



4. Academic Plan

MISSION & VISION

The mission of your school should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your school should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Nevada charter school law and the mission of the State Public Charter School Authority and serves as the foundation for the entire proposal.

(1) Provide the mission of your proposed school and describe how that mission will inform your school's daily activities and students' classroom experience.

The mission of Pahrump Valley Academy is to prepare ALL students for highly successful high school and college careers through highest quality instruction delivering most rigorous, standards-aligned curriculum, designed to accommodate learners' cognitive, academic, social, and personal growth on their way to becoming life-long independent learners. By offering an academically assertive, publicly funded educational choice in Pahrump, Pahrump Valley Academy will provide local students with the opportunity to receive a high quality college preparatory education that will prepare them for successful careers in high school, college, and beyond.

On any given day, a visitor to Pahrump Valley Academy will observe students questioning, debating, and confirming knowledge. Through the use of questioning, debating, and confirming information, students will develop new meaning through personal knowledge and experiences to the course content. These types of learning strategies are often used in both high school and college courses, encouraging students to take ownership of their own learning.

During weekly professional development, Pahrump Valley Academy teachers and staff will be engaged in appropriate and relevant training. Professional development will focus on best practices and recognized strategies that will lead to quality instruction coupled with rigorous curriculum. In addition to the academic content, teachers will be trained on the social and emotional development of children which will contribute to overall well-being of each student. On any given day, a visitor will find the mood and temperament of the academy driven by a growth mindset endorsing the concepts of exploration and discovery, as well as academic achievement.

(2) Describe the vision for your school, clearly illustrating what success will look like in terms of life outcomes for students and the impact on the local community and/or larger society.

The vision of Pahrump Valley Academy is that ALL students, regardless of socioeconomic status, linguistic needs, ethnicity, national origin, or academic level, are prepared for both high school and college success while developing a strong sense of cognitive, academic, social and personal growth.

Pahrump Valley Academy will have achieved success when its students all graduate from high school. As students graduate from PVA and continue on to high school, alumni relations will keep track of student success and graduation rate. Graduation encouragement will lead to overall greater success to PVA students and the graduation rate in Nye County and the State of Nevada.

Additionally, Pahrump Valley Academy expects to ultimately celebrate the entrance of 80% of its high school graduates to a four-year accredited university, and the other 20%'s entrance to a two-year accredited college, professional or trade school or the armed forces. This long-term goal was



determined by surpassing of the current national average of 69.7% total college and university acceptance rate for American high school graduates (Ted: The Economics Daily, 2016).

(3) Articulate clear guiding purposes and priorities which are meaningful, measurable, and attainable.

Achievement Scale

Year 1:

- Grades K, 1, 2, and 3 students will achieve grade level competency in English Language Arts and Mathematics in their entirety.
- Grades 4 and 5 complete grade level reading and calculations at their respective grade levels and above, or at a minimum of two to three reading grade levels above their starting reading grade levels as per their individually designed reading grade level acceleration intervention plans.

Year 2:

- Grades 1, 2, 3, 4 and 5 learners complete grade level reading and calculations at their respective grade levels and above, in their entirety.
- Grade 6 learners complete grade level reading and calculations at their respective grade levels and above, or at a minimum of two to three reading grade levels above their starting reading grade levels as per their individually designed reading grade level acceleration intervention plans.

Year 3:

- All grade levels complete grade level reading and calculations at grade level and above, in their entirety.

These calculations are based on the academy's reading and math interventions/enrichments plans and the human youth average capacity to achieve 2 grade levels of reading and calculations per year. The academy's decision to enroll grades kindergarten to fifth in its first year of operation is also based on these calculations and the realization that in its third year the academy will be responsible for the education of its first seventh grade class.

The seventh and eighth grades are the grade levels during which the academy intends to regularly establish students' educational foundations for advanced standings. Advanced standings will entail preparation of students to read and calculate at the required grade level, in order to prepare students for Advanced Placement courses in high school. Communication literacy skills, be it manipulations of words or numbers as foundations of modes of communications, are pre-requisite to independent learning which is, in turn, foundation of life-long learning.

(4) A charter school must have as its stated purpose at least one of the goals set forth in NRS 386.520. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school. 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.

Pahrump Valley Academy will fulfill the legislative purpose of Nevada charter schools by improving the academic achievement of pupil, encouraging the use of effective and innovative methods of teaching, and creating new professional opportunities for teachers.

1. Improving the academic achievement of pupil - Pahrump Valley Academy will amalgamate the best of a classical education together with the highest levels of a stem education as founded in the State and Common Core learning standards specified with attention to college and career readiness levels.
2. Encouraging the use of effective and innovative methods of teaching - Pahrump Valley Academy will accommodate the exploration of differentiated methods of instruction, and encourage the introductions of research based proven new methods into its classrooms by its teachers.
3. Creating new professional opportunities for teachers - Pahrump Valley Academy will regularly encourage and support the professional growth of its teachers into educational leaders. It will hold the most assertive professional developments nurturing its teachers in the field of education, while regularly evaluating them for greater potential growths and relevant areas as they pertain to the organizational aspects of education. It will support them and work with them to fulfill their own academic development all the way to doctoral achievements, as well as, provide them niches for leadership demonstration and growth.

The academic goals as mentioned in the Executive Summary are:

- Smarter Balanced Assessment Consortium (SBAC)
 - At least 61% of the students enrolled at the academy for a period of two consecutive years will achieve met or exceeds standard mastery in SBAC English Language Arts (ELA) by 2022. The Charter School will continue to meet or exceed the State goal in each subsequent year.
 - At least 41% of the students enrolled at the academy for a period of two consecutive years will achieve met or exceeds standard mastery SBAC in Mathematics (Math) by 2022. The Charter School will continue to meet or exceed the State goal in each subsequent year.
- English Language Proficiency Assessment (WIDA)
 - At least 80% of the students will have an Overall Composite Score of 4.0 by grade 3 if they have been enrolled in school consecutively in the United States since grade K.
- NWEA MAP Assessments
 - At least 65% of the students will score at or above average on the NWEA MAP Assessment on the Spring Reading and Math assessments.
- STAR Assessments- As part of the intervention and enrichment program, Renaissance Accelerated Reader and Accelerated Math, all students will participate in the Renaissance Learning STAR Assessments.
 - At least 80% of the K-3 students will score as Probable Reader by the end of grade 3 on STAR Early Literacy.



- At least 80% of the independent readers – grade 8 students will score Average or Above Average by the end of each school year on STAR Reading.
- At least 80% of the 1-8 students will score will score Average or Above Average by the end of each school year on STAR Math.
- High Quality Schools
 - Achieve a minimum of a 4 Star School rating by the end of the Charter Term

In meeting all of the above criteria adhering to the legislative purpose of Nevada charter schools, Pahrump Valley Academy will contribute to the Pahrump education environment by providing students with rigorous, rich opportunities while achieving or exceeding academic expectations.

TRANSFORMATIONAL CHANGE

The SPCSA is committed to authorizing applicants that seek transformational change for the communities they serve, meaning that the operator:

- *Puts forth a model that will result in double-digit academic gains, and*
- *Has a solid plan to move schools toward the top 25% in Nevada. School progress is evaluated based on the SPCSA's Charter School Performance Framework (CSPF) and the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education.*

(1) Articulate your approach to education. Describe the most essential features of your school that ensure it will meet the SPCSA's ambitious academic goals. Specifically describe how your students, many of whom will not be proficient initially, will experience and practice academic rigor during the first year and subsequent years in which your school is progressing toward the SPCSA's academic goals.

Pahrump Valley Academy will provide a classical education that is aligned with State and Common Core learning standards that address learning as required for college and career readiness.

A classical education is grounded in a pattern of pedagogical practice called trivium. Trivium as a pattern of pedagogical practice is a three-part pattern (Bauer, 2018). First part entails absorption of facts as means of systematic laying of a strong and solid foundation for advanced studies. Successful mastery of this stage requires mastery of recall and reproduction of facts and figures, as well as, demonstration of skills and concepts relevant to information and conceptual knowledge. Pahrump Valley Academy will execute and commit to mastery of this stage in the elementary school stage. Second part of trivium entails strategic thinking and exploration of logic as the entry to advanced studies. Successful mastery of this stage requires mastery of reasoning as inherent in both analytical and syncretical cognitive processing and relevant approaches to exploration. Pahrump Valley Academy will execute and commit to mastery of this stage in the middle school stage. The third part of trivium entails practice of rhetoric and exploration of advanced studies. Successful mastery of this stage requires mastery of the first and second stages and necessitates exploration of various knowledge domains. The third part of trivium is conducted at the high school level. While there this current charter petition does not include a high school, there is hope that a high school may one day be in its future. The mastery of all three stages of trivium to which Pahrump Valley Academy commits is a part of the foundation upon which the academy's college preparatory training is established.

College preparatory training must involve training in independent learning skills, as successful college learners are learners capable of independently exploring and discovering phenomena. Furthermore, the greater the independent learning skills of a learner is expanded, the more vastly



the reach of the learner expands in the exploration and discovery at the higher education level. Trivium, with its emphasis on grammar, rhetoric, and logic exercises the cognitive processes initiating in the lowest levels of cognitive processing and graduates to the highest levels thereof. As a result of which the learners fully and at level of mastery trained in trivium are afforded the cognitive abilities and aptitudes required to both instigate and successfully complete a journey through higher learning. Stanley Fish who is known as one of America's greatest public intellectuals, references the Classical High School as the greatest and most intellectually demanding educational institution which he has personally experienced (Fish, 2010, June). PVA fully and without hesitation intends to become another such institution.

Through the integration of classical education and its rigorous embrace of academics and its incorporation of modern tools of science, Pahrump Valley Academy will introduce a curriculum content and respective instructional approach fit to train a new generation of philosophers and thinkers while meeting the needs of the modern world and its new dimensions.

(2) Describe the fundamental features of your educational model that will drive outcomes in your proposed school. Key features may include:

- (a) Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)
- (b) Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)
- (c) Structures (e.g., blended learning, small learning communities, small class sizes, etc.)

Programs that are fundamental to academic advancement at Pahrump Valley Academy between grades kindergarten and eight include Pearson's enVision2.0 for math, myVieew Literacy for ELA in grades K-5, myPerspectives for middle school ELA, Elevate Science for grades K-8, and My World for social studies. Relevant professional development will be provided for the administration, faculty and staff, and the seven habits of successful teens/people for both students, as well as, administration, faculty and staff.

Renaissance learning will be utilized alongside individualized reading plans and individualized calculation plans. These plans are designed to accelerate the reading and calculation performance of each student through normed equivalences to the month of the year in grade level of a student's education, for both reading and calculations. They are individually designed for every student to commence at the student's performance level, regardless of his or her grade level ranking. They are then progressed respectively, with the student charged with the immediate monitoring of the progress and its recording. To further emphasize the importance and urgency of literacy skills and acceleration therein, as a fundamental educational concept, the school will build blocks of 20 minutes into its schedule for sustained silent reading and sustained silent math. These blocks will begin all classes.

For assessments, NWEA will be used. NWEA, a nationally normed suite of assessments, provides screening, the measuring of growth, projection of proficiency, skill level, and the ability to create effective intervention programs. Additionally, NWEA provides tools for teachers and intervention staff to plan appropriate instruction targeting specific skills, differentiated instruction plans, tracking of student progress, and the monitoring of individual students. The growth assessments allow for teachers to drill down to the specific skill set gap, and then provide specific interventions or lessons to target these gaps.

To safeguard the proper implementation of all programs, Pahrump Valley Academy alongside each program will furnish its administration, faculty and staff with the relevant professional



development. In order to further implement that its teachers will come to truly own these programs, the academy will additionally require that each of its teachers during the second year of their teaching at the academy choose an aspect of the given programs for research, and consequent recommendations.

To further safeguard the successful acceleration of all academic content, Pahrump Valley Academy will regularly assess student achievements schoolwide, utilizing Star assessments also by Renaissance Learning. It will then respond to the assessment findings by adjusting students' individualized reading plans and individualized calculations plans. Intervention and enrichment will accompany these addresses as required. Student Success Teams will accompany both intervention and enrichment measures at their optimum. Student Success Teams will comprise of one administrator, one teacher, one staff member, one parent, and the student. The team will meet and agree on a regiment designed to direct/redirect the student on path to successful achievement of the goals agreed upon by the team, in the increments agreed upon by the team. The team will meet again for achievement assessment at determined and agreed upon time.

Finally, both as means of promoting a growth mindset which can be born of, and nurtured in, the practice of introspection, all students, administration, faculty and staff will be furnished with development in 7 habits of successful teens/people. These on-going and interactive seminars will be a regular part of the curriculum at the Pahrump Valley Academy.

Additionally, Pahrump Valley Academy will adhere to Leadership through Service. Leadership through Service is a program and idea that students are able to develop skills that will allow them to become an agent of change. It is the concept that learning occurs through helping others. Once this concept is realized, students are able to grow as leaders. Leadership through Service will be realized through the use and principles of REACH. REACH stands for:

- Respect
- Enthusiasm
- Achievement
- Citizenship
- Hard work

Pahrump Valley Academy believes that students need to incorporate respect, both for themselves and for others, into all areas of learning. Additionally, enthusiasm for learning needs to be cultivated. Young students frequently enter their schooling years with an unwavering enthusiasm for learning, and for education. PVA is committed to cultivating and nurturing this enthusiasm through rigorous instruction and relevant, real-life content. Enthusiasm towards service learning is also crucial for students to be successful at PVA. Achievement is another component necessary to the overall success of PVA students. PVA's mission is centered around academic achievement. PVA stakeholders will understand that achievement will be measured on an academic level, and that achievement through social and emotional growth is also essential for the academy to achieve its mission. Because we are a global learning environment, it is crucial that students understand their role and impact on both the local and global community. PVA places emphasis on providing choice to the Pahrump community, and the students of Pahrump will be taught the importance of giving back to the community through academic and personal growth. All of the above mentioned principles can be achieved through hard work. Hard work consists of practicing the principles, evaluating and re-evaluating initiative and outcomes, and through the use of reflection. Through the use of REACH, PVA will instill the importance and satisfaction of Leadership through Service.



The belief in, and execution of, these principles is important to PVA's success and it is also the expectation that all members of the academy, students, administration, faculty and staff alike, will practice REACH. Through structured professional development, group discussions, and both group and individual reflection, PVA staff will provide its students with opportunities to experience Leadership through Service first hand.

It is equally important to note that herein programs have been chosen in careful consideration of their proven track records, and their natures as complimentary supplements to each other that while supporting and reinforcing each other, do not infringe or intrude on one another.

(3) Describe the mechanisms by which the fundamental features you described in (2) will dramatically influence student success. Please provide evidence from your own experience and/or valid research.

Renaissance Learning Accelerated Reader and Accelerated Math will effectively influence student performance at its core. The two programs together with thoughtfully and purposefully designed daily school schedule accommodating them, schoolwide reading and calculation intervention and enrichment programs utilizing them, and relevant professional development addresses the students' fundamental literacy skills. It further instills in them the habits required to successfully accelerate and advance the said skills. The Accelerated Reader and Accelerated Math programs allow the academy, its faculty, and leadership to make certain no child is left behind as relevant to the child's ability to manipulate either letters or numbers in their capacity as fundamental to literacy. The program's Star assessment tool, meanwhile, informs the relevant stake holders whether they are on the right path or alteration to path may be required for the individual student's affective literacy advancement.

Additionally, NWEA will be used for benchmarking and tracking progress of students. By using NWEA, staff will be able to use data to direct instruction and monitor student progress. Various reports allow staff to be innovative in meeting the needs of all students. NWEA employs standardized norms that will allow PVA to compare its student achievement with that of students across the country. NWEA is a research-based assessment program and has researchers working with top scientists and emerging scholars from universities across the country to execute research studies intended to: improve measurement of student learning, inform teaching and learning practices, and advocate for policies that benefit students and teachers.

Professional development offered by Pahrump Valley Academy will be two-tine. First, it will consist of professional development to train the teachers and staff (separately) in each of their planned interactions with Renaissance Learning, the various programs used for all content area, and NWEA, as well as any other systematic approach to learning as adopted by Pahrump Valley Academy as a schoolwide practice. These pre-planned professional developments will be held once a semester and they will be designed to maximize the potential of the relevant programs by giving the school faculty ownership of the programs and informing the staff as to exactly how they can aide the teachers in their use of the programs. Site administrators already trained on the programs will be available to answer relevant questions throughout the semester/year. Second, professional developments will be held weekly to answer questions raised and issues suggested for address throughout the previous week by teachers. These professional developments will be designed to assist the teachers in areas which they feel assistance is required. Pahrump Valley Academy will greatly emphasize the professional development of its family, be it its teachers, its staff, or its administration.



Additionally, on the roster of the academy's professional development matrix, a Seven Habits seminar will appear on monthly bases. The monthly seminar will work with the academy's adult population, who will then be expected and opportune to work with the academy's students.

(4) How will you drive growth among students at all achievement levels, accelerating the achievement of those who are most behind?

All curriculum that will be used by PVA, along with their respective assessments, have been chosen for their potential for systematic and methodic driving of the student advancement. Renaissance Learning systematically drives student advancement through basics of literacy that are manipulation of letters, reading, and manipulation of numbers, math. The entire Pearson suite of programs methodically drives student advancement from the most basic blocks of knowledge to the progression of the given blocks to worthy and notable knowledge structures. Curriculum includes intervention practices and material that will assist in the advancement of students that are most behind.

Furthermore, as a part of its commitment to accelerating growth among all student levels and leaving no child behind, Pahrump Valley Academy will conduct formative assessments every eight weeks. These assessments will focus on reading, calculation, and relevant grade level content standards. Their findings will, then, inform the intervention/enrichment rosters of the following eight weeks. Students needing intervention as informed by data, will work in small groups with others needing additional support with similar skills. Instructional staff will provide targeted interventions such as specific skill set instruction, practice, and foundational skill review to help accelerate the learning to those that are assessing at lower than levels of proficiency. Assessment data will also inform the individual instructors as to pedagogical practices they may wish to enforce, alter, or abandon, as they will inform administrators as to professional development practices they may wish to enforce, alter, or abandon. Finally, these formative assessments will inform the school faculty and administration of cases where parent conferences and/or Student Success Teams may be warranted. In the cases of extreme intervention/enrichment warranting the Student Success Teams will be conveyed as means to maximize required/desired acceleration of the student through achievement levels.

CURRICULUM & INSTRUCTIONAL DESIGN

The framework proposed 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) Describe the proposed academic program and how it complies with the requirements of NRS 386.550 and NRS 389.018.

The proposed academic program includes a strong, rigorous curriculum based on the Common Core standards. The Charter School developers have chosen the strongest curriculum to support the academic program of PVA pursuant to NRS 389.018. Choosing the curriculum suite of Pearson includes the following components of the instructional program: English Language Arts and Literacy includes K-5, *myView Literacy* and 6-8, *my Perspectives*; English Language Development is integrated and incorporated in *MyView Literacy* and *myPerspectives*; Mathematics includes K-8, *EnVision Math 2.0*, and if necessary, Algebra I eStudent and Geometry eStudent by McGraw-Hill; Science includes K-5 *Elevate Science* and 6-8 *Interactive Science*; Social Science includes K-5 *myWorld Interactive* and 6-8 *myWorld Interactive* for World Geography, World History and American History; French Language curriculum will include K-5 *French for Children* and 6 -8 *Bon*



Voyage by McGraw Hill. In addition, the Charter School will provide physical education, health, art and music.

In compliance with NRS 386.550, PVA will develop and include the following assurances in the within this Charter Application, Personnel Handbook, Student and Family Handbook and Policies. The Charter School shall: Comply with all laws and regulations relating to discrimination and civil rights; Remain nonsectarian, including, without limitation, in its educational programs, policies for admission and employment practices; Refrain from charging tuition or fees, levying taxes or issuing bonds; Comply with any plan for desegregation ordered by a court that is in effect in the school district in which the charter school is located; Comply with the provisions of chapter 241 of NRS.; Schedule and provide annually at least as many days of instruction as are required of other public schools located in the same school district as the charter school is located; Cooperate with the board of trustees of the school district in the administration of the examinations administered pursuant to NRS 389.550 to include the end-of-course examinations administered pursuant to NRS 389.805 and the college and career readiness assessment administered pursuant to NRS 389.807 to the pupils who are enrolled in the charter school; Comply with applicable statutes and regulations governing the achievement and proficiency of pupils in this State; Provide instruction in the core academic subjects set forth in subsection 1 of NRS 389.018, as applicable for the grade levels of pupils who are enrolled in the charter school, and provide at least the courses of study that are required of pupils by statute or regulation for promotion to the next grade or graduation from a public high school and require the pupils who are enrolled in the charter school to take those courses of study; Comply with NRS 392.040 regarding the ages for enrollment for pupils in grades kindergarten, first grade or second grade at the Charter School; Refrain from using public money to purchase real property or buildings without the approval of the sponsor; Hold harmless, indemnify and defend the sponsor of the charter school against any claim or liability arising from an act or omission by the governing body of the charter school or an employee or officer of the charter school. An action at law may not be maintained against the sponsor of a charter school for any cause of action for which the charter school has obtained liability insurance; Adopt a final budget in accordance with the regulations adopted by the Department. A charter school is not required to adopt a final budget pursuant to NRS 354.598 or otherwise comply with the provisions of chapter 354 of NRS.

