstein called several previous clients to garnish feedback for the committee, all of which were favorable. The committee then voted unanimously to engage Hiltz Commercial to be VVA's real estate broker. |
| 58 | In our facilities needs assessment, we collaboratively worked with a seasoned charter school developer, Red Hook, and accounted for CTE courses. They are included as part of the educational program and instructional needs. The following factors related to CTE courses are considered: <ul style="list-style-type: none"> - Classroom Space: CTE courses often require specialized equipment and facilities, such as labs or workshops. Seeing as VVA is a new school the CTE courses would primarily be in middle and high school years. Since our ramp up as the enrollment grows from k-12 and we account for our campus to have a phased approach we have the flexibility to design our middle and high school classrooms to sync with our program in year two and beyond. If for some reason we need a back up plan to house CTE courses they can be housed in the core curriculum classrooms and augmented with a creative class/bell schedule. - Any additional CTE courses that require larger equipment and technology could be taught in the Multipurpose Room as a back up plan, but the ideal would be to design the space to accommodate the needs of the curriculum, for example a dedicated digital media lab. - Storage and Maintenance: CTE courses often require storage space for equipment, supplies, and materials. While working collaboratively with Red Hook in our programming sessions our assessments will further evaluate if there is enough storage capacity and if a slight curriculum adjustment must be made. |

| | |
|----|--|
| 59 | <p>For specials, the IB curriculum necessitates larger long term projects and more course offerings, including multiple art media projects and multiple ensembles in music. This means we need more room and classroom space for the multiple courses we will offer. In ELL, we anticipate having to accommodate more varied levels of ELL ability and need an additional classroom and teacher to be able to meet the needs. Regarding SPED, we anticipate growing our SPED self contained offerings into the middle and high school, which means more needed classroom space and teachers.</p> |
| 60 | <p>The market asking rate for comparable office space in VVA's Zip Codes (89106, 89107, 89108) ranges from \$1.50/square foot/month Triple Net (NNN) to \$2.00/square foot/month Triple Net (NNN), depending on the location and quality of the space. Please see the attached Market Availability Leasing PDF for more details.</p> <p>Additionally, please see the attached Market Rent Analysis for a subject property in the 89107 Zip Code, which finds that the Estimated Market Rent for a Specialty School Space in the 89107 Zip Code is approximately \$25.50/square foot/year or \$2.125/square foot/month Triple Net (NNN). It is common to negotiate 3 to 6 months of Free Rent in the first 3 years of a lease term, therefore, after Rent Concessions are factored in, the rate as shown in VVA's budget is realistic to the Market Conditions that are present in 89106, 89107, and 89108.</p> |
| 61 | <p>Red Hook partnered with VVA to create a timeline for the facilities renovations using our past experience in developing schools in the greater Las Vegas area. We considered a variety of factors that may impact the timeline including but not limited to:</p> <ol style="list-style-type: none"> 1. Planning commission timeline of similar projects as far as scope and scale to VVA 2. Design Phase / Construction Documents Time Required 3. Offsite improvements 4. Construction timelines from recent projects 5. Unexpected Site Conditions <p>It's important to note that each charter school project is unique, and timelines can vary depending on specific circumstances. Therefore, using past experiences in Las Vegas as a reference point can provide valuable insights and will help ensure that the renovation stays on track and any potential delays are mitigated.</p> |
| 62 | <p>Due to the lack of special education funding in year 1 the goal would be to hire SPED teachers at a lower rate. Yet, given the recent per pupil funding increase approved by the state legislature the school would be in a position to pay SPED staff the same rate as other classroom teachers.</p> |
| 63 | <p>The \$140k is anticipated to be a combination of a SPCSA revolving loan and line of credit from Charter Asset Management. There is the possibility that state receivable factoring may be needed. The school will assess and adjust the cash flow based on the actual type of cash flow funding secured.</p> |
| 64 | <p>Several members of the committee met with EdTec on multiple occasions to review the budget as it was created, including Benjamin Feinstein, Joe Lassas, Eric Duran Valle, and Victor Tavares. Additionally, Dan O'Brien, Cody Clarke, Dawn King, Hannah Harris, and Benjamin Feinstein gave specific feedback to EdTec regarding the academic and instructional needs that went into the budget. Cynthia Tavares, Victor Tavares, Joe Lassas, Dan O'Brien, and Benjamin Feinstein met several times with Hiltz Commercial regarding the budgetary requirements of the needed facility. Cynthia Tavares, Karl Catarata, Hannah Harris, and Benjamin Feinsten detailed what funding was needed for community engagement, recruiting, and enrollment.</p> |
| 65 | <p>The \$140k is anticipated to be a combination of a SPCSA revolving loan and line of credit from Charter Asset Management. There is the possibility that state receivable factoring may be needed. The school will assess and adjust the cash flow based on the actual type of cash flow funding secured.</p> |