Pahrump Valley Academy will be a Pearson curriculum school supported by ARM (Accelerated Reader and Accelerated Math). As such, it has developed a curriculum that is fully and comprehensively aligned with both programs, while meeting the all-important and essential Nevada Academic Content Standards (NVACS). Students at the Pahrump Valley Academy will be required to compile an electronic portfolio demonstrating their growth from the beginning to end of each year, which they will then be required to present and defend before their teachers, parents and peers. The defense of the portfolio will be in the form of answering relevant questions. At the end of grade 8, the students will be required to present and defend an electronic portfolio encompassing their learning progression throughout grades kindergarten to 8. Every grade level, as well as, the comprehensive kindergarten to grade 8 portfolios are required to be organized and presented with attention to the Nevada Academic Content Standards for learning.

Curriculum maps designed prior to the beginning of the school year will inform the instructional pacing at the academy. They will additionally inform alignment of instruction across curriculum. The said alignment is required for presentation, interpretation, and reinforcement of a single concept in various contexts and from various vantage points, at the same time, before the same audience of learners that are the academy's students. It facilitates the learning process cognitively.



Elementary Curriculum

PVA will use Pearson's *myView Literacy* for all English Language Arts curriculum. This curriculum provides motivating and engaging lessons that are aligned with State Standards. It was created through a series of principles that include: learning is about making connections, we learn through and with others learning takes time, motivation matters, teachers matter, clear expectations and continuous feedback activate learning, good teaching involves modeling what students should learn, and the curriculum focuses on powerful knowledge.

Renaissance Learning Accelerated Reader, herein referred to as AR, will additionally be used by PVA to provide regulated practicum in reading, with attention to specific level reading fluency in, and comprehension of, which is within the reach of the learner yet offers a feasible level of challenge. AR accompanying *myView Literacy* is meant to provide the necessary regimen for the learners to not only learn, but internalize and come to completely own the given learnings. PVA will offer specific instructions from kindergarten to fifth grade in reading and writing as two independent and separate skills, while using reading as means to expose learners to writing in desired styles and at general desired levels. It will then utilize presentations of the read and written materials as means to offer instructions in speaking and listening skills. Students at the academy will benefit from block instruction in language arts daily, four days a week, with a 50 minute review period in the subject on Fridays. Assessments are categorized as forms of review, informing the measure of learning.

In grades K-5, PVA will be using Pearson's *enVision* for its math curriculum. *enVision* is a problem-based program that lets kids see the math, explore ideas, and talk about solving problems. *enVision* requires less memorization and more thinking and doing. By developing higher level thinking skills, students will be prepared to excel in situations requiring problem solving. *enVision* also provides formative and summative assessments that inform teaching and help with auto-generated reports. Intervention activities are available every day to reteach, build math ideas, and challenge thinking.

Pahrump Valley Academy will utilize Accelerated Math, herein referred to as AM, simultaneously with *enVision*. AM will add a forum for regulated and systematic practicum of the content material that is individualized to the learner's individual level in manipulation of numbers. Students at the academy will benefit from block instruction in math daily, four days a week, with a 50 minute review period in the subject on Fridays. Assessments are categorized as forms of review, informing the measure of learning.

For students in grades K-5, PVA will be using Pearson's *Elevate Science*. *Elevate Science* uses real-world, observable phenomena, like weather, robots, oil spills, and space travel to engage students and has them questioning, problem solving, and engaging in finding solutions. Phenomena-based learning uses inquiry to engage students in "doing" science through experimentation and hands-on activities which helps students take ownership of their learning while developing their own connections to the curriculum.

Pearson's *myWorld* will be used in Social Studies for all grades. Learning Social Studies will come alive through storytelling, literacy instruction, and flexible resources. The stories included in *myWorld* engage students and help develop thoughtful, literate citizens. Lessons apply inquiry processes, practice reading and writing, and involve collaboration and communication skills. Blended learning experiences include an interactive Student Worktext and digital courseware. Kindergarten will use *Here We Are*. Grade 1 will use *Making Our Way*. Grade 2 will use *We Do Our Part*. Grade 3 will use *We Are Connected*. Grade 4 will use *Regions* and Grade 5 will use *Building Our Country* and *Growth of Our Country*.



Pahrump Valley Academy students in grades kindergarten to five, will be instructed in social studies and sciences, for a full block, on alternate days, four days a week. Pearson curriculum will be used for History, Geography, Civics, and Science will be employed as field literature to accommodate and assist the instruction in the social studies and science, as directed by the relevant Nevada Academic Content Standards. Students will benefit from a 50 minute review period, in each subject on Fridays. Assessments are categorized as forms of review, informing the measure of learning.

Immediate, thorough, and diligent AR and AM based intervention and enrichment in both reading and math will be a cornerstone of the Pahrump Valley Academy's independent learning emphasis. The said interventions/enrichments will be informed by the formative assessments executed schoolwide every eight weeks. Intervals of eight weeks have been chosen due to the fact that, while eight weeks is not sufficient time to fall a full semester behind, it is sufficient time to effectively intervene. Pahrump Valley Academy realizes that some students will come to the academy numerous years behind their school grade ranking, in literacy skills. The academy has chosen to open its doors to grades K-5, so that it will be able to affect sufficient growth in academics for all students in order to begin middle school at grade level or above. To this end, there will be an integrated literacy skills block built into the school schedule. This block will span across the school every day at the same time, in order to allow integration across grade levels. During this block of time, learners attend classes based on their required level and subject intervention/enrichment.

Middle School Curriculum

The five main elements of the Middle School English Language Arts program are:

- Reading Development
- Literature-Based Reading Comprehension Development
- Vocabulary Development within a Meaningful Context
- Writing Development
- Development of Listening and Speaking Skills
- Instruction and Assessment of the CCSS for ELA

PVA will use Pearson's *myPerspectives* as the primary language arts curriculum. *myPerspectives* is a new English language arts curriculum that values the perspective of the learner, collectively and individually, and provides next-gen learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. Interactive learning blends print and technology in a student-centered, teacher-inspired classroom. This program creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks. *myPerspectives* encourages social collaboration as well as student ownership of learning through goal setting, choice, and reflection.

For grades 6-8 math, *enVisionmath2.0 Common Core* will be used. *enVisionmath2.0* is a comprehensive math program that supports coherent, focused, and rigorous mathematics. Through problem solving, interactive experiences, and visual learning, this program is aligned with Common Core Standards. Using personalized math practice, built-in interventions, and customizable content, students will develop a deeper understanding and improve achievement. High-quality mathematics instruction ensures that students become problem solvers. PVA believes that all students can develop deep conceptual understanding and procedural fluency in mathematics.

PVA will be using Pearson's *Elevate Science* for all students in grades 6-8. This curriculum blends print with digital materials and applies scientific and engineering practices in problem-based



scenarios. Students will focus on analysis, critical thinking, and on designing solutions as they explore real-world topics. The 6-8th grade materials will prepare students for high-school science courses and covers Life, Earth, and Physical Sciences.

Pearson's *myWorld* Interactive World Geography will be used in 6th grade, *myWorld* Interactive World History will be used in 7th grade, and 8th grade will use *myWorld* Interactive American History. *myWorld* Interactive World Geography allows students to develop global competencies for active and informed citizenship. Through the use of project-based learning, students will explore the world's places, systems, and cultures. *myWorld* Interactive World History will expose students to world history, global turning points, and historical narratives. *myWorld* Interactive American History is student centered around American history. This program relies on students using critical thinking skills, problem solving, and evidence-based reasoning to create meaning and develop context.

English Language Development

myView and *myPerspectives* also provides extended support to English Learners through the English Language Development Companion. All section summaries are in English and Spanish. Also, audio is available for many of the lessons. The curriculum allows for the necessary accommodations for EL students. The ELD support is provided through combined independent, self-paced, and teacher led instruction. There are nine levels of interactive readers to help increase reading performance. The digital library includes over 3000 texts for independent reading. Also, the library includes books in over 46 languages.

Enrichment

Pahrump Valley Academy recognizes that education is a non-limiting, non-exclusive concept by its very nature; and that a well-rounded education required to flourish in a literate world requires early introduction to various knowledge domains. To this end, the Pahrump Valley Academy will introduce its students from the earliest stages of their education as entrusted to the academy to a number of domains of knowledge, in addition to those in which the k-12 core subjects are embedded. These subjects include, but are not to remain limited to:

Foreign Language

A foreign language is deemed most significant to the education of a child being schooled in Pahrump. First, it opens the door to another culture and its riches. The knowledge that such gate way exists, alone, is essential to build and nurture a growth mindset which is the mindset the academy promotes by its very culture. Second, the examination of a foreign language can enhance the understanding and appreciation of one's own language. PVA plans to provide access and instruction to French as its first foreign language option. To the said end, French bears many cognates for vocabulary utilized in English Language Arts. Moreover, it has a highly structured frame, governed by distinct rules and regulations awareness of which raises awareness of the many choices English speakers make daily in their utilization of a language bearing far fewer rules and regulations. This awareness is the beginning of the recognition of the power of language and how it is used. French Language curriculum will include K-5 *French for Children* and 6 -8 *Bon Voyage* by McGraw Hill.

Physical Education and Health

Physical Education and Health will inform students as to basic health requirements of the human body such as minimum sleep and nutrition, proper movement, proper hygiene, stress avoidance,



first aid, and the benefits of exercise. Physical Education will be taught to engage students in individual and group sports and activities.

Art

Art in Action's curriculum spans from Kindergarten-8th Grade. Each of Art in Action's nine program levels has at least twelve sequential, age-appropriate lessons that provide a high-quality visual art curriculum. The multifaceted lessons develop students' critical-thinking skills, creative confidence, hands-on skills, visual literacy, self-esteem, and exposing students to the world of art. Benefits of an art program, especially Arts in Action, includes:

- Stimulating student's creative thinking and confidence.
- Integrating visual arts into other courses such as language arts, math, science, and social studies.
- Appealing to many different learning styles.
- Empowering teachers and parents to teach art with confidence.
- Providing lesson specific art materials and ongoing support.
- Maintaining an affordable and comprehensive visual arts education for grades K-8.
- Sequential standards-based curriculum.

This curriculum meets the National Core Arts Standards (NCAS) and addresses the key concepts, processes, and traditions of study in all subject areas.

Music

Pearson's K-8 Music curriculum is called *Interactive Music* and will be used for all students. Music courses will give teachers access to a variety of age-appropriate activities to enhance music learning. Motivating resources provide options to engage K-8 students in concept-based instruction with online interactive activities, content for classroom projection, and downloadable print materials, music notation, audio, video, animated instruction, and other activities.

(2) Describe the instructional strategies that you will implement to support the education plan and 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. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.

PVA will utilize a variety of instructional strategies. To begin with, PVA will use explicit/direct instruction. This strategy is applicable to every curricular content and is skill based. Explicit instruction entails systematic delivery of the instructional content to engaged students. It is highly grounded in the constant practice of monitoring students for understanding by the teacher. This element of explicit/direct instruction is designed to ensure student engagement. Explicit/direct instruction has been validated in scientific explorations in education, time and time again in both general and special education classes, and throughout grades pre-kindergarten to twelfth grade. Explicit and direct instruction has been found to be effective for the average reader. It has been known to efficiently address the learning needs of varied age groups and demographics (Archer, & Hughes, 2011).

Another strategy is that of Socratic Seminar. Socratic Seminar is a formal discussion instigated in an open-ended query that is founded in the focus of the discussion and often put forth by the leader or monitor of the discussion. Beginning in 3rd grade, this strategy will nurture critical thinking skills, as well as, unbiased listening and thoughtful articulation of one's own thoughts. Socratic seminars encourage and cultivate the highest levels of student engagement. They encourage and cultivate



internalization of the instructional content, personalization of the instructional content, and formation of highest levels of its ownership by the students. Socratic Seminars also provide a forum for the learners to take a stance relative to the instructional content. It is also the means to introduce a learner to, and prepare that learner for, the higher education institutions; as such, it is a well suited pedagogical mean for any college preparatory institution.

The use of graphic organizers is another strategy that will be used throughout all grade levels at PVA. Graphic organizers guide learners' thinking as they fill in and build upon a visual map or diagram. They help students organize their thinking and writing processes. Graphic organizers are effective visual learning strategies for students and are applied across the curriculum to enhance learning and understanding of subject matter content. Graphic organizers facilitate students' learning by helping them identify areas of focus within a broad topic, such as a novel or article.

Checking for Understanding is a crucial instructional strategy that will be used across all content area. Checking for Understanding is the teacher continually verifying that students are learning what is being taught while it is being taught. This strategy provides the teacher the opportunity to improve learning based on student responses throughout the teaching and learning process. Because checking for understanding occurs as the lesson is being taught, teachers are able to alter the lesson to better address students' needs.

Research behind Checking for Understanding states that effective instruction asks questions and checks responses of all students in order to help students practice new information and connect new material to their prior knowledge (American Educator, 2012). Additionally, the National Research Council recommends implementing formative assessments such as checking for understanding in order to improve instruction.

Accessing and activating prior knowledge is another crucial instructional strategy that will be used across all grade levels. Using tools such as KWL charts, 3-2-1 process, and other methods, PVA teachers will begin lessons by engaging students in accessing prior knowledge, which will lead to students making predictions about current content, and making inferences about presented material. Regardless of breadth of life experiences, students will be asked to make connections with new material.

Constructed Response is an effective strategy used to help increase writing and comprehension skills. A constructed response is a type of open-ended essay question that demonstrates cognitive knowledge and reasoning. The answer must be provided using information that can be found in a particular text or other prompt (map, picture, graphic organizer, etc.) and is not meant to demonstrate opinion, but to show how you are able to extract information and use this as the basis for forming a complete answer. Constructed Response is a necessary strategy as it helps familiarize students with types of questions asked on standardized tests. It focuses on skills that Common Core deems necessary for students to be successful 21st century learners.

The above mentioned instructional strategies will be consistently used throughout grades K-8. Teachers and support staff will be trained in all strategies that will be used at the beginning of the school year, as well as throughout. Teachers will be expected to share out experiences with the strategies, and through collaboration, they will build a strong set of skills in an array of strategies.

(3) Describe the school's approach to help remediate students' academic underperformance. Detail the identification strategy, interventions, and remediation 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? How will you communicate the need for



remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?

As a college preparatory academy, it is imperative that the Charter School has a well-defined approach to remediate students' academic underperformance. The model that PVA will follow is the Multi-Tier Support System.

The first and initial assessment of the student academic achievement will be based on the review of the student records, at the time of enrollment at Pahrump Valley Academy. Nonetheless, as an institution committed to the optimal advancement of every student entrusted to the academy and the like commitment to not leave any behind, Pahrump Valley Academy will then use a proven scale to assess all students' relevant to their reading and math skills. To this end, the Star test, attained through Renaissance Learning, will be used. The first week of school is dedicated fully to the Star testing process, following which all students will receive their Accelerated Reader and Accelerated Math profiles. These profiles will then be posted to each individual student's respective AR and AM portfolios. Instructions will also be delivered schoolwide as to the maintenance of the said portfolios and their influence on the student's final grade. Upon the completion of the initial beginning of the school year assessments and the launch of the student portfolios, all parents will be notified of their charge's AR and AM levels, what these levels mean and their significance to the educational experience. They will also be advised as to the way they may stay informed of their child's progression through these levels electronically, along with information relevant to the requirements of the said progression in as much as the child must commit time and energy to it.

The student AR and AM levels will all be supervised by the grade level teachers, who will have been trained to advice students on their progress through the grade levels. Students will only be allowed to progress to the next level of AR and AM upon mastery of the previous level. Mastery is determined at 80%. Parents of students who are identified at far below (one full academic year or more), and those who are identified at far ahead (two full academic years or more), will be notified by the Executive Director. The notifications will entail request for conferences with the Executive Director to discuss the student's literacy skills, numeracy skill, relevant learning skills, and potential consequences of their current skill levels to their educational experience. In extreme cases where skill levels contrast the grade levels by three academic years or more in either direction, a Student Success Team will be recommended.

Following the above-mentioned documentation of all student reading and math levels, every eight weeks, schoolwide assessments measuring all core curriculum content will assess pertinent student achievements through the NWEA Map Assessments. The findings of these assessments will then inform the intervention, enrichment placement of the students in the schoolwide intervention and enrichment programs. The schoolwide intervention and enrichment programs will receive students on the bases of skill grade level rather than actual grade level. It will be an integrated program identified by the core content area and the prerequisite skills. The program will evolve with respect to its roster, every eight weeks. Eight weeks are deemed sufficient to effectively intervene and correct achievement gaps prior to their upsurge and expansion (Buffum, Mattos, & Webber, 2012), and prior to the student's acceptance of the said gap as a part of his or her academic identity.

The Pahrump Valley Academy's highly sophisticated online presence will enable all parents to regularly attend to their child's educational experience and updates thereto, at their convenience. For students who have been identified as needing the greatest measures of support either due to the requirement to close an achievement gap or due to having been charged with greater and extraordinary levels of knowledge inquiry than that of their actual grade level, the Executive Director will ensure that all stakeholders are regularly informed.



Based on their students' achievement rates, teachers at Pahrump Valley Academy will also regularly address their pedagogical practices in professional developments as means of identifying best practices and making alterations to those practices not producing optimum results. In particular, they will examine these practices in relation to those students who may be advancing at heightened speed or not advancing fast enough. One purpose of these examinations will be to identify not only what works, but what works when and for whom (Buffum, Mattos, & Webber, 2010).

If due progress that is both significant to the time allotted to the intervention and investment made by all is not produced, the stakeholders will be asked to gather for review of efforts and their relevant productivity. The stakeholders will vary from teams of student, parents, teachers and the Executive Director and a Student Success Team will be recommended.

Intervention and enrichment, at Pahrump Valley Academy is deemed to be the responsibility of a team and not an individual. Obstacles will be identified and assertively challenged. At every level, be it pertaining to a teacher, a staff member, or the school leadership, intervention is viewed as a necessary step in order to assist the team in taking the academy successful.

(4) Describe how you will identify the needs of all students. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model.

Initially, students' needs will be identified at enrollment. At this time Pahrump Valley Academy will subscribe to thorough and diligent reviews of all students' records. It will additionally encourage parent school communications and provide ample opportunity for parents to share with the school any and all concerns, including but not limited to students with disabilities, as well as, potential or suspected disabilities. The parents will be informed as part of the provided opportunity as to the many facets of programs to include language acquisition, 504 accommodations, special education or gifted programs.

In addition to the above mentioned method of collection of information pertinent to students' needs, beginning of the school year Star assessments will serve to determine individual students' academic skill levels. The progression of the students' literacy and numeracy portfolios will further enrich and update the information.

Meanwhile, the teachers at Pahrump Valley Academy will be asked to fill out screening forms that respond to the students' behavior, communication skills, psychomotor skills, vision, hearing, attitude toward learning, academic progress, as well as any concerns or comments expressed by the teacher, after the first eight weeks of the school and by the time of the first integrated intervention roster generation. These forms will continue to be available to the teachers, and they will be assisted and supported in their endeavors to regularly and continually serve the academy's students beyond their daily routines.

PVA is built on the Multi-Tier System of Supports ("MTSS") which encompasses a Response to Intervention ("RtI") program but goes beyond the student interventions. MTSS addresses academic as well as the social, emotional, and behavioral development of children from early childhood to graduation. It provides multiple levels of support for all learners (struggling through advanced). PVA aligns resources and support for students receiving instruction and for teachers and other support staff who are delivering the instruction. This model is an educational paradigm shift that ensures that overall school improvement is sustainable. PVA will provide continued support for teachers in delivering instruction, utilizing and developing effective curriculum, administering assessment, and using data to guide instruction. This process requires greater collaboration



between general education teachers, special education teachers and paraprofessionals which PVA will build into the daily schedule. The greatest difference is that MTSS at PVA will include a focus on intervention but has a stronger goal of prevention. The key is the professional development that is included for all staff which creates a more collaborative and cohesive culture for the betterment of students (Hurst, 2014).

PVA is also committed to monitoring the progress of academically low-performing students as part of prevention and interventions. As part of the MTSS, PVA will utilize RtI and monitor the progress of each academically low-performing student through the following processes:

Tier 1 – Foundational Program: a) all teachers instruct the standards on a daily basis; b) all student work aligns to standards; and c) all students are able to describe what they are learning and why, reflecting on their learning. Small group instruction and individualized differentiation are used at this level. Tier 1 occurs in the general education classroom and about 80% of students will fit into this tier.

Tier 2 – Strategic Intervention: Identified students will receive strategic intervention for 30 minutes within the instructional day in the areas of English and/or Mathematics in a small-group (5 or fewer students) setting. Through a small group setting, standard and concept specific lessons will be administered. Teachers will be able to observe and assess students, both formally and informally, and differentiate as needed. Strategic intervention allows students to practice and develop skills. On-going benchmark and progress monitoring will be used to adjust interventions. Tier 2 groupings are flexible and can be changed every eight weeks. The groupings' fluidity allows for students making progress to assess out of this tier, while other students can participate if warranted. About 17% of students will fit into this category.

Tier 3 – Intensive Intervention: Identified students will receive intensive intervention for at least 30 minutes within the instructional day in the areas of English and/or Mathematics in a very small-group (2 or 3 students or 1-on-1) setting. Intensive intervention allows students to receive explicit instruction and focus on only one skill until proficient and prepared to move on. Highly flexible grouping will allow teachers to reorganize students, including multi-age grouping when appropriate. About 3% of students will fall into this category.

Student progress will be monitored on an ongoing basis through a combination of teacher's observation, checklists, classroom assessments, intervention assessments and benchmark assessments to determine the effectiveness of interventions. Student progress will be communicated to the parent every eight weeks. If after the intervention session, the strategies in place are deemed unsuccessful, the student may repeat an intervention or move up a Tier. If the student is not making adequate progress at Tier 3, he or she will be referred to the SST process if they have not been previously referred. If the student has already participated in an SST, and progress is still not being made, assessments to determine special education needs may be requested.

(5) 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. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

Pahrump Valley Academy will offer a cognitive abilities scale designed to measure the student's reasoning and problem solving skills, with the highest levels of reliability and validity that is age appropriate to the academy's student body, twice a year. Students may be referred for the said tests by their parents, teachers, as well as, the academy's Executive Director. Testing will be



administered, and rated according to the highest relevant compliances. Upon having been found a student eligible for specific support services, the student's parents will be notified and informed. They will be informed as to the nature of normed tests and the particular normed test used as a scale for their child's cognitive abilities, its results and what it means to the student's educational experience, as well as, all pertinent options open to them.

The above referenced information will then be documented in a Differentiated Educational Plan, outlining the student's particular strengths and plans for its enrichment. As each, Differentiated Educational Plan will vary from one another, it is upon their documentation that the school together with all other stakeholders will proceed to enact the plan and see to the provision of the required relevant services. These plans will regularly be reviewed for required alterations. If deemed helpful, a student success team will be proposed to further support the student.

To differentiate the learning of these intellectually gifted students, assignments and projects will require deeper levels of thinking. PVA does not believe in giving more work to gifted students, but rather change what information students are learning (content), how they're learning it (process), and how they show the learning (product). Class assignments can be modified to include opportunities to identify specific areas of interest, various methods to display knowledge such as projects, art installations, movies, blogs, and presentations. Gifted students that have already mastered current classroom content can devote time to displaying knowledge in various ways, including the aforementioned ways.

Gifted students will meet with the classroom teacher in small groups, much like the other flexible grouping of students, depending on area of need. It is a myth to think that gifted students need any less supervision or support as other students. Classroom support staff will work collaboratively with teachers and gifted students in ensuring that the students have the supports and guidance needed to be successful. Much like the methods used to determine intervention support needs, teachers, paraprofessionals and other support staff will meet to create an effective system of support for gifted students. Additional professional development focusing on the classroom needs for high achieving students will be provided and focus on instructional strategies to deepen knowledge and understanding.

(6) Describe enrichment opportunities that will be available to students performing at or above grade level as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.

Students who have demonstrated literacy skill levels above their grade levels, will naturally advance to the grade level literacy skill building that presents a challenge to them, while not too far out of their reach, through their literacy profiles that are individualized and based on their AR/AM levels. Additionally, students that have demonstrated academic performance beyond their grade levels will benefit from an integrated period every day, when they will attend classes with students at their skill grade levels rather than their actual grade levels. To this end, the entire school will attend the intervention or enrichment period at the same time. Every eight weeks there will be an opportunity to adjust the enrichment period of every student, as every eight weeks new integrated enrichment rosters are generated schoolwide, as informed by, and based on a relevant assessment.

During this dedicated time of the school day, students performing at or above grade level will participate in skill based activities that will allow them to explore their innate abilities and be challenged in their pursuit of academic advancement. Students will be given the opportunity to identify an area of interest that they would like to explore. Activities such as debate, movie making,



book clubs, and small group discussions will allow students to deepen their knowledge and expand their curiosity while pursuing an area of interest and engaging them academically.

Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards

Students at Pahrump Valley Academy will be promoted based on their academic performance, their grades in every school subject, NWEA Benchmarks, AR and AM levels, as well as, any other academic data available to the academy. Students are first identified through the sum of all of the aforementioned data, as available to the school as in danger of failing. At the stage of identification as in danger of failing, their parents are notified and extensive measures, including but not limited to SST formations and recommended interventions are taken. Pahrump Valley Academy will diligently adhere to, and comply with every state and federal law as relevant to the promotion and retention of its students.

PROGRAMS OF DISTANCE EDUCATION (Distance Education Applicants Only)

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) 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, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- (3) Describe how the school will ensure students participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

PVA will not be providing a program of Distance Education; therefore, a response to this section is not applicable.

PRE-KINDERGARTEN PROGRAMS

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. NDE approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a sub-recipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants may review resources available at http://www.doe.nv.gov/Early_Learning_Development/. For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.



- (1) Identify whether the school plans to offer pre-kindergarten in the first year of operation or any subsequent year of the charter term.
- (2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.
- (3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.
- (4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

PVA will not be providing Pre-Kindergarten program; therefore, a response to this section is not applicable.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS (High School Applicants Only)

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For applicants who do not propose to operate a high school program during the initial charter term, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Explain how the school will meet state 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.
- (2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).
- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

PVA will not be providing a High School program; therefore, a response to this section is not applicable.

DRIVING FOR RESULTS

The SPCSA will evaluate the performance of every charter school annually, and for renewal, replication, and replacement (restart or reconstitution) purposes 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 Framework, the Nevada School Performance Framework adopted by the Nevada Department of Education, and applicable law and regulation. The academic performance standards consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations



and state law and regulation and SPCSA policies, including fulfillment of the governing board's fiduciary obligations related to sound governance.

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

(1) Describe the mission-specific academic goals and targets that the school will have. 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 clearly measurable annual performance and growth goals that the school will set in order to meet or exceed SPCSA expectations for the Charter School Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education. You may add or delete rows as needed. Also:

- (a) Describe your presumed baseline and explain how it was set.
- (b) Articulate how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, and the entire school – throughout the school year, at the end of the academic year, and for the first three years of operation.

Goal	Evaluation Tool and Frequency	Baseline	2020-21	2021-22	2022-23
At least 61% of PVA students will score as having met or exceeded standard mastery on the ELA SBAC and 41% on the MATH SBAC	SBAC	Baseline (using Nye CSD's scores) 41% in ELA and 30% in Math	PVA students will increase ELA and MATH SBAC scores by 3% over baseline	PVA students will increase ELA and MATH SBAC scores by 5% over baseline	PVA students will increase ELA and MATH SBAC scores by 8% over baseline
At least 50% of PVA students that are identified as ELL or FRLP will score as having met or exceeded standard mastery on the ELA SBAC and 40% on the MATH SBAC	SBAC	Baseline (as determined by Nye CSD scores): 41% in ELA and 30% in Math.	PVA students identified as ELL, or FRLP or will increase ELA and MATH SBAC scores by 2% over baseline	PVA students identified as ELL or FRLP, will increase ELA and MATH SBAC scores by 4% over baseline	PVA students identified as ELL or FRLP will increase ELA and MATH SBAC scores by 6% over baseline
At least 15% of PVA students with disabilities will score	SBAC	Baseline (as determined by Nye CSD	PVA students with	PVA students with	PVA students with



as having met or exceeded standards on the ELA SBAC and 10% on the Math SBAC		data): 7.8% in ELA and 2% in Math	disabilities will increase ELA and Math SBAC scores by 2% over baseline	disabilities will increase ELA and Math SBAC scores by 4% over baseline	disabilities will increase ELA and Math SBAC scores by 6% over baseline
At least 65% of PVA students will score as having met or exceeded standard mastery on the ELA NWEA and on the MATH NWEA	NWEA	Baseline (as determined by NWEA scores): 38.6% in ELA and 33.9% in Math	PVA students will increase ELA and Math NWEA scores by 3% over baseline	PVA students will increase ELA and Math NWEA scores by 5% over baseline	PVA students will increase ELA and Math NWEA scores by 8% over baseline

Academic progress will be measured annually through state tests, NWEA assessments, and unit exams as prescribed by adopted curriculum. Once initial assessments are given, baselines will be established and appropriate growth goals will be set. SBAC scores will be determined by test scores, and Nye County scores will be used as baseline until SBAC scores are released. Data will be collected for all students, and aggregated by subgroups and grade levels.

NWEA data will be collected three times a year, and growth will be tracked and compared by the time of year collected, as well as annually. Data will be aggregated by cohort as well, which will allow for tracking of individual student growth and overall growth as students progress through grade levels.

(3) 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 and describe how they 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 will know that your proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school's curriculum, performance goals for the school and the SPCSA, and state standards.

(c) Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide and classroom level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

(d) Articulate how interim assessments will be used to inform instruction. How will teachers and school leaders be trained in their use?

(e) Regardless of grade levels served, new charter schools will not receive an NSPF or CSPF rating until after the completion of their first full year. Therefore, in the table below, identify specific interim performance goals and assessments that you will use to confirm that the school is on-track



to meet ambitious academic goals throughout the school's first year with students. You may add or delete rows as needed.

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students will increase BL points by 2 annually according to Accelerated Reader.	Star assessments-Accelerated Reader	Students will increase an average of 0.2 BL points/month regularly throughout the school year.	Students will increase an average of 0.2 BL points/month regularly throughout the school year.	Students will increase an average of 0.2 BL points/month regularly throughout the school year.	Students will increase an average of 0.2 BL points/month regularly throughout the school year.
Students with disabilities will increase an average of 1.0 BL points/year as assessed by Accelerated Reader.	Star assessments-Accelerated Reader	Students with disabilities will increase an average of 0.1 BL points/month regularly throughout the school year.	Students with disabilities will increase an average of 0.1 BL points/month regularly throughout the school year.	Students with disabilities will increase an average of 0.1 BL points/month regularly throughout the school year.	Students with disabilities will increase an average of 0.1 BL points/month regularly throughout the school year.
Students will increase progress towards proficiency or above on the NWEA so that by the end of the school year, at least 65% will have scored at or above average.	NWEA benchmarks assessments	Beginning benchmark score will be established	At least 80% of students will increase their progress towards standard proficiency	Progress will be reviewed to determine additional needed resources	Third NWEA benchmark will be administered to determine the percent of students at or above standard proficiency
Students will increase BL points by 2 annually according to Accelerated Math.	Star assessments-Accelerated Math	Students will increase an average of 0.2 BL points/month regularly throughout the school year.	Students will increase an average of 0.2 BL points/month regularly throughout the school year.	Students will increase an average of 0.2 BL points/month regularly throughout the school year.	Students will increase an average of 0.2 BL points/month regularly throughout the school year.



Goals to help ensure academic achievement is included in both tables referenced above.

In addition to SBAC scores, data gathered from NWEA and Accelerated Reader and Math assessments will be used to track growth and determine if additional interventions are needed. Teachers will be supported throughout assessments by way of targeted professional development focusing on administering of above mentioned assessments. Professional development will focus on administering of assessments and analyzing the data. Additionally, teachers will meet to aggregate data and interpret results. Administration will assist in this by facilitating data aggregation, interpreting of data, and analyzing results.

Assessment results should align with progress being seen in classrooms. Accelerated Reader and Accelerated Math will both be used in classrooms, therefore the assessments using AR and AM should reflect lessons. Other ways to determine validity will be to compare assessed reading levels with books read by students. The leveled books should align with assessment results. Interim assessments align with the school's curriculum because many of the assessments are embedded in the actual curriculum. The interim data collected should match the material that has been covered if pacing plans are to be followed.

If data is showing that the growth being made is not on track with the progress needed to reach annual goals, administration and teachers will meet to create an action plan. This plan will include specific interventions such as small group instruction, targeted skill instruction, and leveled grouping. Monitoring will be reduced from monthly to weekly, and teachers will work with support staff to provide lessons for individual students that are not making adequate progress. Additionally, administration will review programmatic structure and identify strengths and weaknesses of the program, and where there is room for improvement. If the program continues to fall short of expectations, personnel review will also take place to ensure that qualified people are in the right positions or if there needs to be movement in staffing. Progress monitoring will also be implemented more often, allowing teachers to compare work by grade level, which can help identify possible learning challenges faced by some students.

Interim data will direct instruction by highlighting concepts and content that needs to be re-taught or re-examined, as well as showing which concepts have been mastered and can allow for classes to move on at a faster pace. It will also direct instruction by providing data that will allow for leveled grouping for either intervention or enrichment.

(4) Describe the process for collecting and storing data, including the information system(s) used, including the state-mandated Infinite Campus student information system.

Pahrump Valley Academy will utilize the infinite campus, as mandated by the state, for the purposes of the student management system. Teachers will be mandated to enter 2 grades per week/core subject for each student into infinite campus, as well as, comments pertaining to student behavior. Administration will be mandated to regularly review the documentation of grades within infinite campus.

AT-RISK STUDENTS AND SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2016-17 school year, the State of Nevada switched to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored



charter schools moving from a defined continuum of service to a broader continuum of services. All applicants submitting proposals to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

The SPCSA operates under the following principles with regards to special populations of students:

- 1. SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.*

SPCSA schools are to ensure streamlined access for all students requiring special programs.

SPCSA schools develop programs to support the needs of their students.

SPCSA schools do not counsel or kick any students out.

SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.

If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.

SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.

At-Risk Students

- (1) How do you define “at-risk” students? What are the methods for identifying at-risk students through academic and behavioral processes?**

Pahrump Valley Academy will define an at risk student as a student in danger of not realizing academic success. Preliminary identification of at risk students will be instigated and completed at the time of the student's enrolment at the academy by means of thorough review of the student's records. Star test, as rolled out at the beginning of every school year and periodically thereafter, will additionally contribute to the data helping to determine students who are at risk of not achieving academic success due to reading and/or calculating below their grade levels. Teachers will also continuously contribute to the information provided in order to further inform as to the potential of and required needs/gifts of students as pertaining to their academic successes. Meanwhile, faculty and administrative staff of the Pahrump Valley Academy will regularly communicate with student homes to learn of specific factors in the home that can/might contribute to the student becoming at risk of academic success.

- (2) Describe your RTI model in detail, including the interventions and the anticipated proportion of the student body served at each tier level.**

The first tier will consist of learners who have only begun to fall behind in their literacy skills. These students will be settled in their literacy skills portfolios with agreed upon deadlines for progressive advancement through their literacy skills. As long as the agreed upon deadlines are met, the students are allowed to progress on their own, with their eyes on the prize of catching up with their grade levels and eventually exceeding it, in order to qualify for enrichment measures. About 80% of all students should fall in the Tier 1 range.

The second tier will consist of learners who are more than a full grade level behind in their literacy skills. These students will practice every measure practiced by the tier one; and they will be given additional instruction relevant to the literacy skills they lack. Student Success Teams will be proposed for the students in this tier as an option, but not necessarily mandated. Students are encouraged to proceed to take advantage of every measure of intervention provided by the



academy with their eyes on the prize of catching up with their grade levels and eventually exceeding it, in order to qualify for enrichment measures. Tier 2 will consist of about 17% of the general education students.

The third tier will consist of learners who are more than two full grade levels behind in their literacy skills. These students will practice every measure practiced by the tier two students; as well as, the additional instruction relevant to the literacy skills they lack which is likely to be more than the skills lacking by students in tier two. Student Success Teams will be proposed, required, and formed for the students in this tier. Additional requirements as relevant to interventions will be proposed and decided upon, by the students' success teams on individual student and team bases. Students are encouraged to proceed to take advantage of every measure of intervention provided by the academy with their eyes on the prize of catching up with their grade levels and eventually exceeding it, in order to qualify for enrichment measures. On average, about 3% of general education students fall in this range.

The numbers of students in tiers requiring more aggressive interventions is expected to decrease over time. The numbers of students requiring enrichment is expected to increase, over time.

(3) What interventions will be offered for students exhibiting early signs of behavioral concerns? How will individual behavior plans for students be implemented and monitored?

In order to maximize the safe learning energy of any culture, as founded in academia, actions that can develop into behaviors presenting behavioral concerns must be addressed at the action level. Pahrump Valley Academy will commit the first two weeks of school, at classroom and schoolwide levels, to the establishment of those rules on the enforcement of which the academy maintains a zero-tolerance policy. The said rules are grounded in the values of REACH.

The Academy will adhere to the REACH values:

- R-Respect
 - ❖ Positive, Polite and Proper carriage of self and of self-image
 - ❖ Positive, Polite and Proper interactions with all adults/peers/others
 - ❖ Positive, Polite and Proper interactions with environment
- E-Enthusiasm
 - ❖ Seek and Develop Passion(s)
 - ❖ Apply Passion to every teaching and learning opportunity
 - ❖ Apply Passion to a variety of academic and social pursuits, initiated in and pursued beyond the core classrooms
 - ❖ Explore opportunities for Passionate Leadership
- A-Achievement
 - ❖ Meet and Exceed the Nevada Learning Standards
 - ❖ Express and Present all ideas and discourse with Linguistic Mastery, Sophistication and Eloquence
- C-Citizenship
 - ❖ Demonstrate constant and progressive Character Development through the *7 Habits of Highly Effective Teens*
 - ❖ Demonstrate knowledge of and esteem for Federal and State Laws and School Rules



- H-Hard Work
 - ❖ Develop and Implement Academic, Social and Personal Long-Term and Short-Term Goals and Action-Plans
 - ❖ Develop and Implement Organizational Skills to achieve Long-Term and Short-Term goals

Special Education

(1) **Track Record:** Please explain the extent to which one or more members of the founding school team (e.g., founding board, instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.

The Executive Director of the Pahrump Valley Academy is pursuing a Doctorate of Education in the field of Instruction and Cognition, with research specialty in Raising Reading Grade Levels in Accelerated Time, within a mainstreamed population of general and special educations pulled from a greater high needs' populace. She is an experienced classroom teacher with experience that spans from South Central Los Angeles middle schools and high schools, to East Los Angeles middle school literacy intervention (Literacy for Success: integrated classes of 7th and 8th graders, mainstreamed from general and special education, who read between 1st and 5th grades with extreme behavior problems), to teaching high needs Las Vegas schools and even designing curriculum and teaching the given curriculum in the Las Vegas corrections facilities. She has participated in many IEP meetings, and assisted in establishing goals for special education students' individualized educational plans.

The principal of PVA comes with an expansive scope and breadth of knowledge and experience in the area of Special Education. He holds multiple Nevada licenses in Education which include: Special Education Specialist License, Elementary Education License, Licenses to teach Secondary Health Education, Secondary Business Management, and Political Science, and K-12 School Administrator License. In addition, the academy's Executive Director has first-hand personal experience in addressing and accommodating academic success in view of a disability. Having spent part of her own high school journey in a hospital bed and having had to be accommodated with long distance instruction at a time when on-line education did not exist, she is committed to seeing the PVA students with special needs succeed in meeting all of their IEP goals. PVA realizes that all learners do not achieve at the same cognitive measures or by the same cognitive means. PVA is committed to meeting the needs of all learners, as per their individual learning needs.

The President of the Board of directors of the Pahrump Valley Academy was a member of another founding charter school who by being present at the inception of the school has been able to address the community's both required and privied to address various populace and curriculum needs, included but not limited to special education needs.

(2) **Identification:** How will the school identify students in need of additional supports or services?

- (a) (Elementary Schools Only) How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (TK, K, 1, or 2) for appropriate services?



Pahrump Valley Academy will ask every parent, at enrollment, whether the student has received special education services in the previous school. Upon being given a positive answer, the academy will request the student's records for a thorough review and in order to provide the required services. Additionally, the academy will require all teachers to fill out a comprehensive questionnaire answering questions and documenting concerns they may have developed upon observing the students in class performance.

(b) (Middle and High Schools) How will the school identify and serve students who require special education services and develop transition plans?

Pahrump Valley Academy will follow the aforementioned process of identification used with the elementary school. Students with Disabilities are entitled to a plan that facilitates the smooth transition from special education programs in five levels: infant to preschool, preschool to elementary school, elementary/middle school to high school, and high school to the world of work or post-secondary education. The focus of transition is to ensure that the plan should be based on the student's interests and preferences; activities in the plan should develop the student's academic, social, and employability competencies; the plan should include interagency collaboration with all stakeholders; the families should be involved in the plan and the parents are equal partners on the IEP team; and the plan will include a range of options that support meaningful connections to the school, workplace and community.

(c) (All Schools) How will the school handle over-identification of students as 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?