Market Asking Rates - VVA

| Properties | Avg. SF | Avg. Vacancy | Avg. Asking Rent/SF |
|------------|----------------|--------------|---------------------|
| 4 | 133,774 | 52.1% | \$1.67 |













PROPERTY LOCATIONS



PROPERTY SUMMARY STATISTICS

| Property Attributes | Low | Average | Median | High |
|---------------------|--------------|--------------|--------------|--------------|
| Building SF | 79,218 | 133,774 | 146,240 | 163,400 |
| Floors | 1 | 4 | 3 | 9 |
| Typical Floor | 14,000 | 56,352 | 64,854 | 81,700 |
| Vacancy | 0.7% | 52.1% | 53.8% | 100% |
| SF Available | 28,550 | 85,159 | 74,342 | 163,400 |
| Avg. Asking Rent/SF | \$1.10 | \$1.67 | \$1.80 | \$2.00 |
| Sale Price | \$26,000,000 | \$26,000,000 | \$26,000,000 | \$26,000,000 |
| Cap Rate | 9.0% | 9.0% | 9.0% | 9.0% |
| Year Built | 1981 | 1990 | 1989 | 2000 |
| Star Rating | ★★★★★ | ★★★★★ 3.0 | ★★★★★ 3.0 | ★★★★★ |

Market Asking Rates - VVA

| Property Name - Address | Type | Yr Built | Size | Vacancy | SF Available | Avg. Asking Rent/SF | Sale Price | Cap Rate |
|---|---|----------|------------|---------|------------------|---------------------|--------------|----------|
|  333 N Rancho Dr  Las Vegas, NV 89106 | Office  | 1981 | 141,009 SF | 0.7% | 1,000 - 72,000 | \$1.85 - 2.00/-MG | - | - |
|  The Center at Lake...  6140-6150 W Lake... Las Vegas, NV 89108 | Office  | 1995 | 79,218 SF | 96.8% | 16,920 - 76,684 | \$1.60/NNN | - | - |
|  777 N Rainbow Blvd  Las Vegas, NV 89107 | Office  | 2000 | 151,470 SF | 10.8% | 1,705 - 28,550 | \$1.95 - 2.00/-MG | \$26,000,000 | 9.0% |
|  330 S Valley View Blvd  Las Vegas, NV 89107 | Office  | 1983 | 163,400 SF | 100% | 38,000 - 163,400 | \$1.10/NNN | - | - |