Pahrump Valley Academy believes that students with disabilities should have the continuity of age appropriate and developmentally appropriate peers that are equivalent to those of non-disabled peers to the extent possible. PVA will regularly provide intervention and enrichment to all students which will be facilitated through accelerated reader and accelerated math programs, as provided by Renaissance Learning. PVA will monitor the growth of every student every eight weeks and update the rosters for intervention or enrichment. This proactive use to monitor the Response to Intervention model will ensure every student receives the help they need when they need it and will prevent the over-identification of students as having a disability. This process of RtI in addition to special education services and record keeping will determine if a student has been incorrectly identified as having a disability in the past. If a student with a disability is making progress in the general education setting and has met the IEP goals before the annual IEP, the process will be to request a triennial assessment early to determine through assessment results if the student no longer qualifies for special education services. The IEP team will meet to discuss the results of the assessments and will develop a transition plan to remove the special education services and allow the support to be replaced if needed through the RtI model at the school. This may include monthly collaboration meetings for three months, weekly check-in with the specialized academic instructor and/or weekly progress checks to ensure the student is academically successful.

(3) Continuum of Services: How will the operator provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served.



Pahrump Valley Academy will support all students with disabilities, including students with severe intellectual, learning, and/or emotional disabilities. PVA will provide designated services to students with disabilities based on their IEP through an on-site staff member who holds the appropriate credential or by an outsourced educational service provider. Students will be offered a full-continuum of services in the least restrictive environment based on his/her progress toward meeting his/her IEP goals. PVA is committed to serving all students regardless of their eligibilities, the services required, and will follow the IEP by providing all services required based on individual student need. Special education services will be provided during the instructional day and will address the student's specific IEP goals. Every general education teacher will be provided with a confidential copy of students' IEP only for students they teach. The special educators, general educators and service providers (as possible) will work collaboratively in regular meetings to discuss successes and challenges for individual students. Students will be provided with their accommodations or modifications as described in his/her IEP by his/her general education teacher in collaboration with his/her special education teacher. Further, the special education paraprofessionals will support SWD in the general education classroom. During core instruction, general education teachers, special education teachers, and paraprofessionals will assist students with disabilities in the general education classroom to access the material, provide supports identified in his/her IEP to include accommodations and modifications, and work on the student's specific IEP goals. In addition, students will be supported with further mentorship from general educators, special education teachers, and paraprofessionals that addresses both academic and social skills. Classroom space will be set aside for special education teachers to provide services including addressing the needs of students with low incidence disabilities as necessary. Those services requiring individual therapy like speech, counseling, occupational therapy and evaluation will occur in a private, child-friendly office.

(4) **General Education Collaboration/Access:** 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?

General education and special education teachers will collaborate to mutually inform the academy's administration, as to the professional development needs of their departments, in particular as to the means in which they can assist or seek assistance from each other. Additionally, the Pahrump Valley Academy will in its first year of operation form a literacy cadre which will be charged with ascertaining and determining the academy's professional development needs. This cadre will be served by both members of the special and general education departments. In the same first year, the Pahrump Valley Academy will move to form a leadership cadre which will also be served by members from both general and special education departments.

(5) **Staffing:** How will you ensure qualified staffing to meet the needs of students with disabilities? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which may qualify for licensure flexibility in other subject areas.

Pahrump Valley Academy will recruit qualified special education staff applicants by means of social media, including but not limited to the school's website, as well as, through job fairs. Additionally, the academy will endeavor to form collaborative relations with colleges and universities in the vicinity. Presently, the academy is exploring a collaborative model with the local community college with a four year education program, entailing the academy providing paid internships to qualified candidates from the college and its school of education. These internships are to provide a forum for auditions for potential future staff and faculty.



Meanwhile, Pahrump Valley Academy will heavily invest in provision of the best professional development and a work environment that is both supportive and nurturing of the employed professionals, in order to be able to confidently attract referrals from the academy's existing employees and other stakeholders, alike.

(6) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities?

At the onset of every school year, Pahrump Valley Academy intends to provide a 3-day professional development session. The first day of the said session will consist of training on various schoolwide relevant subjects among which are Child Find, Student Success Teams, relevant classroom intervention measures, and special education in its purpose and function. The second day will consist of grade level planning meetings. The academy's special education teacher(s) will be at hand, circulating the given meetings to answer relevant questions and provide comments and insights enriching the planning activities.

Moreover, the administrative staff of the Pahrump Valley Academy will on daily bases walk the school hallways and visit classrooms. The administrative staff will make informal observations meant to inform the future professional developments of the academy and meet the unique growth needs of the individual classroom instructors. Among these needs are the ability of the teachers to meet the unique needs of their special education students.

(7) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.

Pahrump Valley Academy will provide comprehensive training for all its staff and employees on the rights of the special education students, under IDEA. In addition to the said training, an advocate will throughout the year supervise the special education students' educational experience with attention to the IEP requirements of the said student. The student will always be able to seek advice from the advocate with attention to difficult circumstances where disciplinary actions and proceedings may be of concern. The advocate, with attention to the IEP of the student, will advise all involved whether the IEP/special needs of the student resulted in the behavior leading to the call for disciplinary actions and proceedings or not. School administration will supervise.

(8) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel? Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with disabilities?

Special education teacher(s) will oversee the progress of special education students with attention to the given students' IEPs, and IEP goals. The IEPs are then reviewed periodically; they are revised, enriched, and otherwise altered as needed to best suit the student's new needs. They are also annually reviewed by the academy, at which time the appropriate paperwork will be completed by the special education teacher and turned into the site coordinator. The special education teacher(s) will additionally be informed by the general education teachers charged with any aspects of the student's education of cares and concerns as might have come to the attention of the general education teacher in the course of pedagogy.



(9) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.

PVA will not be providing a program of Distance Education; therefore, a response to this section is not applicable.

English Language Learners

(1) Identification: What methods will you employ to identify English Language Learners? How will you work to avoid misidentification?

Pahrump Valley Academy, upon enrollment of new students, will thoroughly and diligently investigate the students' home languages, as well as, their proficiency in English. The academy will utilize W-APT as primary assessment mean to determine the English proficiency level of the student. Additionally, the registrar will be responsible for comparing incoming student records with those in Infinite Campus to ensure proper identification.

(2) Placement: How will the results of the W-APT assessment and other identification and program placement decisions be communicated to staff and parents?

Pahrump Valley Academy's administrative staff will assume responsibility for informing their respective faculty and the respective parents of ELL identified students' levels of English proficiency with explanations of the given levels and how they stand to affect educational needs of the students. The academy will also consider the addition of a TESOL certified ELL coordinator as required to meet needs, according to the growth of the academy and its needs. The results will also be used to help create flexible groupings for classwork and intervention strategies.

(3) Staffing: How will you ensure qualified staffing to meet the needs of ELL students? What staff will be responsible for administering the W-APT or the WIDA MODEL to new students? What staff will be accountable for ongoing monitoring of the performance of ELL students? Note: Nevada law requires licensure (TESL endorsement) for the primary teacher providing ELL services in pull-out and inclusive environments at all charter schools.

Pahrump Valley Academy will include in its professional development needs the meeting of the need to TESOL certify all teachers hired at the academy's founding year. These teachers, upon their TESOL certification, will prepare to advise their grade levels as to the ELL needs of the pertinent grade level. This investment in the enriched licensing of the teachers at the academy will reflect on the academy's belief in investing in its teachers and further providing opportunities for them to discover leadership niches suited to their personalities and abilities, within the academy, as well as, within the greater industry of education.

(4) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of ELL students?

Pahrump Valley Academy's Executive Director is bilingual with English being her second language. Professional development opportunities, both internal and external will be provided to staff. Tools and resources available through the Nevada Department of Education will be utilized to increase the knowledge of PVA's staff. Workshops and sessions sponsored by the Latino Family Literacy



Project will be presented and provided to staff and families to cement the collaborative nature needed to support our English Language Learners.

(5) Curriculum and Instruction: 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?

Instruction to the ELL designated students will take place in mainstream general education classrooms. There will be clear and concise explanations of the learning standards for the day, relevant objectives and essential questions according to WIDA requirements. There will also be written guidelines and study notes for students to access after class. Regular and frequent checking for understanding will be conducted, and missed material will be re-explained in simple language utilizing varied terms and vocabulary each time. Cultural references will tie instruction to a multitude of cultural experiences during the pre-teach phase of every lesson, which will follow the sharing of the standards, objectives, and essential questions immediately.

Both myView and myPerspectives provide extended support for EL students through an ELD Companion. Section summaries are provided in both English and Spanish. Additionally, an audio component is provided for many of the lessons and instruction can be a combination of independent, self-paced, and teacher led. Interactive readers are provided in 9 different levels, all created to increase reading performance. These programs also include a digital library of over 3000 texts, available for various reading levels. Regardless of native language, the library has books in over 46 languages.

In addition to the curriculum, strategies such as sentence frames, scaffolding, modeling, the use of realia, and think-pair-share will be used to help with the development of reading, writing, and speaking skills.

(6) Monitoring: What plans are in place for monitoring and evaluating the progress and success of ELL students, including the process for exiting students from ELL services as needed?

Daily progress evaluations occur at the classroom level, classroom teachers discuss and reflect on these evaluations' findings schoolwide, in meetings. When students are deemed ready to exit the ELL classification, a member of the administrative staff will be engaged along with the students' parents. The students' proficiency level in language arts along with the students' literacy skills together will be considered and a mutual decision will finally be guided by the pertinent assessment.

To help determine readiness, scores from interim assessments such as Accelerated Reader and NWEA will be reviewed to identify areas of significant growth or areas of need. If it has been determined that a specific student is ready for reclassification, a notice is given to the parents or guardians for their input. If all parties agree that reclassification is what is best for the student, then the student will be exited out of the program. After the student is reclassified, the ELD coordinator will continue to monitor the student's progress to determine if support is still needed and to ensure that the student is successful in a non-ELD program. If concerns arise, a team of classroom teachers, support staff, student, and parents will meet to determine necessary next steps so that student continues to grow academically.

(7) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of ELLs?

The Pahrump Valley Academy will host monthly parenting for success trainings in which various needs, including but not limited to development and re-evaluation of students' abilities and skills.



The academy will also host cultural events with the purpose of exposing the entirety of the academy's family to cultural and language as phenomena.

Meanwhile, daily progress of the students will be shared with the parents on a monthly basis. In these communications, recommendations are made for family activities, even television shows that families can watch together with attention to their spoken English levels.

Partnering with organizations such as the Latino Family Literacy Project will also give families the opportunity to participate in off campus events that will have a positive impact on the child's academic achievement.

(8) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to ELLs. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.

PVA will not be providing a program of Distance Education; therefore, a response to this section is not applicable.

Homeless/Migrant Services

(1) Identification: What methods will you employ to identify families who qualify for homeless and/or migrant services? How will you work to avoid misidentification?

First and foremost, the Pahrump Valley Academy will adhere to its responsibility to educate and inform its community, including in reference to the McKinney Vento Homeless Assistance Act of 1987, and potential aides available to the qualified individuals/families, along with relevant contact information. The aforementioned will be accomplished through posters, as well as, through the school website and through periodic announcements during parent meetings and events.

Additionally, the academy upon enrollment of new students, will thoroughly and diligently investigate the students' families potential needs/qualifications for assistance. Questionnaires will enquire as to such matters as potential foster care circumstances and fixed and sufficient home availability. Along the said lines, there will also be training provided to all faculty and staff of the academy relevant to their compliant duties and the McKinney Vento Homeless Assistance Act of 1987.

(2) Meeting the Need: How will you ensure that identified families receive the required services within the mandated timeframe?

One non-licensed staff member will be designated and assigned to address matters pertaining to McKinney Vento Homeless Assistance Act of 1987, at the academy. This staff member will report to the academy's Executive Directors on identifications and modes of addressing the meeting of the said needs of the identified students and families. The academy's Executive Directors has over 10 years of experience working with homeless and migrant populations in both Los Angeles and Southern Nevada, as well as, strong ties to others with similar missions of serving the marginalized in communities.

(3) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students who qualify for homeless and/or



migrant services. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.

PVA will not be providing a program of Distance Education; therefore, a response to this section is not applicable.

SCHOOL STRUCTURE: 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.

Cultures are promoted through passionate belief of their members in the given culture's tenets, and inspired engagement of their members in the practice of the given culture's tenets. The core of the culture of the Pahrump Valley Academy is mirrored in its Mission and Vision. PVA's culture is centered around creating and sustaining an environment committed to academic achievement and excellence, respectful to all committed to the pursuit of knowledge, and dedicated to a path of college or career success.

PVA is committed to providing a rigorous and enriching educational program that will contribute to the climate of academic excellence and high achievement. Positive emphasis will be placed on attendance, behavior, and other factors outside of the academic arena that have significant impact on one's educational experience and success. Through a system of positive recognition, behavior support, and modeling, staff and students will strive to meet expectations by creating a learning climate that places importance on high achievement.

The faculty and staff of the academy, will be provided with opportunities for advancement in their fields along with the opportunity to explore and discover their personal niches in, and connections to the ideal of education. They will also be required to join at least one academic/professional association that can aid further their academic careers. After four years, all teachers and staff will be asked to review their careers at the academy with the academy's administration and explore their particular area in which they wish to nurture their skills, become authorities. By having teachers continuously work towards personal and professional growth, students will see and understand the importance of a growth mindset with regards to academic success and personal success.

The intention of the academy is to create a positive school culture of passion and zeal for academia through engaged adults and committed students. The academy will also take advantage of its charter nature to promote fun-filled activities that apply learned material to real-life projects and as such shed light on the relevant value and usefulness of education.

(2) During the incubation year, how will you incorporate parent and community input into the plan for developing a positive school culture?

The Pahrump Valley Academy will maintain an open door policy by its administrative staff that will invite parents and community to share with the leadership of the academy, their opinions and comments. It will share with the given community, its hopes for education and for education as it pertains to the community and encourage their pertinent comments. It will also use various events, as well as, mass media in order to open the dialogue on education and the manner it can best serve the community.



(3) 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 enculturating students who enter the school mid-year.

The implementation of this culture was started the day, the academy's founder set forth to apply for a charter as authorized by the Nevada State Public Charter School Authority, in order to serve the great cause of education that is her life's passion. It will continue, naturally, through staffing practices. Faculty and staff of the academy will be hired based on both their potential to enrich the academy through their educational skills and content expertise, as well as, their ability enrich any academic environment by means of their zeal and excitement for learning, teaching, exploration, and discovery. Events such as celebrating favorite Nobel Prize winners, bringing favorite fictional and non-fictional academic geniuses, heroes, and leaders, great contributors to academia, and field trips to local colleges and universities will be designed to further promote a culture of academia as the great sought after culture.

(4) Discuss your approach to reinforcing positive student behavior and ensuring that all students remain on track to achieve the academic and social objectives set out in the mission of your school.

The Pahrump Valley Academy will, in accordance with its vision and mission of promoting life-long independent learners, focus above all on developing students' connections to their intrinsically as opposed to extrinsically driven motivations. To this end, the academy will set very clear and concise expectations for behaviors founded in an equally clear and concise value system. The students' best behavioral practices will be recognized regularly, and students will have opportunities for assumption of new and greater responsibilities within the academy's community as founded in their best behavioral patterns and practices. There will also be a quarterly recognition of those students who have repeatedly demonstrated best behavioral practices and patterns. These recognitions will take place before the students' parents, families, and invited guests, and will entail words of praise spoken about the students along with the academy's hopes for and faith in them.

(5) Describe how the school plans to align staff and students around high expectations for student behavior.

High expectations begin with the clear and concise acknowledgement of the said expectations. To this end, the Pahrump Valley Academy will maintain clear guidelines on its expectations of its administrative, faculty and support staff, as well as, its students. The academy will maintain a zero-tolerance policy on promoting the values of REACH.

- R-Respect
 - Positive, Polite and Proper carriage of self and of self-image
 - Positive, Polite and Proper interactions with all adults/peers/others
 - Positive, Polite and Proper interactions with environment
- E-Enthusiasm
 - Seek and Develop Passion(s)
 - Apply Passion to every teaching and learning opportunity
 - Apply Passion to a variety of academic and social pursuits, initiated in and pursued beyond the core classrooms



- Explore opportunities for Passionate Leadership
- A-Achievement
 - Meet and Exceed the Nevada Learning Standards
 - Express and Present all ideas and discourse with Linguistic Mastery, Sophistication and Eloquence
- C-Citizenship
 - Demonstrate constant and progressive Character Development through the *7 Habits of Highly Effective Teens*
 - Demonstrate knowledge of and esteem for Federal and State Laws and School Rules
- H-Hard Work
 - Develop and Implement Academic, Social and Personal Long-Term and Short-Term Goals and Action-Plans
 - Develop and Implement Organizational Skills to achieve Long-Term and Short-Term goals

The Pahrump Valley Academy, upon enrollment of new students will also require that all parents sign papers as to their having been provided with student/parent handbooks that outline all policies and guidelines as promoted and enforced by the Pahrump Valley Academy. The said handbooks will be provided to the parents/legal guardians of students upon their enrollment at the academy. The academy will additionally reflect its expectations in its physical setting, as well as, its online presence through present and lucid postings.

(6) Please describe how you will measure school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school's success in creating a positive culture.

The Pahrump Valley Academy will hold as its cultural scale, the feedback of its stakeholders, among whom are the academy's governing board. The board will be invited to come on campus without prior coordination, speak with the academy's administrative, faculty, and support staff individually and in groups. They will be invited to walk through the campus and its classrooms, speak with students and parents, if on campus.

(7) Describe the school's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods. How will you measure the success of your social and emotional remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents and invest them in supports?

The academy will provide a safe and nurturing environment for students in which to grow, both academically, as well as, emotionally and socially. IT will provide in its adult population role models to further the said nurturing. As the Pahrump Valley Academy grows, it will also add layers of counselors and career advisors to its staff in order to still further accommodate the emotional and societal growth needs of the academy's students.

Meanwhile, seminars in the seven habits of successful teens will provide a forum for the students to purposefully direct their own growths with awareness.



SCHOOL STRUCTURE: STUDENT DISCIPLINE

(1) Describe the school's discipline policy. Discuss the practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.

Pahrump Valley Academy will subscribe to a progressive discipline plan. This progression will allow the academy, first and foremost, to address behavioral infractions and disturbances before the acceleration of minor behavioral infractions and disturbances to major ones. The consequences of behavioral infractions and incentives for positive behaviors will always match the respective behavior.

Teachers at the Pahrump Valley Academy will be required to fill out the proper paperwork reporting behavioral infractions of the students in their classrooms to the administration together with the proper explanation of the behavior and its infraction-rendering nature. The administration will then address the behavior. After 3 administrative addresses, the parent/legal guardian of the student will be required to attend a meeting with the teacher, the student, and the administrator present. The said meeting will produce a contract, which will be jointly supervised and signed by the parent/legal guardian at home and by the teacher(s) at school, daily. After a month of meeting the requirements of the contract, daily, the student may resume school activities without the daily monitoring requisites of the contract. If the student does not succeed in meeting the behavioral adjustments of his or her contract over the course of a month, the student will receive a Student Success Team.

The Student Success Teams are always led by an administrator. These teams address behavioral matters on highly individual cases. Students can be settled on student success teams for either negative or positive causes. The team is conveyed upon the recognition of the individual aide required to either alter negative patterns or support and aide accelerate positive patterns in behavior and consequent achievements. However, a Student Success Team conveyed to address negative patterns of behavior is accommodated for a maximum of one semester.

Role models, mentors, parent attending school, parent workshop, daily check-in with child, weekly note to family, daily progress report, behavior contracts, no contact contracts, lunch with favorite teacher, lunch with principal.

(2) Describe the procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.

A student who is nearing an OT/expulsion from the school is likely to have a student success team at the Pahrump Valley Academy. The success teams will take every step and make every recommendation, address every possibility that can help correct actions and behaviors. They will also accommodate necessary academic interventions that the members of the team may feel helpful to acclimating the desired behavioral adjustments. For example, if it is perceived that the student is misbehaving in order to create disruptions that can mask his lack of content knowledge, as so often is the case, said lack of content knowledge will be addressed in relevant intervention. The success teams ultimately attempt to address behavioral infractions through determining and addressing them at their root causes. They do this in light of hopefulness, positivity and launching an offensive play strategy for the student's ultimate life success in the place of negativity and defensive play strategies that merely teach the student to survive day to day.



If a parent/legal guardian fails to agree with the decision of the academy's Principal, the board member assigned to the last meetings of the student success team will act to take the disagreement to the board for final decision.

(3) Who will be responsible for implementing the school's discipline policy? Who will ensure that accurate disciplinary records are maintained? Who will report discipline data to the school and the SPCSA? How will you use this data to make needed changes for school culture?

In its first year of operation, the school's administration will address the issues of discipline. Records of all discipline address meetings will be documented by the office manager. The paper trails of behavioral infraction and disturbance reports, contracts, and student success teams will be filed by the registrar in the student's respective file. Another copy will be filed in the school files by the office manager.

In its second year, however, the school will invest in a school counselor. The counselor will then be charged with matters of discipline addresses. The counselor will, in turn, be supervised by the Principal.

(4) How will you ensure that discipline practices don't disproportionately penalize more vulnerable student populations?

Pahrump Valley Academy will address actions and behaviors on the bases of the actions and behaviors. It recognizes one population as belonging to one club; the population is the human youth population and the club is Pahrump Valley Academy. By being the student of the academy, every, and each student becomes entitled to every effort required and possible to aid the said student to achieve the ultimate heights of achievement through academia. The academy will periodically review its own practices along with its records, to ensure absence of bias and to further ensure best fair practices by the academy.

(5) Describe the core principles of the school's proposed parent grievance policy.

The core principles of the school's proposed parent grievance policy are:

- All organizational rules including those of the educational organizations, in this case the Pahrump Valley Academy are Rules and must first and foremost adhere to, be inspired by the like Laws, in this case the state and the nation's.
- Parents/legal guardians are charged with the best interests of their children and as such the stewards of their children's education. The school is the state and the nation's instrument of providing the said education. Parents and school are partners working for their charges, children/students.
- The academy's administration has the responsibility to seek all relevant information, from case to case, and make decisions in the best interest of the students and with respect to the state and federal laws that govern them all.
- The academy has the responsibility of due diligence which considers the academy's administrators are professionals in the field and bear the responsibility of offering parents proper and full information, including but not limited to the different recourses they may have in addressing their issues. Among these recourses are the information relevant to contacting supervisory bodies charged with the supervision of the academy's performance.



(6) Discuss any required dress code or uniform policy.

Pahrump Valley Academy students are expected to abide by a dress code at all times. The said dress code reflects their pride in themselves and in their school. The items for the dress code have been planned so the uniform may be purchased through any vendor, but all items can be obtained from Walmart in the township of Pahrump. Each student who needs assistance in securing a school uniform will be provided with one free school uniform each year estimated for the anticipated number of socioeconomically disadvantaged students and included in the financial plan. The PVA dress code consists of any mix of the following, not requiring all the following articles but allowing a choice from among them:

- Solid White, Solid Red, or Solid Navy polo shirts: short sleeve/long sleeve
- Solid White, Solid Red, or Solid Navy sweaters
- Formal Dress – Solid White button up shirts with purple tie or purple bow tie: shirts may be short sleeve/long sleeve, ties and bow ties may be in any shade of purple but must be solid purple
- Solid Beige pants: ankle to knee
- Solid Beige shorts: knee
- Solid Beige skirts/skorts: knee
- Socks – Solid White, Solid Red or Solid Navy
- Shoes – solid color Red or Solid color Navy tennis shoes
- Belt - brown

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

(1) Discuss the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.

Pahrump Valley Academy will have 180 instructional days which will expand from late August to early June, annually. The school will observe Labor Day, Nevada Day, Veteran's Day, Thanksgiving, Winter Break, Martin Luther King Day, President's Day, Spring Break, and Memorial Day. The academy will also schedule several half days for the students. These half days will be designed to accommodate professional development days, PDDs, for the faculty and staff, followed by parent nights.

(2) Describe the structure of the school day and week. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

The school day at Pahrump Valley Academy will begin at 7:45 am and end at 4:00 pm. It has also been considered that the academy will require one schoolwide hour in addition to its daily schedule to accommodate an intervention/enrichment period.

School days will begin with the Pledge of Allegiance, followed by the academy's Pledge of excellence and mastery and of raising standards to excellence and mastery. It will, then move to 30 minutes of sustained silent reading, which will in turn be followed by the day's academic schedule.

**Daily Student Schedule:**

7:45 am: Pledges followed by announcements and Attendance

8:00 am: Sustained Silent Reading

8:30 am: Math

10:10 am: Recess

10:30 am: English

12:10 pm: Lunch

1:00 pm: Special

2:00 pm: Social Studies

2:30 pm: Science

3:00 pm: Intervention/Enrichment

4:00 pm: Dismissal

Summary of Minutes:

Subject	K	1	2	3	4	5
Reading	30	30	30	30	30	30
English	100	100	100	100	100	100
Math	100	100	100	100	100	100
Science	30	30	30	30	30	30
Social Studies	30	30	30	30	30	30
Specials	60	60	60	60	60	60
Intervention Enrichment	60	60	60	60	60	60
Recess Lunch	65	65	65	65	65	65
Pledge	15	15	15	15	15	15
Total	490	490	490	490	490	490

Parents who wish to pick their children up an hour early, at 3:00 pm, may be accommodated as long as their children do not require literacy intervention and do not desire literacy enrichment measures.

(3) 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 will be tracked in Infinite Campus. Students will be required to provide written notes explaining and excusing their absences. Importance of students' presence in the school setting for



instruction and activities will first at the beginning of the year, and then again periodically be communicated with parents/legal guardians. It will also be communicated to the parents that regular attendance at school is preparation for the student's future regular attendance at a job as required for an adult.

Recognition and rewards will also be tied into the attendance of the students. Teachers, staff members, students, and administrators with perfect attendance will be recognized quarterly, even enjoy ice cream and cookies together. In addition, regular attendance and no outstanding unexcused absences will serve as partial requirements for students' attendance of field trips.

Parents of students with absences exceeding five school days will individually be called and reminded of the importance of the student taking an active part in his or her education.

The Pahrump Valley Academy has set forth a goal of minimum 95% attendance which averages into less than nine absences per student per school year, on a 180 instructional day per year bases.

A DAY IN THE LIFE & SCENARIOS

(1) Describe a typical school day from the perspective of a student in each grade span (elementary, middle, and high school) that will be served in your first year of operation.

- From a student perspective in fifth grade

7:45 am: Pledges followed by announcements and Attendance

8:05 am: Sustained Silent Reading

8:35 am: Math

10:10 am: Recess

10:30 am: English

12:10 pm: Lunch

1:00 pm: Special

2:00 pm: Social Studies

2:30 pm: Science

3:00 pm: Intervention/Enrichment

(2) Describe a typical day for a teacher in a grade that will be served in your first year of operation.

- From the fifth grade teacher perspective

7:30 am: Sign in the faculty book in the office

7:40 am: Greet students at the classroom door

7:45 am: Pledges followed by announcements and Attendance

8:05 am: Sustained Silent Reading (Sustained Silent Reading applies to all members of the academy)



8:35 am: Math

10:10 am: Recess

10:30 am: English

12:10 pm: Lunch

1:00 pm: Conference/Lesson Planning

2:00 pm: Social Studies

2:30 pm: Science

3:00 pm: Intervention/Enrichment

- From the Principal's perspective

7:15 am: Greet faculty at the office door

7:45 am: Pledges followed by announcements

8:05 am: Sustained Silent Reading, at any arbitrary location on the campus

8:35 am: Check the attendance

9:00 am: office (whatever needs to be addressed that day)

10:00 am: Walking the campus, visiting classrooms

10:10 am: Recess, supervision duty

10:30 am: Walking the campus, visiting classrooms

11:00 am: office (whatever needs to be addressed that day)

12:00 am: Walking the campus, visiting classrooms

12:10 pm: supervision duty

1:00 pm: lunch

1:30 pm: Walking the campus, visiting classrooms

2:00 pm: office (whatever needs to be addressed that day)

3:50 pm: Greet parents at the head of the student pick up line

(3) A new student, Ruby, has enrolled at your school and during the registration process her mom informed the office manager that she has Down Syndrome. This student is eligible to attend the school. Based on the IEP information that her mom brought in, the student is included in the general education program for 60% of her day. How will you plan to ensure your school is prepared to meet the needs of students like Ruby and/or what adjustments will be made (e.g., in scheduling, staffing, etc.) to account for students with unanticipated needs?

As a point of beginning, the special education teacher of the school will thoroughly and diligently review the IEP. He/she will additionally reach out to Ruby's parents/legal guardians to ascertain as to the greater details of Ruby's needs and how they have been met in the past by school (s), and how they are being met at home. If at any point, he or she should need greater resources, he



or she will engage a member of the administration for assistance. Then he/she will proceed with devising a plan for Ruby's individualized educational plan and accordingly advise the Principal, the parent(s), the teacher, and Ruby. The IEP meeting will take place within the first thirty days of Ruby's arrival at the school in order to ensure minimal disruption of services. Because the school does not offer a special day class, and that all classes are inclusive for all students, an administrator will meet with parents to illustrate how this will look for Ruby and what the school can do to provide a least restrictive environment for Ruby.

In the second year of the academy's operation a special education gate position will be hired to supervise the school's special education services. This position will be full time or part time, as dictated by the special education population of the academy and the academy's respective needs for services.

(4) A new student, Alejandra, has enrolled at your school. After reviewing the enrollment packet and speaking to your registrar you learn this student is an ELL student and her mother has brought a friend to serve as an interpreter. Some of the records you received from the parent indicate the child has a 4 in listening, a 4 in speaking, a 2 in Writing and a 1 in Reading. How will you plan to ensure your school is prepared to meet the needs of ELL students like Alexandra and/or what adjustments will be made to the daily schedule to account for unanticipated needs? How will you communicate and work with parents like Alexandra's?

The WIDA scale will be utilized by the Pahrump Valley Academy to determine if an ELL student requires tier1 or tier 2 aide. Tier 1 services will encompass listening and speaking skills development and tier2 will encompass reading and writing skills development. The intervention/enrichment period will be utilized to address either one on one or small group interventions, as required by the student's WIDA findings.

In the second year of the academy's operation an ELL coordinator position will be hired to supervise the school's special education services. This position will be full time or part time, as dictated by the ELL population of the academy and the academy's respective needs for services.

(5) You have been operating a school for the past three years and have just received your school-level state test data for the most recent year (see table below).

(a) Your annual accountability targets for each subject require that you grow the whole-school Percent Proficient/Advanced of your SWD students by 8 percentage points to approach, 10 points to meet and 12 points to exceed expectations from year to year. Explain the trends you see in the performance of your Students with Disabilities (SWD), both over time and as compared to the non-SWD population, in the table below. What are your initial thoughts about this data? What are your next steps? Who needs to be part of the team to address this? What further information do you need and how will you obtain it? Keep in mind that the SWD subgroup includes a range of disabilities, including Specific Learning Disabilities, Autism, Emotional Disturbance and Intellectual Disabilities.

Data for All Tested Grades			Math				RLA			
Yr.	Subgroup	valid tests	pct_below_bsc	pct_bsc	pct_prof	pct_adv	pct_below_bsc	pct_bsc	pct_prof	pct_adv



2012	All Students	131	30.6	51.1	14.5	3.8	29.8	49.6	16.8	3.8
	Students with Disabilities	23	26.2	47.8	13	13	34.9	30.4	13	21.7
	Non-Students with Disabilities	108	31.4	51.9	14.8	1.9	28.7	53.7	17.6	0
2013	All Students	116	26.7	40.5	25	7.8	46.5	41.4	11.2	0.9
	Students with Disabilities	20	50	50	0	0	75	25	0	0
	Non-Students with Disabilities	96	21.9	38.5	30.2	9.4	40.7	44.8	13.5	1
2014	All Students	113	30.1	38.9	24.8	6.2	44.2	43.4	12.4	0
	Students with Disabilities	14	57.2	28.6	7.1	7.1	57.2	35.7	7.1	0
	Non-Students with Disabilities	99	26.2	40.4	27.3	6.1	42.5	44.4	13.1	0

Upon the review of the provided statistics, several concerns require being addressed. First and foremost, the school population is seeing a constant decline over the three year period for which stats have been provided. The school leadership team of the school needs to ascertain why. A review needs to be completed of internal and external elements that affect school population. Internals may reflect on school policies, curriculum, instruction, etc. Externals may reflect on competing schools in the community, decrease in either overall or youth populations of the community, etc.

Second, the achievement for students with disabilities in the school requires being addressed. The failing to achieve ratio of students with disabilities in the school bears a direct relationship to the years of progression of the school. This relation is ideally to be an indirect relationship, which means as one the years progresses so the failing to achieve must also progress, implying the school is succeeding in serving the given population. The direct relationship is both concerning and requires investigation. In the given investigation, attention must specially be paid to the school's intervention practices in addressing intervention needs of students with disabilities. A direct relationship between the progressing years and the progressing ratio of failing to achieve that spans over 2 years, as in this case 3 years, points to intervention failing to effect desired results. Additionally, the school's practices in 2013 as relevant to serving students with disabilities requires special attention as in that year the proficiency rating of the students with disability at the school falls to zero.

In order to properly investigate the above referenced matters, greater information is required. It is however certain that thorough and diligent investigations are warranted. If the Director of the school over the years spanning from 2012 to the time of the investigation has not changed, a fresh



pair of eyes may be the greatest asset to the warranted investigation. To truly put the school first, the Director must ask for help when help is needed in the same fashion that he or she would want the teachers to do so, and all of them would want the students to do so.



5. Operations Plan

BOARD GOVERNANCE

(1) Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.

The PVA Governance philosophy is to hold the proposed charter school's Executive Director to the highest standards of performance, with the expectations that the Executive Director will, in turn, hold the site leadership team to the highest standards of performance. PVA Board of Directors will advise, assist and together with the school's Executive Director set annual smart goals for the Executive Director to achieve as it pertains to leading and growing the school. These goals become the institution's over-reaching goals and determine the direction of its growth; and, they shall never be in conflict with the vision and mission of the school. PVA Executive Director will then set annual smart goals for the office of the Principal of the school. These goals must be set in view of the over-reaching goals set forth by the Board of Directors for the school. The principal of the school will, next, set goals accommodating those set forth for him or her, for his administrative, faculty, and support staff, to be approved by the Executive Director prior distribution to relevant personnel.

The Board will assess the office of the Executive Director as relevant to the achievement of the Executive Director's goals, as founded in the relevant annual performance data. The PVA Board of Directors recognizes the operational, organizational, fiscal and academic performance responsibility, they have assumed for the success of Pahrump Valley Academy to the stakeholders, authorizer and community. The Board of Directors of Pahrump Valley Academy consists of individuals with a variety of academic and professional backgrounds, relevant knowledge, expertise, and experience, including law, finance, corporate, health, military, media, and education. Collectively as one unit, they commit to ensuring the faithful and dutiful execution of the PVA charter by the school. The Board will provide oversight and guidance for the academy's Executive Director, who will in turn provide oversight and guidance for its site leadership with care, loyalty, and full-faith compliance to the bylaws established for it and the Nevada State Public Charter Authority regulatory directives. The Board will work closely with the Pahrump Valley Academy's Executive Director, who will also work closely with the site leadership team, as well as, all who serve the academy or benefit from it, as required to assess the academic, organizational, operational, fiscal, and fiduciary success of the academy. The Board will regularly review the performance and achievements of the academy in light of its mission and vision in order to reflect on the academy's trueness to the said vision and mission in which it was originally founded. It will also assess and stay apprised of the ongoing needs of the community of Pahrump, in order to make certain they are being met, and ascertain if new priorities are required to be established for the academy. It will make certain that all established and agreed upon policies and procedures, as well as, all laws as set forth by either the federal or the state governments are adhered to, that the academy is and shall always remain relevant in its service to its community, and finally to support the Executive Director in raising and keeping the academy to the level of a blue ribbon academy.

The PVA Board of Directors will conduct annual assessments of the Pahrump Valley Academy. These assessments will include but are not limited to, survey and interview feedbacks from PVA leadership, faculty, staff, parents, students, and third party service providers, as well as, partners; site visits; and performance data provided through normed assessments. The Board will use these assessments to make required adjustments in order to ensure PVA is always on course to its mission and vision.



True to spirit of education, each board member will also commit to mandated and required training. In addition, each board member will commit to attending at least two Nevada State Public Charter School Authority public meetings, either in person or streamed per year, beginning Year 0 of PVA operation, and to attend the Charter School Association of Nevada's Conference or other Charter Conference, annually, beginning in Year 1 of PVA's operation. The Board of Governors of Pahrump Valley Academy complies with the membership qualifications pursuant to NRS. 388A.320.

(2) Describe the governance structure of the proposed school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

The Board of Directors of Pahrump Valley Academy shall be comprised of the Officers chosen, consequently to the board invited, with attention to their various ties to either the community of Pahrump or the cause and movement of Education. The board members, upon acceptance of the position of a member of Board of Directors of PVA, will automatically accept the responsibility of discharge of their duties as board members according to the Bylaws set forth for their conduct. The Board shall consist of no fewer than five, and no more than nine members. This number has been chosen to ensure diversity in the Board and to further ensure that all significant and relevant knowledge domains and skill sets are presented in the Board. The Board shall comprise of at least two licensed Nevada educators, one member with financial expertise, one member with legal expertise, one member with business expertise, one member with expertise in higher education, and at least one PVA parent. A clear majority of the Board members will be required to be stakeholders in the local community, with the remaining minority, if any, to be stakeholders in the greater community of education. The Board will elect officers which will include President, Vice President, Secretary and Treasurer.

The Board will assume the responsibility of adopting and establishing policy, and for setting over-reaching goals for the school. The Executive Director of the school will, in turn, assume responsibility for implementation of procedures as required to put in effect the board adopted and approved policies. He or she also assumes responsibility for the communication of these goals to the school site leadership, school site personnel, and the community at large. The Board will evaluate the success of the school by reviewing quarterly benchmark data and annual state testing data for the school for all students, by grade level and by significant subgroups. The Board will select the school leader based on his or her competencies related to the PVA Values of REACH: Respect, Enthusiasm, Achievement, Citizenship and Hard work. The Board will evaluate the school leader annually after establishing annual goals with benchmarks. The Board will report on five standards of Academic Achievement, Management and Operations, Staff Relations, Community Relations, and Personal Conduct based on the Charlotte Danielson Framework for Assessments.

The Board will be expected to meet once a month on a date pre-determined by the Board and its President and at other times as necessary to assess the financial, organizational, educational and operational success of the academy. The President of the Board shall be accessible to advise, provide guidance for, and otherwise inform the academy's Executive Director, and when needed the site leadership team in order to assure the academy's continued relevance to the community, best practices, and compliance to its vision and mission. The Executive Director will be required to interact with the Board as often as is necessary for the smooth operation of the school.



The Board will be additionally expected to select from among its members to partake in committees in accordance to the Board members' various expertise. To ensure effective representation of key stakeholders, including parents, at least one of the Board members must be a parent.

The Board in its capacity as an advisory and governance body will be expected to always be approachable to the parents, the students, the faculty, and the staff of PVA, as well as, to the Pahrump Valley community members and PVA partners therein. It will be expected to practice best practices as founded in the spirit of fair play. It is expected to safeguard the interest of the community, and of a future generation served by the academy for the meeting of whose developmental needs, the academy has been established. In view of these guiding tenets the board of Directors of Pahrump Valley Academy is expected to establish set criteria for being available and responsive to parent and students, PVA faculty and staff, PVA leadership team, and Pahrump community members, who may choose to approach them with comments and concerns.

The structure of the Board adheres to and complies with the guidelines set forth by Nevada Law for the Committee to Form a charter school. The said guidelines were determined by the legislature of the State of Nevada as means to provide a board composition capable of discharging fiduciary duty of overseeing the school and school leadership, and to ensure the organizational, financial, academic, and operational success of the school, as well as, to provide for the active and effective representation of key stakeholders.

(3) Summarize the qualifications and experience of proposed members of the governing body of the school. Please identify each proposed board member and describe why they uniquely qualified to serve on this governing board serving this target community. Additionally, please submit the requested board information in the provided Board Member Template (provide as Attachment 7). Please note that all statutory roles on the Committee to Form must be filled as a condition of application. At least 75% of additional board members for SY 2019-20 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board.

Pahrump Valley Academy's proposed Board consists of:

- 1- A doctor of Pharmacy Science whose D.Ph. rates him as an authority in Health and Sciences, and whose experience includes but is not limited to Business Management and Community Leadership in the town of Pahrump.
- 2- A university professor whose Ph.D. rates her as an Authority in English Language Arts, and whose experience informs her as to the requirements of success in a college career.
- 3- An attorney, whose J.D. rates him as an Authority in Law and whose practice acquaints him with Nevada Law.
- 4- A retired U.S. Air Force Lieutenant Colonel, whose Ed.D. rates him as an Authority in Education and whose NV Teaching License together with his experience as a school principal inform him of the relevant requirements to be met in classrooms and by teachers, as well as, school-wide and by the school site leadership.
- 5- A media entrepreneur whose experience includes but is not limited to business management and marketing, and whose NV Teaching License together with his experience as a classroom instructor inform him of the relevant requirements to be met in classrooms and by teachers.
- 6- A bank vice president and branch manager, whose job description rates him highly knowledgeable as relevant to financial affairs and pertinent compliance and regulatory affairs, and who is a highly recognized public persona in the Pahrump not for profit circle.



Each member is uniquely qualified to support PVA and more information about the Board members can be found in Attachment 8.

Please see Attachments 7 and 8.

(4) Provide, as Attachment 8, a completed, signed, and notarized Board Member Information Sheet for each proposed Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular proposed charter school.

Please see Attachment 8.

(5) If the current applicant team does not include the full founding board, explain how and when the additional board members will be identified.

PVA has a full founding Board.

(6) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 9, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

Please see Attachment 9.

(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.

The Committee to Form has worked to ensure that there are no actual or perceived conflicts of interest on the Board of Directors. Any member of the Committee to Form who will work for the school will not serve on the Board of Directors. The members of the Board will not provide direct or indirect services to the school for which compensation of any kind will be required.

(8) Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?

The Governing Board will remain at a minimum of five (5) and a maximum of nine (9) members. Individuals with the qualifications and expertise required may be asked to join the Board upon a majority vote of the Board.