Analysis of Comparable Leases

| Comparable Leases Summary | | | | | | |
|----------------------------|--------------------------------|-------------------------------|---------------------|-------------------------|--------------------------|------------------|
| Specialty - School Space | Subject | Lease 1 | Lease 2 | Lease 3 | Lease 4 | Lease 5 |
| Property Name | Sage Collegiate | Founders Academy of Las Vegas | Imagination Station | KinderCare | Discovery Charter School | TEACH Las Vegas |
| Address | 4100 West Charleston Boulevard | 5730 West Alexander Road | 2488 Russell Road | 3540 Saint Rose Parkway | 8961 Hillpointe Road | 4660 N Rancho Dr |
| City, State | Las Vegas, NV | Las Vegas, NV | Las Vegas, NV | Henderson, NV | Las Vegas, NV | Las Vegas, NV |
| Submarket | Northwest | North | Central East | South | West | Northwest |
| Rentable Area (SF) | 26,739 SF | 55,718 SF | 11,417 SF | 13,425 SF | 16,309 SF | 23,517 SF |
| Year Built (Renovated) | 1989 | 2018 | 2008 | 2020 | 1995 | 2010 |
| Number of Stories | 2 | 2 | 1 | 1 | 1 | 1 |
| Exterior | Stucco, Concrete | Concrete Block | Stucco | Stucco | Stucco | Stucco |
| Condition | Average | Excellent | Average | Excellent | Average | Average |
| Investment Grade | Class B | Class A | Class B | Class A | Class B | Class B |
| Rental Survey Information | | | | | | |
| Survey Date | | Apr-21 | Apr-21 | Apr-21 | Apr-21 | Jan-22 |
| Occupancy at Survey | 100% | 100% | 100% | 100% | 100% | 100% |
| Lease Details | | | | | | |
| Lease Status | | Signed Lease | Signed Lease | Signed Lease | Signed Lease | Signed Lease |
| Lease Date | | Aug-18 | Feb-20 | Jul-20 | Jan-21 | Jul-21 |
| Term (Mos.) | | 240 | 120 | 180 | 306 | 300 |
| Lease Size (SF) | | 55,718 | 11,417 | 13,425 | 16,309 | 23,517 |
| Tenant Name | | Founders Academy of Las Vegas | Imagination Station | KinderCare | Discovery Charter School | TEACH Las Vegas |
| Rates and Measures | | | | | | |
| Base Rental Rate | | \$20.63 | \$27.00 | \$32.77 | \$35.52 | \$24.22 |
| Base Rent Escalation Type | | None | None | Fixed Percentage | Fixed Percentage | Fixed Percentage |
| Escalation Description | | N/A | Undisclosed | 10% every 5 years | 3.0% | 3.0% |
| Lease Reimbursement Method | | Triple Net | Absolute Net | Triple Net | Triple Net | Triple Net |
| Free Rent (Months) | | 0 | 0 | 0 | 6 | 7 |
| TI Allowance / SF | | N/A | N/A | N/A | \$15.33 | \$21.26 |

Compiled by Newmark

| Comparable Leases Summary | | | | | | | |
|-------------------------------------|-------------------------------|-------------------------|-----------|----------------|-------------------------|---------------------------------------|--|
| No. | Property Name | Lease Date | Leased SF | Base Rent/SF | Reimbursement | Comparison to Subject MLA Category | Comments |
| 1 | Founders Academy of Las Vegas | | | | | | |
| | Lease Summary | | | | | | |
| | Founders Academy of Las Vegas | Aug-2018 | 55,718 | \$20.63 | Triple Net | Specialty - School | This property is larger in size and the lease rate would be adjusted upward. This property is superior in terms of age/condition. |
| 2 | Imagination Station | | | | | | |
| | Lease Summary | | | | | | |
| | Imagination Station | Feb-2020 | 11,417 | \$27.00 | Absolute Net | Specialty - School | A downward adjustment would be warranted for smaller size. |
| 3 | KinderCare | | | | | | |
| | Lease Summary | | | | | | |
| | KinderCare | Jul-2020 | 13,425 | \$32.77 | Triple Net | Specialty - School | This property is superior in terms of location and age/condition; however, is inferior in terms of overall quality. A downward adjustment would be warranted for smaller size. |
| 4 | Discovery Charter School | | | | | | |
| | Lease Summary | | | | | | |
| | Discovery Charter School | Jan-2021 | 16,309 | \$35.52 | Triple Net | Specialty - School | This property is superior in terms of location; however, is inferior in terms of quality. A downward adjustment would be warranted for smaller size. |
| 5 | TEACH Las Vegas | | | | | | |
| | Lease Summary | | | | | | |
| | TEACH Las Vegas | Jul-2021 | 23,517 | \$24.22 | Triple Net | Specialty - School | This property is inferior in terms of overall quality. |
| Indicated Rent by Space Type | | Unadjusted Range | | Average | Newmark Estimate | | |
| Specialty - School Space: | | \$20.63 | \$35.52 | \$28.03 | \$25.50 | | |

Compiled by Newmark

MARKET RENT CONCLUSION

Base Rent Conclusions

After analysis, the overall range adjusted range and concluded market base rent for the subject is as follows:

| Base Rent Conclusions | | | | | |
|------------------------------|-----------------------------------|-------------|----------------|---------------------|-------------------------|
| MLA Category | Unadjusted Comparable Data | | | Recent Lease | |
| | Low | High | Average | Range | Newmark Estimate |
| Specialty - School Space: | \$20.63 | \$35.52 | \$28.03 | \$25.43 | \$25.50 |

Compiled by Newmark

The subject’s lease rate of \$25.43 per square foot per year is supported by the comparable data. Thus, we have reconciled our market rent conclusion in line with the subject’s lease rate.

Market Rent Conclusions

Based on the preceding analysis, the following is the concluded market lease terms for the subject:

| Concluded Market Lease Terms | | | | | | |
|-------------------------------------|--------------------|--------------------|----------------|-------------------------|-----------------------------|--------------------|
| MLA Category | Rentable SF | Market Rent | Measure | Rent Escalations | Reimbursement Method | Term (Mos.) |
| Specialty - School Space: | 26,739 | \$25.50 | \$/SF/Year | 3.00%/year | Triple Net | 300 |

Compiled by Newmark

GROSS INCOME ESTIMATE

Potential Gross Rent

Figures presented below reflect the 12-month period following the effective date of the appraisal.

| Potential Gross Rent | | | | | | |
|-----------------------------|--------------------|------------------------------------|-----------------|---------------------------------|-----------------|--------------------------------|
| MLA Category | Rentable SF | Potential Rent At Contract* | | Potential Rent At Market | | Contract as % of Market |
| | | Annual | \$/SF/Yr | Annual | \$/SF/Yr | |
| Specialty - School Space: | 26,739 | \$680,096 | \$25.43 | \$681,845 | \$25.50 | 99.7% |
| Total | 26,739 | \$680,096 | \$25.43 | \$681,845 | \$25.50 | 99.7% |

Compiled by Newmark

For the direct capitalization analysis, potential gross rent is based on contract rents in place.



The Gay and Lesbian Community Center of Southern Nevada
401 S. Maryland Pkwy. • Las Vegas, NV 89101
OFFICE 702-733-9800 • FAX 702-733-9075 • www.TheCenterLV.org

April 28, 2023

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

Dear Nevada State Authority Board Members,

The Gay & Lesbian Community Center of Southern Nevada (The Center), a community-based organization, supports and promotes activities directed at furthering the well-being, positive image, and human rights of the lesbian, gay, bisexual, transgender, intersex, asexual, two-spirit, and queer community, its allies, and low to moderate income residents in Southern Nevada. Similarly, Vegas Vista Academy shares these values in community support and engagement and will bring them to life for students in our community.

I am writing in support of the charter application for Vegas Vista Academy (VVA). The VVA model of dual language, project-based learning and social-emotional learning in a community of support will enable our students in Las Vegas to thrive. VVA will strive toward education equity through their work grounded in these core tenets:

- *Breaking down the barriers set by traditional patterns of inequality through experience and education*
- *Facilitating equity and access for all to a data-driven, world class curriculum focused on academic excellence, community service learning, bilingual fluency, and outdoor experiential education*
- *Inquiry and Problem-based learning - students will engage in real-world problem solving, design thinking, and student-led projects*

Following authorization as a charter under the SPCSA, The Center intends to partner closely with Vegas Vista Academy in a mutually beneficial relationship. Vegas Vista Academy will promote our services and opportunities and, as occasion arises, provide space for events held by The Center. And we at The Center will provide resources for students and families at Vegas Vista Academy, including:

- Sex Ed courses provided free-of-cost to the school through our grant with the Nevada Department of Health and Human Services
- Access to parent and student resources for LGBTQ+ identifying individuals and their allies, including Pivot, a six-week course for students and family members. This provides

access to the Pivot curriculum through group sessions for parents and teens independently with licensed therapists in attendance for each group as available.

- Community events and resource fairs
- On-campus collaborations designed to prioritize inclusion and acceptance

We look forward to partnering with Vegas Vista Academy and will sign a formal MOU after their authorization and chartering process is complete. Your attention and consideration of VVA is appreciated.



VVA CTF Educator Outcomes

Cody Clarke

2023

Our goal is for students to be proficient on the ACT, so when determining if a student has “mastered the standard”, we used a 70% threshold.

Based on the data 15% of my students have currently mastered College and Career Readiness Standard 1 or 2, as measured by performance task, my goal is that by the end of the interval of instruction, 70% of my continuously enrolled students will have achieved mastery/growth as measured by at least 4 (minimum for year long courses- flip classes is 3) performance tasks.

Based on the data, I reached my goal of 70% indicating growth or mastery according to the 4 performance tasks. Assessments accurately grasp the student areas of strength and growth against the College and Career Readiness Standard 1 or 2.