The Board may expand and develop by adding or changing members within the requirements of SPCSA. Board members may resign or be removed by the Board upon a majority vote of the Board aligned to the bylaws.

(9) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

All Board members will receive training regarding the duties and responsibilities of the Board. The Board will receive annual training on open meeting laws including Robert's Rules of Order, code of conduct and conflict of interest as well as fiduciary duty, school finance, school law, promoting vision and mission and strategies to evaluate the Executive Director. PVA Board of Directors will receive a minimum of eight hours of professional development annually. Additional trainings will be provided as the need arises. Each board member will also commit to attending a minimum of



two Nevada State Public Charter School Authority public meeting, either in person or streamed per year, beginning year 0 of PVA operation, and will attend the Charter School Association of Nevada's Conference, annually, beginning in year 1 of PVA's operation. The Board of Governors of Pahrump Valley Academy complies with the membership qualifications pursuant to NRS. 388A.320. New board members will be relevantly informed and will fulfill all required training as requirements of joining the PVA Board.

(10) Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board and staff. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or academic reports.

The Board of Directs will serve the school by establishing policy in regard to academic, operations, governance and financial aspects of the school and will set the goals for the Executive Director and school staff to implement. The Board will provide oversight to these aspects of the school. The responsibility of implementing Board policy and achieving the goals will be relegated to the Executive Director. The Executive Director will oversee the school's financial, organizational, operational, and academic affairs, as well as, its growth and expansion. The Executive Director will establish and promote the frameworks for implementation of all board policies and for the over-reaching goals set forth for the school by the Board of Directors. He or she will do this, in part, by bringing to the team the right and fitting administrative staff to lead the school at the school site level. The Executive Director will then assume responsibility for the communication of the school's over-reaching goals to the given school site leadership team. The Executive Director will additionally assume responsibility for the interpretation of the over-reaching goals of the school to goals achieving which is relevant to each site leadership team member's office. Although, the daily school site level performance of the school will be managed by a principal, the Executive Director continues assumption of responsibility for the said performance for as long as in the office of Executive Director. To the said end, the Executive director will stay in close and regular communication with the school site leadership team, in particular the principal. He or she will continuously and regularly informally assess the principal and provide relevant feedback to him or her, offer all relevant measures and means of support to the principal. The Principal will then manage the daily operations of the school. The principal, as supervised by the Executive director, will ensure that all staff are evaluated in a fair and timely manner. These evaluations are expected to occur frequently and informally as means to provide necessary feedback to persons being evaluated, and offering them all possible assistance to succeed.

The working relationship process between the board and the staff is how the Board establishes clear goals for the Executive Director, who sets clear goals for the Principal, who sets clear goals for the teachers and staff members, who set clear goals for the students. This process will be one of support, assuming the best intentions and utilizing frequent, meaningful feedback and timely evaluations.

The Board will meet monthly and will receive quarterly reports from the Executive Director on academic achievement, including benchmark data, intervention data and enrichment data. The Board will receive monthly reports from the Executive Director on attendance rates, staffing and discipline, student achievement data including data from interventions and enrichment. The Board will receive monthly reports on financials, financial trends in the budget and cash flow from the back office support provider Financial Consultant and the Executive Director if needed. The parents and staff will have a standing agenda item monthly to present information about parent and staff activities to include reports from the Parent Teacher Organization, Parent Steering



Committee, and School Community Leadership Council. The Board will receive annual reports based on the satisfaction surveys to ensure that the students and parents feel supported and heard.

(11) Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

There will be three (3) advisory bodies or councils to be formed, who will collectively assume the responsibility of ensuring continued relevance of PVA's service to its students, staff, the community of Pahrump, and the greater community of education. They are the PVA Parent, Teacher Organization (PTO), the PVA Parent Steering Committee, and the PVA School Community Leadership Council.

The PTO will organize monthly parent meetings that will give parents an opportunity to be involved in the school, volunteer, share feedback, voice concerns, or ask questions about the educational program at PVA. The Executive Director, the Principal and a teacher will attend a minimum of one PTO meeting per semester. The PTO also organizes fundraising and special family events at PVA. The planned composition of the PTO is a President, Secretary and Treasurer. The strategy for achieving this composition will be to fill the officer positions every two years based on nomination and a vote of the majority of parents and teachers present at the monthly meetings. There will be opportunities for parents and teachers to take the lead as a committee or event chairperson that will work toward the continued success of the PTO and the school community. The PTO will also be able to give updates to Board Members during the monthly Board meetings during the standing agenda item under Reports.

The Parent Steering Committee will give parents a voice on issues of academics, culture and specific focus to realize the mission and vision of the school. The Parent Board Member will facilitate the meetings with one or two parents per grade level, who will represent the relevant grade levels. The parents will be nominated and elected by the parents of the grade level. The Parent Steering Committee will meet monthly with both the Principal and the Executive Director. The Parent Steering Committee will also be able to give updates to Board Members during the monthly Board meetings during the standing agenda item under Reports.

The School Community Leadership Council meetings will be held monthly. The School Community Leadership Council meetings shall be in accordance with the Nevada Open Meeting Laws. School Community Leadership Council: two (2) Middle School Students (grades 6-8), two (2) member parents, two (2) member teachers, two (2) staff members, and two (2) community members meeting monthly with designated Board member and designated school leader. Each of these two (2) members will share with their constituents for discussion. The School Community Leadership Council will develop, plan and approve required policies and plans for the Charter School as a part of the greater Pahrump Valley community. The School Community Leadership Council will be the vehicle through which the school community comes together to chart the Charter School's plan for improvement. The goal of the School Community Leadership Council is to ensure that the Charter School is continually engaged in identifying and implementing curriculum and instructional practices that result in strengthening the core academic program, guaranteeing student access to and success in that program, and engaging with the community. The School Community Leadership Council will also be able to give updates to Board Members during the monthly Board meetings during the standing agenda item under Reports.



(12) 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.

The process that the school will follow should a parent or student have an objection to the Governing Board policy or decision, administrative procedure, or practice at the school will be clearly outlined in the Parent/Student Handbook. Concerns will be addressed at the lowest level if possible, starting with the Executive Director or the Principal. The first step will be to meet directly with the Executive Director or the Principal to share their concern, to communicate the concern to the Principal or Executive Director in writing, or to address the Board during the public comments portion of the monthly Board meeting. Concerns that result in a change in Board policy, need to be addressed to the Board at the next regularly scheduled Board meeting. In compliance with open meeting laws, any items brought to the Board's attention cannot be acted upon unless the item is included on the agenda. In this case, the item will be tabled and agendaized for a future Board meeting.

PVA will employ an open-door policy and encourage all parents and stakeholders to address their concerns as they arise. In addition, the parents and stakeholders can always contact school personnel via telephone or email. All communication will be returned within 24 hours of receipt. The school will provide an annual satisfaction survey to all stakeholders and will address the suggestions and concerns in the most proactive manner.

(13) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

Goal	Purpose	Outcome Measure
Complete required 8 hour minimum professional development for board members, annually	Become knowledgeable in Best Practices for and by Charter Schools	Relevant documentation
Attend at least 2 Nevada State Public Charter School Authority public meeting, either in person or streamed annually	Become knowledgeable in Best Practices for and by Charter Schools	Relevant documentation
Attend CSAN Conference	Become knowledgeable in Best Practices for and by Charter Schools	Relevant documentation
Attend at least 10 of 12 monthly Board meetings	Oversight of application of Best Practices for and by Charter Schools to PVA	Relevant documentation
Attend 8 th Grade Promotion Ceremony	Engagement in the PVA culture and diligent and compliant engagement in oversight duty	Relevant documentation
Attend either Kindergarten Celebration or 5 th Grade Culmination Ceremony	Engagement in the PVA culture and diligent and compliant engagement in oversight duty	Relevant documentation
Attend at least one school event per year	Engagement in the PVA culture and diligent and compliant engagement in oversight duty	Relevant documentation



Read documents and be an active participant in the Board meetings	Diligent and compliant engagement in oversight duty	Relevant documentation
Visit campus and classrooms once per semester	Diligent and compliant engagement in oversight duty	Relevant documentation
Attend mandatory trainings that may arise as needed	Diligent and compliant engagement in oversight duty	Relevant documentation
Follow Board policies on Conflict of Interest and Code of Ethics	Diligent and compliant engagement in oversight duty	Relevant documentation

Removal from the Board of Directors of PVA can occur in any of three (3) manners. First, the membership term can expire; second, the member can resign his or her office voluntarily; and third, the removal can be forced. Any member of the Board may be removed by the affirmative vote of two thirds (2/3) of the Directors at the given time in office, excluding the member at issue when in the judgment of the two third of the Directors such removal would serve the best interests of School.

LEADERSHIP TEAM

- (1) Describe the proposed organizational model; include the following information:
 - (a) Organizational charts for year one and one for when the school is at full capacity

Chart 5.1: Organizational Chart for Year One

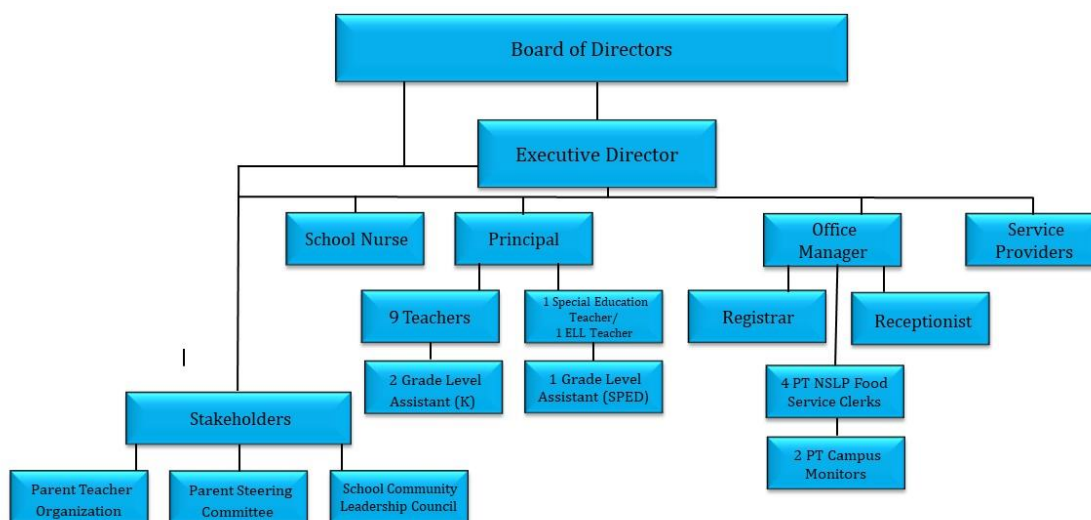
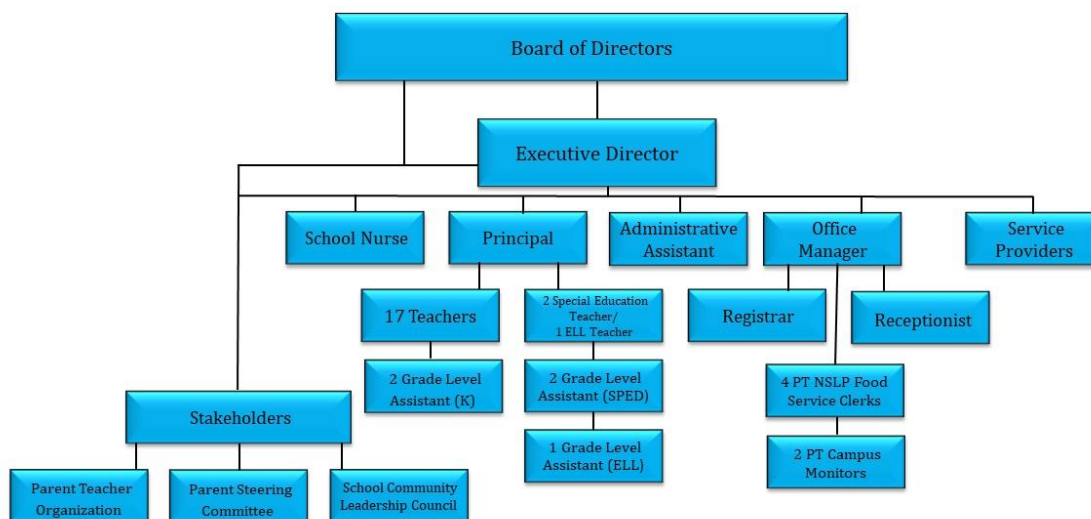




Chart 5.2: Organizational Chart for Year Six (at capacity for Charter Term)



(b) Job descriptions for each leadership role (provide as Attachment 2)

Please see Attachment 2.

(c) Resumes of all current leadership (provide as Attachment 3). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any Start-Up application (0-2 schools at the time of applying and less than three full years of operation) for any school which wishes to open in the 2020-21 school year.

Please see Attachment 3.

(d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 3)

Please see Attachment 3.

The PVA Board will develop the policies and set the annual and charter term goals for the Charter School. The Board will comply with all open meeting laws and other applicable laws and statutes. It is the responsibility of the Board to hire and evaluate the Executive Director, who serves at the will of the Board. The Executive Director will then assume responsibility for developing procedures to implement the Board policy and to meet the goals established by the Board.



Sable Marandi will serve as the proposed Executive Director of PVA. In Year One, the Executive Director and the Principal will ensure that the mission and vision of the school are fulfilled while establishing a strong, supportive school culture. The Executive Director will represent the school in the community, with partners and serve as the point of contact with the authorizer. The Executive Director will ensure implementation of Board policy, direct marketing efforts, provide professional development and coaching to teachers, suggest policy for Board consideration, implement the Board approved budget in collaboration with a back-office service provider and the Office Manager, and ensure student enrollment targets are met and maintained.

The Principal will ensure a safe and orderly school environment supporting the budding culture of the school. The Principal will collaboratively evaluate the teachers with the Executive Director, will evaluate all support staff, will handle all school discipline, provide professional development and coaching to teachers and staff, develops intervention plans, conducts daily and weekly observations, attends meetings for students with disabilities, assists with marketing efforts, and supports the academic program ensuring fidelity to the educational program.

The Office Manager will be responsible for the efficient operation of the school office. The Office Manager will work directly with the Executive Director on Accounts Payable and Account Receivable and Payroll. The Registrar will be responsible for collecting, inputting and managing the Infinite Campus Student Information System to include enrollment, program participation and attendance. The Receptionist will be primarily responsible for answering phones, greeting visitors, responding to student and staff needs. All office staff will assist each other and support the Executive Director and Principal.

(2) Describe the 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 students with special needs;
- (d) Performance management; and
- (e) Parent and community engagement.

The team's individual and collective qualifications for implementing the school design demonstrates strong capacity. In the area of School Leadership, Operations and Governance, the proposed Executive Director will be a strong school leader because due to her experience in education and in high finance as a marketing director for over ten years. As a marketing director, the proposed Executive Director was responsible for the marketing team and established policies and procedures to ensure proper governance of the department. The area of curriculum, instruction and assessment is the greatest strength for the proposed Executive Director. Ms. Marandi taught English to socioeconomically disadvantaged, low academically achieving students in South Los Angeles. She had used high-quality curriculum and designed new and innovative methods to engage and teach students who had accepted defeat and given up on themselves. Ms. Marandi learned that by using data to drive instruction and using best practices, the students achieved academically and personally. In Las Vegas, Ms. Marandi continued to perfect curriculum, instruction and assessment to work with a similar group of students with the same effect. The proposed Executive Director believes in serving as a role model for lifelong learners so she is actively completing a doctorate in Cognition and Instruction. This process has perfected her ability to explore the philosophical and psychological foundations of learning and teaching. Her dissertation topic will focus on raising reading grade levels in accelerated time and early academic



preparation as required for maximum success in higher education. Her belief that education is the instrument of overcoming challenges and continued advancement in high needs communities has been exemplified in her career in addressing the needs of English Learners, Socioeconomically Disadvantaged students, and students with special needs. The strength of using performance data to drive instruction, is an area where Ms. Marandi excels and has used to train other teachers and paraprofessionals. Ms. Marandi has already established herself in the community with parents and families. The parents see her as a friendly, passionate, and zealous educator who is presenting an opportunity for an amazing public charter school which will get their children to college and beyond.

The proposed Principal, Eddie Williams, has served as an administrator in San Antonio, TX in addition to serving as an instructor in the U.S. Army. He excels in leadership, operations and governance. He practices and implements strategies that most civilians will never see. He knows how to be a transformational leader. In regard to curriculum and instruction, Mr. Williams served not only a teacher, but also an administrator for at-risk and students with special needs. He currently holds all these licenses in Nevada. He has skills in differentiation, scaffolding, and working with teachers both general education and special education to make accommodations and modifications necessary for students with disability to show success. The scores from his track record demonstrate this long term growth. Performance Management has long been studied in the U.S. Army, and Mr. Williams has benefited from this training to include effective evaluations and meaningful feedback. Parents and families really like him and see him as friendly, accessible and ready to help their children succeed in high school, college and beyond.

The proposed members of the Board of Directors of PVA, bear the duty to ensure the fidelity of the Charter Application to the mission and vision of PVA. The proposed members have been carefully selected with respect to the diverse skills and interest in serving the children of Pahrump. Maria Jenkins, Ph.D., brings with her the knowledge and experience of an Honor's Program university professor which includes, but is not limited to, what is required of a learner in order to one day succeed in higher education. Tom Waters, Ed.D., brings the knowledge and experience of a retired school principal with current Nevada instructional and administrative licenses, and a retired U.S. Air Force colonel, as well as, intimate familiarity with the culture, resources, and needs of Pahrump as only a Pahrump political insider (former town board member) may. Justin Curnutt, D.Ph. brings with him the knowledge and experience of a doctor in health sciences, as well as, intimate familiarity with the culture, resources, and needs of Pahrump as only a Pahrump business insider (Vice President of Pahrump Chamber of Commerce) may. Jonathon K. Nelson, J.D., brings the legal knowledge and experience of Pahrump's highest rated, best known attorney. Kenneth Johnson, M.T., brings the knowledge and experience of a retired teacher with a current Nevada teaching license and that of a successful entrepreneur in mass media. Michael Hines brings the financial knowledge of running a bank and serving as the Vice President. Collectively, the members of the Board hold four (4) Doctorates and five (5) Master's Degrees among them, as evidence not only of their authority level expertise in their fields, but also of their personal commitment to educational best. In addition, they each have a strong tie to either the local community of Pahrump, to the greater community of education, or to both Pahrump and education.

(3) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 4).

Scheduled to have earned her PhD and published her dissertation research within the peer-reviewed realm of academia by the time of assumption of the office of the Executive Director, Ms. Marandi has emphasized her commitment to establishing herself as an academic authority moving



forward. The Board of Directors is responsible for ensuring that the Executive Director receives school leader coaching and training, and due to the start-up nature of the Charter School, Ms. Marandi has committed to assuming full responsibility, including financial responsibility, for her professional development as a school leader.

To this end, she has attended and will continue to attend professional seminars and conferences. She will continue to advance in the arena of scientific research and discovery, with emphasis on raising reading grade levels in accelerated time, continuously documenting and publishing her findings in peer-reviewed journals of academia. She will explore the potential relevance between advancement of literacy skills in educational institutions and educational leadership styles. She will seek to explore, to discover, finally to add new knowledge to the knowledge domain of K-12 education, and to establish herself as an authority with claim to new educational theories and models. She additionally commits to the pursuit of her NV administrative license in order to better understand the challenges of administrative staff of PVA.

To receive coaching on school leadership, Ms. Marandi has been meeting with proposed Board members, Dr. Waters and Dr. Jerinic, who have coached her on process and outcome to ensure she has the skills to serve as a successful school leader. Relevant to charter school best practices and the charter movement, in general, Ms. Marandi has attended and will commit to engagement in all opportunities for professional development as sponsored or recommended by the SPCSA and CSAN, including but not limited to the annual State and National Charter School Conferences. Mr. Williams, the proposed Principal, has also attended and will continue to attend trainings by the SPCSA and CSAN, including but not limited to the annual State and National Charter School Conferences. The Board of Directors are looking into academies for the Executive Director and the Principal. One of the most important coachings that the school leaders have and will continue to participate in is working with a cadre of new charter school developers, each who are experiencing similar challenges and the shared knowledge is beneficial to them all.

The academy will require similar commitment to continued learning and scientific exploration and discovery of knowledge as relevant to the knowledge domain of K-12 education, from all of its administrative staff. It simultaneously requires that they all engage in a negotiated number of activities sponsored by CSAN and a number sponsored by SPCSA. These expectations which will be negotiated in full at the time of each administrator's hiring is paramount not only to the office of the administrator, but to its representative potential within the culture of the academy, as an institution of academia. The Executive Director will ensure that all relevant professional development requirements are communicated to the administrative staff, and pertinent means are either provided or otherwise negotiated with them.

The Board will regularly assess student achievement data, attendance data, sound fiscal practice, community and stakeholder Input, management and communications, as well as, regular site observations as a means of evaluating and supporting the Executive Director of PVA. Likewise, the Executive Director will regularly assess student achievement data, attendance data, sound fiscal practice, community and stakeholder Input, management and communications, as well as, regular site observations as means evaluating and supporting the Principal of PVA.