2022

Based on the evidence that 0 % of my students currently have mastered CCR Anchor Standard ELA.9-10.W.1a at the end of first quarter as demonstrated by task completion(TGT TIQA) and proficiency on said tasks, my goal is that by the end of the interval of instruction, 70% of my students will have achieved growth/mastery as measured by 4 (number) learning tasks using the CCR Anchor Standard Rubric. (TIQA Rubric) Rubric states “Introduce precise claims and Establish clear relationships among claims, reasons, and evidence

Based on the data, I did reach my goal of 70% of my students achieving mastery or growth. The results do not represent the reality of the target group. 55% of the students did not complete the assessment. Although a large portion did not complete the assessment, students who had previously reached the target goal regressed with this assessment. This could be due to the students being required to use two poems as opposed to one. Overall, this assessment was not a strong indication of student progress toward the goal.

Benjamin Feinstein

Student Quantitative Achievement Data: IB Scores

Class of 2022 International Baccalaureate (IB) Diploma Program Results:

Last school year, 77 students at Spring Valley High School completed the IB Diploma Programme. As Assistant Principal, I facilitated and advised our IB Coordinator, the IB Faculty, and the IB students, including running professional learning for the faculty, facilitating IB PLCs and planning, coordinating and running a DP Retreat with IB Alumni for the students, and mentoring almost all of the students in several aspects of the program. Here are the exam results for the students.

| SVHS IB Score Percentages by Subject, May 22 (Out of 7; 4 is "passing") | | | |
|---|---------|--------------|---------------|
| HL - Higher Level; SL - Standard Level | | | |
| Course | # Taken | #4 or higher | % 4 or higher |
| LANGUAGE AND LITERATURE HL | 77 | 62 | 81% |
| FRENCH AB. SL in FRENCH | 13 | 10 | 77% |
| FRENCH B SL in FRENCH | 5 | 5 | 100% |
| JAPANESE AB. SL in JAPANESE | 10 | 7 | 70% |
| MANDARIN AB. SL in MANDARIN | 2 | 1 | 50% |
| SPANISH AB. SL in SPANISH | 1 | 1 | 100% |
| SPANISH B HL in SPANISH | 11 | 11 | 100% |
| SPANISH B SL in SPANISH | 36 | 25 | 69% |
| GLOBAL POLITICS HL | 10 | 10 | 100% |
| GLOBAL POLITICS SL | 1 | 1 | 100% |
| HISTORY AMERICAS HL | 77 | 71 | 92% |
| PSYCHOLOGY SL | 31 | 18 | 58% |
| MATHEMATICS ANALYSIS | 33 | 25 | 75.75% |
| MATHEMATICS APPLICATIONS | 47 | 21 | 44.70% |
| THEATRE SL | 7 | 5 | 71.40% |
| VISUAL ARTS SL | 12 | 11 | 91.70% |
| BIOLOGY HL | 45 | 17 | 38% |
| BIOLOGY SL | 14 | 9 | 64.20% |
| CHEMISTRY HL | 14 | 3 | 21.40% |
| CHEMISTRY SL | 4 | 1 | 25% |

Hannah Harris

2022-2023 Student Learning Goal

Based on the data that 25% of my students (5/20) are currently performing at or above 70% on standard, “2.OA.A.1 Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknown in all positions, e.g. by using drawing and equations with a symbol for the unknown number to represent the problem,” as measured by Second Grade SLG common task, my goal is that by the midcycle 50% (10/20) of my students will achieve mastery (7/10)/growth as measured by Second Grade SLG common task and by the end of the interval of instruction (9/9/22-12/16/22), 85% (17/19) of my students will achieve mastery (7/10)/growth as measured by Second Grade SLG common task.

On the third SLG task 95% (18/19) of my students achieved mastery (7/10) as measured by the Second Grade SLG common task.

Dawn King**PERFORMANCE SUMMARY POSITIVELY IMPACTING SCHOOL OUTCOME:**

Mrs. Dawn King is a post-probationary Special Education Instructional Facilitator (SEIF) with a split assignment between James I. Gibson and Estes McDoniel Elementary Schools. This evaluation is her required evaluation for the 2022-2023 school year and is based on multiple conferences, scheduled and unscheduled observations, supervisory interactions, and other confirmatory evidence sources.