(4) Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.

The Pahrump Valley Academy's Executive Director will be fully responsible for, and charged with, the successful recruitment of faculty and staff who will be assets to any educational institutions in both their relevant content knowledge mastery and their character makeup. To this end, the



Pahrump Valley Academy Executive Director will be aided by the input from the Principal and other staff to determine needs in personnel. The Pahrump Valley Academy will consider in its recruiting that as an educational institution charged with the education of youth, it owes a responsibility both to bringing together exceptional talents and inspirational models of behavior under its banner.

In the immediate and near future, the academy will focus on passionate and zealous talents in education who long to further their professional development and expertise, on the way to establishing themselves as authorities in the field. In the long run, the academy plans to develop such models of educationally committed personas from amid its own alumni, originally inspired within the walls of the academy itself.

Meanwhile, equally as important as recruitment of exceptional talents and personalities to the Pahrump Valley Academy, is their retention. To this end, the academy will provide continuous excellent professional development to its employees in a safe and nurturing environment. The academy's leadership team's approach to the exercise of their responsibilities to the employees of the academy will be the model for their expectations from those employees toward the academy's students. It will be set in the highest expectations, with equal measure of nurturing and support. In order to encourage pursuit of educational mastery and authority among its employees, PVA hopes to negotiate tuition reimbursement for Master's and Doctorate to its employees in the future. This may include one year of course reimbursement for two years of service to the school. If an employee leaves, the employee will return the reimbursement.

In order to bring new talents to the school community, the Executive Director will conduct searches, solicit resumes, letters of recommendation, cover letters, as well as accompanying data. When necessary, the Executive Director will design and promote recruiting campaigns to attract exceptional talent to PVA. He or she will interview qualified candidates, refer to the interviews conducted by a panel of stakeholders. It will diligently reflect on all findings, then offer a contract to the most highly qualified candidate who will be the best fit for PVA and its needs.

(5) Explain your school leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the school leader's guidance?

As stated on numerous occasions in the application, the Executive Director and the Principal are experienced educators who have personally known the challenges of meeting achievement goals, as aided by various curricular instruments. Both are experienced in providing instructional and school culture guidance in high needs areas. The school leaders will work directly and closely with the academy's teachers and staff to meet their needs, as they in turn commit to meeting the needs of their students. Both will play a key role in the academy's professional development by modeling lessons and observing the interventions and enrichment of the students.

Due to the size of the school at PVA's inception, the Executive Director will work alongside the general education teachers, special education teacher(s) and the ELL teacher and grade level assistants to inform the academic response. As part of the school leaders' daily routine, they will walk the campus, its hallways and its classrooms, as well as, work with staff to ensure student grade level mastery. For the Principal, these walks and chats will serve as formative assessments of the campus, instruction, and operational adjustments that may be required to enhance the teaching and learning experiences on PVA campus. The Principal assumes responsibility for the daily operations of the school to move the PVA vision and mission forward at the school site and the development of the school culture.



The school leaders will keep an open door policy. This open-door policy is also designed to allow the faculty of the school to regularly share with the school leaders their specific challenges and assets in the course of the daily execution of their instructional duties.

(6) What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

The proposed Executive Director has the licensure and credentialing background of general education with emphasis on single subject content of English Language Arts. In addition to holding a Master's degree in Educational Leadership, the Executive Director brings with her the knowledge and expertise of a knowledge journey through graduate coursework in Cognition and Instruction. Moreover, she has the experience as a veteran Marketing Director with experience and expertise in marketing and professional development, as well as, finance and relevant compliance.

The proposed Principal has the licensure and credentialing background of general and special education with emphasis on single subject content area of Mathematics. In addition to holding a Master's degree in Secondary Education, the Principal bring with him the knowledge and expertise developed through his service in the U.S. Army.

The PVA Board of Directors is comprised of a collection of talents and abilities from across various knowledge domains. The said domains range across finance, law, education and higher education, business and entrepreneurship, health, military, and not for profit organizations.

STAFFING

(1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. Change or add functions and titles as needed to reflect organizational plans.

Proposed New School



Year	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Management Organization Positions						
N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Back-Office FTEs	N/A	N/A	N/A	N/A	N/A	N/A
School Staff						
Principals	1	1	1	1	1	1
Assistant Principals	0	0	0	0	0	0
Add'l School Leadership Position 1 Executive Director	1	1	1	1	1	1
Classroom Teachers (Core Subjects)	9	11	13	15	16	17
Classroom Teachers (Specials)	0	0	0	0	0	0
Student Support Position 1 SPED Teacher	1	2	2	2	2	2
Student Support Position 2 ELL Teacher	1	1	1	1	1	1
Specialized School Staff 1 Nurse	1	1	1	1	1	1
Food Service and Campus Monitors	6 PT	6 PT	6 PT	6 PT	6 PT	6 PT
Teacher Aides and Assistants	3	3	3	5	5	5
School Operations Support Staff	1	3	4	4	4	4
Total FTEs at School	21	26	29	33	34	35

HUMAN RESOURCES

(1) Describe your strategy, plans, and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design.

In regard to Human Resources please refer to the Incubation Plan in Attachment 10. Pahrump Valley Academy has already begun speaking with the Basin College in view of collaborations providing the college with a forum for their students to obtain both internships and employment, while providing the academy with local employment opportunities. The Basin College is both the local community college and the most geographically relevant college offering the full four year accredited teaching program. The academy has also initiated the same conversation with UNLV School of Education and other universities who have informed the academy of their ability to support their students in the licensure stage anywhere in the country.

Pahrump Valley Academy will be taking part in a variety of open to public recruiting events such as job fairs and even host several open to public relevant forums. It will also subscribe to online recruitment forums, the local television, local radio, and the local newspaper. Additionally, the academy's website will regularly list the academy's open positions and their candidates' prerequisites, as well as, their desired qualifications.

The key selection criteria will be commitment to the Pahrump Valley community, belief that all students can learn and succeed, required licensure, and passion for the mission and vision which is imperative to the success of the school and the educational program.

(2) Outline the proposed school's salary ranges and employment benefits for all employees, 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.



The teachers will be contracted annually, with features incorporated into their contracts over the accumulation of years of experience which provides them with job security. They will be provided with the opportunity to partake in benefits offered by private insurance companies under group provisions to the employees of the academy, including but not limited to health, vision, dental, pharmacy, and disability insurance.

The anticipated salaries at the Pahrump Valley Academy will range between \$47,444 and \$49,944 at the time of the inception of the academy. This matches the salaries offered in NCSD. The given numbers are not fixed and the academy allows for its own new discoveries and need to accommodate changes. The academy will be responsible for the professional development of school leaders, teachers and staff. PVA will also be responsible for the provision of the safe, nurturing environment conducive to their growth and development as professionals. The academy will assume its educational responsibility to its faculty in view of its sworn responsibility to education as a most noble and honor born industry, the single greatest industry as associated with the development of human civilization and advancement of humanity. As such, the Pahrump Valley Academy will provide every opportunity for its teachers and staff to find their professional niche and develop it.

The academy will focus first on the development and advancement of talents it has attracted, then on attracting new talents. Its promotion policies will be first internal, then based in attracting talent from outside the organization. PVA is committed to promote the growth of the school through ideas and common purpose. Therefore, ambition will be supported, accommodated, and encouraged. Exemplary staff and teachers will be encouraged to shadow school leaders, attend regional, state and national conferences, mentor and coach new teachers, provide professional development sessions, apply to become Nationally Board Certified, and/or move into administration. It is the strategy of support which will retain high-performing teachers.

(3) Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.

The relationship of the school leadership can be referred to in the Organizational Chart as Charts 5.1 and 5.2 of this section. The teacher to student ratio will be an average of one teacher to 25 students. PVA believes that small class sizes are imperative to student success.

(4) Outline the procedures for hiring and dismissing school personnel, including conducting criminal background checks.

All applications for open positions will first be reviewed by the Executive Director and Principal of the academy. The administrative personnel of the academy will be required to review potentials of resumes and their suitability to meet the needs of the academy at the time, subject to shared opinions of the joint administrative personnel. The chosen resumes will be contacted for interviews. The first interview will proceed with the academy's Executive Director and Principal. If the second interview is scheduled, a member of either faculty or staff as may relate to the target position will also be present, and later asked as to their opinion. If a third interview is scheduled, it will be scheduled again with the Executive Director and Principal, who will then offer the position to the interviewee pursuant to board approval and cleared security checks.

All applications for open positions will first be reviewed by the school's Principal who will screen the applicants based on their application, resume, cover letter, license (if needed for the position), and letters of recommendation to determine that the applicant meets the requirements for the position. The identified candidates will be scheduled for interviews. The first interview will



proceed with the Principal and teacher or staff member as it relates to the target position. The Principal will then forward the top one or two candidates to the Executive Director who will then conduct a final interview. If successful, the Executive Director will offer a contract pursuant to cleared security checks. Security checks will adhere to all of the federal and state requirements and to the best practices as set forth for educational institutions.

Dismissal of personnel will follow every attempt to correct the cause as identified to be the cause of the dismissal. The said correction will be addressed by the employee's administrative supervisor. The Executive Director and Board will have been informed. The matter of dismissal of personnel, unless otherwise mandated by the law, will be addressed as a process rather than an event, and the Executive Director and Board will be informed from the initiation of the process to its final result of the dismissal. In general, every attempt will be made to create a safe work environment and to nurture a culture wherein job security is an element of the culture.

(5) Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 5, as well as any supporting protocols or documentation.

Pahrump Valley Academy is committed to the support and development of its teachers and staff with the same strong commitment that it asks of them relevant to the support and development of their students. Professional development will ensue according to the professional learning needs of the teachers and staff of the academy. These needs will be informed by the established Board goals, school leaders, teachers and staff, the administration, as well as, the faculty and the staff. They will balance compliance needs and requirements, growth and advancement needs, intervention and enrichment needs. The evaluation system for teachers will be based on the Charlotte Danielson's Framework for Teaching. Each teacher will meet with the designated, licensed school leader in the first 30 days of the school year to establish goals for the year, receive frequent informal observations, and two formal observations and evaluations per year. The teachers will have the opportunity to share class data or evidence of meeting goals which will be considered as part of the evaluation. Each formal observation will accompany a meeting with the designated, licensed school leader to discuss strengths and areas of opportunity. Please see Attachment 5.

(6) Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 6, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

The Board of Directors will ensure support and development of the school leaders as described in this section of Leadership, 3. The evaluation process will mirror the timeframe listed in the section above. The Board will establish goals with the Executive Director in the first 30 days of his/her contract. Then the Board will observe, collect data, and review surveys to ensure the goals are being met. Mid-year, a Board member will review the progress of the Executive Director and provide a written evaluation as found in Attachment 6. At the end of the year, the Board will discuss the annual evaluation in closed session, referring to any evidence the Executive Director offers to demonstrate that he or she met the goals, and they will discuss the results of the evaluation with the Executive Director, and provide him or her a written evaluation as found in Attachment 6. The Executive Director will establish goals with the Principal in the first 30 days of his/her contract. Then the Executive Director will observe, meet weekly, collect data, and review surveys to ensure the goals are being met. Mid-year, the Executive Director will review the progress of the Principal and provide a written evaluation as found in Attachment 6. At the end of the year, the Executive Director will discuss the annual evaluation results with the Principal.



referring to any evidence the Principal offers to demonstrate that he or she met the goals, and provide him or her a written evaluation as found in Attachment 6.

(7) Explain how staffing plans for non-classroom staff will ensure high-quality teacher support, family and student support, smooth school operations, and compliance with all applicable Nevada and SPCSA laws, regulations, policies, and procedures.

The non-classroom staff are the heartbeat of every school. They make sure the students are safe, fed, cared for, supervised and supported. A strong and competent school staff will ensure smooth school operations, compliance with all applicable Nevada and SPCSA laws, regulations, policies and procedures. The plans for non-classroom staff, evidenced in the Financial Plan will ensure that teachers receive high quality support and families and students will be supported as well. The Office Manager, Registrar, and Receptionist were discussed previously in this section, Leadership 1,d. The school nurse will support the health and wellness of the students. The ELL teacher will support the language acquisition of the students. The Grade Level Assistants will provide support to students to reach grade level mastery. The Campus Monitors will provide supervision and guidance to the students. The Food Service workers will ensure students are provided with healthy meals so they can attend to learning. The Administrative Assistant will support smooth school operations. The staffing plans for non-classroom staff have addressed the primary needs of the students at the school.

PVA will hire non-classroom staff from the Pahrump Valley community to the greatest extent possible so that they will intimately understand the needs of the students and families. Community members committed to the mission and vision of the school will understand the needs of the students in order to be college and career ready, and they will be best able to demonstrate the culture of the school within the community. This type of family and student support is genuine and personal.

(8) Does your organization have a proactive succession plan? If so, please provide a detailed description for how potential school leaders will be cultivated and developed.

Potential school leaders will be cultivated and developed through opportunities made available to exemplary teachers. These include shadowing school leaders, attending regional, state and national conferences, mentoring and coaching new teachers, providing professional development sessions, applying to become Nationally Board Certified, and/or moving into administration through advanced degrees and training. The current school leaders will cultivate and develop talent and ambition through one-on-one conversations, coaching and leadership responsibilities like planning school events or serving on the School Community Leadership Council. The ultimate direction of the academy is one that adheres to a growth mindset and PVA believes that begins with cultivating the talent at the school.

(9) Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. Include an estimate of the costs of leader and teacher turnover.

Growth as demonstrated on state achievement tests will be the primary evidence sought by the Board in evaluating the Executive Director hired to lead PVA and achieve the Board's overarching goals. More importantly, each school leader or teacher will be held accountable for meeting the goals established at the beginning of each year.

The school leaders are expected to walk throughout the campus and stay apprised of classroom instructional habits of the teachers and other relevant practices of teachers and staff as relevant to



school culture. Any and all areas of concern are expected to be informally addressed prior to acceleration. If a concern continues, the process of written warnings and letters of reprimand will ensue or the process of instituting an Improvement Plan for the teacher will begin. An Improvement Plan will be aligned to the area of concern and will provide support, guidance, training, and development. In addition, weekly feedback will be provided to show progress toward meeting the benchmarks and the overall goal. Since PVA is based on a growth mindset, the expectation is that the teachers will improve. The overall attitude of PVA to all evaluator practices is founded in the notion that evaluations must inform improvements. The academy as an educational entity is fundamentally grounded in the ideal of betterment, advancement, and growth. It believes in addressing problems courageously and honestly, free of bias or hesitation; and solving the addressed problems with relevant research supported solutions. It is difficult to determine the costs of school leader and teacher turnover, but it would be at least the cost of professional development received each year the school leader or teacher was present.

(10) Does your school plan to utilize a Human Resources Information System (HRIS)? If so, please provide the name of the system you will be using.

PVA is not planning on utilizing a Human Resource Information System at this time due to the size of the school.

(11) 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, please detail the areas that will require additional support and the costs and criteria for selecting such services. If not, please provide a detailed description of how these functions will be managed.

The Charter School will provide or procure its own administrative services through an appropriately qualified third-party contractor. The Charter School plans to contract with a business and development company specializing in charter schools, for administrative and “back office” services including, but not limited to, the following: Complete Bookkeeping Services; Budget Creation / Fiscal Planning Services; Cash Flow Management; Local, State, and Federal Reporting; Audit and Compliance Preparation; Payroll Services; Employee Benefits; Retirement Setup and Management; Planning and Management; LEA Plans; Compliance Reporting to Authorizer, County and State; Attendance Reporting; Food Program - Implementation and Claims Reporting; Training - Charter School Finance, Accounting and Operation Functions, Budgets, Financial Reports; Quarterly and Annual Filings of Tax Forms (IRS, EDD, etc.); and, Property Tax Exemptions Filings.

STUDENT RECRUITMENT AND ENROLLMENT

Like all public schools, public charter schools must be open to any such child, regardless of that child's race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

(1) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools that are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.



The student recruitment and marketing plan will include oral and written communication in English and Spanish and other languages as the need arises. The outreach to the community will focus on mirroring the community which has a demographic population as reported in NCSD Report Card of 2017-2018 of 61.65% White, 27.62% Latino, 3.7% Two or More Races, 2.94% African American, 1.4% Asian, 1.35% American Indian and 1.18% Pacific Islander and the demographics of special populations was listed as 14.65% Students with Disabilities (SWD), 7.53% English Learners (EL), 76.73% Socioeconomically Disadvantaged (SED) and 0.37% Migrant. We will focus our recruitment in the 89048 Zip Code which is the most economically and educationally disadvantaged.

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

The enrollment calendar for the first year of operation and subsequent years of operation will be as follows:

November 1 – March 14	Intent to Enroll forms available at the school office or online at the Charter School's website.
March 15	All Intent to Enroll forms due to Charter School.
Last week of March	Public random drawing conducted (if necessary).
2nd week of April	Admission notification and enrollment packets distributed to parents and children who have been drawn in the public random drawing.
Approximately 2 Weeks Later	Completed enrollment packets due back to the Charter School, which will include proof of immunizations, proof of residency, proof of age requirements and proof of withdrawal from prior school and district of residence.



(b) What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

The enrollment targets are listed below. The Registrar will be responsible for monitoring progress toward these targets overseen by the Executive Director. See the target rates below. The re-enrollment (or the number of students returning the following year) rate goal is 90% due to natural matriculation and residential moves.

(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 particular populations of students?

All staff, particularly the office staff, will be trained annually and as needed about legal enrollment requirements pertaining to special populations like young Kindergarteners, English Learners, Students with Disabilities, Children of Military Personnel, Homeless and Foster Youth. They will become experts on these legal enrollment requirements.

(2) 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?

In the pre-opening stage, the academy will mainly focus on informing the population of the town of its arrival on the scene and of its agenda as a public charter college preparatory academy. In the following years, it will also have success rates to discuss, and it will benefit from the word of mouth. The main focus of the academy will be to reach a stage where, recruitment is a non-issue. To the said end, it will focus on offering excellence and mastery in its educational product, it will continuously self-reflect, self-evaluate, and consequently self-improve. Meanwhile, it will use venues such as mass-media to establish itself as the ultimate educational authority in Pahrump.

The Pahrump Valley Academy will continuously hold events as a stakeholder in the cultural advancement of the township, irrelevant to the number of students enrolled, or waiting to get in to the academy. It will hold events exclusive to its family of employees and served residents designed to bring them closer in the same advancing direction. It will also hold all-inclusive events designed to promote education, art, music, French and community service. Additional specifics were discussed in Meeting the Need Section under Parent and Community Involvement. The Executive Director will be responsible for meeting milestones. The school will backfill vacancies in existing grades in the same manner as discussed previously through an Intent to Enroll process, filling spaces as they are available and holding a public, random lottery if necessary.

(3) Complete the following tables for the proposed school to open in 2020-21.

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

Grade Level	Number of Students
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	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K						
K	50	50	50	50	50	50
1	50	50	50	50	50	50
2	50	50	50	50	50	50
3	25	50	50	50	50	50
4	25	25	50	50	50	50
5	25	25	25	50	50	50
6		25	25	25	50	50
7			25	25	25	50
8				25	25	25
9						
10						
11						
12						
Total	225	275	325	375	400	425

(b) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

Grade Level	Number of Students					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K						
K	50	50	50	50	50	50
1	50	50	50	50	50	50
2	50	50	50	50	50	50
3	25	50	50	50	50	50
4	25	25	50	50	50	50
5	25	25	25	50	50	50
6		25	25	25	50	50
7			25	25	25	50
8				25	25	25
9						
10						
11						
12						
Total	225	275	325	375	400	425

(c) Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)

Grade Level	Number of Students					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K						
K	54	54	54	54	54	54
1	54	54	54	54	54	54
2	54	54	54	54	54	54
3	27	54	54	54	54	54



4	27	27	54	54	54	54
5	27	27	27	54	54	54
6		27	27	27	54	54
7			27	27	27	54
8				27	27	27
9						
10						
11						
12						
Total	243	297	351	405	432	459

(4) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns. Start-Up applicants proposing to open with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model detailed throughout the application that demonstrate that the proposed school is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

The academy's first year recruitment statistics is far lower than a realistic response to meeting the local need, and far lower than a realistic view of the local demand. The number of 50 students per grade level, in grades kindergarten (K) to second (2) allows two classrooms of 25 students each, per grade levels, in kindergarten, first, and second. The remaining number of 25 students per grade level, in grades three (3) to fifth (5) allows one classroom of 25 students per grade level, in third to fifth grade levels. The said numbers collectively bring PVA's first year enrollment to 225 students recruited and enrolled throughout the grades K to 5. The said numbers have been configured based on two aspects. The first is the realistic availability of the students. Realistically without an aggressive marketing campaign, as planned by the Pahrump Valley Academy, 50 students, and even upward of 50 students per grade level can easily be enrolled in a township where so many parents and families are choosing home schooling in response to limited school choice which unfortunately has yielded low satisfaction in the community. Making the need and desire for a public charter school in the community even more dire. The second reason for the chosen enrollment numbers is explored separately for grades K-2, and then again for grades 3-5.

In grades K-2, 50 students per grade level allows the school to accommodate two classes and two classroom teachers per grade level. Two teachers per grade level will give the given teachers, each, a partner with whom to share best practices as relevant to the given grade level. It allows the teachers to lesson plan, design formative assessments, grade assessments according to school-wide grade-level rubrics collaboratively, and when needed or deemed helpful to the students, co-teach a lesson, even trade classrooms, one teacher teaching an original lesson and the other reviewing it with the same class. Two classrooms and respective classroom teachers per grade level will provide opportunity for grade level collaboration.

In grades 3-5, only 25 students per grade level will be enrolled. Although the students are available and wanting to enroll, and the academy would sincerely want to serve them and to provide every grade level teacher with a partner, the intervention needs of grades 3-5 are greater than those of grades K-2. Many young learners in Pahrump have advanced to upper division grade levels without mastering relevant academic skills, and it is the aim of PVA to charge the school with an assertive intervention campaign in its first two years, bringing all students to grade level and above in



literacy skills, reading, writing, and calculations. Grades 3, 4, and 5 will have greater academic catch up in which to focus. PVA's need in the initial years will be able to support every grade level team with their curriculum, implementation of instructional strategies, interventions and enrichments.

As for the second, third and fourth years, the academy fully anticipates that the academy's achievement record will attract additional families to the Charter School. Keeping in mind that Pahrump is a fast-growing community where additional families will move into the area seeking high-quality elementary and middle schools. PVA has the support of the local community. PVA has planned for growth in view of both local demand and the academy's commitment to maintain, even further, excellence and mastery in the quality of its curriculum and instruction, as well as, control over the course of its cultural evolution. The proposed numbers as they pertain to enrollment have been painstakingly, thoughtfully and diligently considered relative to the assurance of the quality of education the academy intends to offer which is the highest quality of college preparatory education. Without reservation, PVA aims at offering education at the quality that is competitive nationally and globally, while focused on serving its immediate community. Hence, as eager and passionate as the Team PVA is about serving all students, it will pace its growth in view of the growth of its community and assurance of meeting its promise of excellence and mastery in education.

INCUBATION YEAR DEVELOPMENT

(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2019-2020) to ensure that the school is ready for a successful launch in fall 2020. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 10.

Please see Attachment 10.

(2) Please 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, please briefly describe the main components of the training program.

Plans for school leader training was discussed in this section, Leadership 3. Additional areas of training and development will focus on the areas of daily K-12 education administration such as School Law, Finance, Health and Safety, Accountability, Open Meeting, Confidentiality and Compliance, Infinite Campus, Renaissance, Curriculum, Interventions, and Enrichments.

(3) Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

The Executive Director will work on a nearly full-time basis immediately following the assignment of a location to lead development of the school. The Executive Director has worked on a nearly full-time basis since November 2018 in order to start Pahrump Valley Academy. Once PVA is approved and open, the school leader and other staff like the Principal, Office Manager and Registrar will be compensated for their work out of the Charter start-up funds.

DUAL-CREDIT PARTNERSHIPS

If the charter school will provide a program where a student may earn college credit for courses taken in high school, please provide answers to the following questions. Other applicants may provide a sentence explaining why this section is not applicable.



- (1) Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.
- (2) Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.
- (3) Discuss the scope of the services and resources that will be provided by the college or university.
- (4) Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.
- (5) Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.
- (6) Identify any employees of the college or university who will serve on the governing body of the charter school.
- (7) Provide as Attachment 11, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

PVA will not be providing a High School program; therefore, a response to this section is not applicable.

SERVICES

(1) Provide a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate 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, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

PVA will only provide transportation services within the realm of mandated services as per indicated in specific IEPs and as per mandated by the McKinney-Vento Act. The aforementioned will be communicated to all parents/legal guardians at the time of enrollment.

However, the local public transportation committee of Pahrump, which currently serves all seniors and many of the students in the community, has expressed the desire to provide transportation solutions for the PVA students. These solutions will be along the lines of those being provided to the local school district students. Further discourse on the topic is scheduled to take place between the local transportation representative, the PVA Executive Director, the PVA Parent Steering Committee Director, and the PVA School Community Leadership Council.



(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, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

PVA will be applying to become a participant of the National School Lunch and Breakfast Programs. Food services at PVA will abide in their entirety by the State and Federal Laws for Health and Safety. PVA in its budget has determined an annual cost of \$20,250 for program start up and to cover any students that may not be covered by the given national programs. PVA assumes that in the subsequent years the program costs will go down as the programs norm at the school.

PVA proposed Board member, Dr. Justin Curnutt who leads the community of Pahrump in the health and wellness news and awareness, and who teaches weekly classes in various aspects of health, wellness, and nutrition in the community of Pahrump will be an advisory point person for the school's nutrition program and food services, and as a father of 3 learners eager to attend the academy and the director of the proposed academy's Parent Steering Committee, he has volunteered to spearhead activities surrounding the generation of required paperwork to fully engage PVA and its learners in the National School Lunch and Breakfast Programs.

(c) Facilities maintenance (including janitorial and landscape maintenance)

PVA has anticipated that custodial services have been anticipated to coast \$1/sq. ft. totaling to a custodial cost anticipation of \$25,000, and utilities have been anticipated to coast \$2/sq. ft. totaling to a utilities cost anticipation of \$50,000. This sum has been anticipated and calculated in the school's financial plan.

(d) School health and nursing services

PVA will utilize the services of a full time school nurse. The given nurse will assume responsibility for checking/documenting immunizations, administering in house medications to include diabetes monitoring, screening and assisting in screening for vision, hearing, and scoliosis, providing feminine hygiene products, supporting in health education, and supporting training and implementation of universal precautions for blood borne pathogens. This individual will also tend to all daily and first side emergencies, urgent care, and illness assessments at the school site level.

The school nurse will also take part in the assessment and evaluation of students with disabilities for the purposes of IEPs.

(e) Purchasing processes

The Executive Director will act as the purchasing agent for PVA. The Executive Director will be required to abide by the budget designed by the Executive Director and an established and recognized in Nevada Back Office Service Provider, which budget has been approved by the PVA Board of Directors. To this end, PVA will utilize a Back Office Service Provider. Additionally, a procurement agency with experience and a track record of providing procurement services to charter schools will be retained by PVA to further assist the academy in procuring the best deals for PVA.



(f) Safety and security (include any plans for onsite security personnel)

PVA is cognizant of the importance of safety and security of its facility. The school plans to accommodate safety features into the construct of its facility. These features include, but are not limited to, security cameras, magnetic entry system, fire and smoke alarms, outer boundary lighting, and outer boundary fences. In addition, PVA plans to train all personnel in safety and security procedures. One board member, Dr. Tom Waters, and the principal, Eddie Williams, both of whom are retired U.S. Military with experience in Department of Defense, will be especially and additionally trained in order to regularly supervise the school's ongoing safety and security trainings. Meanwhile, both of the afore-named and Executive Director will collaboratively work with the local Law Enforcement and the local Fire Marshall regularly. The Executive Director and Dr. Waters have already met and begun discourse with both the local Sherriff and the local Fire Chief.

(2) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support.

A total of \$365,065 has been marked for technology in the PVA first year budget. Some key elements in this configurations effecting the instructional practices of the school have been the teacher laptops, the student laptop accesses via the student laptop carts and relevant replacements, student desktop accesses and relevant replacements, as well as, the school internet, the school internet set-up, the school server, computer hardware costs, computer software costs, educational programs and all relevant technological maintenances, and the classroom technologies. Also configured into this sum have been the copiers, monthly computer and phone service fees and equipment maintenance fees

(3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. If most of the applicant group or the EMO is new to operating in Nevada's education environment, explain your plan to determine Nevada specific reporting requirements. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

PVA will utilize Infinite Campus Student Management System. The Executive Director and the school's Principal are already trained on Infinite Campus. Additional trainings have been scheduled for both individuals with regards to their new responsibilities. The school's office manager has been preliminarily trained in Student Management System general theories and best practices by the Executive Director; additional training is being scheduled for her via Infinite Campus. The office manager at PVA will assume responsibility for the accurate and precise student data input, into the system and reporting thereafter.

Additional training as pertinent to the State and Federal Laws and Regulations will be sought by the PVA Executive Director, the school's Principal, and at least one member of the PVA Board of Directors (J. K. Nelson, Attorney at Law), through the Nevada Department of Education and the Nevada Charter School Association. The school, through the school's Executive director, assumes responsibility for always staying apprised and always abiding by the relevant Las and Regulations



as outlined by the Nevada Department of Education and the Nevada State Public Charter School Authority.

(4) **Data Security:** SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

All student information will be diligently safeguarded, as required by the State and Federal Laws and Regulations. All relevant personnel will be trained in FERPA and in all relevant compliance Laws and Regulations, including but not limited to, recent legislation related to the protection of personally identifiable information. Meanwhile, the significance of these regulatory practices will be instilled into the PVA culture as means of elevating the institution with regards to its professional integrity.

The physical student files, at PVA, will be stored in locked cabinets in a locked office, to which only authorized personnel will have access. The online stored information, Infinite Campus, will likewise be accessible only by authorized personnel, all of whom will be trained in the matters of ethics, compliance, and law as they relate to the student information access.

(5) In addition to the narrative above, provide as Attachment 12, an operational execution plan, which identifies the key organizational business processes necessary to support exemplary academic, business and financial performance including those discussed in this narrative. This operational execution plan may be in a format of your choosing, and may include Gantt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well developed narrative.

Please see Attachment 12.

FACILITIES

(1) Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

(a) The desired location of the school facility;

PVA needs to locate a facility that is large enough to house the students, and is currently looking for a facility that is 25,000 square feet. PVA is seeking a facility in the 89048 Zip Code.

(a) The number of general education classrooms required each year;

PVA anticipates needing one classroom for each class of students at an average of 25 students to one teacher. Respectively, the Number of General Education Classrooms are FY21 9, FY22 11, FY23 13, FY24 15, FY25 16, and FY26 17.

	FY21	FY22	FY23	FY24	FY25	FY26
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Number of General Education Classrooms						
	9	11	13	15	16	17

(b) Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;

	FY21	FY22	FY23	FY24	FY25	FY26
Number of SPED, ELL, Intervention/ Enrichment Classrooms						
	3	4	4	4	4	4

(c) Space requirements for administrative functions, food services and physical education

	FY21-FY 26
Space for Administrative Functions, Food Services, and Physical Education	3 Private Offices (Executive Director, Principal, SPED Services), Space for Food Services, Playground/Lunch Area

(2) Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

PVA has already secured a commercial real estate professional. Please see Attachment 13. When viable options are presented, the Board will meet in a special meeting if necessary, to discuss and review the benefits and consequences of each option. A facility task force including a Board member, Executive Director, parent, and real estate professionals will tour the facility and determine if the facility is feasible to house the school. Following the facility tour, the task force will create a report to present to the Board at least seventy-two (72) hours prior to the regularly or special Board meeting. The real estate professional will be present at the Board meeting to discuss the facility and answer any questions. At that time, the Board will vote on whether to move forward which may include negotiations with a landlord, consultation with a school architect, or a school contractor for any required tenant improvements. Plans for renovations, development of a timeline, and financing will be led by the task force and identified professionals and presented to the Board in the aforementioned process.

(3) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility. Please include the organization's plans to finance the facility, including:

Pahrump Valley Academy is seeking a facility in the central region of Pahrump valley, which is accessible to all of the township of Pahrump. It is also home to the highest needs population of Pahrump residents. The central region of Pahrump bears several concentrations of residential rental apartment facilities with children's playgrounds. It is also the home of the community's most



educationally disadvantaged elementary school, J. G. Johnson. According to Nevada Department of Education's Nevada Ready website, J. G. Johnson Elementary School is a one (1) star school in 2017-2018 with only 22.8% of the students scoring met or exceeds standard mastery on the SBAC ELA and only 16% of the students scoring met or exceeds standard mastery on the SBAC Math http://nevadareportcard.nv.gov/DI/nv/nye/j_g_johnson_elementary_school/2018 J. G. Johnson is located within the Pahrump zip code of 89048. In addition, more homes are currently being built in different communities in the area, who will qualify for educational services to their children provided by the (1) star elementary school, J. G. Johnson. PVA, as assisted by an authorized and licensed Keller Williams realtor, is seeking a facility suitable to its planned and proposed school in the 89048 zip code. There are several such facilities in the area, including those that are vacant and privately owned by landlords who are open to negotiations to lease their facility to PVA.

(a) Total project cost

PVA is working with a local real estate agent to locate suitable property for a school site location. The budget projections are on an initial lease option of \$100,000 for Year 1 with an annual increase of 3%. Custodial are anticipated at \$25,000 annually for Year 1 with an annual increase of 3%. Utilities are anticipated at \$50,000 annually for Year 1 with an annual increase of 3%. Capital Outlay Building Renovations are anticipated at \$40,000 for Year 1. Please see Attachment 16.

(b) Financing and financing assumptions

School Level Fundraising

PVA anticipates School Level Fundraising of \$20 per student per year. Respectively Total School Level Fundraising is projected at FY21 \$4,500, FY22 \$5,500, FY23 \$6,500, FY24 \$7,500, FY25 \$8,000, and FY26 \$8,500. The School Level Fundraising will be used to pay for classroom field trips.

	FY20	FY21	FY22	FY23	FY24	FY25	FY26
School Level Fundraising		\$4,500	\$5,500	\$6,500	\$7,500	\$8,000	\$8,500

Other Start-up Grant Funds

PVA anticipates applying for and receiving the Charter School Revolving Loan of up to \$112,500 in the planning year of 2019-20. The proceeds will be used to pay for the liability insurance and necessary marketing costs anticipated with recruitment of students and teachers.

	FY20	FY21	FY22	FY23	FY24	FY25	FY26
Other Start-up Grant Funds	112,500	0	0	0	0	0	0

Private Fundraising (Individuals)

With such a high socioeconomic disadvantaged population the Private Fundraising from Individuals will cover the costs of School Uniforms for the Title I eligible students. Respectively Total Private Fundraising (Individuals) is projected at FY21 \$6,907, FY22 \$8,442, FY23 \$11,512, FY24 \$13,047, FY25 \$13,047, and FY26 \$13,815.

	FY20	FY21	FY22	FY23	FY24	FY25	FY26
Private Fundraising (Individuals)	0	6,907	8,442	11,512	13,047	13,047	13,815



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

Please refer to Section 3, (a), above.

(4) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 13. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 13, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. If the applicant does not yet have a facility identified, please upload an attestation explaining that these materials will be furnished as part of a charter contract amendment.

Please see Attachment 13.

(5) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

PVA recognizes that as a start-up charter school it is a unique experience to acquire a facility for a charter school. PVA will work with experienced professionals who will work hand-in-hand with the PVA Facility Task Force and Board of Directors to ensure that the school is successful in facilities acquisition. PVA will work with experienced commercial real estate professionals, experience real estate attorneys, experienced school architects if needs and experienced school contractors who align with the requirements for schools including safety and accessibility.

(6) Explain the organization's plan to maintain the independent facility.

PVA is working with a realtor for Keller Williams is well-established in the Pahrump Valley. Please see Attachment 13. PVA's plan for maintaining the independent facility has been established and planned for in the financial plan. Please see Attachment 16. This will include the cleanliness of the facility, tenant improvements and repairs.

ONGOING OPERATIONS

(1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan?

The process to create and maintain the school's Emergency Management Plan required by the State of Nevada will focus on ensuring student and school. The process will follow the guidelines established by the Department of Education, Nevada. Step 1: Form a Planning or Development Team/Committee which will include a Board member, School Leaders, two teachers, a parent, the Fire Chief, a local police officer, and a community member with experience in treating traumatic situations like a counselor. The Collaborative Planning Team once established will then move to Step 2: Understand the Situation where they will identify the threats and hazards, assess risk and prioritize the threats and hazards to be addressed in the plan. Step 3: Determine Goals and Objectives, is when the team will determine the goals and objectives of what needs to occur in the event of an emergency and how the team will ensure safety and implementation success. Step 4: Plan Development is when the team identifies the course of action aligned to the prioritized threats and hazards that will affect the school. Step 5: Plan Preparation, Review and Approval is the part



when the plan is formatted, written, reviewed, shared with community stakeholders and then the Board will approve the plan with the input of the stakeholders. Finally, Step 6: Plan Implementation and Maintenance is the part when the stakeholders are trained, practiced, and continually reviewed, revised and maintained.

The school will utilize the Executive Director as the Incident Commander will ensure contact with first responders, the Principal as the Operations Director with a team to support him or her to ensure evacuation, lockdown, student and staff accounting, and developing Shelter-in-Place, the Office Manager will be in charge of Family Reunification ensuring that all students are reunified with their parents or families as per individual emergency cards. In the event of an emergency, technology may not be working; therefore, other than the fire alarms, sprinklers if needed, and emergency signaling, the school will use cell phones or radios, bull horns, and paper back-up documents. The equipment on hand will have first aid supplies, food and water for three days, sanitation stations, and shelter. The policy will be based on the Emergency Management Plan which will also be on file with all appropriate authorities. The Executive Director will be primarily responsible for the plan.

(2) Provide, as Attachment 14, 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.

Please see Attachment 14.



6. 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 criteria and procedures for the selection of contractors.

PVA will contract with a back-office service provider to manage school accounting, purchasing, payroll and audits. The school will put out a Request for Proposals for a back-office service provider to provide ongoing service to the school. The Board will review the proposals and choose the provider with the strongest proposal. The back-office service provider will serve the Board and the school by working with the Executive Director based on the Fiscal Policy Manual of the school. Accounting will be accomplished using reputable government accounting software platform like MIP. The Executive Director and the Office Manager will be trained on the use of the Nevada State chart of accounts for school finance and will follow all GAAP and GASB standards. The Office Manager will track the accounts payable and accounts receivable and will track the daily time and effort logs. The invoices and timecard will be processed, reviewed and coded by the Executive Director and sent to the back-office support provider to be entered and processed into the accounting software system. The Financial Consultant from the back office service provider will review the accounts payables and accounts receivables for accurate coding and communicate with the Executive Director who will have the final authority of approving the accounts payable run on a weekly basis. The Financial Consultant will present the monthly financial statements to the Board on a monthly basis.

All bank accounts and credit cards will be issued in the name of the school. The Executive Director and the Board President will be the signers on the accounts. The back-office support provider will have view only access to the bank accounts so that the monthly expenditures and revenues can be reconciled.

Payroll will be processed by the back-office service provider's payroll company. The processing of payroll will follow established the procedures and processes to ensure accurate and timely submission of payroll. Payroll records will be stored and maintained by the payroll company and incorporated in the accounting software to ensure transparency and accurate records.

The annual financial audit of the school will be contracted to a qualified third-party Auditing firm. The audit will ensure compliance with GAAP, GASB, and appropriate accounting procedures. The Auditing firm will submit the final audit to the Board for approval before submitting to the authorizer and the Nevada Department of Education.

PVA may secure the serves of an independent third-party grant writer to research financial resources and report to the Executive Director and Board. Pursuant to the decision of the Board, the grant writer may begin the process of engagement for funds.

(2) As Attachment 15, 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.). There is no page limit for budget narrative in Attachment 15. Include the following:



- (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
- (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.
- (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.
- (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
- (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
- (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

Please see Attachment 15.

- (3) Submit the completed Financial Plan Workbook for the proposed school as Attachment 16.

Please see Attachment 16.

- (4) 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.

Pahrump Valley Academy is currently seeking references for outside auditors to conduct the annual audit of the financial and administrative operations of the school pursuant to NAC 387.635 and NAC 387.775. PVA's Board will select a firm from the approved COSAL list who is experienced and has a list of note-worthy references within the industry. The independent third-party auditor shall comply with GASB, GAAP and the Nevada State Chart of Accounts.

The Board shall adopt fiscal control policies prior to July 1, 2020. The primary concern is to ensure fiscal solvency and appropriate fund accounting. The fiscal control policies will include cash management, purchasing, credit card expenditures, expense reimbursements, deposits and payroll. All policies shall comply with Nevada law and SPCSA guidelines. The Executive Director shall be responsible for implementing Board policy, the Board approved budget and best financial practice.

The charter school will follow the requirements of the Governmental Accounting Standards Board (GASB). GASB is the recognized standard setting body for establishing governmental accounting and financial reporting principles. The applicable GASB standards currently in effect must always be followed.

The charter school's activities should be accounted for as governmental or proprietary funds as standard for the industry or school district. The charter school will maintain their accounting records and related financial reports as required for the type of funds maintained. The charter school should prepare both fund financial statements and government-wide financial statements for governmental funds. Charter schools operating as not-for-profit entities should also follow governmental accounting practices for schools. Also pursuant to GASB Statement No. 62, Codification of Accounting and Financial Reporting Guidance Contained in Pre November 1989



FASB and American Institute of Certified Public Accountants (AICPA) Pronouncements, the charter school should elect to apply the provisions of all Financial Accounting Standards Board (FASB) Statements and Interpretations, APB Opinions and ARB's of the Committee on Accounting Procedures, except for those that conflict with or contradict GASB pronouncements.

In developing your budget, please ensure that the school does not operate at a loss during any year—this is prohibited by Nevada law.