Mrs. King performed her duties according to the expectations of the Clark County School District, Nevada Academic Content Standards, Nevada Revised Statutes, Nevada Administrative Code, and in alignment with the Individuals with Disabilities Education Act. She demonstrates exceptional skill in supporting and servicing the academic and social-emotional well-being of each student receiving instruction and/or services per an Individualized Education Program (IEP), fostering expedited processing of those being considered for special education services, and those considered for, or currently receiving, related services. She is regularly called upon to assist with students demonstrating maladaptive or disruptive behavior. She observes behaviors, fosters working relationships with students and staff, and demonstrates interventions to promote positive behaviors, often in accordance with behavior intervention plans she writes or helps teachers write. She also works directly with the Response To Intervention (RTI) team to help identify and work one-on-one with students struggling academically and/or behaviorally. Mrs. King's involvement with the RTI team and collaboration with the School Psychologist has allowed her to facilitate a smooth process from observation to IEP implementation.

Mrs. King demonstrates exceptional knowledge of District procedures as they relate to students with disabilities and communicates Division and Region information regularly to both administration and staff. Mrs. King effectively communicates best practices and collaboratively works with all staff on policies, procedures, and resources, and intuitively and positively reviews and assesses situations needing solutions. Specifically, Mrs. King produced and analyzed error reports multiple times per week, assisted teachers with error corrections, and ensured IEPs and triennial evaluations were conducted prior to due dates. As a result, all special education teachers at both schools Mrs. King serves received the extra pay offered to those with at least 95% compliance in IEP development.

Everything Mrs. King does is done thoughtfully and with attention to students' educational and behavioral interests. Her willingness and enthusiasm to serve her communities are recognized and appreciated. Her ability to communicate with students, colleagues, and families is an important contribution to the climate and student perception of trust and safety at each school. She remains respectful and professional in all interactions with others and she is a valued and integral member of the two communities she serves.

Daniel O'Brien

Below is the Student Learning Goal (SLG) data for Daniel O'Brien for the three most recent school years: 22-23, 21-22, and 20-21. Each school year, Mr. O'Brien had two (2) IB English classes and at the top of each school year, the state standard and the names and dates of each assessment used are clearly labeled. Mr. O'Brien has met or exceeded his Student Learning Goal each of the last three school years.

2022-2023

Based on the data that 33% of my students in IB English 12 are in the Developing category, and 67% are in the proficient category for CCSS.ELA-LITERACY.W.11-12.1, as measured by the ACT rubric, my goal is that by the end of the interval of instruction, 100% of my continuously enrolled students will have achieved proficient or mastery growth as measured by approximately 5 major writings or performance tasks.

RESULTS

| | | | | |
|-------------------|------------|------------|------------|------------------|
| Mastery | 0% | 0% | 7% | 32/45=71% |
| Proficient | 67% | 76% | 93% | 13/45=29% |
| Developing | 33% | 24% | 0% | 0% |
| Emerging | 0% | 0% | 0% | 0% |

2021-2022

Based on the data that 60% of my students in IB English 11 are in the Emerging or Developing category for the College and Career Readiness Standard CCR-W.11-12.1, my goal is that by the end of the interval of instruction, 100% of my continuously enrolled students will have achieved proficient or mastery growth.

RESULTS

| | | | | |
|-------------------------|------------------|------------------|------------------|------------------|
| Mastery 21-24 | 0% | 0% | 0% | 26/57=46% |
| Proficient 16-20 | 19/48=40% | 45/54=83% | 54/55=98% | 31/57=54% |
| Developing 9-15 | 29/48=60% | 9/54=17% | 1/55=2% | 0% |
| Emerging 4-8 | 0% | 0% | 0% | 0% |

2020-2021

Based on the data that 100% of my IB English students are in the Emerging or Developing category for the College and Career Readiness Standard CCR-W-2, as measured by the timed writings and performance tasks, my goal is that by the end of the interval of instruction, 75% of my continuously enrolled students will have achieved proficient or

mastery growth as measured by approximately three to five (3-5) timed writings and performance tasks.

RESULTS

| | | | |
|-------------------|-------------|------------|------------|
| Mastery | 0% | 0% | 44% |
| Proficient | 0% | 94% | 56% |
| Developing | 100% | 6% | 0% |
| Emerging | 0% | 0% | 0% |